

LANGUAGE OF INSTRUCTION USED BY ENGLISH TEACHER AT MA ASH-SHALIHIN

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ABSTRACT

This study examines the language of instruction used by an English teacher at MA Ash-Shalihin, focusing on identifying the most dominant language. The research reveals that Indonesian is predominantly used over English in the classroom. The primary objective was to understand the reasons behind this language choice and its impact on students' comprehension and learning outcomes. Employing a narrative qualitative approach, the study combined classroom observations and in-depth interviews. Observations were conducted to document daily interactions and language use, while interviews provided insights into the teacher's rationale for their language choices and teaching strategies. The findings indicate that Indonesian is the dominant language used in teaching due to the teacher's assessment of students' material comprehension. English is primarily reserved for administrative tasks or specific situations requiring foreign language use. Teachers adjust their language of instruction based on students' proficiency levels, utilizing strategies like personalized explanations and tailored vocabulary to enhance understanding and engagement. This research highlights that teachers at MA Ash-Shalihin frequently use Bahasa Indonesia to align with students' comprehension levels, reserving English for particular contexts. The implications suggest a need for curriculum development and teacher training that are more attuned to students' needs, particularly in bilingual education settings. Without such research, schools might overlook the importance of adapting the language of instruction, potentially leading to less effective teaching methods and diminished student engagement and understanding. Overall, the study underscores the necessity for responsive educational strategies that cater to students' language proficiency to improve learning outcomes.

Keywords: *Language of Instruction, English Teacher, Indonesian Language, English, ELT Process*

1. INTRODUCTION

English language subjects play an important role in the Indonesian education system to prepare the younger generation to face the challenges of globalization. In this case, English teacher have a crucial role as the intermediary between students and English subjects. In the context of English learning, the language of instruction used by English teacher during the learning process has a very significant role.

The language of instruction used by teacher not only affects the communication between teacher and students, but also has the potential to affect students' understanding of the learning materials as well as their language skills. Attitudes towards language play an important role in the choice of language used, and this can affect the sustainability of language in the educational environment (Amin, 2020). Therefore, research on the use of language of instruction by English teacher at MA Ash-Shalihin is an interesting and important subject to be explored further.

The data shows that the use of language of instruction by English teacher in schools can vary, there are still some teacher who use Indonesian and local languages. Nur'aeni, et al (2021) stated that Indonesian as an important role in the world of education in learning foreign languages

and local languages. As an important influence in the introduction to convey learning in the classroom. By speaking Indonesian, it will make it easier for teacher to convey learning in class. Even though foreign or regional language subjects still use Indonesian as the medium.

If this research is not conducted, there will most likely be a lack of understanding of the effectiveness of the language of instruction used by English teacher at MA Ash-Shalihin. This could impact on the quality of students' learning and their ability to understand and use English.

Based on the discussion above, the researcher formulates the research question as follows:

1. What are the languages of instruction used by English teacher in ELT process at MA Ash-Shalihin?
2. Why does the teacher use the language of instruction in ELT process at MA Ash-Shalihin?

The aims of this research are to analyze the types of instructional language used by teachers in the learning process at MA Ash-Shalihin and to explore the reasons behind the use of specific languages of instruction in the English Language Teaching (ELT) process at the institution. This study is expected to contribute significantly both in theoretical understanding and practical application of language use in educational settings.

Previous research related to this study is Zakia's (2021) research entitled "Choice of the Medium of Instruction in English Language Classroom: A Survey of Students' Attitudes". This research shows that although the use of English as the medium of instruction can help students get used to English, many of these students also believe that the use of Indonesian can make it easier for them to understand the subject. The use of Indonesian in these English classes is at least used to give instructions and to help students understand the topics being discussed. In addition, students' attitudes towards the use of English and Indonesian as the language of instruction in English classes are influenced by several factors, such as students' self-confidence. They tend to be more confident in using English when they are with their friends.

2. METHOD

This study uses a narrative qualitative method to observe the use of language of instruction used by teacher in teaching English at MA Ash-Shalihin. This method allowed the researcher to explore in depth the teacher experiences and perspectives through direct observation and in-depth interviews about the reasons for choosing the language of instruction. Field notes were used to record classroom interactions and how teacher managed language use during the learning process. Meanwhile, interviews with teacher provided more complete information regarding the reasons behind their language choice, as well as the strategies used to adjust the language of instruction to the students' proficiency level.

Miles and Huberman (2014) provide an interactive model for qualitative data analysis in their book, *Qualitative Data Analysis*. This model emphasizes the importance of iteratively moving back and forth between data collection, data analysis, and drawing conclusions. The following is a description of the methods and techniques they suggest:

Data Condensation

This is the first step in reducing data to make it more concise and manageable. The techniques used may include:

1. Memoing: Writing short notes with summaries, comments, and questions related to the data collected.
2. Coding: Labeling or coding segments of data that share a common theme or concept.
3. Paraphrasing: Restating the data in more concise and understandable sentences.

Displaying data

Aims to provide a comprehensive picture and connect different findings in the research. The techniques used may include:

1. Matrix: Presents data in a table with categories and codes in the rows and participants or themes in the columns.
2. Narrative: Retells the experiences of participants and researcher in chronological order.

3. Visualization: Using graphs, charts, or pictures to present data visually.

Drawing/testing conclusions

This is the final stage of drawing conclusions and testing the validity of research findings. Techniques used may include:

1. Pattern matching: Looking for patterns and relationships among different codes and categories.
2. Theoretical sampling: Looking for additional data to strengthen or refute existing findings.
3. Member checking: Reviewing research findings with participants to ensure accuracy and understanding.

3. RESULTS

Language of Instruction Used by English Teacher in the English Learning Process at MA Ash-Shalihin:

Table 1. Language Instruction Used by English Teacher

No.	Language of Instruction
1	Indonesian Language
2	English

4. DISCUSSION

The results of this study show that the English teachers studied use Indonesian as the main language of instruction in the classroom. Observations made show that English is very rarely used during the teaching and learning process. Indonesian is mostly used in various aspects of teaching, including in explaining materials, giving instructions, and interacting with students. English is only used occasionally, for example when the teacher takes attendance or asks students about their homework.

The main reason for choosing *Bahasa Indonesia* as the language of instruction is to ensure better understanding for the students. Based on interviews with teachers, it was found that many students have difficulty understanding material taught in English. This is especially true for students in the early grades who have limited English vocabulary. By using Indonesian, teachers can explain complicated concepts and help students understand the material more easily. It also prevents students from feeling overwhelmed or intimidated by using a language they don't understand.

The use of appropriate language of instruction in teaching is key to ensuring better student understanding, as shown by Anggriani (2021) in her research on "Problematics of Using Language of Instruction in Learning for Grade IV Students at SD Negeri 144 Seluma". Anggriani found that students understood the lessons better when their local language was used. This finding is consistent with the observations in this study where English teachers use Indonesian as the main language of instruction to ensure that students understand the material better.

By using a language that is more familiar to students, be it a local or national language, teachers can provide more precise instructions and more meaningful interactions, thus creating a more inclusive learning environment and supporting students' academic development. This shows that choosing the right language of instruction, tailored to students' backgrounds and needs, is critical to the effectiveness of the learning process. Zakia's (2021) research in "Choice of the Medium of Instruction in English Language Classroom: A Survey of Students' Attitudes" supports this finding. Zakia found that although the use of English can help students get used to the language, many students feel that the use of Indonesian makes it easier to understand the lessons. Indonesian is often used to give instructions and explain difficult topics, which meets the needs of students with limited vocabulary. Students' attitudes towards using both English and Indonesian are also influenced by their self-confidence; they tend to be more confident in using English among their peers, but understand lessons better when Indonesian is used.

Looking at the reasons used by teachers, the researcher concludes that the decision to use

Bahasa Indonesia more often in English learning is closely related to pedagogical, psychological and contextual factors. Pedagogically, teachers choose Bahasa Indonesia to ensure students understand the material well, especially since many students have difficulty understanding the lesson if it is delivered in English. Psychologically, the use of Bahasa Indonesia helps create a more comfortable learning environment and reduces the pressure that students who are not yet proficient in English may feel. The background context of students, most of whom have limited access to English education, also encourages teachers to adjust the language of instruction to improve students' understanding and engagement in the learning process.

5. CONCLUSION

This study shows that the use of Indonesian as the main language of instruction by teacher when teaching English has a significant impact on students' comprehension. Observations and interviews with teacher revealed that Indonesian is the main language used in the day-to-day classroom, with limited use of English, especially in specific situations such as taking attendance or asking students simple questions. The main reason for the choice of Indonesian is to ensure that students can properly understand the material presented, especially considering that many students have limited English proficiency. The flexible approach to the use of the language of instruction also allows teacher to adapt their teaching methods according to the level of English proficiency of students in different classes.

The main challenges teacher face include pupils' difficulties in reading and understanding English texts and limited vocabulary acquisition. The solutions implemented by the teacher include a focus on vocabulary teaching, a personalised approach in providing additional explanations to students, and adjusting teaching strategies according to students' grade levels. This approach not only helps students overcome their learning difficulties, but also creates an inclusive and supportive learning environment.

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