

CLASSROOM LANGUAGES AS USED BY ENGLISH TEACHERS AT INDONESIAN JUNIOR HIGH SCHOOLS IN SMPN 1 KERUAK

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Abstract - *The purposes of this study are to: (1) analyze the types of classroom languages as used by an English teacher during the teaching-learning process in the classroom; (2) describe the way the teachers use classroom languages; and (3) describe are those classroom languages used classifiable based on student levels. It employed a descriptive qualitative method. The object of this study was 3 English teachers at SMPN 1 Keruak. The data were collected by using an audio-video recording, field notes, and interview. The result of this study showed that (1) The English teacher employed 5 features of languages during the teaching process in the classroom those are Indonesia, English, Arabic, Sasak and Mixed languages. In each of the classes that observed showed that teachers almost used similar types of classroom languages. (2) The way the teacher employed classroom languages differently in each grade. (3) The classroom languages applied by the teacher during the teaching and learning process were employed based on students' level.*

Keywords: *classroom languages, English teachers*

INTRODUCTION

'In many instances of SLA with the aid of formal instruction, including both foreign and second language learning, it is reasonable to assume that what goes inside the classrooms, including the teacher's role in this, is the single most crucial element in determining how students perform' (Long (1984) as stated in Polio and Duff (1994). The statement above clearly shows the concept of how teacher's language can influence students' language proficiency progress. Although Long's statement can be addressed to both ESL and EFL classrooms, the situation is more crucial for EFL students as the classroom often becomes the students' main source of the target language input and output. It means that the EFL teacher plays the most listening and speaking inside the classroom.

Second language acquisition theorists (e.g. Ellis, 2005; Krashen, 1985) have recommended that learners acquire the second language through exposure to comprehensible input, i.e. input +1, or input that is within their zone of proximal development, to use

Vygostky's (1978) term. This type of input is defined as the language which is at the students' next level of development.

In the English as a foreign language (EFL) context, teachers often serve as the key source of input (Kim and Elder, 2008), and to fulfill this function, teachers need to have an advanced level of target language proficiency in order to provide meaningful explanations, rich language input for important role in determining the students' language proficiency progress.

Indonesia as one of the countries which use English as a foreign language means that not so many people use it in their day-to-day communication. The English language has mostly been applied in the classroom in the teaching and learning process rather than in the daily used. According to Lindsay and Knight (2006, p. 8), students can still be able to make significant progress in learning the language if they get lots of practice in learners and respond spontaneously and knowledgeable to their learners' questions on language and culture. Ellis (1994), Long (1983), Swain (1985) argue that although

language input is essential for acquisition, input alone is insufficient; another necessity for successful acquisition to occur is interaction. Interactions are important because learners can improve their language through interaction as they listen to their teachers, and then they can use all that they have learned for communication.

The language used in the classroom when giving instruction is very similar to real life. If teachers use English to organize the lesson, student will become familiar with many common expressions and will find later on that they can use them themselves after very little practice.

Classroom language is the language used to communicate and survive in the classroom without using mother tongue (Brown, 2001 p.165). Thus, classroom language is teaching English by using English. It means that speaking and using English in the classroom as often as English teacher possibly can, for example when organizing teaching activities or chatting to student socially (Jane Willis, 1982).

Prior to writing this study, researcher informally found that there are still many conveying meanings as a means of interaction in the classroom. Previous studies have identified several factors that impede the success of language learning and teaching in Indonesia, including large class sizes, less qualified teachers, a lack of teaching facilities, and low salaries for teachers (Kirkpatrick, 2007; Sulistiyo, 2009).

Maximizing comprehensible language input as well as interaction by applying classroom language is the ultimate goal in a language-learning situation, as this is an important goal to the acquisition. Consequently, teachers must consider to use it in the classroom because of the language they

use functioned as the input and can serve to elicit output. By looking at this situation, the researcher is planning to do research entitled 'Classroom Languages Used by Indonesian English teachers less frequently using classroom languages. Even, Many English teachers do not seem to be able to use the very simple expression when they are calling students names and checking student attendance. To her surprise, there are still some English language teachers who even still use their mother tongue during the teaching and learning process. In addition, Nazary (2008, p. 138) also says that it is common for EFL teachers to use the students' mother tongue as a tool for English Teachers at Indonesian Junior High School'. The researcher is intrigued to analyze what types of English classroom languages used by the teacher during the teaching and learning process. All things considered; the researcher is interested to do a study about this as there is no single study has ever been conducted at the University of Mataram.

RESEARCH METHOD

The method as used in this study was descriptive qualitative approach. A descriptive approach is used to understand a problem, whether faced by one person or a group of people (Cresswell, 2009).

In this study, the researcher accounts for what are English classroom languages commonly used by English teacher during the teaching and learning process. This this study was conducted in SMPN 1 Keruak. There were 3 English teachers were chosen as an object of this study. The researcher decided to investigate the English classroom language used of teacher A, who teaches in the last grade (IX), teachers B who teaches at second grade (VII) and teacher C who teaches at grade VII.

There were some instruments that the researcher used to collect the data such as a camera record which was used to record the language consisting of Indonesia, English, Arabic, Sasak and Mixed languages. From the entire language used by the teachers, the teachers produced 3.168 speech during the teaching process in the classroom. They spoke more in using the Indonesian language (58%), English Language (29%), Mixed languages (13%), and then followed by the low usage were Sasak language (0%) and Arabic (0 %). In regarding to the languages used, teachers used the Arabic language as the teacher was closing the class at the end of the lesson. The teachers used Indonesian mostly when she or he did give instruction, giving an explanation and giving direction. On the other hand, teachers used the English Language when she/he trying to explain the English classroom language used in the classroom and take a whole view of the teacher and student activity during learning and teaching process. The other instrument used was an interview.

FINDINGS AND DISCUSSION

Findings

There were three times of observation processes conducted in this study. The researcher found that during the teaching and learning processes in the classroom, each of the teachers used multi direction or procedure of how to do the exercise or working in a group. While using the target language in doing such things, the teachers did the translation on that. In addition, the teachers used students’ mother tongue to establish a good atmosphere that relates to the interaction in the classroom. The teachers used the mother tongue a lot frequently in answering students’ management questions. The students sometimes find the obstacle related to answering the exercise in the classroom.

The Types of English Classroom Languages Used

Based on the data collected in three classes been observed, the researcher found that there were two types of classroom language used by the teachers, Instructional talk and Managerial talk.

Table 1. Frequency of Teachers Utterances

No	Languages	Teacher utterances				Total	
		Instructional		Managerial		F	%
		F	%	F	%		
1	Indonesian	898	28	948	30	1846	58
2	English	535	17	360	11	895	28
3	Mixed	297	9	121	4	418	13
4	Sasak	-	-	6	0,2	6	0,2
5	Arabic	-	-	3	0,1	3	0,1
Total						3168	100

a) The Instructional Talk

Instructional talk is teacher’s language relates to transfer of teaching materials. There was 1625 utterances (51%) of the expression of the instructional talk uttered by those teachers

been observed. The results of the observation of teachers’ talk showed that teachers uttered instructional talk in 4 contexts which is consist of asking question, explaining, directing, and correcting students.

Table 2. Frequency of Teacher Utterances

No	Instructional Talk
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	Teacher Talk	U	%
a.	Explaining	919	29
b.	Asking Question	357	11
c.	Directing Students	258	8
d.	Correcting	91	3
	Total	1625	51

b) The Managerial Talk

Management talk is teacher’s language relates to control and discipline in classroom. From the analysis result, it showed that the most dominant use of classroom languages during the teaching and learning process in the classroom was the management talk which amounted to 1543 utterances (49%). The results of the observation of teachers’ talk showed that teachers uttered management talk in 10 contexts.

	Teacher Talk	U	%
a.	Giving instruction	559	18
b.	Giving direction	529	17
c.	Asking question	168	5
d.	Greeting	116	4
e.	Making humor	43	1,3
f.	Giving advice	41	1,2
g.	Giving answer	37	1,1
h.	Checking attendance	30	0,9
i.	Giving praise	18	0,5
j.	Giving thanks	2	0,06

The Way the Teachers Used Classroom Languages

Based on the researcher’s finding from the observation conducted in the classroom, there are some points which relates to the way of those teachers applied the classroom languages used such as by checking vocabulary Strategy, eliciting Strategy, modeling the target language strategy, thinking aloud strategy, giving students thinking time strategy, repeating strategy, and modeling the activities strategy.

Table 3. Frequency of Teacher Utterances Management Talk

The Way	Grade IX		Grade VIII		Grade VII		TOTAL	
	F	%	f	%	F	%	f	%
Giving Student Thinking Time Strategy	217	25	39	4	5	0	261	29
Eliciting Strategy	164	19	58	7	-	-	222	26
Checking Vocabulary Strategy	156	18	11	1	18	2	185	21
Thinking Aloud Strategy	93	11	10	1	12	1	115	13
Modeling The Target Language Strategy	-	-	17	2	83	9	100	11
	TOTAL						883	100

Table 5. Frequency the Way Classroom of Management Languages Used

The way	Grade XI		Grade VIII		Grade VII		Total	
	f	%	f	%	F	%	f	%
Repeating Strategy	99	29	27	8	35	10	161	47
Giving Students' Thinking Time Strategy	41	12	29	9	35	10	105	31
Modeling of Activities Strategy	-	-	-	-	75	22	75	22
TOTAL							341	100

a. Giving Student Thinking Time Strategy

Student thinking time technique was about 60% found during the observation time of the teaching process in the classroom. The observation results showed that the students were given an opportunity by extending thinking time which is the time given in each class been observed was varied.

In grade XI, students were given the opportunity by extending thinking time from three to five seconds in each question. Whereas in grade VIII, students were provided an opportunity of thinking time about five to eight seconds for giving responses to the teacher's question. In grade VII, As the teacher so much frequently asking questions in using Indonesian, yet, still the students remained of being given a waiting time responding to teacher's question in about to four to six seconds yet the language used In the classroom.

On contrary to a teacher in teaches in grade IX, the researcher found that the teacher in grade VIII tended to make such a conclusion at the end of the conversation for like after the students revealed of their personal ideas concerning to the information, then the teacher did a repeating by compressing it. This strategy perhaps helps students to get a clear interpretation of their answers.

b. Eliciting Strategy

Eliciting was a technique that was used a total of 26% in lesson observations. This strategy was likely to help a teacher to bring forward student's ideas and extend and sustain the discussion.

In grade IX, at 19% of the eliciting strategy found. Teachers used this way to extend students' knowledge regarding language taught. While in grade VIII, the teacher applied 7% of eliciting strategy mastery. For instance, in grade XI, the teacher did such a guessing technique in checking vocabulary mastery for their students. While in grade VIII, the way the teacher checked students' vocabulary understanding was by reviewing previously discussed vocabulary associated with the prior lesson. In grade VII, checking vocabulary mastery was done by the teacher while doing exempling related to the way to pronounce the word and informing students about the meaning of the word been taught.

c. Checking Vocabulary Strategy

At 21%, the language teaching strategy of vocabulary checks was used the most by teachers and in several different ways. Those teachers used varied attempts to check students' vocabulary by the students in

responding to that kept using the Sasak language.

d. Thinking Aloud Strategy

Think aloud was a strategy and technique as noticed as 13% of the time during lesson observations.

A think-aloud was defined as the offering of a teacher's inner dialogue or opinions for students to hear their thoughts, ideas of the thinking process. During the observation conducted, thinking aloud was employed by the teachers at the moment their students did not comprehend the question asked that was caused as the students never been studying and doing preparation before came into the classroom.

e. Modeling the Target Language Strategy

The modeling of target language was a strategy that showed as many as 11% of techniques used. This strategy and the technique followed were found in two classes differently. In grade VIII, the teacher used this strategy by teaching students how to use appropriate rules as likely used by the English native speakers. Students were taught how to place an appropriate *to be (am, is, are)* by fitting it to the subject either at the question or at the sentence.

On the other hand, the teacher in grade VII used the modeling the target language by teaching the students how to translate sentences were meant from the English to the Indonesian language appropriately and the way those words were correctly pronounced, yet, the sort of language employed by both of those teachers when delivering the information was the same, by using the Indonesian language.

f. Repeating Strategy

During the teaching and learning process in the classroom, teachers used Elaborated Input, by doing sort of repeating technique in each of the teacher talk by resulting of 47% of repetition strategy already done by the teachers. Teacher who teaches in grade XI employed this technique secondly time during the teaching process. Besides, in grade VIII, the kind of repetition employed by the teacher was followed by using translation from the English to Indonesian language in each of the words taught. On the other hand, even though remained fully using the Indonesian language while doing teaching process, teacher in grade VII keep doing repetition technique as well.

g. Modeling the Activities Strategy

The modeling of activities accounted for 22% of the strategies and techniques used during lesson observations. Neither in grade IX or grade VIII was the researcher not found a strategy of modeling of activity during the observation process. This kind of strategy was found only in grade VII. The way the teacher did modeling students' activity was by asking two students to come ahead into the classroom while bringing the notebook that they have already written in the previous meeting. Both of those students were then marked as student A and student B. This kind of demonstration before starting the real activity may provide a clear description of what is the students going to do next.

Language Based on Students' Grades

a) Language of Instructional

In concerning the language of instructional, grade XI tends to modify their languages by increasing volume use of intonation in the classroom. Those teacher talks being used related to use volume was such as asking a question, directing students, and correcting students. While in grade VII and VIII, teachers mostly modified these expressions by using many repetitions are followed. The languages that those teachers used in explaining were also done the same by which it employed to be more slowly.

Meanwhile, in relation to the language function used, in grade XI teacher seems to apply more of the English language in explaining and asking a question to students. While the mixed language use was employed more by the teacher when directing students. In contrary to grade XI, in grade VIII, the teacher mostly employed the Indonesian language in doing the explaining. Grade VII was done the techniques the same. in addition, the different way of modification used to the expression that research found that, when teacher directing students, the language used by the teachers in grade XI and VIII were same, they were using the mixed language of Indonesian-English, while in grade VII, the teacher employed fully Indonesian to the expression used in the classroom.

b) Language of Managerial

Concerning the language of management talk, the language modification used in grade XI was more using volume use of intonation when giving instruction to students. The teacher tended to speak louder when giving instructions and answering a question related to students' managerial talk during the learning process in the classroom. Another modification that used in grade XI that researchers found was the teacher used a

varied expression in greeting students and followed by fast speed. Neither did the researcher found in grade VIII or VII such a thing alike in doing greeting to students as likely done in grade XI.

While in grade VIII, the modification to the language used was more employed repetition technique such as in doing giving instruction, asking a question. In contrast by grade VIII which modified language by using repetition in doing asking questions, in grade VII, the teacher modified his language by the employed slow rate of speech in asking a question to the students in the classroom. In the other case which related to the language used in the classroom, either grade VIII and VII employed the same languages during giving instruction to the students in the classroom. Those were more using the Indonesian language while in grade XII, the teacher was more using mixed language.

Discussion

In regarding to the languages used, the dominant usage of those five languages been employed by the teachers during the teaching and learning process was by using Indonesian language (58%), English Language (29%), Mixed languages (13%), then followed by the lowest usage were Sasak language (0 %) and Arabic (0 %).

The result of the researcher's analysis showed that the teachers play dominant roles in the instructional talk. In concerning to the management talk, the dominant usage was similar to Isnaini, I finding in 2017 whose finding asserted that teachers' perform of giving directions, asking questions, giving information, praising and encouraging, and repeating student's response are the most frequently used during teaching and learning process. Meanwhile, criticizing or justifying

student's behavior and response, accepting or using student's ideas, giving feedback, joking, and accepting student's feelings are rarely used by the teachers. This finding was almost relevant to the researcher's finding that there is less frequently being used by the teachers during the teaching process such kind of those types of teacher talk. The types of teacher talks that were rarely been used by the teachers were giving praise and giving thanks.

Overall, it did not appear that teachers of a particular class been observed used a different strategy of language use. However, the result analysis proved that the strategies of the language used by the teacher in grade VIII were completely using variant language strategy during the teaching process in the classroom than in grade IX and VII.

This finding was similar as Natascha Thomson's finding (2012) discussing about Language Strategy and techniques Used to support Students learning in a language other than mother tongue. She revealed that *the strategies and the techniques that the Lower Primary group used more frequently than the Middle. While the type of lesson occurring during lesson observations may help to account for slightly higher use of the strategy Eliciting by the Middle Primary group which saw teachers trying to establish what students understanding of a particular concept or topic was.*

In Thomson's finding, Eliciting was the 2nd highest strategy found and it was employed by the teacher in higher level of class. In this study, Eliciting strategy was found as the higher technique used in grade IX of which it was not used by the teacher in grade VII, so did the highest strategy of modeling the activities technique employed in grade VII, in grade IX, the teacher was not using this strategy anymore. This was also the same to

Thomson's finding noted that teacher in low primary used more Modeling of activities techniques then teacher in the Middle and Upper Primary.

In concerning to the language based on students' grade, the teacher in grade VII dominantly uttered his expression followed by a slow rate of speech. In addition, during the teaching process in the classroom, teacher 3 was almost never to use English languages. The teacher transferred the material taught by using Indonesian.

Based on the interview result with the teacher teaches in grade VII, he used Indonesian much during the teaching process because of the language quality of the student. The language ability of the students are low. The students were not used to hearing and using English in Elementary school. As the first step in introducing English to the students, as a tutor the teacher would use Indonesian instead of using the students are having been used to hearing the phrase since they were in first grade.

By doing such kind of thing that made students get used to allowing understanding and digesting the meaning related to the utterances consistently, it would make students easier to comprehend the meaning. As a result, teachers will not ponder to use various kinds of expression not dealing to make it more detailed as the language use in the first grade. (*Interview /November, 5th 2019*). This factor is also being a consideration for the teacher in the upper grade to use a higher level of language strategy during teaching process in the classroom.

This result finding was also interacted to Natascha Thomson (2012, p. 13) finding from Kongsberg International school English in delivering the material and managing students in the classroom. the teacher is going to use

English when he gave an example related to the material being taught was like giving an example of how to pronounce the word in English. How the teacher built student's confidence up is being the focus of the teacher in introducing the English language in the first grade. (Source: Interview /November, 5th 2019).

The interview result conducted with teacher in grade IX proved that the reason for the teacher to use a different expression of English classroom languages including a low usage of using repetition, it is because students level were enough capable and having a learning experience in learning the English language. To say it on another way, Norway who said that Even though teachers are working from the same framework, certain contextual factors will influence how the programme was implemented. Individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students and the types of interaction in the classroom that take place between the teacher and student are all aspects that may contribute to the types of language that teachers use and the strategies and techniques they choose to employ in the classroom.

CONCLUSION

From the result of analysis and discussion, it can be concluded that the teachers uttered instructional talk in 4 contexts (giving an explanation, direction, and correction and asking a question) and the management talk in 10 contexts (checking presence, making humor, giving instruction, giving direction, giving advice, giving praise, giving thanks; asking and answering the question).

The teacher talks more for explaining 51% than the managerial talk 49%. Teachers talk more for explaining talk (29%), then giving instruction (18%) and giving direction (17%), asking question (11%) directing students (8%), asking question (5%), greeting (4%), correcting students (3%), making humor (1,3%), giving advice (1,2%), giving answer (1.1%), checking attendance (0,9%), giving praise (0,5%) and making thanks (0,06%).

There are some points which relates to the way of those teachers applied the classroom languages used such as by checking vocabulary, by eliciting, by modeling the target language, by thinking aloud, by giving students thinking time, by repeating, and by modeling the activities. The way the teacher employed classroom languages was similar in each grade yet the lower grade employed more varied of the techniques used then in the upper grade. About the language used based on grade, the language levels of students, and the types of interaction that happened are all aspects that contribute to the languages that teachers use, and the strategies been considered by teachers to use during the teaching and learning process in the classroom.

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