CHAPTER I
INTRODUCTION

This chapter discusses the introduction of the study that covers research background, problem identification, research limitation, research questions, research objectives, and research significances.

1.1 Research Background

Nowadays, almost all schools' levels in Indonesia have applied online learning since the Covid-19 pandemic. Learning activities were forcibly changed from face-to-face in-class activities into distance learning. The implementation of online learning was officially advised by the Minister of Education and Culture of the Republic of Indonesia who announced that all education units must be changed into online learning since 24 March 2020 due to the increasing spread of COVID-19 (Mendikbud, 2020, as cited in Atmojo & Nugroho, 2020). This has brought an abrupt change to the way teachers teach their students, managed their classes, including how the mode or the way of the teacher delivered the classroom language in online classes. The change of mode when delivering classroom language has been pointed out by Erarslan (2021) The transisition to remote teaching affects the way teachers use of classroom language during online teaching and learning using some online platforms such as Zoom, Goole Meeting, Webex, and so forth. Classroom language in this research referred to the language used by the teacher in conducting teaching and learning English through learning platforms in this study. According to Rosdiana (2017), Classroom language is some language expressions implemented by teachers and students to give clear learning guidance therefore the teacher will have better communication with the students during the learning process. This research was part of larger research that specifically describes the classroom language used by the English teacher in junior high school particularly in Bali when conducting teaching and learning process during remote learning.

Moreover, classroom language included how the language was chosen by the teacher or it is called a classroom language choice. According to Dewi & Setiadi (2018), classroom language choice is a reflection of speakers' attitudes toward a language, meaning that how the teacher use different languages in teaching activity, for instance, English and Bahasa based on a certain situation. Torto et al. (2014) also mentioned that classroom language choice is defined as the switch from one language to another used by the teacher during the communication process. Based on those experts' definitions, classroom language choice was important to investigate in finding out the proper of classroom language used by the teacher at SMP N 6 Kintamani whether using English, Indonesian language or mixed both of them during remote learning due to covid-19 outbreak. On the other hand, knowing the classroom language functions by the EFL teacher during the implementation of remote learning was also essential to conduct since the use of language by the teacher was really important in conveying the lesson to the students in appropriate way. It was also essential to explore it in order to have clear understanding when listening classroom language from the teacher. According to Mufidah et al. (2012), Language functions are the function in which the language is used in the teaching activity to make the students clearly understand the material. She further explained that language functions are required in the academic classroom for grade-level including seeking information, explaining, justifying or proving, comparing, describing, classifying, analyzing, solving problems, synthesizing, persuading, inferring, and evaluating (Chamot & O'Malley, 1994:41, as cited in Mufidah et al.,2012).

After conducting preliminary observation and interview with one of the English teachers in SMP N 6 Kintamani. The researcher found a case that the teacher had to adapt the teaching activity that previously was conducted through face-to-face learning but now, the teacher should teach the students facilitated by learning platforms used in teaching activity since the covid-19 crisis. Due to the case, it was really important to find out how the teacher used the classroom language during distance learning. On the other hand, the researcher also found that the teacher in SMP N 6 Kintamani did not

use adequate classroom language toward the students during the implementation of distance learning. The teacher explained that at the first online meeting, he has ever tried to use Google Meeting but the participants were only ten of two classes in 7 H and I (labeled with A-I). As the result, the teacher did not use video conferences such as Zoom, Google meeting, Cisco WebEx in remote learning due to some obstacles that were faced by the students during remote learning. First, the teacher mentioned that the facilities used by the students were limited, for instance, mobile phones and laptops, therefore, they borrowed them from their parents. It is also mentioned by Wahab and Iskandar (2020, as cited in Efriana, 2021) the problem faced by some parents and students during the implementation of remote learning is that they do not have computer or android devices. Moreover, most of their parents also could not help their children applying to those video conferences. Second, the data packages had by the students were limited. Conducting remote learning surely required a high cost that made both students and parents from middle-lower class economies do not have enough budget to provide the data package (Efriana, 2021). Third, the internet signal was not good enough because they live in the villages. It is also supported by Efriana (2021) Even though most students have the internet in their hands, they still face difficulty in accessing the internet network due to geographical location that affects the unstable network. Fourth, even though some students have already mobile phones but the problem was it did not support conducting video conferences. Therefore, the teacher applied learning platforms that were not costly or spent much on students' data packages such as WhatsApp in conducting distance learning.

Classroom language through the face-to-face meeting was surely different from the language used when the teachers managed an online class. As the matter of fact, classroom language was very important for an English teacher, because it exemplified real language use to the students as well as exposed students to the target language from which the students learned. According to Rosdiana (2017), Classroom language is some language expressions implemented in the classroom between students and teachers. The importance of teachers' language in the classroom has been pointed out

by Allwright (1984) stated that teachers' language is essential interaction of classroom pedagogy in order to manage the students well. Areni (2003) also states that classroom language is important to help the English teachers in organizing their classes and enable them to encourage the students to use their target language. If classroom language is not implemented to the students, it will become chaotic and riotous class (Areni, 2003). Interaction was the process whereby lessons were accomplished. For this scholar, a teacher should use classroom with a careful consideration so that students learned from the teacher as a model. As a model, teachers affected students' academic growth even though conducted in online learning. Bashir et al., (2014), pointed out that students' activeness is influenced by what teachers do as role models either inspiring or motivating the students during the learning process. Furthermore, Kamil (2017) stated that the relationship between the teacher and the students is essential in Curriculum 2013 because if the teachers do not employ the appropriate classroom language interaction with their students, the students will not be motivated to understand and learn about the topic. Nunan (1987, as cited in Kamil, 2017) further claims that a teacher's classroom language in the classroom has a significant impact on a student's capability. As a result, to have students who could comprehend the lesson very well during the implementation of remote learning, classroom language use should be implemented by a skilled teacher who could deliver the lesson or material using appropriate classroom language by focusing on classroom language choice, functions and the learning platforms that were used during distance learning activities toward the students.

When the researcher observed the teaching and learning process during preliminary observation, the researcher found an interesting issue or phenomenon about the implementation of distance learning, specifically when the teacher delivers the material using classroom language in WhatsApp group, and it surely different from the offline situation that classroom language is used directly in the class, face to face with the students. Now the teacher implemented classroom language by texting some messages to the students such as good morning as one example of classroom language.

In addition, mostly the teachers in Indonesia generally conduct distance learning by giving assignments only without giving appropriate classroom language. This has been pointed out by Dişlen (2013) due to boring lessons and many tasks given by the teacher without a detailed explanation, students would be less motivated and have poor academic performance. In addition, Simamora (2020) conducted a research about the challenges of online learning during covid-19 pandemic, his finding revealed that the lecturer conducted online learning through giving video or task only for the students without giving appropriate classroom language for the students, therefore most of the students could not understand the material clearly and they were easily to get bored and frustrated. However, the researcher found different thing from one teacher in SMP N 6 Kintamani that the teacher delivered learning material with suitable classroom language meaning that the teacher gave clear explanation not only by texting it in the WhatsApp but she also provided in the form of learning videos that were made by her manually, learning module related to the material delivered for the students during the learning process. Therefore, the researcher was interested to investigate a teacher to find out what classroom language specifically about the choice and function are used during distance learning.

After doing comparisons, it was found that there were similarities and differences between this research and previous studies. First, many researchers have conducted researches about classroom language used on preschool teachers and lecturers, and only very a few people have studied on one of EFL teachers in Junior high school. For instance, Rosdiana (2017) explored classroom language acquisition with the subject of study being preschool teachers and students at TK. A Bintang Semesta Kindergarten. Meanwhile, Nurpahmi (2017) conducted research about classroom language on the kinds of classroom language used by the lecturer of ICP FMIPA UNM Makassar. The similarity between those researches and this research was the topic of the study that was about classroom language. Second, many types of research explored classroom language used in the classroom in which implemented in the offline situation, and no one investigated classroom language use during distance

learning since the covid-19 outbreak. Rosdiana (2017) also conducted about classroom language use by the preschool students in the classroom by doing observation and interviews with the preschool teacher. The third novelty was on the geographical gaps, many researchers conducted studies in two different countries and many cities in Indonesia, but no one investigated classroom language use in Bangli Regency, particularly at SMP N 6 Kintamani. Nurpahmi (2017) conducted his research in Makasar capital city of South Sulawesi while Rosdiana (2017) conducted her research in Depok city. Furthermore, Rido & Sari (2018) had research on classroom language used in two different countries namely in Indonesia and Malaysia by selecting three Indonesian teachers and three Malaysian teachers. Fourth, many types of research about classroom language used applied for the case study as the design of a school, and no one used the case study design of a teacher particularly an EFL teacher in junior high school. As mentioned by Rosdiana (2017) a case study is applied on TK. A Bintang Semesta by observing the students' classroom language in the classroom. Fifth, Nurpahmi (2017) conducted her research using the observation method only by observing the subject of study that was the lecturer. Rido & Sari (2018) also used the observation method only in exploring about classroom language used by the three selected Indonesian and Malaysian teachers. Meanwhile, in this research, the writer used observation and interview for the trustworthiness or the reliability and validity of this study that made this research different from other researches.

Research on teachers' strategies in teaching English with online mode found that students were hardly involved in verbal interaction, or other words, activities that involved direct communication between the teachers and the students. There were a number of phenomena regarding distance learning implementation in Indonesian schools. Firstly, teachers' inability such as their skills in delivering better online teaching. Ali (2004, as cited in Diki, 2013) also mentioned the availability of qualified teachers is a major problem for online learning development in Indonesia. Secondly, learning through the limitations of online learning facilities made the students get desperate. Simamora (2020) further explains that many students have the incapability

of having laptops, insufficient internet access, and limited internet quotas. Thirdly, most students were having less motivation in listening to classroom language given by the teacher. According to Mauliya et al. (2020), there is a factor causing students' poor performance during the learning activity is that a lack of motivation. Lack of students' motivation was caused by two factors whether from internal factors such as unstable students' emotions and external factors such as the students' social-economic situation. Dişlen (2013) also pointed out that due to boring lessons and many tasks given by the teacher without a detailed explanation, students would be less motivated and have poor academic performance. Students' motivation was one of the important aspects that were required in order to increase students' interest in the learning process. Without motivation, it would be quite difficult for the students in receiving material or explanations from the teacher. Due to the force of distance learning, it affected teachers who lack skills in teaching classroom language during distance learning in Bali. A most senior teachers would be hard to follow the learning instruction during this pandemic. Emery (2012, as cited in Mumary Songbatumis, 2017) outlines some issues that occur because of teachers' inabilities to deal with challenges in distance learning due to insufficient preparation for teaching such as lack of training, teachers' poor language ability, and teachers whose English is not their subject area are hired to teach it.

During this pandemic, a teacher had an important role in giving appropriate classroom language in order to manage the students in the learning process. It is supported by Yulia (2013) who points out that the teachers as stakeholders have been challenged to improve education, particularly the students' quality. Furthermore, language was used by the teacher in managing classroom language in distance learning. However, ideal classroom language was usually done through direct communication between a teacher and students in the classroom. Nowadays, conducting classroom language teaching was required qualified skills that should be mastered by the teacher. But the problem was most teachers in Indonesia did not have enough skills to utilize technology in distance learning. Mumary Songbatumis (2017), Also said that teachers have faced unfamiliarity with high-tech because of the lack of professional teacher

development. Therefore, it was important to research how the junior high school teacher in SMP N 6 Kintamani implemented classroom language teaching to the students during the covid-19 outbreak.

1.2 Problem Identification

During the covid-19 outbreak, learning was changed into distance learning that the teacher has to adapt the way they teach the students by implementing learning platforms that influenced the use of classroom language. As a result, classroom language was not used by the teacher as much as the direct face-to-face classes during remote learning due to some reasons. First, the limitation of students' learning facilities such as mobile phones and laptops. Second, students had limited data packages. Third, the signal of the internet was not good since they lived in the villages. Furthermore, most students learned individually by doing tasks given by the English teachers. On the other hand, it was important to find out how classroom language would be used during distance learning to keep maintaining students' attention during the learning process, manage the online class, and guide students learning. In normal conditions, classroom language was used directly by the English teachers in the classroom with various activities namely variation of style, purposes, motivating the students, and so forth. Therefore, it was interesting to investigate what classroom languages are used specifically the choice and function of classroom language during remote learning by the English teacher in SMP Negeri 6 Kintamani.

After conducting preliminary observation and interview, there were other problems found namely:

1. Lack of classroom language use during distance learning since there was only one way communication meaning that only the teacher used classroom language during the distance learning and there were no responses from the students

2. The limited in term of time for doing observation since the local government released an announcement for conducting offline learning after the decrease of

covid-19 case in Indonesia that caused lack of data therefore the data might be not representative.

3. The limited in term of subject since the researcher only used one teacher only that caused the data mostly monotone and not trustworthy enough.

4. The limitations of students' learning facilities such as laptops, mobile phones, expensive data packages, and so forth.

5. Lack of professional English teachers in delivering the learning material using suitable classroom language in online learning.

6. There were no video conferences used such as Zoom, Google Meeting, and so forth used by the EFL teacher due to the inability of the students to use the learning platforms and limited students' learning facilities.

1.3 Research Limitation

This research study was focused on what learning platforms are used by the teacher during remote learning. The focus was also on the classroom language and the choice of classroom language use among English, Indonesian, or even mixed those languages by the English teacher in SMP Negeri 6 Kintamani. Furthermore, knowing the functions of classroom language use was also important to give appropriate classroom language for the students during the distance learning process.

1.4 Research Questions

1. What online learning platforms are used in implementing classroom language by EFL teacher during distance learning in SMP N 6 Kintamani?

2. What language choices are used as the classroom language by EFL teacher during distance learning in SMP N 6 Kintamani?

3. What language functions are used as the classroom language by EFL teacher during distance learning in SMP N 6 Kintamani?

1.5 Research Objectives

There are two objectives of this study namely:

1. General Objective:

    a) To describe what learning platforms are used by the teacher during remote learning, what classroom language, the choice and function are used by the English teacher in SMP N 6 Kintamani.

2. Specific Objectives:

    a) To describe the learning platforms were used by the EFL teacher during distance learning at SMP Negeri 6 Kintamani.

    b) To describe the choices of classroom are used by the EFL teacher during distance learning at SMP Negeri 6 Kintamani.

    c) To describe the functions of classroom language are used by the EFL teacher during distance learning at SMP Negeri 6 Kintamani.

1.6 Research Significance

This study would give theoretical and practical significance for the reader as can be described as follows:

1. Theoretical Significance

    Theoretically, the learning platforms frequently used based on the research would be a reference to know what learning platforms were better to use in certain situations. Moreover, in conducting distance learning, it gave a solution to find out how the language was chosen by the teacher whether using English only, Indonesian only, or mixed both of them. Then, the language functions of those languages were also essential to give guidance. For instance, the classroom language was used to explain, motivate, persuade, and so forth. The result was expected to give a contribution to English pedagogy in general. Furthermore, this study was expected to give further investigation on how classroom language was used by the English teacher during remote learning. The result of the study would give empirical evidence for upcoming studies related to classroom language as a reference.

2. Practical Significance

   a. Teachers

   The result of this study was also useful for English teachers as guidance on what learning platforms were frequently used by the teacher, how the language choice was applied by the teacher, and how the function of the language choice itself during remote learning

   b. Other researchers

   The result of this study was beneficial for the other researchers as a reference and guidance to find out research about how classroom language was used during remote learning.

   c. The government

   The result of this study was helpful as feedback on the undertaking of classroom language use by the English teachers in junior high school in Bali, particularly Bangli during distance learning.