CHAPTER I
INTRODUCTION

1.1. Research Background

English was a language that has spread throughout the world. According to (Fandiño, 2019), English was the most important foreign language learned worldwide. English was learned at all levels of education in many countries, including Indonesia. English was also widely studied for global needs such as education, business, social and cultural sectors. English is essential to learn and the key to life in the world (Bećirović, 2017). English was widely used in several learning resources, the latest sources of information, and the most updated things. This situation made Teaching English is essential in all countries, including Indonesia.

Teaching English as a foreign language was not that easy. According to Meng & Wang (2011), teaching English as a foreign language was quite difficult, especially in countries that did not use English in their daily activities. Because of these difficulties, English teachers had an essential role in learning English. English teachers had a vital role in teaching EFL because teachers must solve existing problems (Meng & Wang, 2011). They argued that the importance of English teachers could be seen in how they can be role models in the class. In this case, being a good role model was essential to make the classroom atmosphere better.

Being a good role model was a special task for an English teacher. Good role models in class could be in the form of role elicitation. The elicitation role was a role that could stimulate students to focus more on learning in class. Learning could be more accessible if students were more focused on learning in class. According to Lapitan (2021), English teachers must have prompting skills for students in the classroom. Prompting ability could build self-confidence in students at the classroom. English teachers also had instantiated skills which were good abilities to be applied in the classroom. Initiation ability could provide students with a better opportunity to quickly improve their learning abilities (Tsai, 2010). The importance of the role of the teachers in the classroom must be supported by the way they interact using the classroom language that was used to keep the situation in class conducive.

Teachers and students interacted in various ways in the classroom, including using the classroom language. Classroom language had an essential role in learning in the classroom (Kang, 2008). Classroom language could be used as a tool for interaction between teachers and students in the classroom. The language classroom could also be a suitable medium of communication to convey the ideas of teachers or students in the classroom. According to Meng & Wang (2011), communication between students and teachers was an essential part of improving students' communicative competence. Therefore, the classroom atmosphere becomed alive and learning more meaningful.

The use of classroom language in learning English as a foreign language could be done in various ways. According to Kang (2008), English was the target language of learning English. English could be the best class language used in English classes as a foreign language. The application of English must be applied at various levels of learning English, including the young age level. According to Yulia (2013), Learning English in Indonesia had been regulated in Government Regulation no. 19 of 2005, which stipulates that the ultimate goal of learning English was to participate in discourse or communicate ideas and feelings in spoken, written English accurately, fluently, and acceptable. English was officially designated as a language that must be used in learning English in Indonesia.

In 2019, the COVID-19 pandemic speeded in several countries around the world (Agung & Surtikanti, 2020). The pandemic caused paralysis in the education sector, which led to fundamental changes that had to be adjusted. The education sector was considered a sector that was greatly affected by the impact of this pandemic, starting from closing educational advice such as schools and others as one of the steps to prevent the spread of this virus (Oyedotun, 2020). This situation created a new challenge that education must resolve to find new ways during this pandemic. In Indonesia, education that previously ran well from school or the formal system through face-to-face must change to Online. The transmission was carried out according to government policy in many countries regarding online learning during a pandemic that requires teachers and students did online or distance learning. These changes were made to anticipate major obstacles: teachers

and students cannot formally carry out direct knowledge in the classroom. Because of that, the education sector was originally running formally or traditionally, switched to modern learning systems from virtual classrooms (Mishra, 2020).

For the transmission of learning that switches to online learning, support from facilities and infrastructure was needed to make online learning run well (Oyedotun, 2020). Facilities and infrastructure to support online learning, such as computers, laptops, smartphones, and several other technological devices, must be available in good condition. In addition, an internet network that must be adequate for teachers and students in doing online learning was also essential. The needed for technology for online learning during this pandemic cannot be avoided by teachers, students, and the authorities in the education sector. Through digital intelligence that could be achieved through this technology, teachers can provide digital skills to students who are educational opportunities for future success, especially in a pandemic where children are entirely dependent on online learning (Mishra, 2020).

As technology advanced rapidly, the concept of online learning had become one of the innovations in education before the pandemic era. In normal conditions, the actual purpose of online learning was to support face-to-face learning to be more flexible, efficient, and practical (Sukendro, 2020). In online learning, teachers and students could learn flexibly with the content and methods used. Teachers and students did not need to think about time and place, which are considered very flexible from this online learning. Online learning was also considered more

efficient because students and teachers can determine learning resources that were easier to reach via the internet. The effectiveness of online learning was equally significant; namely, online learning could create, and teachers could achieve learning goals quickly. Online learning was beneficial for pandemic situations, especially in coronavirus conditions, where teachers and students could not do face-to-face learning. In distance learning was possible that the interaction between teachers and students through classroom language will continue in online learning.

English teachers who teach English as a foreign language could interact using their virtual classroom. During the distance or online learning of English as a foreign language ran synchronous or asynchronous, the interaction between teachers and students could still occur (Lapitan, 2021). In online learning with Synchronously, the class language was directly through live meetings such as Zoom, google meet, WebEx, and other platforms with live meeting features. Whereas in distance learning using unsynchronous, the classroom was using chat in the comment column or a place that has been established to respond or communicate indirectly. Applications used by English teachers in unsynchronous learning were WhatsApp, YouTube, Google Classroom, Schoology, and many more (Lapitan, 2021).

The classroom language used by the English teacher as a foreign language was English as the target language (Kang, 2008). English was used because it follows the learning topic taught and aimed to familiarize teachers and students with English. On the other hand, there was also English teacher as a foreign language

who used their mother tongue or a common terminology often used in these countries as the language of their classes (Sibarani, 2019). This situation occurred because students could better understand the material presented by the teacher and convey the material well. Students' lack of understanding of the English used in learning was also why this happened. Another factor that determines the use of classroom language was the grade. The higher the grade, the more often English was used. Another factor was distance learning caused by a pandemic that affects interactions in the classroom. Many teachers only gave assignments, and students only collected assignments that caused classroom language interaction to be almost non-existent. In distance learning during this pandemic, practically all school teachers applied the classroom language in learning English as a foreign language, such as in SMP N 2 Gerokgak. Based on preliminary observations made by researchers at SMPN 2 Gerokgak, researchers had conducted interviews with several English teachers and some students at SMP Negeri 2 Gerokgak. Most English teachers at SMP Negeri 2 Gerokgak used WhatsApp and Google Classroom platforms during distance learning.

The reason was that the facilities and infrastructure for learning English using online learning were still lacking. Teachers and students still face many obstacles in determining the most comfortable platform to use. One of these obstacles was the use of extravagant internet packages. In addition, as an English teacher who teaches at SMP Negeri 2 Gerokgak, the teacher still used Indonesian as the language of instruction in his class. Only a few classroom languages were used by

the teacher in English, such as opening greetings and closing greetings. In addition, the use of language in distant classrooms used Indonesian, which students also respond to in Indonesian. Sometimes the teacher used English as the class language, then students respond in English and Indonesian.

From this case, researcher found out that distance learning during the pandemic has been regulated by government regulations, especially in Indonesia. However, based on pre observations, teachers and students found problems in online learning. For junior high school students, the media used by teachers were mostly media that did not require a lot of quota or medium that were not wasteful. Many schools used media that were suitable for students so that students could comfortably follow lessons. That caused a lot of media operated by schools. Various media that were often used include WhatsApp, Google classroom and so on. It was necessary to research the teacher's language in the context of teaching in this online learning. The classroom language used in English class as a foreign language uses easy-to-understand and straightforward English (Meng & Wang, 2011). The communicative language teaching approach created and applied with English as the second language was challenging to realize in Indonesia. It may be due to the language context, the teacher's lack of knowledge, large classes, limited time allocation, and insufficient learning materials. For junior high school students, especially those in Gerokgak, gradually, teachers could use English as the language used in class. The used of full English was sometimes not optimal in the first class in learning. However, the teacher did several things to support the complete

application of English in the classroom. This effort could be made so that the classroom language functions as a tool to make students and teachers interact well.

Furthermore, online learning of English as a foreign language had been going on for a long time. There were still many obstacles in it, especially for junior high school students in Buleleng. Besides this, online learning had several unique things that need to be analyzed, such as classroom language used. Coupled with the above situation, there had not been much research conducted on how the classroom language was used by English teachers during distance or online learning in Bali, especially on Buleleng Regency. Based on the importance of this problem, the researcher decided to conduct research related to the classroom language used by English teachers in distance learning in Bali, especially on Buleleng Regency. This research was necessary because the results of this study can determine how teachers apply classroom language to teaching and learning activities during the pandemic at SMP N 2 Gerokgak. The researcher chose SMP N 2 Gerokgak because it was based on the preliminary observations made by the researcher. SMP N 2 Gerokgak had facilitated its students to use distance learning activities. Due to the above facts, SMP N 2 Gerokgak was chosen by researchers to seek the results of this study.

1.2 Problem Identification

Distance learning during the Covid-19 pandemic had several things to watch out for. During primary observation, the researcher found several things as follows.

Teachers used platform as learning media during very monotonous online classes, namely the WhatsApp and Google Classroom applications. Teachers did not use live meeting applications such as Zoom, Google Meet, Web-Ex, and others in learning. it caused interaction in the classroom to be very limited. Sometimes the teacher only gave assignments without explaining the material. In this learning situation, classroom language in the classroom was very limited. The teacher used a mixed classroom language between Indonesian and English. that way, many students did not understand the teacher's intent, so students only respond modestly. The teacher was not ready to face the situation in the online class. They were coupled with classroom language functions that were not optimal. This situation was very different from face-to-face interactions in offline classes.

1.3 Problem Limitation

This research study was focused on what platforms were used by the teacher during distance learning. The focus was also on how English teacher in SMP N 2 Gerokgak use language choice between English, Indonesian or even mixed those languages. Furthermore, knowing the language functions of the language used was also important to categorize the phrase or sentences used by the teacher during the learning process.

1.4 Research Question

Based on the background of this study, the statement of the problem of this research was formulated as follow:

1. What Platform are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

2. What language choice of classroom language are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

3. What function of classroom language are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

1.5 Research Objectives

Based on the research question stated above, the objectives of this research were:

1. To describe the media are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

2. To describe language choice of classroom language are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

3. To describe function of classroom language are used by EFL teacher during distance learning in SMPN 2 Gerokgak?

1.6 Research Significance

This study was given theoretical and practical significance for the reader as can be described as follows:

a. Theoretical Significant

The result of the proposed study was giving empirical evidence for the upcoming relevant studies as a first-hand reference. Moreover, the result was expected to contribute to English pedagogy in general and this study expected to give a positive contribution to further investigation and English teachers related to classroom language used by English teacher during distance learning

b. Practical Significance

This study was given theoretical and practical meaning for the reader as can be described as follows:

1. Teachers

The result of this study was to help English teachers in understanding and finding a solution to the problem of classroom language used in distance learning.

2. Further researcher

The result of this study was to be used as a helpful reference and guidance for the other researchers to find out research about classroom language used during distance or online learning.

3. The school

   The result of this study was to be used as feedback on the undertaking of classroom language used by English teacher in distance learning in SMP N 2 Gerokgak

4. For the Policymaker

   This research can be used as a reference for making education policies related to the classroom language used during distance learning

5. For English Language Education

   This research can be used as a reflection in implementing classroom language during distance learning.

1.7 Research Scope

   This research limited to get more focus and not out of the context of the study, the scope of this research is to get more focus on knowing medium used, classroom language used, and function of classroom language used by English as foreign language teacher during distance learning in SMP N 2 Gerokgak.