

CLASSROOM LANGUAGE EMPLOYED BY TEACHERS IN TEACHING EYL IN LUBUK LINGGAU

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Abstract

The objective of the research was to find out the classroom language used by the Primary teachers in EFL classroom. The sample of the research was 3 teachers in grade 2, 5 and 6 at Palm Kids Elementary School of Lubuklinggau. The samples were taken through non probability as the technique of sampling. The researcher used descriptive qualitative research and the data were collected by using observation, interview, and documentation (field note and video recording). The result revealed that Classroom Languages used by the English teachers' were: *Exclusive use of L1*, *Exclusive use of TL*, and *Use of L1 immediately followed by the equivalents in the other language*. In the other English teachers' responded towards are the classroom language used helping the students understood the meaning, made the students easier to understand the material, helped students to understand what English said, helped to explain the material more detail in teaching and learning process and made the students have to master English well.

Keyword: *Primary Teachers, Classroom language, Primary School.*

INTRODUCTION

In 2018, Indonesia generally and South Sumatra specifically are in Millenials era. Students do not only talk about globalization and economic but also interact with Digital or Internet and technology. In addition, students and parents also concern with education, cultures and moral. In Lubuklinggau city, Musi Rawas and Musi rawas utara, students can handle technology easily. Students can access handphone and Internet by using smarphone and laptop (personal computer) .

In digital era, English is one of officially language that used in all products of technology. To learn English in US and UK are different in Indonesia. In this country, English is not a compulsory subject but as a local content (Musthafa, 2010:1). Similarity, in Lubuklinggau English is not a majority language and students learn English as additional language or target language (Oktaviani and Fauzan, 2017: 2). In this side, the reseachers agree that English is importance to learn as target language in Lubuklinggau because English is needed to kids in Millenials era and to face brighter future.

Teaching English to young learners are different from teaching English to adult learners. Teaching English to children is not easy because they are still beginners. Before teaching, teacher should know about the characteristics of young learners. It will help the teacher to understand the children world. Some characteristics of young learners are children, they are easy to get bored, they have a short attention and concentration, they learn by doing, they talk manything, they ask question all the time, etc. It means that the teacher has to create fun question to stimulate students' attention to focus on the material. Additional words are teachers should have coomunication strategy and classroom language to communicate with the young learners, in order they can study the language skill (reading, writing, speaking, and listening) clearly. Teaching English through English, teaching English through L1 and L2 are also good for their understanding .Based on the information from the teacher that students in

PALM KIDS Primary School Lubuklinggau use Bahasa Indonesia as L1 and English as TL. First Language (L1) is they are assumed to be languages which are acquired during early childhood (Saville and Troike, 2006). And Target Language (TL) is one not widely used in the learner's immediate social context which might be used for future traveler or other cross cultural communication situation or studied, but with no immediate or necessary practical application (Saville and Troike, 2006).

According to Ellis (1989: 34), there are three scopes and sequence of language arts that teachers should use and teach they are: language basics, language for daily use and vocabulary skills. Communication strategies are systematic attempts to express meaning in the target language in which the speaker must attend to both the form of language (structure) and the function of language (purpose). And classroom language in this research means English is the communicative medium choice often they only the option (Seidlhofer, 2011:7 cited in Illes and Akcan,2016:3)

In this research, the reseachers want to analyze the classroom language used by the English teacher in teaching EYL in Elementary school of Lubuklinggau. The reseacher wants to know the kinds of the classrooms languages that used by the teachers in elementary school or teacher of English for young learner. Moreover, the writer is going to investigate classroom language used by local English teacher who teaches in elementary school (EYL).

RESEARCH METHOD

Research procedure is a research plan and design in such kind of a way that the researcher will get the answer to the problem formulated stated. According to Harmer (2007:113), research design is the specific method a researcher uses to collect, analyze, and interpret data. This research categorize descriptive qualitative method. Since, it involve the collection of data for purpose of describing the existing conditions. This research conducted on July until August 2018. The researcher conducted this research at the library of STKIP-PGRI Lubuklinggau and Palm Kids School for several months. The research took place in Palm Kids because English teachers used by English in teaching learning activities in classroom and if other primary school English teachers did not used by English. Therefore, the researcher had to collect some references to support this research.

The researcher was used descriptive qualitative research in conducting the research. According to Latief (2014:75), qualitative research is a process of inquire aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs.

According to Fraenkel & Wallen (2009:422), qualitative research is research studies that investigate the quality of relationship, activities, situations or materials. In this research, the researcher was used descriptive qualitative research because this research was not collecting the numerical data. The data is collected in the form of words and data collected were the subject's experience to communicate when in teaching learning in classroom. The researcher only discussed and analyzed English Teachers' classroom language used by the teachers of Palm Kids School. The researcher collected the information several time, although the time it was be took to collect all of the data may take in classroom.

Subject of the Research

The subject in this research is the English teachers of *Palm Kids School*. Subject is the person, place, thing or idea that is doing or being something (Frankel & Wallen, 2009:299). Indonesian young learners are elementary schools students between 6 to 12 years old children. They are divided into two groups, younger group (6 to 8 years old) and older group (9 to 12 years old). Whereas, based on level, they are called *Lower Classes*, the students of

grade 1, 2 and 3 and *Upper Classes*, the students of grade 4, 5 and 6(Suyanto2008:15). So, This research will use the subject are *Lower Classes* and *Upper Classes*English teachers. *Lower classes* are the students of grade 1,2, and 3 and *Upper classes*, the students of grade 4,5,and 6 at primary school of Palm Kids School.

Table 1
Subject of the Research

No	Subject of English Teachers	Total
1	Grade 1	1
2	Grade 2	1
3	Grade 3	1
4	Grade 4	1
5	Grade 5	1
6	Grade 6	1
	Total	6

Source: Primary English teachers of Palm Kids School

In this research, the researcher used non probability as the technique of sampling. According to Sugiyono (2015:141-142), nonprobability sampling is the technique of sampling that do not provide equal or opportunities for each elements of the population to select a sample. This technique of sampling through systematic sampling, quota sampling, insidental sampling, purposive sampling, saturate sampling and snowball sampling. The reseacher used purposive sampling as technique sampling. Because of the depth and extent of the information sought in qualitative studies, purposive sampling are typically small.

Fraenkel & Wallen (2009:99), stated that purposive sampling is different form convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In addition, (Sugiyono, 2015:144) state that, purposive sampling is technique sampling of source the data with certain considerations.

Based on the technique of sampling above, from the subject there were 6 English teachers. They were grade 1 until 6. The researcher took three (3) teachers as the subject because the researcher was selected based on their educational background. Based on six (6) teachers, only three (3) teachers to grade 2, 5, and 6 who have Bachelor's Degree of English Education background. And three (3) from six English teachers who have not English education but agricultural, math and Indonesia education. In conclusion, purposive sampling used in this research was based on researcher's need.

FINDINGS AND DISCUSSION

This research was taken from observation, interview and documentation (field note and video recording) in Palm Kids School. Observation is the process of collecting data indicating the success of the strategy in solving the classroom problems (Latief, 2014:149). Meanwhile, Based on Frankel & Wallen (2009:445), interview is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained

through observation. Then, documentation is daily field note in form text, picture, sketch, video and many others (Sugiyono, 2010:240).

Based on the instruments above, the researcher found out classroom languages used by the English teachers. The following table was showed the result of observation, interview and documentation (field note and video recording).

a) Classroom Languages Used by the English Teachers of Palm Kids School
Table. 2
Classroom Languages that Used by the English Teachers'

Name of the English teachers ,	Grade	Classroom Language	Example of Classroom Language
1. X	(2 nd)	<i>Use of L1 immediately followed by the equivalents in the other language</i>	X: Ssstt.. role number two, three <i>lihatini</i> tree if more than one that gues or not S : There are X:Pencil, eraser, there are many things, right?
		<i>b. Use of L1 immediately followed by the equivalents in the other language</i>	X:Class... no stop. <i>Nah...</i> miss Ely say to miss Weni yes, to play paper. The paper in the book just you write important thing not playing
		<i>c. Exclusive use of TL</i>	X : So, you have to draw . Draw up to you, how many things, just fine is okay. But you use there is, there more than one it's okay , you use there are. Draw <i>the picture</i>
		<i>d Exclusive use of TL</i>	X: There are... Because, there are <i>five</i> pencils. It means more than one
		<i>e. Use of L1 immediately followed by the equivalents in the other language</i>	X : SarapanPagi, brush your teeth, kelvin S: Gosokgigi X: Role number two, gosokgigi. <i>Go to school?</i> Clara S: Balikkesekolah X : Go to school S : Pergikesekolah

- f. *Exclusive use of TL* X : Looked **page nine**, okay class...
 S : Yes
 X:Class...class...class
 S : Yes...yes...yes
- 2. Z**
- (5th) a. *Use of L1 immediately followed by the equivalents in the other language* Z : When the something happened it is means that **ketikagempaterjadisayedang** that is combination
- *Exclusive use of TL* Z : I think if you want be a singer?
 S : No
 Z : Why you don't want?
 S : Yes
 Z: I think speaker can full and imposible because **the music et et.**
- f. *Exclusive use of TL* Z : Okay, no there is not
 Open your book please, **were your book** pages ten
 S : Miss eleven or ten
- 3. X**
- (6th) *Use of L1 immediately followed by the equivalents in the other language* X : For about **kira-kiraselama 9 tahun** read the next sentence, next sentence since again to don't speak
- Use of L1 immediately followed by the equivalents in the other language* X: Miss Ely give **the star** today
 S :Itu...
 X: Devis, please playing **the star**, right?
 S : Gakada
- c. *Exclusive use of TL* X : Okay, we will review the lesson yesterday.
What's difference since anf for?
 S : If for is time
- d. *Exclusive use of TL* X : You prepare one word in your book since page, start from page to vocabulary for. Four until twelve. You may choose **one** word

Based on the results of the instrument in the findings, it can be interpreted that the three English teachers in Palm Kids School who assumed that used three Classroom languages in teaching learning classroom activities. The result revealed that Classroom Languages used by the English teachers' were: *Exclusive use of L1*, *Exclusive use of TL*, and *Use of L1 immediately followed by the equivalents in the other language*. In the other English teachers' responded towards are the classroom language used helping the students understood the meaning, made the students easier to understood the material, helped students to understand what English said, helped to explain the material more detail in teaching and learning process and made the students have to master English well.

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Table.3
Total Languages

TEACHERS	CLASSROOM LANGUAGES		
	<i>EXC. L1</i>	<i>EXC. TL</i>	<i>Use of L1 immediately followed by the equivalents in the other language</i>
X	2	81	14
Y	0	38	4
Z	0	31	6

CONCLUSION

From the findings of the research that have been found and discussed, the reseracher can conclude that two English teachers in Three (3) classes of *Palm Kids School* did not use L1 in learning process in the classroom activities. Based on the results of the instruments, the researcher found that the used of Target Language (TL) or Foreign Language almost used by the three of theachers in order to make help the students faster understand in learning English especially in the classroom activities .

From the result of the instruments (observation, instrument and documentation), that are the answered by respondents in the observation, interview and documentation, the researcher foundout several reasons why Classroom Languages should be used by in English Teachersin EFL classroom for Primary School. The *first*, make the students learn English easily, the *second*, help the students understand the meaning, the *third*, help remind the students about the material, The *fourth*, stimulus the student can understand and be active in the class, and the *last*, the students can speak English well.

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