

**EXPLORING TEACHERS' CLASSROOM LANGUAGE
IN TEACHING ENGLISH**

THESIS

Submitted by:

**Maulina
NIM. 231324355**

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

MAULINA
NIM. 231324355

Student of *Fakultas Tarbiyah dan Keguruan*


Department of English Language Education

Approved by

Main Supervisor,


Dr. T. Zulfikar, M.Ed

Co-Supervisor,


Azizah, M.Pd

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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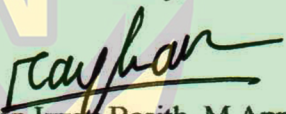
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Dr. T. Zulfikar, M.Ed


Secretary,


Rayhan Izzah Basith, M.App. Ling

Member,


Azizah, M.Pd

Member,


Syarifah Dahliana, M. Ag., M.Ed., Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muspriz Rizali, S.H., M.Ag.

903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Maulina

NIM : 231324355

Tempat/ tanggal lahir : Sabang, 13 September 1995

Alamat : Punge Blang Cut, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:
(ISI JUDUL)

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Banda Aceh, 20 Agustus 2021
Yang Membuat Pernyataan,



Maulina
NIM. 231324355

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Finally, I realize that this thesis needs the constructive ideas in order to reduce its weakness. I hope this thesis gives valuable contribution for both

students and lecturers of English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, 15 Agustus 2020
Writer,

Maulina



ABSTRACT

Name : Maulina
NIM : 21324355
Faculty : *Fakultas Tarbiyah dn Keguruan*
Major : Department of English Language Education
Thesis working : Exploring Teachers' Classroom Language in Teaching English
Main Supervisor : Dr. T. Zulfikar, M.Ed
Co-Supervisor : Azizah, S.Ag, M.Pd
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This study aims to find out the function of using classroom language. This study used qualitative method through the technique of interview. The subject of this research is English teachers who are teaching English at SMP 6 Banda Aceh. There were 6 participants will be interviewed to gain the data. The results shows that the teachers used classroom language during learning and teaching process such as: speak slowly, modifying vocabulary, and using context. This is done by the teacher to convey information to students so that the students do not misunderstand the orders. Then, the classroom language that is carried out by the teacher serves to convey information as needed and to teach students the use of words according to the context. When the teacher uses classroom language, students understand better.

A R - R A N I R Y

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is the way to deliver information about a topic that would be learned by the students. According to Brown (2000) says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The purpose of instruction process is to make students get knowledge and be able to understand it and to achieve the purpose of instruction, the teacher need to use the right techniques to deliver effective language learning especially in English. Teachers as a key in managing classroom activities should be creative in choosing materials and strategies to make the students easy to understand the subject.

The goal of learning English is that learners can achieve functional levels by communicating orally and in writing to solve everyday problems. This means that students should be able to listen, speak, read and write English to communicate simply in the context of their daily lives. This objective is not directly proportional to the reality in an English class. Most students still have problems in learning English. They still have not been able to communicate to teachers and classmates in the English language. Under these conditions, classroom teachers use language to solve the problem.

There are several strategies undertaken in applying classroom language, which speak slower, use a pause, change the pronunciation, vocabulary modify, simplify grammar, and use the context of everyday life. The expected result increased student motivation, active classroom atmosphere, increasing students' vocabulary, students dare to speak English in the classroom and outside the classroom and the students' English grades increased. Thus, the language classroom is an effective way to overcome the problems of the students in learning English.

It is important for teacher to gain the full control of the class in order to get feedback from the class for what the teacher has taught and get the attention of the students to what the teacher is going to say or do next. Through interaction with the teacher, students can increase their language and improve their knowledge of language as much as possible. In any language classroom interaction, there are usually three major types of questions to be asked in terms of the purposes of questions. These three types are procedural (to do with classroom procedures and routines and classroom management), convergent (to encourage similar student responses, or responses which focus on a central theme), and divergent (to encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking) (Richards & Lockhart, 2000).

Based on the description of background above, the researcher interested to conduct the research about classroom language strategies. It could help teachers in exploring more classroom language in teaching English.

B. Research Questions

To address the problem, this study guided by the research question: What are the function of a particular used classroom language at the seventh grade of Junior High School?

C. The Aim of the Study

Based on the problems of the study above, the aim of this study was to find out the function of using classroom language.

D. Significance of the study

The result of this study would contribute some benefits to teachers. Theoretically, it is expected that the result would provide information for the teachers about classroom language that can be used in junior high school. Then, it also inform teacher about the function of classroom language in the class. For the researcher, the result of this study would be reference to conduct related topic in the future.

E. Terminology

1. Classroom Language

Classroom language is the routine language that is used on a regular basis in classroom like giving instruction of praise. This is language that teachers are used to using and students are used to hearing, but when teaching a language it takes a while to learn this part of language.

2. Teaching English

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000). Teaching English means the practice and theory of learning and teaching English for the benefit of people whose first language is not English.



CHAPTER II

LITERATURE REVIEW

A. Classroom Language

In the current modern world, English has shown its great importance as the international language from all aspects, whether it is for formal or even non formal context (Education First, 2018). In addition, it is way more important when it comes to teaching EFL the English language in class. In schools, a teacher of the English subject for EFL class need to decide language of instruction of the class. It is very essential for the effectiveness of the class itself. Littlewood & Yu (2011) stated that when teaching in EFL classes a teacher or instructor is encouraged to widely avoid the use of the first language. They are urged to use the English language as the language of instruction instead. Howartz as cited at Eman Alshehri (2017) stated that since the end of the 18th century, many English teaching method have adopted the monolingual approach when teaching English. This monolingual approach is mainly about banning three basic things in class; banning the use of mother language or the language of learners in class, minimizing the use of the language at minimum, and maximizing the use of the target language (in this case English language). This is a process that needs to be done in every class where English is not the first or the mother language. It is maximizing the effectiveness of the practice itself.

Furthermore, when it comes to teaching and learning process especially in EFL classes, an interaction between teachers and students are needed. It maintains the communicative atmosphere in the classroom which is crucial in a language class. It helps teacher achieve the goals of the class set beforehand. This is also one of the factors that could tighten the gap between the teacher and the students. It happens because teachers are not the only one who are active in class, the students are too. This interaction itself could also be called a classroom language. Classroom language is the daily language an instructor and learners use on a daily basis in the classroom. Phrases and sentences like “come on in”, “sit down please”, “open up your book” and “time’s up” are the example of classroom language. It is believed that basic language and phrases could create authentic experience for the learners since they will not use the target language outside the class. It could also make them realize the use of the target language in specific ways. In addition, this method works well since the target of learning the language is to be able to understand and spoke the language itself (Olenka Bilash, 2011).

B. Classroom Language Strategies

There are specific strategies and special characteristic of an effective classroom language the teacher must be aware of when teaching an EFL class. Richards & Lockhart (2000) suggested that there are various types of strategies and characteristic of classroom language which as followed:

1. Speak more slowly and carefully

The teacher needs to speak more slowly and carefully in class. This needs to be done because not every student could understand if the teacher speaks quickly. It is also helpful for them to take notes and thinking about the use of the words being spoken by the teacher or instructor.

2. Pausing strategy

Pausing when speaking is essential. It becomes more important if the listener is students who are still learning the language. Teacher in class needs to focus in this aspect too. By using this strategy, the students or the listener could have a time to understand the grammars, the pronunciation and the tone when someone is speaking. It also helps them understand what the teacher speaks whether it is sentences or phrases.

3. Altering the pronunciation

Altering the pronunciation it is quite a must have technique when teaching in EFL class. The teacher still needs to change it into a correct pronunciation nevertheless. This aspect is more about the dialect or the accent of the words or vocabularies. It is believed that when a teacher pronounces English words using the local dialect, the students could understand the words more clearly. Sometimes the teacher could also say some misleading pronunciation in order for the students know the words. But again, at the end, the teacher must give the correct one for them in order to avoid that intentional misleading.

4. Adjust the vocabulary

In this step the teacher needs to adjust the difficulty of the vocabularies he or she uses in EFL class. Not everyone understands complex words. So, it is essential to use daily words and vocabularies in order to familiarize and have them use the words later on as a practice material.

5. Simplifying grammar

This strategy is almost the same as previous one, but it is more about grammar rather than the vocabularies or words. Sometimes, there is teacher who wants to look cool in front of his or her students that uses complex grammar and structure when speaking. It is indeed not wrong, but it is not right too. When teaching in class, especially EFL class, a teacher must pay attention to the way he speaks. Accurate grammar is good, but accurate and simpler grammar is better. This could help students understand the use of grammar in their daily activity. This is also in accordance with the purpose of the EFL class itself which is to be able to use and understand English in daily life. Further, if the teacher uses a complex grammar when speaking, this could make students with low self-esteem afraid to speak because they fear that they will not be able to speak like their teacher do.

6. Contextual classroom language

This last strategy is mainly about the context when speaking in EFL class. A good teacher would know that when speaking he or she needs to have a context of daily life vocabularies. This is important since the class is

the only place for them to listen and practice English formally, in most cases where English is not the formal language of the country. Another key aspect in classroom language is the importance of gaining full control of the class in order to get the feedback teachers need from students. It could be done by having a thoughtful interaction between students. This way, students are able to increase their knowledge about the language as much as (Richards & Lockhart, 2000).

In teaching EFL classes, teacher could sometime pose various challenges when trying to integrate classroom language into a lesson. The issues often lie on the fact that many EFL classes is taught by local teachers who master the language after their childhood period, so they are not affected by the same classroom language when they are in schools. Most of the times, this type of teachers often seeks the mastery of English by themselves outside the class. Not only the teacher, but the students also faced issues when dealing with classroom language. Sometimes, they have difficulties when the literal meaning of the target language does not make senses with their mother language or first language. Thus, it causes them to have some misunderstandings about the use of the language and occasionally make them difficult to accept that a language is different from other languages (Olenka Bilash, 2011).

In contrast, Walsh as cited at Ven Canh & A. Renandya (2017) added that teachers' use of language classroom could lead into a negative effect if done incorrectly. For example, no clarifications, no discussion and no

confirmation check in teaching and learning process. Having known when to speak, when to interrupt his or her students, and when to give feedback are the main factor of effective use of classroom language. But, if a teacher failed doing so, he or she could distract the focus of his or her students.

C. Examples of Classroom Language

Based on the above explanation, the followings are the phrases that may be used as a classroom language on every different occasion:

1. Giving instruction to the class
 - a. Open your book page 55
 - b. Listen to the tape, please
Let's sing a song
 - c. Could you the next one miss Risa?
 - d. Who would like to give a speech in front of class?
2. Sequencing the class
 1. Whose turn to read?
 2. Yup, your time is up.
 3. Are you all ready to go?
 4. You have ten minutes to finish the job
 5. Let me elaborate this question for you to understand
3. Supervising the class
 - a. Look this way, don't spacing out kids!
 - b. Be careful on that question

- c. Leave that homework for now
- d. Listen to what your friend is saying
- e. Stop talking class!

4. Asking question

- a. Where's Akbar?
- b. How can you tell if the answer is correct or not?
- c. What do you think about your friend's suggestion?
- d. Have you done your homework guys?
- e. Who's absent today?

5. Responding question

- a. Wonderful, you got that one correct
- b. Yap, that's the right answer class
- c. Fine
- d. Almost, try again next time
- e. Um, close. Anyone else?

6. Giving affectionate responses

- 1. That is interesting!
- 2. Don't worry about it. You'll get the hang of it
- 3. That is really sweet of you
- 4. You're better than this!
- a. Cheer up kids! It just one wrong answer

7. Social responses

- a. Good morning

- b. Cheerio guys
- c. Have a nice weekend class
- d. Happy Ramadan kids!
- e. Thanks for the help

D. Teaching English

The word 'teaching' is basically could not be separated from the word 'school'. Oxford dictionaries describes the word 'teaching' comes from the word 'teach' which means 'to show, present, point out'. It is about showing, presenting and pointing out knowledge to the students. Smith (2018) concludes that teaching a process of giving one's need, experiences, feelings and knowledge so that they could learn new knowledge and go beyond their level before.

Teaching involves creating places and environment for the whole classes. So that the elements of the classes, teacher and students, could engage in with each other and learn new things to improve their knowledge further. Smith (2018) points out three key elements a teacher should master in teaching; focus, knowledge and the ability to engage people in learning.

1. Focus

Teachers must focus on what they are trying to give to their student. They should have a clear goal, how to achieve it and how to effectively get the maximum effect from the final score. They should have a clear aspect on what they do. Hattie (2009) concluded that a clear purpose of the class help

student to keep on track and understand what they need to do or achieve in the classroom.

2. Knowledge

This aspect here is one of the most important one. It goes without saying that a teacher must be knowledgeable whether about the subject he or she is teaching or about the latest common knowledge or news around. Coe (2014) said that a good teacher must have a minimal level of the knowledge from every aspect. If the level of a teacher falls below the required criteria, it would significantly impact to the students' learning process.

3. Engaging people in learning

Hattie (2009) stated that a good teacher is the one who puts more efforts by creating an effective method when teaching, a teacher who has a high expectation for his or her students to succeed, and a teacher who creates a conducive teaching-learning in class.

Moreover, teaching English refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. Teaching English can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). Teaching English teachers may be native or non-native speakers of English.

E. Teaching Method

Method can be defined as description of teacher and students' activities during the instructional process. Richards & Rodgers (2001) stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Similarly, Norland (2006) defines method is often viewed as a series of procedures or activities used to teach language in certain a way. Approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes she/he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. she/he should know the aims and objectives of foreign language teaching in schools. Some of English teaching methods are described below:

1. Grammar-Translation Method

The Grammar-Translation Method had been used by the language teachers for many years. It was also known as the Classical method as it was used to teach the classical Latin and Greek literature (Chastain in Hilmiah, 2006). It was believed that this method would help students to read and appreciate the foreign literature. It was also thought that by studying the

grammar of the target language students will be able to understand the grammar of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using target language to understand the native language through some similarities between the two. The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list.

2. Direct Method

The priority of Direct Method is relating meaning directly with the target language without the steps of translation. Direct method is how to communicate in the target language (spoken), reform method makes language learning more electivity with radical reform method from grammar translation method. Also know as reform method, natural method, phonetically method, anti grammatically method. Dodson (2002) states that direct method just like an intensive study and the final target, the pupils are expected as learner and user the level of pupils for this method are beginner and intermediate, and teacher is a facilitator in the classroom. Same activities for this method are activities allowing comprehensible and focus meaning.

3. Audio Lingual Method

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native speaker like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analysis, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by the rule memorization but by examples. Diane (2002) states that second language learning is very much like first language learning. The Audio-Lingual method mainly consists of the following features (Mart,2003):

- a) The teacher reads a dialogue by modeling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teachers as a role model will encourage and inspire the students to strive for learning the target language.
- b) Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.

- c) Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution, and transformation students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills.

4. Communicative Language Teaching

Communicative language teaching makes use of real live situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Communicative language teaching often uses a functional-notional syllabus. Communicative competence includes the following aspects of language knowledge (Richards, 2006):

- a) Knowing how to use language for a range of different purposes and functions.
- b) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- c) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

- d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

F. Interaction in Teaching-Learning Process of English as a Foreign Language

Related to the interaction in English teaching learning process, Febriansyah (2014) states that classroom language is an interaction that arises from the participation and willingness of students. Therefore, high indirect leadership is needed along with emotional maturity, perceptiveness and sensitivity to the feeling of others. Rivers in Febriansyah (2014) states the kinds of interaction pattern in language classroom. They are as follows:

- 1) Teacher – Student
- 2) Student – Teacher
- 3) Student – Student
- 4) Student – Authors of texts
- 5) Students – Community of the Language
- 6) Student – Computer Program (in the future).

Brown (2001) proposes seven interactive principles in the language classroom. They are as follows:

a. Automaticity

True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

b. Intrinsic motivation

As students become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward.

c. Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or to write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

d. Risk-taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being

laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risk.

e. The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

f. Inter Language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development.

G. Previous Study

The study about classroom language of English class have been conducted by some of former researchers. Renandya (2017) conducted the research with a purpose to find out the correlation between teachers' target language ability in EFL class and the application of the target language during the learning section in EFL class. The aim is to find out to what extent the teachers use the target language in engaging conversation with the students in class. The participants of this research were three teachers with a same amount of teaching experience which is eight years of teaching. Furthermore, the data were collected through video-taped observation. After that, the data were carefully examined and transcribed for the analysis. In conclusion, the researchers found and concluded that even though a teacher English language proficiency was considerably high, his or her classroom proficiency for implementing the classroom language during

the lesson was also crucial enough. Thus, these two techniques are a must in order to effectively run an EFL class.

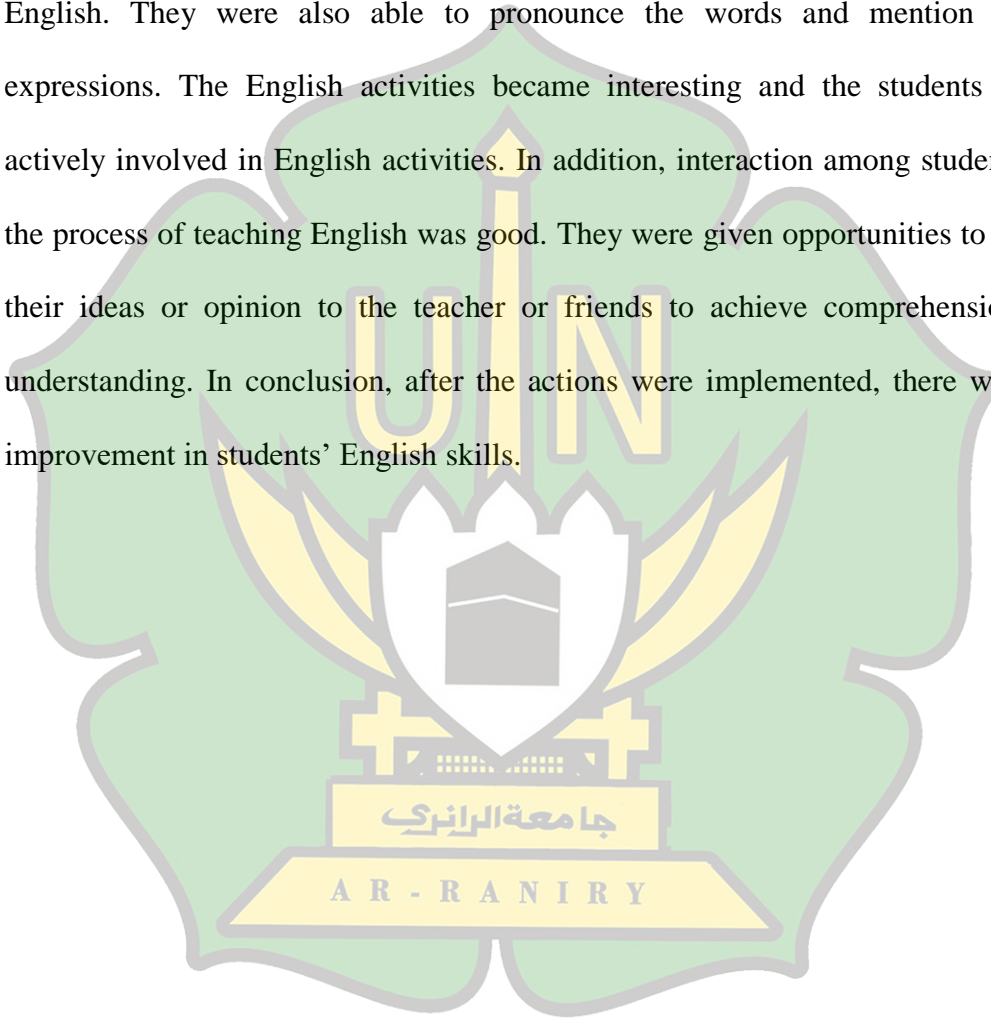
Sari (2018) describes the results of research on interaction patterns and characteristics of classroom interaction in teaching and learning activities in English class in Bukittinggi West Sumatera, as well as perceptions of students and teachers to the interaction. This research type is descriptive and research data is classroom discourse between teacher and student when studying English, as well as questionnaire of student and teacher to class interaction. Participants are 4 English teachers with 3 meetings for each teacher (12 meetings). The research used classification theory of class interaction type from Lindgren (1981) and El-Hanafi (2013), while for interaction characteristics used Flanders' Interaction Analysis Code (FIAC) model. The results of this study indicate that the dominant interaction pattern is teacher-student with one way traffic interaction, while the dominant interaction characteristic is the cross content. From teacher perception, dominant interaction pattern is student-student interaction and dominant interaction characteristic is teacher support. Whereas from student perception, dominant interaction pattern is teacher-student with two-way traffic interaction, and characteristic of dominant interaction is content cross. It can be concluded that the interaction pattern and the interaction characteristics that occur in the teaching and learning process are strongly influenced by the material and skills taught by the teacher.

Lestari (2018) her research aims to describe the types of classroom interaction, the roles of classroom interaction, and the dominant type of classroom

interaction in speaking class at Madrasah Aliyah Negeri 1 Batang. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this research are observation, recording, and document. The writer used theory by Mozkowitz (1971, 1976) about Foreign Language Interaction Analysis System. The result of this research showed that there were three types of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang, such as: teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). There were several roles of classroom interaction in speaking class, based on the types of interaction. The roles of teacher-student for giving information, praising, giving explanation, request, displaying question, translation in L1, correct mistakes, repeating words, giving instruction and laughter. The roles of student-teacher interaction were student initiated, students' response, and asking for students' confusion. The roles of student-student interaction include work in pairs and group. The dominant type of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang was teacher-student interaction. The writer concluded that the dominant type of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang was teacher-student interaction.

Febriansyah (2014) reported that there were some problems occurring in implementing the actions related to students' motivation and learning activities in cycle I. Some students tended to be passive and bored in English activities. They lacked motivation in learning English. Besides, they did not pronounce the words or expressions and did not understand the meaning of some difficult words. The

learning activities tended to be monotonous. Moreover, there was low interaction among the English teacher and students in the process of teaching English. After the actions were implemented, some students tended to be active and enthusiastic in the process of teaching English. Their motivation became higher in learning English. They were also able to pronounce the words and mention some expressions. The English activities became interesting and the students were actively involved in English activities. In addition, interaction among students in the process of teaching English was good. They were given opportunities to share their ideas or opinion to the teacher or friends to achieve comprehension or understanding. In conclusion, after the actions were implemented, there was an improvement in students' English skills.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, I used qualitative method. In qualitative research, the researcher describe the events that became the center of attention without giving special treatment to the event (Asmani, 2011). This study is conducted as a case study, “in which the design focuses on a particular unit, programs and events, the aim is providing a detailed description of the units” (Richards, 2003, p.20). Similarly, Creswell (2007, p.73) “mentions that this design enables the researcher to understand an issue or problem using the case as a specific illustration”.

In addition Mack (2005) states that descriptive research aimed at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. Additionally, as the study is trying to explore how the teachers prepare the lessons to be conducted in the classroom, including their considerations in selecting materials, learning activities and assessment procedures for the students. The framework of descriptive qualitative research were collecting the data, analyzing them and drawing a conclusion based on the data only.

B. Participants

Milan in Ningrum (2009) states that research subject is an individual who participates in a research study or someone from whom data are collected. The subject of this research is English teachers who are teaching English at SMP 6 Banda Aceh. There were 6 participants will be interviewed to gain the data. The subject is appropriate with the research's goal.

C. Technique of Data Collection

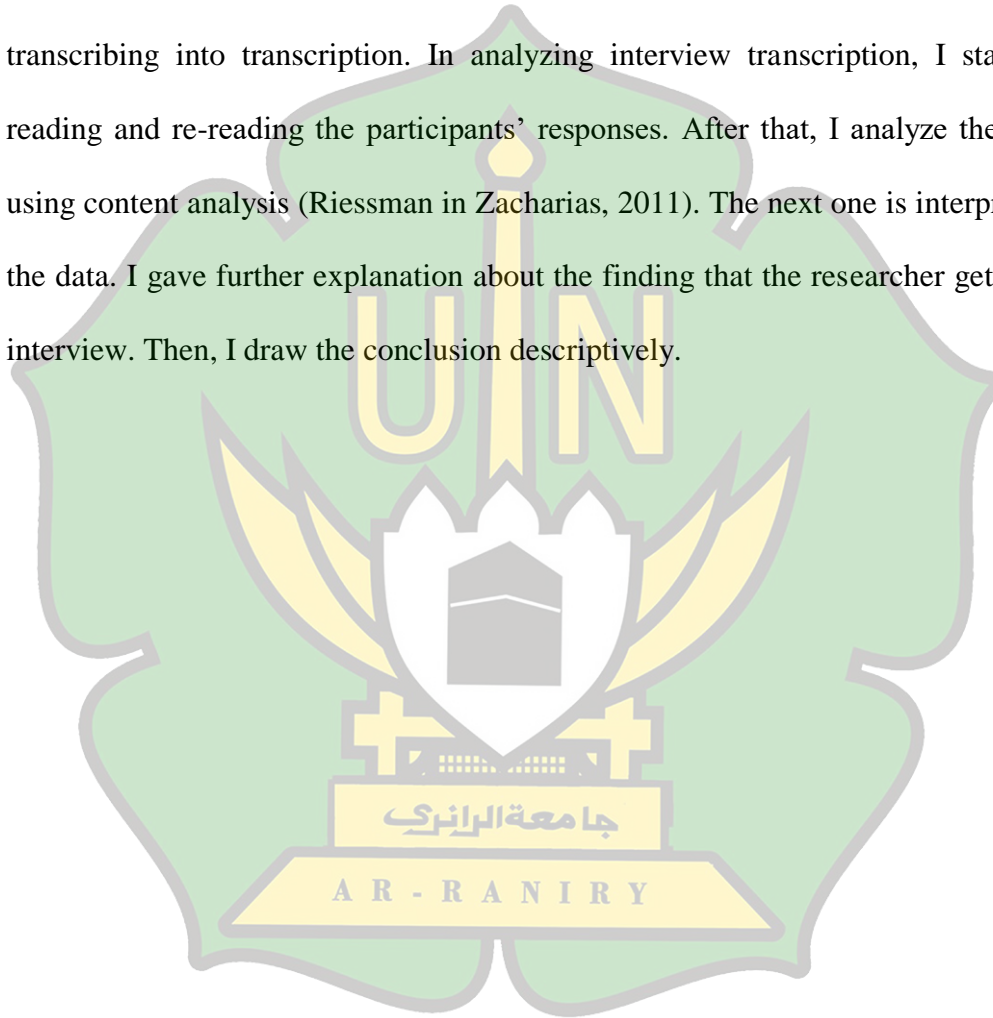
The method in this study was interview with the six participants. Hancock and Algozzine (2006) stated that interviews are frequently used in case study research. The interviews in this study are conducted as in-depth interviews. In this research, the interview was conducted to gain the information on the used classroom language in teaching.

In addition, I used semi-structured interviews. It consisted of a series of questions designed to obtain specific answers from respondents (Fraenkel, 2012). It is considered the most suitable format for learning about teacher perceptions because the questions are more flexible, (Merriam in Badriah, 2013). Before the interview, the teacher is given a list of questions to be discussed. According to Kvale & Dawson in Badriah (2013), interviews were done by asking questions verbally, speaking in Bahasa Indonesia to provide unlimited responses of English teachers. Interviews were recorded to obtain information about classroom language used by the teacher, Audio-taping is required in this study to avoid losing important information provided by the participants, as suggested by

(Creswell, 2007). Data from the interview will be presented and discussed in Chapter 4.

D. Technique of Data Analysis

In analyzing the data, I listen to the recording of interview, then transcribing into transcription. In analyzing interview transcription, I start by reading and re-reading the participants' responses. After that, I analyze the data using content analysis (Riessman in Zacharias, 2011). The next one is interpreting the data. I gave further explanation about the finding that the researcher get from interview. Then, I draw the conclusion descriptively.



CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

After analyzing the collected data about teachers' classroom language in the teaching English, the researcher categorized the data into interaction between the teacher and the students. There are 3 focuses category, there were; (1) interaction in pre-teaching which was further divided into four, namely greeting activity, asking students' condition, checking students' attendance activity, and telling the materials that would be learnt by the students in the meeting; (2) interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students to learn the material; and (3) interaction in post-teaching which was further divided into two, namely motivating or asking the students to study and ending the lesson.

This interaction between the teacher and the students happened in the whole class. The condition when teaching and learning in the bilingual class was very interactive; all of the students were very enthusiastic to answer the teacher's questions.

1. Interaction in pre-teaching

Interactions in pre-teaching are interaction that happens when the teacher starts the lesson. Usually, it is done to get the students' attention to the lesson. There are some activities in pre-teaching, namely; greeting

activity, asking student's condition, checking students' attendance activity, and telling the materials that will be learnt by the students in the meeting.

a. Greeting activities

In the English teaching and learning process, the interaction between the teacher and the students in the whole class usually began when the teacher greeted them in the beginning of learning activities. It had been the teacher's habit to use English whenever she greeted the students. By doing this, she wanted to make the students accustomed to using the English expression. It is supported by the statement from teacher AA;

"Usually, for the opening of the class, I must use English. As; Good Morning, students. Depending on the time. "

Also, teacher AB answered that;

"For the opening of the class, as usual, use English to greet them, but it depends on the situation too"

b. Asking the students' conditions

Before starting the lesson, the teacher usually asked the student's condition at that time. It was very useful because it could make good psychological relationship between the teacher and the students. Teacher AC said that;

“yes, of course, for the opening like greeting them and asking how they are in English. To get used to them too”

2. Interaction in whilst-teaching

Interaction in whilst-teaching means interaction that happens in the process of teaching and learning. The interaction in whilst-teaching was divided into two; rewarding the students activity and helping the students to learn the material activity.

a. Discussing the material activity

The interaction in discussing the material between the teacher and the student happens when the teacher asked a student to translate the materials or the task into Bahasa Indonesia. It aims to increase the students' language vocabulary through the language teaching and learning process. Students could improve their vocabulary while they were getting new knowledge from the teacher. The students could also receive and improve their language vocabulary while they were joining the learning activities. the teacher AD added that;

“there are some children who have good language skills. Sometimes I ask for help translating lesson instructions into Indonesian. If it doesn't work, sometimes I invite classmates to translate the sentence.”

From the description above, the interaction between the teacher and the student happens in discussing the material and focusing on the

evaluation in translating the meaning of the text into Bahasa Indonesia. The teacher called on one student to answer and to translate the meaning. It can increase the student language vocabulary.

b. Rewarding the students activity

In whilst-teaching, the teacher gives a reward to the students in the teaching and learning process. It is very useful to improve the interaction. Usually the teacher gives reward to the students when they can answer the teacher's questions correctly or they can do the exercise correctly. The teacher AD added;

“oh yes, often give praise to them, if they want to ask, answer, yes I give rewards like; thankyou, good job, nice, and others. The usual thing.”

By giving the reward to the students, it can improve the self-confidence to try to answer the question. Without choosing a particular student to answer the teacher's questions, most of the students would compete to answer. The students were very enthusiastic in the teaching and learning process.

c. Helping the students learn the material activity

The teacher usually helps the students to understand what she wants if there are some students who cannot joined the class during the teaching and learning process. The teacher helped the students by giving some clues of words to understand or to answer the task. The

teacher also helped the students when they could not understand some of the materials that the teacher explained. When there was a student asking something that he or she could not understand it, the teacher usually explained it again to all of the students until they could understand that. The teacher AB answered that;

“If there are students who do not understand their assignments, I will explain them back to the class. However, the language I use is Indonesian. If you use English, your children will not understand. We're tired again”

Sometimes the teacher also used two languages to make the students understand some words that the teacher used more easily. For example, when the teacher asked something in English but the students could not answer it, the teacher would ask again in Bahasa Indonesia. Meanwhile, the teacher AC stated that;

“Because many children don't understand when I explain assignments in English so I usually use Indonesian to explain learning instructions. So that the children didn't get confused, so I continued to explain in Indonesian.”

From the result interview above, it was clear that the teacher usually helped the students when they got problem in understanding or doing something.

3. Interaction in post-teaching

Interaction in post-teaching means interaction that happens in the end of the lesson. Interaction in post-teaching was divided into two activities, namely motivating to study and ending the lesson.

a. Motivating or asking the students to study

The teacher usually motivated the students to study again at home after school in post teaching. It gave a positive effect to the teacher and students relationship. By motivating the students, it made the students feel happy because the teacher cares about them. The teacher also gave support to the students when they would get the examination. It was very useful to students in order to assure the students and to give them the spirit to study for the examination. the teacher cares about them. The teacher AB added;

“if there is love motivation like “good luck” something like that. Then there is something like don't forget to study at home 'so that the children get used to it with sentences like that”

b. Ending the lesson

In ending the lesson, the teacher usually says “good bye” to the students. It made the students attractive and very enthusiastic, not only in the beginning of lesson but also in the end of the lesson. The teacher AD said that:

“The same is also like the opening, for the greeting and farewell sentences at the end of the learner, you can use English. The problem is the children also understand these short sentences. So we just have to do it.”

B. Discussion

From the findings, it can be seen that the classroom language between the teacher and the students happens during teaching and learning process. For example, when the teacher greeting the students. In the beginning of the lesson, the teacher asked some questions to the students. The teacher's key questions addressed to the whole class. The students were enthusiastic on responding to the teacher's questions. When the teacher asked the students some questions, they could answer the questions. This circumstance reflected that the students paid attention to the teacher and learning activity in the classroom. The interaction between the teacher and the students in the bilingual class also happens in question and answer activities. The question and answer activities had several objectives. These activities were aimed at leading the students to the topic of the lesson, gaining the students' concentration from the beginning of the lesson, activating the student during the teaching and learning process, expressing what was in the students' mind verbally, reflecting the students' inquiries and needs for further information, and motivating the students to be critical thinking learners. This finding similar with Sari (2018) found in her study that the dominant interaction pattern is teacher-student with one way traffic interaction, while the dominant interaction characteristic is the cross content.

Moreover, during the teaching and learning process, the teacher uses a lot of expression words, the use of this expression was to introduce various kinds of expressions that can be used by the students according to the required context. Then the teacher also used two languages in translating meanings and commands during the teaching and learning process. This is done by the teacher to convey information to students so that the students do not misunderstand the orders. However, in translating commands, the teacher used strategies; speak slowly and modifying vocabulary. The teacher speak slowly when she pronounced the words and tried to modified with familiar vocab. The classroom language that is carried out by the teacher serves to convey information as needed and to teach students the use of words according to the context. When the teacher uses classroom language, students understand better. However this result was different with the finding of Febriansyah (2014) reported that there were some problems occurring in implementing the actions related to students' motivation and learning activities in cycle I. Some students tended to be passive and bored in English activities. They lacked motivation in learning English. Besides, they did not pronounce the words or expressions and did not understand the meaning of some difficult words.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the research on exploring teacher classroom language in the class had been discussed in chapter 4. Then, it can be concluded that the teachers used classroom language in the classroom. The strategies used by the teacher were speak slowly, modifying vocabulary, and using context. The function of using classroom language for teachers is to facilitate them in explaining and delivering material during the teaching and learning process. If the teacher delivers the material so quickly, the students will be passive because they did not understand, therefore classroom language is needed. Apart from this, the use of classroom language also functions as language teaching according to the context, such as the use of word expressions. So that students can use English in accordance with the required context. The teacher can improve the quality of teaching and learning process through interactions. When the interaction has a high quality, it is very possible that the process of effective and efficient English teaching and learning will appear. Such an English teaching and learning process may support the quality of students' learning achievement.

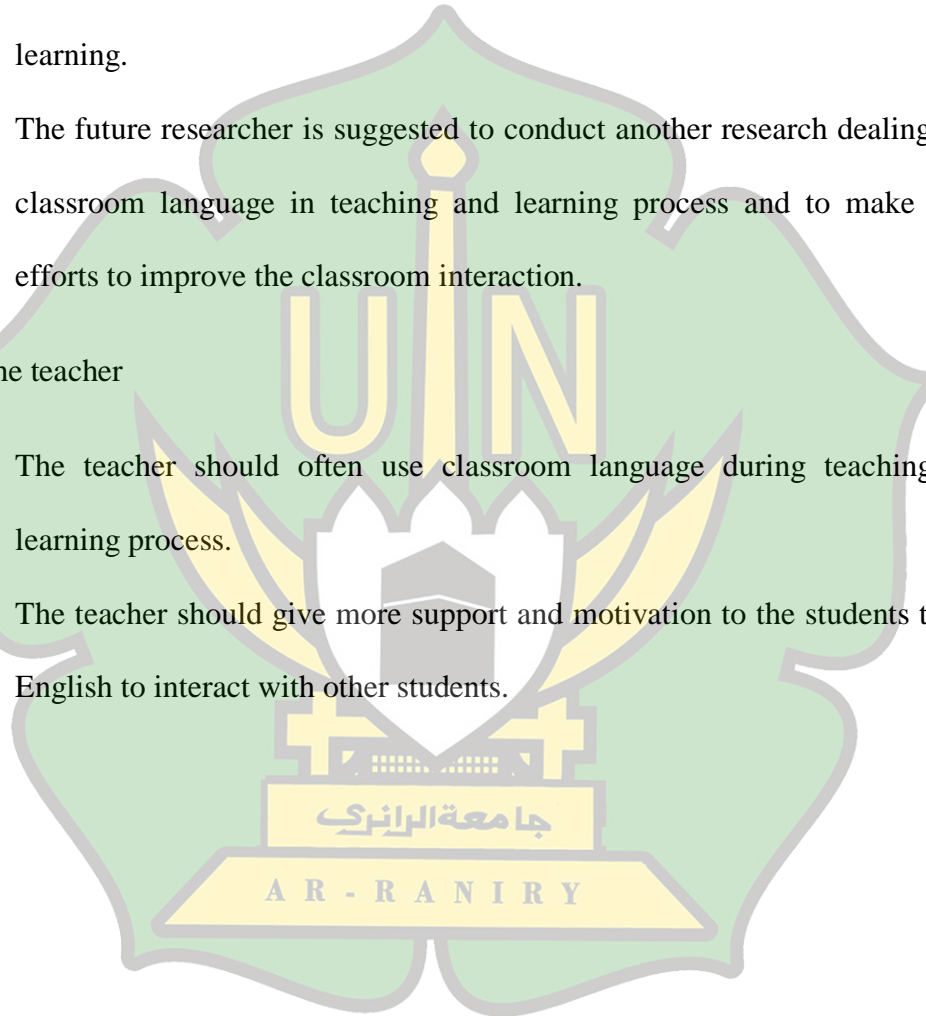
B. Suggestion

To other researchers

1. The future researcher is expected to find the new theories for accommodating in classroom language analysis in English teaching and learning.
2. The future researcher is suggested to conduct another research dealing with classroom language in teaching and learning process and to make some efforts to improve the classroom interaction.

To the teacher

1. The teacher should often use classroom language during teaching and learning process.
2. The teacher should give more support and motivation to the students to use English to interact with other students.



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