

LANGUAGE OF INSTRUCTION USED BY ENGLISH TEACHER AT MAN 2 SOPPENG

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ABSTRACT

The researcher analyzed the language of instruction used by English teacher in senior high schools, especially English teacher at MAN 2 Soppeng. This study aims to find the language of instruction used by teacher in teaching English and the reasons why teacher use it. The researcher used a qualitative approach. The research focused on English teacher at MAN 2 Soppeng. Interview and observation served as the research instruments. Direct interviews with respondents were used to collect data, and some important data were also documented to support this study. Through in-depth interviews, it was revealed that there are three languages of instruction used: Bugis, Indonesian, and English. The use of these three languages is based on the different abilities of the students, where some students are more comfortable using Bugis as their mother tongue. The use of Bugis helps students who are less fluent in Indonesian and English to better understand the subject matter. The main reason for using these three languages is to bridge the gap of understanding among students who have different language backgrounds. The results of this study are expected to provide valuable insights into how teacher create curriculum and training at MAN 2 Soppeng. And teacher can be wise in choosing the language of instruction for students so that students can improve their English language skills and understand the material presented in English. These results can also be the basis for other research aimed at improving the quality of English language teaching at MAN 2 Soppeng.

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

1. INTRODUCTION

English a global communication tool that crosses national and cultural boundaries, symbolizes integration in today's global society. English is the international language of business, science, technology and diplomacy. English language skills are not just a communication skill, they are also the key to accessing global knowledge and vast educational opportunities.

The language instruction used by English teacher refers to the language they use to deliver instruction and facilitate learning in the classroom. This can include the language used to explain concepts, give directions and engage students in learning activities. English teacher can use a variety of instructional language strategies to support their students' learning needs, such as providing clear explanations, asking questions, providing feedback, and using language appropriate to students' proficiency levels.

According to Tindog & Celestial (2021) highlight the global challenges in language skills, particularly English, that students face. In this context, teacher including researcher are faced with the dilemma of teaching students who have difficulty understanding English, even though literature and references in various fields of study are generally written in English. This condition

is further complicated by the fact that national tests such as diagnostic tests, achievement tests, and aptitude tests also use English. Therefore, English teacher need to pay special attention to their students' learning styles and strategies in English.

Budiman et al (2021), it is known that language education in Indonesia grew in response to the community's need for language skills which are very important in the era of globalization. The government responds to this need by providing special educational facilities for foreign language learning. Language as the main communication tool in human life provides benefits for individuals and the social environment. The smoothness of the communication process between people depends on the language understanding and language skills of both parties.

This verse shows the importance of prayer and effort to acquire knowledge. In the context of this study, MAN 2 Soppeng English teacher can refer to this verse as a reminder to continuously improve and expand their knowledge and skills in teaching English. The importance of education lies not only in the provision of knowledge and practical skills, but also in the formation of critical thinking, creativity and a balanced personality. Education plays an important role in shaping the future of individuals and society, providing a solid foundation for growth and progress.

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 MAN 2 Soppeng?
2. Why does the teacher use the language of instruction in ELT process at MAN 2 Soppeng?

The aims of this research are to analyze the types of instructional language used by teachers in the learning process at MAN 2 Soppeng 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 Soh et al (2021). This research aims to evaluate the effect of using a non-native language as an instructional medium in the school environment on the learning process of students. The conclusion is that through comparing the performance of Malaysian students based on year, gender, and ethnic group, using a set of counterfactual units constructed with synthetic control methods, they found that changing the medium of instruction from the native language to a non-native language amidst students' education has a negative impact on their learning process, using a non-native language as the medium of instruction throughout students' education is more detrimental to their learning than transitioning from the native language to a non-native language amidst students' education, the negative impact of using a non-native language on students' ability to learn plays a crucial role in explaining the adverse consequences of language policy changes.

2. METHOD

In this study, the researcher employed a qualitative method that methodologically focuses on describing observed phenomena without specific treatment of the events under study. Gay & Mills (2019) argues that Qualitative research involves the comprehensive process of collecting, analyzing, and interpreting narratives and visual data with the aim of gaining a deep understanding of the phenomena of interest. Sugiyono (2020) state that the applied research design is qualitative descriptive aimed at obtaining comprehensive and directed understanding of the observed situation during the study.

In this research, the researcher conducted an in-depth analysis of the types of language instruction used by teacher in the English Language Teaching (ELT) process at MAN 2 Soppeng. The analysis focus was also expanded to explore the impact of using instructional language in the context of the ELT process at the school. The analytical approach aimed to comprehensively understand the dynamics of language interaction between teacher and students, as well as the implications of using instructional language on the learning process and the achievement of English language learning goals at MAN 2 Soppeng.

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 MAN 2 Soppeng:

Table 1. Language Instruction Used by English Teacher

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

4. DISCUSSION

The research conducted at MAN 2 Soppeng, which involved an interview with teacher, provided important insights into the use of language of instruction in English language learning. The teacher explained that she uses Bugis, Bahasa Indonesia and English depending on the situation and the students' level of understanding. This approach helps to motivate students and make them more interested in English lessons. This finding has relevance to some previous research. Sert (2019) in his article "Code-Switching in EFL Classrooms: A Controversial Issue" explores the use of code-switching in EFL classrooms and its impact on students' comprehension and teaching effectiveness. This research shows that code-switching can be an effective strategy to help students understand difficult material, especially in multilingual contexts. This is in line with the findings at MAN 2 Soppeng, where teacher used Bugis and Bahasa Indonesia to explain more complex material to students with lower levels of understanding, helping to facilitate their understanding and improve teaching effectiveness.

Research by Cenoz and Gorter (2020) in "Multilingual Instructional Strategies for EFL Students" discussed multilingual teaching strategies used by English teacher to help students understand the subject matter. They found that the use of multiple languages in teaching can increase student understanding and engagement. The teacher implemented a similar strategy by using Bugis, Bahasa Indonesia and English as the language of instruction, depending on the situation and students' needs. This strategy not only helps students understand the material but also makes learning more inclusive and adaptive to students' needs.

In addition, Alenezi (2021) in his article "The Impact of Mother Tongue on Learning English Language: The Case of Primary School Children" examined the impact of using mother tongue in English language learning in primary school students and found that mother tongue can play an important role in improving English language comprehension and skills. This research is relevant to the findings at MAN 2 Soppeng, where teacher used Bugis, the mother tongue for many students, to explain difficult concepts. This approach helped bridge the understanding gap and facilitated more effective learning.

The results of the interview, in which the respondent gave her reasons for using the language when teaching in class during the teaching and learning process took place. The teacher explained several reasons. First, because the teacher wants the students to be interested in English. Second, because she wanted to provide motivation in learning. In addition, the teacher also explained that the use of language used depends on the situation. For example, if the class has high comprehension, then the teacher will use more English. However, if the class has low comprehension, the teacher used Indonesian more than English. During the research, it can be concluded that the language of instruction used by teacher is more dominant in using Indonesian and Bugis to explain a material.

The researcher found that the teachers' reasons for using Bahasa Indonesia and the local language (bugis) in English language learning are closely related to pedagogical, psychological and contextual factors. Pedagogically, teachers choose to use Bahasa Indonesia and local language (bugis) to ensure students understand the lesson well, especially since many students have difficulty understanding the lesson if it is delivered in English. Psychologically, using Bahasa Indonesia and the local language helps make learning more comfortable and reduces the pressure that students who are not yet proficient in English may feel. The background of the students, most of whom have limited access to English education, encourages teachers to change the language of instruction to make students better understand and engage in the learning process.

5. CONCLUSION

Based on the research result presented in the previous chapter on English teacher use of language of instruction shows that the choice of language of instruction has a significant influence on students' understanding and academic achievement. The study found that using students' mother tongue as the language of instruction can improve understanding of concepts and subject matter, while the full use of English can promote students' English language skills.

Teacher preferences and practices in choosing the language of instruction are influenced by their educational background as well as existing school policies. Challenges in the use of the language of instruction include students' communication and adaptation difficulties, however, the research also shows that there are opportunities to develop students' multilingual skills through wise and flexible approaches. These conclusions provide important insights for educators, educational policy makers and researcher to understand the strategic impact of using the right language of instruction in the English language learning process.

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