

## LANGUAGE USE IN THE ENGLISH CLASSROOM

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### ABSTRAK

*Tujuan utama dari artikel ini adalah untuk mengembangkan pengetahuan pada penggunaan bahasa di kelas bahasa Inggris oleh guru asing. Bagaimana penggunaan bahasa di kelas bahasa Inggris oleh guru asing? Ini adalah salah satu pertanyaan penelitian yang dieksplorasi pada penelitian ini. Penelitian ini menggunakan metode kualitatif studi kasus sebagai koleksi data. Selain itu, ada observasi yang memiliki tujuh pertanyaan yang akan digunakan sebagai penelitian. Penulis mengambil informasi di Sekolah Santiwit karena sekolah tersebut mempekerjakan guru asing sebagai guru bahasa Inggris di kelas. Selain itu, penemuan penelitian adalah pengajaran bahasa Inggris di kelas menggunakan bahasa Inggris karena itu membuat murid meningkatkan kemampuannya dalam bahasa Inggris. Namun, bahasa pertama murid juga penting dalam bahasa intruksi kepada siswa.*

**Kata kunci:** *Penggunaan bahasa, kelas bahasa Inggris.*

### ABSTRACT

The main objective of this paper was to develop the knowledge of language use in the English classroom for foreign teacher. How is the language use in the English classroom by a foreign teacher? This is one of the research question explored in this paper. The study adopts the case study as a method for data collection. Therefore, an observation contains seven questions used as a structured form of observation. The researcher used information gained from the classroom observations in Santiwit School because that school is one of use English almost exclusively in classroom interaction. The findings suggest that English should be used in teaching English as a foreign language because it makes the students become high level in English. However, first language's student is an important also in instruction of language for the learners.

**Keyword:** *Language use, English classroom.*

### INTRODUCTION

In this era, many students try to learn FL (Foreign Language). Language is one of the important things for human. Language can make people do interaction, communication, and relation to each other. There are several kinds of language such as verbal language and nonverbal language. Besides, every country has their own language, such as in Thailand there are Thai, Isan, Malay, Khmer, and Shan. Thailand society usually uses those languages as mother tongue such as in Southern Thailand use Malay as their mother tongue. Besides, their first language

is Thai. However, the students should learn foreign language because it can make impact for our life, exactly in business field, economy field even in education. English is one of the favorite languages which are they choose. English has its own language level in Southern Thailand as a foreign language.

As a result, in this study, the researcher tries to investigate in depth the shortcoming of the previous study. The researcher attempts to probe the language use in the Elementary School.

According to Richards and Lockhart (1996) the nature of this interaction and how

teachers can influence the kind of interaction that occurs in their own classroom. Because foreign language is more difficult than mother language, then the teachers should know appropriate technique to teach the students during teaching and learning process in the classroom. Therefore, this study improves the knowledge of language use.

The researcher analyzes language use in Santiwit School at Southern Thailand. The main of research question was asked: How is the language use in classroom interaction by a foreign teacher? Besides, the purposes of study are to describe the teachers' and the learners' language used in the foreign language classroom and to purpose strategy for the exploitation of classroom language use for developing learners' skills.

Richards & Lockhart (1996) reported that language teachers use many different kinds of approaches to teach, depend on their assumptions and beliefs about how students learn and on the kind of methodology that they believe best supports this learning process. The use of the language of a teacher in teaching a foreign language is very important for students to understand their material and instructions conveyed by a teacher during the learning process foreign language. It has the aims to make the teacher communicative with the students in the classroom.

Mahmutoglu & Kicir (2013) found "the issue of whether language teachers should use the students' first language in their foreign language classroom has always been a controversial one" (p. 54). Besides, the teacher does not always use English in the classroom because it will make them confuse in understanding the material. According to Mahmutoglu & Kicir (2013) "teaching English through English as speaking and using English in the classroom as often as you possibly can" (p. 66).

The teachers could not teach the students with full English, but the teachers have to use their mother tongue when they are teaching in the classroom. According to Harmer (2007), "in young learner classrooms it is also very helpful if the children and their teacher can talk to each other using the children's home language" (p. 77). It has the aims to make interaction with the student and the teacher in order that the student more enjoy and interested in the subject and they did not feel boring when in

the classroom. Furthermore, the teacher should give an opportunity for the students using the target language during lessons because it is an important influence on their language development.

Nowadays, the teacher avoids relying on the use of the L1 in the classroom. Therefore, the teacher uses the English only movement method in teaching English as a foreign language. According to Snorradottir (2014), "The 'English only' movement was so strong that their tenets became common sense in the teaching of English" (p. 17). As demonstrated, the 'English only' movement method able to improve English knowledge the students and the students able to imitate like a native speaker. As a case in point, the teacher use the 'English Only' movement method in teaching English as a foreign language, it creates the better instruction in the classroom. An English native is the best teacher for students of English as a foreign language. Therefore, a teacher is better taught to use full English or the 'English Only' movement method in the classroom because if a teacher uses the first language in the same way the standards of English would drop.

In addition, Auerbach (1993) found "the more students are exposed and heard to English, the more quickly they will learn, internalize it and begin to think in English" (p. 5). As a result, the students will be forced to use and learn English in the classroom. On the other hand, it will become a habit of students without their knowing it.

However, the teachers use this way during lessons about 70% to 100% of instruction time. Besides, during teaching-learning process in classroom interactions, the teacher more likely to use L2 to students that students using L2 to teacher. Overall, Snorradottir (2014), "these studies suggest that L2 use differs from one classroom to another and that teachers generally value the importance of providing L2 input, but often fail to reach their goal L2 use" (p. 19).

The use of first language in classroom interaction is one of the ways to make the students understand in materials. Besides, Cerrah (n. d) mentioned "there are four main occasions which are the teachers to do: giving instruction, explaining meanings of words, explaining complex ideas, and explaining complex grammar points" (p. 2). The teacher gives instruction in first language when the students cannot

control the class. Then, the teacher use first language in the classroom in order that the students understand what the teacher said. Giving instruction in first language the students will save time and energy to student understanding and looking for the meaning in a dictionary. Besides, avoid failures in misunderstanding the teacher's language.

On the other hand, Mahmutoglu & Kicir (2013) provided extensive knowledge on where to use mother tongue in language classrooms:

1. Eliciting language (all levels).
2. Checking comprehension (all levels).
3. Giving instruction (early levels).
4. Co-operation among learners.
5. Discussion of classroom methodology (early levels).
6. Presentations and reinforcement of language (mainly early levels).

## METHOD

This method, researcher used a qualitative approach in frame of case study. In this study, the participant was an English teacher of Elementary School at Santiwit School. The teacher was teaching in the 3<sup>rd</sup> grade as the participant. The researcher chose Santiwit School because Santiwit School is hiring foreign teachers as the English teacher. Besides, the researcher chose 3<sup>rd</sup> grade because this class is more cooperative than other classes especially this is cross-cultural. Moreover, the participant from Indonesia.

An observation was devised to gain insight into the language use in classroom interaction by a foreign teacher, from the vantage point of their daily practice. The researcher took an observation by asking for help the research assistant to take a video in the class. Then, the researcher downloaded that video on YouTube.

## RESULT AND DISCUSSION

The researcher found that the teacher used English a lot than L1. Because the result of observation the teacher used more English than L1 and it was supported by the result of interview that the teacher reported 70% in English, 20% in Thai, and 10% in Malay.

Besides, the teacher used L1 when the teacher gave instruction in order that situation in the classroom conducive and quiet. The teacher used L1 to control the students and asked the students to keep quiet. This result supported by Mahmutoglu & Kicir (2013) reported that use mother tongue in language classroom when giving instruction. For instance, the teacher said "Nyiap" which means keep quiet. Because the students always shout out and walking in the classroom. Therefore, the teacher tried to control them in L1. Mahmutoglu & Kicir (2013) found "the issue of whether language teachers should use the students' first language in their foreign language classroom has always been a controversial one" (p. 54).

According to Mahmutoglu & Kicir (2013) "teaching English through English as speaking and using English in the classroom as often as you possibly can" (p. 66). The theory supported which outlined the third and fourth of observation and interview question were "does the teacher explain the meaning of words' in English?" and "Does the teacher explain the meaning of words' in the students' L1?" The teacher used English to explain the materials because in observation processed the researcher found the teacher deliver the materials by practice and speech. It means the teacher should explained in English to the students while practice. For instance, the teacher explained about the weather is cold then the teacher tried to practice with his hand. The teacher's hands across his hands then the teacher put the hand on the chest. Then, the students followed the teacher.

However, in interviewed the teacher said that the teacher sometimes used L1 when the students did not use English clearly. The teacher tried to made them understood with L1. According to Harmer (2007), "in young learner classrooms it is also very helpful if the children and their teacher can talk to each other using the children's home language" (p. 77). The teacher had to use L1 because the students still young learner. The students still habitual in L1 because their environment. However, the teacher used L1 when the teacher given instruction or controlled the students in order that the students understand about what the teacher said. Besides, the teacher said that the teacher used English, Thai, and Malay for instructional language. Almost all the

students understand Malay because they region is close to Malaysia. Besides, they used to speak in Malaysian language. As a result, the teacher used 70% in English, 20% in L1 (Thai), and 10% in Malay.

## CONCLUSION

The language use of classroom interaction in TEFL is an important to teacher who teaching English especially for foreign English teacher. The foreign English teacher should understand the situation in the classroom and knowing development of the students first. Besides, the teacher should give explaining the materials in English as possible as. The teacher used English during lesson all the time able the students move to the higher-level skills in English knowledge. Furthermore, the students will be used to using English in writing, speaking, listening and reading.

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