CLASSROOM LANGUAGE FUNCTIONS USED BY EFL TEACHER DURING DISTANCE LEARNING IN JUNIOR HIGH SCHOOL

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Abstrak
Tujuan dari penelitian ini adalah untuk mendeskripsikan fungsi bahasa kelas yang digunakan oleh guru EFL di sekolah menengah pertama selama pembelajaran jarak jauh. Penelitian ini diklasifikasikan sebagai penelitian deskriptif kualitatif. Penelitian ini dilakukan di SMP N 2 Sawan dengan hanya satu subjek, seorang guru bahasa Inggris kelas 7. Temuan dari penelitian ini menunjukkan bahwa guru EFL lebih memilih untuk menerapkan 'mencari informasi' sebagai fungsi bahasa kelas tertinggi yang disampaikan selama pembelajaran jarak jauh, diikuti oleh 'menjelaskan' sebesar 21,88%, 'membujuk' berada di tempat ketiga dengan 20,31%. Di tempat keempat adalah 'memerintah', dengan 17,19 persen. Berikutnya adalah 'mengevaluasi' (1,95%), 'membandingkan' (1,56%), 'menganalisis' (1,17%), 'membuktikan/mendebat' (0,78%), menjustifikasi (0,78%), 'menyimpulkan' (0,39%), dan 'mensintesis' (0,39%). Sementara itu, guru tidak menggunakan dua fungsi selama mengajar. Kedua fungsi tersebut adalah 'mengklasifikasikan' (0%) dan 'memecahkan masalah' (0%).

Kata kunci: Bahasa kelas, fungsi bahasa, pembelajaran jarak jauh

Abstract
The purpose of this study is to describe the classroom language functions used by the EFL teacher in junior high school during distance learning. This study is classified as qualitative descriptive research. This research was conducted in SMP N 2 Sawan with only one subject, a grade 7 English teacher. The findings of this study showed that the EFL teacher preferred to implement 'seeking information' as the highest classroom language function delivered during distance learning, followed by 'explaining' by 21.88%, 'persuade' came in third place with 20.31%. In fourth place is 'ordering', with 17.19 percent. Next are 'evaluating' (1.95%), 'comparing' (1.56%), 'analyzing' (1.17%), 'proving/debating' (0.78%), justifying (0.78%), 'inferring' (0.39%), and 'synthesizing' (0.39%). Meanwhile, the teacher did not use two functions during teaching. They were 'classifying' (0%) and 'solving problems' (0%).

Keywords: Classroom language, language function, distance learning.
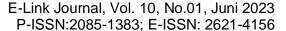
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INTRODUCTION

Covid-19 brings a lot of impacts on the learning process in Indonesia. Almost all of the school's level in Indonesia need to face a new era of education. All of the schools needed to adapt to the current system and regulations toward the pandemic. Learning activities were also affected by these circumstances. The traditional way of learning activities, face-to-face class activities, changed into distance learning which used various online platforms as the media to engage with the students. The implementation of online learning was officially advised by the Minister of Education and Culture of the Republic of Indonesia who announced that all education units must be changed into online learning since 24 March 2020 due to the increasing spread of Covid-19 (Sulisworo et al., 2020). Hence, this sudden situation brought an abrupt change in the way teachers teach their students, and manage their classes, including how classroom language was used in online classes.

Classroom language in the traditional way of teaching is definitely different from the language used during online class. Classroom language is some language expressions implemented in the classroom between students and teachers (Rosdiana, 2016). It is very important, especially for English teachers. According to Jang Ho & Yuen Yi (2017) classroom language is important for both the students and the teacher. It is said that for English Foreign Language (EFL) students, the language classroom very beneficial in motivating them in learning during the class. The importance of classroom language is also supported by Allwright (1984) stated that teachers' language is essential interaction of classroom pedagogy in order to manage the students well. Kirana & Areni (2010) also argued that classroom language is important to help the English teachers in organizing their classes and enable to encourage the students to use their target language. They also mentioned that if classroom language is not implemented to the students, it will become a chaotic and riotous class.

According to Chamot and O'Malley (1994) (as cited in Mufidah et al. (2007)) states that language function is a function when language is used in the teaching and learning process, especially in conveying content. Therefore, academic

language instruction and practice should be integrated with academic content instruction. There are 11 academic language functions as stated by Chamot and O'Malley (1994) (as cited in Mufidah et al., 2007)). (1) Seeking information used to observe and explore the competency of the student, to gather the information during the teaching process (e.g. use who, what, why, when, where, and how). (2) informing used to identify or to report (such as retell the story or personal experience story). (4) ordering used to explain the sequence of the idea/event (the example is the timeline of a story, cycle). (5) classifying, used to make group objects or ideas according to their characteristics (e.g. describe organizing principle(s), explain why A is an example and B is not); (6) analyzing, used to separate whole into parts; identify relationships and patterns (e.g., Describe parts, features, or main idea of information presented by teacher or text); (7) inferring, used to make inferences; predict implications and hypothesize (e.g. describe reasoning process inductive or deductive or generate hypothesis to suggest causes or outcomes); (8) justifying & persuading, used to give reasons for an action, decision, point of view; convince others (e.g. tell why a is important and give evidence in support of a position); (9) solving problem, used to define and represent a problem; determine solution (e.g. Describe problem-solving procedures; apply to real life problems and describe); (10) synthesizing, used to combine or integrate ideas to form a new whole (e.g. summarize information cohesively; incorporate new information into prior knowledge); and (11) evaluating, used to asses and verify the worth of an object, idea, or decision. (e.g., Identify criteria, explain priorities, indicate reasons for judgment, confirm truth).

Many types of research have been conducted about classroom language functions through face-to-face learning but there was no research during distance learning that caused by the Covid-19 outbreak in junior high school. Therefore, it was important and interesting to conduct research on how classroom language functions will be implemented by an English teacher in Sekolah Menengah Pertama Negeri 2 Sawan during distance learning.
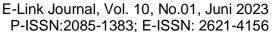
METHOD

This research was conducted by using qualitative research. According to Haradhan (2018) states that Qualitative research is a type of social activity that focuses on how people perceive and analyze their experiences in order to better understand people's social realities. According to Zohrabi (2013) (as cited in Haradhan (2018)) states that It collects, analyzes, and interprets content analysis data on visual and textual sources, as well as oral history, using interviews, diaries, notebooks, classroom observations, and immersion, as well as open questionnaires.

This research will use a qualitative case study. According to Rashid et al. (2019) argue that Qualitative case studies are research methodologies that aid in the examination of phenomena in a specific context by utilizing diverse data sources and conducting exploration through numerous lenses to uncover various elements of the phenomenon.

This research aimed to describe how classroom language functions were implemented by one of the English teachers in SMP N 2 Sawan during distance learning.

The research was conducted the research in a junior high school in Buleleng regency. The school that the researcher selected was SMP Negeri 2 Sawan. The subject in this research is a 7th-grade teacher in SMP Negeri 2 Sawan. After conducting preliminary research, the researcher found that the teacher used some classroom language functions in teaching English. In addition, this study picked only one of the English teachers to avoid too many subjects in this qualitative research.

According to the background and the research statement, it is determined that the object of this research is the implementation of the teacher's classroom language in SMPN 2 Sawan during distance learning. Furthermore, classroom language includes language choice and the language function that used by the teacher. As explained in the background the object of this study is also the media used during distance learning in SMPN 2 Sawan.

To collect data from the subject of the study, there were some methods, instruments, and tools were used in the research. There were also some steps in collecting the data. The first step was to observe the teaching to collect the classroom language used by using the table checklist and classification table. After that did an interview with the subject to collect another data about classroom language by using the interview guide as the instrument.

The obtained data will be analyzed using descriptive qualitative analysis. There were several steps that were required in analyzing the data. The first was organizing and familiarizing. The researcher will read all of the data. The data were observation, field notes, and also the questionnaire. In this step, the researcher also made the transcription of data in order to comprehend the data. The next step was coding and reducing the data. After organizing and also familiarizing the data, the researcher grouped all the data into some categories. After categorizing the data, it helped in developing the concept of the data. It also helped the researcher in matching the data with the theories provided in the review of the literature. The third step was interpreting and representing. In this last step, the researcher explained the whole data according to the theories that matched before. Lastly, the researcher presents the data in description form.

FINDINGS AND DISCUSSION

This research aimed to describe the functions of the classroom language used by the EFL teacher during distance learning in SMPN 2 Sawan.
The researcher already did the preliminary observations before conducting the research and found that the teacher used some classroom language during distance learning. Teachers primarily used the 'seeking information' function during distance learning teaching.

The researcher conducted research for ten meetings by paying attention to the classroom language functions used by the teacher during teaching. Researchers made observations with observation tables. The following table summarizes the findings that have been summarized to make it easier for readers to see the

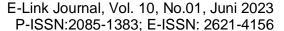English Education Department, Universitas Islam Lamongan

comparison of the use of classroom language functions by the teacher during research.

Table 1. Total Use of Classroom Language Functions

No	CL Functions	Number	%
1	Seeking information	86	33.59%
2	Explaining	56	21.88%
3	Persuading	52	20.31%
4	Ordering	44	17.19%
5	Evaluating	5	1.95%
6	Comparing	4	1.56%
7	Analyzing	3	1.17%
8	Proving/ debating	2	0.78%
9	Justifying	2	0.78%
10	Inferring	1	0.39%
11	Synthesizing	1	0.39%
12	Classifying	0	0.00%
13	Solving problem	0	0.00%
	Total	**256**	

According to the table above, it can be concluded that the most used classroom language function was seeking information, which is 33.59% usage in ten meetings. Next was explaining as much as 21.88%. In the third position, persuading, was 20.31%. After that, in the fourth place, namely ordering with 17.19%. Then followed by evaluating (1.95%), comparing (1.56%), Analyzing (1.17%), Proving/debating (0.78%), Justifying (0.78%), Inferring (0.39%), Synthesizing (0.39%). Meanwhile, two functions were not used by the teacher. They are Classifying (0%) and Solving problems (0%).

The researcher observed the use of the language function through direct observation during the learning process. The researcher recorded every classroom language used by the teacher during teaching. The researcher obtained data where the teacher used the language function seeking information the most, followed by

persuading, in the third-place ordering, explaining, greeting, evaluating, debating, analyzing, comparing, and problem-solving.

The use of language functions during distance learning by research subjects for seeking information was 74 phrases and sentences. It was because the teacher must provoke students to be active during learning by asking a few simple questions. The teacher also emphasized that students found it easier to answer when prompted with questions. They were sometimes afraid to give their opinion or express their opinion about the material. Therefore, the teacher often asked students simple questions using "What, when, who, where, why, and how".

In addition to seeking information, the teacher also used persuasion repeatedly during distance learning. According to the teacher's argument during the interview, persuading was merely to stimulate students' enthusiasm in learning so that they are willing to continue to be active during learning. Such as by giving applause when students could answer questions during the discussion.

The next was the use of 'explaining' during distance learning. It was the same with the use of ordering in the previous discussion. The used of Explaining was also influenced by the ability of students who have not been able to understand the concept of using language. Teachers used to 'explain' a lot to emphasize the concepts of using language and grammar. The teacher explained that students were not ready if they are released to understand the material given. Thus, the teacher chooses to provide an explanation of what was being taught with the hope that students find it easier to understand the material.

The following language function was 'ordering'. During distance learning, the teacher provoked students to be more active during the discussion in the WhatsApp group. The teacher was also active in giving the order of some steps or sequences that the students should follow. Due to the learning process being conducted in WhatsApp, which cannot provide direct feedback, during the observation, the research subjects gave many explanations regarding the order of objects or events because the topics discussed were about Time and Routines.

CONCLUSION

The conclusion of this research is the teacher used 11 of 13 classroom language function, namely: seeking information, explaining, persuade, ordering, evaluating, comparing, analyzing, proving/debating, justifying, inferring, and synthesizing. However, there are two language function that the teacher did not use, classifying and solving problems.

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