

CHAPTER I

INTRODUCTION

The first chapter of the present study described several subchapters of the introduction of the study, namely, research background; research problems, research objectives; research scope, and research significance.

1.1 Research Background

Covid-19 brings a lot of impacts toward the learning process in Indonesia. Almost all of the schools' levels in Indonesia need to face a new era of education. All schools need to adapt to the current system and regulations toward the pandemic. Learning activities are also affected by these circumstances. The traditional way of learning activities, face-to-face class activities, changed into distance learning which use various the online platform as the media to engage with the students. The Minister officially advises the implementation of online learning of Education and Culture of the Republic of Indonesia. They announced that all education units must be changed into online learning since 24 March 2020 due to the increasing spread of Covid-19 (Sulisworo et al., 2020). Hence, this sudden situation has brought an abrupt change in the way teachers teach their students, manage their classes by using some learning platforms, and the use of classroom language in online classes.

Most teachers were unfamiliar with distance learning—furthermore, teachers worked in outlying areas such as villages or coastal areas. Most teachers were used to face-to-face instruction and were unfamiliar with distance learning.

As a result, when the government mandated that all levels of education change their learning systems to use distance learning, many teachers were perplexed. Teachers must reconsider how to teach the same subject on a different learning platform. Distance learning, according to Saykl (2018), is a method of education that links geographically distant learners and teachers of learning activities through the use of different two- or multi-way mediated learning platform channels that enable interactions between/among learners, facilitators, and learning materials. Teachers use the learning platform that is appropriate and fits the teaching needs, especially students' readiness with the learning platform. Not all teachers can use sophisticated learning platforms such as meeting conferences, Zoom, Google Meet, or Webex. Suroto et al. (2021) stated that numerous learning platforms are used to conduct online research. Google Classroom, Zenius, Ruang Guru, Rumah Belajar and Kelas Pintar, are just a few examples, as are video conferencing platforms such as Google Meet and Zoom. He argues, however, that not all schools can utilize those platforms during distance learning. The reason for this is that not all students have access to those learning platforms. As a result, Suroto et al. (2021) assert that some schools prefer to conduct the learning process via WhatsApp during distance learning.

Classroom language is a set of linguistic phrases that are used in the classroom between students and teachers to communicate effectively (Rosdiana, 2016). Classroom language also includes the language choice used by the teacher during teaching. Language choice, according to Holmes (2013), is a concept that is closely related to the four important social factors in code choice, which are participants, setting, topic, and interaction function. The use of the classroom language choice varies in each class based on the previously mentioned factors. It

is the teacher's choice whether or not to use any classroom language when teaching. Kang distinguishes three types of classroom language selection. (2008), language choice refers to the language used in the classroom based on the three types of classroom language. There are three types of classroom language: first language or mother tongue (L1), target language (L2), and a combination of L1 and L2.

Aside from classroom language choice, it is important for teachers to understand that classroom language has several functions that play different roles when used during learning. The functions of classroom language functions vary depending on their intended use. According to Chamot and O'Malley (1994) (as quoted in Mufidah et al. (2007)) states that function of language is a function when language is used in the teaching and learning process, especially in conveying content. Therefore, the teaching of academic language and its practice should be integrated with the teaching of academic content. There are 13 academic language functions as stated by Chamot and O'Malley (1994) (as cited in Mufidah et al., 2007)). (1) Seeking information used to observe and explore the competency of the student, to gather the information during the teaching process; (2) informing/explaining used to identify or to report; (3) ordering used to explain the sequence of the idea/event; (4) classifying, used to make group objects or ideas according to their characteristics; (5) analyzing, used to separate whole into parts; identify relationships and patterns; (6) inferring, used to make inferences; predict implications and hypothesize; (7) justifying; (8) persuading, used to give reasons for an action, decision, point of view; (9) solving problem, used to define and represent a problem; (10) synthesizing, used to combine or integrate ideas to form a new whole; (12) Classifying; and (13) evaluating.

Classroom language is very important for teachers to use during learning. According to Jang Ho & Yuen Yi (2017) , classroom language is important for students and teachers. It is said that for English Foreign Language (EFL) students, the classroom language is very beneficial in motivating them in learning during the class. The importance of classroom language is also supported by Allwright (1984) stated that teachers' language is essential interaction of classroom pedagogy to manage the students well. It is very important, especially for English teachers. Kirana & Areni (2010) also argued that classroom language is important to help the English teachers in organizing their classes and enable to encourage the students to use their target language. They also mentioned that if classroom language is not implemented, it becomes chaotic and riotous class.

Because the emergence of covid-19 brought a very big change to the method of teaching teachers, the use of classroom language is one of them. Of course, the classroom language used during face-to-face learning will be very different from the classroom language used during distance learning. The difference in teaching methods affected the choice of language used by the teacher. Indirectly, the teacher would be more selective in the use of classroom language functions.

Before conducting the research, the researchers conducted preliminary observations carried out for two days. In the preliminary observation, the researcher observes the teacher's learning situation. The researcher only focuses on one teacher who is the research subject. The teacher teaches seven classes at level 7 at SMP Negeri 2 Sawan. However, in this study, the researcher only focused on one class taught by the subject, namely class 7B. In addition to making observations, the

researchers also conducted short interviews using WhatsApp. From preliminary observations, the researchers found some data, namely as follows.

- The teacher used limited learning platforms
- The most significant obstacle experienced by the teacher was that many students had internet connection problems, facilities that were not supported, or did not have internet quota.
- The teacher did not use the classroom language optimally because of the limitation of the learning platform used

From the results of the preliminary observation above, we can see that teachers used two learning platforms to support the learning process, namely WhatsApp and Google Classroom. The school where the subject of this research is located is on the outskirts of Singaraja, precisely in Bungkulan Village, Sawan District. This is also the reason why teachers used WhatsApp as the primary learning platform. Most students came from families with lower-middle economic conditions, resulting in learning support facilities. At the time of preliminary observation, the researcher found that students used one cellphone together with two of their siblings. These limitations, of course, hinder the learning process of students. In addition to economic factors, geographical location also affected the choice of the learning platform. Many students lived in remote areas, so internet access was tough. It had an immediate impact on the learning platforms that students could use. Only a few students joined when teachers wanted to hold classes using learning platforms like Zoom or Google Classroom. Therefore, the teacher

decided to optimize WhatsApp as a learning platform, such as discussing, explaining, or asking questions with students.

The limited use of the learning platform also affected teachers' classroom language choice and classroom language functions during distance learning. How teachers apply classroom language choice during face-to-face learning with distance learning differs. Teachers could not observe student responses directly when holding classes using WhatsApp. The teacher said it was challenging to predict how the students would respond each day. Some active students did not show their existence, so the teacher must always be ready with backup plans if the class atmosphere is different. The use of classroom language was very different.

Therefore, it was important to conduct more in-depth research on the learning platform, classroom language choice, and functions the teacher uses during distance learning. Moreover, the subject of this research is teaching 7th-grade students in junior high school. Which still needs a lot of support in understanding the language.

Many types of research have been conducted about classroom language through face-to-face learning. Still, there was no research investigate it during distance learning that is caused by the Covid-19 outbreak in SMP Negeri 2 Sawan. Therefore, it is important and interesting to research how classroom language implemented by the EFL teacher in SMP Negeri 2 Sawan.

1.2 Problem Identification

There were some problems that encounter because of the Covid-19 outbreak. (1) Teachers are less capable of using technology to teach English through distance learning. (Berlian & Prabawati, 2021). As a result, the utilization of learning platforms is restricted and monotonous. (2) Lack use of classroom language during distance learning (Blake et al., 2008), (3) The limitations of students' learning facilities such as laptop, data package which is expensive and so forth (Efriana, 2021), and (4) The teacher does not optimize the use of classroom language during distance learning (Nugroho et al., 2020).

1.3 Problem Limitation

- 1) The research focused on what learning platform are used by the teacher during distance learning.
- 2) The proposed research findings are limited on how English teachers in SMP Negeri 2 Sawan use classroom language choice during distance learning.
- 3) This research is to analyze the function of classroom language that the EFL teacher used during distance learning.

1.4 Statement of Problem

1. What learning platforms are used by EFL teacher when conducting the distance learning activities in SMP Negeri 2 Sawan?
2. What language choice are used as the classroom language by EFL teacher during distance learning in SMP Negeri 2 Sawan?

3. What are the classroom language functions used by EFL teacher during distance learning in SMP Negeri 2 Sawan?

1.5 Objectives of the Study

The objectives of this study are 1) **to describe** what kinds of e-learning platform are used in distance learning by the EFL teachers at SMP Negeri 2 Sawan, (2) **to describe** how the EFL teacher used classroom language choice during distance learning at SMP Negeri 2 Sawan, and (3) **to describe** how the EFL teacher used classroom language functions during distance learning at SMP Negeri 2 Sawan.

1.6 Significance of The Study

1. The theoretical significance of the proposed research was to find out the implementation of classroom language during distance learning in the Covid-19 pandemic in SMP Negeri 2 Sawan. Hence, the result of this study could contribute to English pedagogy. This research was also expected that it would be utilized as a reference in a future research on the same subject, especially the e-learning platform used, classroom language choice, and function.
2. Practical significances were for 1) the EFL teachers can use this research as a guide when using distance learning systems. Additionally, teachers can comprehend the choice and functions of classroom language in distance learning, 2) This research can be used as a reference in research on the use of e-learning platforms during distance learning. Other

researchers can also use this research as a comparison with other studies that discuss classroom language choice and functions during distance learning, 3) The findings of this study are expected to provide an overview of how classroom language choice and functions are used in Junior High School. The government may utilize the results of this research to conduct training or seminars on the proper use of classroom language and functions available to teachers during distance learning.

