

Language Function and Choice in Classroom Language Used by EFL Teacher in SMP Negeri 2 Gianyar

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan analisis platform pembelajaran yang digunakan, fungsi dan pilihan bahasa terhadap bahasa kelas yang digunakan oleh guru EFL di SMP Negeri 2 Gianyar. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah salah satu guru EFL dan objek penelitian ini adalah bahasa kelas yang dilaksanakan oleh salah satu guru bahasa Inggris di SMP Negeri 2 Gianyar selama pembelajaran jarak jauh. Penelitian ini menggunakan satu instrumen dengan tabel checklist dan menggunakan teori Chamot dan O'Malley tentang fungsi bahasa akademik untuk menjawab pertanyaan penelitian. Penelitian ini digunakan sebagai pedoman calon guru dan guru EFL untuk meningkatkan diri mereka dalam menggunakan berbagai jenis fungsi bahasa selama proses pembelajaran. Hasil penelitian menunjukkan sebagian besar pertemuan melalui Google Classroom. Guru cenderung menggunakan TL (Bahasa Sasaran) di kelas 9 dan L1 (Bahasa Pertama) di kelas 8. Guru EFL di SMP Negeri 2 Gianyar sebagian besar menggunakan 3 fungsi bahasa dari kedua kelas yaitu mencari informasi, menjelaskan atau menginformasikan, membujuk. Selama proses pembelajaran fungsi bahasa masih didominasi oleh dua fungsi bahasa yaitu mencari informasi dan menjelaskan atau menginformasikan. Guru Bahasa Inggris di SMP Negeri 2 Gianyar masih menggunakan fungsi bahasa yang terbatas terhadap bahasa kelas yang digunakan selama proses pembelajaran. Guru perlu meningkatkan dan menggunakan lebih banyak fungsi bahasa terhadap bahasa kelas untuk membuat kelas memiliki interaksi yang baik dengan siswa. Pada akhirnya penelitian ini akan menjadi pedoman dalam mengembangkan materi kuliah khususnya pada mata kuliah micro teaching, TEYL, TEFL

dan mata kuliah lain yang berhubungan dengan pengajaran.

ABSTRACT

This study aimed to describe an analysis of language function and choice toward classroom language used by the EFL teacher in SMP Negeri 2 Gianyar. This study is descriptive qualitative research. The subject of this study is one EFL teacher, and the object of this study is classroom language implemented by one of the English teachers in SMP Negeri 2 Gianyar during distance learning. This study used one instrument with a checklist table and Chamot and O'Malley's theory about academic language function to answer the research question. The study's conclusion was used as guidance of the prospective teacher and EFL teacher to improve them in using many kinds of language functions during the learning process. The result showed that the EFL teacher in SMP Negeri 2 Gianyar often used five language functions: seeking information, explaining or informing, persuading, solving the problem, and greeting. In the end this study would become as a guideline in developing course material especially in subject of micro teaching, TEYL, TEFL and another subject that related with teaching.

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1. INTRODUCTION

Nambiar(2020) stated that interaction between teacher and student during distance learning becomes more undersized than usual. They only communicate through a platform that they use to teach the student. The teachers try to adapt to new things in teaching to utilize technology and online platforms. It makes the teachers change their teaching strategy and technique, especially since it goes online to keep the class alive and conducive. Furthermore, since distance learning is conducted, it also makes the teacher change their way of using classroom language during the learning process. Teaching during pandemic situations can be challenging for some teachers in using the classroom language. Research's result found that around 86.9% preferred to teach face-to-face, and the rest preferred to teach online classes (Nambiar, 2020). In a face-to-face class, the teacher can interact directly with the student

and know their response by their expression and body language. The use of classroom language in online and face-to-face learning is quite different.

According to Elismawati(2018), the interaction between students and teachers is needed in the classroom because, without any interaction, the class is not adequate. Furthermore, Elismawati (2018) also states that the teacher must regularly engage with the target language to gain experience in learning English. It does not seem easy to use the target language in the language classroom, particularly in the EFL (English as a Foreign Language) classroom. It occurred because EFL students have a similar native language. If an EFL teacher ignores it, the purpose of the teaching process will be thwarted. If a teacher and students recognize the value of interaction in language classrooms, the problem of interaction using native language in English-speaking classrooms may be handled. That is why the choice of language is important during the learning process because it significantly impacts the student. Language choice expresses speakers' attitudes about a language, expressing how the instructor would utilize different languages in learning environments, such as English and Indonesian, depending on the circumstances (Dewi & Setiadi, 2018). Moreover, according to Torto et al. (2014), language choice is described as the teacher's movement through one language to another during the communication process or classroom interaction.

During classroom interaction, teachers tend to be using several kinds of classroom language. Within several kinds of classroom language, each sentence has a different function. The language function is about why we need to use that sentence or language or say the purpose of that sentence categorized as informing or evaluating and so on. So from there, the audience knew what the sentence meant and what they should do. For example, when the teacher instructs to answer a question and the students must structure their explanation, delivering the required message in a scientifically appropriate manner. From that, we know the function of language belongs to seeking information, and from there, the student determined what things that should do.

Classroom language is essential for the teacher because students can know how the languages are used, especially in English. Therefore, every teacher should notice classroom language during teaching because its use can show the teacher's and student's expression during learning and how it can affect the student's learning process. According to (Brown 2001), classroom language is used during the learning process and does not use the first language when implemented.

Classroom language is also defined as language that is implemented in class and becomes a tool during teacher and student interaction. The research shows that classroom language can increase student motivation and actively participate during learning (Saragih, 2016). From there, we can assume the function of classroom language makes the language important during learning: (a) Classroom language has an essential role in the interaction between students and teachers. (b) Classroom language can help the teacher to motivate the student during learning. The use of classroom language can determine the student's interest and the kinds of expression used during the learning process.(c) Classroom language can help the teacher in making communicative class situations during learning.

Therefore, it is essential and exciting to research how classroom language is implemented by English teachers in SMP Negeri 2 Gianyar. This research is focused on language function and choice toward classroom language used during distance learning. It was difference with another research where the previous researcher more focused on the language function and choice toward classroom language used through offline learning or face to face learning.

The preliminary observation has been conducted in SMP Negeri 2 Gianyar. Also, the researcher compared it with another Junior High School. The researcher found that not all EFL teachers used many kinds of online platforms as their online platform to conduct the learning process. Some of them use only one or two kinds of the online platform. Some EFL teachers also tend to use Indonesian rather than English, but some use that language and mix it. In this case, the teacher chooses which language is more suitable for the student's needs. The teacher also wants to ensure that the student understands the information already delivered if they use English. There are also limited categories of language function toward the classroom language used by the EFL teacher.

In implementing classroom language, especially in distance learning, the teacher uses different strategies to communicate the right amount of knowledge. The student, as a participant, tries to obtain as much information as possible, then participates in understanding a specific daily lesson. Since the pandemic COVID-19, the teaching and learning process has changed away from the conventional face-

to-face classroom and toward online distance learning, and this learning process continues beyond the pandemic (Nuraini et al., 2020).

It was difficult for senior teachers to follow learning instructions during this pandemic. Teachers' responsibility in providing appropriate classroom language to control students in the learning process is essential. Effective classroom language was generally accomplished through various interactions between a teacher and students in the classroom. Hadiatmi et al. (2020) agreed and stated that teachers, as participants, have been encouraged to enhance education, particularly the quality of students. Additionally, language is utilized by the teacher in distance learning to manage classroom language (Ahmad et al., 2019). The teacher used appropriate classroom language to encourage the student, especially during distance learning. However, most teachers in Indonesia lack sufficient abilities to use technology in distance learning (Mahyoob, 2020). In implementing classroom language, the teachers required certified abilities that they must learn. The EFL teacher in SMP Negeri 2 Gianyar uses Google Classroom to deliver the classroom language and conduct the learning process.

Based on the explanation above, the researcher found that English teachers still used classroom language during the Covid-19 outbreak due to a lack of online teaching abilities. Also, the use of classroom terminology is decreased during distant learning. The researcher also found that EFL teachers in SMP Negeri 2 Gianyar still implemented limited categories of language function toward the classroom language used during distance learning. It is essential to conduct the research to determine what factor makes teachers apply limited classroom language and the language function the teacher already applied during distance learning.

The researcher used two theories about academic language function from Chamot and O'Malley (1994) and the theory of language choice by Dewi and Setiadi (2018) to answer the problem above. According to Chamot and O'Malley (1994:41), as cited at Mufida et al. (2012), academic language function has defined as a task that the teacher should be mastered and perform in various subjects area. (Chamot and O'Malley, 1994:41), as cited in Mufida et al. (2012), found that several language functions should be used in the learning process. Such as explaining, informing, justifying, comparing, describing, categorizing, proving, disputing, persuading, assessing, and so on are all linguistic functions required in grade-level academic subjects. Furthermore, Chamot and O'Malley (1994), as cited in Mufida et al. (2012), stated that academic language teaching and practice must be connected with academic topic learning, so the function was fully achieved. Chamot and O'Malley (1994) found 11 of academic language functions. Such as seeking information, comparing, informing, ordering, classifying, inferring, analyzing, justifying and persuading, evaluating, solving the problem, and synthesizing. Those all language function is commonly known in the learning process. Some classroom language is used by the teacher and classified into those functions. According to Dewi and Setiadi (2018), the choice of language reflects speakers' attitude towards a language, meaning how teachers used different languages in teaching activities, such as English and Indonesian, depending on the context. Kang (2008) defines language choice as the language used in the classroom based on three categories of class language: first language or mother tongue (B1), target language (L2), and a combination of L1 and L2.

This paper aims to analyze and describe language function and language choice based on classroom language used by the teacher during distance learning in SMP Negeri 2 Gianyar. Also, this paper revealed the language function toward classroom language used by the EFL teacher. From the explanation above, it is essential to investigate the classroom language used by the teacher through the online platform that the teacher used in SMP Negeri 2 Gianyar. Also, investigating the language function and language choice toward classroom language used by EFL teacher in SMP Negeri 2 Gianyar is needed to know how they implemented the classroom language and knowing what kind of language the EFL teacher frequently used during distance learning. Hopefully, by conducting this research, the prospective teacher and the other teacher will have better guidance and information about how classroom language is implemented during the distance learning process.

2. METHOD

This study used descriptive qualitative in analyzed the language function based on classroom language used by the EFL teacher at SMP Negeri 2 Gianyar. This study employed a case study, which means that the researcher looked into a specific person, in this case, a teacher who teaches English. This study looked at how one of the English instructors at SMP Negeri 2 Gianyar, would apply classroom

language, language function during distance learning. According to Starman(2013), as described in Sagadin (1991), a case study is a qualitative research approach that analyzes and describes each individual, a group of individuals, institutions, processes, phenomena, or event in that institution. This study looked at how one of the English instructors at SMP N 2 Gianyar would apply classroom language and language function toward the classroom language used by the EFL teacher during distance learning. The subject of this research was a teacher who teaches the 8th and 9th grades in SMP Negeri 2 Gianyar. This study's object was classroom language implemented by one of the English teachers in SMP Negeri 2 Gianyar during distance learning.

This research was conducted online by the observed online platform used by the teacher during distance learning. The EFL teacher in SMP Negeri 2 Gianyar used Google Classroom and Google Meet as their online platform to conduct the learning process and deliver the classroom language. This research used some ways in collected the data. Firstly, the researcher conducted a preliminary observation of classroom language used during distance learning. Furthermore, the researcher interviewed the teachers about how English teachers conduct classroom language during distance learning. There was also an instrument with a checklist table used to categorize classroom language used by EFL teachers into the suitable function already provided. The instrument with a checklist table accomodated all the information that the researcher needed to answer the problem, included the language function based on related theory, the language preference during teaching and kinds of media are used during distance learning.

The researcher transcribed the data based on an online platform used by the teacher in delivered the classroom language through Google Classroom. The researcher input all the data into the instrument and transcript it. There are eleven categories of language function based on the theory of academic language function from Chamot and O'Malley (1994). The researcher analyzed by sentence and phrase then gave a checklist based on the suitable function. Furthermore, the researcher also analyzed the language choice in delivering the classroom language during distance learning. The researcher also observed the student's responses toward classroom language used by the teacher through Google Classroom and Google Meeting.

3. FINDINGS AND DISCUSSION

This research aimed to describe an analysis of language function and language choice toward classroom language used by the EFL teacher in SMP Negeri 2 Gianyar. This research took place in SMP Negeri 2 Gianyar. This research aimed to describe an analysis of language function and language choice toward classroom language used by the EFL teacher in SMP Negeri 2 Gianyar. This research took place in SMP Negeri 2 Gianyar. The research took the data from an EFL teacher who teaches 8 and 9 grades. Based on the result of preliminary observation and the instrument's result, the researcher gets several points. 1) The EFL teacher in SMP Negeri 2 Gianyar only used limited online platforms: Google Classroom, Google Meet, and WhatsApp. 2) The EFL teacher only used limited categories of language function based on classroom language used during distance learning. From fifteen categories, the teacher only used four kinds of language functions: seeking information, explaining or informing, persuading, and greeting.

The researcher summarizes the data result in the table below to make it more straightforward. The research takes the data from an EFL teacher who teaches 8 and 9 grades. Based on the result of preliminary observation and the instrument's result, the researcher gets several points. 1) The EFL teacher in SMP Negeri 2 Gianyar only used limited kinds of online platforms: Google Classroom, Google Meet, and WhatsApp. 2) The EFL teacher only used limited categories of language function based on classroom language used during distance learning; from fifteen categories, the teacher only used four kinds of language functions: seeking information, explaining or informing, persuading, and greeting. The researcher already summarized the data result into a table below to make it clearer.

Table 1. Summarize of Total Language Function Used in Grade 8 and 9.

NO	LANGUAGE FUNCTION	GRADE 8	GRADE 9
1	Seeking Information	37	1
2	Explaining	107	31
3	Comparing	4	-
4	Ordering	2	-
5	Classifying	4	1
6	Proving/Debating	-	-
7	Analyzing	4	-
8	Inffering	3	-
9	Justifying	6	-
10	Solving Problem	1	-
11	Synthesizing	1	-
12	Evaluating	22	1
13	Persuading	44	29
14	Greeting	16	7
15	Addressing another person	10	-

According to the table above, the teacher used the language function such as explaining, persuading, seeking information, evaluating, greeting, addressing another person, justifying, comparing, classifying, analyzing, inferring, ordering, solving the problem, and synthesizing. During the learning process, the teacher never used the language function of proving or debating since the teacher focused the student on exploring independently, and there is no explanation for the material on Google Classroom. There are significant differences between grades eight and nine because the teacher has not conducted the learning process through Google Meeting. The researcher found that only six language functions are used while delivering the classroom language. Furthermore, the teacher conducted the learning process through Google Meeting with the grade eight students. The researcher found more varieties of language function used in grade eight rather than grade nine.

In explanation the teacher tends to inform the student about what they should do and some information such as giving directions to study using their books. The teacher also told the student to make tasks in their additional books. Another classroom language that belongs to explaining is about the teacher informing the due date of every task, the mechanism of how to make the task, and how to submit it. In persuading the teacher, the student tends to keep them healthy and be disciplined with their task or assignment. In seeking information, the teacher asked them about the material itself and whether they had done the task. In solving the problem, the teacher told the student to submit the task by sending it through comment and Whatsapp because the platform was lack of memory. In evaluating, the teacher only evaluates the student about the material itself, like clarifying the student's answer.

The researcher found only 15-20 students responses from 40 students in one class. It is because most of the lack of internet data and technology facilities. Some of them did not submit the task and did absent. It was the biggest problem when the online learning process was conducted. However, the teacher always reminds them that if they cannot make it through Google Classroom, they can be submitted offline and come to the school to meet the teacher. In delivering the classroom language during distance learning, the teacher already used simple language but all totally in English. Some sentences were added with the translation but mainly used English. Based on the preliminary observation and interview, the subject said that some students still feel less confident to use English and some student still lack knowledge about

some phrases and words because they did not enrich their vocabulary. However, the subject still tried to pursue and motivate them to learn more by often teaching used English. The subject still dominates the interaction here, and mainly the teacher still became the center of the content teaching process, and the student is less participates during learning. The interactions in both classrooms were in two ways teacher-student and student-teacher. Both classes are oversexed by the researcher language function that still dominates during the learning process seek information and explains or give information. There is also less interaction and response from the student and teacher mostly became the center content of learning. According to Chamot and O'Malley's (1994:41) theory about academic language function with fifteen categories of language function, the subject can only use four categories. The teacher needs to improve the classroom language use and use more variation or categories of language function.

The student's response was also minimal and showed that only a few students could follow the class well. The researcher found only 15-20 students responses from 40 students in one class. Most of them lack facilities such as internet data and technology. Some of them did not submit the task and did absent. It was the biggest problem when the online learning process was conducted. However, the subject always reminds them that if they cannot make it through Google Classroom, they can submit offline and come to the school to meet the teacher. In delivering the classroom language during distance learning, the teacher used simple language but all totally in English. Some sentences were added with the translation but mainly used English. Based on the preliminary observation and interview, the subject said that some students still feel less confident using English, and some still lack knowledge about some phrases and words because they did not enrich their vocabulary. However, the subjects still tried to pursue and motivate them to learn more by often teaching used English. The subject still dominates the interaction here, and mostly the teacher becomes the center of the content teaching process, and the student is less participate during learning. The interaction in both classrooms was teacher-student and student-teacher in two ways. Both of the classes observed by the researcher language function that still dominated during the learning process seek information and explain or give information. There is also less interaction and response from the student and teacher mostly became the center content of learning. According to Chamot and O'Malley (1994:41) theory about academic language function with fifteen categories of language function, the subject can only use four categories. The teacher needs to improve the classroom language use and use more variation or categories of language function.

This research is similar to research conducted by Mufida et al. (2007) about Academic Language Function in Teaching Subjects. This study adopted an applied descriptive qualitative approach to analyze the interactions between teachers and students in the classroom, primarily to obtain descriptions about academic language function in teaching subjects. These findings show that the teacher still became the center of the content teaching process, but the students actively participated during the class. Mainly the research showed the language function seeking information and explaining or informing are used during the learning process. The academic language function in the teaching-learning process in Biology class at first grade with Food Chains. The finding shows that the academic language functions used by the teacher are 31 seeking information, 38 informing, two orders, one classifying, one analyzing, five justifying, and persuading. Based on the findings above, the teacher has used Academic Language Functions of 54,54% (6 from 11). The academic language functions used by the teacher are still dominated by seeking information and giving information. The teacher tried to use full- English, but sometimes he still used Indonesian when he could not find the words in English. Interaction in this classroom was in three-way communication, and there were interactions between teacher-students, students-teacher, and students-students. Most content teachers sometimes find difficulties related to vocabulary/diction, grammar, pronunciation, intonation, and they often switch codes from English to Indonesian and vice versa. They have

problems expressing their ideas in English due to their lack of vocabulary used and pronunciation. Therefore, it is suggested that content teachers improve their competence, especially in classroom interaction using English.

In grade nine the researcher found from meeting one until five there are totally 41 sentences and 19 phrases are used as classroom language. In meeting 1 the teacher mostly used English and also mixed with Indonesian. Where the teacher translated the English into Indonesian to make sure the student understand what the teacher want to inform. The scale of exclusive first language (L1) in meeting 1 is two (2) which means just a few sentences used Indonesian. Specifically there are 2 sentences used Indonesian. The scale of exclusive of target language (TL) or English is 4, where there are 10 sentences and 7 phrases that used English during the learning process. The scale of equivalencies in used Indonesian and English here is 3 because the teacher only translates some sentences and some of it already in English. English or Target Language (TL) still dominantly used during deliver the classroom language in this meeting.

In meeting two, there are equivalencies in using English and Indonesian. There are seven phrases and six sentences using English and Indonesian because the teacher just translated it from the Target Language (TL) into First Language (L1). The scare of exclusive first language and exclusive target language is a balance of 3.

In meeting three, the researcher found one phrase and 14 sentences. In this meeting, the teacher predominantly used Indonesian or First Language (L1) and less English. The teachers gave information related to the school and wanted to make the student easy to understand. The exclusive first language (L1) scale is 3, meaning Indonesian is dominantly used during classroom language delivery. Moreover, the exclusive target language (TL) scale is less than the first language (L1) that is 2. The teacher rarely uses mixed language and tends to use one language, and it can be English only or Indonesian only.

In meetings 4 and 5, the teacher dominantly used English. The researcher found four phrases and 19 sentences in meeting 4 and 5. The scale of the exclusive target language in meeting 4 is four which means the teacher often delivers the classroom language using English at that time. Furthermore, the exclusive first language (L1) scale is two, which means the teacher uses less Indonesian in delivering the classroom language. Besides, it differs entirely in meeting 5, where the teacher uses English to deliver the classroom language. The exclusive target language (TL) scale is five because it showed the teacher used English during meetings. Here, the teacher did not use Indonesian during the learning process. According to Yusmawati et al. (2018) language choice is the selection of words, phrases, clauses or other language sentences used by someone who speaks more that one language. This study showed that the teacher mostly used English rather than Indonesian especially during conducted the meeting through google classroom. Moreover, when conducted the class through Google Meeting the teacher used both language, but the teacher used Indonesian only when its needed. The teacher still emphasize the used of English during the learning process. Language function helped the teacher a lot in managing the class. The result showed that the teacher mostly used explaining, persuading, and seeking information. It also seemed less effective since the student showed limited response and there's only one way of interaction during the learning process. The student showed their response by giving words of affirmation through Google Classroom.

This research has many weaknesses due to limited time to collect the data because the setting of this research suddenly changes their way in conducted the learning process from online to offline way. The result also showed only limited language function appeared since the teacher only conducted limited meeting and lack of time in teaching because the teacher followed ministry programme.

4. CONCLUSION

Based on the findings and result above, the author concludes that the EFL teacher in SMP Negeri 2 Gianyar often used many language functions but still dominated with explaining or informing, persuading, seeking information, solving the problem, and greeting. During all meetings that have already been conducted it is still dominated by two language functions seeking information and explaining or informing. The EFL teacher at SMP Negeri 2 Gianyar still used limited language function toward classroom language used during the learning process. The teacher needs to improve and use more language functions to interact with the student. The teacher also needs to encourage the student and motivate them in learning English because some of the students still feel less confident and afraid to talk using English. The teacher also needs to build two-way interaction with the student and try to make them feel motivated and interested in learning English. By improving the classroom language, the student and teacher can interact better during the learning process. The teacher also tends to use English (TL) rather than Indonesian (L1) when using the classroom language during distance learning, especially in Google Classroom. It is because the teacher wants to emphasize the use of English and train the student to utilize an online dictionary to enrich the student's vocabulary.

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