

Applying the English Simple Code to Improve Indonesian Students' Communicative Speaking Ability and Their Motivation

Herlandri Eka Jayaputri

Akademi Perikanan Kamasan Biak, Indonesia

e-mail: Herlandrieka@gmail.com

Muhammad Fahrudin Aziz MT

Sekolah Tinggi Ilmu Hukum Biak, Indonesia

e-mail: fahrudinaziz@stihbiak.ac.id

Abstract:

The study aims to improve students' communicative speaking and motivation using the simple code theory. It was action research. The research procedure consisted of identifying the students' problems, designing the plans, applying the classroom practice expression (suitable with simple code), observing, and reflecting on each cycle. The subject was 20 students who have the lowest mark in communicative speaking ability and motivation in the pre-observation. Data were collected through observation, tests, interviews, questionnaires, and documentation and were analyzed using the descriptive quantitative, and qualitative. The English Simple Code could improve students' communicative speaking ability and motivation in grade VIII of SMP Yapis Biak. it is also supported by the result of speaking tests and questionnaires. There are some findings; 1) implementing the classroom practice expression can help the teacher to provide a simpler language for students; 2) teacher-talk and interlanguage-talk are useful for acquiring English at the low-intermediate level; 3) emphasizing the activities of repetition drill and acting from a script can provide a prefabricated routine to prefabricated pattern and develop their fluency simultaneously; 4) teacher's role can improve the communicative speaking in performance; 5) delayed feedback is very useful to encourage students' low affective filter in the learning process, so they got the high confidence and motivation in the second language acquisition. Thus, Theoretically, the English simple code can provide a good contribution to learning strategy in the classroom.

Then, the teacher can use classroom practice expression, various activities, and delayed feedback to acquire English as the target language.

Keywords: *English simple code; communicative speaking; motivation*

1. INTRODUCTION

The nature of language is communication. Mustadi (2013) proposes that linguistic competence focuses on the appropriate grammatical of utterances or sentences, whereas communicative competence concerns the suitable speech to the situation. Thus, it only focuses on communication. It means that they can answer or understand the language based on the appropriate situations. However, most English learning teaching in Indonesia concentrates on linguistic competencies, but communicative competence is not quite emphasized. For the speaking ability, it does not only entail knowing the grammatical system but also understanding the meaning of interlocutors' speech and communicating fluently with each other (Mustadi, 2013).

This study comes from the class problem so it includes action classroom research. The researcher did a pre-survey at SMP Yapis Biak (Yapis Junior High School Biak) to find the speaking problem and motivation. Students in grade VIII B have less motivation and difficulty improving their speaking ability rather than in other classes. They have several problems with their speaking ability. First, students have less chance to practice English as the target language, because the teacher only becomes the source of learning for them. Meanwhile, communicative learning involves both the teacher and students (Ngatma'in & Suhardi, 2015). Interaction is the key to a positive impact on the second language (Muho & Kurani, 2014). However, it does not realize in this class. They become listeners and do not active in the learning process. In addition, the learning insists on the creative instruction for the target language that is concerned to learn the language. Thus, the teacher would rather focus on the writing skill (the creative instruction) than improve their speaking skill. Then, the language materials and activities become the second problem. The teacher still uses only speech and limited material, so sometimes students become bored and inactive in the learning process. After doing the pre-survey, the teacher only focuses on explaining the material without practicing it. Moreover, students are only concerned about the structural element. Based on the questionnaire result in the pre-observation, they need to practice directly to increase their communicative speaking. Thus, the language learning activity should be applied as if it was unconsciously acquired by students (acquisition process) (Krashen, 2002). It requires meaningful interaction in the target language --natural communication-- in which speakers are not concerned with the form of their utterances but understand the message conveyed by the interlocutor (Krashen, 2002). Thus input, interaction, and comprehension become the important things in

language acquisition (Permana, 2018). Besides that, planning the oral materials should emphasize the context of communication. For example, the teacher can use a group technique to bring the actual communication between student to student or student to teacher. Using appropriate activities can create a fun atmosphere. Besides, it can influence their motivation and speaking skills (Bahrani & Soltani, 2012).

The third is the language of the teacher in the learning process. The teacher used code-mixing between English and Indonesian, but she often spoke English during the learning process in pre-observation. Besides that, the rate of teacher-talk was quite fast and unwell-formadness, so they do not answer her speech or questions. Therefore, students are not accustomed to speaking English, they only respond to the question or statements using Indonesian. When students do not have the chance to speak in the target language, their motivation will be low and lose interest in learning the target language (Bahrani & Soltani, 2012). Indirectly, all problems make them shy and afraid to talk in the classroom. It indicates that they have a high filter so their anxiety was high and can be caused by the minimum or unsuitable input absorbed by students.

Through these problems, the researcher applied a simple code to overcome the problems of speaking and students' motivation. The simple code refers to language acquisition. As theoretically it occurs unconsciously and limits time. However, the process of language learning is done consciously and unlimited over time (Tosuncuoglu, 2018). Based on the statements, Krashen believes that language acquisition can acquire by an adult (Febriani et al., 2021). The simple code has substantially the same understanding as to the input hypothesis (Alahmadi, 2019). The input hypothesis is a process of acquiring language by understanding the message or receiving the input (Sahril, 2014). Then, simple code is a simplified input (Liu, 2015). Another statement said that it is the basic input using simple language so it unconsciously becomes a grammatical and controlled part (Sholihah, 2018). Simple code has three types, namely teacher-talk, foreigner talk, and interlanguage talk (Krashen, 2009). Teacher talk is a simple utterance that occurs during the learning process in class (Liu, 2015).

Based on the aforementioned research findings, the application of simple code or input hypothesis can influence the second language ability of a learner. The role of simple code can assist students in obtaining correction of language (Ngatma'in & Suhardi, 2015). Another study stated that applying the hypothesis of input and affective filter can improve the listening comprehensive ability of students at vocational colleges (Fabianto & Hartono, 2015; Lee, 2016; Min, 2016). Then, the study claimed that using simple code is effective for basic and intermediate levels for increasing students' speaking skills (Amanah & Widodo, 2018). Besides, accessible input, interacting with people who use the target language, and negotiating meaning with native speakers are the aspect to acquire language. Thus, input, interaction, and negotiation have a role in the acquisition of a second language

(Permana, 2018). The study about the application of hypothetical input in teaching at the junior high school level claimed that four aspects of the input hypothesis can be used as measures to improve the quality of classroom teaching. They are comprehensibility, relevance, and interest, not grammatically sequenced and sufficient quantity (Ying, 2019). Moreover, a supportive learning environment can have a positive effect on students practicing English actively in the classroom (Fardhani, 2016). However, there are some critical studies about input hypothesis as well as simple code theory. A study explained two criticized aspects of simplified input. Those are namely first language acquisition does not always use simple speech and comprehensive input does not mean simplified or caretaker speech (Liu, 2015). Providing comprehensive input is not enough to facilitate the language communication environment in the classroom, but it is also necessary to modify interactions to allow students to understand information and encourage them to participate in the conversation (Karima et al., 2017b). Then, giving simple input cannot enrich the language complex of learners so they will lose crucial input (Igolkina, 2021). The last, the foreigner talk and teacher talk do not all use simple language because there are several cases of teachers or native speakers who competently cannot use simple language (Liu, 2015; McLaughlin, 1987).

The aforementioned research findings contain the application of simple code or input hypotheses. However, this study concerns the application of simple code to solve students' problems with communicative speaking and motivation. It applies the classroom practice expression in the lesson plan and learning process. The expression was designed suitable for simple code theory. Besides, the researcher just focuses on the application of the teacher-talk and the interlanguage-talk that are suitable for the low intermediate level (Krashen, 2002). Accordingly, the researcher formulates some research questions as follows; (a) How is the process of the English simple code to improve students' communicative speaking in grade VIII B of SMP Yapis Biak?; (b) How is the process of the English simple code to increase students' motivation in grade VIII B of SMP Yapis Biak?. The findings from the study may well contribute to the knowledge base in the learning strategy to make the teaching and learning process more comprehensive, interesting, and enjoyable.

2. LITERATURE REVIEW

This study applies the theory of simple code. It relates to second language acquisition by Stephen Krashen. Simple code is meant as the basic input using simple language so it unconsciously becomes a grammatical and controlled part (Sholihah, 2018). Krashen describes three sorts of simple code in second language acquisition. They are teacher-talk, foreign talk, and interlanguage-talks. Moreover, the characteristics of simple code have similarities with the caretaker speech (Krashen, 2002). First, the rate of the caretaker's speech is adjusted at the level (tuned). The second, lexicon means the children get a lower type or token ratio from caretaker speech. Then, it has well-formedness. It is focused on learning a second

language so it is only applied to adults. After that, the length of utterance used is not long because caretaker speech uses a speech that is shorter than adult speech. The last, the learners receive input that is suitable for their level, so the learners at the beginner level receive the less complex input than those at the intermediate and advanced levels.

Moreover, the simple code refers to the input hypothesis (Krashen, 2009). It controverts the usual pedagogy that exists in foreign language teaching. Many assumptions in foreign language teaching showed that the learners have to master the language structure firstly, then they can practice it. Thus, they can get fluency in communication. However, the input hypothesis claimed that the learners have to practice language early. They have to understand the meaning and respond to the utterance first. Then, automatically they obtain the structure (Krashen, 2009). The input hypothesis explains that second language learning will occur when the students get a higher level of information or knowledge than what they have mastered. There are four statements about the input hypothesis. First, the input hypothesis focuses on acquisition, not on learning. Second, the acquirers obtain the target language by understanding the language that contains structures beyond their competence level ($i + 1$) currently (Muho & Kurani, 2011). This can be helped by the context or information of the extra-linguistic. Third, when the acquirer can understand the input, then the communication will run smoothly. So that, $I + 1$ will be obtained automatically. The last, production ability, such as speaking, is not taught once but emerges over time. The speech is not focused on grammatical accuracy, because the acquirer will get it over time as he or she listens and understands more input.

Afterwards, the comprehensible input influences the acquisition of the target language (Karima et al., 2017; Ying, 2019). the comprehension and interaction can produce the input. It must be adapted to understand at the cognitive level of students. Therefore, classroom interaction is needed to facilitate comprehension to obtain better language acquisition. By modifying speech, it is possible to optimize understanding between teachers and students in the learning process (Karima et al., 2017). Besides, there are three aspects to acquiring language that is getting accessible input, interacting with people who use the target language, and negotiating meaning with native speakers. Those aspects have a role in the acquisition of a second language (Permana, 2018). Thus, this study modifies some utterances using simple code in the learning process that is applied in the research instrument "classroom practice expression". A study explained the application of input hypothesis divided into comprehensibility, relevance and interest, sufficient quantity, and not grammatically sequenced (Ying, 2019). The procedures of comprehensibility aspect are learning materials based on the earlier or familiar knowledge of the student; adjusting the learner's language; facilitating appropriate instruction in the first language, and using multimedia in class. Then, the procedure of relevance and interest in providing learners to express their ideas freely; doing the role-play activities, and applying the various teaching methods to attract learners'

interest in learning. Afterward, the procedure of ungrammatically sequenced are dividing the unit of textbook based on a theme, not grammar points; and concerning the word-sentences-passage in each lesson of teaching. The last, procedure of sufficient quantity is advising additional books to learners; offering the same input in different ways, and students need the teacher to motivate and supervise them so they can obtain plenty of input outside the classroom.

Negotiation meaning can be used to arrange the conversation. It happened when the listener gave a signal to the speaker that the speaker's message was unclear, so they worked linguistically to overcome this problem (Pica & Doughty, 1985). During negotiation, participants can use strategies to understand messages. They are using the expression of the comprehension checks, confirmation requests, clarification requests, and repetitions (Hartono, 2017; Permana, 2018). According to the interaction hypothesis, negotiation meaning is significant for second language acquisition (Permana, 2018). Thus, input, interaction, and negotiation have a role in the acquisition of a second language.

Afterward, the process of providing feedback often occurs among students in language performance. The positive impact is students can learn from others how to clarify, rephrase, and confirm (Lyster et al., 2013). When giving feedback is postponed, it can provide the opportunity for students to give suggestions or feedback to others. Besides, it can improve their language through group activities or discussions (Kerr, 2017). Therefore, the teacher can use a mixed approach (Lyster et al., 2013; Mackey et al., 2016). For instance, the first teacher uses self-correction, and after that uses the explicit technique (Ellis & Shintani, 2013). However, the students' aspects and needs, such as cultural expectations, learner preferences, level, and age, determine whether the combination strategy is needed or not. Providing corrective feedback on their mistakes can impact students' anxiety (Zhang, 2014). In extreme cases, students do not want to say anything and they are not active in class. In addition, the risk of corrective feedback will interfere with the development of communication and encourage students to focus on accuracy and complexity (Pili-Moss, 2014).

It is not easy to distinguish whether the students have internal or external motivation. It meant that the learner's motivation can be influenced by both motivations (Gilakjani et al., 2012). The internal factors refer to individual characteristics in learning such as their interest and responsibility in learning. The external factors involve variables in the condition and environment from outside the individual. The constructs of intrinsic and extrinsic can be combined with instrumental and integrative motivation. The communicative activity can help to facilitate their speaking skill (Ahadiyah, 2013). When their speaking ability increase, it influences their motivation.

Meaningful or communicative activities are concerned with the concept of second language acquisition, so they get meaningful communication naturally. Meaningful

communication required applying a routine and pattern in English learning teaching (ELT). Stressing the routine in the learning activities can provide the habit to speak English, so pupils have the fluency to communicate with each other. Moreover, the English simple code uses simple sentences in the learning process so students can get the chance to speak English naturally and provide the optimal input. In addition, the teacher-talk and interlanguage-talk may be useful for attaining the low-intermediate levels of competence and the foreigner-talk may provide a bridge to high intermediate and advanced levels of competence (Krashen, 2002).

3. RESEARCH METHODOLOGY

3.1 Research Design

This study was a classroom action research that focused on students' problems with speaking and motivation. The researcher applied the theory of simple code to solve the problems. The methods were descriptive quantitative and qualitative. The quantitative method was applied to obtain the quantitative data. The data was used as the measurement tool for students' achievement in communicative speaking ability and motivation. Then, the qualitative method was implemented to acquire the qualitative data. The study used the design of the Kemmis & Mc Taggart model (Kemmis et al., 2014) in a spiral way that has four main steps: planning, action, observation, and reflection that showed in the following flowchart.

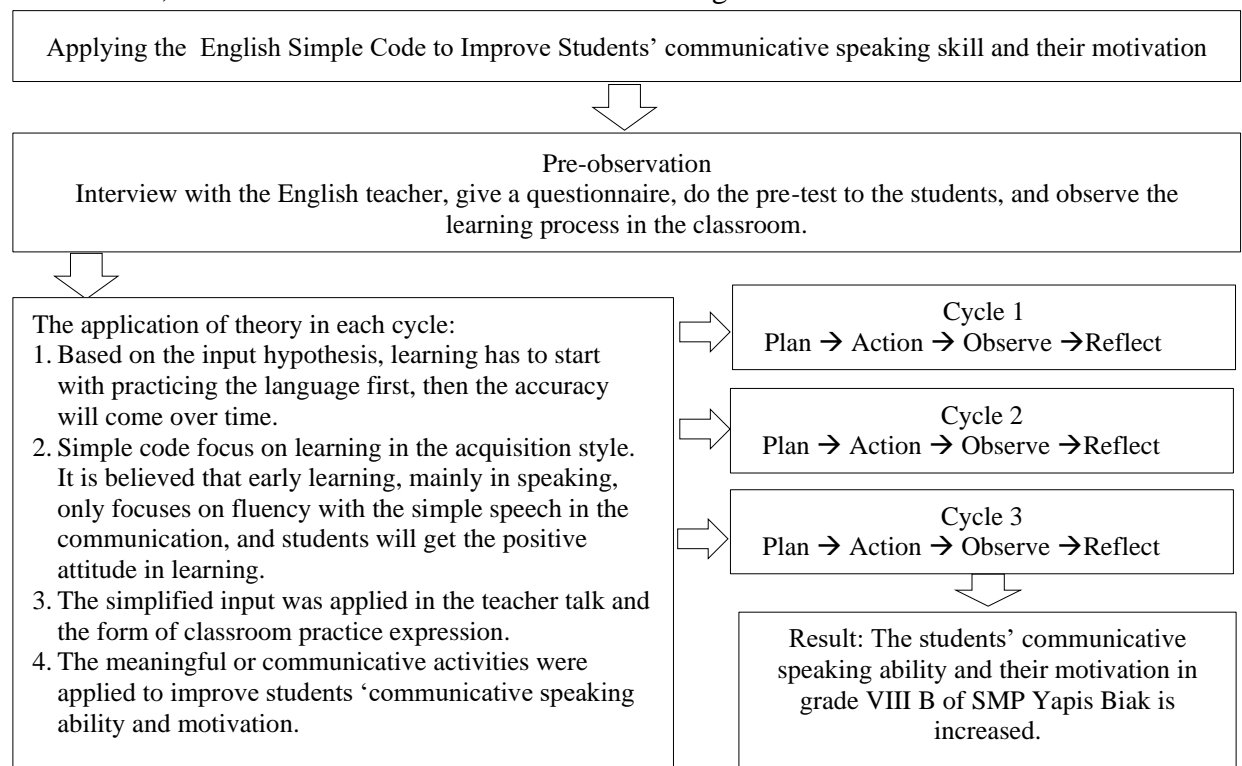


Figure 1. The research design

3.2 Research Procedure

This study did several activities based on the model of Kemmis & McTaggart. First, the researcher did identify the problem or assess classroom problems. The researcher did the pre-survey to find out the speaking problem. The researcher used the observation guideline to observe the learning process and interviewed the English teacher. In addition, the researcher gave a questionnaire (in pre-observation) to find out students' problems in speaking skill and needs as well as their motivation.

The plan of the study consisted of several steps. The first found the problem of the students' speaking ability and their motivation. Second, the researcher formulated the research problem. In the latest step, the formulation of the action hypothesis was illustrated to know how much success in improving students' speaking and their motivation in this study. After identifying the problems, the researcher designed the plans for the action in each cycle. The third procedure was observation. The observer used the observation guideline to observe the learning process. The items of observation guidelines were activities in the learning process, the learning input, the teacher role in the learning process, and the student role in the learning process. The last step was reflection. The researcher analyzed the data and evaluated the result of observation in the learning process to know the positive results and the problems during the actions. Through the reflection, the researcher determined to revise or end the planning for the next action. In addition, the reflection was made on each cycle.

3.3 Participants

This study was placed in SMP Yapis Biak. It is located at Iompobattang street, Samofa, Biak Numfor. The English class was under the leadership of Mrs. Atiek Triany S.Pd. Grade VIII consisted of A and B classes. After interviewing the English teacher, the researcher selected VIII B as the research subject. This class has 20 students. Based on the pre-survey, they still have a low ability in English, especially the communicative speaking ability and they have low motivation to practice English. The study was done during the COVID-19 pandemic, so each subject of school was limited to only 60 minutes. Besides, the researcher became the practitioner. Then, the English teacher (from school) took the role of observer and collaborator.

3.4 Instruments

This study used descriptive quantitative, and qualitative data. There were some techniques and instruments to acquire the descriptive quantitative. The first speaking test used a speaking test to know students' speaking level before or after implementing the action. The second, the questionnaire was given to students as the respondents and used to collect the data on students' motivation. The researcher was concerned with two elements: the first, extrinsic elements divided into the teacher, significant other (classmate), and learning process (Dörnyei, 2001) and the second, intrinsic elements consist of personality variables and attitude (Gilakjani et al., 2012).

The questionnaire type was “closed” so they only answered with a checklist that was suitable to their mind. The aspects of the questionnaire were shown in table 1.

Table 1. The aspects of the questionnaire

No	Aspects	Indicators	Item Numbers	
			Positive statement	Negative statement
Extrinsic Motivation				
1	Teacher	support the acknowledge and stimulate student's idea; become one of students' inspiration; teach with the interesting method in the learning process, and creates a relax or enjoyable atmosphere in the classroom.	6,7, 9, 11	8, 10, 13
2	Significant Other (Classmates)	communicate with the other students, and motivate them to speak with the other students.	3, 28	15, 14
3	Method or learning process (Application of Simple code)	make a speaking English communicatively area; focus on practicing the language; and create students' awareness about the learning purposes or activities and strive to achieve that goal.	17,18, 29	19, 20
Intrinsic Motivation				
1	Personality Variables (Desire, confidence, Effort, etc)	create the desire to do the tasks and challenges; improve the student's confidence in their success; create the strong desire to speak English; and believe about the importance of English for student's carrier.	1, 25, 2, 21, 30	22, 23, 24
2	Attitude	feel happy to learn English; and Build the students' confidence to speak English with the teacher and other students.		4, 5, 12
Total			16	14

Besides, the instruments of qualitative data were observation, interview, a list of classroom practice expressions, and a camera. The researcher did observation to monitor the learning-teaching process before, during, and after the actions. Then, the interview worked to get the information about students' problems with speaking skills and the learning process. Afterward, documentation was used to record the learning process that occurred in the classroom. The last, the researcher arranged classroom practice expressions to apply in the lesson plan and learning process that was shown in table 2.

Table 2. List of classroom practice expression

Activity	Expression
Opening	<ul style="list-style-type: none"> • The greeting expression • Expressions for asking about students' attendance • Expression of asking attention • Expression for asking why someone is late • Expression for discussing the last topic

The main activity	<ul style="list-style-type: none"> • Expression for telling students to do something • Expression for asking and giving opinion • Expression for responding students' opinion • Expression for responding students' statements/answer • Expression for giving a handout • Expression for doing a task • Expression for using the book or handout • Expression for encouraging • Expression for encouraging your students to speak • Expression for checking students' understanding • Expression for telling incomprehension • Expression for asking permission • Expression for asking help
Closing	<ul style="list-style-type: none"> • Expression for remembering students' task/homework • Expression for telling goodbye to the students • Expression for asking students to do their task in next time • Expression for apologizing

3.5 The Techniques of Data Analysis

A set of statistical packages (SPSS 25.0) were used to analyze the result of the speaking test and questionnaire. The statistical assumption was made by considering the validity, reliability, and descriptive data of speaking tests and questionnaires. If the percentage of the speaking test was more than 70%. It assumed that the simple code could improve students' communicative speaking skills. Moreover, the questionnaire of this study used the Likert scale which has four scales that were 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. The results of the questionnaire were compared with the score interval of motivation in table 3 to know the improvement of students' motivation as shown below.

Table 3. Score interval of motivation

Total Score				
Individu	Group	Average Score		Classification
81.4-100	1953-2403	3.26-4.00	Very Agree	Very High Motivation
62.7-81.4	1502-1952	2.6-3.25	Agree	High Motivation
43.8-62.6	1051-1501	1.76-2.5	Disagree	Low Motivation
25-43.8	600-1050	1.00-1.75	Very Disagree	Very Low Motivation

3.6 Criteria for Success

The success of this study was indicated by the improvement of students' communicative speaking and motivation. They were revealed by the result of the speaking test and it has the standard success of 70%. The speaking assessment consisted of some aspects that were task completion, comprehensibility, comprehension, language control, and fluency/communication strategies. The second was the change in students' language attitude in speaking. It can be seen

from the result of the questionnaire. The last, the learning process aspect consisted of the learning activities, the learning input, the teacher's role, and the students' role. The successful learning activities could be indicated through the achievement indicators.

4. FINDINGS

4.1. Pre-observation description

The researcher conducted a pre-observation activity in grade VIII B SMP Yapis Biak (Yapis Junior High School Biak) in April 2021. It was intended to find out students' problems mainly in motivation and communicative speaking ability. The pre-observation consisted of interviews with the English teacher, giving a questionnaire, doing the pre-test to the students, and observing the learning process in the classroom. Then, the researcher gave a questionnaire to students to observe students' needs, motivation, and opinions about the learning process. Then, the speaking pre-test was done to find out students' ability in communicative speaking. There were some aspects in the questionnaire of pre-observation about students' response to the teacher-talk and the factors of students' problems on the communicative speaking skill as shown in figure 2.

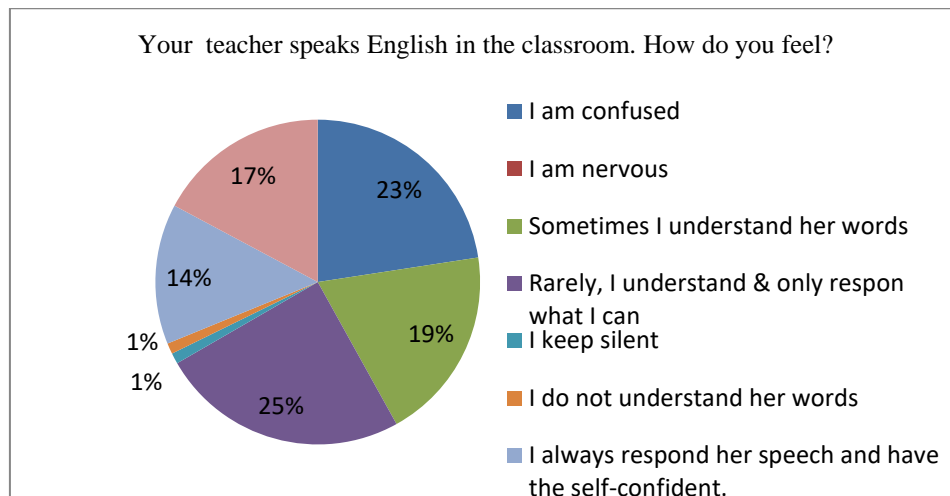


Figure 2. the factors of students' problem on the communicative speaking skill

Figure 2 showed that students responded to the teacher's talk using English during the learning process. The result revealed that the highest number was 25 percent derived from the expression, "they rarely did not understand, so they only responded what they can". Second, twenty-three percent came from the expression "students felt confused". Then, nineteen percent rooted in the expression "sometimes understanding". In addition, seventeen percent derived from the expression "understand the teacher's talk but no response". After that, fourteen percent came

from the expression “high intensity of students response or felt confident”. The last, one percent was the lowest response derived from the expression “students kept silent and cannot understand everything”. Through the descriptions, most students sometimes could not understand the teacher's utterance so they respond improperly, because they were confused with the teacher's utterances. It indicates that the teacher's talk was not easy to be understood for students.

Table 4. The Mean Score of the Speaking Pre-test

No	Description	Students' score
1.	The highest score	60
2.	The lowest score	35
3.	Mean score	45
4.	Standard Deviation	7.780

The mean score was counted with IBM SPSS Statistics 25 as shown in table 4. The mean score of the speaking pretest in the pre-observation was 45. It meant that students got a small score on the communicative speaking skill and the score got a lower average than the criteria standard of 75. In addition, students have low motivation in the learning process as presented in Table 3 about the group score of the questionnaire in the pre-test. The result showed that students still have low motivation with a total score of 1213 in table 5.

Table 5. The Group Score of Questionnaire in the Pre-test

No	Group Score	Score	Classification	
1.	Total Score	1213	Disagree	Low Motivation
2.	Average Score	48.52	Disagree	Low Motivation

The researcher also observed the learning process in the classroom using the observation guideline. The English teacher used two languages, Indonesian and English in the class. When she asked and told using English students, only a few students responded to her in English or Indonesian and most of them kept silent. It indicated that pupils did not get the optimal input or they did not understand the teacher's speech. It will be useless when someone talks and the interlocutor do not understand the meaning of her/his words. Thus, they still have low ability in communicative speaking skills. Based on the description of pre-observation, some problems related to students' communicative speaking and motivation are as follows:

1. Students of class VIII B at SMP Yapis Biak have a small chance to practice speaking in the classroom.
2. During the speaking section, many students in grade VIII B at SMP Yapis Biak did not participate actively in the learning process.
3. Students of class VIII B at SMP Yapis Biak have the conversational course that still devoted much of the class time to immerse the students with non-communicative activities.

4. The teacher dominated the learning process (teacher-centered).
5. Activities in the classroom were not varied. Students only became the listener of the teacher's speech, reading, and practicing the dialogue with the text in the front of the class.
6. Students did not understand the teacher's language. It indicated that there is no optimal input and the teacher's language is not easy to understand.
7. Students have low motivation to practice English. Most students stated that they did not like English subjects and felt difficult to speak English.

Based on the previous problems, this study implemented the English simple code in the learning process. The researcher used simple code to design the classroom practice expression. Besides, the study emphasized the teacher-talk and interlanguage-talk. Therefore, the communication between teacher and students happened. Then, they acquired the target language unconsciously.

4.2 The mean score of speaking tests and questionnaires in each cycle

For improving students' communicative speaking, the researcher applied classroom practice expression. It was arranged based on simple code theory. Besides this study also did several activities to make the English environment. They were acting from the script, doing the repetition drill, playing the communicative games (entitled take one and answer it; take one and act out; who am I ?; Give your best praises; and what can you do?), group or pair work and the delayed feedback at the end of the activity or session. Through those activities, students' communicative speaking skills increased and can be seen through the results of the speaking test (the mean score) in each cycle that has passed the standard score of about 70. It showed in table 6.

Table 6. The mean score of speaking skills in each cycle

Speaking Indicators	Students' Base Score	At the End of Cycle 1	At the End of Cycle 2	At the End of Cycle 3
Task	1,85	2,15	2,70	3,10
Comprehensibility	2,00	2,40	2,80	3,30
Comprehension	2,05	2,40	2,75	3,15
Language	2,35	1,90	2,05	2,95
Fluency	2,75	2,20	2,45	3,05
Average	45,00	55,26	63,75	78,00

Table 6 showed that the communicative speaking skill of students has improved. The mean score increased from 45,00 (the pre-action). The first cycle still has a low average score of about 55,26, so it has to be increased in the second cycle. However, the mean score of cycle two was low at 63,75. Then this research needed more treatment in the third cycle. Then, it has the passing grade to 78,00. After having three cycles, the researcher and the collaborator discussed the final reflection. We decided to end the study in the three-cycle because the mean score of their communicative speaking has achieved the standard score of 70. Moreover, the

researcher also collected the students score on questionnaires to identify students' motivation in each cycle as shown in table 7.

Table 7. The students' scores on questionnaires

Description	Individual Score	Group Score	Classification
Pre-action	2.43	1213	Low Motivation
Post-Action 1	2.54	1271	Low Motivation
Post-Action 2	3.1	1551	High Motivation
Post-Action 3	3.25	1638	High Motivation

The researcher calculated the questionnaire score for each action in table 7. Then, the researcher got the average and group scores as shown in table 4. The average score in the pre-action was 2.43 (low motivation). The first cycle got a 2.54 score that includes low motivation. Then, the score in the second cycle was 3.1 (high motivation). Afterward, the third cycle showed a score of 3.25. In conclusion, the students have high motivation in the learning process.

4.2 The Application of Simple Code in the Learning Process

This study applied “the classroom practice expression”. It was arranged based on the simple code theory. The expression It can improve students' communicative speaking skills because the teacher used simple words and slower articulation. For providing the comprehension input, the teacher must use utterances that have simple syntax characteristics as well as use the familiar words familiar to students (Ying, 2019). Thus, it was useful for acquiring the target language (English) at the low-intermediate level mainly through the teacher talk and interlanguage talk.

The researcher did three cycles for applying the simple code in the learning process. Each cycle consists of two meetings. Before doing the action in the first cycle, the researcher asked the teacher as the collaborator to design the plans of action together. The plans were sharing ideas with the teacher, choosing the suitable classroom practice expression, designing the speaking activities, and designing the lesson plan based on curriculum 2013. The researcher and collaborator made observations on the action in the first cycle. In the action, only a few students responded positively regarding learning activities. Most of them still felt ashamed to speak English in front of their friends. Thus, in this first cycle there has been no significant progress related to students' motivation and speaking ability. Moreover, the material provided was quite interesting for students. Then, the teacher's speech level included the simple speech because she applied the classroom practice expressions. However, she still mixed with Indonesian because some students were not used to speaking English. For the students' role, they have not communicated their thoughts. In pair activities, students were enthusiastic to work with their partners. When students spoke, they still felt ashamed to express their opinions, so student motivation was still low. Thus, it has to continue in the next cycle.

For the second cycle, the learning activities were quite good, but they still needed to be maintained and improved in the next cycle. The learning activity was quite interested for students to speak English. They have opportunities to speak English, but some of them still spoke Indonesian. Besides, the teacher's roles were quite good, but they still required to be increased. The teacher has played the role of the controller, participant, facilitator, and developer. However, the role of the feedback provider at the end of the session, still interrupted students when they were speaking. Thus, the teacher did not interrupt the students when they were speaking for the next cycle. In the last the student's role, they have started to dare to practice English through game activities in front of the class. Thus, students have begun to communicate their thoughts and feelings. Besides, their motivation was quite strong. The students' courage to speak and expressed themselves in their own words. However, the communication among students was not intense because the teacher's talk was more dominant. Therefore, the third cycle emphasized the interlanguage talk.

Students have achieved the success criteria in the third cycle. It can be seen through the progress of the third cycle that consisted of the learning activities, learning input, teacher role, and student's role. The learning activities provided the opportunity for students to communicate using English with their partners and the teacher, so they participated actively in the classroom. Then, the setting activities were done in pairs and groups. Thus, students can practice their speech to others easily. For the learning input, Applying the classroom practice expression can provide the comprehensible, so it was suitable to the level of student's language. Afterward, the teacher's roles as the controller, prompter, participant, facilitator, and feedback provider have assisted to speak English among students. For the student's role, they have felt comfortable communicating their thoughts and feelings with the teacher and other students. Many students spoke English in the learning process. Then, their motivation was high, because they participated actively and dared to speak English in front of the class in various speaking activities at each meeting. Therefore, the treatment has stopped in the third cycle.

5. DISCUSSION

According to the result study, the application of the simple code in the first, second and third cycles showed a significant increase in speaking and motivation. The discussions are divided based on the formulation of the problems.

5.1 How is the process of the English simple code to improve students' communicative speaking in grade VIII B of SMP Yapis Biak?

The study used the classroom practice expression that is applied in teacher talk and lesson plans. It can improve students' communicative speaking skills because the teacher used simple words and slower articulation. The expression was arranged by the communicative strategy to communicate effectively using the negotiation for

meaning (Karima et al., 2017). Through this study, the expression influences the interaction among students as well as the teacher to students. It was relevant to the statement that input, interaction, and negotiation have a role in the acquisition of a second language (Permana, 2018). Besides providing the comprehension input, the teacher used utterances that have simple syntax characteristics as well as using familiar words familiar to students. It was lined with the research finding by Liu (2015) that the teacher talk was a simple speech during the learning process in the classroom. Besides, to avoid the teachers or native speakers who competently cannot use simple language (Liu, 2015; McLaughlin, 1987). The researcher used classroom practice expression in the lesson plan so the teacher can apply the expressions directly in the learning process.

This research used various activities, such as the repetition drill, and acting from a script, gives an impact students' communicative speaking ability. These activities provide the cognitive schema of students, so they create the process of the prefabricated routine naturally and will be grown into a prefabricated pattern that is utilized to acquire the target language. It is suitable for the first position of the routine and patterns theory which the prefabricated routine can encourage into the prefabricated patterns used for communication (Krashen, 2009). The communication has occurred, so their fluency increases and they get the automatization in speaking. It is suitable for the speaking practice theory showed that automatic speaking can be obtained by doing the repetition (De Jong, 2020). Moreover, the result related to the study that a supportive learning environment can have a positive effect on students practicing English actively in the classroom (Fardhani, 2016).

Afterward, applying the communicative games (such as take one and act out; who am I ?; Give your best praises; and what can you do?) can provide intake for acquiring the target language, because it is one of the meaningful activities. The expression provides comprehension to students (the intake process). Thus, providing input improves their comprehensible input (students' comprehension), but the comprehensible output also takes a role to increase the accuracy. When they practiced the expressions or their speeches, they faced a gap in their linguistic knowledge of the target language, so they tried their output by themselves (self-correction). The comprehensible output can provide a connection between forms and meanings in SLA development, so both the comprehensible input and output are the main source of input in the SLA process (Bahrani & Soltani, 2012). subsequently, it contains the communicative exercise which was covered with the fun and challenging activity. Thus, the students obtain the target language naturally. Krashen (2002) said that providing intake in language acquisition is the main function of the second language classroom.

In addition, the group or pair activity is applied during the learning process. It creates an informal learning environment among students in the classroom. It seems that this study applies the informal environment in the formal situation or

accomplishes both learning and acquisition simultaneously. Through the activity, the students receive the informal environment (intake) and formal linguistic environment (Krashen, 2009). Thus, they can practice English without being afraid of making mistakes and receive the linguistics aspect through the activity. Those activities can create meaningful learning because they develop fluency, accuracy, the informal environment, and intake. All of them are important to acquire communicative speaking naturally. It is suitable to statement Karima et al., (2017) for providing comprehensive input is not enough to facilitate the language communication environment in the classroom, but it is also necessary to modify interactions to allow students to understand information and encourage them to participate in the conversation.

This study proved that using simple code can improve students' communicative speaking skills for the low intermediate level and it is relevant to the study from Amanah & Widodo (2018). They claimed that using simple code is effective for basic and intermediate levels for increasing students' speaking skills. Besides, a supportive learning environment can have a positive effect on students practicing English actively in the classroom (Fardhani, 2016). Therefore, the comprehension input, interaction with others, and supportive learning environment influence the increase of students' communicative speaking.

5.2 How is the process of the English simple code to increase students' motivation in grade VIII B of SMP Yapis Junior Biak ?

The researcher applied the simple code using various activities for improving students' motivation. The activities were acting from the script, doing the repetition drill, playing the communicative games (take one and act out; who am I?; Give your best praises; and what can you do?), group or pair work, and the delayed feedback at the end of the activity or session. Applying the simple code concerned with the communication and not form, learners' filters were low (Krashen, 2009). When the learning process is concerned with communication (related to the topic, and activities), students would have a low effective filter. it can create opportunities to practice English for students (Amanah & Widodo, 2018). Thus, it provided students to have the low anxiety, high confidence, and high motivation. In addition, the various speaking activities were used in the learning process to create a situation that encouraged a low filter (Krashen, 2009). Through those treatments, students' motivation improved as shown in the results of the questionnaire in each cycle as shown in table 6. Afterward, the third cycle showed a score of 3.2. It meant that the students have high motivation in the learning process.

The application of the English simple code using those activities gives an impact on students' motivation. They provide repetitive activities which can build the self-confidence to interact between student to students or students to the teacher in a real communicative situation (Khetaguri & Albay, 2016). They did repetition on the

expressions that were given and practiced the expressions with their friends and teacher directly. Thus, they have high self-confidence to practice English. In addition, those can provide low affective filters for students, so they dared to communicate English with their partner (teacher or classmate) as well as enhanced their self-confidence to perform in front of the class. Additionally, they can understand the inputs because they have a low affective filter and encourage their attitude. A positive attitude becomes one of the keys to the motivation factor (Fatiha et al., 2014).

Furthermore, giving feedback is very useful to provide information about student performance. The teacher implemented delayed feedback to students, so it did not impede students' performance. Moreover, students enjoyed practicing English in the classroom. One of the motivational factors that students should feel enjoy in the classroom (Rehman et al., 2014). However, some theories assumed that feedback can be harmful in second language acquisition and create a high filter on students (Kerr, 2017). On the other hand, some researchers did the study a meta-analysis on corrective feedback, they stated that feedback can improve students' language learning (Ellis & Shintani, 2013; Lyster et al., 2013; Mackey et al., 2016). The studies about speaking corrective feedback, and meta-analysis found that corrective feedback provides a positive effect on language learning. This study gives delayed feedback and the result showed that it can help students to acquire the target language naturally and avoid fossilization. In addition, delayed feedback provides students to do self-correction (natural correction) and peer correction among learners unconsciously. Besides that, students can perform freely because the feedback is given in the last activity or meeting so it increases their motivation.

Thus, the application of the English simple code provides a good contribution to learning strategy in the classroom. In addition, using various speaking activities (acting from the script, repetition drill, pair or group activity, the communicative games such as take one and act out; who am I ?; Give your best praises; and what can you do?) to implement the English simple code helps students to obtain the comprehension input and output, so they can acquire the target language easily and they have a chance to communicate with each other. Giving feedback is very useful to provide information about student performance and motivation. In addition, the teachers can implement the expression of classroom practice (containing the English simple code) in the lesson plan to help them produce English in the classroom. Thus, utilizing the English simple code helps the students to acquire the target language. Implementing the various activities and the delayed feedback can improve students' communicative speaking ability and motivation. In the motivation aspect, students' affective filter becomes low in the learning process, so they have low anxiety and their confidence is high in the second language acquisition. The affective filter of students influences motivation, self-confidence, and anxiety (Krashen, 2009).

6. CONCLUSION

To sum up, the English simple code could improve students' communicative speaking ability and motivation in grade VIII of SMP Yapis Biak. It is also supported by the result of speaking tests and questionnaires that have increased from each action. The researcher revealed the finding points. First, implementing the English classroom practice can help the teacher to provide a simpler language for students. Secondly, teacher-talk and interlanguage-talk are useful for acquiring the target language (English) at the low-intermediate level. Thirdly, emphasizing the activities of repetition drill and acting from a script can provide a prefabricated routine to the prefabricated pattern in the learning process as well as develop their fluency simultaneously. Moreover, repetitive activities can build the self-confidence to interact between student to students or students to the teacher in a real communicative situation. The group or pair activity creates an informal learning environment among students in the classroom. Then, the communicative games provide the comprehensible output (practicing the expression directly) and comprehensible input (students' comprehension).

Fourthly, the Teacher's role as the controller, prompter, participant, facilitator, provider of feedback, and developing confidence can improve the communicative speaking in performance. In addition, it also influences the affective factor of students such as the high motivation and confidence-self. The fifth, giving the delayed feedback is very useful to encourage students' low affective filter in the learning process, so they have low anxiety, high confidence, and high motivation in the second language acquisition. Besides, facilitating delayed feedback has a positive impact on the process of language acquisition. Giving delayed feedback at the end of the session or activity provides students to do self-correction (natural correction) and peer correction among learners unconsciously. In addition, providing feedback on errors in pronunciation, vocabulary, comprehension, and grammatical gave the chance to students to improve their fluency competence.

The implications of the study are divided into theoretical and practical. Theoretically, the English simple code can provide a good contribution to learning strategy in the classroom. In practical implication, the researcher uses the expression of English classroom practice. It can be implemented in the lesson plan to help them produce English in the classroom. Moreover, Using various speaking activities (acting from the script, repetition drill, pair or group activity, the communicative games can help the teacher to create an English environment. Afterward, the teacher can use feedback to avoid fossilization in ESL. The study has some limitations. First, this study is action research where the problems and the results concern the class as the research subject. Second, the research only focuses on the performance for improving the communicative speaking skills and motivation. Then, the study only emphasizes the teacher-talk and the interlanguage talk. Besides, the study has a

limited subject (20 students). The last, the English simple code is only focused on the classroom practice expressions.

7. REFERENCES

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