



## The Purpose of the Use Classroom Language

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### ABSTRAK

Saat ini masih banyak yang tidak bisa menggunakan bahasa Inggris. Hasil penelitian sebelumnya juga menyatakan bahwa penyebab siswa tidak bisa berbahasa Inggris karena siswa menganggap belajar bahasa Inggris itu rumit. Bahasa Inggris dalam kehidupan sehari-hari masih jarang, sehingga siswa kesulitan memahami bahasa Inggris. Penelitian ini bertujuan untuk menganalisis bahasa kelas yang digunakan oleh guru bahasa Inggris dan untuk menganalisis tujuan penggunaan bahasa kelas selama proses pembelajaran. Penelitian ini menggunakan studi kasus dengan menggunakan penelitian kualitatif deskriptif. Objek penelitian ini adalah 1 orang guru bahasa Inggris. Pengumpulan data dilakukan dengan observasi dan wawancara. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian ini menunjukkan bahwa pertama, guru bahasa Inggris menggunakan bahasa berdasarkan situasi yang dihadapi selama kelas. Kedua, guru memilih bahasa kelas berdasarkan tujuan guru dari siswa selama proses pembelajaran. Studi ini mengkategorikan tiga tujuan penggunaan bahasa kelas: memotivasi, menginstruksikan, dan membimbing. Setiap rencana memiliki frekuensi yang berbeda dalam satu kali pertemuan. Hasil analisis tersebut didukung oleh pernyataan guru yang diperoleh melalui wawancara mengenai bagaimana situasi memerlukan jenis tujuan bahasa tertentu. Penggunaan bahasa kelas memiliki tujuan yang berbeda-beda sesuai dengan situasi saat ini dalam jangkauan pembelajaran.

### ABSTRACT

Currently, there are still many who cannot use English. The results of previous studies also stated that the cause of students not being able to speak English was because students thought learning English was complicated. English in everyday life is still rare, so students have difficulty understanding English. This study aimed to analyze the classroom language used by the English teacher and to analyze the purpose of using the classroom language during the learning process. This study uses a case study using descriptive qualitative research. The object of this research is 1 English teacher. Data were collected by observation and interviews. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The results of this study indicate that first, the English teacher uses language based on the situations encountered during class. Second, the teacher chooses the class language based on the teacher's goals from the students during the learning process. This study categorizes three purposes of classroom language use: motivating, instructing, and guiding. Each plan has a different frequency in one meeting. The analysis results are supported by the teacher's statements obtained through interviews regarding how the situation requires certain types of language objectives. The use of classroom language has different purposes according to the current situation in the learning range.

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## 1. INTRODUCTION

English currently occupies the greatest place as a global language in communicating between people who come from different mother tongues. English, which is known as an international language, is based on the population of countries whose official language or second language is English (Selvi et al., 2020; Tanihardjo, 2016; Thooyibah et al., 2019; Yunita & Maisarah, 2020). There are 67 countries that use English as an official language, and 27 other countries declared English as a second language (Butova et al., 2019; Nishanthi, 2018). Out of those countries, several countries also consider English as an international foreign language, as evidenced by the additional English subject in schools (Liu & Song, 2021; Majid et al., 2012; Mohammadi et al., 2020). Its existence as a foreign language in Indonesia is intended to open the way to compete globally with other countries in terms of economy, tourism, technology, education, etc. As a foreign language that must be obtained separately from the mother language of students (Mahmoudi et al., 2012; Masrur et al., 2020; Sulistiyo, 2018). Mastery of a foreign language demands persistence of training and patience among students and teachers. Therefore, the presence of a teacher is very important for the progress of students in gaining the language (Khotimah et al., 2019; Sert & Boynuegri, 2017).

However, today's problem is that there are still many who cannot use English. Based on the results of previous studies, it was also stated that the cause of students not being able to speak English was because students

considered learning English complicated (Annisa et al., 2018a; Liyana & Kurniawan, 2019; Wahyudin et al., 2020; Yusnidar, 2014). In addition, the use of English in everyday life is infrequent, so students have difficulty learning English (Annisa et al., 2018b; Dwihartanti & Faizah, 2018; Hamidah & Yanuarmawan, 2018). Based on those enlightenments of how English has become important, in Indonesia itself, English language teaching might be acquired either through courses or international or private schools. Furthermore, in Indonesia, English is the subject of choice for students at the elementary school, on the other hand, it has been a compulsory subject that must be taken for junior high school students (Alwasilah, 2013; Ratminingsih, 2017; Sya & Helmanto, 2020). Since students entered junior high school, they will be obliged to learn English as a foreign language. At junior high school, the level of the way students think will be developing differently. For some students who are already familiar with English in elementary school, they tend to only know the vocabulary they encounter daily (Century et al., 2020; Megawati & Utami, 2020). While in junior high school, students should be directed to start communicating with their teachers or friends. Besides remembering the vocabulary choices, practicing English to become fluent requires consistent practice through simple conversations both outside and inside the classroom (Hanifa, 2018; Mauliate et al., 2019; Tseng, 2014). These conversations can be categorized as classroom language used between students to teacher and vice versa teacher to students in the appropriate template.

The use of classroom language in junior high school and elementary school students tends to face particular issues (Hanifa, 2018; Megawati & Utami, 2020). Junior high school students are considered to be able to analyze and even use what teacher say in daily conversations, but in elementary school, teacher only needs the responses of the students by using certain classroom language. Indirectly the use of classroom language encourages students to be confident in using a language that is not a native language (Areni, 2010; Hamidah & Yanuarmawan, 2018; Liyana & Kurniawan, 2019). In this regard, building students' fluency can be achieved by getting them used to respond continuously to the classroom language uttered by the teacher. Classroom language is the right way to solve problems necessarily as a solution to the problems faced by students, as well as increasing the confidence of the teacher himself. The flexibility of teachers in using classroom language reflects how confident they are to teach students and provide a positive atmosphere (Annisa et al., 2018b; Dwihartanti & Faizah, 2018; Lubis, 2018).

On the other hand, the use of classroom language is likely to be a fairly active and effective strategy in motivating based on the abilities of each student (Rokhman & Yuliati, 2010; Widyahening, 2018). Its use of classroom language by the teacher is precise essential in the teaching and learning process, they are used to communicate and interact verbally and in writing in English (Albaladejo et al., 2018; Parvareshbar & Ghoorchaei, 2016; Zarei & Afshar, 2014). Classroom language in general can be said as expressions used in interacting in the classroom between teachers and students (Leona et al., 2021; Martriwati et al., 2018). Such opportunities tend to require or begin with teacher-to-student, which will lead to student-to-teacher to give feedback in interacting with English in the classroom. It emphasizes that the use of classroom language focuses on helping students to express broadly in their interactions, in this case in English. The purpose of classroom language in this case is English to help students fully catch the meaning of the language and relate it to real communication (Bella & Zainil, 2020; Hadiatmi et al., 2020). If the teacher gives instructions using the classroom language, students will be more familiar with these expressions in general and after that, they will use them slowly with a little practice (Hadiatmi et al., 2020; Thooyibah et al., 2019). In other words, the purpose of using classroom language is to familiarize students with phrases that can be used later. There are other specific purposes of using classroom language, as follows: First, to motivate. Classroom language has a purpose to motivate students to be more active during English lessons (Whitehead, 2021; Yang et al., 2022). By giving an inducement in the form of classroom language, indirectly students will get new vocabulary every time. In addition, students also learn how the vocabulary is used in a sentence, even on other occasions they can hear directly how it is pronounced from their teacher (Habibi, 2017; Parvareshbar & Ghoorchaei, 2016; Zarei & Afshar, 2014). These exercises can indirectly build students' desire to learn without feeling pressured and worried.

Second, to instruct. An instruction is usually used in addition to familiarizing students with input in the form of a targeted language, in this case, English, as well as being used as a communication medium to organize the classroom (Alshenqeeti, 2018; Sari, 2016; Yafaei & Attamimi, 2019). Third, to guide. In a progress to improve students' language skills, inevitably demands the teacher's efforts to include languages that are easily understood by students in the learning process. These languages are one of the purposes of the beneficial classroom language for teachers, which is known as guidance. The classroom language indirectly gives the teacher a duty to guide students in using English naturally (Sujarwo, 2020; Wichadee, 2011; Widyahening, 2018). This guidance will make it easier for students to master a language rendering to a certain context, and use the language based on the imposed feelings. Using classroom language, students are expected to be more accustomed to formulating what they want to say (Areni, 2010; Sadegi, 2019). In addition, students are also expected to be able to build self-confidence in the use of their target language, which is English. Therefore, based on the above phenomena, the authors were interested in conducting more in-depth research on classroom language. This study aimed to analyze how the classroom language is used by English teachers and analyze the purpose of using classroom language during the learning process

## 2. METHOD

This research was conducted to identify the purpose of using classroom language by teachers at SMP Negeri 2 Amlapura during online learning. This research was designed by the researcher with a case study using descriptive qualitative research. Since the study was conducted as a case study, the chosen subject was only one EFL teacher. This one EFL was representative of how data would be generated and identified in depth. One of the public schools in Karangasem Regency was the chosen place where this research was conducted. Specifically, the teacher as the main participant teaches the eighth-grade students in SMP N 2 Amlapura. From eleven classes, the data was obtained from two classes of eighth grade. In the study that was conducted by the researcher, based on the considerations, it was determined that two of the instruments were used to collect the data. The two instruments were observation and interview. Data collection by observation and interviews resulted in abundant data sources from the observation checklist and teacher interview answers. The data sources collected from the observation and interview were analyzed by using three steps of data analysis, including data reduction, data display, and data verification.

## 3. RESULT AND DISCUSSION

### Result

SMP N 2 Amlapura is one of junior high school in Karangasem Regency. The chosen subject was based on the research design that uses a case study. In this case study, the subject was considered as the representation and had studied deeply. This research finding presented the use of classroom language by the teacher. Additionally, the discussion presented the purpose of the use of the classroom language from the teacher's interview. This study aimed to find out how the teacher uses classroom language with each purpose. The researcher found that there were three types of goals in the use of classroom language in the classroom by the teacher in the class being studied. The three purposes of using classroom language were to motivate, instruct, and guide students. In this regard, from the results of observations and interviews, the use of classroom language related to the three objectives above was carried out and selected for each consideration. The decision was taken from the current class situation. The teacher also stated that the classroom language bridges the communication between teachers and students.

The data collection was done in 3 meetings. The three meetings were carried out online through the WhatsApp group. In this group, the teacher began the lesson which briefly included the objectives and the material to be studied by the students. Most of the observation period found that the use of classroom language led to daily language in the classroom. The identified classroom language reflected the teacher's efforts to communicate with students. Based on the classroom language utterances, students responded and provided feedback through conversations in the group. Based on data analysis found that the highest percentage of the use of classroom language was to instruct purpose as much as 49.12%, then followed by the number of to guide purpose which was 33.33%, and the remaining 17.54% to motivate purpose. The emergence of these numbers was calculated from the total number of sentences in 3 meetings at once for 1 purpose. First, the purpose to motivate was found 10 identified sentences used by the teacher during teaching. Second, 28 sentences were identified included the purpose to instruct. Last, the purpose to guide was found as many as 15 sentences that were identified. The use of these sentences was sometimes repeated or had almost the same meaning even though the wording was not the same.

Examples of sentences that are often used by teachers in 3 observation meetings are as follows. First, classroom language to motivate students. As stated in the table above, in the first meeting there were 3 sentences, in the second meeting there were 2 sentences, and in the third meeting, there were 5 sentences that indicated that they could be classified into the purpose of the classroom language to motivate. Most of these sentences had the same meaning and were used in almost the same situations. Situations that often gave a rise to this purpose were when students provided feedback on questions or when the teacher expected students to respond. Therefore indirectly, by being motivated students were interested and wanted to participate more. The following are sentences that often appeared during the learning process: "Okay good job, thank you so much". The sentence above was said by the teacher when students responded as expected by the teacher. Students completed the attendance checks properly and regularly through the group. The student's efforts support teachers to use classroom language to motivate them by giving verbal rewards. The provision of classroom language had the same purpose as reinforcing to motivate students. Therefore, other students followed their friends to do the same way.

"You are lucky enough to study English today". The sentence above was categorized into using classroom language to motivate. The teacher explained that the opportunity to conduct discussion through Whatsapp group, which was not always possible; therefore, the meeting became a valuable opportunity for students. Therefore, it was expected that students can attend class well and participate fully. "You will get 10 bonus points". The last classroom language was in the form of reinforcement as well. The use of classroom language occurred when the teacher gave questions to students and offered 10 bonus points for students who can answer questions correctly. Giving bonus points motivated students to be more active and contribute during the learning process. It was also

supported through interviews conducted with the teacher; the use of classroom language to motivate was based on the teacher's efforts to arouse students' enthusiasm for learning. Classroom language served to make students more active and challenged to use English. Focusing on the goal of increasing student motivation in learning, indirectly the classroom language used by teachers also encouraged students to be more competitive. During the observation period, it was found that the characteristics of the classroom language used by the teacher to motivate contained elements of verbal or spoken reinforcement.

## Discussion

First, Classroom language to instruct the student. Reflecting on the results of the observations, the purpose to instruct was to have the highest number of classroom language usages. Instructions have the most important role in managing the class and managing the students themselves (Sadegi, 2019; Sert & Boynueğri, 2017; Sieberer-Nagler, 2015). Below are some sentences that were included the purpose of classroom language used by the teacher during the observation period, as follows: "Please, read the rules!". This classroom language was used by the teacher before learning begins. At first, the teacher asked them to read the meeting rules that had been shared through the Whatsapp group. Students had an idea of how the meeting will go and paid close attention. Asking students to read the rules was a classroom language that was instructing so that the class can be well organized. "Please, stay on this group for 90 minutes!". The sentence above was an example of another classroom language found by the researcher during the observation period. This situation occurred when the teacher starts the class. She asked students to stay in the discussion. This instruction was addressed to all students. The effort to organize was the purpose of using classroom language to instruct the class by the teacher (Aguirre et al., 2016; Gozcu & Caganaga, 2016; Raynesa, 2019). When students participated well, the teacher could see the students' contribution and give a score for each student. "Click the link below!". Another classroom language used by the teacher was the sentence above. This sentence was in the form of instruction used by the teacher when the teacher was explaining the material and asking the student to click a link that contained the material. Therefore, the teacher instructed students with the classroom language above to give orders for these students to have the same material sources.

Additionally, during observations and interviews that had been conducted, the use of classroom language to instruct was also based on several considerations of the classroom situation being faced by the teacher. Because learning was held online, all forms of instructions given by the teacher were technological (Arnó-Macià & Rueda-Ramos, 2011; Huang, 2020; Liu & Song, 2021). Instructions also became stricter due to the distance between teachers and students who were not in the same place. The use of classroom language certainly supported the teacher to keep managing the class and controlling student activities outside of the learning context at that time (Nartiningrum & Nugroho, 2020; Putra, 2021; Rinekso & Muslim, 2020). By using this instructional classroom language, indirectly invited students to respond to the teacher (Fitria, 2020; Meşe & Sevilen, 2021; Sujarwo et al., 2020). This response can be considered as reciprocal communication between the students and the teacher.

Second, Classroom language to guide the student. The last finding which was categorized as one of the purposes of the classroom language used by the teacher is to guide. This purpose occupied the second position with the highest number of uses during the lesson. The use of this classroom language was to guide students during the learning process (Cekaite, 2017; Moghadam et al., 2021; York, 2011). From the results of observations, there were 3 examples of classroom language that can be categorized into classroom language which aimed to guide the students. The following was a description of the situation used in the three sentences below: "If you want to ask something, you can tag my name, then type "I want to ask Miss". The example sentence above was often used by teachers in almost all meetings. The use of the classroom language was related to the "to guide" purpose where the teacher guided students to do something. This form of classroom language made it easier for the teacher to control students and made it easier for students to participate (Alshenqeeti, 2014; Sert & Boynueğri, 2017; Sujarwo, 2020). Due to the limitations of communication through the WhatsApp group, it sometimes caused the teacher to break in response to students. Hence the classroom language was used to guide students to have more opportunities to interact with the teacher (Sieberer-Nagler, 2015; Szöcs, 2017). "First, find something that make you smile this morning". The use of sentences from the classroom language above was usually found when the class has started. In this case, the situation of using sentences spoken by the teacher was when the teacher gave apperception in the form of a simple small game. This classroom language was precisely suitable in its use for this purpose (Tovar Viera et al., 2020; Wilt et al., 2021). "Now I would like you to show me a thing in your house that has green in color". The next activity was the teacher used the sentence above to guide the students. The use of the classroom language was still in the situation of game activities in apperception (Kamelia, 2019; Saito et al., 2018; Tuzlukova et al., 2017). The teacher-guided students to show items around them that were green. Therefore, students knew what the teacher wanted and followed the guidance given by the teacher. Further, the last use of classroom language was to guide students. As with other purposes, the use of classroom language was also based on situations that occur in class. Due to online learning, the teacher was not able to guide students with body language or other languages; therefore a big role for written classroom language was needed (Haselow, 2021; Sari,

2016; Singh et al., 2020). The teacher also stated that providing a guide in the form of classroom language, helped students to understand what they should do. In general, with this classroom language, the teacher allows students to process what the teacher says during the learning process.

#### 4. CONCLUSION

The use of classroom language has different purposes according to the current situation in the period of the lesson. Since this research focuses on several purposes of using the classroom language itself, the data analyzed is also based on the facts found in the field when the teacher teaches. Those purposes are to motivate, instruct, and guide. Overall, it can be concluded that at a certain point in the situation, teachers can use a variety of classroom language. Classroom language variations also help teachers communicate their hopes and desires and help students understand the intent and purpose of what the teacher is saying. In addition, the situation and student responses also play an important role in the choice of classroom language and decisions on spoken or written classroom language with each required purpose.

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