

The Teachers' Manners in Language Use and Classroom Management Interaction in Senior High School

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Abstract: *The purpose of this paper is to investigate the teachers' manners in language use and classroom management interaction in senior high school. A descriptive research design was adopted in this study. The purpose of this study is to address the research questions, "How are the teachers' manner in language use in the classroom, and how are the management interaction in the second language classroom?" This study included two instructors from a private SMK in Bogor District as participants. The data collection instrument consists of three questions that teachers must answer. The results demonstrate that home language is an important aspect of language use in the classroom. Furthermore, teachers feel that using role play and creating pair workgroups is vital for teacher-student engagement in the classroom. As a result, it can assist teachers in teaching-learning English as a foreign language in the classroom to become much more successful and communicative. In addition, teachers should behave well in the classroom by smiling, being positive, and being relaxed. The students will benefit from this by having a good day and feeling comfortable while studying English. Additionally, teachers should dress professionally in the classroom to uphold their dignity and the pupils' respect.*

Keywords: *Classroom Management Interaction, Language Use, Teachers' Manners*

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INTRODUCTION

The following article provides an overview of the current research. It explains the study's background, goals, and relevance, which is labeled the role of TEFL (teaching English as a foreign language) in the classroom. Language is one of the most crucial aspects of human life. Language can cause people to engage, communicate, and relate to one another. We cannot communicate or engage without language. Despite the fact that there are several types of language, such as verbal language and nonverbal language. Every country has its own language, such as Indonesia, which includes Bahasa, Sundanese, Javanese, and other dialects. Furthermore, in this day and age, FL (Foreign Language) or SL (Second Language) is essential for our survival. Because it can have an impact on our lives, specifically in the corporate, economic, and educational fields. However, individuals around the world speak a variety of languages. English, Japanese, French, and other languages are examples. English is one of the most widely spoken languages in the world. And so many individuals attempt to learn English.

Based on the study conducted by (Hidayati, 2017) and (Winarti, 2017), they explored how teachers and students manage interaction in the classroom utilizing the correct sequence of sentences, as well as how students respond to the teacher's instruction during the teaching and learning process. As a result, in this study, the author attempts to delve deeper into the shortcomings of the prior study. The author aims to investigate what classroom interaction by teacher's language usage in senior high school and how they communicate with students. Many students nowadays attempt to study FL/SL. English is one of their favorite languages to study because it is an international language. And there are so many people that are interested in English. In this situation, the teachers who taught FL/SL should be fluent in English. Not only should teachers be aware of the English curriculum that must be taught to students, but they should also be aware of classroom interaction (Brown, 1987). According to (Richards, 1996) He explained the nature of this contact and how teachers might impact the type of interaction that takes place in their own classroom. Because FL/SL is more difficult than mother tongue, teachers must know how to teach or learn the students using appropriate techniques in the classroom to make learning simpler for students.

The purpose of this research is to describe the classroom management interaction of the English teaching-learning process FL/SL in senior high school. The goal is also to learn more about the effectiveness of the English teaching-learning process in senior high school and to explain the types of problems that develop during classroom interaction. This study for experience in language instruction is beneficial for future training to be an English teacher. Because there are so many techniques or ways for learning FL/SL that teachers provide to their students. Based on Jeremy Harmer (2012 : 152) "when there is too much teacher talking time (TTT) in class, there will not be enough student talking time (STT) ..." It means that the instructor should be able to create the classroom environment enjoyable, fascinating, and communicative between the teacher and students (Harmer, 2012).

The author examined some of the teacher's roles in teaching classroom interaction in this study. The author concentrated on an examination of the teaching process in senior high school. Furthermore, the author examined language use and interaction in the second language classroom. This study will ideally assist teachers in employing techniques or methods for the role of TEFL in the classroom so that students can love English and

influence positively in English skills such as writing, speaking, reading, and listening. Furthermore, a skilled instructor may make students courageous, confident, talkative, and unafraid to speak English.

LITERATURE REVIEW

The current section examines the literature in the subject of teachers' good behavior and manners, teachers' practice in the classroom and how the teacher interacts with the students in order for the students to be engaged in the classroom. There are numerous approaches to managing teacher-student interaction in the classroom. So, the writer described it in this section.

Teachers' Good Behavior and Manners

Education is the process of changing a person's or group of people's attitude and behavior in the business of maturing human beings through the efforts of teaching and training; processes, ways, and actions educate; education is a science that developed through contemplation and research that produces systematic, theoretical, and historical education, and makes the nature and human activity dimension of philosophical, psychological value, sociological, and anthropological education. According to Hamka as cited in (Hamka, 2012), education is a process and deliver a particular mission (tarbiyah). Tarbiyah has a broader significance in the context of education, particularly Islamic education, both vertically and horizontally. The process refers to the upkeep and development of students' full potential (nature), both physically and spiritually (Ashraf, 1991).

We are aware of three sorts of education, which are as follows: From elementary school to university, formal education is a systematic, structured, multilevel, tiered activity that includes academic and general-oriented academic studies, specialized programs, and professional practice (Longobardi, 2002). Informal education is a continuous process that ensures that everyone gains value, attitude, skills, and knowledge from daily life experiences, environmental influences such as family life, neighbor relationships, work environment and games, markets, libraries, and mass media. Every coordinated and methodical action is considered nonformal education. It is undertaken alone or as part of a larger activity outside of an organized school system, with the goal

of serving specific learners in accomplishing its learning objectives, Combs 1973, as cited in (Hamka, 2012).

Meanwhile, religion has knowledge, values, rules of conduct, ordinances of worship / rites, etc. that are disseminated, experimented, and passed down through generations to form, among other religious traditions. The process of dissemination, deepening, and inheritance is done through educational institutions, both in families, non-formal institutions, as well as formal institutions (Juma, 2012). Therefore, every religion cannot be separated from education. In addition, we must also remember that the educational process can be widespread not just for the younger generation. Taking into consideration this, church sermons, Friday sermons at the mosque, or lectures in majelis taklim can also be included as part of religious education (Darwis, 2008, p. 73).

Islam is a religion of peace. The word “islam” come from Arabic word that has meaning the submission, surrendering, and obey to the God. Allah lower the messengers and give them message of islam to bring all human to the right path of God. Vandestra (2018, p.5) stated that they all share the name of “islam”, or “submission” derived from the same word as “salam”, or “peace”, in Arabic. Islam also thought the manners into human about how to behave properly and in accordance with God’s command. Al-Sheha (2000, p.197) as well as (Islami, 2016) explained that the religion of islam has introduced various manners which muslims are encourage to abide by in order to form a complete islamic personality.

Islam provides its believers with the guidance of good character and manners. As teacher or educator, they should have good character and manner to reach the students’ good attention and capability because they can learn in the classroom joyfully and fun (Juharyanto, 2017). In this research the author investigated the role of teachers’ behavior in the classroom interaction of the language studies.

Language Use in the Classroom

Depending on language teachers’ presumptions and beliefs about how students learn as well as the type of methodology they feel best supports this learning process, language teachers employ a wide range of approaches to teaching (Bustrum, 2001) as well (Richards, 1996). The use of language by the teacher for the students is important because it can help the students understand the material or subject that the teacher is teaching in the classroom (Thoyib, Djamdjuri, & El Haq, 2023). In addition, it aims to

increase teacher-student communication. Teachers should not only teach in English or a foreign language to the students; they should also use the students' mother tongue or native tongue. According to (Harmer, 2012, p. 205), being able to communicate in the children's native tongue between the teacher and the students is also incredibly beneficial in classes for young learners. Its goals are to foster interaction between the instructor and the students so that the latter will be more engaged in the material and won't find class overcast (Dymock, 2007). Additionally, because it has a significant impact on the students' language development, the teacher should allow the pupils to use the target language during class.

The teacher usually uses target language for direction and instruction to the student. So, there are several strategies teachers to modify their language to understandable the students (Richards, 1996) :

- Speaking more slowly: Teachers frequently speak at a slower pace in the classroom than they would outside of it while speaking to language learners.
- Modifying pronunciation: Instructors may occasionally adopt a more conventional speech pattern or a crisper articulation. For example, the teacher could say, "Could you help me, Juan?" instead of, "Couldja help me, Juan?"
- Changing the vocabulary. Educators frequently substitute a challenging term with one they believe is more widely used. Rather than asking, "What do you think this picture depicts?" the teacher can instead ask, "What do you think this picture shows?" Nonetheless, rather than making terminology simpler, teachers can inadvertently "complicate" it.
- Modifying grammar. In the classroom, language teachers frequently simplify sentences' grammatical structures. For example, teachers could avoid using complex sentences or use fewer subordinate clauses in the classroom setting than in other contexts.
- Modifying the conversation. As we saw in the previous discussions, teachers might clarify their points by asking the same questions again or by providing an answer.

It is the responsibility of the teachers to help students become proficient speakers of English. According to Hammer (2012), pupils who observe their teacher utilizing proper language in both official and informal contexts will be influenced to speak English

and use suitable language as well. Teachers shouldn't always use verbal communication in the classroom; there are situations when nonverbal communication is more appropriate. Instructors should occasionally employ nonverbal cues with their students, such as eye contact, facial expressions (smile, frown, angry, reprimand), seat, and stand (Bustrum, 2001).

Furthermore, when teaching a second language in the classroom, role-playing can be made more engaging by using nonverbal cues. In the classroom, for instance, a teacher may use role-playing techniques such as guessing a gesture that the teacher is practicing in front of the class or to a student, to which the students must respond in English. It may be amusing to the pupils in the classroom. The teacher can divide these examples into many role-playing groups. The instructor may also employ informal situational language.

Interaction of the Teacher with the Students

The manner we run the classroom is crucial, no matter what we are teaching (Djamdjuri, Thoyib, Retnowati, Furqan, & Holifah, 2023). Effective teacher-student interaction requires that teachers play a certain role in the classroom. Instructors are learning facilitators at all times (Harmer, 2012, p. 146). It implies that educators should constantly be prepared to handle any situation. When providing information to the pupils or teaching concepts, the teacher should also use role plays in the classroom. It is the responsibility of the teacher to check if the students have an understanding of what they have learned. The purpose of role plays is to encourage student participation, communication, and interaction between the teacher and the students (Sibley, 1990).

In addition, educators must to consider their seating and standing arrangements in the classroom (Harmer, 2012, p. 148). It implies that teachers shouldn't always stand or sit in the classroom while they are lecturing, providing materials, or presenting concepts (Djamdjuri, Mujahidin, Retnowati, & Halim, 2022). But the instructor needs to get ready to walk around the classroom. In addition, the teacher should prepare, supervise, and visit the groups of students in order to facilitate discussion and question-and-answer sessions between the teacher and the students. This way, the students will not always look up to the teacher when they are working in groups. Rather than being judgmental and snarky, the teacher need to honor anything they say, ask, or accomplish (Mickan, 1997).

If the instructor and students engage with one another, engagement in the classroom will happen (Ramdane & Souad, 2014). The prevailing styles of interaction in

the classroom will determine how that interaction is described. There are three main forms of classroom engagement, according to Richards (1996): student-centered, teacher-centered, and teacher-dominated. In a teacher-dominated classroom, the teacher speaks frequently and gives the students little opportunity to participate in class discussions. In a teacher-centered approach, the instructor directs the student's participation in class activities. In contrast, a student-centered approach involves the teacher acting as a facilitator and encourages greater student participation in class discussions.

Based on previous study (Winarti, 2017), she stated that the contact between the teacher and the students in an English class is what makes the learning process engaging and encourages students to communicate with one another. In addition, professors want to assign group projects so that students may comprehend the subject matter. In the English classroom, the teacher also provides instruction during the teaching-learning process (Harmer, 2012).

METHOD

This part explains the explanation on the research employed in conducting the research. There are two approaches to research; they are quantitative approach and qualitative approach (Wardani, 2014). Each approach has its own advantages and disadvantages for the research. Besides, its own method to collective data for the research. Nevertheless, the writer uses qualitative approach in this study.

This study uses qualitative method in the frame of descriptive. Qualitative research is often called naturalistic research because the research is done in natural condition where the researcher is as the key of instrument itself (Wardani, 2014). In this study, the populations are the English teachers of Private SMK in Bogor district. These teachers are teaching in X and XI grade. As a result, two of them are English teachers are the sample.

The process interview provided the writer with the information. A number of questions about teachers' usual language use patterns and classroom interactions during the teaching and learning process are included in this interview. Techniques included recording the teachers' responses, writing the script for the outcome interview process, and interviewing the teachers using the instrument.

Interview Questions

1. What language usage patterns are common in classrooms?
2. What chances for second language acquisition does the usage of the TL in classroom interactions offer?
3. What is the typical behavior or manner of educators in the classroom? (Silent)

Face: laid-back, serious, smiling, frowning

Clothes: formal or informal

Position: seated, raised

Gaze: make direct eye contact or avoid it

Voice: loud/soft, fast/slow, pitch

This instrument had been adapted from a qualitative research approach conducted by (Mickan, 1997) and (Bustrum, 2001)

RESULT AND DISCUSSION

Result

The senior high school in Bogor served as the study's setting. The data collection process took place during the first semester of the 2022–2023 school year. The data collection process was completed on Wednesday, November 22, 2023. Two first- and second-grade English teachers served as the study's primary sources of data. In order to understand the rationale and goal behind language use and classroom interaction in senior high school, data were gathered through interviews with the two English teachers. The researcher asked several questions to gain any information related to the observation findings and what kind of language use and classroom interaction which they used. The result of interview process will be shown in the following in interview transcription.

INTERVIEW TRANSCRIPTION

Date : 22nd November 2023

Interviewer : Researcher (I)

Interviewee : Respondent (R1)

1. I: What is the typical pattern of language use in class?

R1: The first, the opening and questioning of lessons or materials that previously used English. Even though they don't understand and just say yes, no. Although they rarely use English in class, they still use grammar because grammar is important. Besides, keep using home language to not remove characteristics.

2. I: What opportunities are used by the target language in class interaction to provide second language/ foreign language skills?

R1: Usually the first, I keep smiling in class. And the second, I avoided anger in class, especially in English. Because it could lead to a misunderstanding of the subject.

I: Do you often use group work?

R1: No.

3. I: How does the teacher usually behave in the classroom? (Nonverbal)

Face: Smiling, not smiling, relaxed, tense

Clothing: Formal, casual

Body attitude: Sitting, standing

Views: Direct eye contact, no eye contact

Voice: Fast/slow, Hard/soft, pitch

R1: Usually I'm smiling and relaxed. For formal use clothes. And for the body attitude I usually stand. For my point of view, direct eye contact with the student. And lastly, for Indonesian, I use a slow tone, and for English, a fast and a loud tone.

Date : 22nd November 2023

Interviewer : Researcher (I)

Interviewee : Respondent (R2)

1. I: What is the typical pattern of language use in class?

R2: I use the formal language of English and Indonesian and I don't give much priority to grammar because the most important thing is that the children are active first in speaking.

2. I: What opportunities are used by the target language in class interaction to provide second language/ foreign language skills?

R2: The first one I used was a role-play method like whispering games and this was done in groups so the kids interacted with the other students. Because if it's not done with a group, then many students don't do their job.

4. I: How does the teacher usually behave in the classroom? (Nonverbal)

Face: Smiling, not smiling, relaxed, tense

Clothing: Formal, casual

Body attitude: Sitting, standing

Views: Direct eye contact, no eye contact

Voice: Fast/slow, Hard/soft, pitch

R2: The expression should be smiling and relaxed. For clothing using formal clothes. Besides, for the posture, 80% standing and 20% sitting. Because if the student is not monitored in the way we walk towards the students, then the student will feel sleepy. The sight should always be in direct eye contact to all pupils while in class. And finally, the voice must be loud to be heard clearly by all pupils.

Based on data from interview, the teachers suggest should using English and home language in the classroom. This way makes the students become communicative and understand with the material. The teachers should prepare role play for the students before they teach in the classroom. Moreover, the teachers normally act in the classroom such as face always smile, relax and should balance between sit and stand in the classroom.

Discussion

founded on study information that was collected from a couple of English teachers at a private SMK in the Bogor district. In early learner classrooms, it is also very beneficial if the students and their teacher can communicate in the students' native tongue, according to Hammer (2012), p. 205. Both English and the student's native tongue are used in the classroom by the dominant teacher. According to the teacher's viewpoint, home language is crucial for pupils since it broadens the classroom's communication opportunities. In addition, the pupils believe they get along well with the teacher. Additionally, the children don't hesitate to ask the teacher questions they don't understand (Djamdjuri, Mujahidin, Retnowati, & Halim, 2022).

As a result, even if English is their second language, the students grasp what they learn, and the teaching-learning process for the subject is successful. Should the instructor have proficient language skills, pupils will inevitably emulate their use of English and adopt suitable language in both official and casual contexts (Harmer, 2012). Engaging students in class is something that teachers should prioritize. Instructors are learning facilitators at all times (Harmer, 2012, p. 146). Private SMK English teachers believe that role playing is an essential teaching tool. Additionally, teachers should maintain emotional control around their kids (Islami, 2016). If the teacher is not in charge of the teaching-learning process, the students may become uncomfortable. Moreover, the

teachers employed verbal language as support their teaching-learning process in the classroom toward the students in order that the students comprehend with the English subject. The instructors should also present themselves well in the classroom by smiling, being upbeat, and being at ease. This will help the students have a nice day and feel at ease while studying English (Juma, 2012). Additionally, in order to maintain their dignity and the respect of the students, educators should dress professionally in the classroom.

In order to ensure that language use and classroom management interaction are always implemented correctly and effectively, teachers' posture, gaze, and vocalization should also be taken into consideration during the teaching-learning process (Djamdjuri, Mujahidin, Retnowati, & Halim, 2022). In addition, educators must to consider their seating and standing arrangements in the classroom (Harmer, 2012, p. 148). It is asserted based on study data that teachers' posture is always balanced with the conditions in the classroom since there are times when it is appropriate to sit and stand, as long as students' vocalizations are loud enough to allow for clear student hearing. Teachers usually look directly at the students, whether they are sitting or standing.

CONCLUSION

The results of the research demonstrate that the teachers at a private SMK in the Bogor area employ variances in their approach to teaching and learning. The teachers used spoken language to help their teaching-learning process in the classroom with the students in order for the students to understand the English subject. The instructors should also show themselves well in the classroom by smiling, being energetic, and being at ease. This will allow the students to have a pleasant day and feel at ease while studying English. Furthermore, in order to maintain their dignity and the respect of their students, educators should dress professionally in the classroom.

In addition, the teachers utilize English in their sentence structures, and language usage at home is crucial for language use in the classroom. Teachers at a private SMK in the Bogor district said that interactions in the classroom can help students understand the English subject and help them build positive relationships with their teachers. Consequently, educators must foster classroom engagement through role-playing activities like the whispering game. Additionally, even in English classes, the teacher utilizes the students' native tongue since it helps them comprehend the subject matter.

RECOMMENDATION

English is vital to our lives in this day and age. Teachers need to be aware of the language they should use when teaching second languages to students in the classroom. To help students understand the subject matter, teachers should use both spoken and nonverbal cues. There are five ways in which verbal language can be modified: speaking more slowly; altering pronunciation; changing vocabulary; altering syntax; and altering discourse. Nonverbal communication can be expressed in a number of ways, such as sitting, standing, and making eye contact. Teachers may need to be aware of when to use formal and casual language depending on the circumstance. The next step is for the teachers to engage the second language learners in active and communicative learning.

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