**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter consists of the findings and discussion of the research. The findings present the result of the research in terms of the real findings and the discussion presents the analysis interpretation of the data which are based on the relevant theories in the literature review.

1. **Findings**

The findings cover the answers for the research questions in the chapter 1. It describes teachers’ teaching activity in the classroom during the observation. There were two English teachers as the sample of this research in each teaches exact and social class. In order to get the data of this research, they were observed by the researcher in the classroom while teaching and learning process taking place. They were also interviewed by the researcher in order to get the information and clarify some reasons for conducting the activities they did in the classrooms during observation. The students were also interviewed to get additional information about teachers’ language instruction in the classroom.

Based on the collected data that the researcher have found by observing the teaching and learning process in the classroom and interviewing the teachers and the students, there were some important points that the researcher found and analysed.

1. **Teachers’ usage of English as the instructional language in the classroom**
2. **Teacher I**

The first English teacher was observed by the researcher for four times, on May 12th, 18th, 26th, and June 2nd 2016 and interviewed in the school office on August 9th, 2016. The teacher taught the science class. The usage of English by the teacher in the classroom is explained in the following paragraph.

The first point that the researcher analysed was the use of English as the instructional language which functions as the teacher talk in the class. Based on the observation during teaching and learning activity, the researcher found that the teacher used English dominantly in the class. Starting from beginning the class, delivering the material to the students, and closing the class, the teacher used English fluently almost the whole time. The teacher seemed try to make English as the medium in teaching and learning activity.

In order to explain more the teacher’s usage of English as the instructional language in the class, the researcher elaborates the teacher talk using English as the medium in the class for each meeting starting from open to end the class.

*1st Meeting*

At the first meeting, teacher came to the class on time. Class began at 07.15. Teacher started the class by giving motivation based on Al-Quran. Students listened to the teacher carefully. Teaching and learning activity went well. Moreover, the teacher used English dominantly while students were active asking questions and answering what had been asked by the teacher related to the material. The teacher used Bahasa Indonesia just to make sure that every instruction was already understood by the students. The teacher talk during teaching and learning activity is elaborated in the following table.

**Table 4.1. Teacher Talk on 1st Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Assalamualaikum warahmatullahi wabarakatuh. Good morning, guys! Well, in Surah Al-Imran ayat 189, Allah berfirman that Allah belongs the dominion of the heavens and the earth, and Allah is over all things competent. This ayat of Al Quran tells us to have confidence and faith to live.* Kamu jangan bersedih, menjadi lemah, kamu harus kuat!*”* |
| ***Running the Class*** | **(starting something new)**  *“Today, I’m going to teach you about your self-confidence. I need you to open your book page 154.”*  **(presenting the material)**  *“Anyway, look at the picture! Who does not know Taylor Swift? I’m going to play a song. It’s listening session. This is Taylor Swift’s song. Its title is Lucky. Before I play the song, can you tell me the content of the song?* Kira-kira lagunya tentang apa?*”*  **(sequencing activities)**  *“Ok, listen to the song, fill in the blank!* Dengar lagunya baik-baik!*”*  *“Do it individually without checking your friends’ task. We will check it together later”*  *“Now guys, let’s discuss about this song. With your pairs, make the sentence using those 10 words!”*  **(checking progress)**  *“Ok, have you filled in the blank? Finish? Guys, I’m gonna play it once again, you can check your answer.”*  **(taking turns)**  *“Ok, finish. Now take your own words. What’s the first word?”*  “*I didn’t listen with S. It’s “angel”, without S. Let’s play again then. Ok. It’s Angel’s. What about the second answer? Who’s gonna answer?”* |
| ***Closing the class*** | **(checking the time)**  *“Ok guys, time is up.”*  **(stopping work)**  *“Finish, guys? I want to hear your opinion about the song. Ok, 5 minutes. Finish it quickly.”*  *“Guys, it’s up. I need to listen to your answer for number 2 only. For number 1, I will read it directly from your book.”*  *“Guys, unfortunately time is up, submit your work.”*  **(making announcement)**  *“Wait a moment please, could you bring your report book to my home? Before 3 pm. My house is not really far from the school.”*  **(saying goodbye)**  *“Thank you. I think that’s just all for today. Wassalamualaikum warahmatullahiwabarakatuh”* |

Table 4.1 shows that the teacher had systematically steps in doing teaching activity, starting from beginning until closing the class. The teacher opened the class in really good way which gave students motivation based on surah in Al-Quran. Furthermore, the teacher presented the material by giving tasks to the students in clear instruction. In closing the class, the teacher made a little announcement for the students. At the end of class, the teacher did not forget to thank to the students for their participation during teaching and learning activity. Though the teacher mostly used English in the class, the students could understand clearly all the instruction. Moreover, the teacher used Bahasa Indonesia in a very little way, as it can be seen in beginning the class when the teacher gave advice to students, also in presenting the material when the teacher wanted to make sure students’ prior knowledge about the song, and the last in giving instruction when the teacher wanted to make sure her instruction to the students.

*2nd Meeting*

The second meeting started on time. The teacher did not come late and the class was begun by the information from the teacher that the final examination was getting closer. The teacher asked the students to complete their score for each subject they have got failed. Students had to approach their teachers and do the tasks that were given as the additional for their score. The class looked quite when the teacher was talking and giving explanation, students paid attention to the teacher carefully. The teacher gave explanation clearly and always made sure whether students understood about the information or not.

The material at the second meeting was still the same with the first meeting. The class still learned about the song, thus teacher should play a song that needed to be analysed by the students. Before the song was played, the teacher read 15 words loudly which related to the lyric of the song. Students had to listen to the teacher and write down those words in order to make them into sentences at the end. The song was Adele’s *Someone Like You*. The teacher played it twice for the students. Students had some tasks based on listening to the song, such as completing the lyric, answering the questions, and making sentences by themselves. Students looked enjoy their task because the song was really familiar to them. Most of them completed their lyric perfectly and the teacher did not need to explain what song was about deeply, because the song is really famous. The teacher talk during teaching and learning activity is elaborated in the following table.

**Table 4.2. Teacher Talk on 2nd Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Assalamualaikum warahmatullahi wabarakatuh. Good morning! Please, sit down, guys.”* |
| ***Running the Class*** | **(taking the register)**  *“Listen to your name, please guys!”*  **(getting down to start)**  *“Guys, it is two weeks to go to our final test. That is why prepare yourself. Last week, I asked you to approach your teacher in case you have problem with your score. Call your teacher and do what they want for your score.”*  *“By the way, about our subject today, we still have songs and announcement.”*  **(telling the objectives)**  *“The objective of our lesson today is; to understand song’s structure, teacher’s language use, and understand the song.”*  **(presenting the material)**  *“To start our lesson, I’m gonna give you fifteen words.* Saya akan mendikte kalian 15 kata. *I’m going to repeat the owrds three times; 1) surprise; 2) turn up: 3) I beg; 4) true; 5) light; 6) two; 7) flies; 8) regrets; 9) settled down; 10) compares; 11) haze; 12) fight it; 13) reminded; 14) bitter sweet; 15) hold back. So guys, how do you write them?”*  *“Does anyone know what is compare? For example, you compare something like This book is bigger than that one.”*  **(checking students’ understanding)**  *“Any question so far? Is that all clear?”*  *“Just ask me if you still don’t get it”*  **(sequencing activities)**  *“Hello, could you listen to me? Don’t be noise, please.* Kalau kalian tidak tenang, saya tidak akan putar lagunya.”  *“Well, I’m going to play a song for you. Listen carefully and fill in the blank correctly.”*  “*Clear, guys? You need to listen once more?”*  *“Just be quick and listen carefully!”*  *“Ok, guys. Let’s complete the lyric. Do you know what does is time flies mean?”*  *“Well guys, open your book page 121. Answer question number 1 – 5. For the additional questions, I give you; 1) Discuss with your friends about the structure of the song. 2) Is there any particular tenses used? 3) What is your favourite song? It’s personal question. 4) What is the song about? 5) Why do you like the song?”*  **(checking progress)**  *“Is there any question you don’t understand?”* |
| ***Closing the class*** | **(setting taking home assignment)**  *“For your homework is print out the lyric of our English song then write down what the song is about. Ok guys, remember your homework. Print it and submit it next week*.*”*  **(stopping work)**  *“Finish, class? Collect your task now!”*  **(saying goodbye)**  *“That’s just all for today. Hope you have a good day. Thank you very much. Assalamualaikum warahmatullahi wabarakatuh.”* |

Table 4.2 above shows that the teacher still had systematically steps in teaching. The teacher also told the objectives of the learning to the students. Thus, students could see what they would to achieve at the end of meeting.

The second meeting was as just the same as the first meeting. The teacher used English dominantly as the first language in the class. Bahasa Indonesia was just used in shortly. It can be seen in presenting the material and sequencing activity when the teacher wanted to make sure the instruction in order to make it clearer for the students. The teacher also used Bahasa Indonesia to warn the students to follow her instruction.

Though the material was the same with the previous material, the students still excited and enjoyed the given activities. From the perspective of the researcher, the material was really interesting. Both, teacher and students looked enjoy their teaching and learning activity. It was proven by seeing the way teacher presented the material, completed and evaluated students’ tasks, and the way they interacted each other in the class. Moreover, the teacher was never being quite in the class. After presenting the material, giving the tasks to the students, she walked around the class in order checking students’ progress in finishing the tasks. Sometimes, they had jokes to make class more alive. The teacher closed the class by giving positive expression to the students.

*3rd Meeting*

The third meeting was as the same as the previous meetings. Teacher came on time and the class begun at 07.15. The class was begun by the teacher gave some important announcements to the students which were related to the students final score and final examination. Students were asked to study more with their own groups to prepare their final examination. Students were also asked to complete their assignments.

The material for this meeting was still about the song. Students still needed to be able to understand the message of the song, the structure of the song, and the language use of the song. Students had to complete some tasks based on the song in their textbook. The song of the third meeting was *I will Survive*. The song was really great to be played in the morning. It made students interested in completing the task. In order to make it more challenging, the teacher added an activity more for students’ task. It was called as *self-instrument*. Students were asked to choose one of their friends to be described at the end of the class. The class was really attractive. Students were active asking some questions to the teacher while the teacher gave explanation clearly by using English. However, there were some of students used Bahasa Indonesia when they wanted to ask something to the teacher, but the teacher always answered them in English which easily to be understood by the students.

The teacher was really active in the class, always checked students’ progress in doing the task and sometimes made jokes in order to make the students laughed. The teacher gave the instruction clearly to the students, thus students always finished the task easily. The teacher talk using English during teaching and learning activity is elaborated in the following table.

**Table 4.3. Teacher Talk on 3rd Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Good morning, guys. Assalamualaikum warahmatullahi wabarakatuh. How are you, guys? I hope you’re all in good condition.”* |
| ***Running the Class*** | **(taking the register)**  *“Listen to your name here. If I didn’t get the response, I’d put alpha here.”*  **(getting down to start)**  *“Ok, guys. Before we start our lesson, I have some announcement for you. The first is I thought you have your own group, study more with them. Second, there are four students who haven’t taken the test, I want to meet you guys after the class, don’t go home before having talk with me. Third, for those who got score under 76, we will have remedial next week. Prepare yourself. And the last, about our assignment, please finish them before next week.* Jadi yang tugasnya belum kelar, segera selesaikan semua. Yang remedial siapkan dirinya untuk minggu depan. Anyway, yang belum kumpul hpnya, segera kumpul sebelum saya sidak.*”*  *“Well, to begin our lesson, I’m going to give you task sheet.”*  **(telling the objectives)**  *“Ok guys, the objective of our lesson is still related to last week, you will able to understand the message of the song, the structure of the song, and also the language use of the song”*  **(sequencing activities)**  *“There are five activities here. I give you 10 minutes to finish them; fill in the blank, number the sentence to make it good order, find 4 words that have similar with the words in the bracket, match them. And the last, check the sentences. If the sentence describes the song, give check list, and otherwise. And for additional activity, it’s about self -instrument. I want you to pick one of your friends and describe their behaves.”*  *“Listen guys, I’m going to repeat the song 3 times. Ready?”*  **(checking students’ understanding)**  *“Understand, guys? Is that all clear?”*  **(checking progress)**  *“Finish, guys? I’m going to repeat it?”*  **(taking turns)**  *“What’s your answer? Raise your hand! Ok Rifky, what’s your answer?”* |
| ***Closing the class*** | **(stopping working)**  *“Ok guys, collect our task now, guys!”*  **(making announcement)**  *“Ok, I have information before leaving your class. Your report score, there is a new regulation for this. We, the teachers have to add your score. So guys, you need to come to the teacher if your score under KKM. If you got 3 C, you have to stay, you can’t continue to the up level.”*  **(saying goodbye)**  *“Ok, I think that’s enough for today. Hope you have a good idea and understand what we’ve learned. Thank you very much. Assalamualaikum warahmatullahi wabarakatuh.”* |

Based on the table above, in can be seen that the teacher had good skill in teaching English to the students. The teacher opened the class by giving students some announcements which related to the students’ final examination. Moreover, the teacher used Bahasa Indonesia to make her information clearer for students as it can be seen when she was running the class. The teacher always gave motivation, also asked the students to study harder. Even though the material was still same with the two previous meetings, the researcher looked that the students did not feel bored. Teacher’s language use was understood by the students, however they could respond well. In the step of getting down to start the lesson, the teacher used little Bahasa Indonesia to make her information more clearer to the students.

*4th Meeting*

There was no new material for the fourth meeting. The teacher just taught the previous material which was considered was not really understood by the students. It was about direct and indirect speech. The teacher found that only few of the students could understand about the material, thus she wanted to explain anymore in order to make students more comprehend it. Before the explanation began, the teacher asked the students again to complete their assignment before final examination.

The class looked crowded. The teacher explained *direct and indirect speech* deeply by giving some examples. Moreover, students were really active answering and asking about the material. The teacher used English mostly even though every question that she asked to the students was not always answered by using English by the students. Moreover, there were no misunderstanding between teacher and students. They could get interacted each other; sometimes they got out of the topic and talked about something else out of the material, but still enjoying the teaching and learning activity. At the end of the class, some students got their remedial task to be done at that time to get higher score. The teacher talk using English during teaching and learning activity is elaborated in the following table.

**Table 4.4. Teacher Talk on 4th Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Bismillahirrahmanirrahim.. assalamualaikum warahmatullahi wabarakatu and good morning everybody!”* |
| ***Running the Class*** | **(getting down to start)**  *“So, guys like this, I would like.. there are two things that I would like you to do. The first is I am going to reteach you about one of material that after I saw, after I checked the test. It is really..how to say. It makes me ee..think that I have to reteach you the material because I see that only two or three students who did understand about the material.”*  **(checking students’ understanding)**  *“Okay, so who remember is there one of you to tell me, who can tell me what is the different between direct and indirect speech?”*  *“What does make you confused?”*  **(taking turns)**  *“Okay, can you give example of direct sentence, please! Give me direct sentence please, okay you”*  *“Nurul, give me 1 sentence the direct sentence. Sshhtt… Nurul will give us the direct sentence and then you are going to change it into indirect sentence, okay Nurul please”* |
| ***Closing the class*** | **(stopping working)**  *“Finish, guys? We just have short time. I want you to collect your remedial now”*  **(making announcement)**  *“Don’t forget, your final examination is getting closer. Prepare yourself to do the best.”*  **(saying goodbye)**  *“Ok, time is over. I hope you are all in good condition to face the final exam next week. That’s just all for today. Thank you very much for your attention. I will see you soon. Wassalamualaikum warahmatullahi wabarakatuh.”* |

Table 4.4 shows that the teacher opened the class by giving everyday greeting, presenting the material by telling the students that they were going to learn about the same material which the teacher considered students got low score. After explaining the material, teacher checked students’ understanding, gave students turn to answer the questions, and they had discussion. Teacher actively asked the students some questions related to the material to check students’ understanding, and the students also answered and asked the questions back to the teacher actively. The class was really active. It was ended by the teacher reminded the students about their final examination. The researcher found English was dominantly used as the medium in the class.

As it can be seen from the first meeting to the last meeting, the teacher dominantly used English as the first language in the class. Students L1 or Bahasa Indonesia was rarely used; however it was used sometimes by the teacher to make sure the instruction for the students.

1. **Teacher II**

The second English teacher was observed by the researcher for four times, on May 18th, 25th, and 1st and June 8th 2016 and interviewed in the school office on August 22nd, 2016. The second teacher taught social class. Different from the science class, there was no class interaction for the first two meetings for social class. The first and second meeting, the teacher had his own way in teaching English to the students. He had *interview* activity for the class. Thus, he could see his students’ English skill in personal. The class was divided into some groups which consisted of 4 until 5 students for each group. Each group came to the teacher’s office and had the interview session with the teacher.

Furthermore, the interview activity was conducted by giving some questions to the students with selected topics, such as music, movie, book, hobby, and obsession. The teacher wanted to bring the interview activity as like as a discussion activity. However, the students could not really say their ideas directly. They just answered shortly what had been asked by the teacher without making any discussion. They seemed understand teacher’s questions, but could not answer well in English, because sometimes they answered by using Bahasa Indonesia.

At the third and fourth meeting the teacher brought the material differently. Students were asked that they did not need a book to write down the material, but a drawing book. Students were asked to have a drawing book for their class. It was used to draw all the material by using *mind mapping.* Thus, the teacher taught the students how to make *mind mapping* based on the given material. The class looked so quite when the teacher explained the material, but unfortunately they did not active in responding the teacher. The teacher talk using English during teaching and learning activity in third and fourth meeting are elaborated in the following table.

*3rd Meeting*

**Table 4.5. Teacher Talk on 3rd Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Assalamualaikum warahmatullahi wabarakatuh, good morning eveyone!”* |
| ***Running the Class*** | **(getting down to start)**  *“We start now”*  *“So, you have 10 minutes to read the book and please do silent reading, silent reading means that you don’t talk, understand?”*    **(presenting material)**  *“So today in my class I will ask you to find your name, I don’t want to call you as your name. You have to find an English name ya, so example Fadel in my class your name is not Fadel but Justin Timberlake, may be your name is Jessica Alba.”*  *“So, mind map, make a circle at the centre of your book and then make some branch like this.. okay after this actually this is must full colour. You may write in your book use your pen, come on. Ok for example the topic is English. The main branch we will say example listening and speaking, then reading and writing. So from this branch you may develop from some others branch like this. After that you may write down in listening maybe music or movie, then from movie and music you can write the title of movie, for example Conjuring you can add the branch Valak. Ok so making the mind map is like this, every branch will have another branch, do you understand?”*  **(sequencing activities)**  *“Now, first of all, I would like you to sing a song, you know “Tanah Air ku”? You know the song right? Okay let’s do sing together, if I see you do not open your mouth, I will ask you to sing right here, okay one, two, three..”*  *“I give you 3 minutes to find your name, you understand? Come on.. it is no need to find a celebrity name, it is up to you.. come on one minute more, and choose the country that you want maybe Canada, US, or anything. So like this ya you introduce yourself, I will stand up and say “hi my name is Barrack Obama from US”. Okay can we start now? I will call your name and you must stand up and say your name and where are you from. No voice, please. Okay I start from..what number do you want?”*  **(taking turns)**  *“So I will point one of you and then I will point one more students to mention the name. So, you. What is her name?”* |
| ***Closing the class*** | **(making announcement)**  *“So, next week we are gonna enter to the first topic in our class is personal identity. So you must provide identity of the name or person that you have mentioned as your identity or name, for example Taylor Swift. So you search in internet maybe from magazine, books or information from your friends and then you must list the personal information about the people, do you understand?”*  **(saying goodbye)**  *“Okay that’s all for today. Assalamualaikum warahmatullahi wabarakatuh.”* |

The table 4.5 above shows that the second teacher also had systematically teaching steps. The teacher opened the class by everyday greeting and gave the students something like *brainstorming* for students before starting the learning activities. Unfortunately, at the beginning class, the teacher did not tell the students about the objectives of the learning. However, the teacher presented the material in different yet interesting way, thus students learned something new besides of the material. The students looked so interested in the way teacher taught. The researcher found that they could be more creative because of that way. The students were also taught to be more confidence by the teacher indirectly. In closing the class, the teacher made a little information related to what students would do in the next meeting in order to make the students got more prepared. Engish was actively used by the teacher and students looked understand and could follow all teacher’s instruction during teaching and learning activity.

*4th Meeting*

**Table 4.6. Teacher Talk on 4th Meeting**

|  |  |
| --- | --- |
| **Steps / Phases** | **Teacher Talk using English** |
| ***Beginning the class*** | **(everyday greeting)**  *“Assalamualaikum warahmatullahi wabarakatuh”* |
| ***Running the Class*** | **(presenting material)**  *“So, today we are going to learn how to compliment someone, do you know how to compliment someone or somebody?”*  *“So, complimenting someone is expressing your opinion about someone in a positive way, so maybe you like something about her or you like something about him, or you really impress, do you know impress?”*  **(sequencing activities)**  *“Okay now i want you in pairs, so you must have a partner, you and you, you must look for your friends, look at your friends from toe to their heads, find three things that you like from your friends, maybe physically or clothes in English and I will call you.”*  *“So today, you have one paper each student. So, when we compliment someone it also can be physically ya from their body and their face and many more. And second is you compliment someone because of their cloths or accessories they wear, third because of their character maybe kind, polite and the fourth one is something else maybe about the family, the job or many more. So now, I want you this one ee..in this paper please write down your name on the top of paper, it is up to you in the middle or right or left, just write your name. Finish? Okay, you must write down, first in your class, in your mind, who is the smartest students in your class, don’t say the name, only one person ya, smart in generally. The question number 2, who is the most beautiful student in the class? Number 3, who do you think is the most handsome boy in the class? You must write down the name. okay number 4, who is the cutest in the class? Next, who is the most cheerful in the class? Number 6, who is the coolest in your class? Okay number 7, who have the sweetest smile in the class? Next, who is the most beautiful eyes in the class? Next number 9, who is the funniest person in the class? Okay the last one, number 10, if in this earth only two person left, you and one person, who will be with you on this earth? So for number 10, you may choose from your grade in this school. Come on, only you and her or you and him. Okay I count until 5 ya you must give me the paper.”*  **(taking turns)**  *“Okay I will call the first are Dafa and Irfan, come on. Everyone pay attention please, hey hey hey all of you pay attention to your friend, come on.”*  *“Next, I want this couple, after they make a conversation I will ask you what is the content of the dialogue, come on Magfira, remember ya the deal no one speak, pay attention.”* |
| ***Closing the class*** | **(making announcement)**  *“Next week, you must make a presentation”*  **(saying goodbye)**  *“I will see you next week, Assalamualaikum warahmatullahi wabarakatuh.”* |

By looking table 4.6 above, it can be seen that the teacher had systematically teaching steps. Starting from beginning the class by giving everyday greeting to the class, attracted the students that the class begun. In presenting the material, the teacher gave clear explanation, gave the examples to make students easily understood, and gave students turn to answer some questions to make class more active. The students were involved in an activity which made their confidence improved. They were asked to speak up in front of their friends. In closing the class, the teacher made information about what students needed to do for the next meeting.

The researcher looked that English was dominantly used in teaching activity. Bahasa Indonesia was used only to make sure whether students had understood the explanation or not. When the students asked the teacher using Bahasa Indonesia, the teacher always answered in English, but students could understand well. The teacher used the language that was easy to be understood by the students.

1. **Teachers’ ways in using English as the instructional language**

The second research question in this research is asking about the teachers’ ways in using English as the instructional language in the classroom. Thus, the researcher had explored the way teachers conducted teaching activity based on the observation in the class. During doing the classroom observation, the researcher found that the teachers not only used English to instruct the students to do something, but also used English as the *Lingua Franca* in the class; asking questions, giving feedback, and get interacted to the students. Moreover, students were interested to listen to the teacher. They were capable to understand the teacher’s instruction and language use. Teachers’ ways in using English in the class are explained in the next point, which are followed with analysed extracts.

1. Giving Instruction

Based on four times doing the observation for each teacher, the researcher found that most of the time of teaching and learning activity, the teachers always instructed the students by using English actively, whether students responded it or not. Moreover, teachers did not instruct the students only once, but they always repeated until the students understood what they had to do. However, when the students lost the idea at all about the instruction, the teacher directly switched their language into Bahasa Indonesia. It happened to make sure students’ understanding.

The researcher found some teachers’ talks referring giving instruction to the students by elaborating the extracts below.

1. Teacher 1

**Extract 1**

T : *I need you to open your book page 154*! You’ll see my younger sister there. You can see the photo of my younger sister.

S : Huuu..

Extract 1 shows that the teacher gave instruction to start the activity in the class. The students directly opened their book. In order to make students laugh, the teacher made joke among her instruction which class became crowded because students yelled at the teacher.

**Extract 2**

T: *Guys, calm down, please!*I’m going to play Taylor’s song. Its title is Lucky.

S : (be quite, paying attention to the teacher)

It can be seen in extract 2 that the teacher instructed the students to be more calm when the class was crowded. Students directly paid attention to the teacher which means that they understood teacher’s instruction.

**Extract 3**

T : *Now guys, let’s discuss about this song. With your pairs, make the sentence using those 10 words!*

S : One sentence for one word?

T : Yes. Discuss with your pair what actually Taylor Swift is trying to tell in her song. I need your understand of this song.

Extract 3 shows that the teacher gave clear instruction to the activity that the students were going to do. The teacher’s instruction was understood, it can be seen by one of the students asked more about the instruction to make it clearer. The teacher asked the students to discuss about the song first before doing another task.

**Extract 4**

T : Rifky, where’s your phone? *Don’t play it during studying!*

Rifky : I don’t, Mam. I don’t bring it.

T : Come on, I know you so well

Rifky : Yes, you do (giving his phone to the teacher)

T : Yes. Discuss with your pair what actually Taylor Swift is trying to tell in her song. I need your understand of this song.

Extract 4 above shows that teacher gave instruction with little angry to one of the students in the class because he did not obey the rule. The teacher warned the student. It also can be seen that the teacher could not be led by the student. The teacher knew that her student was lying to her.

**Extract 5**

T : If you find any problems, just ask me. *Do your task, don’t make another business!*

Ss : (working on the task)

Extract 5 shows that the teacher instructed the students to keep focused on their task, not doing another activity but finishing the task and he students paid attention to the teacher’s instruction.

**Extract 6**

T : Okay can you tell me the indirect form of this sentence? *Raise your hand before you speak*. Okay Arun thanks for saving the class.

S : (raising hand) mam said that..

Extract 6 shows that the teacher gave instruction the students to take turn in teaching and learning activity, thus the class could be more active. The researcher looked that this is one way to check students understanding about the material and also to make students become braver to speak up in front of their friends.

In short, from the extracts above it can be seen that the teacher always gave students clear instruction to do something. The students could understand all the instruction clearly. Whether the students did not understand, the teacher always made sure and repeated her instruction.

1. Teacher II

**Extract 1**

T : So, as usual we have a reading program, you can take your book and show me your book, *take your book please, maybe novel or short story.* *Okay, those who don’t bring the book raise your hand. Come on show me your book like this.* So you have 10 minutes to read the book and please do silent reading, silent reading means that you don’t talk, understand?

Ss : Yes, Sir

Extract 1 shows that the teacher instructed the students related what he had asked in the previous meeting in order to start the activity in the class. The teacher used easy language to make the students understood the instruction.

**Extract 2**

T : Okay, you can close your book. *Now, first of all, I would like you to sing a song, you know “Tanah Air ku”? You know the song right? Okay let’s do sing together, if I see you do not open your mouth, I will ask you to sing right here, okay one, two, three..*

Ss : (singing together)

The extract 2 above shows that the teacher gave instruction to do something together with the students before material was given. It was interesting beginning to improve students’ interest in the morning.

**Extract 3**

T : So, today in my *class I will ask you to find your name, I don’t want to call you as your name. You have to find an English name, ya. So, example Fadel in my class your name is not Fadel but Justin Timberlake, may be your name is Jessica Alba.* Okay are you ready? So, I give you 3 minutes to find your name, you understand?

Ss : Yes, Sir

The extract 3 above shows the teacher instructed the students the learning activity. Teacher gave a really clear instruction, thus students did not need to be explained for twice.

Based on the extracts above, it can be seen that the teacher of the social class always instructed the students in clear and easy way, as the same as the teacher of the science class did. The difference was only on the speed of their talk. The teacher of the science class spoke faster but the students could still understand. However, the teacher of the social class spoke slowly to make students understood easily.

1. Questioning

English was not only used by the teachers to instruct the students to do the task, but also in asking the students, whether in checking students’ understanding or asking about many things. The researcher rarely found the teachers asked their students by using Bahasa Indonesia. The ways teachers asked to the students by using English are explained in the following extracts.

1. Teacher 1

**Extract 1**

T : *Can someone tell me what the song is about?* *Before I play the song, can you tell me the content of the song?*

Ss : (answering together)

Extract 1 shows that the teacher was questioning about students’ knowledge. The teacher asked the students to predict what the song was about before it was played. Moreover, students could explain it well made the teacher did not need to explain more.

**Extract 2**

T : *Ok, have you filled in the blank? Finish?*Guys, I’m gonna play it once again, you can check your answer.

Ss : (listening to the song)

Extract 2 above shows that the teacher was questioning whether students had finished the task or not, checking students’ progress in doing their task. The teacher was actively checked students’ progress by walking around and checking students’ task one by one.

**Extract 3**

T : Ok, finish. Now take your own words. *What’s the first word?*

S : Angels

T : *Angels? Angels or Angel? With S?*

Based on the abstract 3, it can be seen that teacher asked the students to check their answer. The teacher always checked the answer together with the students to know her students’ mistake directly.

**Extract 4**

T : *How are you, guys?* I hope you’re all in good condition. Listen to your name here. If I didn’t get the response, I’d put alpha here.

Ss : I’m fine, Mam. *And you?*

T : I’m good at all. Thank you

Extract 4 shows that the teacher opened the class by questioning students’ condition. It shows that the teacher cares about the students. It also indicates the teacher had a good every day greeting before starting the material.

**Extract 5**

T : *So, who remember? Can one of you tell me, who can tell me what is the different between direct and indirect speech?*

Ss : Tidak, Mam..

In extract 5, it can be seen that the teacher asked about students’ understanding about the material. The teacher wanted to know the students’ knowledge in further. However, the students could not still remember the material means the teacher had to explain more.

1. Teacher II

**Extract 1**

T : Okay, clap your hands. Why I choose this song because I know most of you are the boarding school students, *right?* You live here and you far away from your hometown, far away from your mother and father, so this means that even though you are far away you must stay strong and you must remember in your heart but I don’t want to make you sad.

Extract 1 shows that the teacher did not ask about the material, but just made sure whether he was correct or not. Moreover, questioning was used to make students more attracted to the teacher.

**Extract 2**

T : *Okay, can we start now?* I will call your name and you must stand up and say your name and where are you from. No voice, please. Okay I start from.. *what number do you want?*

Extract 2 above shows that the teacher asked about students’ readiness to start the activity in the class. In further, the researcher considered the teacher asked the students to pay more attention from the students.

**Extract 3**

T : So I will point one of you and then I will point one more students to mention the name. So, you.. *what is her name?*

Ss : Her name is Gigi Hadid

In extract 3, it can be seen that the teacher used questioning as the mark whether students caught his instruction or not. Thus, he checked students’ attention to the learning activity.

1. Giving Feedback

Instruction in the classroom not only covers something that teachers ask the students to do something, but also how the teachers use the target language in order making students more understand and produce it well. Based on the observation, the researcher paid more attention to the language use by teachers. The teachers fluently used English almost the whole time in the classroom, including giving feedback to the students. The ways of teachers’ giving feedback to the students are elaborated by the researcher by putting some extracts below.

1. Teacher 1

**Extract 1**

T : Guys, it’s up. I need to listen to your answer for number 2 only. For number 1, I will read it directly from your book. Who’s gonna answer?

S : Me, Mam

T : Ok, please Wulan

Wulan : She thinks she’s not lucky but people do.

T : *Ok, excellent!* That’s about confused girl. What about the boys?

It can be seen in extract 1 that the teacher gave good feedback by saying appreciation to one student who could answer the question correctly. It was a good feedback, because the student looked happy after the teacher gave appreciation.

**Extract 2**

T : Fika give me one sentence

S : Ami said, “we have to go right away”

T : *Okay, thank you Fika*. Ami said “we have to go right away”. Please change it into indirect sentence. Hurry up. Okay finish?

Extract 2 still shows the teacher gave positive feedback to one of the students who was brave to make a sentence based on teacher’s instruction. The feedback was teacher thanked to the student as the appreciation.

1. Teacher 2

**Extract 1**

T : *Okay, clap your hands*. Why I choose this song because I know most of you are the boarding school students, right? You live here and you far away from your hometown, far away from your mother and father, so this means that even though you are far away you must stay strong and you must remember in your heart but I don’t want to make you sad.

In extract 1, it can be seen the teacher gave positive feedback to the students for what they had done. The feedback was given before the material was started. It was used to make students appreciate each other.

**Extract 2**

T : *Okay, clap your hands to your friends. Like this, like this, everyone pay attention, when someone speaking right here no one can make noise, no one speak*. Reza Arif, come on hey girls over there (pointing) pay attention. Reza and Arif come on stop..stop.

Extract 2 shows as the same as the extract 1. The teacher gave positive feedback to the students to appreciate each other. Moreover, the teacher instructed the students the way they appreciate when their friends were talking in front of the class.

Based on the extracts above from the teacher 1 and the teacher 2, it can be seen that the teacher always gave students positive feedback as the appreciation. In further, this is what students need, being appreciated for what they have done can make them more interested to be a part in teaching and learning activity in the class. By giving positive feedback, students can check their own progress in learning activity.

1. **Teachers’ difficulties in using English as the instructional language**

The researcher found that 80% of the language use during teaching and learning activity was English. The teachers had really good skill in delivering the material to the students, making good communication to the students in the class, and improving students’ interest in learning English. Moreover, teachers had funny teaching activity. They brought the material easily to the students, used communicative language, thus students enjoyed their time learning English, did not feel bored and under pressured.

However, some students sometimes still felt hard to respond the teachers’ meaning when they were talking in English. It could not be denied that even though talking in English mostly in the classroom was the first step to achieve the language goal in teaching English, but some students could not respond as good as what the teachers expected, in fact they understood what teachers have said. Teachers had some problems in using English as the instructional language in the classroom, which are explained in the following points.

1. Less respond from the students

Based on the observation, the researcher found that the first problem teachers had in using English as the medium in the classroom is the lack of respond from the students. Students sometimes did not active in answering teachers’ questions. In fact, teachers were really active asking and inviting students to answer even more ask the teachers back. Moreover, teachers always gave the students chance whether they wanted to ask using English or Bahasa Indonesia. This did not meet with the teachers’ expectation which they wanted the students being active in the classroom. The great point was students could understand what teachers said at all, unfortunately they seemed did not have idea to ask and answer the teachers.

1. Less time for English subject

The researcher observed four times meeting in the classroom. It was about a month for each teacher. English subject was taught only one day per week, which consisted 80 minutes only for each meeting. This was also the problem for the teachers. They only had less time to teach and the students also had limited time to complete their tasks in one meeting. The time to explain the material and get more interacted to the students in the class was limited. The researcher considered students did not have enough time to finish their tasks completely.

1. **Teachers’ ways overcome their difficulties in using English as the instructional language**

The raised problems for teachers in using English as the medium in the class made the teachers overcoming their problems by their own selves. The researcher had interviewed the teachers in order to get more information directly from the teachers. The interview was conducted in the teacher office on August 9th, 2016 for the teacher of the science class and August 22nd, 2016 for the teacher of the social class.

Based on the conducted interview, the researcher found two teachers’ ways to overcome the difficulties in using English during teaching and learning activity which are elaborated in the following points.

1. Maximize the time outside the class

This way was used by the teacher of the science class. Even though this way was not used in the class during teaching and learning activity, but this could be one of helpful ways that the teacher could do to get more time to talk to her students.

The teacher used *social media* as the media she used. In further, teacher and students made a group in *social media chat* called as LINE. By joining the group, the teacher and students could easily have a discussion through the material which could not be explained in the class because the limited time. It was not the material only they could discuss in the group, but many things. This brought students feeling free to talk and say their ideas. The main point of this way was the teacher and students used English when they were chatting. The time was not limited; they could have the chat every time and everywhere, but still talking in English as the main purpose of the teacher.

1. Interview activity in the class

The second way comes from the teacher of the social class. He had *interview activity* to decrease his difficulties in teaching English to the students. This way was used in order to understand students’ skill personally. The teacher could directly analyse what problems his students had. Moreover, this way also made the students talk and share their ideas directly to the teacher. By giving some questions with selected topics, the teacher could analyse his students’ characteristics. Students were asked to answer the questions by using English and try to make a little discussion as long as they could do. The main purpose was to make students speak up in front of their friends and the teacher.

The researcher considered that the way was interesting, because the topics which were selected by the teachers were really familiar for the students. Thus, students did not need to open their text book to look for the material.

However, some students still could not answer the questions well in English. They sometimes lost their ideas when they wanted to answer. They knew their answers, but they just could not make it into English. But, the teacher always helped the students, motivated them, and tried to make the *interview activity* became active and fun.

1. **Discussion**

The researcher had collected and analysed the data and elaborated them in findings point. The data of the research were collected on May 12 until July 30, 2016 at SMA Athirah Baruga. There were two classes were taken as the sample of this research, science and social class. After getting the data of the research, the researcher analysed it by using qualitative analysis. The data is on the video recording. The researcher also interviewed the teacher and students in order to get more information supporting the collected data.

From the data collected through the video recording and four meetings class observation for each teacher that the researcher had done, it is indicated that both the English teachers actively used English in the classroom during teaching and learning activity. Moreover, the researcher found both teachers could bring English as the medium in the class successfully. The students were always given clear explanation, motivation, and fun activity during teaching and learning activity. Furthermore, the researcher did not find the problems on the teachers during four times meeting. The only problems that the researcher found were the students could not actively speak in English as the same as both teachers expected. Each point of findings that the researcher has found and analysed is correlated to the theory of this research lies on.

In depth discussion of interpretation of this research, it can be seen in the findings point, the researcher elaborated teachers’ talk during teaching activity starting from beginning the class until ending the class, from the first meeting until the fourth meeting. From the elaboration, it is indicated that the teacher actively used English in the classroom. Moreover, both teachers rarely used Bahasa Indonesia in the class. Related to the Freeman’s statement (2000) stated that the use of L1 is allowed but mainly the target language should be used to communicate in the classroom. From this, the learner is said to realize that the language is not merely the object of study but a means of communication. This is what the teachers did in the classroom. They maximized the use of the target language in the class in order to make students get used to listening and comprehending English.

Furthermore, as Nunan (1991) stated that teacher talk is crucial importance, not only for the organisation of the classroom but also for the processes of acquisition. Thus, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive. In line with Nunan’s statement, according to the interview that had been conducted, the teachers’ answer supported their teaching activity. Both teachers believed that English is supposed to be the first language in EFL class. Even though the class situation is challenging, English is used as a habit. Students should be surrounded by the target language. The point is they can understand the target language used by the teachers. By listening teachers’ language in the class, both teachers believed that students will produce the target language actively at the end. Both teachers have principal in teaching English. They considered the target language must be used dominantly in the classroom even though they faced problems.

The teachers were successfully used English as a mean of communication in the class. Students did not feel under pressured receiving foreign language from the teacher, because they realized English is not only the language, but also something can make them more qualified generation in the future.

Furthermore, the use of English by the teachers in the classroom was not only regarded to how the teachers instructed the students to do something. It was more likely as the *lingua* *franca* in the class. Thus, the researcher divided the teachers’ ways in using English in the class, such as *giving instruction, questioning,* and *giving feedback.* From the findings point which the researcher has elaborated for each point, it can be seen that the teachers were active giving instruction to the students to do the task or to do something else, asking about the given material or checking students’ understanding and progress, and also giving good feedback to the students as the appreciation for them.

Candlin (1981) assumed that the students and teacher should use the target language as much as possible to communicate in the class. Teachers should give a clear instruction when using the target language as the instructional language. Effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. In line with Candlin’s theory, the main purpose of instruction is to get the students to do a specific task so the clearer the instructions and the more support that the teacher gives, the more likely the students will actually do the task.

Moreover, in depth theory of using the target language as instructional language in the class, some scholars defined the use of language by EFL teachers is classified as the feature of teacher talk in the classroom, which refers to the features of the language that teachers use to organize and control class, includes; the quality and quantity of teacher talk; the questions teachers use; and interactional and teachers’ feedback. This classification directs teachers to do two tasks in language classroom; 1) offer enough high-quality English input; 2) offer more opportunities for students to use the target language.

The teachers also assumed that instruction in EFL classroom is not only about ask the students to do something, but everything related to the target language being used frequently by the teacher and students. Based on the conducted interview, the social teacher stated that English as the instructional language in his class is not only asking the students to do something or to ask them to not do something, but something like make an interaction each other, students to students, students to teacher, and teacher to students.

The teacher agreed that English as the instructional language in the classroom also involves the feature of teacher talk in using English as much as possible as the main input for the students.

However, there were still some difficulties related to the teacher used English in the class. In fact, based on the observation, the researcher did not find teachers’ own difficulties in using English as the instructional language in the class. They taught in a very good way with clear explanation. However, the researcher considered the problems were on the students. Students could understand all the instructions and questions from the teacher; they could not respond them well instead. As mentioned in the findings point, students had lack of responding teachers’ instruction and questions. Hernandez and Faustino (2006) stated that students’ apathy, laziness, indiscipline, fear of being ridiculed and lack of commitment were all factors that compromised teachers’ intentions in the classroom.

Furthermore, according to the teacher, the main problems they had in using English dominantly in the classroom were the students and the time they had in the classroom. Students’ had limited vocabulary that made them pretty hard and feeling afraid to speak actively. Moreover, the curriculum does not provide material to teach the students from the basic. Both teachers considered that their students’ level skill does not meet with the material in the curriculum. There is a big gap among them. Another difficulty teachers faced was the time. They only had one day per week to teach English, which they admitted that they actually need more time to get interacted to the students in the class.

From the information that the researcher got from the interview, it can be seen that the lack of responds of the students was because of the lack of vocabulary they had that made them afraid to speak up. Students themselves had many considerations in learning English. Another problem was the time. The teachers considered that they had no enough time to teach the students and ask them finish the task in 80 minutes per day. The curriculum has estimated time with the material which does not suitable for students’ skill.

In overcoming the difficulties in EFL classroom, as explained in the findings, the teachers had their own ways to minimize the problems they faced in using English in the classroom, which were; maximize the time outside the class, and doing interview activity in the class. Brown (2007) stated that teaching ways are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information. Furthermore, the teacher had their reason in using their ways to the students.

The science teacher had her reason why conducting way outside the teaching and learning time. The teacher wanted to bring English closer to the students even though they did not have much time in the classroom. Thus, the science teacher used social media as the “place” she could get interacted more to her students. She considered that students would feel free to speak and share their ideas through *chat* in the social media. They could learn everywhere even outside the class.

Different form the science teacher, the social teacher had interview activity to overcome his difficulty. He realized that his students were afraid to speak up using English because they were afraid to make mistakes, thus he made interview activity to decrease his students weakness. By doing interview activity, the social teacher could see and analyse his students’ English skill. It also made students braver to speak up and share their ideas in front of their friends.

As the conclusion of the discussion and findings that the researcher has found, both teachers had good skill in teaching English. They had systematically steps in their teaching activity. However, they did not use formal language in the class, but it made students felt closer to the teachers and felt comfortable in teaching and learning activity in the class.