



Original Research Article

## Senior High School EFL Teacher and Students' Use of Classroom Language

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### ABSTRACT

This research was about the analysis of EFL teacher and students in using classroom language. The aim of this study was to find the errors in using classroom language. A descriptive research was used in this research. The samples of this research were an English teacher and science class students of a state senior high school. The researchers collected the data by using field note and voice recording. Then, the data findings were analyzed in using four steps. They are: identifying error, describing error, explaining error, and error evaluation. While data collection techniques were coding, revision, final coding, and result. From the result of the research, the researchers concluded that the errors found from respondents could be classified as local errors. It implies that those errors only affect a single element of sentence, but do not prevent a message from being hard.

**Keywords:** classroom language; EFL teacher and students; senior high school level

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### 1. Introduction

Communication is transferring idea by people to other people, or speaker to audience. It needs conductor which is called as language. It means if there is no language, there will be no communication. Indeed, language is very important. Communication refers to as the process of transmitting information and common understanding from one person to another (Keyton, 2011 in (Lunenburg, 2011)). Communication and language are related to each other. The use of language is influenced by process of communication. The purpose of communication is to share the ideas and feelings in a mood of mutuality (Dale, 1969). Communication is the most fundamental activity in an organization and it is

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the base of all the functions of an organization (Bavelas & Barret, 1951) in Cacciattolo (2015). It is like while teachers explain some materials to students, it should be easy to be understood by students. That is why the use of classroom language by the teacher should be understandable in order to make successful communication.

The teacher in classroom is a play director. He should handle the class well. Many things that teacher should do in class is giving instruction, advising, banning, giving feedback, and so forth. Instruction is the most frequent one. Such a kind of instruction is like doing exercise, reading the materials, coming forward in front of the class, etc.

The quality of English language teaching in the classroom influences the success of English language learning in schools (Cook, 2000) in Marwan (2014). That is why in the English class, teacher and students are suggested to use English as often as possible. The ways teachers talk and interact with students are one of the main factors that in apart to the quality of English.

Classroom language or often referred to as teacher talk is generally understood as “the language typically used by foreign language teachers in process of teaching” (Szendril, 2010) in Marwan (2014). It is such a kind of language that is used by teachers to communicate with students in the class. Therefore, teacher must be able to properly use the classroom language in order to make successful interaction with students in the class.

Voss (1984) believes that Classroom Language means the kind of language used by teacher and pupils to conduct classroom business, e.g. to set up groups for group work, to distribute material, to organize activities, to tell a pupil off, to focus attention into particular teaching point, to ask for further clarification or for repetition, to bid for the floor, to express joy or regret over something that has just happened in the classroom. One of classroom language that is often used by the teacher is giving instruction. Teacher should be able to simplify the instruction. The aim of doing this is to ensure that learners, particularly those at beginning stage of their English study, can follow teachers’ instruction clearly (Holland & Shortall, 2000) in Marwan (2014). In other words, teacher should not make instruction complicated. Of course, teacher should use language that perhaps students easily understand.

Teachers, for instance, can simplify their instruction through “A simplification of speech in terms of grammar and vocabulary, exaggerated pronunciation, a slower pace of talk, self-repetition and more frequent and longer pauses” (Chaudron, 2010) in Marwan (2014). Thus, teacher should consider their talking in order to make the instruction understandable clearly. As the result, students’ errors in using English then will not be found a lot. Error is noticeable deviation from adult grammar of native speaker, reflecting the interlanguage competence of learner (Brown, 2000) in Fang and Mei (2007). It reflects gaps in a learner’s knowledge. They occur because the learner does not know what is correct (Ellis, 1997). In short, it is the wrong sentence used by the learner in utilizing language.

### **State Senior High School EFL Teacher and Students' Use of Classroom Language**

When having a school teaching practice while having an observation, the researchers found that teacher’s classroom language affected the students’ classroom language as well. The way teachers spoke always effected students’ speaking. As we know, students always imitate what the teachers do. If teachers tend to use English in their teaching learning process, the students will engage to speak the same language. At least, the teachers’ speaking should be as good as possible to make students motivated then imitate as their teachers speak.

There were some related previous studies found and read by the reserachers. The first study was conducted by Sari (2016) entitled “Error in using English as classroom language committed by the ICT teacher of SMP Negeri 2 Semarang”. She analyzed the error of ICT teachers in using English as classroom language. The school observed was International Standard School (SBI) that was required to be able to communicate in English. The researcher observed the Information and Communication (ICT) teachers that did not have English mastery basically. She tried to show the facts found on her observation then gave a brief explanation about the problems that got in the research.

The second study is from the journal article written by Marwan (2014) who observed whether teacher who got classroom language training had given positive changes or not. In the research, the participants are mainly English teachers at elementary, junior, and senior high school in a number of cities in Indonesia. The third study is from an article by Yulia (2013). This research described teaching challenges critically in Indonesia. She

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stated that Indonesia students need motivation from the teacher in using English in the classroom.

Overall, those studies described simply by the researchers is to ensure that this research is different from those previous studies. This research focuses on teachers' and students' classroom language in English class of senior high school. The researchers only analyzed the errors in using classroom language by teachers and students. Those items are not found in the previous researches.

Therefore, reflecting the theories, observation, and even the previous studies, the researchers then finally gave an effort to find errors in the use of classroom language by teacher and the students of senior high school.

## **2. Methods**

The researcher used descriptive method. It means the data is described qualitatively. As stated by Denzim and Lincoln (1987) in Moleong (2016), qualitative research refers to research which used scientific approach by interpreting phenomena and using some methods. The samples of this study were an English teacher and 120 students of twelfth grade of state senior high school in Demak, Indonesia. The researcher only used three classes. This research had six meetings in doing research. It means each class had two meetings for research.

There were some reasons in deciding in the object of the research. First, the school was a school which the writer had done the teaching practice program. Therefore, the writer had recognized the situation of the school environment. Second, the teachers and students were very welcome for researches.

In this research, the initial step in collecting data was observation. The writer would focus on teaching and learning process in English classroom. The writer observed the class, how the English class being done, the language that teacher and students used at the beginning till the end of the class. The writer only became an observer during the observation. Kumar (2011) states observation is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place. This observation belonged to non-participant observation because the researcher did not get

involved in the activities of the group but remain a passive observer. The researcher only watched and listened then drew conclusion by filling out the observation sheet/ field note.

The researcher then recorded every meeting on the teacher and students' classroom language in the twelfth grades. Then, the data had been analyzed and transcribed based on the language that frequently used in the twelfth grade of a State Senior High School in Demak.

This research used two kinds of instruments. They are voice recording and field notes. Both instruments supported the research. Before using field note as the instrument, the researcher did validation in order to show that the instrument was valid.

This research used construct validity which means the research needed expert judgment to measure the instrument. The researchers used rubric as the validation to make the expert easy to validate. The validation was adapted by White and Simon's theory (2011). The rubric validation had been validated by the expert judgment on 4<sup>th</sup> September 2017.

The researcher had been non participant observer during 6-14<sup>th</sup> September 2017. She did the research in three classes and each class had two meetings in doing research. She did the research in Science Class 1 at 7<sup>th</sup> and 11<sup>th</sup> September 2017, in Science Class 2 at 11<sup>th</sup> and 14<sup>th</sup> September 2017, and in Science Class 3 at 6<sup>th</sup> and 8<sup>th</sup> September 2017. By using those three classes, this research was purposed to get various errors.

The way in analyzing error is mentioned by Ellis (1997) divides the way to analyzed the errors:

1. Identifying error

This is the first step and easier to be done. To identify errors we just compare the produced sentences with the correct sentences in the target language which suitable with.

For example:

*A man and a little boy was playing together.*

It is easy to see that the correct sentence should be:

A man and little boy *were* playing together.

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By comparing the two sentences we can see that the error was in the subject-verb agreement.

## 2. Describing errors

After the errors are identified, we can describe and classify the errors into types. These are some ways to do: First is classifying errors into grammatical categories. Second is trying to identify general ways in which the learners' utterances differ from the reconstructed target language utterances. It includes of Omission (leaving out an item that is required for an utterance to be considered grammatical), Misinformation (using one grammatical form in place of another grammatical form), and Misordering (putting the words in an utterance in the wrong order).

That is why from the example above “in using ‘was playing’ instead ‘were playing’” is classified into *misinformation*.

## 3. Explaining errors

When the two steps have been done, the next step is explaining why errors happen. Errors have different sources:

- a. Omission errors (leave out the articles “a” or “the” and leave the –s plural nouns.
- b. Overgeneralization errors (they overgeneralize form, for example: learner wrote “eated” in place of ate)
- c. Transfer errors (reflect learners in using first language knowledge. They disposed to create their own rules).

## 4. Errors evaluation

The last step is evaluating error. It is divided into:

1. Violate the overall structures of a sentence and for this reason may make it difficult to process.
2. Local errors, affect only a single constituent in the sentence (for example, the verb) and likely to create any processing problem.

Those steps above are the way to analyze errors. There are three types of errors. They are omission, misinformation, and misordering. Then, local and global errors are classified into errors evaluation.

### 3. Findings and Discussion

The researcher used technique in analyzing data as conducted by Mayring (2014). They are coding, revision, final coding, and result.

#### a. Coding

The researcher had coded the errors into omission, misinformation, and misordering. The errors found is classified in the following table:

**Table 1. Coding of error types**

ERRORS FOUND	OMISSION	MISINFOR- MATION	MISORDER- ING
<b>The Respondent of Teacher</b>			
• In practice English in everyday	✓		
• What the meaning of sentence?	✓		
• How many subject in this sentence?	✓		
• Write some advantage here!	✓		
• What the advantage of using mobile phone?	✓		
• If our school not allow the mobile phone in this school, why?	✓		
• The advantage more than disadvantage	✓		
• Who is disagree with this law?		✓	
• Our school forbid use mobile phone	✓		
• Our school have get Adiwiyata school		•	
• Mobile phone is important for me because can make me find material about lesson	✓		
• Mobile phone is can't searching materials. So to find connection I must go to library		✓	
• What do you think the using of mobile phone?		✓	
• What the advantage of mobile phone?	✓		
• From the school, if you don't bring mobile phone you will concentrate			✓
• You like study here?			✓
• Why you like this school?	✓		
• What the programs to make school greening?	✓		
• The last meeting, i give material about discussion		✓	
• You are agree with animal cloning?			✓
• It is still do in our country?			✓
• Do you ever learn about?		✓	
• Animal cloning is not need in our country		✓	
• You are agree with the statement		✓	
• It hope the students do regulation	✓		
• We can using many uniform		✓	
• Study in university, you not need use uniform	✓		
• We have know about the advantage		✓	
• Our school have some programs		✓	
• The last meeting I give material about discussion		✓	

ERRORS FOUND	OMISSION	MISINFOR- MATION	MISORDER- ING
• You are agree with animal cloning		✓	
• It is still do in our country		✓	
• Animal cloning is not need in our country		✓	
• You are agree with the statement		✓	
• It hope the students regulation	✓		
• We can using many uniform		✓	
• Study in university, you not need use uniform	✓		
• The students difficult to find the material	✓		
• The students just not dependent on the book			✓
<b>Respondent of Science Class 1</b>			
• I am not know		✓	
• It can Finish of the problem			✓
• I browsing internet	✓		
• I playing music	✓		
• I am disagree for this law		✓	
• Now, it is depend on google		✓	
<b>Respondent of Science Class 2</b>			
• Make animals is hurt		✓	
• I am agree with the statement		✓	
• Because the students tired in the study	✓		
• We have time to interaction with parents			✓
• We get many material from teacher	✓		
• In the five day school, students back to home in the evening	✓		
• We have two day for holiday	✓		
• We still have many time	✓		
• My our group opinion, using mobile phone when in the class can help learning			✓
• We don't use mobile phone when teacher teaching	✓		
• If teacher allowing the students to use mobile phone they can play everything		✓	
• Because mobile phone not open concentration in mode silence	✓		
<b>Respondent of Science Class 3</b>			
• Search solve the problem			✓
• The advantage is to stalking	✓		
• We are can't browsing		✓	
• It make animal hurt	✓		
• I am agree with the statement		✓	
• Students tired in the study to interaction with parents			✓

ERRORS FOUND	OMISSION	MISINFOR- MATION	MISORDER- ING
• In five day school, students back to home in the evening	✓		
• Two day is holiday	✓		

The table showed the classification of errors. The are 29 omissions, 25 misinformations, and 11 misorderings.

b. Revision

The researchers had re-read the data of code and checked the errors. The errors were classified into omission, misordering, and misinformation. The errors analysis and the data findings coded were appropriate.

c. Final Coding

In this steps, the researchers evaluated the errors in to local errors and global errors as the following:

**Table 2. Final coding of error evaluation**

ERRORS FOUND	LOCAL ERROR	GLOBAL ERROR
<b>The Respondent of Teacher</b>		
• In practice English in everyday	✓	
• What the meaning of sentence?	✓	
• How many subject in this sentence?	✓	
• Write some advantage here!	✓	
• What the advantage of using mobile phone?	✓	
• If our school not allow the mobile phone in this school, why?	✓	
• The advantage more than disadvantage	✓	
• Who is disagree with this law?	✓	
• Our school forbid use mobile phone	✓	
• Our school have get Adiwiyata school	✓	
• Mobile phone is important for me because can make me find material about lesson	✓	
• Mobile phone is can't searching materials. So to find connection i must go to library	✓	
• What do you think the using of mobile phone?	✓	
• What the advantage of mobile phone?	✓	
• From the school, if you don't bring mobile phone you will concentrate		✓
• You like study here?	✓	
• Why you like this school?	✓	
• What the programs to make school greening?	✓	
• The last meeting, i give material about discussion	✓	
• You are agree with animal cloning?	✓	
• It is still do in our country?	✓	

ERRORS FOUND	LOCAL ERROR	GLOBAL ERROR
• Do you ever learn about?	✓	
• Animal cloning is not need in our country	✓	
• You are agree with the statement	✓	
• It hope the students do regulation	✓	
• We can using many uniform	✓	
• Study in university, you not need use uniform	✓	
• We have know about the advantage	✓	
• Our school have some programs	✓	
• The last meeting I give material about discussion	✓	
• You are agree with animal cloning	✓	
• It is still do in our country	✓	
• Animal cloning is not need in our country	✓	
• You are agree with the statement	✓	
• It hope the students regulation	✓	
• We can using many uniform	✓	
• Study in university, you not need use uniform	✓	
• The students difficult to find the material	✓	
• The students just not dependent on the book		✓
<b>Respondent of Science Class 1</b>		
• I am not know	✓	
• It can Finish of the problem	✓	
• I browsing internet	✓	
• I playing music	✓	
• I am disagree for this law	✓	
• Now, it is depend on google	✓	
<b>Respondent of Science Class 2</b>		
• Make animals is hurt	✓	
• I am agree with the statement	✓	
• Because the students tired in the study	✓	
• We have time to interaction with parents	✓	
• We get many material from teacher	✓	
• In the five day school, students back to home in the evening	✓	
• We have two day for holiday	✓	
• We still have many time	✓	
• My our group opinion, using mobile phone when in the class can help learning	✓	
• We don't use mobile phone when teacher teaching	✓	
• If teacher allowing the students to use mobile phone they can play everything	✓	
• Because mobile phone not open concentration in mode silence	✓	

ERRORS FOUND	LOCAL ERROR	GLOBAL ERROR
<b>Respondent of Science Class 3</b>		
• Search solve the problem		✓
• The advantage is to stalking	✓	
• We are can't browsing		✓
• It make animal hurt	✓	
• I am agree with the statement	✓	
• Students tired in the study to interaction with parents	✓	
• In five day school, students back to home in the evening	✓	
• Two day is holiday	✓	

The table of final coding showed that errors were classified into 63 local errors and 5 global errors.

#### d. Result

Based on table above, the researcher calculated that the error mostly belongs to local error. It means the error only affected a single constituency in the sentence. In addition, it is still easy to process. Another of errors evaluated as global errors but it was not dominant. The errors evaluation was classified into 63 locals error and 5 global errors.

The result of research finding showed that there happened errors in such kinds. They are 29 omissions, 25 misinformations, and 11 misorderings. The most kinds of errors based on research were omission. It happened because the respondents used one grammatical form in place of another grammatical form.

#### Discussion

The researcher had found errors in using classroom language by English teacher and students in the twelfth grade in State Senior High School in Demak. The researcher had calculated the kinds of errors based on the respondent:

1. English teacher had 17 types of omission, 17 types of misinformation, and 5 types of misordering. In addition, the errors evaluated into 37 local errors and 2 global errors.
2. The respondent of Science Class 1 had 2 types of omission, 3 types of misinformation, 1 type of misordering. In addition, the errors evaluated into 6 local errors.
3. The respondent of Science Class 2 had 7 types of omission, 3 types of misinformation, 2 types of misordering. In addition, the errors evaluated into 12 local errors.
4. The respondent of Science Class 3 had 4 types of omission, 2 types of misinformation, 2 types of misordering. In addition, the errors evaluated into 6 local errors and 2 global errors.

Based on the explanation above, the most types of errors found are the omission.

While the most errors evaluation were classified into local errors.

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#### 4. Conclusions

After conducting the research and getting result, it is concluded that there were English teacher had 17 types of omission, 17 types of misinformation, and 5 types of misordering. The errors evaluated into 37 local errors and 2 global errors. The respondent of Science Class 1 had 2 types of omission, 3 types of misinformation, 1 type of misordering. In addition, the errors evaluated into 6 local errors. The respondent of Science Class 2 had 7 types of omission, 3 types of misinformation, 2 types of misordering. Then, the errors evaluated into 12 local errors. The respondent of Science Class 3 had 4 types of omission, 2 types of misinformation, 2 types of misordering. Then, the errors were evaluated into 6 local errors and 2 global errors.

The researchers found that mostly data were belongs to local errors. It means that it affected only a single constituent in the sentence (Ellis, 1997). Another determining error evaluation, the researchers also categorized the kinds of errors. Misinformation was kinds of errors happened dominantly. Misinformation means the errors used one grammatical form in place of another grammatical form (Ellis, 1997).

The result of data finding, the errors often happened to respondents of teacher. It was because in teaching learning process, the most active English speaker was teacher even she tried to ask question to the students and engaged them to speak English. Most of the students still spoke Bahasa in teaching learning process. Therefore, the errors in using classroom language by them were found a bit.

There are some suggestions proposed to the respondents in using classroom language in a State Senior High School in Demak. The respondents should put attention in making sentences grammatically. They should not leave a part of sentence structure (example: verb, article, and so forth). Moreover, the respondents should consider in using classroom language among statement and question. Question started from verb then followed by subject. Based on the research, the respondents made ambiguous sentences. The respondents asked question but the sentences used were in form of active sentences.

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