

**English Teachers' Verbal Instructions
(A Case Study at a Junior High School in Bengkulu Town)**

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Abstract

The aims of this research were to find out the dominant language the teachers used in giving verbal instructions and the proportion of the teachers' instruction forms. This research employed descriptive method. The research observed the teachers in the English classroom. From the observation, it was found teacher 1 used English more than Indonesian language, she used imperative form as the dominant form in English and declarative form in Indonesian language. Teacher 2 also used English more than Indonesian language, which the most frequency form was imperative in both English and Indonesian. It was also happen to teacher 3. Meanwhile, teacher 4 used Indonesian more than English, which the dominant form was imperative. Based on the data of each teacher's instructions, the percentage of languages used by the English teachers in giving the instructions was in English 59,9% and 40,1% giving in Indonesian language. The imperative was the most frequency used by teachers in both Indonesian (78,68%) and English (68,65%). The other forms in English were interrogative in second position (23,19%) and the last was declarative (8,16%). In Indonesian language in second position was interrogative (15,51%) and the last was declarative(5,81%).

Keywords: English teacher, verbal instructions

INTRODUCTION

In the language classroom, input from the teachers is very important, because it influences the student's success in learning (Nunan, 1995:189). Teacher talk is one of the language input for the students. According to Nunan (1989:25), classroom observation has revealed that teachers tend to do most of the talking and one of the talking of the teachers is giving instructions or commands. As Hughes, in Agustina (2004:1) says that the most important of the teachers' authority in classroom are command, request and suggestion.

To give instructions to the students is probably the most common classroom function of a teacher (Nunan, 1995:195). It is needed during the teaching and learning process in the classroom. Without teachers' instructions, the teaching and learning process is not effective. Nunan (1989:25) found that particular areas of concern of the amount of time the teachers' talks are instructions and explanations they provide.

Teachers spend a lot of time in the classroom to give instructions to their students, that is why it is important for the teachers to use the target language in giving instructions. In other words, it is clear that using English in giving instructions are very important to the students.

In fact, the teachers of English in Bengkulu still use first language in giving the instructions. According to the observation had been done before the research, the researcher asked some students in some schools. Generally they said that their English teachers still use non-English languages in the English classes. From the researcher's experience during PPL (Praktik Pengalaman Lapangan), some English teachers did not use English as much as Indonesian language, in English classes because the students usually did not understand the instructions. Meanwhile, ideally in a language class, the target language must be used as the dominant language.

The objectives of this research were to identify:

1. The languages used by the English teachers in giving verbal instructions to the students
2. The proportion of form in verbal instructions in English used by English teachers
3. The proportion of form in verbal instructions in other languages used by English teachers

INSTRUCTION

One particular kind of teachers' verbal behaviors that is important in teaching English is giving instruction. According to Ur (1996), instruction is directions that are given to introduce a learning task. It is done by the teachers when they teach, without an instruction, the students do not know what they should do.

Harmer in Akbari (2002) gave a description about an instruction in a sentence: "The teacher instructs". Then he explained that sentence where exactly means, "What the students should do". In other word, in a teaching and learning process in the classroom, the teachers guide the students to do something use an instruction. This familiar role found in any classrooms, especially the language classrooms, because they force all communication to go to and through the teachers. Moreover, Pyle and Page in Agustina (2004:14) define a command as an imperative statements, one person orders another to do something.

From the definitions above, it can be concluded that an instruction is a sentence that is used to ask or to guide someone or to other people to do something.

Teachers' Sentences Forms in Giving Verbal Instructions

Instructions are divided into two groups, they are verbal instruction and nonverbal instructions. Verbal instruction is the instructions given by using the concrete language. While non-verbal instruction is related to gestures and media used by the teachers. In verbal instructions, Labov in Brumfit and Johnson (1978; 52) gives three ways in giving the instruction, they are:

1. Declarative

Declarative is giving instructions through a statement forms. It usually uses long sentences. For example: "I want you to clean the blackboard, I want you to closed your book, I want all of you make a paragraph about your pets", etc. This form rarely used by the teachers, because the instructions in this form usually make the students do not understand about what the teachers ask to them. Sometimes, the students think that the instructions given by their teachers just a teachers' talk that have no meaning. For the examples are: "I want you to study hard at home! I want the students in this class listen to your friend when she is talking!" etc, the students know about what the teachers ask to them, but it is not guarantee that they do those instructions

2. Interrogative

In this form, the instructions are given by asking a question to someone, whether she/he could do something or not. They gave in a polite way. For examples: "Could you close the door? Can you speak louder? Can you answer number two, Andi?" etc. Teachers' instructions in this form are the questions from teachers that do not need an answer, but the students who instructed by teachers in this form asked to do what the teachers want directly.

3. Imperative

Generally, we know an imperative as a direct instruction. It has true meaning of what will be told. For example: "Collect your homework now! Do it by your self., Open your book!", etc. Instructions in this form easier to understand because presented in short forms, directly, and clearly. The meaning of instructions in this form very strong, for the example, if a teacher says: "Collect your homework now!" spontaneous the students collect their homework.

Kinds of Teachers' Language in English Classrooms.

The aim of learning a language is to communicate with other people in that language. However, people learn a language because they do not know about the language. Therefore, in learning the target language, other languages is still used as one of teaching technique. In term of English classes, teachers also use others language beside English. The kinds of language used by the

teachers are English as the target language, Indonesian as the first language and other language (regional language).

In this research, the researcher focuses on the form of teachers' sentences in giving the instructions. The researcher searches for the languages the English teachers used in giving the instructions and the proportion of instructions' forms in those languages. In giving the instructions, the teacher has three ways; they are declarative, interrogative and imperative (Labov in Brumfit and Johnson, (1978: 52). The researcher will research what languages do the teachers use in each of those ways.

PREVIOUS STUDY

There are some researchers investigated about the instructions in second language teaching-learning process. For example, a research that was done by Agustina (2004): "A study of teachers' instructions in the classroom by the English teachers at SLTP Negeri 2 Bengkulu". The purpose of this research is to identify instructions used by the English teachers. The result of this research showed that the instructions' forms that used are verbal instructions, they are: sentence variation, intonation tone, reinforcement, language variation, example given and repetition, and non-verbal instructions, they are: gesture and media.

Another research was done by Malinasari (2004), which is entitled: "An analysis of task instruction quality in English Textbooks for Junior High School published by Erlangga". The aim of this research was to investigate the quality of the task instructions in "English" textbooks for Junior High School, published by Erlangga, based on the criteria of good instructions proposed by Heaton (1998). The result was it fulfilled the criteria of good instruction.

RESEARCH METHODOLOGY

This research employed a descriptive method. It was used in order to describe the languages used by the English teachers and the proportion of teachers' instructions in those languages used by the English teachers in giving the instructions..

The population of this research was all of English teachers at SMP that consist of seven teachers. The sample was four teachers who taught at first grade and second grade. They are the government officer, consist of three teachers had taught more than ten years and one junior teacher who taught at first class.

For gathering the data, the researcher did an observation in the class. The researcher used the observation checklist, which was prepared by the researcher based on the kind of languages used by the teachers in giving the instructions. Beside that, the researcher also used a tape recorder to complete the missing data.

The techniques in collecting the data in this research were observation's checklist and recording. In this research, firstly the researcher prepared the observation's checklist. Before doing the observation, the researcher found the other researcher as co-observer to get the data accurately. The researcher took her as co-observer because she has same background with the researcher. She is a students of English study program in UNIB, the same with the researcher. The researcher also explained to her about the observation's checklist and how to observe. Then, the observer and co-observer observed the English teachers in teaching English. After that, the researcher made the percentage. Then the researcher correlated her finding with other observer finding for the reliability of the data.

FINDINGS AND DISCUSSION

FINDINGS

The Languages and The Proportion of Instructions that Given by each English Teachers

1. Teacher 1 (Second Grade Teacher)

From the observations, the researcher found some differences and the same between teacher 1,2,3 and 4. The languages and the proportion of instructions that given by each of English teachers describe on data below:

Based on the data, teacher 1 used English more than Indonesian language in giving the instructions (75.16%). It shows that she applied the target language in giving the instructions, only 24.84% instructions given in Indonesian language. The dominant form used by the teacher in giving the instructions in English was the imperative form (40%), but in Indonesian language, the declarative form in first position (47.37%). The other forms in English were interrogative in second position (38.26%), and the last was declarative (21.74%). While in Indonesian language, the imperative was also in second position (36.84%), and the last was interrogative (15.79%). The examples of interrogative instructions used by the teacher in English were: "Can you make one example which use those?" "Can you count these flowers?" "Who can answer my question?", and etc, and the examples of declarative instructions in Indonesian were : "Saya ingin kamu menyiapkan satu kata yang masuk countable dan uncountable noun ! ", " Saya sarankan kalian semua untuk membuka kamus yang kalian bawa ! ",

2. Teacher 2 (Second Grade Teacher)

Teacher 2 is an English teacher who teaches at second grade .From the data teacher 2 also used English more than Indonesian language in giving the instructions to her students (62.33%). About the forms, she used imperative as the dominant form (69.06%), this form used to make her students more active in followed the teaching-learning process, the examples were: " Come on! ", " Listen! ", " Ask me! ", and etc, beside that, she also usually said " Applause! " to asked the students to give applause to their friend who can answer the questions. It gave as a reward. In second position was interrogative (25.09%), and the last was declarative (5.04%). While in Indonesian, the imperative also the dominant form used by the teacher. She often repeated her instructions into Indonesian language. The examples were: Semua ayo kerjakan latihannya! ", " Kamu coba ! ", " Silahkan ! ", etc. In Indonesian language, the same with English the interrogative was in second position (22.62%), and the declarative 2.38%.

3. Teacher 3 (Second Grade Teacher)

Teacher III is an English teacher who teaches at second grade. The data shows, there were 61.6 % instructions given by the teacher 3 in English and 38.4% in Indonesian. Both of them, the imperative were the highest frequency form used by the teacher, with very high frequency. It happened because the teacher usually repeated her instructions in Indonesian, the example was: " Write your answer in the white board! ", after that the teacher repeated in Indonesian " Tulis jawabanmu di papan tulis ! ", although the students understood about the meaning, she usually repeated in mother language. On the other hand, she teaches in second grade where the students usually heard this instruction from the first grade.

4. Teacher 4 (First Grade Teacher)

Teacher 4 is an English teacher who teaches at first grade. From the data, teacher 4 still used Indonesian language in giving the instructions (51.65%), while English just 48.35%. it happened because her students usually did not understand about the instructions, so she must translated the instructions in Indonesian. The example was: " Can you mention the example? " after that, she translated it: " Coba kalian sebutkan contohnya! Sometime, she did not use English; she used Indonesian directly to get the responds from the students directly. The examples were: " Satrio, coba kamu ulangi ! ", " Coba dengarkan Ibu dulu ! ", " Kerjakan halaman 70 romawi satu dan dua ! ", " Semua dengarkan dulu temannya ngomong! ", etc.

From the each teacher's instructions, it shows that only one teacher used Indonesian language as the dominant language in giving the instructions. From the four teachers, three teachers used imperative as the dominant form both in Indonesian and English, one teacher used imperative as the dominant form in English, and declarative in Indonesian language. From the observation, the researcher found the same case in all of the teachers, which was the teachers usually repeated their instructions into Indonesian.

English Teachers' Languages in Giving The Instructions in Classroom.

Based on the data from each English teachers' instructions above, the languages used by all of the English teachers show in following table:

Table 5. The Percentage of English Teachers' Languages in Giving The Instructions in Classroom

No	Languages	T1	T2	T3	T4	F	%
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1.	English	57.5	69.5	76.5	66	269.5	59.9
2.	Indonesian	19	43	48	70.5	180.5	40.1
3.	Other languages	-	-	-	-	-	0
Total		76.5	111	125	139	450	100

Based on the data in the table above, there were about 450 teachers' instructions during the three times of the observation. The researcher found that the four teachers used two languages in giving the instructions, they are English and Indonesian language, and they did not use other languages. The dominant language used was in English that was 59.9%. While, 40.1% instructions gave in Indonesian. It shows that a little difference between the using of English and Indonesian language in giving the instructions.

The Proportion of English Instructions Applied by The English Teachers in giving The Instructions.

There are three ways in giving the instructions. They are declarative, interrogative, and imperative. From the observation, the researcher found that the teachers used the English as a dominant language in giving instructions.

Table 6. The Proportion of English Instructions Applied by The English Teachers

No	Languages	T1	T2	T3	T4	F	%
1.	Declarative	12.5	3.5	3	3	22	8.16
2.	Interrogative	22	18	6	16.5	62.5	23.19
3.	Imperative	23	48	67.5	46.5	185	68.65
Total		57.5	69.5	76.5	66	269.5	100

From the data above, there were about 269 instructions given by the teachers in English during the observation. The data shows the dominant form of instructions used were in imperative form, that was 68.65%. It was also the most frequently applied form of instruction. While, the second was interrogative form that was 23.19%, and declarative form was 8.16% in the last.

The Proportion of Other languages Instructions Applied by The English Teachers in giving The Instructions.

Beside English, English teachers was also used another language in giving the instructions. Table 5 shows that only Indonesian language used by the English teachers in other language category (40.1%). The proportion of those languages shows in the following table.

Table 7. The Proportion of Indonesian Language Instructions Applied by The English Teachers

No	Languages	T1	T2	T3	T4	F	%
1.	Declarative	9	1	0.5	-	10.5	5.81
2.	Interrogative	3	9.5	3.5	12	28	15.51
3.	Imperative	7	32.5	44	58.5	142	78.68
Total		57.5	19	43	48	70.5	180.5

Table 7 shows that teacher's dominant form in giving instructions in Indonesian language was imperative form 78.68%, then interrogative form 15.51% and the last was declarative form 5.81%.

From the tables above, there was a little differences between the using of English and Indonesian language (19.8%), both of the two languages, the imperative form was the most frequency form of instructions used by the teachers.

DISCUSSION**The Use of English and Indonesian Language in Giving Instructions at English Lesson.**

In English class, the ideal is both teachers and students use English to communicate. Especially for the teachers, their talks are an important part of teaching-learning process that has big influence to the students.

In giving the instructions, the researcher found that the teachers still use Indonesian language. The teachers sometime used English instructions first, after that he/she repeated the instructions in Indonesian, the example was: "Can you tell me what "bargaining" means?" said the teacher and wrote "bargaining" in the whiteboard, after that the teacher asked: "Apa artinya kata ini? bargaining apa artinya Edo?". The teachers used Indonesian language to make the students know about the instructions. Sometimes, the teachers repeat their instructions twice to make their students more understand about the instructions, the example was: "Ok. Give applause to your friend! " The students did not respond, the teacher repeated: "Ok. Give applause to your friend! the teacher gave an example and the students followed to give applause. Repetition by the teachers in Indonesian language make the number of English used was not different with the number of Indonesian language used. It was done by all of English teachers who observed.

From the observation, it was found that teacher 4 used Indonesian language more than English in giving the instructions, on the other hand the three teachers used English as the dominant language, teacher 4 taught in first grade where her students usually did not understand her instructions. For the example, when the teacher asked to do something or ask to answer her questions, the students did not respond, but when she translated it into Indonesian, they did what the teacher wanted. Therefore, this condition make the teacher usually repeat her instructions in Indonesian language or sometimes she used Indonesian language directly.

It was found 59.9 % the teachers used English in giving the instruction. It is show that English was a dominant language used by English teachers in giving the instructions, although the difference of using English and Indonesian language in giving instructions was not too much, just 19.8 %, it happened because the teachers often repeated their instructions in Indonesian language.

Teachers' Sentence Forms in Giving Instructions.

There were three forms of teachers' ways in giving the instructions, they were: declarative, interrogative, and imperative. The use of each forms are describe below:

1. Declarative

The teachers rarely used this type of instruction form. It stated in a long sentence. It was given in a statement form not as a direct command, it made the students need more time to thought what was meant by the teachers. The example was: "I want you, each you, prepare one example of countable and uncountable noun! ". This sentence did not only mean that the teacher just give a statement but also implied the meaning of asked the students to prepare the example of countable and uncountable noun, then if the teacher asked them, they knew the answer. Other examples were: "I give you fifteen minutes to write this paragraph! " I want you to read the text'first! Make a group and I want your group discuss about the exercises in part B! " etc. Beside English, the teachers also used Indonesian language in declarative form. The examples were: "Sebelum kita lanjutkan, Saya mau kalian membaca text ini dulu! " Saya mau semua aktif, angkat tangannya! Ibu tidak mau ada yang berbicara, semua dengarkan temannya! " and etc.

Based on the observation, teacher 1 used this form as the dominant form in Indonesian language, she used this form in giving the instructions to make clear her instructions, for the example: "Do the task! ", after that she said: "Saya mau kalian mengerjakan latihan ini". Teacher 2 used this form rarely. Teacher 3 also used this form with a few frequency. It also happened with teacher 4, she never used this form in giving the instructions to the students in Indonesian language.

From the result of the researcher's observation, the teachers avoid to use this form because it was too long instructions and usually make the students confuse. It was true, according to Genesee and Upshur in Malinasari (2004); the instructions should be clear and meaningful to the students.

2. Interrogative

Asking questions was one technique used by the teachers to ask or to guide the students to do something. This instruction form may not really mean that the teachers need such as yes or no answer from the students. However, it implied the meaning that actually the teachers instructed the students to do something. For the example was: "Can you mention some kind of animals? the teachers did not need the yes or no answer, but they wanted their students to mention it, after listened the teacher's instruction, the students answered: "Pets Mom, wild animal, tame ". The other example was: "Can you mention what animal does have pocket? the students answered "Kangaroo Mom " directly.

Although the instruction was given in question form, it did not need the answer can or cannot but the important one; the teachers wanted their students to respond their instructions with a direct answer. For example were "How about you Hira?, Can you answer number two?", "How about Dian?", Ari, can you?, "What? I can not hear you" etc. "How about " was used by the teacher to asked a same question to other students, although the teachers did not instruct directly but "how about " and can you... " have a meaning to the students to answer a question. "What" was used by the teachers, if they wanted their students to repeated the answer, the researcher found, if the teacher said "What? " the students repeat their answer directly. It means they knew about the meaning of word "What".

In Indonesian language, the researcher found, there were 15.68 % instructions given by the teacher in this form. The same with English, it given in a polite way where the students can do something or not, but it did not need "yes" or "no" answers. For the example were: "Coba kalian sebutkan contoh hewan liar! ", "tau kalian arti kata - kata ini?" "Linda, bisa menjawab no 1?" this sentence means the teachers asked Linda to answers no 1, Linda did not need answer that she could or not but she done her teacher's instruction through answer the question. It was happen to all of English teachers who observed. In conclusion, although the instructions were in the question forms, but actually, it meant that the teacher asked the students to do something.

3. Imperative

Based on the data, the imperative form was the highest frequently form of instructions used by the teachers to ask the students to do something. It given as a direct command, so the students can get, remember and process it in a short time. In other word, the students can understand it easily. For the example: "Open your book page seventy nine!", "Raise your hand!", "Answer my question, please!", "Close your book! ", etc.

It was found, the imperative form was also the most frequently form of instructions used by the teacher in Indonesian language. The example were: "Perhatikan ke sini semuanya! ", "Buka latihan bab III hal 89! ", "Semua, dengarkan dulu temanmu berbicara!", "Kalau sudah selesai kumpulkan!", etc.

From the observation, all of English teachers who observed by the researcher used imperative form as the most high frequency in English. In Indonesian language, teacher 2, 3 and 4 also used the imperative form as the dominant form, but teacher 1 used declarative form as the dominant form in giving her instructions. In addition, teacher 3 and 4 used the imperative form with very high frequency, in both English and Indonesian. If we see in general, the imperative form was the most frequency of instructions used by the teachers because the students can understand it easily.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on analysis from the previous chapters, the researcher have some conclusions, they are: There were two main languages of instructions found, they were English and Indonesian language. English was the dominant language used by the teachers in giving the instructions, but the difference between the use of English and Indonesian language was a few just about 19.8 %. It was caused by the repetition instructions from the teachers given in Indonesian. While the researcher found that the answer of teachers' questions or instructions were answered by the student in English, if the teachers

used English too. In giving the instructions, the teachers used the imperative form as the dominant form. The students easily understand this form, because it was stated in a short form, simple vocabulary and sentence structure.

SUGGESTION

After completing this research, the researcher would like to give some suggestions: This research was limited by time and teachers, for further research it is suggested to investigate other schools. The researcher also suggested to the teachers to avoid the repetition of instructions in Indonesian. In addition, the teachers have to talk to the students in English as much as possible, because some of the students hear the sample of that language just at their school.

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