



LANGUAGE OF INSTRUCTION USED BY ENGLISH TEACHER AT MAN PANGKEP

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ABSTRACT

This research explores the language dynamics employed by English teachers at MAN Pangkep Senior High School during instruction, focusing on the languages used and the rationale behind their choices. Employing a qualitative approach, the study involved interviews and classroom observations, with data analysis encompassing reduction, interpretation, presentation, and conclusion-drawing. The findings reveal that teachers utilize three languages: Bugis, Indonesian, and English, with the choice largely influenced by the students' needs. Bugis, being the students' mother tongue, is frequently used to enhance comprehension, particularly for those struggling with Indonesian and English. Although Indonesian is still significant, Bugis often facilitates easier learning, as teaching solely in English proves challenging for many students. To support effective trilingual instruction, the study recommends regular training in multilingual teaching methods for teachers. Additionally, establishing mentorship programs where more proficient teachers guide their peers could further bolster trilingual capabilities across the school. Such initiatives are essential for improving instructional practices and enhancing overall student understanding in a multilingual educational environment.

Keywords: *Language of Instruction, English Teacher, Student Linguistic Diversity, Multilingual Teaching Methods*

1. INTRODUCTION

English has special role because of its function as a global language, and English is the only foreign language that is compulsory subject in school. And also, English is a universal language that has been used in some parts of the country as their main language. Although in Indonesia English is a foreign language but English places an important position in education. This can be seen in the world of education in Indonesia. one of the subject taught from elementary school to university is English. The challenges student face in achieving their English learning goals is a problem that should always be scrutinized to find solutions, appropriate solutions. institutions that play the role of academic regulators and instructors who teach the English classes are required to continually consider these challenges and choose the right appropriate ways to address them.

McCraney et al (2021), in their research intitled 'Adopting instructional strategies for English language learners in'. The researcher conducted to investigates ELL instructional strategies used by teacher and how teacher perceive these strategies to support ELL achievement. The research aims to explore elementary general education teacher's reported implementation of ELL. Instructional strategies and their perceptions of how these strategies support ELL academic achievement. This research used qualitative method by conducting interviews. The type of interview used was semi-structured, containing open-ended question based on the constructs of the conceptual framework used in this study. Containing open-ended questions based on the conceptual framework used.

The absence language of instruction in schools can have several negative consequences. In an educational setting, Language of instruction is essential for effective communication,

transmission of knowledge, and the learning process. Without an appropriate language of instruction, students will struggle to understand and engage with the curriculum, leading to learning difficulties and low academic achievement. Moreover, in the Indonesian context, where Bahasa Indonesia is the only language of instruction in schools, not implementing a language of instruction is likely to hinder students' ability to effectively learn and understand the subjects taught. This can lead to difficulties in academic achievement and the development of students' language skills.

This paper aims at investigating the languages of instruction used by English teacher in ELT process and the reason why the teacher use the language of instruction in ELT process at MAN Pangkep.

2. METHOD

This study aims to investigate the choice of language of instruction chosen by English teacher at MAN Pangkep as well as the reasons behind their choice. Using a qualitative approach, the researcher focused on the language of instruction used in English language teaching in the classroom, with the aim of evaluating and explaining in depth how this practice affects the nuances and effectiveness of learning.

The study seeks to provide insights into how English teachers at MAN Pangkep employ different languages, including Indonesian, Bugis, and English itself, during their instructional practices. By focusing on these practices, the research aims to uncover the motivations behind their language choices and the impact of these choices on student comprehension and engagement. Qualitative methodology enables a detailed exploration of the complexities and effectiveness of language use in educational settings, offering a deeper understanding of instructional strategies employed by teachers in diverse linguistic environments.

3. RESULTS

The findings of this study are based on the result of the data analysis obtained. Data analysis was conducted to collect information regarding the use of language of instruction by English teacher at MAN Pangkep. This data were collected through observation and interview. Observations were conducted to find out how the use of language of instruction in English teaching affects students' responses in the learning process. interview was conducted to explore teachers' reasons for choosing a particular language of instruction and to understand their views on its effectiveness. The result of these observation and interviews were than analyzed to understand the effect of language of instruction on students' engagement and learning ability in English language learning.

Table 1. Language Instruction Used by English Teacher

No	Language Used by English Teacher
1	Local language (Bugis Language)
2	Indonesian Language
3	English

Based on interviews with teacher, in the table above, it is presented the classification of the use of the three languages of instruction in teaching English at MAN Pangkep, English teachers at MAN Pangkep use three languages as the language of instruction in the teaching process. Namely the student's local language (Bugis language), Indonesian language, and English language. from the observation. It was found that Bugis language dominantly used by teachers as the language of instruction. This is due to some students at MAN Pangkep who do not really understand Indonesian and English well. Based on the results of the study, it was found that the use of language in MAN Pangkep consists of 20% English, 30% Indonesian, and the rest is more dominant in using local language (Bugis language). English is used in certain contexts such as taking attendance, asking how the students are at the beginning of the lesson, and closing the lesson.

4. DISCUSSION

The overview of the languages of instruction used by English Teacher and the Reasons for their Use at MAN Pangkep. The researcher interviewed an English teacher named Maam N, who is 40 years old. Teacher N has extensive teaching experience and has been teaching at MAN Pangkep for more than seventeen years. In the interview, Teacher N provided an in-depth insight into the use of language of instruction in the English learning process. She explains the rationale behind using Bugis, Indonesian, and English as the language of instruction and how this approach helps students to understand the subject matter.

The interview with the teacher demonstrated extensive knowledge of the use of language of instruction in English language learning during this interview. She explained why Bugis and Bahasa Indonesia were chosen as the languages of instruction and how this method helps students understand the subject matter.

The research conducted at MAN Pangkep, which involve an interview with the teacher N, provided important insights into the use of language of instruction in English language learning. The teacher N explained that she prefers uses Bugis and Indonesian but keep using English at certain times and balance the students' level of understanding when using English. This finding has relevance to some previous research. Jim (1984) put forward the theory which states that first language or local language skills play an important role in the development of second language or target language skills. This theory also emphasizes the importance of using the mother tongue or local language as a bridge to understanding new concepts in the learning process. This is in line with the findings at MAN Pangkep that the teacher N uses Indonesia and Bugis language to make the student more understand about the material.

Garcia (2009) highlights that the use of mother tongue or local language in education not only strengthens language skills, but also preserves and strengthens students' cultural identity. This helps prevent a sense of identity loss and alienation, as well as increasing students' connection to the overall learning process. This statement is similar to what the MAN Pangkep teacher said because she teaches in an area where the dominant students speak bugis which does not rule out the possibility of having to combine Indonesian and local languages when teaching.

Smith (2018) Adapting the language of instruction according to students' ability levels enables effective personalization of the learning experience. It helps teachers deliver material in an easy- to-understand manner, increases student engagement, builds positive relationships, and supports ongoing language development. This approach not only ensures good understanding but also helps students achieve their learning goals more effectively. this also relates to the interview with teacher N who said that each student has a different ability to understand learning therefore as a teacher he must explain the material in a language that is easily understood by students.

Views of Gardner and Lambert (1972) in their theory of language motivation, they highlight that students' motivation to learn a foreign language is influenced by their perception of the relevance and benefits of the language in their daily lives. When students do not see a direct connection between English and their personal needs or interests, the motivation to develop those language skills can decrease significantly. related to the results of interviews with teacher at MAN Pangkep

5. CONCLUSION

After conducting the research, the researcher concluded that in teaching English at MAN Pangkep, teacher used three languages: Indonesian, English, and local language (Bugis language). The research found that teacher predominantly used local language compared to English and Indonesian. The use of local language aims to facilitate the understanding of students who mostly come from Bugis language backgrounds, so that they can more easily follow the subject matter and interact in class. This strategy reflects the customization of teaching methods to students' language needs to improve learning effectiveness.

The reason why Bugis is predominantly used by teacher at MAN Pangkep is because the majority of students at the school are Bugis, so Bugis is their mother tongue. In interviews, teacher

revealed that although they still emphasize the use of Bahasa Indonesia in the classroom, they choose to use Bugis more often in teaching. This is because if learning is done entirely in English, students will face difficulties in understanding the subject matter. Therefore, the use of Bugis is important to ensure students can follow the lessons better, while Bahasa Indonesia is still used to practice official language skills and support the learning process.

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