

LANGUAGE OF INSTRUCTION USED BY ENGLISH TEACHER AT SMAN 13 BONE

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ABSTRACT

The researcher analysed the language of instruction used by English teacher in the classroom at SMAN 13 Bone. This research aims to find out what language of instruction English teacher use in the English teaching process. In addition, it also aims to investigate the reasons for using the language of instruction in the English teaching process. In this study, the researcher used qualitative methods and used narrative qualitative as a research design. Narrative qualitative research focuses on understanding the experiences of individuals or groups. The subject of this research is the English teacher in class XI of SMAN 13 Bone. The research instruments used were observation and interview. The researcher collected the data by conducting direct interviews with subjects, and documented some important data to support this research. The results of the research collected by the researcher through observation found that the language of instruction used by English teacher in the classroom is Indonesian and English. Then, the results of research through interviews reveal the reasons why the teacher use these languages of instruction. Among them, made students interested in the lesson, providing motivation to students, and based on the existing situation. The language used by the teacher is using two languages, namely Indonesian and English, where the use of these languages can influence students in learning and easy to communicate and, what the teacher wants be achieved. This study also shows that the reason why teacher used English and Bahasa Indonesia in the learning process is based on the aim of attracting students interest and motivating them to learn English. In addition, teacher consider the student language proficiency level in determining the use of English or Indonesian.

Keywords: *Language of Instruction, English Teacher, National Language, Target Language*

1. INTRODUCTION

The Language of instruction denotes the dominant language used in teaching and learning in an educational setting, such as a classroom or program. The language of instruction may differ from the students' mother tongue. Effective use of the language of instruction can chance the effectiveness of learning. The selection of an appropriate language of instruction needs to consider various factors, such as the educational context, students' needs and the availability of resources.

Based on Benson (2012), the concept of language of instruction refers to the primary language used in delivering curriculum content and assessments within educational systems. This choice of language is important because it impacts student comprehension, engagement, and ultimately, academic performance. By selecting a language that students are familiar with, educators can ensure better understanding and retention of material, which leads to higher levels of achievement.

The language of instruction contributes a crucial role in the English Language Teaching (ELT) process, impacting various aspects of learning and influencing student outcomes. First, the language of instruction serves as the medium through which students access and comprehend the

target language (English) and its related knowledge. For students with limited English proficiency, using their native language initially can help them understand the underlying concepts and structure of the language being taught. However, transitioning to English as the language of instruction becomes essential as student progress in their learning journey. Second, the language of instruction shapes how students communicate and interact within the classroom environment. Using English encourages them to practice the language in real-world contexts, fostering fluency and confidence in using the target language for various purposes. Third, the language of instruction can significantly impact student engagement and motivation. Using a language familiar to the students initially can create a more comfortable learning environment, promoting active participation in class activities. However, transitioning to English as proficiency increases can provide a sense of accomplishment and boost student motivation to learn further.

The language of instruction is the language used to convey information, instruction, and knowledge in the teaching and learning process. Language of instruction plays an important role in education as it affects students' access to knowledge, their understanding of concepts, and their ability to think critically and communicate.

With a specific focus on the theme of "Language Instruction," the researcher aims to elaborate on the primary problems to ensure a thorough understanding and effective enhancement in the teaching approach. These issues can be outlined as follows:

1. What are the languages of instruction used by English teacher in ELT process at SMAN 13 Bone?
2. Why does the teacher use the language of instruction in ELT process at SMAN 13 Bone?

Aligned with the research problem, this study aims to formulate language instructions utilized by English teacher at SMAN 13 Bone. First, to find out the languages of instruction used by English teacher in ELT process. Second, to investigate the reasons why the teacher used the language of instruction in ELT process.

Relevant literature related to language of instruction include, Benati (2021), the research is conducted to provide a framework for language instruction that is based on empirical evidence and principles rather than on traditional methods that may not be effective. The purpose of the article is to present a principled and evidence-based approach to language instruction, highlighting the main implications for language instruction. The researcher, Benati argues that language instruction should be based on a clear understanding of language and communication and that input is the key ingredient in language acquisition. The author aims to promote a more effective approach to language instruction that is grounded in research and evidence.

2. METHOD

The subject under study was only one English teacher. That is because the English teacher S teaches all XI Mipa classes. Because the focus of this research refers to the English teacher at the school. Then, there are three reasons why researcher chose the teacher as a resource person. First, because the teacher already has expertise and experience in using English in various contexts, including as the language of instruction. Second, the teacher is easy to communicate with and easy to participate in the research. Third, the English teacher has a deep understanding of various methods and strategies for teaching English.

The method used in this research is qualitative research. A qualitative approach is a research strategy that aims to understand social phenomena through in-depth exploration of the experiences, perspectives, and meanings of individuals or groups. It focuses on "how" and "why" things happen, not just "how much" and "how many". Therefore, this approach is inductive, meaning that conclusions and understanding are built from the data collected rather than tested based on pre-determined hypotheses. According to Strauss and Corbin (2009), qualitative research is an attempt to develop an underlying theory of a phenomenon by deeply understanding the experiences and perceptions of the individuals involved.

Data acquisition in the research process begins with:

1. The researcher asked for approval or permission from the school about whether it is permissible to conduct research in the school that researcher have determined.
2. The researcher asking for approval from the teacher or informant related to the research, whether the researcher can research the teacher as an English teacher at the school and tell researcher's aims and objectives of conducting research.
3. Next, made observations in the classroom where the English teacher is teaching. Through observation, the researcher can see what language the teacher used in teaching English in class.
4. After doing the observation, researcher identify based on record on observation.
5. After that, to find out the reasons of the use of language, the researcher carried out an interview with the English teacher. Furthermore, the researcher conducted observations and interviews 2-3 times during the duration of the research.
6. Then, collect official documents related to English teaching in the school, such as teaching guidelines or evaluation of previous learning.
7. After all the data has been collected, analyse the data obtained by the researcher. Identify patters of language use by teachers, findings from interviews, and other information to better understand the dynamics of English language teaching.

This study used research instruments namely, observation, interview and documentation. Observation is done to observe the teacher teaching in the classroom and find out what language the teacher used. Interviews are used to investigate the reasons the teacher uses that language when teaching English to students. then, documentation is used to strengthen the data and information needed.

3. RESULTS

Language of Instruction Used by English Teacher in the English Learning Process at SMAN 3 Bone:

Table 1. Language Instruction Used by English Teacher

No.	Language Used by English Teacher
1	English
2	Indonesian Language

4. DISCUSSION

Based on the researcher's observation, in the English learning process, teacher tend to use both languages, namely Indonesian and English. However, English is more dominantly used, especially when teachers deliver materials or explain concepts related to learning. Teacher choose to use English that is simple and easily understood by students to ensure that the message conveyed can be received well. In addition, in direct interaction with students, such as when answering questions, teachers also use English more often to increase students' exposure to the language.

In addition to delivering the material, the teacher also starts the class by using English. Instructions such as greeting, inviting students to pray, taking attendance, and repeating the previous material are all done in English. The teacher also used English when asking students about their understanding of the lessons that have been taught previously. The use of English in these activities shows the teacher's efforts to familiarize students with the language in real and everyday contexts in the classroom.

However, in certain situations such as when providing motivation, advice or examples related to daily life, teacher choose to use Indonesian. This is done to ensure that these important messages can be clearly received and understood by students, especially when it comes to emotional aspects or life values. Thus, although Indonesian is used in certain contexts, English remains the more dominant language in the teaching process in English classes.

This research involves 1 respondent who is an English teacher who teaches at SMAN 13 BONE. From the results of research using observation shows that the English teacher when teaching in class used English and Indonesian. The results of this research are in line with research conducted by Nurpahmi (2018) show that the result of the study of bilingual-based instruction implemented by the lecturer was English-Indonesian instruction. The frequency of the target language used by the lecturer was higher than that of the of the native language. Students' achievement increases after the implementation of bilingual-based instruction.

The results are also in line with Krashen's theory of Second Language Acquisition (Krashen, 1982), regarding the Input Hypothesis ($i+1$) in which students require comprehensible language input that is slightly above their current level of ability. The use of L2 in teaching can help make English input more comprehensible.

Based on the results of the interview with the research subject, the teacher used the language was because to make students interesting in learning and provide motivation to students in learning English. In addition, the teacher said that he considers other factors regarding the level of language proficiency of students, the teacher said that if one class has a fairly high level of understanding then he used English as a whole. But otherwise, he used Indonesian more than English. Regarding cultural factors, the teacher said that he has to make sure that the examples and materials taught are relevant.

The result of the interview, where the respondent gave his reasons for using the language when teaching in the classroom during the teaching and learning process. The teacher explained several reasons. First, because the teacher wanted students to be interested in English. Second, because He wanted to provide motivation in learning.

The reasons mentioned above are interconnected across various aspects. From a pedagogical aspect, the teacher use of language reflects pedagogical principles, particularly in how the teacher designs teaching strategies to achieve educational goals. In this case, the teacher selectively uses English to increase students' interest in the language and to provide motivation in learning. This indicates that the teacher recognizes the importance of language as a pedagogical tool to capture students' attention and encourage them to be more active in the learning process. Furthermore, regarding the use of effective language to achieve learning objectives, the teacher said he thought so because when teacher have good and qualified language skills in teaching, it more effective to help students learn.

The results of this research are in line with motivation theory by Dörnyei (1990's), Dörnyei is an expert in the field of motivation in language learning. His theory emphasizes the importance of motivation in the language learning process and how teacher can influence students' motivation. The use of Indonesian in English teaching can make students feel more comfortable and engaged, which can increase their motivation. By reducing initial linguistic barriers, students can be more interested and motivated to learn English.

Limitations of this study, the study focuses more on the rationale for language use rather than measuring the effectiveness of this approach on student learning outcomes. Without data that measures the impact of language use on students' academic achievement or comprehension, it is difficult to assess whether the strategies used are truly effective. Also, this research focuses more on the teacher perspective without considering the student views on language use in the classroom. Students views on how the language used affects their understanding and motivation are also important to explore.

From the limitations of this study, future researchers can focus on measuring the impact of language use on students' learning outcomes, such as their academic understanding and achievement. This could be done by collecting quantitative data through tests or assessments related to the learning materials and looking at the differences in outcomes between groups of students using specific language approaches. Future research could extend the scope to different contexts, such as schools with different cultural backgrounds or education levels, to see if similar results occur in various situations.

5. CONCLUSION

Based on the results that have been described by researcher it can be concluded that the selection of language instructions used by teacher in teaching English in the classroom has an important role for students. Therefore, what is conveyed can be understood by students. The language used by the teacher is using two languages, namely Indonesian and English, where the use of these languages can influence students in learning and easy to communicate and, what the teacher wants be achieved. This study also shows that the reason why teacher used English and Bahasa Indonesia in the learning process is based on the aim of attracting students interest and motivating them to learn English. In addition, teacher consider the student language proficiency level in determining the use of English or Indonesian. If the class has a high level of comprehension, teacher tend to use English fully; conversely, if the student comprehension is lower, Indonesian is used more often.

The results show that the use of Indonesian and English as the language of instruction by English teacher in the classroom has various positive implications. The use of these two languages improves students' understanding of the material, captures their interest and provides more motivation to learn. By explaining complex concepts in Indonesian and using English for practical applications, students find it easier to follow the learning. This approach allows for customization of teaching according to students' level of understanding, creating an inclusive and responsive learning environment. In addition, it promotes students' bilingual skills and improves the quality of teaching. Education policy support for bilingual methods and better communication between teacher, students and parents reinforce the benefits of dual language use in learning.

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