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ABSTRACT

English is mostly taught in a classroom setting in a foreign language context. However, English is not always spoken or exposed to; even in the classroom, hardly ever use English. This situation suggests that full English classes are utilized quite frequently and first language is occasionally required. This research aims to reveal the teacher's strategies in using target language (TL) in EFL classroom and to reveal the teacher's perceptions toward the use of target language in EFL classroom. This research used a qualitative method with a case study design. The participants of this research were a teacher that teaching English in one of the senior high schools in Majalengka. The result shows the teacher tries to maximize the use of English as the target language in classroom by using several strategies, they are: using the same or similar instruction and gestures, 'guess' the meaning based on the context, speak more slowly and deliberate, strategy pausing, modifying the pronunciation, vocabulary use is more basic, simplifying grammar and letting student speaks. The teacher realized that the English classroom and the English teacher were the only source of learning English. The teacher tries to maximize the use of English as the target language in classroom. This is to fulfil the opportunity to learn English for students. And teachers also believe that getting used to English in classroom can improve students' abilities in English. This research was not conducted deeply and the writer realized there are many weaknesses in it. This research also allows the other researcher to research new things behind English as a medium of instruction and the researcher suggests to other researchers to involve more participants and longer time.

Keyword: Teacher Strategies, Target Language, EFL Classroom

INTRODUCTION

Syarifah and Emiliasari (2016) state in general, English is mostly taught in a classroom setting in a foreign language context. However, English is not always spoken or exposed to; even in the classroom, hardly ever use English. The circumstances of the students serve as justification for the teachers' use of first language. Teachers frequently use their mother tongues to help students feel at ease in English class because some students may not be native English speakers. Whereas, the teacher might be the only native English speaker they encounter. For students to improve their English skills, it is ideal for EFL classrooms to use only English and no other languages. As a result, there are not many opportunities for students to speak in the target language outside of the classroom. The researcher uses the terms L1 as Bahasa Indonesia and target language (TL) as English.

Based on the findings of the researcher's observations in one of senior high schools in Majalengka, the English teachers frequently instructs in L1 rather than the target language and used another language in class, such as Sundanese. The use of L1 to teach English is debatable because overusing L1 in English classes may make students dissatisfied. According to Hasrina et al. (2018), excessive L1 use can limit students' exposure to and opportunities for TL practice. To aid in their linguistic acculturation, teachers must encourage their students to speak English in class. The student might be the source of their own motivation in addition to the teacher acting as a conduit. To learn English as a foreign language, target language (TL) interaction and use are therefore considered to be essential. On the other hand, according to Zainil (2018), hardly anyone speaks English outside of the classroom, and the

teachers who do instruct students in the language do so without being native speakers. Students consequently did not hear a lot of spoken English either inside or outside the classroom. Due to the limited use of English in both social and educational settings, this happened.

Concerning the problems outlined above, to help students become more adept at using the target language, a solution to the issues is required. The ability of students to learn and produce the target language is closely linked to the language classroom's expectations. Students' proficiency in the target language should at the very least allow them to converse in the classroom. According to Nurhidayat (2021) communication is more than just talking about or writing about a subject; it also involves talking about the message's recipient's interpretation of the subject and how to convey the message so that the interlocutor or recipient talks about the topic's implied meaning. As described by Krashen (2017). Language learners can understand what has been said or written in the target language when they receive comprehensible input. A setting where the target language is spoken must be introduced to the students. The environment for language instruction must be created by the teacher. The classroom is one of the few settings where the teacher can interact and communicate with the students in the target language. Due consideration should therefore be given to the language used in Indonesian EFL classrooms.

The purpose of this research is to reveal the teacher's strategies and perceptions in using Target Language in EFL Classroom. This research is expected to assist teachers to evaluate their own foreign language lessons objectively and help them realize the importance of using the target language by creating awareness about their EFL classroom. It also, hopefully, provides a broader perspective on utilizing the target language, especially for those who work in the field of teaching English as a foreign language.

Septiani, et al (2021) on their research stated that Target Language use in English language teaching techniques has significantly increased. The idea of giving students (non-native English speakers) enough exposure to English is one of the factors causing such a problem. On the other hand, little is known about how English as the TL is utilized as a medium of instruction and communication between teachers and students. The findings demonstrated the ways in which teachers and students interact and communicate using the TL. Additionally, it was demonstrated that using the TL in pre- and post-activities as well as when commanding the student makes the TL's purpose clear. From a pedagogical standpoint, motivating students to communicate in the TL (English) fosters their desire to do so and increases their awareness of the significance of the language in the learning processes that take place in the classroom. Besides that, Jati (2015) claims on his research result shows, All participants agreed that teachers' use of TL benefits them, despite the challenges they encountered. In line with that, Roostini (2019) on her research shows that the student-teacher have positive attitudes toward the target language and culture, their perceive themselves to be more confident at ease when discussing Western cultures in the classroom. It shows, that TL should be used primarily in the classroom to familiarize students with TL and to benefit students.

Based on the background above, the question of this research can be focus to reveal the teacher's strategies and perceptions in using the target language as English in EFL classroom. Exploring the teacher strategies and perceptions in using target language in English teaching actual practices would help teachers evaluate their own foreign language lessons objectively and help them realize the importance of using the target language by creating awareness about their EFL classroom.

METHODS

The researcher used a qualitative data approach as the research design in order to reveal the teacher's strategies and teacher's perception in using target. According to Tenny, et al., (2022) stated the qualitative data approach explores and provides deeper insights into real-world problems in the form of words. The participant is one English teacher in senior high school. The main data for this research was gained through observation and interview. The Observation was conducted to monitor English teacher during teaching-learning process. This technique used to get any information about the teacher's

strategies in using target language in EFL classroom. The instrument to collect the data by using this technique is observation checklist. The researcher was interview teacher who teach English at senior high school. By this technique the researcher asked the English teacher which aimed to gain clarified information about the strategies that teacher used in classroom and teacher's perceptions toward using target language. To obtain the data, the tape recorder was used to record the teaching process. The data were familiarizing, organizing, coding and reducing, interpreting and representing.

RESULTS AND DISCUSSION
Teacher's Strategies in Using Target Language in EFL Classroom

Base on observation and interview the researcher obtained some information from the participant related to the research questions. The researcher found out there are some teacher's strategies in using target language that were used by teacher at one of senior high schools in Majalengka.

The table 1 and 2 show the finding of teacher's strategies in using target language.

Table 1. the finding of observation

NO.	Strategies	1st Observation	2nd Observation	3rd Observation
1.	Using the same or similar instruction and gesture	√	√	-
2.	'guess' the meaning based on the context.	√	√	-
3.	Use diverse media	-	-	-
4.	Use visual presentation	-	-	-
5.	Have students repeat instructions	-	-	-
6.	Speak more slowly and deliberate	√	√	√
7.	Strategy pausing	√	√	√
8.	Modifying the pronunciation	√	√	√
9.	Vocabulary use is more basic.	√	√	√
10.	Simplifying Grammar	√	√	√
11.	Letting student speaks	√	√	-

Table 2. the result of interview

No.	Interviewer	Respondent
1.	In case you first try to ensure their comprehension with other strategies, which are these strategies?	using other words or sentences and body language and if it gets stuck, I translated.
2.	What do you do when your students do not understand what you are saying in L2? Do you directly turn to the L1 or do you first try to use other strategies?	As I said before, I usually repeat words with other words but with the same meaning and purpose, apart from that it is usually also accompanied by body language like the

		example above when asking students to look for trash under the table "look at under the table" my body language is like looking down.
3.	Based on observation, I found that you used strategies using the same/similar instructions, what is your opinion on that?	I am just trying to simplify what I mean by simply replacing. If it does not work, then I can help by translating it into Indonesian. Even if the time allows, I invite them to look for the meaning of a fragment of a word that is still foreign to them from what I said.
4.	Based on observation, I found that you used strategies speak slowly and pausing, do you think it is necessary?	The students are still learning foreign languages which is English, in my opinion it is very necessary to speak foreign languages, especially English at a slower pace in class so that it is clearer in their ears, students still really need a lot of time to absorb what is conveyed by me. Besides that, I can also think beforehand what I say so that it can be understood.
5.	What do you think about using local dialect as you as Sundanese?	I accidentally used the local dialect, maybe because I am also a Sundanese so I am used to using the Sundanese dialect. But in my opinion, it is also beneficial to use the local dialect so that students are also used to hearing clearly foreign languages by using the local dialect so they can quickly understand what is being said.
6.	Why do you often use simple sentences?	For students, the sentences used must be as simple as possible, and the grammar is also simple, so that they are also familiar and can used English in their daily life and can understand what I am saying. At least they are not confused when learning English
7.	What is your purpose in asking students to speak about their favorite songs?	For this case it just so happens that the material is about songs, I deliberately accustom them to speaking English with what they like, one of their favorite songs, of course, it must be an English song, maybe it can stimulate them to find out more about the songs they like. Of course, this can familiarize them with English.

From the research finding, the teaching strategies employed by teacher in using target language were so various.

1) *using the same or similar instruction and using gestures*

The first strategy is using the same or similar instruction and using gesture. Using the same or similar instruction and using gesture is a strategy used when students do not understand the sentence that the teacher conveys, then the teacher used another sentence with the same

meaning and the teacher also used body gestures. And if that does not work either, the teacher translates it into Indonesian. This is in line with Rijoly (2017) student may not understand the message (yet), but they understand what was asked of them. There is no rule against using L1 in instruction if the goal is to provide intelligible input. To encourage comprehensible input, teachers should introduce language functions such as common phrases in the target language that will be used in a predictable routine so that students can associate the sound, sentence patterns, and meaning to the instruction even if they do not fully understand the instructions word for word.

2) guess' the meaning based on the context

The second strategy is 'guess' the meaning based on the context. Guess the meaning based on the context is used when students ask the meaning of a word. In this moment, the teacher does not give the answer immediately when the students ask a question concerning the meaning of a particular word, phrase, or language function. the teacher directs the students' attention to known terms and assist them in determining their meaning. This assisted the pupil in thinking and harnessing their sense of knowledge, which led to comprehension. At that time the students enthusiastically searched for the meaning of the word. In line with Rijoly (2017), guess the meaning assisted the pupils in thinking and harnessing their sense of knowledge, which led to comprehension. With this, students can be more enthusiastic in learning English.

3) Speak more slowly and deliberately

The third strategy is a Speak more slowly and deliberately, is used when teaching English, the teacher speaks slower so students can understand and easily understand what the teacher is said. This is also useful for students so that they have more time to understand what the teacher is saying. It is crucial to speak English in class more slowly so that it is clearer to the students' ears because, in the teacher's opinion, they are still learning a foreign language, namely English. This is because students still require a lot of time to fully comprehend what is being said. In line with Maulina (2021), the teacher should speak more slowly and deliberately in class. This is necessary since not every student will understand if the teacher speaks quickly. It is also beneficial for them to take notes and consider the meaning of the words stated by the teacher or instructor.

4) Strategy to pausing

The fourth strategy is pausing. When explaining in classroom, the teacher takes pauses into account as well. To ensure that what is said will be understood, the teacher plans. This is in line with Maulina (2021) it is critical to pause when speaking. It is especially crucial when the listener is a student who is still learning the language. The teacher in the classroom must also pay attention to this element. When adopting this method, pupils or listeners may have more time to understand grammar, pronunciation, and tone when someone is speaking. It also assists students in comprehending what the teacher says, whether it is in sentences or phrases

5) modifying the pronunciation

The fifth strategy is modifying the pronunciation. The teacher used the local dialect, namely Indonesian or Sundanese. This can make it easier for students to understand what the teacher said clearly because the teacher used a dialect that they often hear even in a different language. In line with Maulina (2021), it is thought that when a teacher pronounces English words in the local dialect, the students will understand them better.

6) vocabulary use is more basic

The sixth strategy is vocabulary use is more basic. The researcher found the teacher used simple sentences. The teacher believed that the student will be familiar and can use English in their daily life and can understand what teacher said. This is in line with Maulina (2021), the teacher must alter the complexity of the vocabulary used in EFL classroom. Complex terms are not understood by everyone. As a result, it is critical to use daily phrases and vocabularies to familiarize and have them use the words later as practice material.

7) simplifying grammar

The researcher also found that the teachers simply grammar to be able to use and understand English in daily life. In line with Maulina (2021), grammar that is accurate is good, but grammar that is accurate and simpler is better. The teacher used simple grammar to make it easier for students to understand what is meant. Besides that, student be able to use and understand English in daily life.

8) letting student speaks

The last strategy is letting student speaks, this strategy is the new finding by the researcher when observation. In this moment, teacher ask student one by one to speak their favourite song. The students feel enthusiast when spill their favourite song. This practice student to be able in speaking English. This in one of teacher strategies to stimulate the student in learning English.

Teacher's perceptions toward using target language in EFL classroom

The finding showed that the teacher who taught English has some perceptions toward using target language in EFL classroom. The teacher uses more English in classroom to improve student's ability in learning English. The ability to speak in English is the most crucial aim of learning the language. Recognize the intentions of others and be able to effectively communicate our own intentions. Using a lot of English in class will help students become acclimated to the language, which will help them pick it up quicker. It may also help students feel more confident speaking English, especially if they stutter. This is in line with Rahmadani (2016); Jati (2016), for the process of language learning, it is crucial to use English as the medium of instruction when the language is being studied in a classroom. The exposure of the students to the target language is greatly increased by its use in the classroom. Because of the use of the target language in the classroom, students are receiving more understandable input, which leads to the development of more complex language structures. By using the target language in the classroom, teachers can serve as role models for their students in terms of how to speak the language and how to approach it.

The teacher realized that outside of classroom, the students never even use English, making her the only resource they have for learning the language. The teacher believes that students who are exposed to English in the classroom frequently will learn it more quickly. Students may develop an English habit if English is used constantly with them. It is in line with Idris (2014) claims that English is the only specific foreign language that is typically taught in schools as a subject. Students who are learning English as a foreign language do so in an EFL classroom. An EFL classroom is one where English is not the main language of instruction. The students share the same language and cultural background. The teacher may also be the only native English speaker they come across. It is ideal for EFL classrooms to use only English and no other languages so that students can develop their English language skills.

The teacher needs a lot of patience in using target language because it will take them a while for the students to understand what the teacher just said. They need some time to comprehend and adjust to English. To become accustomed to learning English, students must be forced. Although they still stumble over their words and do not use long sentences, the teacher noticed that the students are more confident in speaking English. Sometimes they speak after doing a translation. However, it is a means of making them want to learn English.

The teacher found itself, that the students are more confident in speaking English, although the students are still stammering and the teacher thought this way is stimulate the students to learn English. It is in line with Roostini (2019), the teachers and students have favorable attitudes toward the target language and culture. When discussing Western cultures in the classroom (as opposed to Indonesian cultures), teachers believe they are more assured and at ease. The notion that Western culture is more significant than local culture is rejected by them. They feel that their native language, Indonesian, should

only be spoken outside of the classroom. The target language (English) should, however, be used in the teaching-learning process inside the classroom.

In conclusion, the teacher realized that the English classroom and the English teacher were the only source of learning English. The teacher tries to maximize the use of English as the target language in classroom. This is to fulfil the opportunity to learn English for students. And teachers also believe that getting used to English in classroom can improve students' abilities in English.

CONCLUSION

In summary, the first finding is about the teacher's strategies in using target language in EFL classroom. Based on data analysis can be concluded that are strategies employed by teacher in using target language in EFL classroom. Based on data above, the result of the observation and interview show using the same or similar instruction and using gestures, 'guess' the meaning based on the context, speak more slowly and deliberately, strategy pausing, modifying the pronunciation, vocabulary use is more basic, simplifying grammar, and letting student speaks are various strategies that employed by teacher in classroom. The second finding is about the teacher's perception toward using target language in classroom, the teacher realized that the English classroom and the English teacher were the only source of learning English. The teacher tries to maximize the use of English as the target language in classroom. This is to fulfil the opportunity to learn English for students. And teachers also believe that getting used to English in classroom can improve students' abilities in English.

This research was not conducted deeply and the writer realized there are many weaknesses in it. The researcher only focused on teacher strategies and perception toward using target language in EFL classroom. Meanwhile, others researcher needs to investigate this point deeply because this research was not really investigated in comprehension. Besides that, this research only involved one English teacher, one school, and limited time. This research also allows the other researcher to research new things behind English as a medium of instruction and the researcher suggests to other researchers to involve more participants and longer time.

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