

**CLASSROOM LANGUAGE
IMPLEMENTED BY ENGLISH TEACHERS
AT SMA ISLAM TA'ALLUMUL HUDA**

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Abstract

This study is aimed to describe the implementation of classroom language used by English teachers in SMA Islam Ta'allumul Huda Bumiayu, which is based on: classroom chronological order and language functions. In this research, the writers use descriptive qualitative method. The techniques of data collection in this study are observation, interview, and documentation. The writers use data reduction, data display and data conclusion to analyse the data. The findings show that the

implementation of classroom language used by the English teacher runs well. Both English teachers reveal that the students of language and science are more active in the use of classroom language than the students of social. The students of language and science know the classroom language mentioned by two English teachers directly, while the students of social need repetition so they know classroom language said by the English teachers. Furthermore, the English teachers should be more active in giving stimulus to the students of social, so they know what the teachers say and become active in every classroom activity.

Keywords: classroom language, English teachers, chronological order, language function

A. Introduction

Classroom language used by the English teachers is to produce a good communication between teacher with students and student with other students in teaching and learning process which will make easier for students to do some activities given by the teachers. The English teachers who apply classroom language will be easier to carry out their teaching in the classroom through giving instructions, organizations, explanations, and interrogations to the students, so that the class is going to work effectively and systematically.

As we know, not all English teachers implement classroom language in their teaching and learning process. It depends on their competence itself. Nevertheless, English teachers at SMA Islam Ta'allmul Huda Bumiayu always implement classroom language in teaching and learning process. Especially, the English teachers always use classroom language

based on its chronological order and its language function.

Therefore, the research questions are: how is classroom language implemented by English teachers based on its chronological order? And how is classroom language is implemented by English teachers based on its language function?

B. Literature Review

The writer presents the language of social interaction, classroom language, chronological order, and language functions.

1. The Language of Social Interaction

Salaberri (1995: 19-33) states that language contains socio-cultural aspects which have to be learnt in the same way as any other type of aspect. It is important to encourage good relationship, not only from a teaching point of view, but also from social and personal perspective. In addition, the classroom constitutes a learning context which is common to the whole class and so it is important that it becomes a microcosm of life outside school with the same patterns of interaction.

He adds that incorporating the situation into daily classroom life can bring the following benefits: the input given to the class contains examples of natural social interaction, the learners can experience new patterns of social interaction in a direct way, and the language of the classroom becomes closer to the language of daily life outside school and to personal interaction.

2. Classroom Language

Bilash (2009: 6) states that classroom language is the routine language that is used on a regular basis in classroom. This is the 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 the language. She adds, when reviewing a day in the classroom, one of the most frequent ways that language is used is in the daily routines; these are referred to as classroom language. Teachers can take the opportunity of these daily routines to maximize their target language use and promote its use by students.

3. Chronological Order

Carroll in Hughes (1990: 7) says that classroom situations and procedures are generally quite concrete, which means that most classroom phrase has a very clear situational link. This fact should allow the teacher to vary the form of instructions given as part of the learning process. The writers will talk about the language based on chronological order. It consists of opening, main activity, and ending.

a. Opening the Class

It is divided into: greeting, transition to work, absences, and lateness. Based on Pardiyo (2010: 1), one of things that teacher does in opening the class is likely serving appetizer to build up desire to eat. There are two important things in learning process to open the class. They are greeting and checking the attendance.

b. Main Activity

There are many options, different situation, and activities in main activity; the language used will vary according to the context. Pardiyo (2010: 9) offers before entering the main activity, teacher should manage the condition of class, including students necessary to do and important things

from the teacher in order to say what the students should do.

c. Ending the Class

According to Pardiyono (2010: 7), ending the class covers conducting repetition of the courses, giving quiz, asking question orally and spontaneously, correcting, and concluding.

4. Language Functions

According to Hughes (1990: 09-11), there are four language functions related to classroom management which have been grouped under key headings and express in terms of what the teacher should be able to do. They are organization, interrogation, explanation, and interaction.

a. Organization

The language of organizing is used to direct and to manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing and supervision.

b. Interrogation

The language of interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students. It also becomes important as a trigger to stimulate active continuing conversation between the teacher and his/her students. It can include asking question, and replying to question.

c. Explanation

The language of explaining is used in the occasions where a teacher needs to make his/her students translate, paraphrase, summarize, define, or make correction. For the teacher, it is a language to give information related to people, places and events, or a verbal

commentary accompanying pictures, slides and films.

d. Interaction

The language of interacting here is mostly about the use of expressions to:

- 1) Maintain social relations such as greeting, leaving, apologizing, thanking, congratulating, etc.
- 2) Indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment, etc.

C. Method of Investigation

In this research, the writers use descriptive qualitative method. The aim of this study is to describe the implementation of classroom language used by English teachers. The source of the data is taken from two English teachers which focus on classroom language used by the English teachers. Technique of data collection is carried out from observation, interview, and documentation. The writers use techniques of data analysis: data reduction, data display, and drawing conclusion.

D. Findings and Discussion

SMA Islam Ta'allumul Huda Bumiayu is senior high school located at JL. K.H. Ahmad Dahlan No. 99 Kalierang, Bumiayu. It has two English teachers; they are Neneng Kartini S.Pd and Nova Atulliha S.Pd. Neneng Kartini graduated from Muhammadiyah University of Purwokerto. She teaches the tenth grade students of science, social, compulsory language and the eleventh grade students of specification language. Meanwhile, Nova Atulliha graduated from STKIP Islam Bumiayu. She teaches the eleventh grade students of science, social and

compulsory language and the tenth grade students of specification language.

Mrs. Neneng says that classroom language is English language to communicate with the students in every classroom activities. She assumes chronological order implemented referred to lesson plan so the objectives of the learning can be achieved well and the best learning outcome can be produced. She always implements classroom language in the opening until ending of the lesson. She says that she is English teacher and she has to use English to communicate with her students. Classroom language is used in explanation, organization, interaction, and interrogation to the students. The students' enthusiasm is good. However, she has to apply different treatment to social students and be more active to motivate the students to communicate in English.

Meanwhile, Mrs. Atulliha says that classroom language is phrases that are used by English teacher during classroom activities from beginning until ending of the lesson. She adds classroom chronological order is learning process from opening until ending and if she implements classroom chronological order well, so the objectives of the study will be achieved well and some activities will be done effectively. Furthermore, she always communicates with her students in English. In social class case she mixes Indonesian with English while teaching. This means that enthusiasm of students depends on the class program.

Besides, the writers take some documentation related to this study to complete the data including school profile and pictures during interview and observation to the English teachers in SMA Islam Ta'allumul Huda Bumiayu.

At tenth grade of language specification class, opening activity is done by interaction between Mrs. Atulliha and the students. The teacher uses classroom language that can be understood easily by the students so it can enhance the spirit of the students in learning activities. Based on the observation, Mrs. Atulliha more often uses the classroom language on interacting and organization than in explaining and interrogating. In the main activity, she more often uses classroom language in interrogating. In the ending of the lesson, she makes interaction, interrogation, and organization. She guides the students to make conclusion of the lesson, then asks some students to give opinion about the song. In the last, Mrs. Atulliha delivers the material that will be discussed on the next meeting.

Based on the observation conducted at the tenth grade of compulsory language class on Sunday, May 14th 2017, the teacher is Mrs. Neneng Kartini S.Pd with the material recount text meeting three. The observation shows that she often uses classroom language in interaction. It is aimed the teacher can build the students' motivation in the beginning of the lesson. Regarding on the observation, the teacher more often implements classroom language in the organization. She asks the students to re-analyze social function, text structure, and grammatical features of recount text then discuss together. In ending of the lesson the teacher reviews the result of learning, makes a conclusion of three previous meetings about recount text, then she asks the students to give opinion about learning done by question and answer session. In addition, she gives individual task for the students to make a recount text, and the last she delivers lesson plan for the next meeting.

At eleventh grade of compulsory language class, in opening the lesson, Mrs. Atulliha more often implements classroom language in interaction. In the main activity she most often implements classroom language in organization. She shows slides of presentation about biography text. Then she organizes the students to look at the example of biography text. She mentions some words contained in biography text then organizes the students to repeat the words. Furthermore, she asks the students to analyze the main idea and some specific information from the biography text used. In the ending of the lesson, Mrs. Atulliha most often implements classroom language in organization. She guides the students to make conclusion of the lesson about biography text, then she gives the task to read biography text of public figure. After that the students delivers the important and specific information of biography text on the next meeting. The last she delivers the title of material that will be discussed on the next meeting.

At the eleventh grade students of social 1, in opening the lesson, Mrs. Atulliha more often implements classroom language in interaction. She makes an interaction with the students aimed to keep their spirit in learning process. In the main activity she asks the students to read example of analytical exposition text on book, then find out the main idea also persuasive sentence on the text. In addition, the teacher gives chance to the students to deliver questions about analytical exposition and the usage of persuasive sentences. Then she gives some examples of analytical exposition to students so that they can analyze the persuasive sentences used in the text. In ending the lesson, she implements some activities, which are reviewing the material, question-answer session, and giving the task. While doing some

activities described before, she implements organization to the students such as when she gives the students chance to deliver questions, gives the task to students and gives chance to students to make a conclusion about the material that had been done.

E. Conclusion

The implementation of classroom language used by the English teachers in SMA Islam Ta'allumul Huda Bumiayu runs well and the teachers achieve the objectives of the learning. Classroom chronological order includes the opening, main activity, and ending of the lesson. In addition, classroom language functions comprise interaction, interrogation, explanation, and organization.

The teachers always use classroom language to communicate with their students in every classroom activity. For the teachers, classroom language makes teaching and learning easier to communicate with the students. They can deliver instruction clearly in every classroom activities, manage classroom activities, improve the students' speaking skill, and reach the purpose of learning effectively and systematically.

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