

CHAPTER I

INTRODUCTION

1.1 Rationale

English spread widely and facilitated worldwide international communication because it helps many people around the world to do a communication. It makes English become as global language or international language until now. Nowadays many countries already use English as their second language includes Indonesia. Most of students in Indonesia already taught English since Elementary School but there were also students that already learned English since Kindergarten. Teaching English as Foreign Language can be hard for some teacher because they should teach from the based. They need to remember another language besides their first language. If the teacher cannot manage well the strategy in teaching, it would be hard to develop student's ability and the students would lack of interest in improving their English. Teacher must interact actively with the students so that students would feel comfortable and show their interest in learn English. Since pandemic covid-19 appear in the world especially Indonesia, the Minister of Education and Culture of the Republic of Indonesia announce all schools and university have to conduct their class through online. The teachers can use many kinds of online learning learning platform such as Google Meeting, Zoom, Whatsapp and others. It would make the student still can learn even though they do it in a long distance or far with the teacher. The use of learning platform has an important role

during distance learning. It also help the teacher to make the learning process easier and the teacher still can conduct the learning process even though they were in remote area.

During online learning Nambiar (2020) stated interaction between teacher and student become less than usual. They only communicate through learning platform that they use to teach the student. The teachers try to adapt with new things in teaching especially using technology and learning platform. It makes the teachers changed their strategy and technique in teaching especially since it going through online to make the class still alive and conducive. Furthermore, since online learning conducted it also make the teacher changes their way in using classroom language during learning process. Teaching during pandemic situation can be hard for some teacher especially using the classroom language. Research's result found around 86.9% preferred to teach face to face and the rest of it preferred to teach online class (Nambiar, 2020). In face to face class the teacher can interact directly with the student and know the respond of the student by their expression and their body language. The used of classroom language in online and face to face learning is quiet different.

According to Elismawati (2018) interaction between students and teachers is needed in the classroom because without any interaction both of them the class do not become effective. Furthermore, Elismawati (2018) also state that the teacher must engage with the target language on a regular basis in order to gain experience in learning english. It seems difficult to use the target language all of the time 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 would not be achieved. 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 learning process because it has big impact toward 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 Bahasa, 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 teacher tend to be using several kinds of classroom language. Within several kinds of classroom language each of the sentence has different function. Language function is about the reason why we need to used that sentence or language or we can say the purpose of that sentence is categorized as informing or evaluating and so on. So from there the audience knew what the sentence means and what should they do. For example when the teacher given an instructions to answer a questions and the students must structure their explanation such that it delivers the required message in a scientifically appropriate manner. From that we know the function of language would determine what things that should do.

Classroom language is an important things for the teacher because from classroom language the student can know how the language use especially in using English. Therefore, classroom language should be noticed by every teacher during teaching because the use of classroom language can shows the teacher's and student's expression during learning and how it can affect the student's learning process. According to Majid (2018) classroom language is a language that use during learning process and did not use first language when implement it. Classroom language also defines as language that implemented in class and become a tool of during teacher and student interaction. The research shows that classroom language can increase student motivation and the student becomes actively participated during learning (Saragih, 2016). From there we can assume the function of classroom language makes the language become important during learning. First, classroom language has important role to the interaction between student and teacher. Second, classroom language can help the teacher to motivate the student during learning, the use of classroom language can determine the student's interest also kinds of expression that use during learning process. Third, classroom language can help the teacher in making communicative class situation during learning.

Many researchers have conducted the research about classroom language through face to face learning but there's no researcher investigate it during distance learning in Junior High School in Bali especially at SMP Negeri 2 Gianyar. Therefore, it is important and interesting to conduct a

research on how classroom language that was implemented by English teachers in SMP Negeri 2 Gianyar.

The preliminary observation has been conducted in SMP Negeri 2 Gianyar also the researcher compare it with another Junior High School, the researcher found that not all EFL teacher used many kinds of learning platform as their learning platform to conduct the learning process. Some of them use only one or two kinds of learning platform. Some EFL teacher also tend to use Indonesian rather than English, but some of them use both of that language and mixed it. Moreover, during conducting preliminary observation in SMP Negeri 2 Gianyar the researcher found the teacher mostly used limited kinds of classroom language. The teacher tend to use English rather than Indonesian in grade 9. Meanwhile, in grade 8 the teacher tend to use Indonesian rather than Indonesian. The teacher also only utilize two kinds of learning platform. In this case, the teacher chose which language that more suitable with the student needs. The teacher also want to make sure if they use English the student would understand with the information that already delivered.

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

The teacher must be able to choose the suitable language when implementing the classroom language. The language choice is important to be noticed since the teacher taught a foreign language to the student. We know that not all student was able to mastered English and the teacher need to know it. It makes the choice of language has important role during implementing the classroom language. Language choice define as a reflection of the attitude of speakers towards a language, meaning how teachers used different languages in teaching activities, such as English and Indonesian, depending on the context (Dewi & Setiadi, 2018). The choice of language would help the student in understanding the material. When the teacher already choose suitable language based on the student ability it would help them a lot. It also can encourage and make them feel enjoy during study. If the student could not understand what the teacher say, the student would lack of motivation and feel bored during study. Especially during pandemic situation the students tended lost their interest in learning, that is why the teacher really need to be noticed the choice of language during implementing the classroom language.

Besides, the function of language also need to be noticed by the teacher. Language function has same important role with the language choice. According to Mufida et al. (2012) academic language function is the task that the teacher should be mastered and able to perform in various subject area. It means the teacher should know the function of each classroom language. By mastered of the language function it help the teacher a lot in managing the class, since classroom language has a big

impact during the class. When the teacher successfully mastered the language function, the teacher would be able to manage the class well and could be easy in encourage and lead the students during study especially during distance learning. The teacher must be able to know which function is needed to be emphasize during teaching in distance learning because it would decide how the class ended.

During this pandemic, it would be difficult for elder teachers to follow learning instructions particularly in conducted the learning process during distance learning. Teacher's responsibility in providing proper classroom language to control students in the learning process is essential. Effective classroom language was generally accomplished through various interaction 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. Using proper classroom language to encourage the student is necessary especially during distance learning. However, most teachers in Indonesia lack sufficient abilities to use technology in distance learning. In implementing classroom language the teachers required certified abilities that they must learn and mastered.

Based on explanation above that is important to investigate the classroom language used by the teacher through learning 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 that the EFL teacher frequently used during distance learning. Also, to know do the teacher already know the function of classroom language used during learning. By conducting this research, hopefully the prospective teacher and also the other researcher would have better guidance and information about how classroom language implemented during distance learning process.

1.2 Problem Identification

During the Covid-19 outbreak, all learning and teaching activities were carried out in distance learning mode and also online. In this method, students were required to do the assignments given by the teacher individually. The use of classroom language during distance learning is very different from face-to-face learning, where almost all classroom language use is more limited than usual. The application of classroom language during the learning process is very important because the use of appropriate classroom language would help teachers to keep students' attention. In SMP Negeri 2 Gianyar the problem that identified by the researcher are the teacher used limited of classroom language during the learning process because the teacher only used one way of interaction, teacher-student interaction. The teacher also conduct limited meetings in every grade during the distance learning. Also, the teacher only utilize two learning platforms and have not been conduct virtual meeting in grade 9. Moreover, the teacher also followed the Ministry of Education and Culture

programme called as “*Guru Penggerak*” and it made the teacher cannot fully conduct the learning process. Another problem is the Local Government of Education suddenly change the rules since the Covid-19 outbreak are better and told the school to conduct the learning process through offline way. Since all those problem appeared it makes the teacher can conduct limited meetings and applied limited classroom language. Classroom language has an important role in class management and the effectiveness of the class. Especially when the teacher has their own language choice to delivered the lesson. In face-to-face learning, the use of classroom language usually has variations in style, delivery, goals, and various ways to be able to motivate students to learn, and is supported by various activities. Therefore, it is very interesting to investigate the use of classroom language during distance learning especially to analyze the language function of classroom language and the language choice by the teacher itself on that situation. Furthermore, it is also important to know what kind of learning platform that used by the teacher during distance learning process. Other issues discovered include:

1. English teachers' difficulty to use classroom language during the Covid-19 outbreak due to a lack of online teaching abilities, particularly in utilizing the technology.
2. Use of classroom terminology is decreased during distant learning.
3. Inadequate student learning resources, such as laptop computers and costly data bundles.

4. A lack of skill to conduct language learning in the classroom through online.

1.3 Problem Limitation

1. The research focuses on what learning platform were used by the teacher during remote learning.
2. The proposed research findings were limited on how English teachers in SMP Negeri 2 Gianyar use language choice during distance learning.
3. This research is to analyze the function of language that the EFL teacher used during distance learning.

1.4 Problem Statement

Based on the background above, the research questions for this study were state below:

1. What learning platform are used by EFL teacher when conducting the distance learning in SMPN 2 Gianyar?
2. What language choice are used as the classroom language by EFL teacher during distance learning in SMPN 2 Gianyar?
3. What are the functions of the classroom language used by EFL teacher during distance learning in SMPN 2 Gianyar?

1.5 Research Objective

There were two objectives of this study namely:

1. General Objective:
 1. General research objective was **to describe** kinds of learning platform that used by EFL teacher when applied classroom

language during distance learning in SMPN 2 Gianyar. Also, to describe language choice and language function towards classroom language used by the EFL teacher at SMP Negeri 2 Gianyar.

2. Specific Objectives:

1. To know kinds of learning platform that used by EFL teacher during distance learning in SMP Negeri 2 Gianyar.
2. To know language choice towards classroom language used by the EFL teacher at SMP Negeri 2 Gianyar.
3. To know language function towards classroom language used by the EFL teacher at SMP Negeri 2 Gianyar.

1.6 Research Significance

This study is expected to have significance theoretically and practically, as below:

a. Theoretical Significances

The theoretical significance of the present research knows which learning platform that frequently used by EFL teacher during distance learning and would become as a reference to know which learning platform was better to used in distance learning process in the future. Furthermore, this research also provide how the teacher choose their language choice in delivered the classroom language. Also, this research revealed the language function toward classroom language used by the EFL teacher.

b. Practical Significances

1. Teacher

The result of this research became as the guidance of what kinds of learning platform that suitable to use during distance learning. Also, how the language choice is chosen by the EFL teacher during distance learning and knowing the function of the language toward classroom language used by EFL teacher.

2. Student

The result of this study would help the student in increasing their motivation, self-esteem and improving their skill in using the target language.

3. Other Researcher

The result of the study would be as guidance and reference for the next research of how classroom language is used by EFL teacher during distance learning within the language choice and the function of classroom language itself.