



**NON ENGLISH TEACHERS' USE OF CLASSROOM
LANGUAGE AT PIONEERING INTERNATIONAL
STANDARD SCHOOL (RSBI)**

(A Case of Biology and Physics Teachers in SMA Kesatrian 1 Semarang)

a final project
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ABSTRACT

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Key words: classroom language, language function, non English teachers, *Pioneering International Standard School*.

Teaching by using English is not an easy task to do for teachers whose native language is not English, such as Indonesia. Since the use of English as medium of instruction is a must, teachers in Pioneering International Standard Schools are required to master English in delivering material to their students. The teachers, especially non English teachers, may face obstacles and difficulties such as their inadequacy in using English in the classroom. Therefore, to overcome this problem, some researches offer some classification of classroom language.

The objectives of this study are to know classroom language which the non-English teachers have implemented in the classroom and to investigate the teachers' difficulties in using English as classroom language. The subjects of this study were Biology and Physics teachers who have taught the first grade students of Pioneering International Standard School in SMA Kesatrian 1 Semarang in academic year 2011/2012. The approach used in this study was descriptive qualitative method. In this study the writer played a role as an observer in classes. The data were taken from five times observation during 90 minutes of the teaching learning- process in each class. The conversations during the teaching learning process were transcribed into documentary sheets and then analyzed to discover classroom language used by the teachers during teaching learning process. The analysis was based on the classification of classroom language proposed by Cameron (2001) and language functions in science classroom proposed by Fathman, Quinn and Kessler (1992).

The result of the study is the teachers have just implemented some of the classifications of language functions. They were directing, cautioning, disagreeing, requesting, defining, describing, praising and questioning. However, they have attempted to use classroom language during their teaching. The frequent classroom languages used by both teachers were greeting, checking attendance, checking understanding and ending the lesson. The writer also found that both teachers still face difficulties in using English to explain the material. As the solution to cope with their difficulties, they used bilingual teaching to explain the material.