# TEACHERS' LANGUAGE USE IN CLASSROOM INTERACTION

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## ABSTRACT

The objectives of this research were to explore the teachers' language use in classroom interaction, find out the factors influence teachers' language use in classroom interaction, investigate students' perception towards their teacher's language use in classroom interaction.

The method applied in this research was qualitative descriptive method. The participants of this research were two English teachers and their twenty students. The data of this research were collected by employing observation and interview.

The results revealed that teachers used first language, target language, code mixing and code switching in classroom interaction. Teachers uttered eighteen kinds of language function. In instructional talk and management talk the teachers used more for first language than target language. The teachers use target language more in management talk than instructional talk. The teacher interview data showed that the factors influence teachers' language use were the importance of first language, target language, code mixing and code switching, first language makes easily to be understood by the students, the materials given, and the condition of the class. Interview with students showed most of students feel happy and they like if the teacher used English in classroom interaction, most of students prefer to their teacher in equal using English and Indonesian, some students prefer to their teacher in using English dominantly and there was a student prefer to the teacher in using Indonesian dominantly.

*Keywords: Language Use, Classroom Interaction, Perception.*

## INTRODUCTION

As a foreign Language, English should be used by the teacher in classroom interaction, because the most effective and efficient way of learning the foreign language is practicing. The more students practice the more they can use the language fluently. In order for the students to acquire foreign language skill, it is necessary to surround them by the target language, and to be in situations which they need to use it. To make the students in that situation, the teacher can create English area in the classroom interaction, so that the students will be surrounded by target language and they have more time to practice. It can give more benefits to students.

Students need comprehensible input as theory of Krashen (1982) students can develop their oral proficiency when they expose more foreign language input by hearing their teacher's language use in classroom interaction and also by practicing it when they have opportunities to communicate using English as target language. As stated that when the teacher always speaks English, the students will motivate themselves to use also, because

they imitate their teacher (Raihaini, 2011). This statement is also supported by Met and Rhodes (1990), they conclude that more students hear the target language, the more they use it in their interaction, the greater will be their linguistic growth. Thus statement shows how important the teacher uses target language in classroom interaction.

In teaching and learning English process, not all the teachers are committed in using the target language for instruction, interaction and activity in the classroom. Whereas, by using target language in classroom interaction, it will make the students familiar with the vocabulary and instruction which the teacher used intensively. Teachers rarely use English to communicate because they doubt about students' understanding the instruction or the material when the teacher uses the language in learning process. Meanwhile, when the students listen to the teacher's language use in classroom interaction they start learning not only about language itself but also how to use the language in realistic context (Zulfah, 2015). Furthermore, when the teacher ignores the use of target language in classroom interaction, the goal of teaching process could not be more effective. Besides that, the need of understandable teachers' language use is very important for the students in learning a new language. If the students do not feel clear enough about materials or instruction given by the teacher using target language, they will not get any kind of information from the teacher during the learning process, hence they might be failed in the learning process. Brown (2001) believes that the use of students' first language in foreign language classroom situation becoming an option as long as it is limited by the need of the first language itself.

As the researcher's first observation in SMAN 11 Makassar and MAN 1 Makassar, the English teachers there used Indonesian and also English in classroom interaction. So that is why the researcher would explore in what context (instructional talk or management talk) the teachers' language use occurs in classroom interaction, the factors influence teachers' language use and the students' perception towards their teachers' language use.

Based on the illustration above, the objectives of this study were to explore:
1. To explore the teachers' language use that occurred in English classroom interaction.
2. To find out the factors influenced teachers' language use in English classroom interaction.
3. To investigate students' perceptions towards their teacher's language use in English classroom interaction.

## RESEARCH METHOD

This research applied descriptive qualitative research method to describe teacher's language use that found in classroom interaction; the factors influence teachers' language use; and students' perception toward their teacher's language use. The participants of this research were two English teachers. One teacher from MAN 1 Makassar and one from SMA 11 Makassar and their 20 students also participated in this research.

The classroom observation was conducted to get a general description about the teachers' language use in classroom interaction. It was used by the researcher to obtain the data by simply watching the participants while the teaching and learning process taking place. Each teacher was observed for two meetings. The researcher recorded for two meetings for each teacher in teaching performance. In order to gain more information related to the factors influence teachers' language use in classroom interaction and students' point of view toward their teachers' language use, the research conducted a semi-structure interview with the teacher who is being observed as a participant and their students.

**FINDINGS**

This section presents the result of the research. It reveals the teachers' language use in the classroom interaction, the factors influence teachers' language use and students' perception toward the teachers' language use.

**TEACHERS' LANGUAGE USE**

Based on the theory of Zulfah (2015) teachers' language use refers to the language function divided in two parts, namely instructional talk and management talk. The detailed findings of these language function categories were presented below:

**1. Instructional Talk**

Instructional talk employed to present the lesson or language content. Through the analysis of the voice recording transcription, the researcher found all of five kinds of these function during the classroom interaction as follows:

**Giving explanation**

This kind of language function is giving detail information about teaching materials. The core of the teaching and learning process is about explaining materials.

**Extract 1**

T   : *Lihat nak!* **Perubahannya terletak pada "to be" yah yang lainnya sama. Kata kerja juga berubah nak. Kalo dia perfect dia pake has/have, kalo dia continuous ditambah been.** *Sudah nak?*
(look dear! The change lies in "to be" the other are the same. The verb also changes. If it is perfect tense it used has/have. If it is continuous tense, it should be added been)

Extract 1 above shows the teacher used first language in explaining material. The teacher used code mixing. She used English in form of word such as **perfect**, **continuous** and **been** and the teacher used English in form of phrase like **to be**. The teachers used first language in explaining material in order to make sure the students understand easily the materials given.

**Giving direction**

This language function is the teacher instructed the student to do something related to the material which is discussed that day.

**Extract 2**

T   : **bisa berupa paragraph. Tapi bisa seperti ini. Dalam bentuk paragraph saja. Jadi tentukan yang mana identification-nya dan yang mana description.** *yah! Mana absennya? Ada pulpenmu nak?*
(it can be a paragraph. In paragraph form. So specify which one is identification and which one is description…)

Extract 2 above shows the teacher gave instruction to the students using first language and used code mixing in form of words like **identification** and **description.** The teacher used first language to make the students understand easily the direction given.

**Giving correction**

This language function takes place as the way the teacher correcting the students' answer, whether the students' answer is correct or wrong. It also can be giving explanation about the mistakes and how to correct it.

**Extract 3**
*S26 : handsome.*
***T : yah he is handsome.***
*S38 : tall tall.*
***T : He is tall.***
*S17 : smart.*
***T : he is smart.***

Extract 3 above shows the way the teacher corrected the students' answer. The teacher used target language in form of sentences to show the students about the correct sentences in describing Anan.

**Asking question**

Asking question was used by the teacher to check students' comprehension about teaching materials.

**Extract 4**
*T : okay, hello. Okay. Sekarang kita belajar tentang..yah..descriptive text. **What do you know about descriptive text?** Apa yang kalian ketahui tentang descriptive text?*
*S6 : gambaran.*
*T : gambaran. Teks yang menggambarkan sebuah objek. **What else?** Apalagi? Apa yang kamu ketahui tentang descriptive text?*

Extract 4 above shows that the teacher used target language and first language in giving questions to the students. At the time, the teacher informed students about the material of the day and then asked some questions to know students' prior knowledge about the material. She asked a question again and again to get more information from the other students. She used code switching in asking question to make students understand the questions and to enhance students' enthusiasm in answering the question.

**Answering question**

This language function is the teacher responses to the students' questions which related to teaching material.

**Extract 5**
*S38 : suka baper ma'am. Ma'am apa Bahasa Inggrisnya galau?*
   (likes be gloomy ma'am. Ma'am, how to say *galau in English*?)
*T : apa Bahasa inggrisnya galau? ...**Galau is Gloomy**.*
   (how to say *galau* in English?...*galau* is gloomy)

It can be seen in Extract 5 above shows that the teacher used target language in form of sentence in answering because what the student need was how to mention that word in target language.

## 2. Management Talk

In this language function, most of the utterances which is the teacher used was to manage classroom activity. Language is used for the ongoing activities within the lesson which are not inherently part of teaching. The researcher found thirteen kinds of language function in this category as explained bellow:

### Greeting

This language function of management talk happened when the teacher entered the classroom then started the learning process and before living the classroom in ending process.

### Extract 6
*S14 : stand up please, greating to our teacher.*
*SS : assalamualaikum warahmatullahi wabarakatuh. Good morning sir!*
*T : **waalaikumsalam warahmatullahi wabarakatuh**. **good morning**.*
*S14 : seat down please. before we study, let's pray together.*

Extract 6 above shows the daily greetings in English subject class. The students greeted the teacher using Islamic greetings because all of them are Muslim and they also greeted their teacher using English greetings because they realized that it was an English class. It was a routine activity before starting and ending the teaching activity.

### Checking presence

This language function of management talk is the teacher called students' name to know the students' presence in the classroom, whether the students are present, absent, or sick.

### Extract 7
*T : **okay listen your name please! Ahnan***
*S1 : Hadir pak*
*T : **Ayla***

Extract 7 above shows the way teacher checked the students' presence. Firstly, the teacher asked the students to keep attention in hearing their name. He used target language in form of sentences without translated it in first language. It was because all students could understand the meaning. Then the teacher called the students' name one by one.

### Giving instruction

This language function of management talk is asking students to do something now or soon which no related with teaching material.

### Extract 8
*T : yah Okay. **Open your book..unit four. Open your book page fifty-four**..yah. Hello..unit four. Unit empat..yah. Wonderful Indonesia.*

Extract 22 above shows the teacher gave instruction to the students using target language in form of sentence. It was to give the clear instruction so the students could get the point of the instruction. She also used code switching, she used target language then she

translated it in first language. That was to emphasize the students understand the instruction and to make sure the students follow her instruction.

**Giving Direction**

This language function of management talk is giving information about procedure or how to do activity in classroom.

**Extract 9**

*T      : tulis namamu di sini. Well, write your name here! because you must collect it!*
      (write your name here…)

Extract 9 above shows the teacher used code switching. She used first language and then translated it in target language to make sure the students understand the direction about.

**Giving announcement**

This language function of management talk is giving information to the students.

**Extract 10**

*T      : yah waktu lagi sepuluh detik. Saya hitung yah.*
      *(well, ten seconds left. I'll count)*

Extract 10 above indicates the teacher used first language in giving information because he just wanted to remind the students to finish their task sooner.

**Encouraging students**

Encouraging is one of the teacher utterance that used to boost up student's spirit during the teaching and learning process.

**Extract 11**

*S17   : nanti salah-salah*
      (I'll make a mistake later)
*T      : Tidak apa-apa kitakan belajar.*
      (It's ok, we still learn)

Extract 11 above shows the way of the teacher in encouraging her student. She encouraged her using first language to make the students understand easily and also by using first language would touch the student itself.

**Giving reprimanding**

Giving reprimanding is the teacher criticize students' negative behavior by telling that the students' behavior was not acceptable or correct and communicating anger, criticism, displeasure, annoyance, and rejection.

**Extract 12**

T    : *apa dikerja di belakang itu. Keluar saja kalau tidak mau belajar.*
      (what are you doing there. Just go out if you don't want to study)

Extract 12 above shows the way of the teacher in giving reprimanding to the students. He used first language to emphasize his statement easily to be understood by the students, so that they realized what they did was wrong.

**Giving praise**
This language function is the teacher praised the students for the achievement that they made.

**Extract 13**
*T* : ***ternyata kau sudah pintar yah***. *Banyak latihan yah. Okay lanjut!*
(evidently, you are smart. keep practice. Okay next!)

Extract 13 above shows the teacher used first language in giving praise because the students could mention how to pronounce the vocabularies correctly.

**Giving thanks**
Giving thanks is the teacher expressing grateful or telling thank.

**Extract 14**
*T* : *Rosmina.*
*S34* : *present.*
*T* : ***Ok thank you***.

Extract 14 above shows that the teacher used target language in giving thanks. The teacher gave thanks to the students because he expressed grateful of students' attention in hearing their name and giving response to him.

**Making humor**
Making humor is making jokes or telling funny utterance to make students laugh. This kind of language use can help to create a more positive learning environment.

**Extract 15**
*T* : ***Jangan bilang orang utan baru temanmu muliati.***
(do not say orang-utan while seeing to your friend)

Extract 15 above shows the teacher used the first language in making humor because the funny of the humor could be understood easily by the students.

**Asking question**
Asking question of language function in management talk is the teacher used to asking information to the students which no relation to teaching material.

**Extract 16**
*T* : ***siapa guruta?***
*(who is your teacher?)*

Extract 16 above shows the teacher asked a question which no relation with the teaching material. Before ending the class, he made a little conversation with the students using first language.

**Answering question**

Answering question is giving response to students' question which no relation to teaching material.

**Extract 17**

*SS     : I am fine. Thank you. And you?*
*T       : **I am ok**. Bagi dulu ini..one by one.*

Extract 17 above shows the teacher used target language in answering question because they used target language in opening section.

**Closing activity**

This is the part when the teacher wants to end the teaching and learning process by giving information to students that learning activity is end.

**Extract 18**

*T       : **yah times up. Waktunya habis.** Siapa lagi yang masuk nanti?*
(time's up. Who else will come later?)

Extract 18 above shows the teacher informed that the time was end. The teacher used code switching, he used target language then followed by first language.

### The Factors Influence Teachers Language Use in Classroom Interaction

The teachers explained the factors behind their language use in classroom interaction in the interview session. The result was described in some extracts as follows:

**1.  The importance of the first language**

**Extract 19: The importance of first language from teacher 1**

*T  : **penting yah. karena anak-anakkan suka belajar Bahasa Inggris tapi di sini kalau ibu masih menggunakan Bahasa Indonesia untuk memberikan penjelasan kepada siswa tentang materi-materi.***
(important, the students like to study English. I used Indonesian in explaining teaching material)

Extract 19 above shows the teacher 1 though that the use of first language in teaching English was important especially in explaining material. So she implemented it by using Indonesian in her classroom interaction.

**Extract 20: The importance of first language from teacher 2**

*T  : yaa lihat situasi klau siswanya lebih bayak faham Bahasa inggris maka lebih bagus kita gunakan Bahasa inggris tapi kalau mereka tidak terlalu mengerti kita harus mundur kebelakan dan kita mulai dari bawah lagi motivasi dia kita gunakan bahasa yang mereka kenal dulu,  bahasa yang mereka kenalkan bahasa Indonesia.*

(yea, see the situation. If more students were understood using English, it is better to use English, but if they still did not understand. We should be back again and we start from the first step, we motivate them, we use language which they known first. The language which they knew is Indonesian)

Extract 20 above shows teacher 2 also thought that the use of first language in the classroom interaction is important. If the students are not familiar using English, Indonesian should be used. Meanwhile according to him it was better using English, but it was depended on the situation and students' comprehension. It was better to use English if all students could understand the material explained using English, but if there were more students not familiar with English yet, it was hard for them to understand what the teacher said. So, he used Indonesian as the students' first language to make them understand easily.

## 2.  The importance of the target language (English)

The importance of using target language in classroom interaction based on teachers' point of view could be seen as follows:

**Extract 21: The importance of target language use from teacher 1**

*T  : sebenarnya penting sih karena kita kan mengajar Bahasa Inggris, jadi penting cuman saya lebih bnayak menggunakan Bahasa Indonesia. Cuman terkadang kalau memberikan instruksi atau apa saya pake Bahasa Inggris kalau menerangkan saya masih menggunakan Bahasa Indonesia.*

(in fact, it is important because we are studying about English, so is important. But I used more for Indonesian. Sometimes in giving instruction or the other I used English and in explaining material I used English)

Extract 21 above shows the teacher thought that the use of target language was important. She realized that it was an English subject so it was important to use English more in classroom interaction. She believed that using English was important in English class, nevertheless in implementing in the classroom activity she liked to use Indonesian more. She used English just for giving instruction. The following extract was the same point of view also from teacher 2 could be seen in extract below:

**Extract 22: The importance of target language use from teacher 2**

*T  : penting ya itu ya karna itu sumber motivasinya itulah awal .. karna disitu yang sebenarnya yang kita inginkan…*

(Yes it is important because it is the source of their motivation, that's the beginning... because it was what we want..)

Extract 22 above shows the teacher also agrees that the use of target language was important. The use of English in classroom will motivate students and that was the teacher hopes.

3. **The importance of code mixing and code switching**

       The use of code mixing and code switching also important to be used by the teacher.

**Extract 23: Changing or mixing the first language and the target language**

*T : klau kita menjelaskan, yang tidak dia pahami kita combine perhatikan kalau ada pertanyaan yang begitu kita tanya tidak ada respon, dia tidak ngerti dia tidak ada jawaban mungkin diulangi tidak ada jawaban lagi, jadi kita ganti dengan bahasa yang dia kenal, nah setelah itu ditanya kembali dia sudah tahu, kita kembali lagi ke bahasa Inggris "oh iya saya tahu saya tahu manksudnya ini"*
(if we were explaining, when they did not understand then we combine. Take care if there was a question when we asked then there was not response, they did not understand so they did not answer, we asked again, there was not response again. Then we changed to the language which they known. After that we asked again they had already understood. When we came back using English, they said 'oh, I know, I know what's the meaning')

       Extract 23 above shows the teacher believed that the use of first language was needed to be used when explaining material. The teacher's statement in extract 23 above also indicates that if the teacher asked a question to the students used English, then they were just silent and they could not answer the question because they could not understand the meaning of that question, at the time Indonesian should be used. According to him changing question from target language which they did not understand its meaning to Indonesian which they understood the meaning would make the students understand.

4. **First language makes easily to be understood by the students**

       As the students first language, teachers Indonesian use would make the students understand easily the materials given.

**Extract 24: First language makes easily to be understood from teacher 1**

*T : terkadang kalau menjelaskan menggunakan Bahasa Inggris dia susah, atau biasa mereka bertanya lagi "ibu apa maksudnya ibu?" terkadang seperti itu jadi saya lebih suka menggunakan Bahasa Indonesia.*
(sometimes when explaining using English, they usually difficult to understand, they asked again, "what is that meaning ma'am?" sometimes like that, so I prefer to use Indonesian.)

       Extract 24 above shows the teacher less used English because if she used English more, the students would ask her back about the meaning. It was because the students were less able to understand it. To resolve it, the teacher used Indonesian as their first language to make the students understand easily.

5. **The material of the day**

       The materials given also influence the teachers' language use.

**Extract 25: Using the language based on the material of the day**

*T : kadang kalau materinya tentang speaking baru kita gunakan Bahasa Inggris. Tapi kalau grammar lebih banyak Bahasa Indonesia, kalau speaking mereka memang harus ya.*

(sometimes, when the material was about Speaking we used English. But if it was about Grammar, we used Indonesian more. If speaking English is a must.)

Extract 25 above shows the teacher argued that the consideration in using first language or target language also based on the material of the day. If the material was about speaking then they used English, but if the material was about grammar, then they used more for Indonesian.

**6. The condition of the class**

The materials given also influence the teachers' language use.

**Extract 26: difficult to use English for 40 students with different level**

*T : ... lihat situasi jika siswa dominan tidak paham apaligi siswa jumlah besar kalau 20 mungkin seperti di tempat-tempat yang sudah maju yah 20 orang bisa ditangani, tapi kalau 40 orang, 30 orang tidak mengerti, 10 saja mengerti maka yang 30 itu kehilangan jejak. Kalau orang sudah kehilangan jejak baru kita bicara saja mm tidak ada perhatian.*

(… we see the situation if students dominantly didn't understand, moreover the large number of students, if only 20 like in advanced place, 20 students can be handled, but if 40 students, 30 students did not understand, only 10 students understand then that 30 students were lost track of. If the student already loses track of then we just talk mmm there no attention.)

Extract 26 above shows that according to him it was still difficult to use English for all 40 students in classroom with different English comprehension degree. The teacher could not force to use English if there were more students who difficult to understand than the students who easily to understand. To him the most important was students' understanding.

The following extract was teacher 1's explanation about one of the factors influence teacher language use.

**Extract 27: take care of students' comprehension**

*I : kalau dengan penggunaan Bahasa Indonesia mana lebih banyak?*

*T : sepertinya Bahasa Indonesia, yah Bahasa Indonesia.*

(it must be Indonesian, yah Indonesian)

*I : disesuaikan dengan kemampuan siswa?*

*T : ia sesuai kemampuan siswa.*

Extract 27 above shows that the teacher used more for first language than target language. She likes to use Indonesian more because of the students' ability in understanding still pure.

## STUDENTS' PERCEPTION TOWARD THEIR TEACHERS' LANGUAGE USE IN CLASSROOM INTERACTION

The finding of students' perception could be seen as follows;

**1. Students feel happy and they like if the teacher used English in classroom interaction**

Most of the students taught by teacher 1 and teacher 2 do not mind when their teacher used English in communication.

**Extract 28: Feeling happy**

*S : bagi saya, saya merasa senang karena dengan guru mengajar menggunakan bahasa inggris dapat membantu saya untuk lebih memamahami bahasa inggris.*
(for me, I feel happy because of teacher's English used will help me in better understanding about English)

Extract 28 shows the student was happy when the teacher used English in teaching, because she realized that situation will help her in improving her understanding of English.

**2. Student feels hard to understand the materials given and he dislikes if the teacher used English in classroom interaction**

A different feeling comes from a student taught by teacher 1. He felt dislike when the teacher used English in classroom interaction. His statements are pointed up as follows:

**Extract 29: Difficult to understand**

S  : *sulit dimengerti karena kami belum menguasai Bahasa Inggris*.
(Difficult to understand because the students not mastered Engish yet)
*I  : suka atau tidak?*
(like or no?)
*S  : tidak*
(No)

Extract 29 above shows the student felt dislike when the teacher used English in classroom interaction, because he realized his English comprehension was still pure, so it was difficult to him to understand when his teacher used English in classroom interaction.

**3. Students prefer to their teacher in equal using English and Indonesian**

Most of students preferred to their teacher in equal using English and Indonesian. The teacher should use English in order to give input about how to use English correctly and the teacher also should use Indonesian in order to make them easy to understand the materials given.

**Extract 30: Using both of English and Indonesian**

*S : Kalau menurut saya lebih baik berimbang karena kalau semuanya menggunakan Bahasa Inggris mungkin tidak semua siswa itu tahu atau paham apa yang ibu katakana begitu. Tapi jika menggunakan Bahasa Indonesia bagaimana caranya Bahasa Inggris siswa akan berkembang, sedangkan itu yang diajarkan Bahasa Inggris kalau tidak pake Bahasa Inggris bukan Bahasa Inggris namanya.*

(I think it's better to be balanced because if used English all maybe not all students know or understand what the teacher said. But if the teacher used Indonesian, how will English students' comprehension were developed, while the subject which taught was English if the teacher didn't use English, it's not English.)

Extract 30 above shows the student thought that using English all teaching process will make students difficult to understand the materials given. Meanwhile using Indonesian all teaching process will not improve students' ability in English. Then, she prefers her teacher to use both English and Indonesian so that all students will get input from teacher's English used and all students will understand easily from teacher's Indonesian used.

**4. Students prefer to their teacher in using English dominantly**

Different perception came from some students taught by teacher 1 and teacher 2. They preferred to their teacher in using English dominantly.

**Extract 31: English dominant is better**

*S : kalau saya pilih itu dominan bahasa inggris agar dapat membantu saya untuk berbicara bahasa inggris yang baik dan membantu agar mengetahui lebih bayak kata.*

(I choose dominant in English, so that it can help me speak good English and help me know more vocabulary.)

Extract 31 above indicates student preferred to her teacher in using English in classroom interaction. She realized that the situation would help her in using English correctly and it would give her input about new vocabulary.

**5. Students prefer to their teacher in using Indonesian dominantly**

Different perception came from a student who preferred to his teacher to use the first language in classroom interaction. His opinions are pointed below:

**Extract 32 Indonesian makes understand easily**

*S : Bahasa Indonesia. Karena dengan Bahasa Indonesia pelajaran mudah dimengerti.*

(Indonesian. Because with Indonesian the lessons are easy to understand.)

Extract 32 above indicates the student preferred to his teacher should use Indonesian all the time. Because for him, using Indonesian will make easily in understanding materials given.

## DISCUSSION

From the finding data shows that teachers used first language, target language, code mixing and code switching. The teachers used more for the first language than target language. In instructional talk the teachers used more for first language. Explaining material,

teacher 1 and teacher 2 used first language to make the material easily to be understood by the students. Khati (2011) claims that most students felt that mother tongue should be used in EFL classroom interaction to understand the difficult concept better. In line with Cook (2001), he stated that first language could be used to teach explicit grammar rules to students to help them get a better understanding of these grammar rules.

Giving direction, both teachers used first language to explain how students should do their task. The teachers used first language to make the students understand easily. Khati (2010), assumes that in order to carry out the task, the students, must understand what they have to do. The teachers used target language then translated into the first language or directly using first language to make the students understand about what they should do.

Giving correction, both teacher corrected the students' answer used target language in terms of sentences because they wanted to show how is the correct sentences.

Asking questions, both teachers used target language and first language. Teacher 1 checked students' comprehension by asking question used target language then she translated it in first language directly. Different way from teacher 2, he asked question using target language then he made it more simple by giving the key word of the question and translated that question in first language. He made the students' try to think about the answer.

Teacher 1 directly answered the question used target language, because the word the student asked was a word translation from Indonesian to English. Teacher 2 used first language in answering question because the question was a word translation from English to Indonesian. According to Khati (2011), by using first language teachers can explain the meaning of new words more effectively in a shorter time than if they use the target language.

In management talk, language is used to manage classroom activities. From the fifteen language function, the researcher found thirteen language function occurred in teacher 1 and teacher 2 classroom interaction. In greetings, the way the opening and closing section in teacher 1 and teacher 2 almost the same. There was a student lead the class to greet their teacher, then the teacher just answered the students' greeting. In teacher 1 classroom they only used Islamic religion greetings. In teacher 2 classroom used Islamic religion greetings and English greetings.

Checking presence, the way of both teachers in checking students' presence also the same. The teachers used target language to get the students attention before checking students' presence. The teachers called the students name one by one and there were also some questions using target language and first language in asking where or why a student did not join the class.

In giving instruction, giving direction and giving announcement both teachers used target language and first language. They used that language to make sure the students understand what they instructed.

In encouraging students both teachers used first language to make students directly get the point. The teachers also could touch students' heart if using Indonesian. The result supports Schweers (1999), he said that teacher encouraged students using first language in their classes to influence classroom dynamic, offer a sense of security and confirm the learners' experiences.

Giving reprimanding, giving thanks and making humor only occurred in teacher 2 classroom activity. In giving reprimanding teacher 2 used first language to criticize the students' activity at the time. He asked the student to stop what they were doing at the time. So, he used Indonesian directly. Nilsson (2013) found that a teacher using the first language

to correct the students' behavior comes across as more several than if speaking the target language. In line with Penington (1995), he said that the first language was used to establish discipline and stress severity. In giving thanks, teacher 2 used target language because this expression is familiar using in classroom activity. In making humor, the teacher used first language to make the students understand the joke. So the joke was perceived by the students. Mangngi (2016) stated that if students do not understand the humor, they will view it as a failed attempt and may be distracted from teaching. To avoid that, the teacher used first language to make sure it was perceived as a humor.

Asking question and answering question occurred in teacher 1 and teacher 2 classroom activity. The question and the answer was no relation to teaching material. The teachers used first language and target language to ask and to answer the question.

In closing activity, the teachers also used first language and target language. the teachers closed the class by informing the time is up and informing the homework or instructing what the students should do and asking about the next lesson and the next teacher. As usually in the end of closing activity the students greet the teachers use Islamic greetings or English greetings.

The data revealed that, both instructional talk and management talk, the teachers used more for first language than target language. The teacher used code switching by using target language always followed by first language. The teacher repeated the same utterances in target language into first language and vice versa. The findings of the present study are consistent with Prodromou (2002), he found that translation using mother tongue in the classroom was to enhance the quality of interaction and it would not be restricted or banned in the classroom language process. The teachers also used code mixing. They used target language in term of word or phrase for some familiar vocabulary.

**The factors influence teachers' language use in classroom interaction**

By administering interview to both English teachers, it is found that all teachers agree that the use of first language in teaching English is important. Since more students still not familiar with English, then first language should be used.

Both teachers also agree that using English is important in teaching English itself. They realized that it was an English lesson, so English should be used in classroom interaction. That process will give input for students' English comprehension. According to teacher 2, that process also would give such motivation to the students. That is the purpose of learning English. The students easily to understand using English in classroom interaction.

In fact, they couldn't do what they believe. Teacher 1 recognized students' ability, they were still difficult to understand the material given if she used English. The students would ask her again about the meaning if she used English. So, she used more for Indonesian than English. She also emphasized that, using English or Indonesian in English teaching process was depending on the material of the day. English was used more in speaking subject and Indonesian was used more in Grammar subject. According to Stern (1992) grammar explanation, organizing task, discussions and implementation of test makes the teacher choose the first language.

The quite similar statement from teacher 2, he stated that Indonesian should be used in explaining material and English could be used in first five minutes in the beginning of the teaching activity. If the teacher used English in classroom interaction then the students couldn't understand, the teacher should not be despairing and should not still force in using

English. The teacher would be like a superior but the students could not be understood the material given. The goals of learning were impossible to be reached. Because to him the most important was students understanding. He also defined that when the teacher asked a question using target language to the students and there was no response from the students, then Indonesian should be used. The result also supports the finding of Mugla & Seedhouse (2005), they came up with the fact that teachers made use of first language when the students were not able to answer a question, when they wanted to explain the grammatical points, or when they wanted to translate an item in one language into another.

Both teachers thought that the use of first language and target language are important and influenced by the situation. The teachers explained about the factors that made them using the first language rather than using the target language in their class were because of students' level of knowledge, students are still not familiar with English, it is hard for the students to understand material if the teacher used English, and the number of students in the class also affect the use of language. According to teacher 2 it was still difficult to use English for all 40 students in classroom with different English comprehension degree. So based on that situation faced by the teachers Indonesian should be used more in classroom interaction. Alshehri (2017), EFL teachers should feel free to use learners' first language to serve learning function. That is not to say that they should endorse unlimited use of first language.

**The students' perception towards their teachers' language used in classroom interaction**

Most of students taught by teacher 1 and teacher 2 did not mind if their teacher used English in classroom interaction. The students realized it was an English lesson, so the teacher should use English in teaching the subject. They believed that the teacher's English use will improve their English comprehension, improve their listening skill, improve their vocabulary and show them how to use English correctly. They feel happy and like if the teachers use English in classroom interaction as long as they know the meaning of the utterance or the utterance follow by Indonesian. The same finding with Tsukamoto (2011), he found that the students were satisfied with the teacher's use of language in the classroom, of which the intention was to increase exposure to the target language.

Most students perceived it is better for them when their teacher combined using target language and first language in classroom interaction. Even though, the students also realized their ability in understanding English utterance still pure, most students still desire their teacher should use English in classroom interaction, of course follow by Indonesian for difficult word. Because they admitted that their English comprehension particularly in vocabulary is still low. The students believed that teacher's Indonesian use will make them understand easily the materials given. The students also thought that teacher used English all teaching process will make students difficult in understanding the materials given and also teacher used Indonesian all teaching process will not improve students' ability in English, in other words there was not input for them. Hence, they expected to both English and Indonesian are combined used by their teacher in the classroom interaction. English will give input about English comprehension for them and Indonesian will make them easily to understand the materials given.

Only few of students perceived using English dominantly is better for them. The students hoped that English is a predominant language in classroom interaction because of their comprehension is enough in understanding English utterance. So, they thought that they

can understand easily the materials given although the teacher used English. Hence, they prefer to their teacher to use English in classroom interaction. They believed that teachers' dominantly using English in classroom interaction will make them better in English, they will adopt what they found from their teacher's target language use and they become comfortable in using target language too. The same founding from Met and Rhodes (1990), they conclude that more students hear the target language in meaning-filled context and the more they use it in realistic interaction, the greater will be their linguistic growth. In contrast, there was a student who taught by teacher 1 needs to be taught using Indonesian all teaching process. To him teacher's Indonesian used would make him easily in understanding the materials given. It is important that the English teacher should identify the students' English comprehension and perception towards teachers' language use in classroom interaction. As a matter of fact, the English teacher also should intend gradually to use English in the classroom.

## CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn.

First, related with teachers' language use in terms of instructional talk, it was found that all of the language function were uttered by all teachers in classroom interaction. Related with teachers' language use in terms of management talk, it was found that from fifteen language function only two language function was not uttered by the teacher 2. It was giving advice and giving punishment. In teacher 1 classroom interaction there were six language functions were not uttered. They were giving advice, giving reprimanding, giving praise, giving punishment, giving thanks and making humor. In classroom interaction the teachers use first language, target language, code switching and code mixing. All teachers in language function and management talk used more for first language than target language. The teachers use more for target language in management talk than instructional talk.

Second, regarding the factors influence teachers' language use in classroom interaction, the researcher gathered the data from interview session with the teachers. The interview data revealed the teachers believed the use of the first language is important to make the students understand easily. they also believe that the use of the target language was important in increasing students' English comprehension. The use of code mixing and code switching also important to give input to the students and make the students understand easily. The teachers use more for first language because first language makes easily to be understood by the students. The materials of the day also influenced the teachers' language use, using target language for speaking skill and using first language when explaining grammar. The condition of the class also influenced teachers' language use. It was still difficult to use English for all 40 students in classroom with different English comprehension degree.

Third, dealing with the students' perception toward their teacher's language use in classroom interaction, the researcher gathered the information from the students trough interview. Based on the data the most students feel happy and they like if their teacher used English in classroom interaction. They realized the teacher's using English will improve their listening skill, improve their vocabulary and show them how to use English correctly, then they prefer to their teacher to use English. There was a student feels hard to understand the materials given and he dislikes if the teacher used English in classroom interaction. Most of the students taught by teacher 1 and teacher 2 prefer to their teacher in equal using English

and Indonesian. Some students preferred to their teacher in using English dominantly. There was a student prefers to their teacher in using Indonesian dominantly.

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