

CHAPTER I

INTRODUCTION

1.1 Background

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. Nishanthi (2018) mentioned in her research that there are 67 countries use English as official language, and 27 other countries declared English as a second language. Out of those countries, several countries also consider English as an international foreign language, as evidenced by the additional English subject in schools. According to Rao (2019), its existence as a foreign language in Indonesia is intended to open the way to compete globally with other countries in terms economic, tourism, technology, education, etc. As a foreign language that must be obtained separate of the mother language of students. Mastery of a foreign language demands persistence of training and patience among students and teacher. Therefore, the presence of a teacher is very important for the progress of students in gaining the language.

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). Suharjati (2010) also stated that since students entered junior high school, they would be obliged to learn English as a foreign language. At the junior high school, the level of the way students think would be developing different. For some students who

are already familiar with English in elementary school, they tend to only know the vocabulary they encounter on a daily basis. 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 (Rini, 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 tend to face particular issues. Junior high school students are considered being able to analyze and even use what teacher say in daily conversations, but in elementary school, teacher only needs the responds 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). In this regard, building students' fluency can be achieved from getting them used to respond continuously to the classroom language uttered by the teacher. Fitriati & Wahyuni, (2018) argued that, 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.

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 (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. As believed by Martriwati et al. (2018), classroom language in general can be said as expressions used in

interacting in the classroom between teachers and students. Such opportunities tend to require or begin with teacher-to-student, which would 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.

According to Rido & Sari (2018), one of the functions of interaction is to create a space between teachers and students to exchange information and knowledge. Interaction itself is a form of classroom language (Rosdiana, 2017). Existing common interactions might be in the form of questions and answers, orders, commands, warnings and common things that are normally uttered by the teacher in the classroom. For instance, the interaction when teacher divides groups as a command, teacher asks for a question, teacher asks student to be careful as warning and so on. The connected interaction that is built by the teacher to the students as a form of classroom language creates a certain effort for students to develop from previously only responding to being initiated (Asbah & Rajiman, 2015). This can be a consideration that one of the interactions that have a sufficient influence on the learning process is teacher's talk. As explained previously, teacher is a controller or a builder in the classroom, especially for junior high school students who are just gaining English as their foreign language that must be learned at school. They tend to prefer not to use a language which is distinct from the system, structure, and character of their mother tongue. In concert with that, it takes encouragement from the teacher's talk completely to start and take students' chances to use the language.

As specified by Celcia-Murcia (1989) (as cited from Nurpahmi (2017)), there are two types of teacher talk functions as classroom language, direct and indirect. The areas that belong to direct function are in sharing the information of something, in giving such instruction or direction, and in justifying the students' authority. Therefore, indirect function covers other areas

such as in handling the acceptance of student' feeling, in stimulating student' interest and motivation, in considering student' perception, and in offering questions to the student. Widya (2015) also stated that teacher talk function is closely related to the characteristics classroom interaction which provide opportunities for students to learn the target language, English, both from instructions and feedback given. The functions above are what teachers usually do during face-to-face meetings, which are used or conveyed by the teacher and digested directly by students.

Hughes (1990) (in Areni (2010)) explicitly argues that the function of the classroom language is to regulate or control the behavior of students. In addition, classroom language also has its own function. Chamot & O'Malley (1994:42) (as cited from Mufidah et al. (2012)) introduced as many as eleven functions of the academic language. The process that requires the accuracy of that function specifically is when the teacher delivers material to students. In addition to conveying, several other functions included in the language function include analyzing, informing, sorting, classifying and others. These types of functions are directly raised in learning activities both at the opening, main activities and closing. The categorization of language expressions that occur during class is intended to direct or organize communication and content. In this study, the researcher classified each class language used by the teacher into each of these functions, so that it could be seen which functions had never been used or were rarely used.

Regarding those functions, especially in using classroom language might be decreasing due to the outbreak of the Covid-19 pandemic in almost all countries in the world, including Indonesia. Regarding this issue, The Ministry of Education and Culture published circular letter number 04 in 2020 concerning guidelines for organizing Learning from Home in an emergency

for the spread of Covid-19 (Kemendikbud, 2020). Therefore, Indonesian government decided to close schools and ordered all educational institutions to carry out online learning, they work and study from home. This school closure happened suddenly and simultaneously in March 2020 causing schools to be unprepared to deliver an online learning. The obstacle referred to the inequality of infrastructure and technology accessible to students in each different area (Putra et al., 2020). They also added that, apart from being constrained by technological facilities, teachers were also faced with other new cases, such as designing online learning activities. The unexpected pandemic offers the teacher great and new responsibilities, such as preparing materials, choosing methods, providing solutions to students and other online learning process needs. In congruence with that issue, Pratama & Mulyati (2020) stated that online learning is another way of presenting knowledge from teachers to students by utilizing the internet because teachers and students do not meet each other face to face.

All properties of subject matter were disseminated online, communication was also conducted virtually, and tests were also designed through online way. Otherwise, that the world faced, including Indonesia, which was still struggling to survive the Covid-19 pandemic, the policies of education were served online, additionally still had been doing in advance problems faced by teachers and students in place. This online learning system was supported by several online learning platforms used by the teacher for example Google classroom, Whatsapp, Google meet and Zoom. Those online platforms were the common media used during this distance learning. Often WhatsApp and Google Classroom were used as online learning platforms to send materials, coordination and brief discussions. Meanwhile, Google meet and zoom were usually used for video conferences which were similar to face-to-face classes even though they were virtual situation. The choice of using these online learning platforms was because it was

considered easier and more effective to be reached by teachers and students. The purpose of using these media is to facilitate the interaction between teacher and students (Mannong, 2020).

Specifically this study differed from other studies which were based on the classroom language choice and function used by EFL teacher. In other studies, the system of learning still in face-to-face classroom, in hence, this study was conducted during the pandemic, in which the learning system conducting online. Therefore, this study was additionally to analyze the use of online learning platforms during the class. However, the classroom language includes 1) suggestions, 2) commands, 3) questions and other daily expressions that can be done by the teacher to interact with students must be brought virtually by using online platforms. The expressions of classroom language above had often been used in face-to-face classes, while in online classes were still rare, in view of this “study from home” policy has only been officially implemented since 2020. The gap tended to be constrained by the distance between each student and the teacher who was not in the same place, consequently teachers could not observe student behavior during the lesson. Teachers might not know what students were doing at the time, lack of opportunities to organize and manage class and students, limited selection of activities and others. These things were estimated affect the types of classroom language in terms the language choice and function used by the teacher from the beginning activity to the closing activity.

As a consideration of how this research was conducted, the researcher had carried out a preliminary observation at the school where was the research was conducted. Based on the results of this brief preliminary observation, it was found that the online learning platforms were used by the teacher during that time were Google classroom and Whatsapp. The researcher also found that there was a switch of language exchange used by the English teacher from that language into Indonesian. In this case the change of the language choice was often done

constantly by the teacher on the whole show that was said or instructed to students. For example, sentences were sent in English at the top which was then translated into Indonesian after that, just like the previous sentences. Then, irregularities also appeared in the classroom language functions that we usually find in face-to-face meetings, which are quite diverse, both in apperception, core and closing activities. This preliminary observation presented a different view due to the narrow-variance of the classroom language that can be expressed. Thus, the diversity of classroom language function variations was also not identified, which tends to be monotonous. This indicated that there were issues that must be investigated deeply, including the functions of the classroom language.

Considering the application of "study from home" occurred in all regions in Indonesia, including Bali, this case should be followed up further. Classroom language is an important skill that teachers must have to be able to manage the class based on the designing activities that have been planned (Areni, 2010). Furthermore, the use of classroom language is paramount in which to communicate with students during the class by doing each function. Therefore, the researcher conducted this research aimed to analyze the online learning platforms were used by the EFL teacher during the lesson. In addition, the researcher also aimed to analyze and classify the classroom language choice and function used by the EFL teacher. This research was different since it focused on distance learning systems using online platforms in SMP Negeri 2 Amlapura. The selection of SMP Negeri 2 Amlapura as the location for this study was accompanied by several considerations. This school had a standard known as a role model for other schools in Karangasem Regency. The intended standards were adequate learning support facilities and school systems. This research required facilities for online learning that provided many opportunities for teachers and students to carry out distance learning.

1.2 Problem Identification

As stated in the background in this study, classroom language is an introduction for students to be more fluent in English, in which English as a foreign language. The more English develops in schools in Indonesia, the more the use of the language develops both synchronously and asynchronously learning. Unfortunately, at the end of 2019, almost all countries in the world were hit by the disaster of the spread of the corona virus or known as Covid-19. The spread of this virus has forced the government, especially in Indonesia, to close public places and facilities, including schools. Therefore, all learning activities were conducted in online form, because it was strictly forbidden to hold a face-to-face learning to avoid the spread of the virus. The use of classroom language in online learning or “study from home” might be limited. Teachers were not familiar and guided in providing both instruction and interaction to students through online platforms. It could be caused by some reasons that could be explained as follows:

1. According to Scott and Ytreberg (1990) (as cited from Areni (2003)) classroom language is an expression that is used in daily, especially English, which relates to certain situations as much time as students can. In general, classroom language was implemented directly in the classroom, but online learning worked with limitations in certain condition.
2. Nation (2003) (as cited from Yulia (2013)) said that it is important that classroom language must be involved by teachers in the learning process to instruct students what to do and motivate students by maintaining their behavior. These things were difficult to do in online learning, the teacher instructed students to do a direct task only, no instructions such as movement or anything beyond that.

Besides that, teacher could not maintain student behavior due to distance and technological limitations.

1.3 Problem Limitation

This study was about how classroom language was used by the teacher to students during the distance learning in SMP N 2 Amlapura. This study presented about the use of classroom language in terms of its language choices and functions in online learning by EFL teacher. Additionally, the study mentioned about online learning platforms during distance learning, for instance Whatsapp, Google Classroom, Google Meet, etc.

1.4 Statements of Problem

The research questions of study which based on the background were formulated as follows:

1. What online learning platforms are used by EFL teacher when conducting the distance learning activities in SMPN 2 Amlapura?
2. What language choices are used as the classroom language by EFL teacher during distance learning in SMPN 2 Amlapura?
3. What are the functions of the classroom language used by EFL teacher during distance learning in SMPN 2 Amlapura?

1.5 Objectives of the Study

1. To describe the online learning platforms were used by EFL teacher when conducting the distance learning activities in SMPN 2 Amlapura.

2. To describe the language choices were used as the classroom language by EFL teacher during distance learning in SMPN 2 Amlapura.
3. To describe the functions of classroom language were used by EFL teacher during distance learning in SMPN 2 Amlapura.

1.6 Research Significance

1. Theoretical Significance

Theoretically, this research had an interest in providing empirical evidence about the use of classroom language in distance learning due to Covid-19 at SMPN 2 Amlapura. Besides that, it also provided online learning platforms that tended to be easily and effectively accessed by both teachers and students. The providing of empirical evidence was about the choice of language used by the EFL teacher, especially in Indonesia and the function of each specific language expression used by the teacher in the classroom, both Indonesian and English.

2. Practical Significance

a. Teacher

This research was conducted to find out the online learning platforms, language choice and language function used by teachers during the online learning process related to classroom language. It was expected that this research would be able to guide and give relation concerning the focus of the research. For instance, in practice, teachers are expected to use this research as a consideration in choosing online learning platforms that are quite effective for use during virtual learning. From this research, it was expected as well that the teacher could anticipate students' understanding by switching

the classroom language between the first language and the target language in the certain situation. The last, practically teacher used this as a reflection of the fulfillment of various classroom language functions. These benefits could serve as point of reference for classroom setting decisions that teachers could identify prior to their implementation.

b. Students

It was expected from this research to give a significance improvement for the students. Those might be in the form of ability, competency, and self-confidence in using English. Especially in this distance learning, students needed motivation from various sources. Practically, this research was based on theories that emphasized classroom language that could be implemented by teachers. Therefore, students got a variety of daily language sources which are expected to affect the ability to capture meaning which is then implemented simultaneously or in the future.

