

# Tanti nurliana Artikel

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## TEACHERS CLASSROOM ENGLISH LANGUAGE AS USED AT SMPN 1 PUJUT

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**Abstract-** This study aims to identify the types of language that English teachers use in the classroom, as well as the role that language plays there and the language that they use most frequently. Both a qualitative method and an interviewing methodology are used in this investigation. The study's participants are English instructors at SMP 1 Pujut. To get the information, 2 teachers would be interviewed. The findings indicated that the teachers employed classroom language in their instruction, including speaking slowly, changing their vocabulary, and utilizing context. Teachers do this to communicate information to students in order to prevent orders from being misunderstood and to make it easier for students to understand the teacher's directions. The teacher then uses the language in the class to communicate information as necessary and instruct students on how to use words appropriately in different contexts. Students learn more about the language when teachers utilize it in class.

*Keywords : Classroom Language; Teachers, Teaching English,*

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### INTRODUCTION

Learning is a system consisting of many components, namely, teachers, students, learning objectives, learning materials, learning methods, learning tools, learning evaluation, and environment or context. Each of these components stands alone, but when they proceed in a learning activity, they depend on each other to achieve the learning objectives together. In the learning activity, the interactions between teachers and students are established through the class language used during the learning activity.

Classroom language is the language used to communicate and survive in the classroom without using the mother tongue (Brown 2001, p. 165); thus, Speaking and utilizing English in the classroom is known as classroom language, which is how English is taught. The purpose of using classroom language is to embody communication in the classroom; it is a crucial aspect of learning success. This shows that a teacher's role is needed in any circumstance. One important part of education is that teachers must take part and be in a good position as professional educators.

Teachers must employ classroom language so that students, especially those who speak English, can learn how the languages are used. Because classroom language can reveal the instructor's and students' expressions while learning and how it may impact a student's academic performance, every teacher should pay attention to it. According to (Brown 2001), classroom language is used during the learning process and does not use the first language when implemented. Classroom languages used in the classroom have mostly replaced other forms of interaction between teachers and students. In order to

foster classroom English interaction habits, the usage of classroom languages is essential to the teaching and learning process.

Because it can teach students to use the target language more and their mother tongue less. It attempts to avoid giving the impression that classroom languages are odd or difficult. The correct methods must be employed by the teachers to give effective language instruction, particularly in English. Teachers should use creativity when selecting resources and managerial techniques to help students easily learn the subject matter.

Teacher talk and student talk are two ways that teachers and students connect while they are studying. In this process, interactions occur between teachers and students in the form of questions, answers to questions, explanations, instructions, and other orally spoken learning activities (brown, 2007; Haradasht and Aidinlou, 2016:1764; Bahasa & Aulia ., 2017:106–107). Given the importance of language as an interaction tool between teachers and students in the learning process, teachers need to identify the language selected as the informational medium. The choice of language used by teachers contributes to the success of the learning process, especially in foreign-language subjects whose material content contains no everyday language for students. An example is English education in Indonesia, where students are trained to recognize a foreign language other than their mother tongue as the common language and Indonesian itself as the national language.

Indonesia's use of a regional language that dominates enough of today's interactions makes English a new language that students cannot adapt quickly. English teachers are often limited to delivering material in class when in the process of learning, not only converting to English to help students understand the material. Similarly, when an English study is conducted, there are still students who do not understand what the teacher is saying in Indonesian. The teacher used the local language as an alternate language to clarify the meaning that he wanted to convey.

Therefore, given the importance of the teacher's role in the learning process, the teacher's role cannot be replaced by anything. Teachers remain the center, delivering knowledge to their students. With classroom language implemented in expectations, Students who dare to speak English in and out of the classroom see an improvement in their English grades. Thus, overcoming the students' difficulties in learning English can be done effectively in a language classroom.

From this, we can know that managerial classes and the use of classroom language are very important elements for teachers to have. In fact, there is a research result that shows that by combining a variety of teaching strategies and the role of the teacher in accordance with teaching and learning activities, the class can be well organized and effective through learning situations and the quality of the learning and teaching process (Artini L.P, 2019). Thus, overcoming the students' difficulties in learning English can be done effectively in a language classroom.

According to the background information provided above, the researcher is interested in investigating language teaching techniques. When teaching English, it might enable teachers to use more classroom languages.

### Research Method

A descriptive qualitative research methodology was used for this study. A descriptive qualitative is used to understand a problem, whether faced by one person or a group of people (Cresswell, 2009). The researcher in this study examines the typical English classroom languages employed by English teachers in the teaching and learning process. This research was carried out in SMPN 1 Pujut. The researcher employed a

variety of tools to gather the data, including a camera to capture the students' use of English in class and to get a full picture of teacher and student activities during teaching and learning. An interview served as the other tool. The researcher in this study takes into account the English classroom terms that are frequently employed in the teaching and learning process.

The researcher employed a variety of tools to gather the data, including a camera recorder to capture the language, which included Indonesian, English, Arabic, Sasak, and Mixed languages. During the course of the classroom teaching process, the teachers generated 3.125 speeches from the total language they utilized. The three languages they used the most were Indonesian (58%), English (29%), and Mixed (4%), with Sasak language (7%) and Arabic (0%) coming in last. When closing the class at the end of the lesson, teachers closed the class in Arabic, according to the languages used. The majority of the time when a teacher gave instructions, provided clarification, or gave direction, they did so in Indonesian. On the other hand, teachers utilize English when they are attempting to explain the English language that is used in the classroom and when they are examining the activities of both the teacher and the students throughout the teaching and learning process. An interview served as the other tool.

## **FINDINGS AND DISCUSSION**

### **Findings**

There were three observation processes conducted in this study. The study discovered that each instructor employed multiple languages, including Indonesian, English, Sasak, and mixed languages, during the teaching and learning processes in the classroom. Indonesian was the primary language utilized by the teachers to convey the lessons of the English subject in the classroom. According to rules established by the ministry of education, teaching English was to last 4 hours each week, therefore any meetings had to take place no later than 2x30 minutes after the time allotted. Diversely of the data gained, the teachers spent the time teaching the English subject on average of 58 minutes up to more than 1 hour. In class VII 2 handled by Teacher 2, the researcher found that he spent 1 hour 6 minutes. In grade VIII handled by Teacher 1, she produced 549 Utterances along by 58 minutes of the lesson. In the last observation conducted in SMPN 1 Pujut, Teacher 2 spent 1 hour 4 minutes produced 1850 utterances. Overall, before explaining the core of the findings of this study, here are the researcher accounts for the languages used by the teachers in form of utterances in Indonesia, English, Sasak, and Mixed-language and the dominant language used by the teachers as well.

### **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 Frequences of Teachers Utterances**

No	Languages	VII		VIII		IX		Total	
		F	%	F	%	F	%	F	%
1	Indonesian	725	23	620	19	470	16	1815	58
2	English	85	2	220	8	620	19	925	29
3	Sasak	120	4	78	2	45	1	243	7
4	Mixed	3	0,1	79	2	55	1	137	4
5	Arabic	-	-	3	0,1	-	-	3	0
<b>TOTAL</b>								3125	100

### The Instructional Talk

The language used by teachers to impart information is called instructional talk. A total of 1605 utterances (or 53% of the instructional discussion) made by the teachers were heard. The findings of the study on instructors' speech revealed that, in four different circumstances, teachers used instructional talk that included question, explaining, directing, and correcting students.

### Frequency off teachers Utterances

Table 2 Frequency off teachers Utterances

No	Instructional talk		
	Teacher Talk	Utterances	%
1	Explaining	725	22
2	Asking question	415	15
3	Directing students	375	11
4	Correcting	105	5
	Total	1605	53

### The Managerial Talk

Managerial talk is the term used by teachers to describe order and discipline in the classroom. According to the analysis's findings, managerial talk—which accounted for 1520 utterances or 47% of all classroom language usage—was the language type that was used the most differently during the teaching and learning process in the classroom. The findings of the analysis of the instructors' speech revealed that they used managerial talk in ten different scenarios.

Table 3 Frequency of Managerial Talk Utterances

No	Managerial Talk		
	Teacher Talk	U	%
1	Giving instruction	505	33
2	Giving direction	445	28
3	Asking question	230	15
4	Greeting	132	8
5	Making humor	34	2
6	Giving advice	55	3
7	Giving answer	48	3
8	Checking attendance	38	0,25
9	Giving praise	25	0,16
10	Giving thanks	8	0,005

### DISCUSSION

After the two discussion of the findings that have been elaborated, this is the stage where the results of the study are examined and discussed. The results of the study are discussed by comparing the the results of others studies.

### Language Used in Classroom

In terms of the languages used, the dominating usage of those five languages used by teachers during the teaching process was Indonesian (58%), English (29%),

mixed language (4%), and then Sasak (7%). The teachers usually used Indonesian when giving instructions, explaining things, and giving directions.

This finding is correlated to the article owned by Alexandra Elbakyan in 2007 about English in Brunei: second language or Foreign Language? Alexander in his article stated that English may well become a foreign language in Brunei, with the medium of instruction in all state and primary. Schools gradually changing from English to Malay. Teachers, on the other hand, employed the English language when explaining the topic and giving directions on how to conduct the exercise or work in a group. The lecturers did the translation while the students were doing such things in the target language. The finding of the present study is consistent with Liao's (2006) result studies. He stated that some foreign language Teachers may consider translation as an important way to ensure students' comprehension in doing exercises.

Another study conducted by Prodromou (2002) who found that translation use was a helping way of learning the new language. In addition, the mother tongue in the classroom was to enhance the quality of interaction and it would not be restricted in the classroom language process. The researcher's conclusion that teachers exploited students' mother tongues to create a positive environment that related to interaction in the classroom is supported by this data. When responding to students' inquiries about managerial, professors typically spoke in their native tongue. The classroom exercise can occasionally present challenges for the students. This finding was getting a support by Mugla and Seedhouse (2005) results in which they came up with the fact that teachers made use of the first language when the students were not able to answer a question, when they wanted to explain the grammatical points, or when they wanted to translate an item in one language into another.

#### **The Types of Classroom Language Used By Teachers.**

The language used in the classroom by teachers was divided into managerial talk and instructional talk depending on its purpose. Managerial talk is a teacher's language that refers to control and discipline in the classroom, whereas instructional talk is a teacher's language that pertains to the transfer of teaching information. The findings of the researcher's examination indicated that teachers had a starring role in instructional discussion.

The findings of the researcher's examination indicated that teachers had a starring role in instructional discussion. In terms of the managerial talk, the predominant usage was consistent with Isnaini's 2017 research, which claimed that the most common teaching and learning techniques included giving instructions, posing questions, lecturing or imparting information, praising and encouraging students, and verbatim repeating of their responses. In contrast, teachers hardly ever use feedback, joking, or embracing of students' sentiments. Nor do they often criticize or defend students' actions and answers. This result was essentially in line with the researcher's discovery that such teacher discourse is employed less frequently by teachers. Giving praise and expressing gratitude were the types of teacher lectures that were hardly ever used by the educators. Almost seldom have teachers employed this kind of teacher talk throughout the teaching and learning process.

#### **CONCLUSION**

The study's conclusions on teacher classroom language in the classroom were discussed in chapter 4 of the book. The analysis and discussion indicate that the teachers employed managerial speaking in ten situations (checking for presence, cracking jokes, giving instructions, giving directions, giving advice, offering praise, offering thanks, and

asking and responding to questions) and instructional talk in 4 contexts (giving explanation, direction, correction, and asking a question). The teachers' usage of classroom language in the classroom can therefore be deduced. The teacher's techniques included speaking slowly, changing her terminology, and applying context. For teachers, the purpose of employing classroom language is to make it easier for them to explain and deliver content during the teaching and learning process. Classroom language is necessary because if the teacher presents the subject too quickly, the students will be passive because they will not have understood. In addition, the use of language in the classroom serves as language instruction depending on the situation, such as when using word expressions. In order for students to use English in the appropriate setting. Through interactions, the teachers can enhance the effectiveness of the teaching and learning process.

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