

## Analysis of English Teacher's Classroom Language Use in Islamic Junior High Schools of Kabar

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### Abstract

In the Indonesian EFL context, classrooms serve as one of the few environments where students are exposed to authentic English input since the language is rarely used in daily communication. Therefore, the teacher's classroom language plays a crucial role in providing meaningful exposure and fostering students' communicative competence. However, previous studies have shown that Indonesian EFL teachers tend to use English in limited ways—mainly for giving instructions or explaining grammar—while neglecting interactive and spontaneous communication. This study aims to identify the most common categories of classroom language used by EFL teachers and to analyze at which stages of the teaching and learning process English is employed. The research fills existing gaps by combining Salaberri's framework of classroom language functions with Willis's stages of teaching, offering both quantitative and qualitative insights. Using a descriptive qualitative design, data were collected through classroom observations, audio recordings, and documentation at two Islamic Junior High Schools in Kabar involving two English teachers who teach VIII-grade students. To analyze the data, the utterances were transcribed, coded, and analyzed based on frequency and contextual use. The findings revealed that at MTs Baiturrahim Kabar, Social Interaction (36.8%) was the most frequently used category, while at MTs Sa'adatuddarain NW Kabar, Simple Instructions (41.7%) dominated. Both teachers used English primarily during lesson openings and development stages, but limited its use in pair/group work and spontaneous situations. These results imply the need for teachers to diversify their classroom English to enhance communicative interaction and maximize students' exposure to the target language.

**Keywords:** Classroom Language, EFL Teacher, Grammar.

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## INTRODUCTION

In the context of English as a Foreign Language (EFL) in Indonesia, the classroom often becomes one of the few places where students can be exposed to authentic English input. English is generally not used in daily social interactions, but rather confined to formal educational settings (Jaya, 2022). Zulfah (2015) emphasized that avoiding the use of English in the classroom can make the teaching process less effective. Furthermore, based on the findings of Met and Rhodes (1990), they concluded that the more students are exposed to the target language in meaningful contexts and use it in real-life communication, the more their language skills will develop. Therefore, the teacher's role in managing classroom communication becomes

crucial to ensure that students receive meaningful and consistent exposure to the language.

Teachers are expected to manage all classroom activities in English professionally, from opening the class with greetings, conducting roll calls, reviewing or introducing topics, and carrying out learning activities, to ending the class (Wiliam et al., 2021). The use of English in classroom settings not only facilitates classroom management but also provides students with opportunities to hear, understand, and use the target language in authentic contexts. Burazin (2018), as cited in Bella and Zainil (2020), categorized classroom English into six main types: giving instructions, handling spontaneous situations, encouraging social interaction, managing pair or group work, asking various types of questions, and responding to student errors. Putra (2024) emphasizes that English proficiency is a vital skill for students learning it as a foreign language, while Hasani (2019) argues that the most effective way to learn a foreign language is through practice, which can be naturally embedded in classroom interactions. Thus, the teacher's classroom language serves as both a medium of instruction and an essential tool for developing learners' communicative competence.

Despite the recognized importance of using English in EFL classrooms, evidence suggests that teachers in Indonesia often use classroom English in limited ways. Previous studies (Haidara, 2016; Hidayati et al., 2022) reveal that English teachers tend to restrict their use of English to certain functions, such as giving instructions or explaining grammar, while neglecting broader communicative aspects such as interactional expressions or spontaneous exchanges. This minimal use reduces students' opportunities to engage with English in meaningful contexts, thereby limiting their language development. Richards and Rodgers (2001) argue that consistent exposure to the target language in classrooms enhances learners' listening and speaking skills while fostering an engaging environment. Similarly, Sumarni and Firman (2023) suggest that teachers should maximize English use by employing visual aids, gestures, and simplified speech to match students' levels. Hanna & Mahyuni (2019) also state that learners are able to comprehend the material through the language used in the teacher's explanation. However, in practice, many teachers still rely on Indonesian for classroom interaction, which weakens the potential benefits of immersion. At the Islamic Junior High School of Kabar, preliminary observations suggest that teachers rely on a narrow range of English expressions during instruction. This situation raises an important question about the most common types of classroom language used by EFL teachers in this school and at which stages of teaching and learning they employ English. These problems highlight the urgency of conducting research that investigates actual classroom language practices, as the effectiveness of English instruction depends largely on the extent and quality of the teacher's use of English.

Although previous studies have provided valuable insights into the use of classroom language in Indonesian EFL contexts, several notable gaps remain. First, much of the research has focused on specific groups such as student teachers in microteaching sessions (Hidayati et al., 2022), novice teachers (Primurizki & Suherdi, 2023), student tutors in extracurricular programs (Herlianawati et al., 2023), or early-grade teachers in primary schools (Sumarni & Firman, 2023). While these contexts are important, they differ significantly from in-service EFL teachers at the junior high

school level, where classroom English serves as a major input for students who have limited exposure to the language outside the classroom. Thus, findings from earlier studies cannot be fully generalized to this population.

Second, the methodological approaches of most prior research have relied heavily on qualitative case studies and descriptive analyses, which provide rich descriptions but lack systematic measurement of the frequency and distribution of classroom language use. This limits the ability to compare patterns across different stages of teaching. In contrast, the present study introduces a quantitative content analysis of classroom language categories based on Salaberri's (1995) framework, combined with an examination of lesson stages following Willis (1981). This integration of two established models has not yet been explored in Indonesian EFL studies and represents a methodological innovation.

Finally, previous studies have tended to analyze either the types of classroom language or the functions/purposes of teacher talk, but few have investigated both the categories of classroom English and the stages of the lesson where English is used simultaneously. Research by Oka and Artini (2021) explores how an English teacher uses classroom language to support student learning. The study categorized three primary purposes of classroom language: motivating, instructing, and guiding, each of which was used at varying frequencies during lessons. The novelty of this study lies in its dual focus: not only identifying the most commonly used types of classroom language, but also mapping their distribution across lesson stages. This comprehensive approach is expected to provide a more complete understanding of how classroom English supports learning in the Indonesian junior high school context, thereby filling a critical gap in the existing literature.

In response to these issues, the present study seeks to analyze the classroom language used by EFL teachers at the Islamic Junior High School of Kabar. Specifically, it aims to identify the most common categories of classroom language employed, based on Salaberri's (1995) framework which categorized classroom language into several types: simple instructions, language used in spontaneous situations, social interaction language, language for assisting working in pairs or small groups, questioning, audiovisual aids language, language used to correct mistakes, and evaluation language. To analyze the use of English at different stages of the teaching and learning process, such as lesson opening, lesson running, lesson closing, and outgoing activities, as described by Willis (1981). By observing and analyzing classroom interactions, this research intends to provide insights into the current practices of English teachers and propose strategies to optimize classroom language use. The findings are expected to contribute to both theory and practice: theoretically, by enriching the understanding of classroom language functions in the Indonesian EFL context; and practically, by offering recommendations to teachers and policymakers on maximizing English input during instruction. Ultimately, this study aligns with the objectives of national curriculum standards, which aim to equip students with the ability to understand and express meaning in English across various contexts (Amin et al., 2020). Hence, the study is significant in advancing the quality of English education in Indonesia by ensuring that classrooms function as effective spaces for language acquisition.

## METHODOLOGY

## **Research Design**

This study employed a descriptive qualitative research design to investigate the most common classroom languages used and the use of English at various stages by EFL teachers in the teaching and learning process at the eighth grade of Islamic Junior High Schools of Kabar. A qualitative approach was deemed suitable because it allows for an in-depth exploration of classroom interaction in its natural setting, focusing on the way teachers use English in their professional practice. According to Creswell (2017), qualitative research provides opportunities to capture complex social phenomena as they occur, making it highly relevant to the study of classroom communication.

The design of this study was based on classroom observation, which enabled the researcher to identify and describe the teachers' use of classroom English during different stages of teaching. The aim was to portray how English was practically applied in instructional settings and how it supported the learning process. The framework used to analyze classroom language followed Salaberri's (1995) categorization, while Willis's (1981) framework was applied to examine the stages of teaching where English was used.

## **Research Setting and Participants**

The study was conducted at two Islamic Junior High Schools in Kabar, namely MTs Sa'adatuddarain NW Kabar and MTs Baiturrahim Kabar, where English is taught as a foreign language and forms part of the core curriculum. The participants of the study were two English teachers who taught eighth-grade students at these schools. These teachers were selected because of their active role in delivering English lessons to middle school students, ensuring that the data collected reflected authentic classroom practices.

The study was carried out in the first week of June 2025. A purposive sampling method was applied to select participants. Patton (2002) explains that purposive sampling is effective in qualitative studies as it enables the selection of participants who can provide rich and relevant data aligned with the research focus. The two teachers were chosen based on their teaching experience and their role in delivering English instruction to eighth graders. This selection ensured that the data gathered would be representative of actual teaching practices in the target schools. In addition to teachers, classroom interactions involving students were observed to gain a more comprehensive understanding of how English was used during instruction.

## **Research Instruments**

To collect data, three instruments were employed: an observation sheet, an audio recorder, and documentation.

### ***Observation Sheet***

The main instrument was an observation sheet adapted from Salaberri's (1995) framework of eight classroom language categories and Willis's (1981) stages of teaching. The sheet allowed the researcher to systematically identify the types of classroom language used and the teaching stages where English appeared. Categories included simple instructions, spontaneous situations, social interaction, pair/group work, questioning, audiovisual aids, error correction, and evaluation.

### ***Audio Recorder***

An audio recorder was used to capture teacher talk throughout the lesson. This ensured that all utterances were accurately transcribed and analyzed.

### **Documentation**

Supporting data were collected in the form of photos and lesson materials such as lesson plans, worksheets, and teaching aids. These provided contextual evidence for triangulation.

### **Data Collection Procedures**

The research procedure began with obtaining permission from the school principal and the English department. Once approval was granted, the researcher arranged schedules with teachers and conducted classroom observations. During data collection, the researcher acted as a passive participant observer, meaning no intervention was made in the teaching and learning process. The researcher's role was limited to observing, recording, and documenting classroom interactions.

### **Data Analysis Technique**

The data collected from observations and recordings were analyzed using a combination of quantitative content analysis and qualitative narrative description. According to Coe and Scacco (2017), content analysis systematically categorizes and records features of data for statistical or thematic interpretation. In this study, the teachers' utterances were transcribed, categorized into Salaberri's (1995) eight classroom language functions, and analyzed for frequency and percentage. This quantitative analysis helped identify the most common types of classroom language.

At the same time, Willis's (1981) framework was applied qualitatively to examine the use of English across different stages of teaching (opening, development, and closing). A narrative description was provided to explain how English was used contextually at each stage, with excerpts from classroom transcripts included as supporting data.

The steps of analysis included: (1) formulating research questions and objectives, (2) transcribing and selecting relevant classroom data, (3) identifying units of analysis (utterances), (4) categorizing data according to the coding framework, (5) applying coding systematically, (6) conducting frequency counts and percentage analysis, and (7) interpreting findings in relation to the research objectives. The results were presented through tables, charts, and descriptive explanations. This dual approach ensured that both the extent (quantitative frequency) and the nature (qualitative context) of classroom English use were captured, thereby providing comprehensive insights into EFL classroom language practices in Islamic Junior High Schools of Kabar.

## **FINDINGS AND DISCUSSION**

### **The Most Common Classroom Language Use**

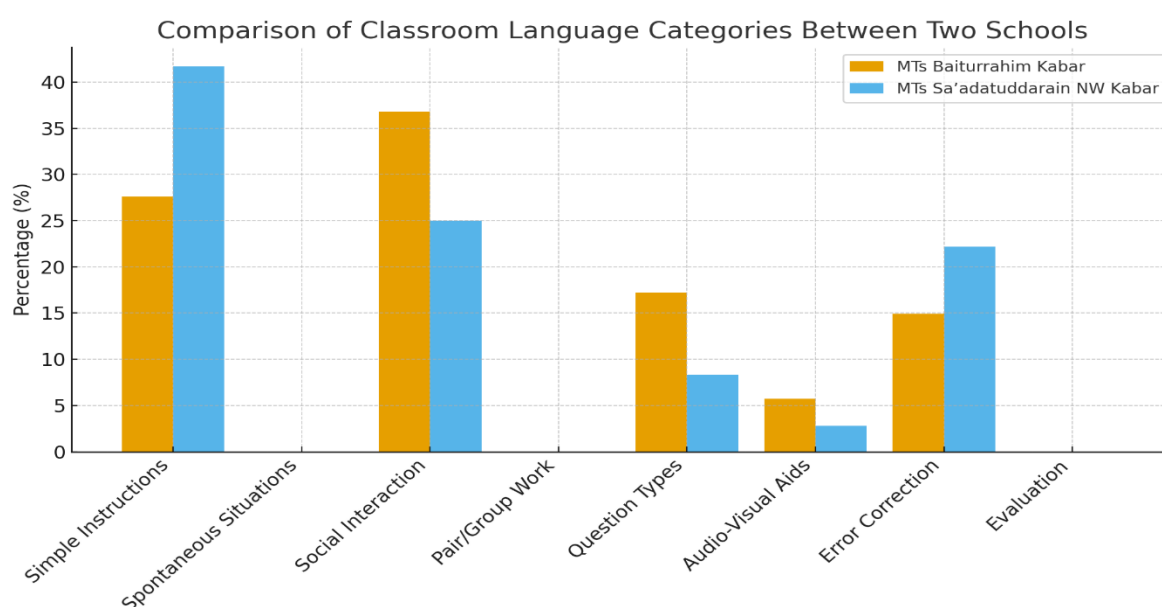
This language use was collected through observation and audio recording. Classroom language use by EFL teachers at MTS Baiturrahmi is presented in Table 1.

**Table 1.** Frequency of Classroom Language Use by EFL Teachers at MTs Baiturrahim and MTs Sa'adatuddarain NW Kabar

No.	Category of Language	MTs Baiturrahim Kabar		MTs Sa'adatuddarain Nw Kabar	
		Number of Utterances	(%)	Number of Utterances	(%)
1	Simple Instructions	24	27.6%	15	41.7%
2	Spontaneous Situations	0	0.0%	0	0.0%
3	Social Interaction	32	36.8%	9	25.0%
4	Pair/Group Work	0	0.0%	0	0.0%
5	Question Types	15	17.2%	3	8.3%
6	Audio-Visual Aids	5	5.7%	1	2.8%
7	Error Correction	13	14.9%	8	22.2%
8	Evaluation	0	0.0%	0	0.0%
	<b>Total</b>	<b>87</b>	<b>100%</b>	<b>36</b>	<b>100%</b>

Based on the above findings, there are differences in the categories of classroom language most commonly used by teachers at two Islamic junior high schools in Kabar. The analysis result of EFL teachers at MTs Baiturrahim shows that the most commonly used category of classroom language is social interaction, consist of 36.8% of expressions, which is equivalent to 32 expressions. Expressions such as *"Thank you,"* *"What is showing in Indonesia?"* or *"What is the meaning of...?"* fall under the social interaction category according to Salaberri's theory (1995). Firstly, these utterances aim to relate the use of English to situations outside the language syllabus, making the language more relevant and meaningful to students' real-life experiences. Secondly, it helps to create a relaxed atmosphere and foster a good relationship between all members of the class, including the teacher, which supports a more positive and engaging learning environment. Lastly, to recreate situations in the classroom that encourage social interaction as it naturally occurs in daily life, allowing students to practice language in more authentic and communicative ways.

On the other hand, EFL teachers at MTs Sa'adatuddarain NW Kabar. The most commonly used category of classroom language is Simple Instruction, consist of 41.7% or 15 expressions. Expressions such as *"Repeat after me!"*, *"Pay Attention, please!"*, *"Open your notebook?"* or *"Okay, we will meet tomorrow"* are classroom language that fall under the category of simple instructions. Firstly, these utterances aim to familiarise the class with the use of English in the classroom so that students see it as something natural and do not feel inhibited by it. Secondly, it helps to establish the use of common expressions that become part of the routine of daily classroom activities, making English a regular and expected part of classroom interaction. Lastly, it seeks to start eliciting non-verbal responses from the class, gradually building students' comfort and participation through simple, manageable ways.



The data in Table 1 show the frequency and percentage of English classroom language used by EFL teachers in both schools. The analysis was based on Salaberri's (1995) framework, which identifies eight main types of classroom language: simple instructions, spontaneous situations, social interaction, pair/group work, question types, audio-visual aids, error correction, and evaluation.

### **Simple Instructions**

At MTs Baiturrahim Kabar, simple instructions accounted for 27.6% of the total utterances, while at MTs Sa'adatuddarain NW Kabar, this category reached 41.7%, making it the most dominant. Both teachers frequently used English to manage classroom routines and direct students' actions. Examples include expressions such as *"Sit down, please,"* *"Come here,"* and *"Attention, please."* They also gave sequential directions such as *"And then, the first one is...? What else?"* or *"After I read, you can repeat, okay?"* to organize lesson flow. These examples show that teachers relied on English mainly for giving procedural directions and maintaining order. However, the teacher at Sa'adatuddarain used this category more extensively, suggesting a stronger teacher-centered focus on classroom control and organization rather than communicative exchange.

### ***Spontaneous Situations***

Neither teacher produced utterances categorized as spontaneous situations (0.0% in both schools). Although a few greetings such as "How do you do?" and "How is everything?" were observed, these were delivered as part of formal routines rather than genuine spontaneous exchanges. The lack of natural, unscripted English interactions (e.g., handling lateness or classroom disruptions) implies that teachers' English use was largely restricted to planned instructional contexts, not as a tool for real-time, situational communication.

### ***Social Interaction***

At MTs Baiturrahim, social interaction was the most frequent category (36.8%), while at MTs Sa'adatuddarain, it reached 25.0%. Teachers used English to build rapport and maintain a supportive classroom environment, using expressions such as "Good morning, everybody," "Thank you," and encouragement like "Yes, good," "Okay." The teachers also engaged students in vocabulary translation or meaning-checking activities: "What is 'meja' in English?" "What is 'announcement' in Indonesian?" "Can you give me the example of a verb?". These utterances reflect an effort to connect English use with students' understanding and daily classroom communication. The Baiturrahim teacher, who used this category more frequently, appeared to promote a more communicative and interactive classroom climate, whereas the Sa'adatuddarain teacher tended to use English in short, functional exchanges mainly for meaning checking and translation.

### ***Pair/Group Work***

No utterances were categorized under pair/group work in either school (0.0%). There were no instances of English used to initiate or manage collaborative activities such as "Work with your partner" or "Discuss this in groups." This absence indicates that learning remained teacher-centered, and students interacted primarily with the teacher. Consequently, there was limited opportunity for peer-to-peer English communication, which might otherwise help students develop communicative competence through authentic interaction.

### ***Question Types***

At MTs Baiturrahim, question types accounted for 17.2%, while at MTs Sa'adatuddarain, they comprised 8.3%. Teachers frequently asked yes/no and alternative questions to check comprehension and prompt student participation, such as "Do you still remember?" "Are you sure?" "Is 'tall' adjective, verb, or noun?" and "Is 'bother' a verb or noun?". Wh-questions were also used to encourage reasoning, for example: "Why is there a letter 's' at the end of the word 'friends'?" and "Where is your dictionary?". These examples suggest that questioning was used not only for eliciting answers but also for guiding understanding of grammatical forms and vocabulary. The Baiturrahim teacher's higher frequency shows a greater use of questions to facilitate interaction, whereas the Sa'adatuddarain teacher relied more on direct instruction with fewer exploratory questions.

### ***Audio-Visual Aids***

The audio-visual aids category recorded 5.7% of utterances at Baiturrahim and 2.8% at Sa'adatuddarain. Teachers used English when referring to classroom tools or written materials. Common examples included "Raden, can you write 'May I have your attention, please' on the whiteboard?" and "Adeb, write the word 'announcement' on the whiteboard." Such expressions show that teachers occasionally integrated English into classroom management involving visual media.



However, the overall low frequency indicates that English was not consistently used for operating teaching aids or describing visual content, possibly due to limited resources or preference for teacher talk rather than interactive media use.

### **Error Correction**

Error correction accounted for 14.9% at Baiturrahim and 22.2% at Sa'adatuddarain, ranking third in the latter. Teachers frequently used questions and prompts to correct or clarify students' responses, such as "Can you repeat again, please?" "Do you understand?" or "Not 'me,' but 'may.'"

Peer correction was also observed, as in the exchange:

T: "What is 'meja' in English?"

S: "Table."

T: "I ask Alia. Coba Alia apa?"

Such interactions reveal that teachers occasionally involved students in the correction process, promoting peer learning. The higher percentage at Sa'adatuddarain reflects a stronger focus on accuracy and grammatical correctness, whereas the Baiturrahim teacher prioritized fluency and understanding over constant correction.

### **Evaluation**

No utterances were categorized as evaluation (0.0%) in either school. Expressions related to self-assessment or performance feedback—such as "You did well today" or "How do you think you did?"—were absent. This indicates that evaluative feedback was likely conducted in Indonesian rather than English. As a result, the evaluative function of English classroom language appears underdeveloped, and opportunities to promote reflective English communication were limited.

## **The Use of English in Different Teaching and Learning Stages**

### ***The Use of English in Different Teaching and Learning Stages in MTs Baiturrahim Kabar***

#### ***Lesson Opening***

The lesson began with the teacher greeting the students warmly in English using several variations such as, "Good morning, everybody," "How do you do?" and "How is everything?" This created a positive atmosphere and encouraged English interaction from the start. The teacher then invited the class to say a prayer, blending English and cultural practice: "Before we start our lessons this morning, reciting Basmalah together."

After the prayer, the teacher checked classroom readiness. While preparing students for the lesson, she mixed languages: "Before we start our lesson this morning, I hope you are prepared your equipment tools," followed by a translation in Bahasa Indonesia to ensure understanding: "Sebelum kita memulai pelajaran, saya harap kalian sudah menyiapkan buku dan alat tulis terlebih dahulu." This bilingual approach helped bridge comprehension.

To build motivation, the teacher initiated a short review session. She asked, "Do you still remember our material yesterday?" prompting the student to reply "Yes," and further probed, "What about?" The student responded in Bahasa Indonesia: "Tentang asking for attention," showing a partial recall. The teacher confirmed in English, "Yes, showing and asking for attention," reinforcing the key phrases.

During the transition into the new topic, the teacher briefly introduced the lesson's objective: "We will continue our material yesterday," again alternating with Bahasa: "Kita akan melanjutkan materi kita yang..." This shift suggested a mix of English input with clarifications in the local language to support student comprehension.

### ***Lesson Development***

As the main part of the lesson unfolded, the teacher used a dialogic approach to explain the material. She engaged students directly by calling their names and prompting responses. For example, she asked Raden, "What is showing in Indonesian?" and to another student, "What is attention in Indonesian?" The students responded with the Bahasa Indonesia equivalents—"Perhatian". The teacher responded encouragingly: "Perhatian, good," affirming the correct answer and offering praise.

During questioning, the teacher's English was interspersed with Bahasa Indonesia: "Apa arti showing dalam Bahasa Indonesia?" This showed her flexible use of both languages to maintain engagement and understanding.

Although no visual or audio aids were explicitly observed, the teacher used the whiteboard interactively. She guided students like Raden and Aini to write expressions such as "May I have your attention, please" and the word "friends" on the board. This tactile participation supported active learning.

### ***Lesson Closing***

Toward the end of the lesson, the teacher conducted a review by asking, "Okay, any question?" then clarified in Bahasa Indonesia: "Ada pertanyaan?" She repeated for confirmation: "There is no question? Farah dan? Any question? Apa? Farah dan?" This bilingual checking indicated an effort to ensure all students had the opportunity to ask questions.

To summarize, the teacher led the class in recalling key expressions: "Okay, we are conclusion our lesson this morning," followed by "Kesimpulannya ya. Ungkapan showing and asking for attention." She prompted responses from the class: "Showing is?" to which a student replied, "Menunjukkan." The teacher affirmed: "Menunjukkan perhatian," then continued, "Asking for attention is?" and a student responded, "Memberi perhatian." This method helped reinforce the lesson content through student involvement.

Before dismissing the class, the teacher led the class in saying a closing prayer in English: "Let reciting Hamdallah together," and offered a farewell: "Okay, thank you so much for this morning."

### ***Ongoing Activities***

Throughout the lesson, the teacher provided encouragement and praise. For instance, after a correct response, she said: "Perhatian, good." This positive reinforcement helped build student confidence.

To manage the classroom, she used simple instructions in English, such as "Raden, can you write on the whiteboard, please? Come here!" and "Write 'May I have your attention, please.'" She also asked another student, "Aini, can you write the word friends in front of class?" This use of English for routine classroom tasks emphasized its function as a working language in the classroom.

## ***The Use of English in Different Teaching and Learning Stages in MTs Sa'adatuddarain NW Kabat***

### ***Lesson Opening***

The lesson began with a warm and interactive greeting in English, as the teacher said, "Good morning students," to which the students responded, "Good morning, Sir." To maintain engagement and pronunciation practice, the teacher repeated, "Once again. Good morning," prompting the same response. The teacher then continued with an individual greeting: "Miss! How are you today?" When students hesitated to respond, the teacher scaffolded with, "Apa jawabannya? How are you today?" A student replied, "I am fine," and the teacher expanded the possibilities by saying, "I am? I am well bisa, I am fine bisa, apalagi?" This moment revealed the teacher's strategy of using English for common expressions while incorporating Bahasa Indonesia as a support mechanism to check understanding and encourage students to remember variations in response.

During the organization phase, the teacher gave simple instructions in English with slight Indonesian cues. She said, "Coba, open your notebook! Open!" This shows a functional use of English for managing classroom activities. The phrase "Coba" (try) served as a soft prompt to encourage students without making the instruction too rigid, while "Open your notebook" is a direct command in English to familiarize students with classroom language.

To build motivation and recall prior learning, the teacher blended languages again, asking, "Ada PR? There is your homework? Have you finish? Udah selesai?" This combination of Bahasa and English helped elicit student responses and lower anxiety. When no answers were offered, the teacher followed up with, "I am repeat again," and then asked about the topic of the previous lesson. When the students were silent, she cued them with "Like and dislike/Suka dan tidak suka," providing the English expression and its Indonesian equivalent. This approach indicates the teacher's scaffolding to support retention of vocabulary and ensure students could connect meaning across both languages.

Finally, when transitioning to the new topic, the teacher gave a brief introduction in Bahasa Indonesia, saying, "Yak, coba kita sekarang masuk ke materinya disini ya," before introducing the focus of the day's lesson expressions of ability and inability. This shift back to Bahasa helped establish a contextual anchor for the new lesson.

### ***Lesson Development***

In the development stage, the teacher used a questioning technique to activate students' prior knowledge about expressing preferences. She began with, "Coba, ungkapan suka apa? Express like. Ungkapan suka yang pertama?" The students hesitated, so she scaffolded with, "I...?" to which a student correctly responded, "I like." The teacher reinforced this with an example: "I like chocolate," and asked, "Apa lagi? I like piz...?" guiding students to complete with "I like pizza." This use of partial prompts is effective in developing speaking skills and reinforcing sentence structures.

The teacher then introduced an alternative expression using "enjoy." She asked, "Yang kedua, ungkapan like yang kedua apa?" and followed with, "Menggunakan enjoy. Ada yang masih ingat what does mean enjoy? Apa arti enjoy?" When students answered "menikmati," the teacher praised their understanding. To further clarify the grammatical structure, she said, "Kan kata enjoy harus diikuti kata kerja yang gerund," helping students understand functional grammar. She also

encouraged participation with, "Coba, raise your hand if you can answer. Angkat tangannya yang bisa jawab," showing that she uses both English and Bahasa to manage participation and create a supportive environment.

Throughout the explanation, the teacher checked comprehension and returned to the main idea multiple times. After a short break, she returned and asked, "Once again. Tadi saya menjelaskan tentang apa?" and prompted, "Su...?" with students responding "Suka." This showed effective use of recall and repetition to reinforce understanding. She then instructed students to write the expressions, indicating a shift from oral to written practice.

For classroom media management, the teacher gave a simple English command: "Please, minta tolong clean the whiteboard," mixing a polite request with Indonesian, reinforcing practical classroom English.

In the questioning phase, the teacher continued to test student knowledge of vocabulary expressions:

T: "Ungkapan suka yang pertama kita menggunakan like and dis...?"

S: "Dislike."

T: "Eh sorry, I like. Terus yang kedua I enj...?"

S: "Enjoy."

She expanded the expressions to include "I am fond of" and "I am fan on," although students needed help to complete them. These efforts illustrate the teacher's goal of increasing vocabulary range and introducing new structures even when students show hesitation. She also prompted translations and sentence-making, such as:

T: "I like mango. Apa artinya?"

S: "Aku suka mangga."

And continued with similar examples like "I like reading book" and "I like ice cream," encouraging students to match the English with the Indonesian meaning, reinforcing both grammar and vocabulary.

In the final phase of development, the teacher had the students repeat after her for memorization and pronunciation practice:

T: "Yang pertama, I like."

S: "I like."

T: "Yang kedua, I enjoy."

S: "I enjoy."

And so on, ending with the meaning of each phrase. This drill reinforced form and meaning through repetition and call-response format, which is especially effective for EFL learners.

### ***Lesson Closing***

At the closing stage, the teacher moved into reviewing key grammar related to expressing ability and inability. She began with a comprehension check:

T: "Berarti paham ya. Sekali lagi, ungkapan untuk membuat ability atau kemampuan, kemampuan kita menggunakan?"

S: "Can."

She followed with structural clarification: "Can-nya setelah subjek, terus diikuti oleh kata kerja yang pertama." Then she continued, "Kalau ketidakmampuan, kita menggunakan apa?"

S: "Not."

She responded: "Kita menambahkan not setelah can. Okay, paham ya?"

This demonstrated her ability to explain grammatical rules clearly and accessibly, switching between English and Indonesian to reinforce understanding.

The review continued with more repetition and examples, ensuring students could distinguish between “can” and “cannot” and use them correctly in sentences. She also prompted meta-cognitive reflection by asking: “Tadi ibu guru bahas apa?” prompting the students to identify the lesson focus, “Ungkapan kemampuan dan ketidakmampuan.”

To encourage application, the teacher instructed:

T: “After you write this, do the exercise!”

Then she returned to the homework review:

T: “Ada PR? There is your homework? Have you finish? Udah selesai?”

The teacher collected the assignments and corrected them at her desk while engaging with students, using both languages to provide feedback. This stage showed the practical use of English for checking completion and reinforcing responsibility.

As the class ended, the teacher offered a closing statement in both languages:

T: “Okay, we will meet tomorrow. Kita akan bertemu besok lagi. See you next...?”

S: “Time.”

This goodbye exchange reinforced habitual English usage for closing routines.

### ***Ongoing Activities***

Throughout the lesson, the teacher used English to manage classroom behavior and offer encouragement. She praised students with: “Thank you for your time,” and regularly called for attention using: “Pay attention please! Look at the whiteboard!” In moments of noise, she attempted to restore order with, “Silent! Duduk!” These commands demonstrate her consistent use of English for classroom management, balanced with Indonesian to maintain clarity and authority.

### **Research Reflection and Limitations**

Although this study provides useful insights into the frequency and types of English classroom language used by EFL teachers, several limitations should be acknowledged. First, the data were collected from only two schools—MTs Baiturrahim and MTs Sa’adatuddarain NW Kabar—which limits the generalizability of the findings. The classroom contexts, teacher backgrounds, and student proficiency levels may differ from other schools, and thus the results may not fully represent broader EFL teaching practices.

Second, the observations were conducted within a limited time frame, which may not capture the full range of teachers’ language use across different lessons or topics. Teachers might have adjusted their behavior due to the presence of the observer (observer effect), potentially leading to biased or less natural language use.

Finally, the analysis focused primarily on observable utterances rather than the underlying pedagogical intentions or student responses. Future research could include interviews, longer observation periods, or multiple raters to minimize bias and enhance the validity of the findings.

### **CONCLUSION**

The findings reveal notable differences between the two schools in terms of classroom language usage:

At MTs Baiturrahim, the most frequently used classroom language category was Social Interaction (36.8%). This indicates the teacher's emphasis on creating a supportive and communicative classroom atmosphere. Social interaction expressions, such as greetings, thanking, and questions about meaning, were used to relate English to real-life contexts and enhance student engagement.

On other hand, at MTs Sa'adatuddarain NW, the dominant category was Simple Instructions (41.7%), reflecting a focus on classroom management and routine interaction. Phrases like "Repeat after me" or "Open your notebook" were used frequently to guide student behavior and integrate English naturally into daily classroom routines.

The comparative analysis of the two schools highlights both similarities and differences in English use across lesson stages:

1. Lesson Opening: Both teachers used English for greetings and to check students' readiness. At MTs Baiturrahim Kabar, openings were more ritualistic and included prayer and brief motivational checks. At MTs Sa'adatuddarain NW Kabar, the opening also involved homework checking and introduction of lesson objectives.
2. Lesson Development: MTs Baiturrahim Kabar and MTs Sa'adatuddarain NW Kabar are explaining materials and asking students question
3. Lesson Closing: At MTs Baiturrahim, the closing included a brief review, prayer, and a limited summarizing or homework assignment. MTs Sa'adatuddarain, on the other hand, used this stage for summarizing key points, reflecting on the lesson, checking homework, announcing the next lesson, and farewell.
4. Ongoing Activities: Both schools used English to give praise and manage classroom behavior. MTs Sa'adatuddarain showed slightly more active classroom management in English compared to Baiturrahim.

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