

## ABSTRACT

**Tiffany, 2018. “ The Target Language Use in EFL Classroom of Junior High Schools in Padang. Thesis: Bachelor Program (S1) of English Department of Languages and Arts Faculty, Universitas Negeri Padang, 2018.**

This research was a descriptive quantitative research which aimed to describe the amount of teacher's language input in the junior high school EFL classrooms in Padang. The research was undertaken at four junior high schools in Padang. Five English teachers who taught grade 7<sup>th</sup> were participants of this research. The data were collected through classroom video recordings and stimulated recall interview with teachers. Video recording of classroom interaction were conducted to look at the amount of teachers' language input. Researcher, then, analyzed the transcripts by using conversational analysis to look at the amount of the teacher's language. Based on video recording, it was found that teacher A used English as target language for 57,20 % and teacher B used target language for 54,49 %. Meanwhile teacher C used target language for 36,07%, teacher D used target language for 27,16 %, teacher E used target language for 26,60 %. The analysis of data from the video recording of classroom interaction also presented that teacher code-switch for pedagogical and affective functions. Some teachers used the target language for pedagogic reasons which include to introduce new vocabulary or to explain the lesson, to practice the dialogue, to greet students, and to give instructions; while, some others used the target language for affective reasons which include on scolding, giving appreciation and catching students' attention. The analysis also shows that there are little bit differences of what the teachers think and their actual used in the classroom interaction.

*Key words : bahasa target, interaksi kelas, stimulated recall interview, EFL*