Utilizing Simple-Code in Language Teaching Process towards Students Speaking Achievement

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Abstract: This study provides some information about the effect of simple-code in teacher talk in language teaching process towards students speaking achievement. Literature review was used as a research method for acquiring relevant information and describing the topic of the article. Then, it also used several studies to prove the achievement of using simple-code in improving the students speaking achievement. The discussion showed that the use of simple-code in language teaching process could improve the students speaking achievement especially for basic and intermediate level students. The use of simple-code also reiterates that students could understand the materials as they were given beneficial input for the students. The study thus investigates the teacher talk to be the main source of the input in the target language for the students' comprehension in the language classroom. Therefore, the use of simple-code can be said as the effective way for the basic and intermediate level students to acquire the target language. This article then proposes the significance of having more knowledge for the teachers to use simple code in language teaching process in order to increase students' speaking skill.

1 INTRODUCTION

The process of teaching at school cannot be detached from the role of a teacher. The teacher can play the role as a manager, director, facilitator, or controller in the classroom (Mulyati, 2013). In an SLA/FLA learning process of English, the class becomes the place where a variety of language input is given. In addition, the teacher's talk serves as the main factor to supporting the quality of the process and learning outcomes. There are some problems faced by the teachers and learners in the process of teaching and learning in Indonesia, especially for English subject. Based on personal observations, the problems are the teachers who do not pay attention to the way of teaching where many English teachers often use Indonesian language in the classroom. The use of Indonesian makes the students get accustomed not to hearing and using the target language. Then, the problem also comes when the teachers use complex English sentences to the basic or intermediate level of

students in their teaching. Krashen (1981) stated that a second language is obtained by understanding messages or by receiving comprehensible inputs. This also asserts the idea that it is necessary for teachers to get focused on the relevant input and its appropriateness to the students' proficiency level.

The other problems come when the writers observed one of the junior high schools in Indonesia. Specifically, the observable case was when the teacher could not create a communicative classroom atmospheres, it makes the students get bored and feel not interested in the learning process. A communicative classroom atmosphere will enable students develop their speaking skills by practicing the language they are learning. This paves the need to understand the teacher's talk. In other cases, the students become the case of the problem. They are less enthusiastic and difficult to understand teachers' materials. This situation accordingly calls for teachers' immediate solution. The study also justifies teachers' professionalism in a response to

meeting the goals in the teaching and learning process.

There are very few teachers who use simple language in teaching process in the classroom. Supposedly, the best language learning takes place when language learners understand what are conveyed by the teacher.

As pointed out by Krashen (1981), "the input is not only very useful but also very basic; simple code is not intentionally a part of grammatical and controlled. However, the focus is no longer on the understanding of the message received by the listener."

There are three types of simple-code - teacher talk, foreigner talk, and interlanguage talk. In this case, the teacher talk is outperformed in simple expressions during teaching. This study focused on the use of simple-code in teacher talk. In particular, the benefits of teacher talk by the teachers are intended to facilitate and create a good communicative interaction in the classroom. It is argued that the role of teacher talk is not only the main source of language learning, but also as a teaching language tools (Chaudron, 1988).

The previous research done by Mulyati (2013) concerns with student-and-teacher talk in oral classroom interaction for developing young learners' speaking skill. The study investigated the implementation of oral classroom interaction in students and teacher-talk during speaking class. In her research, English becomes the most commonly use in the conversations. The teacher still dominated the conversation between teacher and students during speaking activity. Then, she concluded that the roles of the teacher are to manage the class either as the facilitator, director, or controller.

Then, the other previous research was done by Myojin (2007) concerning the effect of teacher-talk in the classroom. He focused on one of the types of simple-code that is teacher talk. He investigated how much the effect of the teacher that did not use L1 for Japanese learners in an EFL classroom towards the students' listening skill. He found that the less use of Japanese language and the more use of English in the teaching process improved the students' listening comprehension skills of English.

The research on simple-code only receives little attention. They just focused on the teacher-talk or specifically on the teachers' way in the teaching process. Based on the previous researches, teacher talk can give good or bad effects for the English learners in the classroom. It can be regarded that

the role of the teacher in the teaching process will make the students achieve their goals in learning. Also, this happens when the teachers know the needs of the students and make them practice more using the language to improve their language skills especially in speaking ability. The crucial point of teaching process lies on the teachers' way in the classroom and the language used of the teachers. For teaching the target language, it should then be able to adjust the level of difficulty the students are encountering.

This topic was chosen because many students are still difficult to learn the target language as more Indonesian students still experience problems in speaking English. This might be caused by little attention to the students' needs. In Indonesia, many English teachers teach the students' using L1-only or using complex sentences in the classroom, so that it cannot increase the students' proficiency in speaking English. In addition, many English teachers do not know the characteristics of teacher-talk when they are teaching young learners using simple-code.

With considerations above, this study is concerned much on the effect of simple-code in teacher talk in the teaching process for young learners towards students' learning outcomes especially in the students' speaking achievement. There are many ways in which teachers can influence learning through their choice of language and their interactional decision making (Walsh, 2002 in Shamsipour & Allami, 2012). In this case, one of those choices is using simple code. It is expected to be implemented by English teachers in Indonesia. As Krashen (1981) explains, teaching the target language to the lower level students should use simple words so that they can easily understand the content of the materials and improve their language skills. In line with Sinclair and Brazil (1982), the study agrees to say that teacher talk is the language used in the class by giving the directions, explaining the activities and checking the understanding of the students. This study hopes that it can motivate and become a reference for the researchers for doing the research in investigating the use of simple code in teacher talk to the improvement of students' speaking English ability.

In order to embrace comprehensive explanation of the problems stated above, and then several steps were taken into account as follows. This article used a literature study with an example of its analysis to reinforce its statements. This method was effective and most suitable particularly in studying

literature review in collaboration with former case studies in provoking new findings. However, the case studies in this article were taken to support and provide rounded and detailed elaboration of the analysis.

As mentioned above that literature review was employed as the core of this article analysis, this analysis does not refer to any specific method. However, the present research is worth investigating since only few researchers are available in reviewing thoroughly the use of simple code in teacher talk.

2 SIMPLE CODE IN TEACHER TALK IN LANGUAGE TEACHING PROCESS

The study describes much on simple-code in language teaching, teacher talk in the classroom, and teacher talk in building communicative interaction in English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom using simple-code. The discussion also covers the topic of this article, and applies simple-code in language pedagogy. These parts are expected to provide solutions to the existing problems in the language teaching and learning process and to increase the students' speaking achievement.

2.1 Simple-Code in Language Teaching

A simple-code theory was invented by a linguist Stephen Krashen through his work on "*Second Language Acquisition and Second Language Learning*". The meaning of simple-code does not explain explicitly in his book. He explained that simple-code is a simple language used for the people to communicate with the children for encouraging their language acquisition (Krashen, 1981).

Unfortunately, many language teachers do not understand the students' needs in the classroom. In fact, many English teachers teach their students by using their own way of teaching without concerning students' proficiency level. This accordingly creates a big problem in teaching and learning process. For that reason, the writer tries to come up with a good solution to increase students' comprehension in learning English for junior high school students.

The use of simple-code in language teaching for young learners is highly recommended. This gives the worthwhile input for them and meets the target language easily. It also thus aims to communicate using the target language without experiencing confusion because the teacher directs them to interact using simple words in English.

There are three types of simple-code that can be used for the people who acquire the target language, such as teacher-talk, foreigner-talk, and interlanguage-talk. According to Krashen (1981), teacher talk is the teacher's language in the class and the explanatory language of the target language classroom. Foreigner talk is a simplified variety of language used by native speakers when addressing non-native speakers (Halliday, 2009). Then, interlanguage-talk is the type of produced by second- and foreign- language learners who are in the process of learning a language (Richard et al., 1992). Teacher talk is the language used in the class. In a meanwhile, outside the class, the students can make a conversation with other foreigners. The term of foreigner talk does not refer to the speech of foreigners use but the imitation that native speaker gives to the foreigners. As stated by Richard et al. (1992), foreigner talk is the types of speech that native speakers often use when speaking in a foreigner language who are not proficient in that language. Besides, Krashen (1981) mentioned that interlanguage talk is a simple utterance of second language acquisition. It can also be said that interlanguage talk serves as a process among speakers who use the mother tongue to the target language.

In this study, the teacher talk becomes the main topic in a process of language teaching. More explanation is needed in relation to the teacher-talk and what the teachers should do in language teaching process by giving the simple-code for the junior high school students. Major literatures say that simple language is used in the form of a short sentence, a few clauses, vocabulary, and a limited topic. It also explains that the use of simple-code in language teaching for young learners is highly recommended because it avoids confusion for them to communicate in the target language by using simple words in English. Therefore, the speaking ability can be achieved by applying simple-code in the process of English teaching learning. In addition, the quantity of using the target language in the classroom is also dominant in increasing students' speaking ability because practicing the target language is the main point of improving students' speaking skill.

2.2 Teacher Talk in the Classroom

Teacher talk is classroom language that attaches the explanatory language in second and foreign language classrooms, exercises, and the language used for classroom management (Krashen, 1981). Nunan (1991) also points out that teacher-talk is a crucial of importance, not only for the organization of the classroom but also for the process of acquisition. In terms of language acquisition, teacher-talk is important because it is the major source of comprehensible target language input in the language classroom. In addition, the classroom management is also important for the teacher as it helps students understand more about teachers' materials.

Another expert said that teacher talk is the particular language that is used by the teachers when they are facing L2 learners in the classroom (Ellis, 2015). Thus, according to Richards et al. (1986), teacher-talk is a language variety used by teachers in the process of teaching. Relating to that definition, teachers have to pay attention to the use of language for the students and choose the simple language that may create beneficial input for their language acquisition especially for low and intermediate level students.

Furthermore, "good teacher talk" should be judged by how effectively it is to facilitate learning and promote communicative interaction in the classroom. The teacher talk that promotes the facilitation of classroom interaction is therefore called communicative. The teacher talk includes, for example, the kind of questions they ask, the speech, modifications they make when talking to learners, and the way they react to students errors (Lei, 2009).

These are seven modifications of teacher talk in language classrooms proposed by Chaudron (1988) in Setiawati (2012):
a. Slow down the rate of speech;
b. Giving many pauses;
c. Simplify the pronunciation;
d. Use basic vocabulary;
e. Slow down the subordination level;
f. Giving more declaratives and statements rather than questions;
g. Frequently repeat the words.
From seven modifications of teacher talk in the class above, thus it is reiterated that the role of teachers in the classroom is very important. They have to know what should be done in the teaching language for young learners. The input of teacher talk to the young learners should be slower than the conversation to native speaker. In this case, teacher talk needs pauses of length and frequency to highlight specific words for reducing cognitive and attentive loads. Use of a simplified, standard or even exaggerated pronunciation with fewer contractions and reductions will reduce the attentive and cognitive loads for learners. The use of common and standard words is really recommended in teaching young learners because it may avoid the confusion. In other cases, a reduction to subordinate clauses is strongly suggested.

Similar to it, repetition of an utterance will give more chance to process the input by providing another opportunity to catch words they didn't comprehend the first time. It may also aid comprehension by giving the learner more time to process the input.

We can see that the aims of teacher talk are to build a conversation with the students and for developing students' foreign language skills especially in speaking. Therefore, seven modifications of teacher talk in the classroom proposed by Chaudron (1988) may help them conduct their teaching process in the classroom, so that in the end the aims of teacher talk can be achieved.

2.3 Teacher Talk in Building Communicative Interaction in ESL/EFL Classroom Using Simple-Code

Input in learning English as a foreign language/second language plays an important role in the language development of students. As Krashen (1982) explains, learning will only take place if students can access comprehensive input. It implies the idea that teacher talk are inputs that must be understood by the students in various forms/varieties and quantities according to their learning needs. That is because the teacher talk affects the learning style of learners and the language output generated by learners, as well as the interactions created in the classroom. However, since each student has different levels of linguistic competence, it is advisable for educators to provide naturally understandable inputs so that they can accept the input according to the level of students' language competence.

On the other hand, Long and Sato (1983) claim that comprehensive inputs have an important role in learning, but just giving inputs is not enough and does not guarantee learners to be able to

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acquire the language or knowledge optimally. To acquire the language, students must be involved and given wide opportunities in the process of negotiating meaning in the conversation. In line with Gass (2013), negotiating meaning will increase the insight and understanding of students on the various language features they learn, and students will get feedback from the teachers on their language output.

Different views on the influence of types of interactions above exist in the classroom and have an impact on the acquisition of language learners. However, both theories complement each other and have a major impact on the teaching patterns of the teacher talk in the classroom. The implication is that teachers are expected to provide comprehensible input in learning, be able to use their language and facilitate students' understanding through meaningful negotiations in case of miscommunication between them. In addition, it is expected that teachers always provide wide opportunities for students to practice using target language for communicative purposes and facilitate their active participation in various communicative activities. This may improve their speaking performance using communicative language functions as well.

In particular, teacher talk has an important role in the learning process as tools used by the teachers in implementing lesson plans and achieving learning objectives. The language used by the teachers not only acts as an object lesson, but also as a medium in achieving learning goals (Chaudron, 1988). In line with this, Nunan (1991) explains that teacher talk is crucial not only to organize learning in the classroom, but also in the process of obtaining the second language. The statement implies that teacher talk plays an important role in classroom management and organization because the language that teachers use has an impact on whether the teachers are successful or not applying the lesson plan well. On the other hand, teacher talk affects second language acquisition because teacher talk may function as the primary source of target language input, so that learners are in fact implicitly learning by playing. By doing this, the input given by the teachers can be understood.

2.4 Related Studies

The followings are related studies to the investigation of teacher-talk in the class and also the simple-code used in teacher-talk. First, Lei (2009) conducted a research on teacher talk in the classroom. She concluded that the correct communication feature is the use of referential questions rather than display ones. The referential questions over display questions used by the teachers will stimulate more active classroom interaction. There are five features of communicative teacher talk, such as referential questions, content feedback, avoidance of the IRF sequence, student initiated talk, and the teaching of value rather than significance. This also denotes that the teacher should be able to create a communicative classroom conditions by raising questions for further discussion, responding by giving feedback to foster high motivation, and negotiate meaning with more clarification and repetition and giving the opportunities to interrupt the teachers. Then the teacher has to always ensure that she/he and the students play their appropriate roles in the process of solving the problems.

Setiawati (2012) investigates teacher talk in EYL classroom. She conducted the research at the fourth grade of one International Elementary School in Bandung in order to find out how teachers use their teacher-talk naturally in classroom settings through direct observation, teachers-students' interview, students' questionnaire, video recording and field notes. From the data findings, Setiawati described that most of the teachers use English 100% because they are real native speakers. It encourages students to talk in the target language. They are not allowed to talk in Indonesian within the school environment. That situation is very beneficial for young learners to acquire the target language automatically because they use and deal with the target language most of the time. Accordingly, three teachers were observed. Based on the research, it showed that the more teacher talk in the class will make the students became sleepy, lazy and reluctant. The first class was so lively. The teachers sort out her teacher talk and replaced it with so many games and activities, so the students didn't realize that they actually were learning by playing. All the students in her class enthusiastically participated in every activity. Meanwhile, the other two classes seemed so boring. Those conditions mean that the teachers should minimize the teacher talk in the classroom.

The findings of this study reveal that teacher talk used by the teachers is a good model for early learners. Most learners think that the class is more motivating, interesting and challenging when teachers minimize their speech and not only use constructive speech but also design interesting classroom activities. In conclusion, the teacher talk

seems to function as a medium for building a better interaction and dynamics among teachers and students in the classroom environment. It is advisable for all English teachers to improve their speaking or constructive speaking abilities.

Salikin (2010) examined the teacher talk from various perspectives.From the study done by Salikin (2010), he found that many teachers speak too much in EFL classroom. The students have a little chance to practice the target language in the classroom. The teachers are encouraged not to talk too much in EFL classrooms because the ultimate goal of learning-teaching process in EFL classrooms is to use the target language. Looking at the results of some previous research related to teacher talk in EFL classrooms, Salikin (2010) found that the teachers usually use some of the following teacher-talk characteristics. They use slower and louder pronunciation, simpler vocabularies and grammar.

Wasi'ah (2016) investigated interactional features performed by English teacher during teaching learning process in classroom interaction, how the teacher performed, and how interactional features helped the teacher achieve pedagogic goal. In her research, she found that the teacher performs eleven interactional features in classroom interaction out of fourteen. The eleven features are: scaffolding, direct repair, content feedback, extended wait time, seeking clarification, confirmation checks, teacher echo, teacher interruption, extended teacher turn, extended learner turn and display question. Related to pedagogic goal, only teacher interruption does not have any clear function for the student. Thus, the teacher does not achieve any pedagogic goal of the moment.

Pujiastuti (2013) investigated the implementation of verbal classroom interaction, teacher talk types, the role of the teachers in classroom interaction, the involvement of teacher talk in building the students' motivation, and student talk. From the data findings, it is found that classroom interaction indicates the teacher becomes the dominant factor compared to student talk and silence. The dominant portion of teacher- talk in every meeting occurred because the teacher explains grammatical rules and gives writing tasks' instructions. The writing and workbook activities cover the highest percentage in the classroom. Meanwhile, the lowest percentage was determined by the teachers' activities in previewing learning material and telling a story in the end of the lesson. Besides, Pujiastuti found teacher-talk, from the highest to the lowest percentage, were realised in giving the directions, lecturing, asking the questions,

using or accepting the ideas of students, praising, criticizing and accepting the feelings. In regard to students talk, there were two types of student talk including stimulus and response. There were many display questions proposed by the teacher to motivate the students to give responses.

From few related studies above, it can be concluded that the teacher helps students acquire their target language and improve their speaking ability. They suggested that teacher should minimize the teacher talk in the classroom for building students' motivation to learn the target language. However, there are still few researchers on this issue. Therefore, the novelty of the study arises from the use of simple-code in teacher talk in order to increase students' speaking achievement.

2.5 Applying Simple-Code in Language Pedagogy

In learning process, FLA and SLA have a significant effect on the language classroom. The pedagogy must be considered due to its greatly change of the expectations and learning outcomes (Hulya, 2009). The teacher talk is the most important part in the teaching process because the success in teaching depends on the teacher-talk and interaction between teachers and students. However, the emphasis is on the use of simple-code in language pedagogy especially for young learners because many studies do not emphasize on the use of simple-code in the teacher talk.

Teachers must have the ability to choose the words to communicate with the students and motivate them to learn well and achieve the learning objectives (Gharbavi & Iravani, 2014). Concerning the choice of words and the motivating role, it can be said that the words choice and the building motivation are important. It is just like advertising words that may persuade people to buy products. Teacher's utterances can shape students' attitudes, feelings, and thoughts and it can motivate or hinder interaction among teachers and students. Teacher language plays a vital a role in the classroom. As teachers or educators, they must continually ask themselves how they can use language for their ultimate purpose: to support students' development and to learn speaking.

In the EFL/ESL teaching process, various methods and techniques of teaching were underlined in the language teaching for young learners in this case for the basic and intermediate levels of students. The use of simple-code in teacher talk is

highly recommended considering the importance of a teacher to pay attention to the needs of students according to their level. As stated by Krashen (1981), simple-code will motivate the language acquisition of the children. It means that giving simple-code in the language pedagogy for young learners will give beneficial input for them.

Input is the language which is received by the students and from that they can learn the language itself (Richards et al., 1986). In addition, the teacher should provide a communicative classroom. Through the use of simple code, it may create opportunities for students to practice the target language.

The ability of teachers to implement simple-code in the teaching process takes precedence because the primary key to achieving learning achievement lies on how teachers' ability to interact with students and attracts them to be more active in the classroom. Using simple-code is considered helpful in understanding teacher talk and stimulating their brains more easily digest every simple word they learn.

In addition, the students can increase their speaking performance by applying simple-code in teaching process and use simple code to practice the target language. The teachers carefully consider the characteristics of teacher-talk by using simple-code and create communicative environment between teacher and students in order to avoid boredom among them.

Here are the things that the teacher should do to conduct the simple-code in the teaching process:

(1) The teacher must prepare the lesson plan that contains the use of simple words or phrases in the classroom.
(2) The teacher should use slow speech in teaching.
(3) The teacher should frequently use "pauses" to reduce students' cognitive loads.
(4) Teacher must use a good pronunciation for the students to easily understand the words and avoid the confusion.
(5) The main point in the simple-code is using basic vocabulary or common and standard words, so that the teacher must carefully provide inputs for the students.
(6) Teacher should reduce the use of subordinate clauses as it will be easily understood by the students.
(7) Teacher must use the repetition of an utterance to process the input.

3 CONCLUSIONS

Concerning the problems of the study, the use of simple-code can be proposed to stimulate teacher's talk. The study also highly recommends the use of teacher talk to young learners in the teaching process. This asserts the idea that simple-code works well in improving students' speaking performance and thus is very influential in language teaching process.

Using simple-code for young learners can best be applied by incorporating the characteristics of teacher talk in the classroom. It is therefore a slow input delivery that is most welcome to young learners than speaking to native speakers. This can also be done by using specific words with pauses of length and frequency and also making fewer contractions and reductions of their pronunciation. In similar vein, the teacher uses common and standard words in teaching to young learners. Furthermore, the students will understand the material easily when the teacher reduces the use of subordinate clauses. Then, the students will be given more opportunities to process the input and catch words they did not know by repetition of an utterance in the teacher-talk. It also gives more time to the students to process and comprehend the input given by the teacher.

Finally, this study suggests that theories and its implementation need more field research; therefore, the results can be used as concrete evidence of the theories that have been previously described. Therefore, it is suggested that the discussion of possible action research or experimental one should be encouraged to find out its influence toward English learning and teaching process. The study also suggests EFL teachers to use the simple target language for young learners since it gives lots of exposure to the basic and intermediate level of students to imitate their models. Discussions on such topics are highly recommended for further investigation and not many researchers have contributed to the use of this theory particularly in facilitating speaking skills among students.

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