

An Analysis of the Types and Functions of EFL Teacher's Classroom Language as Used at 7th-Grade Junior High School 13 of Mataram

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Abstract: This study aims to investigate the types, functions, and language distribution of classroom language used by Grade VII English teachers at SMPN 13 Mataram. Employing a qualitative case study design, data were collected through non-participant observations, audio-video recordings, and semi-structured interviews with two teachers. The analysis followed Miles and Huberman's interactive model. Findings reveal that teachers employed two major types of classroom language based on Hughes' framework: instructional talk (49.8%) and managerial talk (50.2%). Instructional talk encompassed explaining, questioning, eliciting, checking understanding, giving feedback, and directing students, while managerial talk included opening routines, giving instructions and directions, praise, attendance checking, attention getters, and other regulatory expressions. In terms of function, classroom language predominantly served pedagogical purposes (78%), particularly instructional-managerial and language modelling functions, with social functions accounting for 22%. Regarding language choice, Indonesian was most dominant (43%), followed by English (34%) and mixed code-switching (21%), especially during core instructional activities to ensure comprehensible input. English was mainly used for routines, simple instructions, and modeling. The findings indicate that teachers strategically balance first language support and target language exposure to facilitate comprehension and participation. Future research should examine the longitudinal impact of classroom language patterns on students' speaking proficiency and communicative competence.

Keywords: classroom language, instructional talk, managerial talk, language choice, English teaching

INTRODUCTION

The effectiveness of English teaching does not only depend on mastery of the materials, but also on how the teacher uses language in the classroom to communicate with the students using classroom language. Classroom language covers various aspects of teacher communication, from instructions, questions, feedback, and body language. Research shows that effective classroom language is correlated with increased student participation, learning achievement, and interest in English (Nunan, 2015). In the context of learning English as a Foreign Language (EFL) in Indonesia, especially at the seventh grade Junior High School level the language used by teachers in the classroom becomes very important and is the main source of English exposure for students. What students hear from the teacher will influence how they understand, imitate, and use English in the classroom. However, the success of English learning is not only determined the teaching method and the materials, but also by how the teacher uses the language in the classroom. Therefore, the use of appropriate classroom language is very important so that students can understand the material well and feel comfortable during the learning process (Anderson, 1999).

Teachers have an important role to ensure the learning process can run smoothly. Based on the theory of Zone of Proximal Development (ZPD) by Vygotsky (1978), the most effective learning for students is when they receive help from teachers or more capable friends. In this theory, teachers support students by providing gradual help to students until students can do it themselves. Every teaching action that teachers do in the class can help students to acquire language. As in the conditions of students in the field, they sometimes feel confused, not on the learning material but on what is

conveyed by the teacher. For this reason, the use of English in the classroom by teachers is not only used to manage the class or explain learning materials but also plays an important role in organizing the class and can be input for students in the language acquisition process (Nunan, 1991).

Classroom language is the language used in learning and teaching process that serves to provide instruction, motivation, and build a conducive learning atmosphere. Consistent use of classroom language helps students get used to the target language and improve their communication skills in the learning context. By encouraging students to use English for daily communication in the classroom, students can reduce dependence on textbooks and start using English spontaneously and naturally (Scott & Ytreberg, 2000). Therefore, classroom language not only functions as a communication tool, but also as a learning strategy that supports students to be actively involved in developing students' independence. The use of classroom language in class needs to be considered, because it greatly influences student involvement, understanding, and learning development. By understanding the function of classroom language as a pedagogical tool, teachers can improve the way they communicate in class, and the way they provide understanding to students. Taking all these things into consideration, this researcher is interested in conducting research on the use of classroom language by English teachers of grade VII at SMPN 13 Mataram in the learning process, and this study was conducted because not many have conducted in-depth research on classroom language in this school.

RESEARCH METHOD

This study used a qualitative approach with a case study design to analyze the classroom language used by English

teachers during the teaching and learning process. Qualitative research was characterized by emergent questions and procedures, systematic data collection, thematic data analysis from specific patterns to broader categories, and interpretation of meaning derived from participants' perspectives (Creswell, 2007). A descriptive qualitative framework was applied to examine data obtained from classroom observations, interviews, and document analysis. The case study design was selected to facilitate an in-depth exploration of the specific phenomenon under investigation, namely the functions and types of classroom language used by English teachers in Grade 7 at SMPN 13 Mataram.

The participants of this study consisted of all Grade 7 English teachers at SMPN 13 Mataram. There were two teachers involved: one taught six classes, and the other taught five classes, with each class consisting of approximately 39–40 students. Purposive sampling was applied to select participants who were directly relevant to the central focus of the study. The inclusion of two teachers allowed for richer data collection and enabled comparison of classroom language practices across different instructional contexts and teaching strategies.

Several research instruments were utilized to collect comprehensive data. Observation sheets and checklists were prepared to guide systematic classroom observations. Audio-video recordings were conducted using a camera to capture authentic teaching and learning interactions. In addition, semi-structured interview guidelines were developed for both teachers and students to obtain in-depth information regarding the functions and types of classroom language used. These instruments enabled the researcher to examine linguistic features such as speech rate, intonation, repetition, and the use of non-verbal cues including body language.

Data were collected through non-participant classroom observations, video recordings, and semi-structured interviews. Observation was conducted to obtain valid and naturalistic data regarding teacher–student interactions (Cohen et al., 2007). As a non-participant observer, the researcher attended lessons without actively engaging in classroom activities to preserve the authenticity of the learning environment (Birmingham & Wilkinson, 2003). Video recordings were used to ensure accurate documentation of verbal and non-verbal interactions and to allow repeated review of significant classroom moments. Semi-structured interviews were conducted with both teachers and students to explore the rationale behind the use of classroom language and to validate observational findings. This type of interview allowed flexibility while maintaining focus on predetermined research questions (Creswell & Creswell, 2009).

The collected data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consisted of data reduction, data display, and conclusion drawing. During data reduction, the researcher selected and categorized relevant information from observation notes and interview transcripts, focusing on types and functions of classroom language, challenges encountered, and strategies employed by teachers. In the data display phase, the organized data were presented in descriptive narratives and supported by direct quotations to facilitate interpretation. Finally, conclusions were drawn based on systematic analysis and were continuously verified against the data to ensure credibility and consistency of the findings.

RESULTS AND DISCUSSION

Findings

Based on the results of field observations, researchers found that the most dominant language used by the teachers was Indonesian in delivering English learning materials in class. The duration of learning used by teachers was an average of 90–60 minutes. There were two teachers who taught in class VII, teacher A handled class VIIG and spent about 90 minutes and followed by 1300 words. While teacher B handled classes VIIB and VIID. In class VIIB the teacher spent about 80 minutes, followed by 519 words, and in class VIID teacher B spent about 60 minutes, followed by 803 words. For more details, researchers will explain based on research notes about the types and functions of classroom language and what language is most dominantly used by teachers.

Types of Classroom Language Used by Teachers

Based on data collected from two seventh-grade English teachers, researchers found two types of classroom language used by the teachers, based on Hughes' (1981) framework: instructional talk and managerial talk. The use of classroom language used by both teachers in the class was balanced, namely instructional talk was used around 49.8% including in giving directions, delivering material, and other social interactions. Meanwhile, management language, approximately 50.2% of the time, focused more on classroom management. Here are explanations of the instructional talk and managerial talk.

• Instructional Talk

Instructional talk is a structured teacher conversation used to convey material, explain, or correct errors. Observations revealed that teachers engaged in approximately 257 instructional talks, divided into 6 contexts: explaining, asking question, eliciting, checking understanding, giving feedback, and directing students.

Table 1. Frequency of Teachers Utterances

No.	Teacher Talk	U %
1	Explaining	5019%
2	Asking question	6023%
3	Eliciting	5019%
4	Checking understanding	104%
5	Giving feedback	2611%
6	Directing students	6124%

Notes:

U = Utterance

Formula for percentage calculation:

Percentage = (Number of Utterances ÷ Total Utterances) × 100%.

– Explaining

In class, before students begin the exercises, the teacher provides clear and understandable explanations. Teachers typically use Indonesian because it's easier for students to understand. Teachers often repeat themselves when explaining, and the language used should be interactive to encourage student participation. Teachers use 19% of their speech to explain to students.

Extract 1:

TA: so, narrative text is a story that has moral value. Biasanya ceritanya itu tentang legenda, cerita rakyat atau mitos. Sederhananya, narrative text tells a story, menceritakan tentang sebuah cerita atau kisah.

Kalau procedure text kemarin tentang "how to make something" nah narrative text ini tentang "how to tell a story". Contohnya cerita tentang malin kundang, putri mandalika itu adalah salah satu contoh teks narrative.

– Asking Question

Teachers use questions to encourage student responses. Observational data revealed that teachers used 23% of their utterances to ask questions.

Extract 2:

TA: who is answer number one in whiteboard?

TB: ada yang tahu apa itu simple present tense?

– Eliciting

Teachers typically use simple questions or prompts to encourage students to express their knowledge and boldly answer questions and express their opinions, thus enlivening the classroom atmosphere. Data obtained shows that eliciting is often applied during the opening stage and main activities. In addition to observational data, teacher interviews also revealed that eliciting is very effective in increasing student participation. Teachers use 19% of their speech to encourage students to seek information.

Extract 3:

TA: Do you remember, ada yang masih ingat minggu lalu kita belajar apa? Coba lihat catatannya!

– Checking understanding

Teachers consistently check students' understanding of the material being taught to prevent gaps in understanding. In class, teachers typically use direct questions to ensure students' understanding of the material. When checking students' understanding, teachers often use code-switching. Checks for understanding are often conducted by teachers after completing explanations or instructions. Teachers use 4% of utterances to check students' understanding.

Extract 4:

TB: Do you understand?

– Giving feedback

After students respond to the teacher in class, the teacher always provides simple feedback to make them feel valued. This is done to increase student motivation and self-confidence 11% of feedback is used during the classroom learning process.

Extract 5:

TA: okay, give applause!

TB: good job! Give applause to Adira

– Directing students

This study found two categories of direction, particularly in instructional talk. Teachers provide direction to ensure the smooth flow of English learning in class. Interviews with teachers emphasized that directing serves to establish routines and motivate students, so they feel guided and participate in class. In class, teachers use approximately 24% of their utterances to provide direction to students.

Extract 6:

TA: Maju ke depan and write your answer on the white board

• Managerial talk

Managerial talk focus on classroom management, where teachers can regulate student behavior, control the classroom atmosphere, and create a conducive classroom climate. Hughes (1981) stated that managerial conversations can help students control the classroom and build positive relationships with students. Observations showed that teachers engaged in approximately 259 managerial conversations, divided into 9 contexts.

Table 2. Frequency of Teacher Utterance

No.	Teacher Talk	U	%
1	Opening the lesson and greeting	46	18%
2	Giving instruction	76	29%
3	Giving direction	75	29%
4	Checking attendance	6	2%
5	Giving praise	20	8%
6	Attention getter	13	5%
7	Giving answer	13	5%
8	Giving thanks	8	3%
9	Giving advice	2	1%

– Opening the Lesson and Greeting

The opening is one of the most important parts of opening the learning process. At this stage, teachers can build a conducive classroom atmosphere, explain learning objectives, and introduce the material. Based on observations, both teachers spent approximately 5-15 minutes engaging in various routines such as greetings, taking attendance, checking students' initial understanding, and introducing the topic. Teachers predominantly used code switching and English when conveying learning objectives. Here are statements were made during the opening activities.

Extract 7:

TA: Assalamualaikum warahmatullahi wabarakatuh, good morning class! How are you doing today, semoga semuanya sehat ya

– Giving Instruction

Teachers give direct instructions to direct all student activities. In class, teachers use simple, concise, and clear language that is easy for students to understand. Teachers often repeat instructions or translate them into Indonesian. Instructions accounted for 29% of teacher utterances during the learning process.

Extract 8:

TA: before we start our lesson today, let's pray together..bapak minta satu orang pimpin do'a

TA: now, open your book to page 30, buka halaman nomor 30

TB: nah sekarang coba kalian perhatikan di papan tulis and repeat after me, ulangi lagi yang ibu bilang

– Giving direction

In this study, the teachers' directions focused more on providing information about the learning material and instructions for managing student behavior in the classroom, as well as creating disciplined student behavior and a pleasant classroom atmosphere. Based on observational data, teachers provided more directions during the main activity stage and used simple phrases to make them easier for students to understand. Teachers used 29% of their utterances to provide directions during the learning process.

Extract 9:

TA: I give you five minutes untuk selesaikan tugas rumahnya.

TB: Sudah semua yaa..sekarang siapa yang berani maju duluan, atau mau ibu panggil saja...okay, kalau tidak ada yg mau maju ibu panggil saja...Adira ? udah siap?, ayok maju ke depan

– Checking attendance

Checking student attendance is a type of managerial talk used by teachers to ensure student attendance. Attendance checks are typically conducted at the beginning of the activity after the teacher greets and asks how the students are. Teachers' checking attendance comprised 2% of all utterances.

Extract 10:

TA: I wanna check you one by one. sekarang bapak akan mengabsen kalian, and don't say hadir ya

– Giving praise

In class, after students complete assignments and answer questions, teachers consistently offer praise in the form of simple words that can motivate them. Observations revealed that teachers used praise in 8% of their speech.

Extract 11:

TA: good job!

TB: bagus sekali, itu dapat di ambil contoh yaa main hp sambil belajar

– Attention getter

Attention getter is a type of managerial speech commonly used by teachers to capture students' attention during classroom learning. In class, teachers frequently engage students. After explaining an exercise, students often become noisy and disruptive. This is where teachers typically refocus their attention on the material and regain control of the class. Observations show that teachers use 5% of their speech to engage students' attention.

Extract 12:

TA: attention, please!

– Giving answer

This type of speech is used by the teachers to answer questions posed by the students. Sometimes, the teachers answer questions not only related to the teaching material but also to classroom management. Based on observations, 5% of teachers' responses to students were non-verbal.

Extract 13:

S1: ibu mau tanya, apa maksud nomor 7 itu

TB: apa yang kalian lakukan kalau kalian udah gede

S2: kalau nomor 9 bu?

TB: kalau udah gede kalian mau jadi apa

– Giving thanks

Giving thanks usually takes the form of words of gratitude expressed by the teacher after students have completed the instructions given by the teacher or answered the questions asked by the teacher. In the classroom, 3% of the utterances spoken by teachers are in the form of giving thanks to students.

Extract 14:

TA: terimakasih atas semangatnya hari ini

– Giving advice

Giving advice is usually given in the form of suggestions or encouragement from teachers to motivate

students and boost their self-confidence. However, during observations, the number of utterances used by teachers to provide advice was very small, only 1%.

Extract 15:

TB: bagus sekali, itu dapat di ambil contoh yaa main hp sambil belajar

Function of Classroom Language

The language used by the teachers serves to convey learning material and how to manage learning in the classroom. Based on the data collected from two seventh-grade English teachers, the researchers found that there are two functions of classroom language used by the teachers based on Salaberri's (1985) framework, namely the pedagogical function and the social function. The two teachers dominantly used the Pedagogical function, which was around 78%, reflecting a strong emphasis on learning activities. Meanwhile, the Social function, which was around 22%, is more focused on the importance of building good relationships between students and teachers and encouraging student participation in the learning environment. Here are explanations of the pedagogical function and social function.

• Pedagogical Function

The pedagogical function is used by teachers to support the teaching and learning process. In the classroom, this function is used by teachers to help students understand the material, follow procedures, and improve their skills. From the results of the observation, there were 178 pedagogical function utterances spoken by teachers, divided into three contexts, namely: instructional and managerial function, language modelling function, and evaluation function.

Table 3. Frequency of Teacher Utterances

No.	Teacher talk	U	%
	Instructional and managerial function	75	42%
	Language modelling function	69	39%
	Evaluation function	34	19%

• Instructional and managerial function

In this function, teachers typically provide direct instructions regarding learning materials, collect assignments, and manage each class activity. This function allows teachers to ensure that teaching and learning activities run smoothly and in a structured manner. This study found that teachers used this function in 42% of their utterances.

Extract 16:

TA: I give you five minutes untuk selesaikan tugas rumahnya. Yang sudah boleh di kumpulkan di depan

• Language modelling function

This function can be said to be the main function of classroom language, where the teacher acts as a model for good and correct language use. Students will imitate whatever language the teacher uses, therefore teachers must be able to be good examples for students. From the results of observations, teachers more often repeat simple words or phrases to help students understand the structure and intonation according to the directions given. From the results of interviews, teachers also mentioned that the function is very helpful for students in increasing students' confidence, because they can see direct example before trying it themselves. There

were 39% of teacher utterances for this function during the learning process.

Extract 17:

TA: *heat itu memanaskan, jadi berhubungan dengan sesuatu in the kitchen.*

TB: *sekarang kita sama-sama belajar bagaimana cara menyapa dan memperkenalkan diri dalam Bahasa Inggris. Ibu kasih contoh....hallo, good morning class. My name is ratna susianti, I live in ampenan, mataram. I am a teacher, my hobby are cooking and reading, my favourite food is meatball. Nah, itu salah satu contoh perkenalan diri menggunakan Bahasa Inggris.*

• Evaluation function

From the results of the study, the evaluation function is a classroom language function in which teachers assess students' understanding by checking their comprehension or providing feedback. Teachers often use simple words that are already understood by students for evaluation. Teachers used this function in 19% of their utterances.

Extract 18:

TA: *okay, good job. Give applause to group one.*

• Social Function

Social functions are used to build and create good relationships in the classroom, motivating students in responding to social contexts, thereby creating a positive and enjoyable learning environment. From the results of observation, there were 51 social function utterances spoken by teachers, divided into three contexts: interactional and social function, motivational and appreciation function, and spontaneous and contextual function.

Table 4. Frequency of Teacher Utterances

No.	Teacher talk	U	%
	Interactional and social function	19	37%
	Motivational and appreciation function	21	41%
	Spontaneous and contextual function	11	22%

• Interactional and social function

In the classroom, this function involves the teacher's use of language to build formal interactions such as greeting students at the beginning of class, praying together, and asking stimulating questions to start the lesson well, such as asking how students are, so that the classroom atmosphere during the learning process is harmonious and enjoyable. Based on the research results, 37% of utterances were found in the observation results.

Extract 19:

TA: *Assalamualaikum warahmatullahi wabarakatuh, good morning class!*

TA: *okay class, how are you today? Gimana kabar hari ini, are you ready to learn?*

TB: *okay, before we start our lesson, let's pray together. Ayok kita berdo'a dulu, ketua kelas pimpin do'a*

• Motivational and appreciation function

Teachers use this function to motivate students with positive statements, through praise or appreciation for their hard work, to keep them active and engaged in the learning process. Furthermore, students learn to express their opinions and make mistakes, as the teacher's response to them makes

them feel comfortable and continues to feel valued. This was found in 41% of the utterances observed.

Extract 20:

TB: *coba lihat di hobby, di situ ada kata "is", tetapi kalau hobby kalian lebih dari satu gunakan apa?*

S1: *are bu*

TB: *good answer, kalau hobby kalian lebih dari satu gunakan "are", tetapi kalau hobby kalian hanya satu gunakan "is".*

• Spontaneous and contextual function.

This function involves spontaneous responses to certain unexpected situations, such as answering a student's question or granting permission that suddenly arises in the context of classroom learning. This function comprised 22% of the utterances found in the observations.

Extract 21:

S: *Excuse me sir, may I go to the toilet, please?*

TA: *go on, I give you five minutes.*

Use of Classroom Language across Teaching Stages

English teachers at SMPN 13 Mataram use three spoken languages to teach English in class: Indonesian, English, and a mixed language. The dominant language is Indonesian, especially during core activities where teachers explain material and provide instructions in Indonesian. The use of Indonesian serves as an effective bridge of understanding for students, ensuring students understand the learning material. There are 358 utterances from all languages used by teachers during the teaching process in class. From the table, it can be concluded that teachers predominantly use Indonesian at around 43%, English at 34%, mixed languages at 21%, and other languages at 2%. The following table presents the results of observations regarding the use of languages used by teachers:

Table 5. Frequency of Language Used in Classroom

No.	Language used in classroom	U	%
	Indonesian	153	43%
	English	123	34%
	Mixed	74	21%
	Other	8	2%

Based on the research results from the analysis of four classroom observations and interviews with two English teachers at the school, at each stage of learning, the teachers used varied language patterns. The use of classroom language was analyzed based on the learning stages classified by Afifah and Murtiningsih (2017), namely opening, core activities, and closing. The observation results showed that teachers used the target language at each stage of learning with Indonesian dominating around 43% of the total 358 utterances. This is also in line with Willis (1981) who stated that the use of the target language must be adjusted to the level of student understanding, and reduce the use of the first language to familiarize students with English as a means of daily communication. The following is an explanation for each stage:

• Opening

In this opening section, which lasts about 10-15 minutes, at this stage the teacher starts the lesson by using English for routines such as greeting, asking how the students are, checking student attendance, and reviewing previous

material using simple words such as, "Good morning, class! How are you today? "Have you have breakfast?" Teacher A stated that at this stage the questions that often arise are trigger questions, which function to create a conducive atmosphere, so that students are accustomed and comfortable with the classroom conditions before starting the lesson. Based on the results of observations, the use of English is not yet fully used at this stage, because it must be adjusted to the level of student understanding, as stated by the teacher in the interview:

TB: saya harus sesuaikan dengan kemampuan mereka. Kebanyakan siswa ini belum belajar Bahasa Inggris sama sekali di SD, jadi kelas tujuh adalah pengalaman pertama. Kalau full Inggris dari awal, mereka bisa langsung ketinggalan dan malah tidak paham dengan tujuan pembelajarannya.

Based on this statement, the function of English in the opening stage is more focused on familiarizing students and language modelling with a limited context. And the observation results found around 30 utterances in the opening stage with a dominant Indonesian language and a mix of around 60%. At the beginning of the lesson, such as greeting and asking how the teacher is, the teacher usually uses formulaic English, such as "Good morning, class! How are you doing today?" After using English in this section, the teacher then uses more Indonesian, for example to give simple instructions, check student attendance, and review previous material.

Extract 22:

TA: duduk yang rapi, sampah-sampah di bawah kolong meja tolong di bersihkan

TA: sekarang bapak akan mengabsen kalian, and don't say hadir ya.

TB: kita akan belajar bagaimana cara menyapa orang? Bagaimana memperkenalkan diri sendiri dalam Bahasa Inggris. Ada yang sudah pernah belajar tentang materi ini?

• Main Activities

The learning stage in the main activities lasts around 45-65 minutes. At this stage, teachers use the target language to deliver material, give instructions to students, and encourage students to participate in the learning process. The English used by teachers at this stage consists of simple, direct instructions, such as "open your book to page 30" and introducing new vocabulary.

Teachers act as the main source of input for students through explanations of material, asking questions, and checking students' understanding using simple sentences and body language so that students understand what the teacher is saying. Based on the results of the study, the dominant languages used by teachers at this stage were Indonesian and a mix of languages. Indonesian was used by teachers at this stage about 75% of the time to provide lengthy explanations or instructions. In their interviews, teachers also said that, "*Tapi pada saat di kegiatan inti, lebih banyak kita menggunakan Bahasa Indonesia karena kan sudah ada kegiatan-kegiatan seperti membuat kalimat, menulis, atau gak soal cerita*". In addition, code switching is also often used by teachers to give complex instructions, to manage the class, and to reinforce context. The following are examples of the use of Indonesian and mixed language used by teachers:

Extract 23:

TA: Jadi, narrative text memiliki tiga struktur seperti yang bapak tulis di papan tulis. Yang pertama

orientation, itu tentang nama tokoh, kapan dan di mana cerita itu terjadi. Biasanya ada di awal paragraph atau paragraph pertama. Yang kedua, ini tentang masalah yang ada di dalam cerita, dan yang terakhir resolution. Resolution itu solusinya seperti apa. Itu adalah tiga struktur utama dari narrative text.

TA: Now we are going to learn about the continuation of the previous material, tapi sebelum itu kita akan memeriksa dan mengerjakan tugas rumah Bersama-sama.

• Closing

In addition, code-switching is also often used by teachers to give complex instructions, to manage the class, and to reinforce context. The following are examples of the use of Indonesian and mixed language used by teachers: "see you next time" or "nice to meet you". The teacher used English only for routine purposes and discourse markers, while Indonesian was used for ongoing student understanding. The teacher stated that in the closing stage, the language used was only to ensure students had completed the assignment and understood the instructions for the next meeting.

Extract 24:

TA: Tugas untuk kalian translate teks narrative yang kalian kerjakan tadi pertemuan berikutnya bapak periksa. See you next time, terimakasih atas semangatnya hari ini. Nice to meet you, Assalamualaikum warahmatullahi wabarakatuh

TB: sit down, please. Okay sebelum kita mengakhiri kelas tolong perhatikan, bagaimana pelajaran kita hari ini?

Discussion

Types of Classroom Language Used by Teachers

The types of classroom language used by the two teachers were classified through Hughes' (1981) theoretical framework, namely instructional talk and managerial talk. Managerial talk relates to the delivery of material, while managerial talk focuses more on classroom management and controlling student attitudes in the classroom.

In this study, teachers consistently applied instructional and managerial talk adapted to the learning situation. Teacher A dominated the use of managerial talk (approximately 60%) to organize and manage the class, while Teacher B showed an even balance in the use of instructional talk (approximately 55%) which focused on delivering teaching materials. This finding complements the results of research by Hadiatmi et al. in Oka and Artini (2022), which identified the dominance of instructional talk (51%) compared to managerial talk (49%) at SMPN Keruak. In addition, this study also revealed that the use of instructional and managerial talk is influenced by individual teacher factors, teaching materials, and the specific classroom context. These three factors determine how teachers adjust their language choices during learning, for example, with the presence of varied teaching materials, teachers' teaching methods will also be adjusted to the material.

Of all the types of classroom language used by teachers, the least frequently encountered in this study was contextual or spontaneous language, which is language that emerges spontaneously in response to unexpected situations in the classroom. Teachers rarely use this type of language, preferring Indonesian over English as an alternative for responding to students in unexpected situations.

Function of Classroom Language

The findings of this study revealed that the use of classroom language is not only for delivering material but also as a highly functional strategy in the learning process. Based on Salaberri's (1985) theory, both teachers consistently applied pedagogical and social functions in the learning process through different teaching methods and characteristics. Teacher A dominated the instructional and managerial functions, emphasizing the importance of time efficiency and clarity of instructions, while Teacher B dominated the motivational and appreciation functions to increase student self-confidence. The pedagogical and social functions found in this study complement those of Oka and Artini (2022), who identified the functions of classroom language as guiding student learning activities, delivering material, and building effective interactions with students. These functions include managerial functions, such as giving instructions and organizing the flow of activities in the classroom; instructional functions, which focus on delivering material and providing examples; and interpersonal functions, which build good relationships with students through praise, motivation, greetings, and appreciation.

Use of Classroom Language across Teaching Stages

Of the three languages, the dominant language used by teachers in the learning process was Indonesian (around 43%), followed by English (around 34%), and the lowest use was mixed languages (around 21%). Teachers used Indonesian more in core activities to avoid student confusion. This finding correlates with Krashen's (1982) theory of comprehensible input, in which teachers use input that students can understand, using their first language as a communication bridge. This aligns with Teacher A statement in the interview, which stated that to explain complex material such as tenses or textual content, teachers must use Indonesian because using English will only confuse students. Indonesian is not only used as a communication tool, but also to help students build a framework of understanding before switching to the target language. Research by Primurizki and Suherdi (2023) also found that teachers predominantly use their first language to ensure the understanding of students who are just learning English. On the other hand, teachers use English to give simple instructions, greetings, provide directions for managing the class, and complete assigned exercises. When using the target language, teachers often translate back into Indonesian. This finding supports Hughes' (1981) theory, which states that English is used for specific functions such as giving simple instructions, expressing appreciation to students, and introducing new vocabulary. However, what is different from this study is that the use of English must be adjusted to the students' level of understanding. In addition, mixed languages are also used in the learning process. The mixed languages used by teachers are Indonesian and English, which function as additional support, managing classroom activities, providing instructions that require clarification or explaining material while providing examples in English.

The findings of this study, the use of classroom language at various stages, align with the theoretical framework of Afikah and Murtiningsih (2017), which discusses three stages of learning: opening, main activity, and closing. In the opening stage, both teachers used English for classroom routines such as greetings and prayers, but immediately switched to Indonesian when delivering learning

objectives and apperception. In the main activity stage, both teachers used Indonesian primarily to explain learning materials and to minimize student understanding. They used English for limited purposes, such as providing instructions and language modelling. In the closing stage, both teachers returned to using English for the closing routine and continued to include Indonesian for an evaluative function to ensure student understanding. Thus, this study complements the findings of Hadiatmi et al. in Oka and Artini (2022), which showed that language use is influenced not only by class level but also by the complexity of the material and the specific characteristics of students at each stage of learning.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the main findings reveal that teacher talk is divided into two types, namely instructional talk and managerial talk. Teachers utter instructional talk into 6 contexts, namely explaining, asking questions, eliciting, checking understanding, giving feedback, and directing students. And managerial talk into 9 contexts, namely opening and greeting, giving instruction, giving direction, giving praise, checking attendance, giving thanks, giving answers, and attention getter.

The main functions of classroom language found in this study are to provide instructions, motivate students to be active and participate in class, build good interactions with students, and classroom management to maintain class order. There are several strategies implemented by teachers in implementing classroom learning to ensure that the language used is easy to understand and effective, such as checking students' understanding if students do not understand, teachers usually repeat until students really understand, encourage student participation, model the language, and give students time to think. Regarding language, teachers tend to use more Indonesian and mixed languages to improve student understanding and reduce frustration, while English is used by teachers to build students' habits and character.

At each stage, the language used by the two teachers varied significantly. In the opening stage, English was used to create a positive atmosphere before the lesson began, but the teacher frequently switched to Indonesian to convey learning objectives. For core activities, Indonesian dominated, serving as temporary support, gradually introduced by the teacher, encouraging students to gradually develop their English skills. English was used to provide simple instructions using code-switching and introduce new vocabulary. In the closing stage, the teacher used English more consistently because the same sentences were used at the end of each lesson, allowing students to become familiar with it. However, switching to Indonesian was still used to summarize the material and achieve final understanding. Therefore, it can be concluded that the teacher balanced providing input through the first language and measured language exposure to ensure students' understanding of the material. Further research is recommended to expand the study with a larger and more diverse sample to increase the generalizability of the findings. Furthermore, it is recommended to identify the impact of teacher talk in the classroom on student learning outcomes, such as vocabulary mastery or speaking fluency.

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