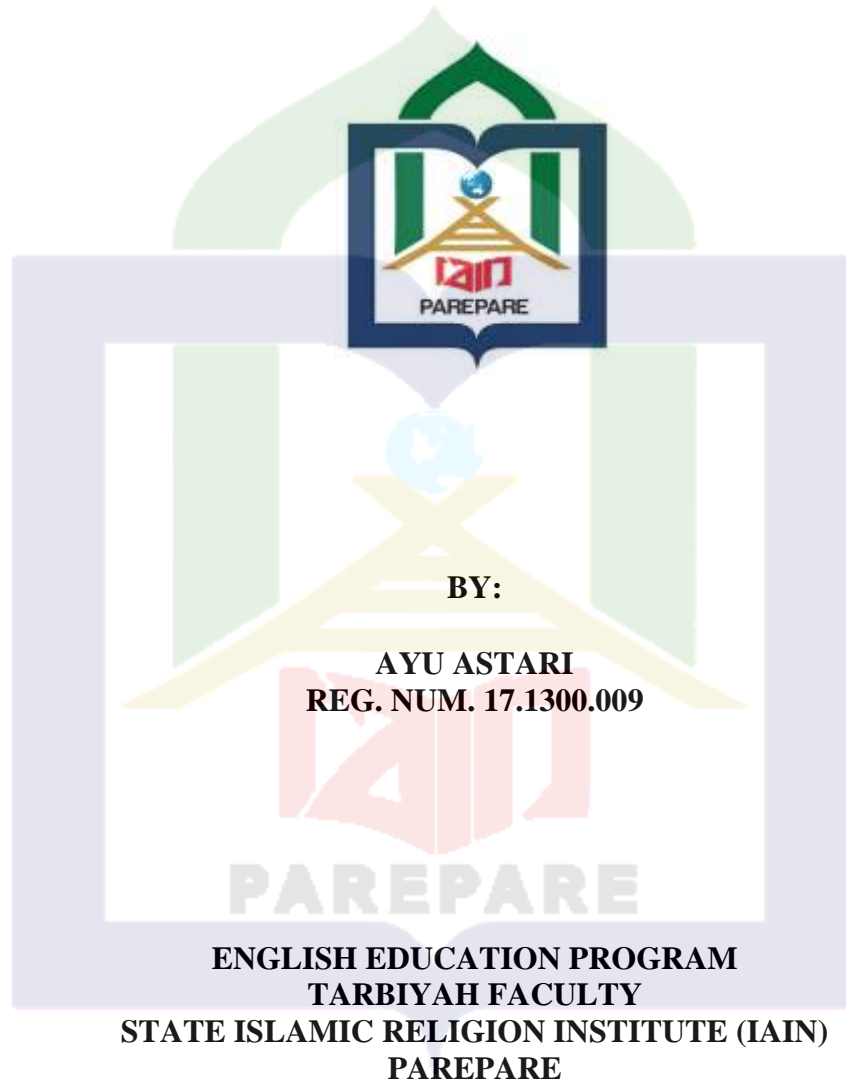


**A THESIS**

**IDENTIFICATION OF INSTRUCTIONS IN TEACHING ENGLISH AT  
SMP NEGERI 6 MODEL PAREPARE**



**BY:**

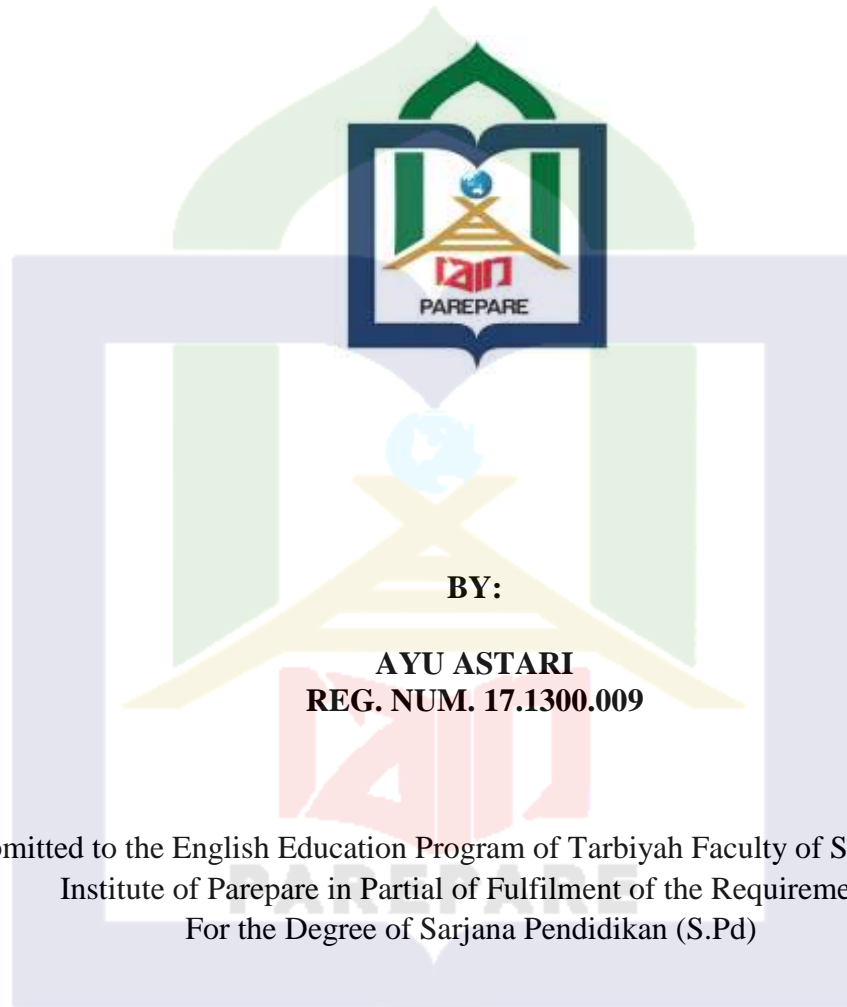
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REG. NUM. 17.1300.009**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC RELIGION INSTITUTE (IAIN)  
PAREPARE**

**2021**

**A THESIS**

**IDENTIFICATION OF INSTRUCTIONS IN TEACHING ENGLISH AT  
SMP NEGERI 6 MODEL PAREPARE**



**BY:**

**AYU ASTARI  
REG. NUM. 17.1300.009**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY  
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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2021**

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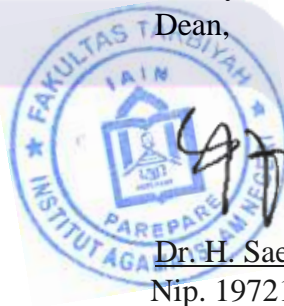
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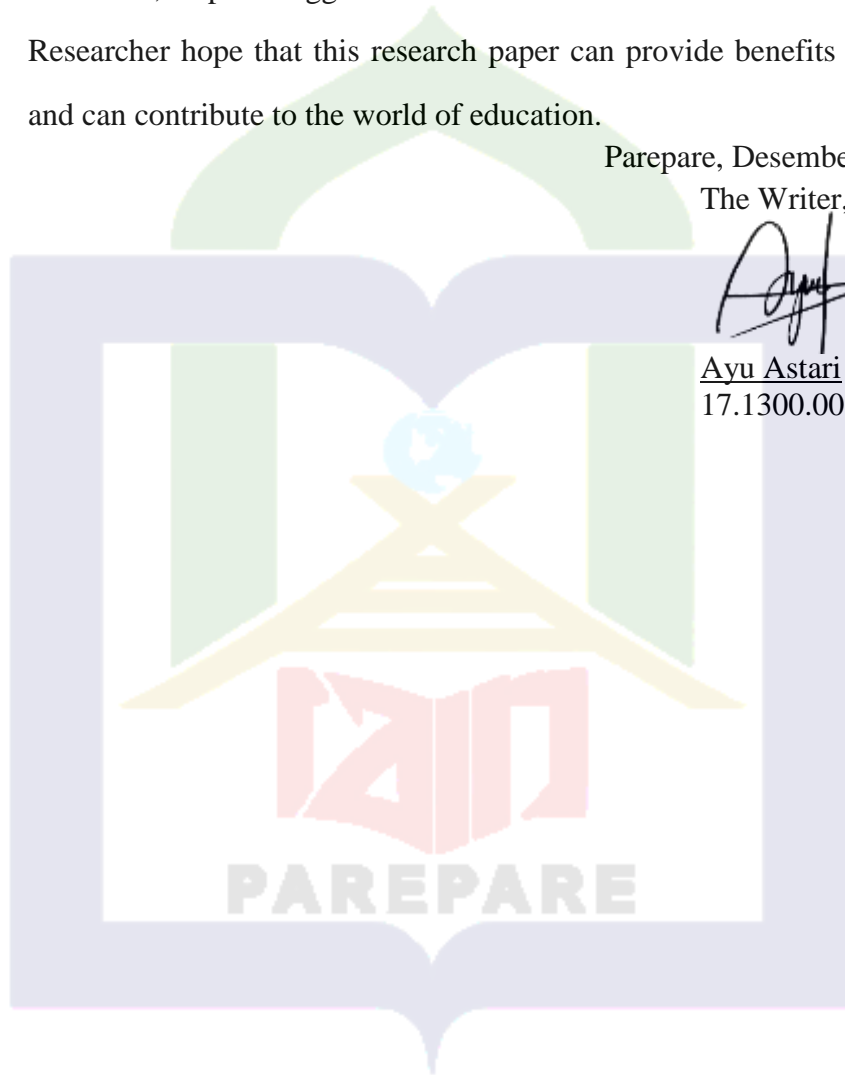
Finally, researcher admit that their research is far from perfect. Therefore, expect suggestions and criticism from readers for this paper. Researcher hope that this research paper can provide benefits for everyone and can contribute to the world of education.

Parepare, Desember 2021

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, Desember 2021

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## ABSTRACT

Ayu Astari. *Identification of Instruction in Teaching English at SMP Negeri 6 Model Parepare* (Supervised by Nanning and Amzah Selle).

A teacher always chooses a method and strategy that will be used in the classroom to improve students' English proficiency. In addition, the English teacher must also provide good guidance for students to follow the teacher's request in the learning process. The teacher's instructions make it easier for students to understand the material and carry out the exercise in the text or in the course book.

This study identify instruction that teachers made in teaching English at SMP Negeri 6 Model Parepare. The purpose of this research is to see how the English teachers give instruction to the students by using code switching. The writer uses descriptive qualitative method with the aim of identifying data taken from 2 English teachers. In conducting this research the authors used documentation instrument to collect data.

The results of this study indicate that, to give instructions on what students ought to do, the teacher is more prevailing in utilizing Indonesian to coordinate students compared to English by using code switching. This can be so that students superior get it the informational given by the teacher, since in common not all students get it English enlightening smoothly without being strengthened with Indonesian amid English dialect learning. In these results, it shows that the English teacher does code switching when giving instructions to students with the aim of making it easier for them to understand the teacher's directions.

Keywords: *Teachers instructions, Teaching English, Code Switching.*

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**IDENTIFICATION OF INSTRUCTIONS IN TEACHING ENGLISH AT  
SMP NEGERI 6 MODEL PAREPARE**

**CHAPTER I**

**INTRODUCTION**

**A. Background**

Along with advances in science and technology, humans are now required to be more advanced so as not to be left behind with the development of these advances. The development of science and technology spread English as a language that is widely spoken throughout the world. The role of educators here is vital for fostering student interaction with both educators and other students<sup>1</sup>. Teachers are required to be motivators who encourage students to be more independent and enjoy learning. Therefore, teachers must have adequate competence in selecting, adapting and creating appropriate learning methods in implementing interactions using English instruction to students<sup>2</sup>.

The role of the teacher is a figure who can liven up the classroom atmosphere. This is because teachers who previously had doubts about using English in the classroom became more confident. This also has an impact on students' motivation in using English in the classroom. Rina Lista (2007) states that the stimulation provided by non-English teachers when using English in

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<sup>1</sup> Wachyudi, *et al.*, eds., "Analisis Pengelolaan dan Interaksi Kelas dalam Pengajaran Bahasa Inggris", *Jurnal Ilmiah Solusi*, 1(4), 40, (2015).

<sup>2</sup> Bruthiaux, "*Predicting Challenges to English as a Global Language in the 21<sup>st</sup> Century: Language Problems and Language Planning*", 26(2), 129 (2002).

class makes students more challenged and confident to use English even though they are not learning English.

In the realm of global communication, English plays an important role and is widely used as a language of association, commerce and education. English in Indonesia has the status of a foreign language and of course it is only studied in certain formal and non-formal educational institutions and is also only used in certain places<sup>3</sup>. However, in relation to the implementation of language policies in formal educational institutions, the use of English as the language of instruction and also the use of bilingual (Indonesian-English) is a recommendation from language and education policies. It is hoped that the use of English as the language of instruction and the use of bilingualism can improve the English skills of students and teachers.

To improve students' English skills, it is hoped that all teachers will participate in the use of English in class interactions. The more often students use English in their interactions in class, the faster they will master the lesson. Instructions are orders or directions to do work or carry out tasks<sup>4</sup>. An instruction should be conveyed clearly so that the recipient of the instruction can understand and carry it out properly. In addition to delivering directions or orders, instruction is also the delivery of understanding and knowledge to other people so that the person has the skills as instructed so that the desired goal can be achieved. Besides to achieving goals, in giving instructions, it is also

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<sup>3</sup> Crystal, *English as a Global Language*, Cambridge University Press, (2017).

<sup>4</sup> Kamus Besar Bahasa Indonesia Daring, 2020, <https://kbbi.kemdikbud.go.id/entri/instruksi> (accessed on 19 February 2021).



necessary to pay attention to the process of receiving instructions. How people who receive instructions understand and develop their reasoning for what is being instructed. As for instruction in English, it is understood as giving orders or directions given by the teacher to students.

In teaching English as an overseas language in Indonesia, teachers ought to use English because the language of practice. In fact, there are phenomena in which teachers use now no longer best English as their language of practice with inside the class however additionally Indonesian language and every now and then use a nearby language. Both teachers and students use English, Indonesian, and nearby language alternately in the classroom. As a result, code switching is often an unavoidable component of language class interaction. The use of code switching in the process of teaching English makes the teacher overly content to use Bahasa Indonesia rather than English, and the teaching is still "teacher-centered," resulting in students being competent in English skills. In English classroom education, switching from English to Indonesian or any other language can also be used as a communication tactic. In the classroom, code switching is primarily used as a communication tool, providing opportunity for students to fully comprehend the teaching concept while also ensuring a smooth continuity of classroom education.

Code switching is a common occurrence in contemporary society. Many people use switching words, phrases, and sentences in which a speaker switches between two types (code) in speech as a conversational method for expressing social meanings. When a person switches from one linguistic clause to another, this is known as code switching. Within a single sentence or adjacency pair,

Brown and Attardo (2000) point out that code switching might occur across various languages, dialects, or styles.

The purpose of this study is to identify how instructions in teaching and learning English activities. From the arguments above, the researcher interest to do a research about “Identification of Instructions in Teaching English at Sekolah Menengah Pertama (SMP) Negeri 6 Model Parepare ” to identify English instructions in teaching English.

### **B. Research Questions**

Based on the background of the study above, the researcher formulates a research questions about what kinds of instructions used by the teacher in teaching English at SMP Negeri 6 Model Parepare?

### **C. Objective of the Research**

Based on the research question made by the researcher above, this research has purpose to identify the instruction in English teaching at SMP Negeri 6 Model Parepare.

### **D. Significance of the Research**

The significances of this research are expected to be useful contributions of:

#### 1. Teachers

For teachers, this study aims to make teachers aware of the importance of using English instruction in English language learning.

#### 2. Students

For students, this study is useful for improving mastery of the English language, through teacher instructions using English.

3. Researchers

For further researchers, who are interested in identification of English instruction can get the basic information from this study to do further researches.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

There were many related theories as a basic of this research, so this chapter will discuss about that.

#### A. Previous Related Research Findings

There are three related research findings that research interest to explain;

1. English Teacher Instruction in Giving Material by Using Code Switching and Code Mixing in SMU Neg. 2 Parepare

This research is written by Abdul Haris Sunubi, H. Ambo Dalle, and Magdahalena, the lectures of State Islamic Institute (IAIN) Parepare. This research identify English instruction made by the teachers in SMU Neg. 2 Parepare, whether they use English, Indonesian, or mix the instructions<sup>5</sup>.

2. An Analysis Of Code Switching Used By English Teacher In The Classroom At The Eighth Grade At Smp Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020 by Nisrina Hanif Nurrahimah from IAIN Surakarta.
3. Evaluation of Bilingual Instruction in SDN Idaman RSBI Banjarbaru

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<sup>5</sup> Abdul Haris Sunubi, *et al.*, eds., English Teacher Instruction in Giving Material By Using Code Switching and Code Mixing in SMU Neg.2 Parepare, *Kuriositas Edisi VI*, Vol.1, (2013).

This research is written by Daud Yahya and Suwarjo from Universitas Negeri Yogyakarta. This research evaluate English instruction made by the teachers in SDN Idaman RSBI Banjarbaru<sup>6</sup>.

4. English Classroom Instructions untuk Guru SMA di Kota Serang dan Bogor

This research is written by Elyza Martiarini and Asti Ramadhani Endah Lestari, as the lecture of PGRI Indrapasta University. This research to verify the English instruction made by the teachers in Bina Spora Mandiri, Bogor-Jawa Barat dan SMA Bina Putera Kopo, Serang – Banten<sup>7</sup>.

5. An Investigation of Lectures' Teaching through English Medium of Instruction – A Case pf Higher Education in China

This research is written by Haijiao Chen, Jinghe Han, and David Wright as center for Faculty Development in Huaqiao University<sup>8</sup>.

6. English-only Instruction in Post-Secondary Education in Taiwan: Voices from Students

This research is written by Yi-Ping Huang from National Chengchi University to found the effect of using English as instruction based on students' voice and experiment<sup>9</sup>.

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<sup>6</sup> Daud Yahya and Suwarjo, "Evaluation of Bilingual Instruction in SDN Idaman RSBI Banjarbaru", Universitas Negeri Yogyakarta, (2013).

<sup>7</sup> Elyza Matiarini and Asti Ramadhani Endah Lestari, English Classroom Instructions untuk Guru SMA di Kota Serang dan Bogor, Universitas Indrapasta RGRI, (2018).

<sup>8</sup> Haijiao Chen, Jinghe Han, and David Wright, An Investigation of Lectures' Teaching through English Medium of Instruction – A Case pf Higher Education in China, (2020).

<sup>9</sup> Yi-Ping Huang, English-only Instruction in Post-Secondary Education in Taiwan: Voices from Students, Chengchi University, (2009).

The similarities between the researches above and this research are aimed at identify what the teacher's instructions make to students. The researcher wanted to see whether the instructions were made in English or Indonesian. The difference between this study and the first research is in the use of code switching techniques and code mixing instructions, whereas in this study it only focuses on code switching only. The difference with the second study is that it aims to measure teachers, while in this study it only focuses on indicators that refer to what language. In general, the difference between this study and studies above is in its implementation, the previous research identify the English instruction in the classroom offline (face-to-face), while in this study, the researcher will identify English instruction in online classes with WhatsApp chat group media because the covid-19 pandemic.

## **B. Some Pertinent Ideas**

### **1. The Concept of Identification**

In Kamus Besar Bahasa Indonesia (2000: 256) “Identifikasi adalah penentu atau penetapan identitas orang, benda, dan sebagainya”<sup>10</sup>. The definition of identification in general is the giving of signs to a group of goods or something, with the aim of distinguishing one component from another, so that a component is known and known to which group it belongs. Meanwhile, the meaning of identification in this study is a process of identifying the instructions made by the teacher in teaching English.

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<sup>10</sup> *Kamus Besar Bahasa Indonesia*. P.256 (2000)

According to JP Chaplin, identification is the process of recognizing, placing objects or individuals in a class according to certain characteristics<sup>11</sup>. Poerwadarminto states that “identifikasi adalah penentuan atau penetapan identitas seseorang atau benda”. According to psychoanalytic experts, identification is a process carried out by a person, unconsciously, in whole or in part, on the basis of an emotional bond with a certain character, so that he behaves or imagines himself as if he were that character. Based on the opinions of the experts above, it can be concluded that identification is the placement or determinant of the identity of a person or object at a certain moment.

## 2. The Concept of Teaching English

Experienced instructors ought to make instructing see simple, particularly to the unpracticed eye, and modern instructors observing experienced instructors at work will regularly comment on how smoothly things appear to go, and ideally feel certain and motivated. There are three strategy that teacher ought to plan some time recently educating:

### a. Stages of planning

Experience checks for a part, but great arranging combined with adaptability are the essential ingredients at all stages of the method, For the individual teacher, usually the foremost vital planning stage, and amid your training period, you'll be anticipated to create exceptionally nitty gritty plans. To attain arranging at this level, an instructor will require prepared reference to national and long-term

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<sup>11</sup> JP Chaplin, translated by Kartini Kartono, quoted by Uttoro, p.8 (2008)

arranging documentation and the bolster of medium-term plans of work. In addition, lesson arranging ought to reflect nitty gritty information of the understudies in your class and their past accomplishments measured by both your claim checking and national testing.

b. Overseeing the classroom and making the correct climate for learning

In English classroom administration is undoubtedly the one region that creates unused instructors, as well as experienced instructors in modern settings, most on edge. Need of nature with school systems and, most altogether, with understudies, implies that at to begin with you may be attempting to teach without having a relationship with anybody in your class. Relationships are what make great instructing, and particularly great English instructing, so the sooner you'll manufacture a relationship, ideally one based on mutual respect and enjoyment of learning in English, the better. This isn't simple, of course, but not one or the other is it as troublesome because it could appear. Fortunately, although no educator preparing course can provide charisma, a collection of techniques can be learned and put into hone, and fortify the connections you make with your classes.

c. Communication

Communicating successfully with understudies, not as it were approximately the substance of their lessons but around the structure and plan of their lessons, encompasses a exceptionally positive affect on classroom elements. Understudies learn to see you as being in



charge, but more importantly, as cautious and caring approximately the encounters they are getting. If you observe a great instructor at work, you may see prove of high expectations of behaviour, state of mind and application. The tremendous lion's share of understudies need to memorize and look to the course educator for direction and administration in this handle; appearing them how to conduct themselves, through illustration and by anticipating, and lauding, certain standards, is another lesson administration strategy<sup>12</sup>.

Furthermore, Brown defines teaching as “guiding and facilitating learning, enabling learner to learn, and setting the condition for learning.” Krashen & Terrel mention four general orientations among modern second-language methods and approaches in teaching English as foreign language:

1. Structural/Linguistic: Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language.
2. Cognitive: Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected

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<sup>12</sup> Teaching English: A Handbook for Primary and Secondary School Teachers, Andrew Goodwyn and Jane Branson, RoutledgeFalmer, USA, (2005)

according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance".

3. Affective/Interpersonal: Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students' motivation for learning. Based on concepts adapted from counseling and social psychology.
4. Functional/Communicative: Based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the "message" of language and student involvement at the students' level of competence<sup>13</sup>.

### C. The Concept of English Instructions

Instructions are orders or directions to do work or carry out tasks<sup>14</sup>. An instruction should be conveyed clearly so that the recipient of the instruction can understand and carry it out properly. In addition to

<sup>13</sup> Dr. Zuliati Rohmah, M.Pd, *Teaching English as A Foreign Language: A Handbook For English Department Undergraduate Students Faculty of Letters and Humanities UIN Sunan Ampel Surabaya*, (2013)

<sup>14</sup> Kamus Besar Bahasa Indonesia Daring, 2020, <https://kbbi.kemdikbud.go.id/entri/instruksi> (accessed on 19 February 2021).

delivering directions or orders, instruction is also the delivery of understanding and knowledge to other people so that the person has the skills as instructed so that the desired goal can be achieved. Besides to achieving goals, in giving instructions, it is also necessary to pay attention to the process of receiving instructions. How people who receive instructions understand and develop their reasoning for what is being instructed. As for instruction in English, it is understood as giving orders or directions given by the teacher to students. These orders are given in English during the teaching and learning process.

Instructional techniques decide the approach a instructor may take to realize learning destinations. Five categories of directions methodologies and clarification of these five categories can be found inside this location. Guidelines methods are utilized by instructors to form learning situations and to indicate the nature of the movement in which the instructor and learner will be included amid the lesson. Whereas specific strategies are frequently related with certain methodologies, a few strategies may be found inside a assortment of procedures. A inspecting of directions strategies with going with clarifications.

Quality instruction is within the hands of instructors. They select guidelines hones, regulate appraisal, and set guidelines for their understudies. Instructors too organize the classroom, utilize assets, make joins with guardians and communities, and, through their claim behavior, make models (positive and negative) which will stay with understudies

for the rest of their lives. In classrooms with bilingual understudies, instructors choose, deliberately and unwittingly, how to utilize the local dialect and English and how to consolidate different societies.

The English teacher have to create good instructional for the students to do the request of the teacher in learning process. Teacher's instruction make the students is easy to understand the material and do the exercise in the text or course book. But the teachers have to combine between English and Indonesia because there are a lot of students do not understand if the teacher use English only or monolingual language in giving instruction. In this case the teacher used bilingual or she did code switching.

#### D. The Concept of Code Switching

##### 1. Definition of Code Switching

Many multilingual speakers use code switching as a way of communication. In other words, these speakers "jump" back and forth spontaneously. Furthermore, code switching is an efficient communication strategy available to proficient bilingual speakers for interactions with other individuals who share both languages, according to Khnert, Yim, Nett, and Duran (2005). It means that code switching refers to the employment of two languages in daily interactions with other people for communication, particularly in the teaching and learning of English. To clarify the content and communicate with the students, the teacher used code switching.

Moyer states that code switching as a field of study has a rich and varied literature encompassing research based on various theoretical models and research methodologies<sup>15</sup>. Besides that, according to Heller code switching is also viewed as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities. As a social process, code switching has been understood to provide multi-linguals with “a resource for indexing situationally salient aspects of context in speakers’ attempts to accomplish interactional goals<sup>16</sup>

Code-switching, according to Hudson, is the use of multiple varieties of the same language at different times and in different situations, which appears to allude more to a diglossic context<sup>17</sup>. Code switching has become a widespread phrase for the alternative use of two or more languages, variations of language, or event speech styles, according to Hymes (1974). According to the hypotheses presented above, code switching occurs when a person changes his or her language.

## 2. Types of Code-Switching

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<sup>15</sup> Myers Scotton, C. & Jake, J.L., *Explaining aspects of code switching and their implications*. In J.L. Nicol (ed.), *One Mind, Two Languages*. Oxford: Blackwell. (2001)

<sup>16</sup> Helter Monica, *Code switching Anthropology and sociolinguistic Perspective*. Berling: Mouto the Gruyter, (1988).

<sup>17</sup> R.A. Hudson, *Sociolinguistic* (Cambridge, UK: Press of Syndicate of The University of Cambridge) p. 53

There are many experts in the field determining the types of code switching. Poplack (2004) states that there are two classification, they are grammatical and contextual classification<sup>18</sup>. The grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch.

a. Grammatical Classification

1) Tag switching

Tag switching occurs when a tag from one language is inserted into an utterance that is otherwise fully in another language, such as okay, well, it's ok, I mean, you know. Tags can be easily placed into monolingual utterances at various points without breaking syntactic restrictions. When a bilingual adds a short expression (tag) from a foreign language at the conclusion of his or her utterances, this is known as tag code-switching.

2) Intra-sentential switching

Between a clause or sentence boundary, intra-sentential code switching happens, which affects language alternation changes. Mixing inside word boundaries is sometimes a part of it. When a word, phrase, or clause from a foreign language appears within a sentence in a base

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<sup>18</sup> Poplack, Shana. *Code-Switching. Sociolinguistic. An International Handbook of the Science of Language, 2nd edition*, ed. By U. ammon, N. Dittmar, K.J Mattheir & P. Trudgill. Berlin: Walter de Gyurter. 589-596. (2004).

language, this is known as intra-sentential code-switching. Inter-sentential switching Inter-sentential code switching is when a person switches from one language to another in the middle of a phrase. A switch from a whole sentence or more than one sentence produced wholly in one language is also possible in this case.

### 3) Inter-sentential switching

Inter-sentential switching can be used to highlight a point expressed in a conversation in another language. When a complete sentence in a foreign language is spoken between two sentences in the base language, this is known as inter-sentential code-switching.

As a result, there are three types of code-switching: tag-switching (inserting a tag, a parenthetical, an exclamation/interjection, sentence filler, or an idiomatic expression) in one language into a sentence in another), intra-sentential switching (takes place within a sentence), and inter-sentential switching (takes place between sentences) (takes place between sentences in which each of the sentence is in different language).

### b) Contextual Classification

#### 1) Situational code-switching

When the circumstance changes, the bilingual moves from one code to the other, which is known as situational code-switching. The locations, the players, or the norms of

interaction could all be engaged in changing situations. The following short exchange depicts an example of an Indonesian bilingual switching from Indonesian to English due to the presence of an English native speaker acquaintance (participant).

## 2) Metaphorical code-switching

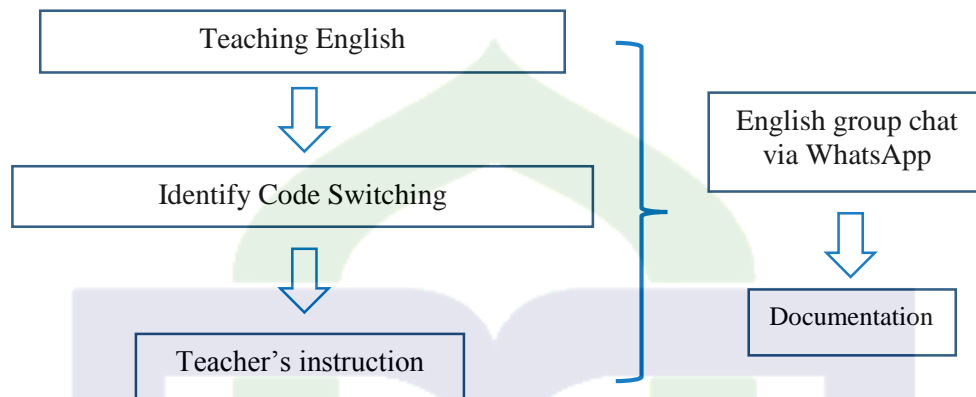
When the perspective, purpose, or topic of the conversation changes, a metaphorical code-switching takes place. This form of switching affects the Ends, the Act Sequence, or the Key, but not the scenario, when it comes to the variables. Bilinguals who symbolically code-switch can be attempting to modify the participants' feelings about the scenario. The following example shows how some Indonesian students humorously transition from English to Indonesian to make important discourse seem a little less serious.

In this research the code-switching of English teacher is limited by the grammatical classification.



### E. Conceptual Framework

The researcher designs the conceptual framework of this research by the following diagram;



#### 2.1 Figure Conceptual Framework

By the diagram above, clearly that the researcher will do the research in SMP Negeri 6 Model Parepare to identify the English instruction that given by the teachers use documentation as instrument of collecting data.

## CHAPTER III

### THE RESEARCH METHODOLOGY

This part will discuss about research design, location and time, population and sample, focus of the research, types and data source, instrument, and data collection techniques.

#### A. Research Design

This research used descriptive qualitative method. Qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Subana and Sudrajat revealed that qualitative research is research that needs to be done after a problem has been studied quantitatively but the truth has not been revealed<sup>19</sup>. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed<sup>20</sup>. Gay states that qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data in order to gain insight into particular phenomenon of the interest<sup>21</sup>.

According to Nasir, descriptive research is a method of examining a group of people, objects, a set of conditions, a system of thought or a class

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<sup>19</sup> Subana and Sudrajat, *Dasar-dasar Penelitian Ilmiah*, Bandung: Pustaka Setia, (2011).

<sup>20</sup> Basrowi and Suwadi, *Memahami Penelitian Kualitatif*, Jakarta: Rineka Cipta, (2008).

<sup>21</sup> Airasian, P., Gay, L., & Mills, G. *Educational research: Competency for analysis and applications (8th edition)*. New Jersey: Pearson Prentice Hall. (2006).

of events in the present. This research method will use the actual situation of a research object and then compared it with existing standards.

#### **B. Location and Duration of the Research**

The researcher took place and conducted this research at SMP Negeri 6 Model Parepare. This school is located in Jl. Pendidikan, Bukit Harapan, Soreang District, Parepare City. This research used qualitative design, therefore, the researcher will need time for a few of weeks to finish the research.

#### **C. Object of the Research**

In this study, researchers will conduct research on English teachers at SMP Negeri 6 Parepare Model in the 2020/2021 academic year. So that the object of the research is an English teacher consisting of two people. The object of research according to Sugiyono is an object that has the nature or attributes of people. Where the object exists because it is determined by the researcher. The purpose of selecting objects is to find answers. From these answers can also be used to draw conclusions. Of course, in order to draw conclusions and find objective data, reliable, objective and valid data are needed.

The object of research according to Supratno, the object of research is a set of elements that can be in the form of organizations, people and goods, the essence of which is the elements that will be used as research. the research itself. According to Husein, the object of research is not just doing research, but determining who will be the object of the research

itself. This includes paying attention to where the research will be conducted and when.

#### **D. Focus of the Research**

This research focused on identifying the English instruction in English learning. Analyzing teacher instruction in English learning process. First, collect the data regarding instructions given by the teacher. Then the information reducing or classifying based on its type, resulting in data that can be presented or depicted in graphs or tables.

#### **E. Types and Data Source**

Source of the data is based on all information which take from the subject of the research. The data source is all data obtained directly from everything related to research. The researcher will use documentation as a research instrument. The data obtained from this documentation are pictures and screenshots of the English teacher's instructions in the WhatsApp group chat. The screenshot obtained information about the use of WhatsApp in the classroom and examples of how the teacher used instructions, whether in English, Indonesian, or a combination of the two. In conducting this research, the data that needs to be obtained from sources is secondary data. Secondary data, namely data that already exists and has a relationship with the problem under study, which includes existing literature.

#### **F. Instrument of the Research**

In this study, the researcher used documentation to collect data. According to Sugiyono, documentation is a method used to obtain data and

information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research<sup>22</sup>. The documentation used in this study included instructional messages sent by the teacher to students. Documents can be in the form of writings, drawings, or monumental works of someone else. Documents of written documents, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photos, live images, film sketches, videos, CDs, DVDs, tapes, and others. Documents in the form of works such as works of art, paintings, sculptures, manuscripts, writings, and inscriptions and so on. Meanwhile, in this study, the document data that can be obtained are in the form of screenshots and pictures of the use of instructions in the WhatsApp group chat during the teaching process, whether the teacher uses English, Indonesian or combines them.

#### **G. Data Validity Check**

In obtaining the validity of the data, the research was conducted to first check the validity of the data. Moleong explains that the validity of data in qualitative research can be obtained through triangulation<sup>23</sup>. Triangulation is a data validity checking technique that uses something else to check and compare the data. In this study using source triangulation. Sugiyono explains that source triangulation is done by checking data that has been obtained through several sources while technical triangulation is

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<sup>22</sup> Sugiyono. *Metode Penelitian Kualitatif dan Kuantitatif*. R&D Bandung: Alfabeta, ibid (2010)..

<sup>23</sup> Meolong, L, J., *Metodologi Penelitian Kualitatif Edisi Revisi*, Bandung: PT Remaja Rosdakarya, p.330, (2011).

done by checking data obtained through interviews, observation and documentation<sup>24</sup>.

#### H. Techniques and Procedure of Collecting Data

In this research, the researcher used documentation as instrument in collecting data. The reason the researcher chose the documentation method was due to the researcher's need for knowledge about research based on existing sources. Instrumentation documentation consists of drawings, diagrams and schedules. The documentation is used by various people for different purposes.

Paul Marie Ghislain Otlet said that the definition of documentation is a special form of activity in the form of processing, collecting, retrieving, storing, and distributing documents. As for Nurhadi Magetsari et al. explains that the meaning of documentation is a material belonging to any type, shape and nature related to where the information is recorded, written or sculptural records, which provide factual information. Hamidi (2004) explains that the documentation method is information from important notes, both from institutions or organizations, as well as individuals<sup>25</sup>. From the origin of the word document means written goods. In carrying out the documentation method, researchers investigate written objects such as books, documents, regulations and so on. So that the documentation in this case is in the form of a screenshot containing the teacher's instructions

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<sup>24</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D* Bandung: Alfabeta, (2010). *ibid.*

<sup>25</sup> Areej, What is Instrumentation Documentation, (2018), <https://automationforum.co/what-is-instrumentation-documentation/>, (accessed on 21 February 2021).

when teaching English taken in an English class learning group via WhatsApp

## **I. Data Analysis**

Data analysis in this study was carried out with a qualitative approach, carried out during data collection, and after completing data collection within a certain period. According to Moleong is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others. Miles & Huberman states that data analysis techniques in qualitative research include:

### **1. Data Collection**

Process and prepare data for analysis. This step involves transcribe, typing in field data and sorting the data into different types depending on the kinds of instruction.

### **2. Data Reduction**

Data reduction is a form of analysis that classifies, directs, removes unnecessary and organizes data that has been reduced to give a sharper picture of the results of observations into themes. In this step. The information that have collected will be classify whether the instruction that given by the teacher are in English or Indonesian

### **3. Data Presentation (Data Display)**

Data presentation is an analysis in the form of matrix, network, cart, or graphic. In qualitative research, data presentation is carried out in the form of brief descriptions, tables, charts and relationships

between categories. By presenting the data, the data is organized and arranged so that it will be easier to understand.

#### 4. Conclusion Drawing / Verification Conclusions

The initial conclusions put forward are still provisional, and will change if no solid evidence is found to support the next stage of collection. Conclusions in qualitative research can answer the formulation of the problem formulated from the start<sup>26</sup>.



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<sup>26</sup> Miles, M.B, Huberman, A.M, dan Saldana, J., *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*, USA: Sage Publications, Terjemahan Tjetjep Rohindi Rohidi, UI-Press, p.17, (2014).



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research findings were the answering of problem statements formulated in the first chapter. The researcher collected necessary data of teachers' by using the instrument documentation to answer the research question: What kinds of instructions use by the teacher in teaching English at SMP Negeri 6 Model Parepare?

This chapter presents and discusses research findings which consist of the instructions made by the teacher in teaching English. In this chapter consist of some extracts. In this research there are two English teacher.

#### 1. Teacher One

##### a) Extract 1

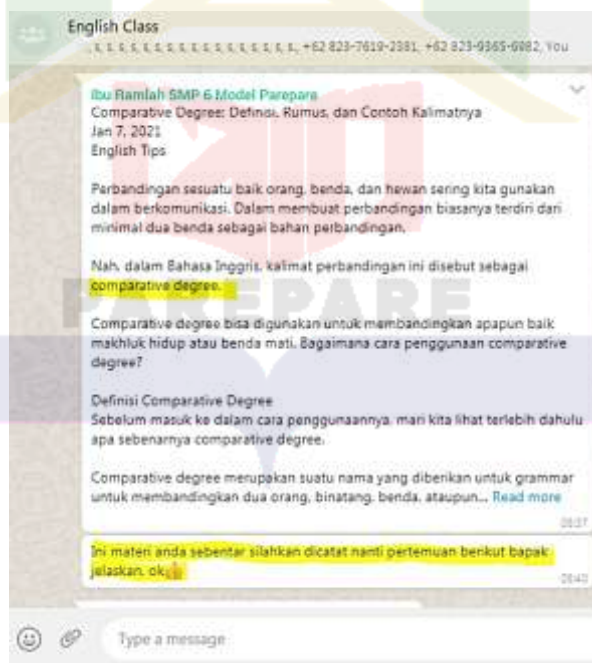


Figure 4.1 Teacher 1 (1)

Teacher one in extract one, English teachers teach about the comparative degree, consisting of definitions, formulas and sentences. After giving the comparative degree material, the English teacher gave instructions to students to note the material, then read it and it would be explained in more detail at the next meeting.

b) Extract 2

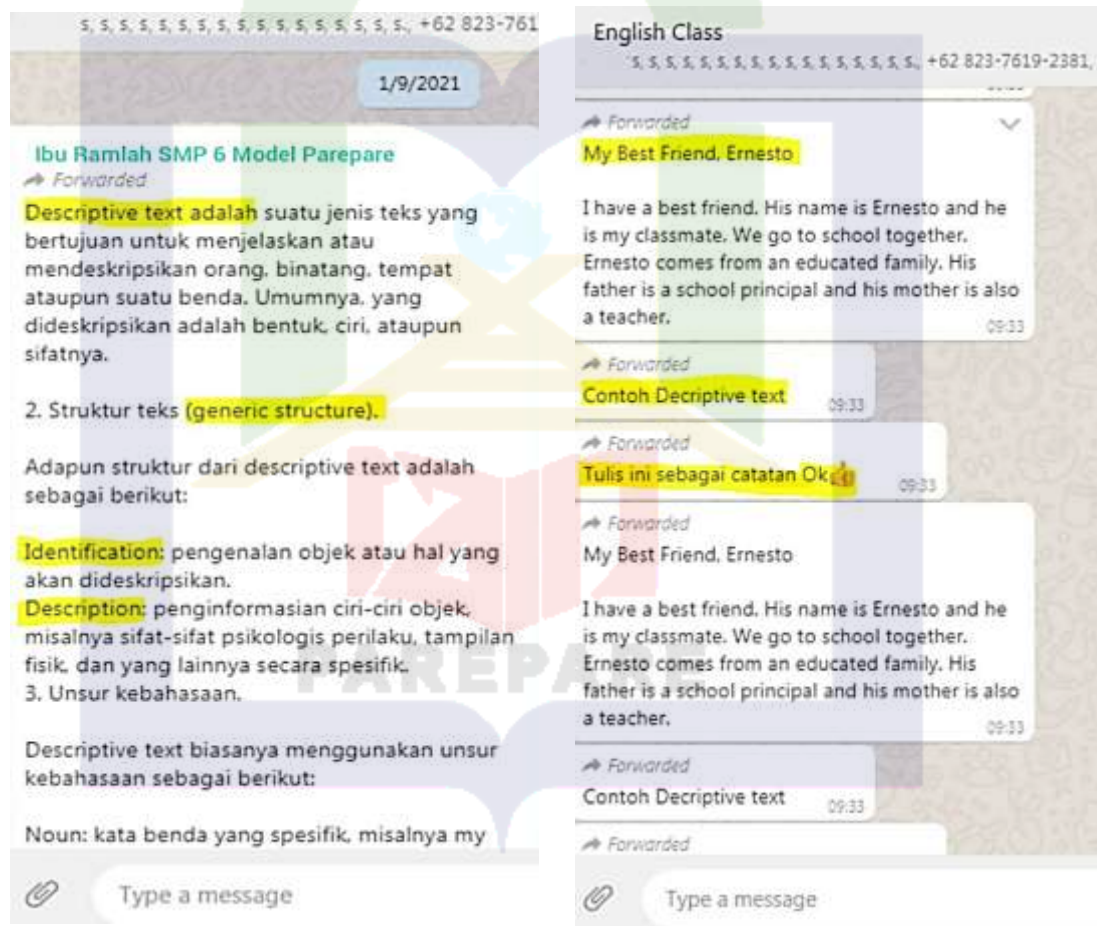


Figure 4.2 Teacher 1 (2)

In extract two, the English teacher provides material about the descriptive text. The teacher explains what descriptive text is and its structure. Apart from that it provides some suitable examples. After explaining the material, the teacher provides instructions for write the material.

c) Extract 3

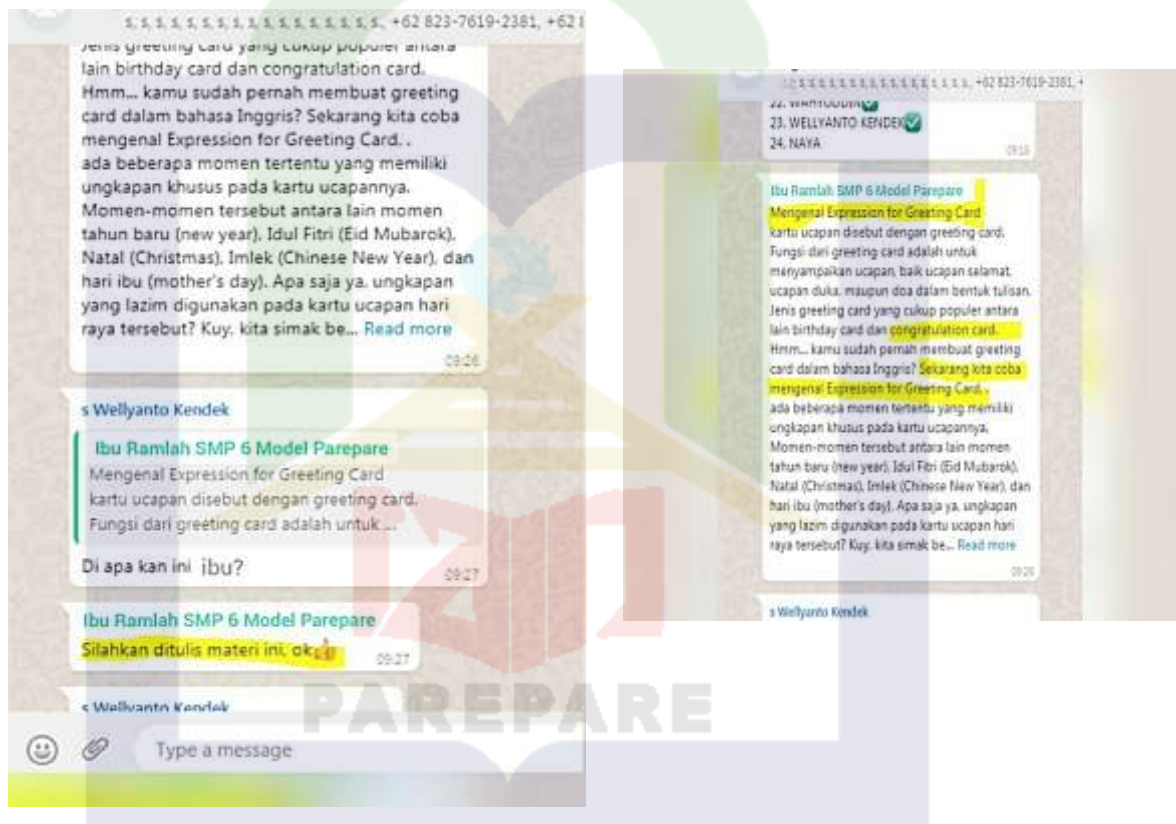
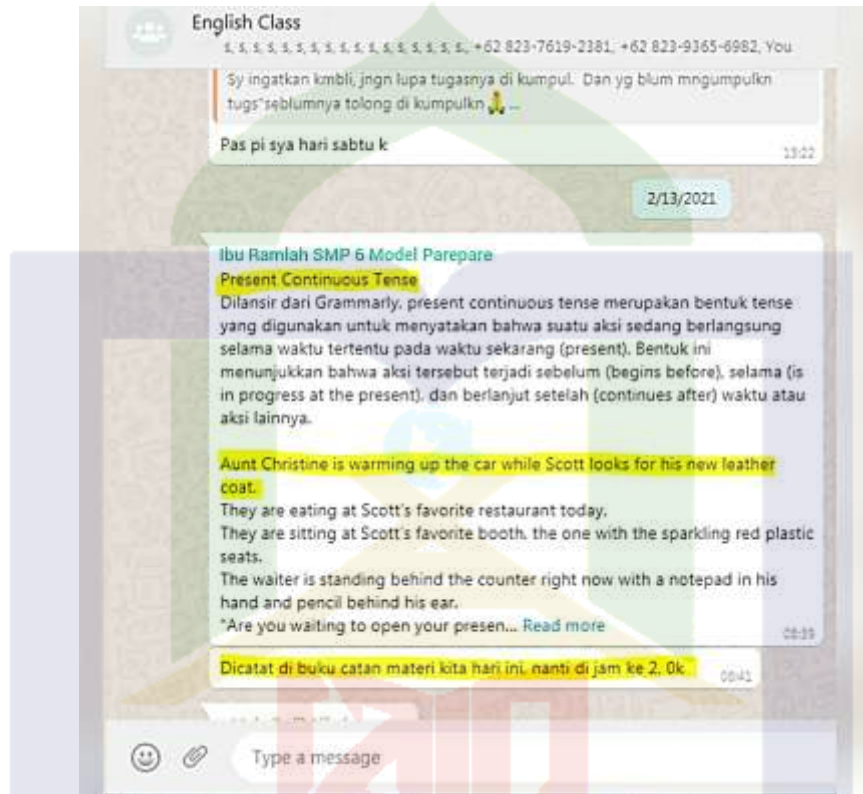


Figure 4.3 Teacher 1 (3)

In extract 3, the English teacher teaches material about expression. Expressions at this meeting specifically discussed expressions for greeting cards. The English teacher explains about the

function of greeting cards and their types. In addition, the teacher also provides several examples of its use.

d) Extract 4



**Figure 4.4 Teacher 1 (4)**

In extract four, the teacher teaches about tenses. The teacher's focus on this material is the present continuous tense. The teacher then explains the definitions and examples of their use.

## 2. Teacher Two

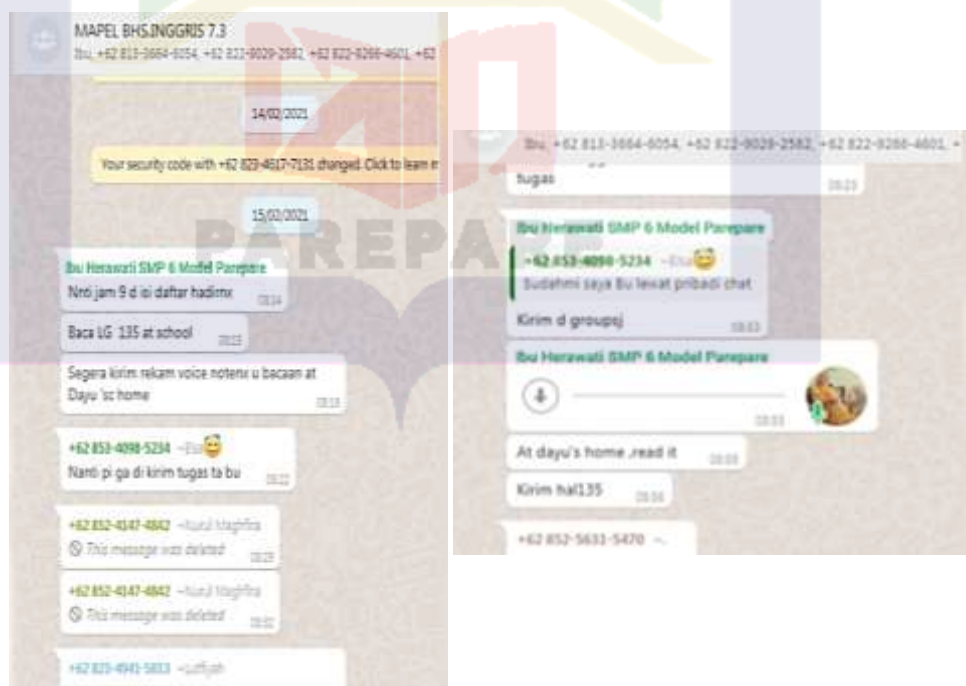
a) Extract 1



**Figure 4.5 Teacher 2 (1)**

In extract 1, the teacher gave instructions for students to read a text with the theme in the classroom. After that the students were instructed to record their voices while reading the text with the correct pronunciation and then send it to the teacher to be checked.

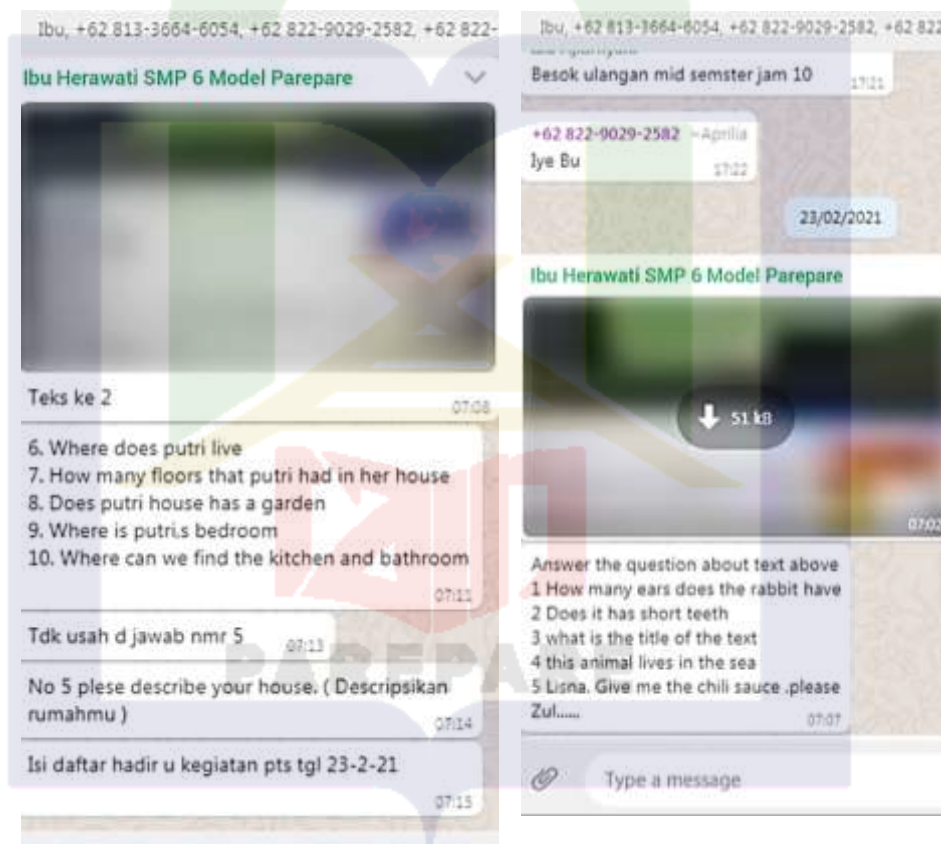
b) Extract 2



**Figure 4.6 Teacher 2 (2)**

In extract 2, it is almost the same as extract 1 where the teacher familiarizes students to practice speaking English by reading a text repeatedly. And then record the sound of the reading of the text and send it to the teacher.

b) Extract 3



**Figure 4.7 Teacher 2 (3)**

In extract 3, the teacher gives a reading and then the students are instructed to answer several questions related to the question so that students understand the contents of the reading they are studying.

## c) Extract 4



**Figure 4.8 Teacher 2 (4)**

In extract 4, the teacher gives material about describing people, animals, and things. The teacher shows an example sentence with the theme I'm proud of Indonesia, then instructs the students to translate it. After explaining the material, the teacher gave instructions in the form of an assignment to describe the students' friends.

## B. Discussion

In this research. Based on the data, the researcher took two English teacher of three English teachers in SMP Negeri 6 Model Parepare. Two English teachers observed four times. It is means that, every English teacher consist of four extract. And it is analyzed all the extracts to identify the instructions made by the English teachers in the teaching process.

### 1. Teacher One

Teacher one consist of four extract because the researcher have done four time to take a documentation of the English teachers in the teaching process. The instruction given by the teacher in extract 1 is in the sentence " *Ini materi anda silahkan dicatat nanti pertemuan berikut saya jelaskan, ok.* In that sentence the English teacher does code switching, marked in the "ok" section. So, it can be concluded that teacher 1 in extract 1 used code switching with tag switching type.

In extract 2, the data show that the teacher explains a material by providing understanding, structure, and examples in English. In this extract, the teacher gives instructions on the sentence " *Tulis sebagai catatan Ok* " In extract 3, the data show about the material explained by the teacher using a combination of English and Indonesian. The teachers' instruction sentence in this extract is stated in the " *Silahkan ditulis materi ini, ok.*" The data based on extract 4 shows that the teacher gives an explanation of a material using English and gives some examples. The Indonesian instruction sentence in this extract is shown in the section "



*dicatat di buku catan materi kita hari ini, nanti di jam ke 2, ok.*" However, in this sentence the teacher does code switching in extract 2, 3 and 4 with the same type and words as in extract 1, namely "**ok**" which is a switching tag.

## 2. Teacher Two

Teacher two consist of four extract because the researcher have done four time to take a documentation of the English teachers in the teaching process. The data show from extract 1 that the teacher gave instructions for students to read a text in the classroom. The instruction sentence given by the teacher in part (1) *Tgs kalian selanjutx membacca teks hal 134 judulx in the classroom* (2) *Rekam suara ketika membaa teks kmudian kirim* (3) *Baca dgn pronunciation yg benar ok*. The beginning of the sentence was Indonesian language, then end with English in clause "**in the classroom**" so that this sentence classified as inter-sentential switching. In the third instruction, the teacher used two types of code switching, namely tag switching and intra-sentential switching. Tag switching is indicated by the word "**ok**", while intra-sentential switching is indicated by the word "**pronunciation**" between Indonesian words.

In extract 2, teacher gives instruction to students to read a text and practice speaking. Shown in the sentence below (1) *At Dayu's home, read it.* (2) *Baca LG 135 at school.* (3) *Segera kirim rekam voice notex u bacaan at Dayu's home.* This code switching of the English teacher it can be seen when the English teacher ask to the students to read the text and

record their voice note. The English teacher said “**at school**” in second instruction and “**at Dayu’s home**” in third instruction. Thus, both are classified as inter-sentential switching. In extract 3, this time the teachers gave some quizzes containing questions related to the previous material. The teachers’ instructions are “Tdk usah dijawab no 5. No.5 *Please describe your house*”. In that sentence, code switching indicated in “**Please describe your house**” and classified as inter-sentential switching.

In extract 4, the teacher explains an English material by giving some related examples. In addition, the teacher also gave instructions in Indonesian to the sentences (1) “*Pilih salah satu baru d terjemahkn hal 163 materix I’m proud of Indonesia*” and (2) “Tugas klian please describe people, silahkan descripsikan tmanmu”. The code switching in first instructions shown at “**I’m proud of Indonesia**” as inter-sentential switching. Beside that, in the second instruction, the code switching indicated at clause “**please describe people**” and classified as intra-sentential switching because takes place between Indonesian language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on theory from Poplack, the researcher found that to provide instructions on what students should do, teachers are more dominant in using code switching. The types of code switching used are usually different, some use tag switching, intra-sentential switching or inter-sentential switching. This is evidenced by the first teacher to use tag switching. Some even use two types of code switching in one sentence. For example in the second teacher who uses tag and intra-sentential switching. This is so that students better understand the instructions given by the teacher, because in general not all students understand English instructions fluently without being reinforced with Indonesian during English language learning.

#### B. Suggestion

Based on the conclusions above, the authors propose the following suggestions to teachers, students and other writers who are interested in knowing teachers' instruction in teaching English as follows:

1. For Teachers

Teachers should pay more attention to students who lack of vocabulary that and adjust it to students' ability to understand English.

2. For students

Students must be more active in studying so that they can get more understanding about the instruction from the teachers.

3. Other authors

For other researchers who want to do research on a similar topic or study, this thesis can be a reference.



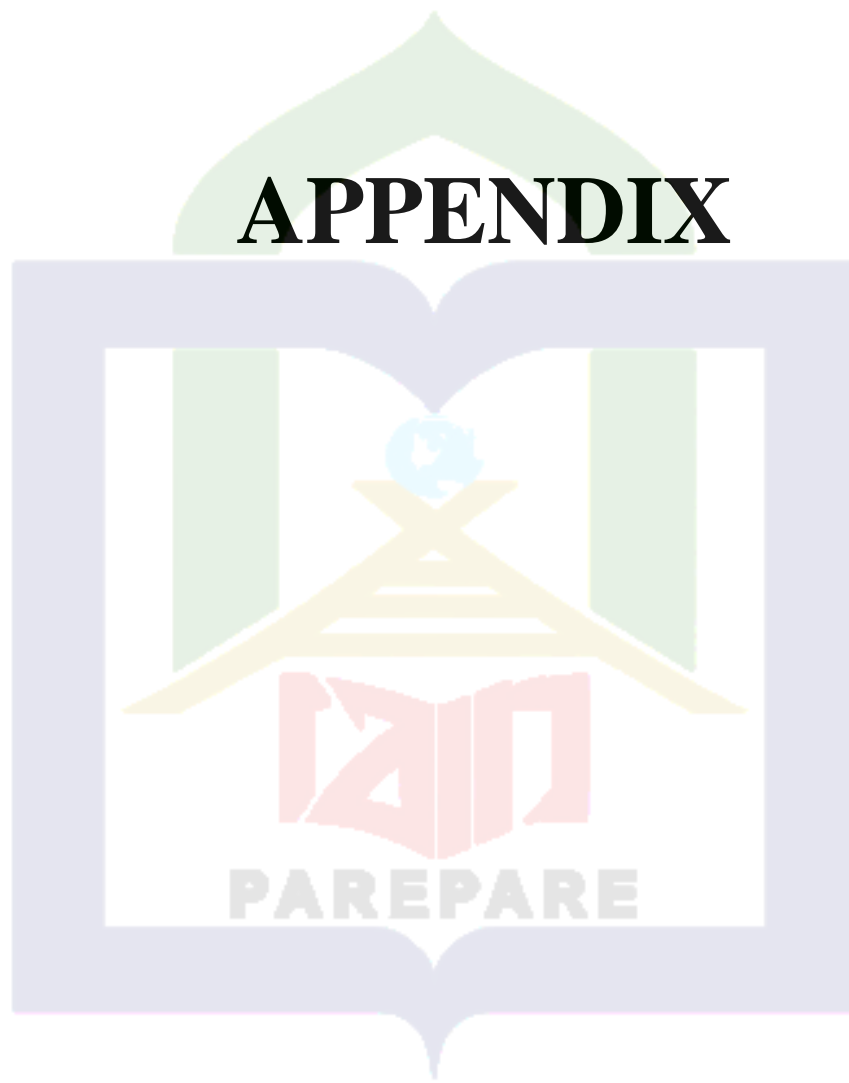
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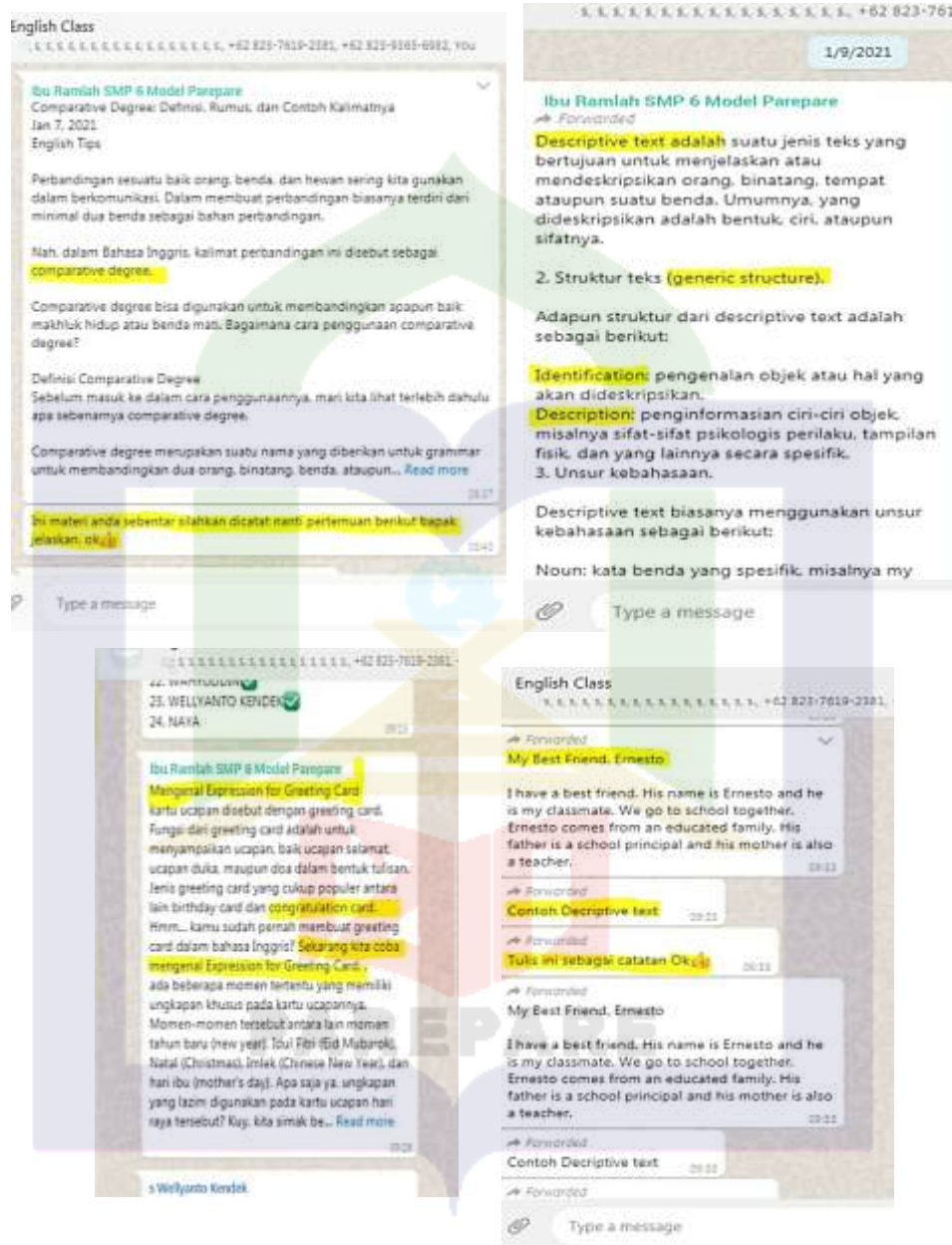
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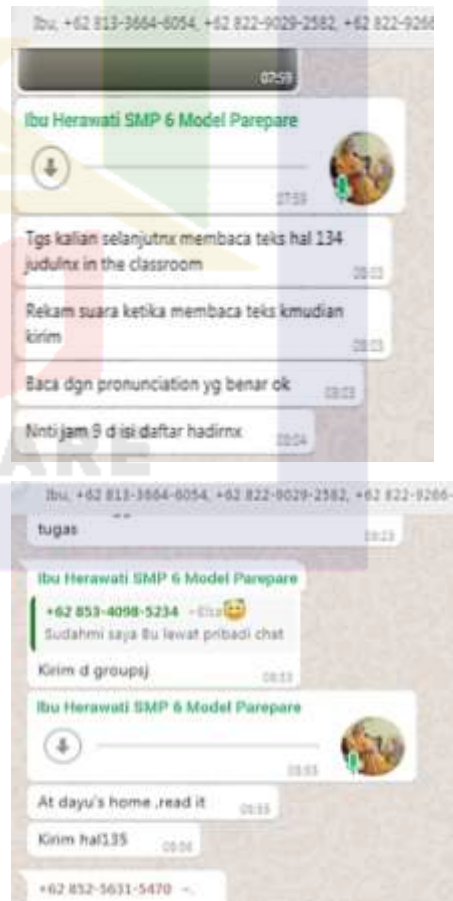
# APPENDIX

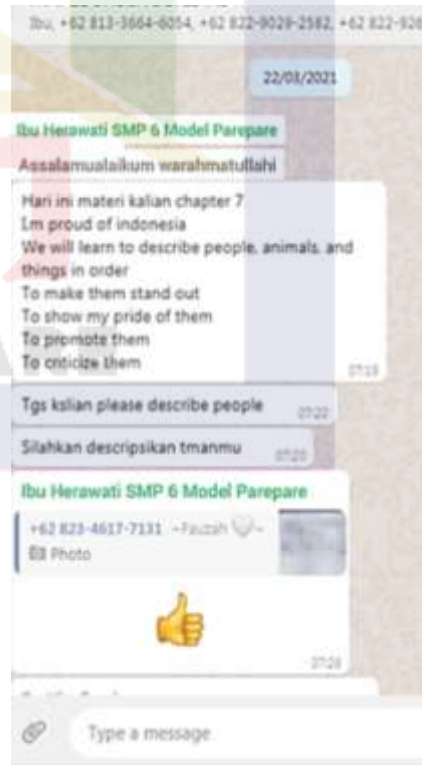
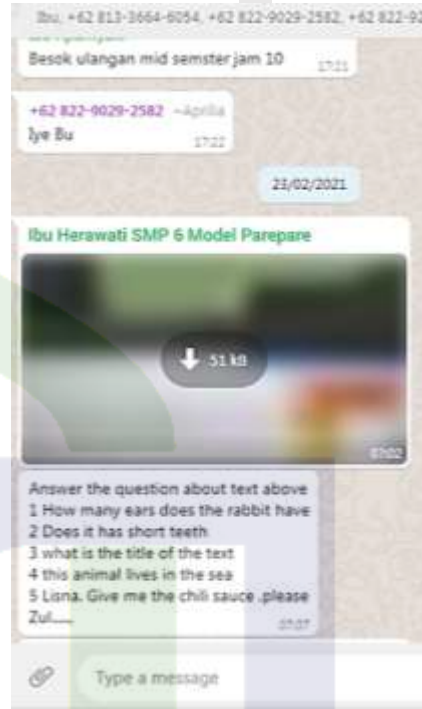




## Appendix 1. Data Documentation







## Appendix 2. Administration Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404  
 PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.1224/In.39.5.1/PP.00.9/05/2021  
 Lampiran : 1 Bundel Proposal Penelitian  
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
 di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Ayu Astari  
 Tempat/Tgl. Lahir : Bonginge, 03 Nopember 1998  
 NIM : 17.1300.009  
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
 Semester : VIII (Delapan)  
 Alamat : Bonginge, Desa Sipodeceng, Kec. Baranti, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"Identification Of Instruction In Teaching English At SMP Negeri 6 Model Parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 07 Mei 2021

Wakil Dekan I,




Muhammad Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000422



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

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**REKOMENDASI PENELITIAN**  
**Nomor : 424/IP/DPM-PTSP/6/2021**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA : **AYU ASTARI**  
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **TARBIYAH / BAHASA INGGRIS**  
ALAMAT : **Sipodeceng, Kec. Baranti, Kab. Sidrap**  
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IDENTIFICATION OF INSTRUCTION IN TEACHING ENGLISH AT SMP NEGERI 6 MODEL PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 6 MODEL KOTA PAREPARE)**

LAMA PENELITIAN : **25 Juni 2021 s.d 25 Juli 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **28 Juni 2021**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**



**HJ. ANDI RUSIA, SH.MH**  
Pangkat : **Pembina Utama Muda, (IV/c)**  
NIP : **19620915 198101 2 001**

**Biaya : Rp. 0.00**

UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

Informasi Elektronik, dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah. Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSRE**. Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)Badan  
Sertifikasi  
Elektronik



PEMERINTAH KOTA PAREPARE  
 DINAS PENDIDIKAN  
**SMP NEGERI 6 PAREPARE**  
*Jl. Pendidikan Kel.Bukit Harapan Telp. (0421) 22875 Parepare*

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/ 111/ SMPN.06/ VIII/ 2021

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Model Parepare menerangkan bahwa :

Nama : **AYU ASTARI**  
 Tempat/Tgl.Lahir : Bongingnge, 3 November 1998  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswa Institut Agama Islam Negeri (IAIN) Parepare  
 Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
 NIM : 17.1300.009  
 Judul Penelitian : "Identification of Instruction in Teaching English at SMP Negeri 6 Model Parepare "

Benar-benar telah melakukan Penelitian di SMP Negeri 6 Model Parepare selama 1 bulan (25 Juni s.d 25 Juli 2021).  
 Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 25 Agustus 2021

Kepala SMP Negeri 6 Model Parepare



## CURRICULUM VITAE



Ayu Astari, writer, was born on November 3, 1998 in Bonginge, Sipodeceng Village, Baranti District, Sidrap, South Sulawesi. She is the only child of Mr. Muhammad and Mrs. Kartika. She is a student of the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. Her educational background, she began studying at the Dharma Wanita Dea Kindergarten in 2004-2005. She continued her education at SD Negeri 6 Passeno, and graduated in 2011, while in the same year she studied at Mts.N Baranti (now MTs.N 1 Sidrap) and finished in 2014, then continued her education at MAN Baranti (MAN 1 Sidrap) and graduated on 2017. She studied at Tarbiyah Faculty of IAIN Parepare and completed her study with the title “Identification of Instructions in Teaching English at SMP Negeri 6 Model Parepare”.

