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Teachers' language use: directions and administration conversation in classroom interaction

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Article Information	Abstract
	The intuition that happens within the classroom exercises when instructors and understudies exchange their thoughts through communication illustrates its viability. Understudies can grow their verbal capabilities when they uncover more remote dialect input by hearing the teachers use the target language in classroom interaction and practicing it when they have openings to communicate utilizing English as the target dialect. The perception appeared that instructors used target dialect more for administration conversation than for directions conversation. This research applied descriptive qualitative research. Qualitative research design aims to describe the data in more detail in a broader sentence clarification. The members of this investigation were two English teachers from one Public Islamic Senior High School in Parepare City, South Sulawesi, Indonesia. This study found that all language functions occurred in teachers 1 and 2 teaching activities in the instructional talk. Teacher 1 used more management talk in the classroom about welcoming, checking nearness, giving instruction, empowering understudies, giving commendations, inquiring about an address, and closing action. In the classroom, it was found that all the teachers spoke all language functions in the class. By analyzing the extracts by teacher 1, there are five unspoken language functions. Teacher 2 extract showed that there are seven unspoken language functions. The teachers believed that using the students' native language was critical to their comprehension. They moreover accept that the utilization of target dialect was imperative in expanding students' comprehension.

1. Introduction

In this globalization era, when people need to interact with other people, they will use language as a tool of communication. Besides that, language is a system used to convey information orally, in writing, and in gestures. The phenomenon of interaction has become an interesting topic to be discussed. Language is also used as a direction and learning tool inside the classroom. Instructors use the dialect for various reasons, not as it were for clarifying the fabric but moreover for organizing instructing exercises, making a difference in understudies hone, and collaborating with their instructor, which makes instructing and learning handle dynamic and effective.

The viability can appear from the intelligence within the classroom movement when instructors and understudies exchange their thoughts in communication. Understudies can grow their verbal capability when they uncover more remote dialect input by hearing the teachers use the target language in classroom interaction conjointly by practicing it when they have openings to communicate in English as the target dialect. Dialect learners require communicative competence to communicate the dialect legitimately. Providing effective classroom interaction for the students can contribute to the students' language development (Consolo, 2006; Goldenberg, 2008; Linse & Nunan, 2005)

Teachers' dialect in the EFL classroom alludes to dialect's utilization in educating English in the classroom (Bayyurt, 2006; Duff & Polio, 1990; Polio & Duff, 1994). The utilization of dialect relates to dialect position (to begin with, moment, and remote dialect), dialect work (directions and administration conversation), and use a degree of dialect use

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(recurrence of dialect use) (Zulfah et al., 2015). In conjunction with the language function used by the teachers in EFL classroom interaction, Muhayyang (2010) reviewed teachers' language function in instructional talk and management talk. Guidelines conversation is the teacher's dialect related to the exchange of education materials, and administration conversation is the teacher's dialect related to control and teaching in the classroom.

EFL teachers' language is the most important part of learners' input. Then the input plays a critical role in language acquisition (Meng & Wang, 2011). In teaching and learning English within the classroom, not all the instructors utilize the target dialect for instruction, and it will make the understudies recognizable with the lexicon and instruction the instructor used. Instructors often use English to communicate with their understudies since they almost question the students' understanding of the instruction or the fabric when the instructor livelihoods the dialect in learning. When the students listen to the teacher's interaction, explanations, directions, and questions, they learn about language and how to use it (Zulfah et al., 2015).

Using students' first language in a foreign language classroom becomes an option as long as it is limited by the need of the first language itself and gives some distinct advantages in learning the target language (Brown, 2001). EFL teachers' dialect use for classroom discipline". The result of the ponder uncovered that the educator whose EFL proficiency level was tall depended significantly more on the target dialect (TL) than on the first dialect (L1). The low proficiency level educator depended significantly more on L1 than on TL. The differences were caused in complex ways by many factors (Kang, 2013).

Nurpahmi (2017) found that types of teachers talk in classroom interaction. This investigation was a case to think. In this inquiry, the Graphic Investigate Plan was connected to perception strategy, and it pointed to picking up the information watched amid Instructing and learning preparation. The information was displayed by analyzing the instructor's conversation and the discourse act used by the witness. The investigation results show that the teacher performs a few teacher conversations amid classroom interaction. They welcome understudy, check on the past fabric, present the unused fabric, give course and instruction, empower and persuade, counsel, and close the class.

The observation results showed instructors used target dialect more for administration conversation (65%) than for directions conversation (35%). The proper use of local dialect (NL) and target dialect (TL) in suitable settings was suggested in instructing English as outside dialect since it was considered that NL and TL use has positive focuses in instructing English in English outside dialect classroom. Thus, the purpose of this research is to analyze language functions are contained in the language used by the teachers in terms of guidelines and administration conversation and conducted to know the components that impact the instructors to use the local dialect and target dialect for guidelines conversation and administration talk in English classroom interaction. The researcher hopes to gradually enable and empower the teacher and the students to understand, interact, and communicate more in classroom situations by conducting this research.

2. Method

2.1. Research Design

This study applied a descriptive qualitative research design to portray the information in more detail in a broader sentence explanation (Nassaji, 2015). It refers to the kind of research that attempts to describe and interpret the object according to reality without using the statistical procedure finding.

2.2. The Setting and Participants

The members of this investigation were two English instructors from one Public Islamic Senior High School in Parepare City, South Sulawesi, Indonesia. The researcher used a purposive sampling technique in choosing them as the participant of this research. They became an object of observation and interview.

2.3. Research Instruments

2.3.1. Classroom observation

The classroom observation was conducted to get language functions contained in the language used by the teachers. The researchers used it to get the information by observing the members, whereas the education and learning preparation occurs.

2.3.2. Classroom observation

The researchers used the interview as a tool for data collection. The interview questions for the teacher consisted of several main questions, and the researcher recorded the conversation using a voice recorder to prevent the missing information during the interview.

In arrange to pick up more data related to the components that impact the instructors to use the local dialect and target dialect for guidelines conversation. And administration conversation in English classroom interaction. The investigator conducted a semi-structured meeting with the instructor, who was being watched as a member. The semi-structured meeting is the foremost interview in the subjective investigation. Hence, the meet direct would likely contain a few particular questions that the researchers need to inquire about and a few more open-ended questions that may be taken after tests.

2.4. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis by using procedures as follows:
- Data from observation: data from observation consisted of transcription of language functions contained in teachers' language use in the classroom.
- Data from the interview: data from the interview was transcribed as the interview result. After making the extract, the researcher chooses the appropriate statements with the focus of this research. It is about the reason the teachers use the native language and target language for instructional talk and management talk in English classroom interaction.

3. Results

3.1.1. Instructional talk

3.1.1.1. Giving explanation

Explaining is a language function that gives detailed information about teaching material. The material is about 'Analytical exposition text' the teacher explains how to analyze the text. The teacher explained the material to the students using the native or Indonesian language and target language.

> *"Jadi text yang kalian baca tadi itu adalah text Analytical exposition text. So, the text about global warming is a kind of text in English we call it analytical exposition text. There are some explanations about analytical exposition text apa sih sebenarnya analytical exposition text itu dan apa cirinya nah yang pertama perhatikan disitu analytical exposition text is evaluates a topic critically but focus only one side an argument. Jadi ciri pertama analytical exposition text itu mengevaluasi sebuah topic secara kritis, kita analisa apa dampaknya ya, jadi tadi itu textnya global warming di jelaskan dulu apa pengertiannya kemudian apa dampaknya apa penyebab global warming itu ya kan". (Teacher 1)*

> *"Today I will give you direct inforcement about passive voice ok. Last meeting, we have study about passive voice. To make you understand more about this you can remember about active voice apa itu kalimat aktif. Jika kalian sudah memahami tentang active voice kalian juga akan mudah mengetahui pengertian dari passive voice ya. So passive voice itu adalah kalimat yang subjeknya menerima pekerjaan atau dikenai pekerjaan ya ok" (Teacher 2).*

This kind of dialect work gave detailed data instructing fabric, the center of educating and learning prepare is almost clarifying the material and the material it is about "Passive Voice". In this part, the teacher explained the material to the students using the first language. Firstly, the teacher informed the students about what they will study. After that, she asked a question to the students about their prior knowledge of the passive voice. Secondly, the teacher concluded the students' answers based on their native language.

3.1.1.2. Giving direction

Giving direction is a language function the teacher mentioning the assignment in the reading form that sent to WhatsApp group. The teacher inquired the understudies to peruse the content one by one. The teacher used the target language and then translated it into Bahasa Indonesia or the native language to give the students direction to make the students easily understand what the teacher said.

> *"I have sent files into your phone right, into your group saya kirim file ke group kalian minggu lalu adakan, tentang apa did you remember it? What we talk about last week when you were daring when you were online sudah download materinya? Coba buka, everybody checks your phone lihat files yang saya kirim minggu lalu". (Teacher 1).*

> *"Saya punya kalimat sekarang nanti saya minta anda untuk mengubah kedalam passive voice, saya kasih 2 kalimat untuk mengecek your understanding how far your understanding about passive voice. Saya kasih 2 kalimat aktif yang akan diubah ke pasif, kalimat pasif yang akan diubah ke aktif saya masih kasih 2 tensis karena tensis yang muncul di papan tulis ada 2*

> *belum ada yang munculkan tensis lain ya seperti present continues dan sebagainya ya dengan menggunakan pola ya". (Teacher 2).*

In this language function, the teacher mentions the assignment. At the time, the teacher had been explaining about passive voice. After that, the teacher asked the students to change a sentence into a passive voice by using the pattern of passive voice.

3.1.1.3. Giving correction

The above shows that this dialect work takes put as the instructor redresses the students' replies. The teacher gives corrections when the student reads the sentences incorrectly. Moreover, to make it clear, after the understudies examined the sentence, the instructor too perused the sentence to show students how to read the text correctly.

> *"So, we are going to read the text first kita akan membaca text itu dulu together ok, because all of you have the text right semua punya text itu? Tau membaca ya kan, can you read? So, whether it is bahasa Indonesia or English you just read it. Dibaca saja nanti saya betulkan kalau memang ada yang salah we will read the text sentence by sentence jadi bacanya bergiliran setiap satu kalimat, satu kalimat means sampai titik or pull stop. So, pay attention to the text that your friends read. Ok so pay attention to the word that you have read before or some word that you have mention it wrong yang sudah di sebutkan mungkin ada salah I will read it again jadi saya akan membacakan kembali then you have to pay attention to the text supaya kalian tau kata itu disebutkan bagaimana ok". (Teacher 1).*

> *"Coba perhatikan ini I see the children perhatikan tidak semua kata benda yang tanpa s itu adalah kata bendanya tunggal banyak kata benda tidak ada s-nya itu tetap dihitung sebagai benda jamak seperti people, children, dan sebagainya ya. Seperti ini I see the children in front of the store every morning saya melihat anak-anak itu di depan toko setiap pagi jadi the children are seen by me in front of the store jadi ini ya yang benar". (Teacher 2).*

This dialect work was the way the instructor adjusted the students' replies. At that time, the educator inquired the understudies to alter a sentence into a detached voice using the design of inactive voice. After the understudies altered a sentence into a detached voice, the instructor adjusted the students' reply using local dialect.

3.1.1.4. Asking question

Over appear that inquiring address was used to check students' comprehension of educating fabric. During the educating and learning to prepare, the instructor used local dialect and target dialect to inquire about the address of the understudies. The educator inquires the understudies approximately the content that they had examined.

> *"So, apa saja cirinya tadi dari analytical expositional text? Yang pertama? That you have read". (Teacher 1).*

> *"Today I will give you direct inforcement about passive voice, okay. Last meeting, we have study about passive voice. Who can repeat what is passive voice? Anyone can say? What do you know about passive voice? Aprilla what do you know about passive voice apa yang kamu tau tentang passive voice"? (Teacher 2).*

The inquiring address was used to check students' understanding of instructing fabric. The educator used local and target dialects during educating and learning to prepare. The instructor educated understudies about almost the fabric of the day and inquired about a few addresses to know students' earlier information about the fabric. She used target dialect in inquiring about the address by saying, "what do you know around inactive voice". At that point, she used code-switching, and the teacher deciphered it within the local dialect.

3.1.1.5. Answer question

Over appear that the replying address was reacting to the students' address related to educating fabric. one of the understudies inquired about the instructor's address and how to induce the characteristic of analytical article content. After that, the instructor reacts to the students' addresses by replying to their address utilizing local dialect to form the understudies simple to get it.

> *""Jadi, kapan kalian dapat text atau temukan text yang pertama ada analisisnya toh, ada yang di jelaskan secara detail ada dampaknya ada penyebabnya pokoknya semua dibahas disitu maka itu dikatakan analisis yang kedua dia dijelaskan dari satu sudut pandang ok, jadi misalnya penulisnya menganggap itu korona itu berbahaya itu satu sudut pandang ok, kecuali kalau di text tersebut ada yang bilang tetapi yang lain beranggapan tidak maka itu tidak dari satu sudut pandang ok. Jadi kalau satu sudut pandang misalnya penulisnya bilang it is a dangerous virus itu adalah virus yang berbahaya sampai terakhir dia harus tetap mengatakan itu berbahaya karena hanya satu sudut pandang. Yang ketiga dia itu harus bersifat meyakinkan toh, bersifat harus membuat orang percaya sama apa yang ia jelaskan ok. Yang terakhir diikuti dengan fakta. Jadi kalau semua ini terpenuhi maka dia adalah exposition text atau analytical exposition text". (Teacher 1).*

> *"Ya seperti yang saya bilang sebelumnya was dan were itu past simple dari to be is dan are ya jadi untuk menentukan dia itu menggunakan was dan were kita lihat dulu keterangan waktunya kalau dikalimatnya menunjukan waktu yang lampau subjeknya harus diikuti dengan to be lampau juga ya". (Teacher 2).*

Answering questions responded to the students' questions related to teaching material. At the time, the student was asked the teacher by saying "bu kapan kita menggunakan was dan were" which in English means "ma'am when we use was and were". Then the teacher answered the student's question. The teacher used their native language to answer the student's questions.

3.1.2. Management Talk

This dialect work of administration conversation happened when the instructor entered the classroom at that point, began the learning preparation, and recently lived in the classroom in finishing preparation.

3.1.2.1. Greeting
- Opening the class

> *"Assalamualaikum, Zaid ayo disiapkan temannya baru kita mulai belajar". (Teacher 1).*

Sometime recently, beginning the class, the teacher asked the class leader to lead his friends to greet her by saying, "Zaid ayo disiapkan temannya". The chairman used their native language to inform the leader to open the class. The students greeted using Islamic greetings. They used Islamic greetings because they are Muslim, so they used that greeting as their everyday greetings before beginning the teaching activity.

> *"Siapkan dulu ya baru kita belajar" (Teacher 2).*

Sometime recently, beginning of the class, the teacher asked the students to greet her to make the students ready to study. There was a student who then led the class to greet the teacher. The students greeted using Islamic greetings. So, the teacher answered the student's greeting and used Islamic greetings by saying "waalaikumsalam warahmatullahi wabarakatuh" which in English means "maybe peace, mercy, and blessings of Allah be with you too". They used Islamic greetings because they are Muslim, so they used that greeting as their everyday greetings before beginning the teaching activity.

- Ending the class

The teacher said, "before we go home ayo disiapkan dulu". The teacher used local dialect and target dialect in closing activity or ending the class.

> *"So, because we have a limit time kalian silahkan baca penjelasan itu dulu kalau tidak mengerti boleh di copy kemudian di translate boleh yang penting kalian mengerti dulu. So, before we go home ayo disiapkan dulu". (Teacher 1).*

> *"Ok. See you next time Assalamualaikum Warahmatullahi Wabarakatuh Ketua kelas please". (Teacher 2).*

There was a student who led the class to greet the teacher. They used target language to end the class process and used target language because it was daily routine activity in ending the class. So, all of them had been familiar with the utterance.

3.1.2.2. Checking presence

This language function of management talk was to know the students' presence in the classroom, whether the students were present, absent, or sick. The teacher used target language to get students' attention by saying, "listen to your name". Then the teacher mentions the students' names one by one.

> *"Mana absen kelasnya. Okay listen to your name I will mention your name and you can say yes or present if you are coming". (Teacher 1).*

> *"Okay. Let me check your attendance today. So okay, students listen your name, please" (Teacher 2).*

In this language function of management, the talk was to know the student's presence in the classroom, whether the students are present, absent, or sick. The teacher used target language to get students' attention by saying, "okay, listen to your name, please." The teacher used the target language in the form of sentences without translating it into the native language because all students could understand the meaning. Then the teacher called the students' names one by one.

3.1.2.3. Giving instruction

This language function of management talk was asking students not to do something now or soon, which is not related to teaching material. The teacher does not allow the students to touch and play with their handphones amid instructing and learning to prepare before they ask them to use them because most of the material has been sent by the WhatsApp group.

> *"Remember, as I said before, you are not allowed to open your phone, touch your phone or play your phone during my explanation before I ask you to touch your phone, okay. Tidak boleh main hp, pegang hp perhatikan hpnya kalau saya lagi menjelaskan ok". (Teacher 1).*

> *"You have a board marker sekertaris mana spidolnya, tidak ada tintanya ini, saya juga tidak bawa spidol, sekertaris kelas pergi dulu ambil tinta di ruangan tata usaha" (Teacher 2).*

This language function of management talk asked students to do something now or soon that was not related to the teaching material. When a teacher wanted to write down the title of the material that day, the marker ink was running out; then, the teacher instructed the student to take the ink in the administration room by saying, "sekertaris kelas pergi dulu ambil tinta di ruangan tata usaha" which in English means "the class secretary, please go to the administration room to get the ink". The teacher used the native language to make the student easy to understand.

3.1.2.4. Encouraging students

Empowering is one of the educator expressions that is used to hoot up understudies' souls amid the education and learning handle. The instructor inquired the understudies to peruse the content one by one by saying "kalian baca kalimatnya 1 orang 1 kalimat" which in English means "you read the sentence one by one", but the student that she chose did not want to read the text because she was afraid in making some mistakes. Then she encouraged the students to use the first language by saying "tidak apa-apa kitakan belajar" which means "it is okay, we still learn". The teacher used the native language or Indonesian language to make the student understand easily, and also by using the native language would be touched the student itself. The teacher tried to make the student realize that it was no problem making a mistake in the learning process because they were still learners.

> *"So, you have to read the text first kalian akan baca text itu dulu ok. Satu-satu ya dibaca saja kalau memang ada yang salah tidak apa-apa kita sama-sama belajar ya. We will read the sentence by sentence". (Teacher 1).*

> *"Saya punya kalimat sekarang nanti saya minta anda untuk mengubah kedalam passive voice, saya kasih 2 kalimat untuk mengecek your understanding how far your understanding about passive voice". (Teacher 2).*

Empowering is one of the educator articulations that used increment understudy soul amid educating and learning handle. The instructor empowers understudies by challenging them and attempting to make them do an assignment within the classroom. At the time, the material was about passive voice, and then the teacher gave them examples in the form of a sentence. Then the teacher wrote down the sentence on the whiteboard and asked the students to change the sentence in the form of passive voice. She used native language in encouraging them by saying "saya akan memberikan sebuah kalimat yang akan di ubah dalam bentuk kalimat passive untuk mengecek pemahaman kalian" which in English means "I will give you a sentence that will be changed into passive sentence to check your understanding". The teacher used the native language to encourage students to make the students understand easily. So the teacher could receive what the students are encouraging.

3.1.2.5. Giving praise

The teacher lauded the understudies for accomplishments during the learning preparation amid the interaction with understudies. At that time, the teacher clarified almost the content they had learned that day. Then, the instructor inquired about the understudies to said sorts of the content at that point. The understudies said a few sorts of the text, and the teacher said, "ya good". The teacher said that because the students could mention some kinds of the text.

> *"Text apa tadi yang kalian baca, tau jenis-jenis text, jenis-jenis text apa yang sudah kalian pelajari, ya procedur apa lagi descriptive apa lagi, text apa lagi persuasive ya good ada text persuasive, descriptive, ada exposisi". (Teacher 1).*

> *"Kenapa kata bendanya harus ditambahkan s kenapa, ada yang bisa jawab, ya good karena dia jamak ya good ya sudah mengerti". (Teacher 2).*

The teacher praised the students for their achievements during the interaction with the students. When the teacher explained the material, the teacher also asked the students by saying "kenapa kata bendanya harus di tambahkan s" The students answered the teacher's question correctly, and the teacher gave them praise using the target language by saying "yah good". The teacher said that because the students could answer the question from their teacher.

3.1.2.6. Giving thanks

Giving thanks was expressing the gratitude of telling thank. The teacher gives thanks if students do teachers' instructions or requests. The teacher called one of the students to erase the whiteboard, so she said thanks to the student. She thanked the student by saying, "thank you." The teacher used target language in the form of the phrase because the expression was familiar to all the students.

> *"Siapa namanya kafsyah hapus dulu papan tulis, ok. Thank you". (Teacher 1).*

3.1.2.7. Making humor

Making humor was telling jokes and joking or telling clever articulation to create understudies' giggles. This kind of language use can offer assistance in forming a more positive learning environment by breaking down boundaries to communication between the educator and the understudies. When the fabric was almost explanatory article content. The educator says the character of the content by as it were from one side contention and donates a case of the characteristic. The teacher took one example from a student. Then, the teacher made humor using the native language by saying "Ryan itu cakep" in English "Ryan is a handsome boy". Hearing that, the students were at once laughed. The teacher

used the native language in making humor because using the native language, the funny of the humor could be understood easily by the students.

> *"Tadi di textnya ada itu ya jadi itu textnya menjelaskan bahwa text tadi adalah text exposisi, because in that text ya there are some analysis about the topic ya jadi harus di analisis topic tersebut harus di analisis secara kritis tapi hanya dari satu sudut pandang only from one side argument apa itu dari satu sudut pandang artinya misalnya, saya bilang ryan itu cakep I said that ryan is handsome boy that is my argument ya".*

3.1.2.8. Asking question

Inquiring address of dialect work in administration conversation was the instructor used to inquiring data to the understudies. These kinds of questions were in not related to teaching material. The teacher asked the students about students' conditions as usual in the opening classroom section in the English subject class. The teacher used target language in asking a question by saying, "how are you today?". The teacher used target language because of that question was a familiar question for the students. So, all students already knew the meaning of that question.

> *"Okay. How are you today?". (Teacher 1).*

> *"Belajar apa setelah ini? Siapa gurunya?" (Teacher 2).*

Inquiring address of dialect work in administration conversation was the instructor used to inquiring data to the understudies. These kinds of questions were not related to teaching material. The teacher asked the students about what further lesson by saying "belajar apa setelah ini?" which in English means "what is your next subject". The teacher used native language to make the students easy to understand.

3.1.2.9. Closing activity

This was when the instructor needed to conclude the instructing and learning preparation. This dialect work was giving data to understudies

> *"So, because we have limite time kalian silahkan baca penjelasan itu dulu kalau tidak mengerti boleh di copy kemudian di translate boleh yang penting kalian mengerti dulu. Ok that is all for today?" (Teacher 1).*

> *"Okay. Time is up waktunya habis nanti kita lanjut lagi okay Students I hope you can understand all the materials today if you have difficulties about this, you may chat me boleh bertaya melalui chatting ya?" (Teacher 2).*

This was when the teacher wanted to end the teaching and learning process. This language function gave students information that the learning activity was ended. Before leaving the class, the teacher informed that the time was ended by saying "okay, times up" followed by the native language "waktunya habis nanti kita lanjut lagi". The teacher used code-switching, and the teacher used the target language then followed by native language to emphasize that information.

4. Discussion

Based on the comes about of the investigation in this consider, it was found that the two teachers found all five types of instructional talks as well, namely: giving explanations, giving directions, giving corrections, asking questions, answering questions, and finding seven types of management talk, namely: greetings, checking attendance, giving instructions, encouraging students, giving praise, asking questions, and closing activities.

All language functions occurred in teachers 1 and 2 teaching activities in the instructional talk. Language is used in teaching the lesson. It was about giving explanations, giving directions, correcting, asking questions, and answering questions. All that language function occurred in teacher 1 and teacher 2 teaching activities from the finding data. Teacher 1 used more management talk in the classroom. There were nine kinds of management talk that teachers used. It was about greeting, checking presence, giving instruction, encouraging students, giving praise, giving thanks, making humor, asking questions, and closing activity. Teacher 2 also used management talk in the classroom. There were seven kinds of management talk that teachers used. It was about greeting, checking presence, giving instruction, encouraging students, giving praise, asking a question, and closing activity.

The instructors clarified the variables impacting their dialect use in English classroom interaction within the meeting session. The result was depicted as takes after: It is accepted that in the educational part to begin with dialect (local dialect) in classroom interaction plays academic esteem which it makes bolster for understudies in learning English. Understudies need them to begin with language to assist them in understanding the fabric given as their earlier information for learning the modern dialect. The first dialect makes the understudies feel comfortable communicating their thoughts and feel free to do something within the lesson. The following extract was the teachers' statement on the importance of using the native language in English classroom interaction (Kelilo, 2012).

Boaler and Brodie (2004) explained that a teacher's questioning plays a role in controlling classroom environments and creating the flow of classroom discussion. Used the target language, then the teacher directly translated it into the native language. They made students try to think about the answer by using their native language, and by native language, students could understand what the teacher asked them.

In greetings, the opening and closing session in teachers 1 and 2 is almost the same, but it is just a different expression. A student led the class to greet their teacher, and they only used Islamic religion greetings, then the teacher just answered the students' greeting. Teacher's promotion of classroom greetings is consistent with dialogic education, and we posit classroom greetings as partial markers of discourse conditions where students know that they are seen and that their voice is valued and welcomed (Segal & Lefstein, 2016).

Both teachers used the target language (English) to praise the students in giving praise. Giving praise to the students in the classroom can be expressed in many types, such as good, very good, excellent, and okay, but the teachers should appropriate how praise is given. Praise will be effective if the teachers know how to use it (Firdaus, 2015). The function of

praise can also be a reinforcement and give command and warning indirectly (Rahman, 2017).

If students do not understand the humor, they will view it as a failed attempt and maybe distracted from teaching. To avoid that, the teacher used the native language to make sure it was perceived as humorous (Kamben Mangngi, 2016). The great EFL teachers empowered can perfectly perform the classroom English learning process in English situations using English as an interaction medium, particularly teachers (Semiun, 2014).

To get the subject substance. Certainly, it is not avoidable that understudies may bargain with inconsistency to find more complicated learning circumstances. When such conditions happen, teachers are expected to find a practical solution like code-switching from English to Indonesian or directly translating difficult words or sentences (Moss & Davidsson, 2003).

5. Conclusion

All the language functions in the classroom were uttered by all teachers. Related to teachers' language use in terms of management talk, it was found that from fifteen language functions, only the teacher did not utter five language functions 1. It was giving announcements, advice, reprimanding, punishment, and answering questions. In teacher 2, there were seven language functions not uttered. There were giving announcements, advice, reprimanding, punishment, giving thanks, making humor, and answering questions.

The researcher gathered the data from an interview session with the teachers regarding the factors influencing the teachers to use the native language and target language for instructional talk and management talk in English classroom interaction. The interview data revealed that the teachers believed the native language is important to make the students understand easily. They also believe that the use of target language was important in increasing students' comprehension. The use of code-mixing and code-switching is also important to give input to the students and make the students understand easily. The teacher uses more for the native language more because the native language makes it easy to be understood by the students. The material of the day also influenced the teachers' language use. The teacher uses the target language to explain the material and combine it with the native language.

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