TEACHERS' LANGUAGE IN THEIR INSTRUCTION TO GRADE EIGHT AT MTs DARUL ULUM WARU

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd.) In Teaching English

By:

Ayu Wulan Sari
NIM D75216082

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA
2020

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama   : Ayu Wulan Sari
NIM   : D75216082
Jurusan   : Pendidikan Bahasa Inggris
Fakultas   : Ilmi Terbiyah dan Keguruan
Judul Skripsi : "Teachers' Language in Their Instruction to Grade Eight at MTS Darul Ulum Waru"

       Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan

Surabaya, 03 Agustus 2020
Pembuat Pernyataan,

Ayu Wulan Sari

v

ADVISOR APPROVAL SHEET

This thesis by Ayu Wulan Sari entitled "Teachers Language in Their Instruction to Garde Eight at MTs Darul Ulum Waru" has been approved by thesis advisors for further approval by the board examiners.

Surabaya, 03 August 2020

Advisor I,

H. Mokh. Syaifudin M. Ed. P.hD
NIP. 197310131997031002

Advisor II,

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

EXAMINER APPROVAL SHEET

This thesis by Ayu Wulan Sari entitled "Teachers Language in Their Instruction to Grade Eight at MTS Darul Ulum Waru" has been examined on 03 August 2020 and Approved by the boards examiners.
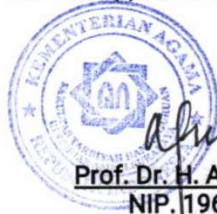
Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag., M.Pd.I.
NIP. 196301231993031002

Examiner I,

Dra. Arbaiyah Ys, MA
NIP. 196405031991032002

Examiner II,

Dr. Irma Soraya, M. Pd.
NIP. 196709301993032004

Examiner III,

H. Mokh. Syaifudin M. Ed. P.hD
NIP. 197310131997031002

Examiner IV,

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Ayu Wulan Sari
NIM	: D75216082
Fakultas/Jurusan	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: wsari4918@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
☑ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (……………………………)
yang berjudul :
TEACHERS' LANGUAGE IN THEIR INSTRUCTION TO GRADE EIGHT AT MTS DARUL ULUM WARU

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 5 Agustus 2020

Penulis

(Ayu Wulan Sari)

ABSTRACT

Sari, Ayu Wulan. (2020). *Teachers' Language in Their Instruction to Grade Eight at MTS Darul Ulum Waru*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokh. Syaifudin M.Ed. P.hD. and Hilda Izzati Madjis, M.A

Keywords: Teachers' language, Teachers' Instuction, Contextual meaning.

Teachers' language is one of important role in succeeding the teachers' instruction in the classroom. In delivering the instruction, every teacher usually use variety of language constructions. It depends on the context or situation in the classroom. This research is aimed at examining the teachers' language particularly the utterances construction and the contextual meaning of teachers' utterances in their instruction in teaching English to grade Eight. This research used case study as approach and qualitative as the research design. Some instruments are used in this study they are observation note, video and audio recording, and interview. The subject of this research is two English teachers who taught at grade eight at MTs Darul Ulum Waru. The result of this study reveal that there are 29 utterances found with five variety of language constructions used by teacher in their instructions such as imperative; negative imperative; personal imperative; the use of verb want; the use of modal auxiliaries must, have to, and should; the use of word 'please before verb or 'please' after verb. In addition, the finding shows that every utterance deliverd by the teachers have their owns meaning according to the situation or context. There were twenty-nine words or phrases found as the context. Those words and phrases have different meaning. It can be highlighted that every teacher must consider the simplest and clearest language construction in delivering their instruction in order to minimize the students' misunderstanding in interpreting the teachers' language instructions.

ABSTRAK

Sari, Ayu Wulan. (2020). *Teachers' Language in Their Instruction to Grade Eight at MTS Darul Ulum Waru*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokh. Syaifudin M.Ed. P.hD. and Hilda Izzati Madjis, M.A

Keywords: Bahasa guru, Instruksi guru, Arti Kontekstual.

Bahasa memegang peran penting dalam keberhasilan seorang duru dalam menyampaikan instruksi di kelas. Dalam menyampaikan instruksi, setiap guru biasanya menggunakan variasi konstruksi bahasa. Semua itu tergantung pada konteks atau situasi di dalam kelas. Penelitian ini bertujuan untuk menginvestigasi baha guru terutama perkataan dan arti kontekstual dari perkataan guru dalam instruksi mereka. Penelitian ini menggunakan pendekatan kualitatif dan studi kasus sebagai metode penelitiannya. Beberapa instrumen digunakan dalam penelitian ini diantaranya adalah catatan observasi, rekaman vidio dan audio, dan wawancara. Subjek dalam penelitian ini adalah dua guru bahasa Inggris yang mengajar kelas delapan di MTs Darul Ulum Waru. Hasil dari penelitian ini mengungkapkan bahwa ada 29 perkataan yang ditemukan dengan lima variasi konstruksi bahasa yang digunakan oleh guru dalam mengutarakan instruksi mereka seperti *imperative; negative imperative; personal imperative;* penggunaan kata kerja *want;* penggunaan *modal auxiliaries must, have to, and should;* penggunaan kata *'please'* sebelum *verb* atau *'please'* setelah *verb*. Tambahan lagi, hasil menunjukkan bahwa setiap perkataan yang disampaikan oleh guru memiliki maknanya sendiri sesuai dengan konteks dan situasi didalam kelas. Ada 29 kata atau frasa sebagai konteks yang ditemukan dalam bahasa instruksi guru. Semua kata dan frasa tersebut memiliki makna yang berbeda. Hal ini dapat di garis bawahi bahwa setiap guru haru mempertimbangkan penggunaan konstruksi bahasa yang paling sederhana dan paling jelas. Selain itu, siswa juga dituntut untuk bisa melihat situasi dalam menafsirkan setiap perkataan guru.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

In this chapter, there will be discussion about background of the study that explains the reason of this study, research question, objectives of the study, and significance of the study that describes the contribution of this study. Moreover, scope and limitation of study, and the key terms also discussed here.

A. Background of the Study

In the field of teaching and learning processes, a language becomes fundamental tool used to communicate in the classroom. Thomas argued that language is the main resource between students and teachers.[1] The language becomes media to help the students for delivering their thinking and for interaction with their friends. Moreover, the language is used by the teacher for explaining the material and giving instructions to the students.

In giving instruction, Teacher is expected to be able to use the language accurately and understandably. Giving instruction means telling someone to do something. Ur stated that instruction is giving the direction to introduce learning tasks which involves some requirements for the students' activities.[2] According to Auckland & Christchurch in Haspari, when the teacher wants to introduce new information or material, they need to deliver it using explicit description and clear the studnets more acceptable to the

---

[1] Ann Malamah Thomas, *Classroom Interaction*. (New York: Oxford University Press, 1987).
[2] Penny Ur. *A Course In Language Teaching*. (Cambridge: Cambridge University Press, 1998), p. 16

1

lesson and more be sure to the teacher.[3]

Instruction gives important contribution to make the students become successful in the lesson.[4] instruction used by the teacher to direct the students during the lesson and to solve anykind of problwms in teaching and learning. In line with this, Haspary argues that the clear and direct instruction from the teacher can be used by the students to escape from the problem in the classroom and avoid ambiguity in recognizing the material.[5] Moreover, instruction can lead the in doing the right interaction to the teacher. Setiawati reveals that teacher talk can be a tool for catching the student's interaction, moreover it also becomes the medium to build the harmony between the teacher and students.[6] In addition, when the teacher use direct instruction to deliver their meaning, it makes the students easy to catch what the teachers' mean and also makes the students quickly understand and also can minimize the students' forgotten problem in remembering.[7]

In contrast, instruction can cause the problem for the teacher and the failure of the students' achievement when it does in the wrong way. Illiyun states that when the teacher delivers the instruction not clearly, slowly and too long it makes the students lose their concentration, it is wasting time

---

[3] Lesti Haspari, Undergraduate Thesis: *"Teacher's Instruction Used in Teaching English for Intellectually Diasabled Students"*. (Salatiga: Satya Wacana Christian University, 2015), p. 3
[4] Penny Ur. *A Course In Language..... p. 16*
[5] Lesti Haspari, Undergraduate Thesis: *"Teacher's Instruction......*p. 18
[6] Liani Setiawati, "A Descriptive Study on the Teacher Talk at EYL Classroom". *Indonesian Journal of Applied Linguistics*. Vol. 1 No. 2, 2012.
[7] Riry Friesta Deschara, Bachelor Degree Thesis: *"Instruction Used in Teaching English for Adult Learners in Kota Bahasa Language Course"*. (Salatiga: Satya Wacana Christian University, 2015)

because the teacher has to repeat the instruction all times.[8] Moreover, Nisa argues that the teacher also gets the problem with the students' attention when they do not deliver the instruction briefly.[9] In addition, Kemma believes that ineffective way to give the instruction cause the students get the difficulties on understanding the material and their achievement become less.[10]

Based on the researchers' experience when doing the observation at MTs Darul Ulum Waru, there is a little mistaken did by the teacher which directly impact on the learning process. It is happened when the teacher teaches the students at the grade seventh. At that time, the teacher gives the instruction to the students for doing the game activity. The teacher tells the students to start the activity based on the instructions but the students only look at the teacher with their confuse faces. Some of the students move and do something they are supposed to do but the rest of students do something that was not what the teacher wants. In contrast, when the researcher was doing the observation in the grade eight, the researcher saw the difference condition and situation at that class. When the teacher delivered their instruction, almost all of the students got attention and understood about what they are supposed to do. Either it happened because the way of the teachers in delivering the instruction or the mistake from the students itself

---

[8] Ni'matul Illiyun, *"Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian"*. (Surabaya: Uin Sunan Ampel Surabaya, 2015)

[9] Khoirun Nisa, Bachelor Degree Thesis "Student Teachers' Ability in Giving Instruction during Teaching Learning Process of Practice Teaching at UIN Sunan Ampel Surabaya". (Surabaya: Uin Sunan Ampel Surabaya, 2016)

[10] Abderrazak EL KEMMA, "Giving Effective Instruction in EFL Classroom". *International Journal for Innovation Education and Research*. Vol. 7 No. 1, 2019.

which do not keep attention to the teacher, thus, the language is used by teacher in their instruction must be clear and meaningful, because the teachers' language becomes an important thing in determining successful instruction.

Few researchers have addressed the importance of teachers' instruction, others researchers explain the good and the problem of delivering instruction, then the rest discuss about the impact of giving the instruction in the right and wrong way. There is some researchers who explore what are the teachers' language used in their instruction but all of them focus on the kinds and types of instruction used. Moreover, there will be some factor such as situations, times, purposes, etc. that can influence the teachers in delivering their language in giving instruction.

So that, this research aims to examine the teachers' common language in their instruction in teaching English and what are the contextual meaning of teachers' language in their instruction in teaching English to grade eight at MTs Darul Ulum Waru. Contextual meaning here means the words or phrases which has the meaning depending on the situation in the classroom. By knowing the common language in teachers' instruction and the meaning of teachers' language in their instruction, it is hoped that the result can be a recommendation for the teacher in choosing appropriate that is used to deliver the instruction when teaching English. Here, the researcher involves the English teachers who teach in the grade eight at MTs Darul Ulum Waru.

B. Research Questions

Based on the background of the study, the problems which want to be examined from this research are:

1. What is the teachers' language in their instruction in teaching English to grade eight at MTs Darul Ulum Waru?

2. What is the contextual meaning of teachers' language in their instruction to grade eight at MTs Darul Ulum Waru?

C. Objectives of the Study

According to the research question in the previous point, the objective of this research are:

1. To analyze the teachers' common language in their instruction in teaching English to grade eight at MTs Darul Ulum Waru.

3. To investigate the contextual meaning of teachers' language in their instruction to grade eight at MTs Darul Ulum Waru.

D. Significance of the Study

After conducting the research about the teachers' language in their instruction in teaching English, the researchers hope that the result will be useful to give some contribution to English Language teaching like for the teacher, students, and writer or other researchers.

1. For the teacher

This research reveals the teachers' language in their instruction. The teachers' language in their instruction is to occupy one of the important aspects to make the students understood and become

successful in the lesson. The finding of the research can be used by the teacher for guidance in selecting an appropriate language in delivering their instruction.

2. For the student

This research can make the students more understanding of the variation of teachers' language in giving instruction. Moreover, the students can easier in catching and interpreting the teachers' means.

3. For the other researchers.

The researcher hopes that the finding of the research can be useful as the source of references when the other researchers want to do the same research but in different aspects such as analyze the teachers' language or phrase in giving explaining about the material, giving feedback, giving appreciation, or giving advice or opinion, etc.

E.   Scope and Limitation of the Study

The scope area of this research is the English teachers' language in their instruction and the English teachers' consideration in selecting a particular language in giving instruction when teaching English in the classroom at grade eight of MTs Darul Ulum Waru Sidoarjo. This research will invite two English teachers and also two classes that be taught by each English teacher. This research would be done for about one time for one teacher, from the pre-activity until the post-activity. This research use the theory of the imperative sentences construction in the form of command or instruction based on Glyn Hughes, actually there are 9 constructions such as

imperative; negative imperative; personal imperative; the use of verbs want, like, expect, prefer and insist; the use of modal auxiliaries must, have to and should; and the word 'please' after verb and 'please' before verb.

There are two Research Question are discussed in this research, the first one is about teachers' language in their instructions and the second is about the meaning of teachers' language in their instruction based on the contextual aspect. When discussing teachers' language in their instruction, the researcher focuses on the utterance that is used by the English teacher. In another side, while discussing the contextual meaning of the language in the instruction the researcher would hold an interview to the teachers and also looking at the situation in the classroom during the observation. As Mansoer Patada said that "contextual meaning or situational meaning appears as a result of the relationship between speech and situation".[11]

F.   Definition of Key terms

1. Teachers

   Teachers can be defined as someone who shares their knowledge and experience to their students. Usman stated that teacher is someone who has an otority in teaching in formal education.[12] In this research, teacher refers to someone who delivers their instruction by using their language as the medium.

2. Language in the Instruction

---

[11] Mansoer Pateda. *Semantik Leksikal*. (Jakarta: PT. Ineka Cipta, 2001), p. 116
[12] Drs. Moh. Uzer Usman. *Menjadi Guru Profesional*. (Bandung: PT. Remaja Rosdakarya, 1996). p. 15

Language is the tool in education that is used to communicate in order to share and give the information or between the learners and teachers.[13] In this research, language is the utterance that is used by the teacher to deliver their instruction in teaching English in the classroom.

On the other hand, Ur stated that instruction is giving the direction to introduce learning tasks which involves some requirements for the students' activities.[14] In this case, instruction means the activity of the teacher to ask the students to do something or the activity to deliver an imperative sentence construction. In this research, the language in the instruction means that the utterance in the form of words and phares that is used by the teachers to deliver imperative sentence construction.The researcher use the theory of construction of the imperative based on Glyn Hughes, actually there are 9 constructions such as imperative; negative imperative; personal imperative; the use of verbs want, like, expect, prefer and insist; the use of modal auxiliaries must, have to and should; and the word 'please' after verb and 'please' before verb.

3. Contextual meaning

The contextual meaning refers to the meaning of the teachers' language instruction based on the context of the surrounding. It is supported by Mansoer Patada who said that "contextual meaning or

---

[13] Issaya Lupogo, "Language of Instruction: A Challenge for Secondary School and Tertiary Instruction in Implementing VET in Tanzania". *Journal of Educational Policy and Entrepreneurial Research (JEPER)*. Vol. 1, No. 3, 2014

[14] Penny Ur. *A Course In Language Teaching*.....

situational meaning appears as a result of the relationship between speech and situation".[15]

In this case, contextual meaning define as the meaning of English teachers' language or utterance in their instruction based on the context around the class.

---

[15] Mansoer Pateda. *Semantik Leksikal*.......p.116

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about theoretical framework of this study which have two points that will be explained, those are, Teachers' instruction, contextual meaning and the previous studies connected to this study.

A. Theoretical Framework

In this section will be explained about the definition of teacher, language in the instruction, and contextual meaning from some theories.

1. Teachers

a. The Nature of Teachers

Teacher can be define as someone who transmitting their knowledge and experience to the students. A good teacher should be has a skill and creativity in designing the teaching activities. Teacher must have special characteristics.

These are some characteristics of good teacher:[16]

1. The good teacher must be approachable. It means that the teacher must be able to be a good partner when the students have problems.

2. The good teacher have to know the quit ones and the dominate students. The teacher has to be a good assessor.

---

[16] Jeremy Harmer, *How to teach English: An introduction to the practice of English language teaching.* (England: Longman, 1998). p. 2

10

3. The good teacher is someone who has affinity and good connection with the students.

4. The good teacher should be able to correct their student without offending them

5. The good teacher is somebody who often helps than shout

6. The good teacher is someone who knows our names.

7. The good teacher has an entertainer soul and has positive sense.

b. Teachers' Roles

Teachers have an important role for students. They become a factor influencing students' achievement. If the teachers have a good and fun way in teaching, the students will enthusiasm and attention to the teacher because fun is proposed to increase motivation.[17]

A Teacher has big roles in school, house, family, and general society. In the school, the teacher has a duty to teach their student, to design the learning process, to develop the students' achievement, and to make reflective material. At home, the teacher has a responsibility to teach their children or can be called a family educator. Moreover, in society the teacher has a duty a social motivator, social inspiring, social development, and also a social agent of better change.[18] A good teacher is someone who able to play all the roles well.

---

[17] Kennon Sheldon and Andrew Elliot. "Goal Striving, need satisfaction, and longitudinal well-being: The self-concordance model". *Journal of Personality and Social Psychology*. 76 (3), 1999.
[18] Muhammad Surya, *Psikologi Pembelajaran dan Pengajaran,* (Bandung: Pustaka Bani Quraisy, 2004), p.89

These are some teachers' roles in the school that must be considered by every teacher;[19]

a. Teacher as Controller

When teachers act as controller, they are taking a big part in activity and often lead the learning process. Controllers tell the students things, do the drills, read aloud, and sometimes exemplify the quality of themself in front of the class.

b. Teacher as Prompter

Sometimes, when the students involve in a role play then one of them lose the plot over what happened or they are 'lose for words', they might be quite and confused. In this situation, the teacher must become sensitive and encouraging. Hold back and puss their student forward in a discreet and supportive way can be called as 'prompter'.

c. Teacher as Participant

when the students doing activities such as discussion, role play or group decision-making, we might imagine that the teacher stand back from the activity, letting the students going on with the activities, then at the last the teacher give a feedback or correct mistakes. However, there are also times when the teacher wants to take a part and join with the students. In this case, the teacher is not only as teacher but also as participant.

---

[19]Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (USA: Longman Pearson, 2007) p.108

When it goes well, the students become enjoy and enthusiasm because their teacher can gather with them. Moreover, participating the activities with the students is often more enjoyable than acting as a resource.

d. Teacher as Resource

In the learning process, when the teacher act as a resource. They should be helpful and available. In a case, When the students want to know information about activity in the middle of learning process or they might want information about where to look for information about learning styles such as books or website. It is time for the teacher to be the most important resources for the students.

e. Teacher as Tutor

In certain situation, when the teacher is combining the roles of prompter and resource it can be called as tutor. For example when the students are working in preparation for essay writing or debate, the teacher can work individually or small groups, pointing the students who have not yet thought of taking.

Based on some explanation above, we know that the teacher have many roles in succeeding the teaching and learning process such as controller, prompter, participant, resource and tutor. However, there is one thing that must be considered by the teacher if they want to be more successful in playing their role, they are the use of language in communicating, delivering information and instruction. Imagine,

when the teacher has a role as a resource in the classroom but the they cannot use the language properly and correctly, it will be confusing for students. Therefore, a teacher must be able to use a simple and clear language so it is easily understood by the students.

2. Language in the Instruction

a. The nature of language in the Instruction

In the context of education, Language can be defined as the bridge that can connect the teacher and the students to do interaction in the classroom. It represents the activities done by the teacher and the students in the classroom. Language has some different functions in the classroom; 1) language is used to explain and understand the material, 2) language is used as a tool to make the students do the interaction and doing some change in the classroom, 3) language is used as a tool for make the students be creative and imaginative.[20]

In this research, the language has a function to deliver teachers' instruction. Therefore, to understand the language, the researcher focuses on the utterance that is used to deliver the instruction. Instruction refers to the purposeful direction of the learning process involving the use of imperative sentence construction. The following is the construction of the

---

[20] Maulidah Hasanah, Undergraduated Thesis: "Classroom Discourse Analysis on Language Interaction at Eight Grade of MTsN Bendosari in the Academic Year 2016/2017". (Surakarta: IAIN Surakarta, 2017), p. 1

imperative sentences in the form of command or instruction according to Glyn S. Hughes;[21]

1) The Imperative instruction

The imperative is the simplest form of instruction. The sentences show a simple structure. The sentences are arranged by the verb then can be followed by noun. For example: Open the door, Clean the whiteboard, put your book inside the bag.

When we look at to the example above, those three sentences use the verb followed by the compliment. The verbs on the examples above are open, clean, and put then every verb is followed by complement such as the door, the whiteboard, and your book inside the bag.

2) The negative imperative instruction

This instruction is the simplest instruction reflected in the negative form or usually can be called as prohibition. The structure of the sentence has the same structure as the imperative form but put the negative words such as *'don't'* before the verb is the characteristic of negative imperative instruction.

For examples: Don't go out of the class, Don't look at the answer, Don't talk to your friend. When looking back to the examples, those sentences put 'don't' before the verbs go, look, and talk.

3) The imperative instruction can be personalized

---

[21] Glyn S. Hughes, *A Handbook of Classroom English*. (New York: Oxford University Press, 1978). p. 15

Imperative instruction can be in the form of personalized. It means that personalization word (the word shows a personality) is used to show the instruction.

For examples: Catherine, you do number 3; You say it, Sam; You girls, read now; Come on, everybody; Answer it, somebody. The examples above use the personal name such as Catherine and Sam and use the subject such as you, everybody and somebody in constructing the imperative.

4) The negative imperative can be personalized

The personalization word is also used in the negative imperative. For example: 'Don't you talk, you two boys', Don't everybody move', Don't you give him the answer, Bob'. These examples put 'don't' and personal subjects such as you two boys, everybody, and Bob.

5) The emphatic imperative instruction.

The emphatic imperative is the next form of instruction. An emphatic imperative refers to the instruction which expresses annoyance or frustration. For examples: Do be quiet now, If you don't be quiet, you can... , Just put that toy away, Just sit down and attention to me, Just turn the lamp off.

According to the example above, the instruction 'if you don't be quite, you can...' showed a threat which means that the instruction can be used by teacher when they want to express their emphatic in facing the mischievous students by showing a threat.

While, the use of 'just' in the examples above showed an expression of frustation of the teacher. 'Just put that toy away' and 'just sit down' means that the teacher has been ever give the same instruction at the previous but the students do not listen the teacher and keep on their own activity so that the teacher feel annoyance and she or he put the word 'just' to make the instruction more emphatic.

6) The verbs **want, like, expect, prefer** and *insist* can introduce instruction.

Notice the various patterns:

Objective + Infinitive

I want		read this for about 10 minutes
I would like		try task 4 page 23
I prefer	you to	work individually
I expect		finish all the exercise until tomorrow

According to the examples above, it put want followed by infinitive (read), would like followed by infinive (try), prefer followed by infinitive (work) and expect followed by infinitive(work).

Notice the two negative forms and the differences in their use

I don't want you	to make a noise in this class
I wouldn't like you	to do this task in a hurry
I don't expect you	to lose attention to me
I prefer you	not to use a dictionary
I would like you	not to keep annoying
I expect the girls	not to talk too much

According to the examples above, there are 2 differences pattern of negative form. the first column is put negation such as don't and wouldn't before put want, like, and expect then followed by 'to' infinitive such as to make, to do, and to lose.

Object + past participle (passive sentences)

I want		finished by Sunday
I would like	this work	done in your notebooks
I prefer	(to be)	finished with your partner
I expect		copied by pen

The examples above the word 'want, would like, prefer and expect are followed by object 'this work' then followed by past participle which means that the verb is needed a tobe. 'I want this work is finised by Sunday', 'is finished' is past participle. The word finished without 'tobe' (is) can nat be called as past participle. It also implemented on the others' examples.

Gerund

I prefer		Leaving out the easy ones
I insist on	You(r)	At least trying the exercise

Gerund can be used to show imperative sentence. Here, gerund is put after the word 'prefer and insist on'. 'I prefer you leaving out the easy ones', the word prefer is followed by gerund 'leaving'

That + verb phrase

I prefer	(That) you	Learn these words by heart

I insist on		Use the picture

The use of 'that' after 'prefer and insist on' then followed by verb phrase show an imperative. Verb phrase is formulatted from auxiliary + main verb + compliment + modifier. 'I prefer that you learn these words by heart', it put 'that' after 'prefer' and followed by verb phrase 'these words by heart. 'I insist that you use the picture', it is formulatted from 'insist + that+ verb phrase (the picture)'.

7) The modal auxiliaries **must, have to,** and **should** are also express instruction

> You have to write the answer in your notebook
> You must listen to me carefully
> You should read the material before we have a class

Put modal auxiliaries must, have to, and should in the utterances can also show the imperative. 'you must listen carefully', it put must between the subject and the verb and so on.

8) The verb **to be** followed by **'to' + infinitive** expression an instruction.

> You are to work in pair
> You are not to go out

Put tobe followed by 'to' infinitive can be used to show imperative. 'you are to work in pair', 'you' as a subject , 'are' as a tobe then followed by 'to work' as to infinitive.

9) Word **'please'** before or after verb

'please' before verb	'please' after verb

Sam, please come here	Sam, come here, please
Please, Sam, come here	Come here, please, Sam
Please, come here, Sam	Come here, Sam, please

The use of 'please' have two patterns. Put 'please' before vern or 'please' after verb. 'Sam, please come here', it put 'please before verb 'come'. 'Sam, come here please', it put 'please' after verb 'come.

Based on the explanation above, the language in the instruction defined as the tool for connecting the teacher in delivering the instruction to the students. In this research, language in the instruction refers to the utterance that is used to deliver the teachers' instruction by determining the imperative sentences construction.

b. **The Role of Language to the Success of Instruction**

Language has an important role in the teaching and learning process. One of them is for succeeding in the delivery of instruction. When the teacher giving the instruction to the students only use their body language and sign language, but there is no language to express their means in delivering what they want to say, we might imagine that the learning activity becomes fail, students feeling confused, and the teacher is also feeling like a failure to be a good teacher.

Therefore, to avoid those kinds of problems, language is becoming a medium for helping the teacher to deliver their means and what they want to talk to the students especially in extending their instruction. Moreover, when the language is involved in the activity of delivering instruction, the

activity will be running well, all the students feel easy to catch the teachers' means, and the last there will not a misunderstanding between teacher and students because the teacher uses the language.

c. **The Language Reflected in the Instruction**

There are some explanation about the language that has been reflected in the form of instruction, one of them is revealed At the e-book of Driestar College entitle "classroom language".[22] The following is the reflection of the language in the instruction;

Instruction phrase	
- Stop talking and be quite	- Could you try the next one?
- Let's begin our lesson now	- Who would like to read?
- Close your books	- I would like you to write this down
- Put your books away	
- Pack your things away	- Look this way
- Clear your tables, please	- Stop talking, please
- That's it for today. You can go now	- Can you join the other group?
	- Stand up and find partner
- Lets' close with prayers	- Open your books on page 54
- Back to your place	- Come out and write it on the board
- Do exercise 10 on page 23 for your homework	
	- Listen to the tape, please
- Remember you r homework	- Let's sing a song
- Take a worksheet as you leave	- Close your eyes
- Be quite as you leave	- Push your chairs
- Sit quietely till the bell goes on	- Show me your work later
	- Now hang on!

---

[22] Driestar College. "Classroom Language: Useful Phrase in English". (https://inpot.files.wordpress.com/2019/04/classroom-language.pdf, accesed on May 12, 2020)

- Next one, please	- Switch on the lights
- You have ten minutes to do this	- Now answer me please

According to the examples above, it show many instruction phrases that can be used by the teacher in delivering their instruction. On those examples, every phrases has different purpose and function. 'stop talking and be quit' can be used by the teachers when they want to set the class keep calm before go to the lesson. 'Next one, please' shows a sequencing. 'let's close with prayer' shows an invitation.

Moreover, Glyn S. Hughes in his book entitle "A handbook of classroom English" is also explained the reflection of language in the instruction such as;[23]

Instruction Phrase	
- Open your book page 73	- It might be an idea to leave this till next time
- Come out and write it on the board	- Everybody, please
- Listen to the tape, please	- All togethers, now
- Get into groups four	- The whole class, please
- Finish this off at home	- I want you all to join in
- Let's sing a song	- Who would like to read?
- Could you try the next one?	- Which topic will your group report on?
- I would like you to write this down	- Do you want to answer question 6?
- Would you mind switching the lights on	- Stop talking

---

[23] Glyn S. Hughes, *A Handbook*..........p. 9

- Leave it alone now!	- Be careful of the lead

Based on the examples of instruction phrases above, it can be said that there are many patterns that is used to reflect the language into the instruction phrases. 'could you try the next one?', when we look the sentence it might be in the form of questions but the fact it shows a command. 'stop talking', it might be a simplest sentence but it can be used to giving instruction.

3. Contextual Meaning

a. The nature of Meaning

The message revealed by words, sentences, and symbols can be called as meaning. The word meaning cause the Semantics experts to spend much time to solve the problem of 'meanings of meaning' as studies of semantic.

The correlation between word and meaning is inconsistent. It means that the forming of the phenomenon and the word with meaning have not an obligatory relationship. However, the relationship is conventional. This means the agreement by every person of language to comply with the relationship will be challenged.

b. Types of Meaning

Types of meaning can be differentiated in order to present how it can be suitable to combine all the effect of linguistic communication and to

show how a research method can be in accordance with one type but may not be suitable with another.[24]

According to Geoffrey Leech there are seven types of meaning; conceptual meaning, connotative meaning, social and affective meaning, reflected and collocative meaning, associative meaning, thematic meaning, intended and interpreted meaning.[25]

Based on the Charles W. Kreidler, there are some dimensions of meaning such as reference and denotation, connotation, sense relation, lexical and grammatical meanings, morphemes, homonymy and polysemy, lexical ambiguity, and sentence meaning.[26] However, Margarita Goded state that there are five types of meaning they are descriptive and non-descriptive meaning, functional meaning and content meaning, literal and non-literal meaning, contextual meaning, and extentions of meaning.[27]

c. **Contextual Meaning**

According to Mansoer Patada, "contextual meaning or situational meaning appears as a result of the relationship between speech and situation".[28] Context involves the linguistic environment and elements in building the language meaning. Most words have more than one meaning.

---

[24] Geoffrey Leech. *Semantics: The Study of Meaning, Second Edition*. (New York: Pemguin Book, 1974), p. 9
[25] Geoffrey Leech. *Semantics: The Study of Meaning.....* p. 9
[26] Charless W. Kreidler. *Introducing English......* 41
[27] Margarita Goded Rambaud. *Basic Semantic*. (Madrid: Univerdidad Nacional De Educacion A Distancia, 2012), p. 29
[28] Mansoer Pateda. *Semantik Leksikal.......*p.116

It is caused by the different contextual use. The word that you are trying to define will give you some contextual clues to define the words' meaning.

On her study, Riska stated that there are several form of context such as personal context (gender, speaker position, speaker and listeners' age, the social background), situation context (the quite or the crowded situation), purpose context (ask and hope something), time context (morning, afternoon, evening or night), place context (in the classroom, in the office, in the mall), speaker moods' context (afraid, tired, sad, happy, enthusiastic) and Language context (language use).[29]

For example, the teacher said to her student 'why don't you sit down and work with your paper'. When the word 'paper' in the lexical meaning refers to the material manufactured in thin sheet from the pulp of wood that is used for writing, the contextual meaning of 'paper' when it was used in the classroom context, it refers to the task or the question that must be done by the students. However, it also will be different when the word 'paper' is used in the office or university context.

B. Previous Studies

The teachers' instruction has been observed by some researcher recent years. One of them is Lesti Haspary who exploring the types of instruction used by teacher in teaching Intellectually Disabled Students.[30] She

---

[29] Riska Getty Anindya. *"The Analysis of Contextual Meaning in A New Days Has Come Song Lyric"*. (Yogyakarta: UIN Sunan Kalijaga, 2018), p. 11
[30] Lesti Haspari, "Teacher's Instruction Used in Teaching.....

found that there were three types of instructions they were direct instruction, interactive instruction, and independent instruction. She also argued that the direct instruction became the most instruction used by teacher because it can avoid ambiguity in understanding the material. On another hand, Deschara also examined the teachers' instruction used by teacher but an adult learners as a subject research.[31] she founded three types of instruction used by teacher they are direct instruction, indirect instruction and interactive instruction. It also revealed that the direct instruction is the best instruction tat was selected by the teacher for teaching adult learners because it makes the students easy to understand the material.

Besides, some researchs were conducted in variety of dirrective utterances area. A research by Suparno examined the use of variety of directive utterances at Senior High School.[32] He founded that variety directive utterances can be used to respect the students, to facilitate their learning process, and also to assure the teachers quality. On another hand, Zahro investigated the variety of directive utterances using pragmatic analysis.[33] She revealed that imperative became the dominant because it can be used to introduce context directly from the teachers' direction and to avoid the different vied of understanding the material. Thus, those research is different from this research because the participants of this research were not come

[31] Riry Friesta Deschara, Bachelor Degree Thesis: *"Instruction Used in Teaching English....*

[32] Suparno, "Teachers' Directive Utterances in English Class". *Journal of Educational and Practice.* Vol. 4, No. 22, 2013.

[33] Nurul Amarotiz Zahro, Undegraduate Thesis: *"A Pragmatics Analysis of Diirective Utterances of The English Teacher at SMA Assalafi Klenteng Susukan Semarang".* (Semarang: IAIN Salatiga, 2015).

from Senior High School students but Junior High School students. On another hand, those both researchers used types of dirrectives as the theory for analyzing the teachers utterances.

The next research were conducted by Riska Getty Anindya that focused on the contextual meaning of song by Celine Dion.[34] This study aimed to analyze the meaning of song based on the context. On another side, Siti Romlah Puji analyzed the contextual meaning of song by Avril Lavgine.[35] Absolutely, both of researches have different subject which was investigated the song by Avril Lavgine and Celine Dion while this research discussed the teachers' utterances in giving instruction. But, those researches have the same focus in the contextual meaning.

---

[34] Riska Getty Anindya. *"The Analysis of Contextual Meaning.....*
[35] Siti Romlah Puji, Undergraduate thesis: *"A Semantic analysis on Avril Lavgine songs".*
(Surabaya: UIN Sunan Ampel, 2014)

CHAPTER III

RESEARCH METHODS

In this chapter, there will be some discussions about methodology in the research. the discussion is divided into five parts, those are research design and approach, participants and setting the study, data and source of data, research instrument, data collection technique, and data analysis technique.

A. Research Design and Approach

In this research, the researcher used a qualitative research design in which the case study becomes the research approach. This research aims to explore the information in-depth about the teachers' instruction and the meaning of the teachers' instruction based on the context. Those objectives are suitable to be conducted by qualitative design because it appropriate with the feature of qualitative research they are exploring and understanding the meaning of individuals or groups to a social or human problem in terms of their behavior, attitudes, perspective, language, social organization, etc.[36] In addition, Mack et.al argued that qualitative research is used to explore the phenomenon by conducting the interview, focus group, and participant observation. Considering those characteristics, this research use qualitative research because it purposed to investigate the teachers' language in their instruction in a real situation by involving the interview and observation. In addition, this research is more

---

[36] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition*. (SAGE Publication, 2014)

flexible when the information is gained by doing an in-depth interview to the research' participants.[37]

B.   Participants and Setting of the Study

In this research, purposive sampling is used as the technique of selecting the participant in the research. According to Arikunto, purposive sampling is a sampling technique is used because narrow time and finding.[38] In line, Marguerite *et.al.* states that purposive sampling technique is a common procedure that identifies the key informant or person who has specific knowledge about the topic being studied.[39] It means that the subject is selected based on the subjects' knowledge which is capable to answer the research question.

In this research, the researcher invites two English teachers who teach at the grade eight at MTs Darul Ulum Waru Sidoarjo as the participants of this research. The consideration that makes the subjects chosen are:

1. These teachers have experience in teaching English for about 2 years
2. These teachers have to teach at the grade eight
3. The researcher assumes that the English teacher who teaches at the grade eight often giving the instructions to their students.

---

[37] Natasha Mack, et.al., *Qualitative Research Methods: A data Collector's Field Guides*. (Family Health International, 2005)
[38] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2010), p. 127
[39] Marguerite, et.al., *Methods in Educational Research: From Theory to Practice*. (San Francisco: Jassey-Bass, 2006), p. 152

C. Data and Source of Data

The data were crucial tools in the research which could be in the form of the phenomenon in the field and number. From the data, the result would be known by the researcher. However, the source of data in the research is the subject from which the data can be collected for the purpose of research.[40]

The data of this research were the teachers' language in their instruction among teaching English and the context that influence the meaning of teachers' instruction. Those two data were gained from the observation and documentation technique that was conducted in the classroom. Whereas the source of data came from the teacher. The teacher taken as the source of the data is the English teacher who teaches at the grade eight.

D. Research Instrument

Instrument is tool that is needed to gain information. Gay and Airasian state that instrument is a tool that is used in collecting data.[41] In addition, Arikunto stated that an instrument in collecting data is tool than can be used to help the researcher to collect the data with the intention of make it more systematic and easy.[42] In this research, the instruments are observation field notes, video recorder and voice recorder, and interview guideline.

1. Observation notes *(see apendix 1 for observation guideline)*

---

[40] Suharsimi Arikunto, *Prosedur Penelitian Suatu ...*

[41] P. Airasian & Gay, *Educational Research: Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice Hall Inc, 2000)

[42] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan...*

The observation guideline is used for discovering the teachers' language in their instruction during the process of Teaching English in the grade eight of MTs Darul Ulum Waru Sidoarjo. In this research, the observation guideline is in the form a table with focus on some points, they were number, teachers' utterance in giving instruction, activities, setting, formal interaction, informal interaction, nonverbal communication. In the top of that table there were some information about observation tittle, participiant, location, date and time that muust be fulled by the researcher. Then, there were a little table with two column which one column for put the color and another put the kinds of imperative language constructions. That table is used s a guidance in categorizing the teachers' utterances by highlighting the utterances use the appropriate color, for example the red color for the imperative, the yellow for the negative imperative and so on. However, the result of the observation will be in the form of a narrative summary that aims to gain the important things happen during the teaching process. Those things may involve the English teachers' language of instruction in Teaching English.

2. Video and Audio Recording

Video and audio recording is used to record the whole activity in Teaching English. These instruments help the researcher to get clear and detailed data. Moreover, these instruments are also help the researcher in answering the both of research questions.

3. Interview guideline *(see appendix 2 for interview guideline)*

The researcher used an interview to examine the first and second research questions. The researcher applied an open-ended question because it provides a complete answer. This interview is aimed to the English teacher in the grade eight of MTs Darul Ulum Waru. The questions and the amount of question that were asked to the teacher were different because the questions were designed by the researcher based on the result of the observation of each teacher in the previous. There were 15 questions for teacher 1 and 14 questions for teacher 2. The questions covered the teachers' utterances and the contextual meaning of certain words and phrases on that utterances.

E.   Data collection Technique

Data is information that has been collected by conducting research. To get reliable data, the researcher has to do some techniques for collecting the data. Collecting data can be done in any ways, any sources, and any settings. In this research, there are three data collecting techniques. Those are observation, documentation, and interview. In short, the detail process of data collection techniques described as follows:

1. Observation

   In this research, to get the data for revealing the research question about the teachers' language instruction in teaching English, the researcher used observation. The researcher holds the observation in the classroom and observes all of the activities during the process of teaching and learning. from the start until the end of the classroom activities. But before that, the

researcher provides the mobile phone and settings it to take the video of the teaching and learning activities. After the teaching and learning process end, the researcher takes her mobile phone and follows the teacher to move on the teacher office. This observation took one time for each participant.

2. Interview

In this research, an Un-structured interview is used for gaining the data because the questions are formulated during the interview based on what the researcher observes. In the unstructured interview, the interviewer asks the different questions to each interviewee and the question can be changed over time. The interview process is intended for the two English teachers who teach at the grade eight of MTs Darul Ulum Waru Sidoarjo the interview held after the observation notes took place in the same days. The researcher interviews the English teachers by coming to the teachers' office and has face to face with the teacher. Then the researcher asks questions related to the result of the observation field notes. When the researcher interviewed the teacher, the researcher used mobile phone to record their response in order to make sure that the information will be saved.

F. Data Analysis Technique

After collecting the data, the researcher analyzes the data. Data analysis is a systematic process to analyze data that have been collected. To analyze the data, descriptive qualitative is used. In this research there are some techniques for analyzing the data, they are:

1. Collecting data

   In this part, all of the data is gathered by the researcher. The researcher involves the English teacher to gain the information needed to answer both of research questions. The first research question is the teachers' language in their instruction to teach English. While the second research question is the contextual meaning of the teachers' language in their instruction in teaching English. In addition, observation field notes, video and audio recorder, and an open-ended question are used by the researcher to collect the data. Video and audio recording is taken by mobile phone.

2. Preparing and Organizing the Data Analysis

   In this part, the researcher prepares and organizes the data. Then, identifies the whole of data which has been collected through observation notes, video and audio recorders and interview based on the information from the participants of this study. The information is about the English teachers' language in their instruction when teaching process and the contextual meaning of teachers' language instruction based on the situational in the classroom.

3. Reading all of the data

   The data that have been arranged and prepared is read by the researcher. During the process of reading the data, the researcher analyzes the observation result by making notes on the observation sheet then playing back the video recorder to strenght the observation data. While,

for the interview data, the researcher playing back the audio recorder to listen and make a transcription according to the interview result.

4. Coding the data

Here, the researcher analyzes the data by giving a label on each instrument for example in the observation field notes the researcher classified the teachers' language in their instruction based on the activities in the classroom. Whereas, in the video recorder the researcher playing back the videos which have been taken in the class. Then, for the interview result, the researcher identifies which data were needed or can be cut.

5. Interpreting the result of the data

After analyzing the data, the last step is interpreting the result of all instruments of the research. The result is described in the chapter of research finding and discussion of this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the data are presented by the researcher. The research questions in the chapter I that concerned on the teachers' language in their instruction and the contextual meaning of teachers' language in their instruction are answered in this chapter. There are two parts to describe the result, the first is the finding part that is used to describe the result and the second is the discussion part that is used to discuss the result based on the theory that was described in the previous chapter. There are some research instruments were used to obtain the data they are observation notes, video and audio recorders, and interviews.

A. Research Findings

In this part, the data from observation and video recorder present the result related to the teachers' language used in giving instruction in teaching English. The observation conducted twice. The first observation for teacher 1 and the second observation for teacher 2. Then, the data result from video recorders and interview related to the contextual meaning of teachers' language in their instruction. The interview is aimed at two English teachers who teach in grade eight. There were any fifteen questions for each teacher.

1. Teachers' language in their instruction in teaching English

The procedure to investigate the teachers' language in their instruction at grade eight at MTs Darul Ulum Waru are begun with join the teaching

and learning process from the start till the end of a class used the observation sheet as the guideline and also with the help of mobile phone as a tool for recording the activities in the classroom.

In order to make the students successful in the lesson, the teacher must be able to use their language in giving instruction correctly. The teachers' language in giving instruction is uttered by the teacher when she or he wants to give a command or direction to their students. The detail of teachers' language in their instruction in teaching English at Grade eight will be revealed in the *(table 4.1)*. The complete number of teachers' language in their instruction was 29 utterances where fifteen from Teacher 1 and fourteen from Teacher 2.

Table 4.1. The result of the teachers' language/utterances/phrases in giving instruction at Grade eight

No	Activities	The utterances in giving instruction (Teacher 1)	Activities	The utterances in giving instruction (Teacher 2)
1	Pre-Activity	*"Mention one of verb do you know"*	While-activity	*"Open sixteen"*
2		*"Ricky, write down in the whiteboard, one verb!"*		*"You, listen my voice"*
3		*"I want in this group write one verb!"*		*"Nana, answer number sixteen"*
4	While-activity	*"I want you to make four groups"*		*"Don't forget the first is subject"*
5		*"You have to find the word from here"*		*"Try spell it"*
6		*"You should write down in your paper about the vocabulary."*		*"Silent, please"*
7		*"You must translate it		*"Try to be careful"*

		into Indonesian."		
8		*"Make prohibition sentence with the verb did you get."*		*"Read the question, please"*
9		*"Please, you write down the words in a paper"*		*"Look the first part"*
10		*"You should work in your group"*		*"Do it"*
11		*"You should write the words into Indonesian"*		*"Look the timing"*
12		*"I want you together mention these words"*		*"Read the text"*
13		*"Repeat after me!"*		*"Write the translation"*
14		*"Please, present in front of the class."*		*"Attention, please"*
15	Post-activity	*"For any group who do not finish yet, become it homework."*		

According to table 4.1, the teachers' language in giving the instructions is classified based on the activities; they were pre-activity, while-activity, and post-activity. The table showed 15 utterances from teacher 1 consist of 3 utterances in the pre activity, 11 utterances in the while-activity, and 1 utterance in the post-activity and 14 utterances from teache 2 which all of utterances was found in while-activity

a. **First Observation**

The first observation was on Monday, 9th September 2019 from 08.00 till 09.20 a.m. The researcher holds the observation by joining the English class at 8B that taught by Teacher 1. There were 34 students in the classroom. The topic was about the expression of prohibition. The class used traditional style in the sitting arrangement which consist of three rows with four lines in every row. In this observation, the researcher found 15 utterances used by the

teacher to deliver their instruction. They were 3 utterances in the pre-activity, 11 utterances in the while-activity, and 1 utterance in the post-activity.

a) Pre-activity

In this activity, the teacher said salam and asked the students' condition to open the class. All the students responded by loudly voice. After that, the teacher showed some pictures of the prohibition sign. Then she asked the students to guess what the names of the prohibition sign that is held by the teacher. Some of the students tried to answer the teachers' questions. After that, to make the students felt easier n understanding the lesson, the teacher instructed the students to mention some verbs that they have been known by saying the verbs and writing it on the whiteboard. The researcher found 3 utterances and 3 differences of sentence constructions used by the teacher in this activity. The detail as follows:

1) T: *Mention one of verb do you know!* (Imperative Instruction)

It shows an imperative construction because the teacher used a simple sentence structure such as verb + noun.

2) T: *Ricky, write down in the whiteboard, one verb!* (Personalize Imperative)

It shows personalize Imperative construction because of the teacher use personals' name 'Ricky' in her utterances.

3) T: *I want in this group write one verb!* (Verb wants, like, expect, prefer and insist)

It shows that the teacher use verb 'want' in their utterances.

b) While-Activity

In this activity, the teacher explained the topic about the expression of prohibition. The teacher gave some examples of the expression of prohibition to the students. After that, the teacher divided the students into four groups and gave them a task. The teacher gave one envelop and two papers for each group. Then the teacher asked the students to find some verbs in the envelope and stick it into the paper. The teacher also asked the students to translate the verb into Indonesian. After that, the teacher asked the students to make prohibition sentences with the verb they get in the previous. After the students finished the task, she instructed the students to present the result in front of the class. The researcher found 3 utterances and 4 differences of sentence constructions used by the teacher in this activity. The detail as follows:

1) T: *I want you to make four group* (Verb wants, like, expect, prefer and insist)

It shows that the teacher uses verb 'want' to construct her instruction utterance.

2) T: *You have to find the word from here* (Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'have to' in constructing her instruction utterance.

3) T: *You should write down in your paper about the vocabulary* (Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'should' to construct her instruction utterance.

4) T : *You must translate it into Indonesian* (Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'must' to construct her instruction utterance.

5) T : *Make prohibition sentence with the verb did you get* (Imperative instruction)

It shows that the teacher uses a simple construction such as verb + noun.

6) T : **Please, you write down the words in a paper** (word 'please' before verb or 'please' after verb)

It shows that the teacher uses the word 'please' before a verb in her instruction utterance.

7) T : *You must translate it into Indonesian*(Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'must' to construct her instruction utterance.

8) T : *Make prohibition sentence with the verb did you get* (Imperative Instruction)

It shows that the teacher uses a simple construction such as verb + noun.

9) T : ***Please, you write down the words in a paper*** (Word 'please' before verb or 'please' after verb)

It shows that the teacher uses the word 'please' before a verb in her instruction utterance.

10) T : ***You should work in your group*** (Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'should' to construct her instruction utterance.

11) T :***You should write the words into Indonesian*** (Modal auxiliaries must, have to or should)

It shows that the teacher uses a modal auxiliary 'should' to construct her instruction utterance.

12) T : ***I want you together mention these words*** (Verb wants, like , expect, prefer and insist)

It shows that the teacher uses verb 'want' to construct her instruction utterance

13) T : ***Repeat after me!*** (Imperative Instruction)

It shows that the teacher uses a simple construction such as verb + adverb and noun

14) T : ***Please, present in front of the class*** (Word 'please' before verb or 'please' after verb)

It shows that the teacher uses the word 'please' before a verb in her instruction utterance.

c) Post-Activity

In this activity, the teacher gave feedback to the students about their results in the presentation. After that, the teacher instructed the group who did not finish yet to stop working and make it as homework. Then the teacher did a little review of the material. The last the teacher close the lesson by saying hamdalah and salam. The researcher found 1 utterance with one sentence construction used by the teacher in this activity. The detail as follow:

1) T: *For any group who do not finish yet, **become it homework** (*Imperative Instruction)

It shows that the teacher uses a simple construction such as verb + noun

b. **Second Observation**

The second classroom observation was done on Thursday, 26th September 2019 from 08.00 till 09.20 a.m. The researcher joined the English class at 8H which taught by Teacher 2. There were 37 students in the classroom. The material was about doing an exercise. The class used a traditional group sitting arrangement which consists of four rows with four lines in each row. In this observation, the researcher found 14 utterances in teachers' instruction. All utterances was found in while-activity. The detail as follows:

a) Pre-activity

In this activity, the teacher opened the class by salam and asked the students conditions. All the students answered together. After that, the teacher did a little review about the material in the previous meeting. There was no utterance found in this activity.

b) While-activity

In this activity, the teacher asked the students to open their question sheets that had been given by the teacher in the previous meeting. The questions were multiple choices. After that, the teacher discussed the question with the students. Sometimes, The teacher called the students' names then any student called her or his name they have to asnwer the question. When the students got the difficulties in answering the question, the teacher helped them by giving some directions. There were 14 utterances delivered by the teacher in this activity. The detail as follows:

1) T: *Open sixteen* (Imperative construction)

It shows that the teacher uses a simple sentence structure in his utterance such as verb + noun.

2) T : *You, listen my voice* (Pesonal Imperative)

It shows that the teacher uses personal word 'you' in their utterance.

3) T: *Nana, answer number sixteen* (Personal Imperative)

It shows that the teacher uses personal name such as 'Nana' in his utterance.

4) T: ***Don't forget the first is subject*** (Negative Imperative)

It shows that the teacher uses a negative sentence or prohibition in his utterance because there is a verb 'don't'.

5) T: ***Try spell it*** (Imperative construction)

It shows that the teacher uses a simple construction such as verb + noun

6) T: ***Silent, please!*** (Word 'please before verb or 'please' after verb)

It shows that the teacher uses the word 'please' after a verb in her instruction utterance.

7) T: ***Try to be careful*** (Imperative construction)

It shows that the teacher used a simple construction such as verb + noun

8) T : ***Read the question, please!*** (Word 'please before verb or 'please' after verb)

It shows that the teacher uses the word 'please' after a verb in her instruction utterance.

9) T : ***Look the first part*** (Imperative construction)

It shows that the teacher use s a simple construction such as verb + noun

10) T : ***Do it*** (Imperative construction)

It shows that the teacher used a simple construction such as verb + noun

11) T : ***Look the timing*** (Imperative construction)

It shows that the teacher uses a simple construction such as verb + noun

12) T : ***Read the text*** (Imperative construction)

It shows that the teacher uses a simple construction such as verb + noun

13) T : ***Write the translation*** (Imperative construction)

It shows that the teacher uses a simple construction such as verb + noun

14) T : ***Attention, please!*** (Word 'please before verb or 'please' after verb)

It shows that the teacher uses the word 'please' after a verb in her instruction utterance.

c. Post-Activity

In this activity, the teacher closed the activity by saying hamdalah and salam. There was no instruction utterance found in this activity.

2. Contextual Meaning of Teachers' Language in Their Instruction

The contextual meaning of the teachers' language in their instruction was from observation and interview. The researcher used the observation to observe the teachers' utterances in giving instruction by looking at the suitability of the meaning with the meaning contained in the

sentences and the context of the activity in the teaching and learning process. Moreover, the interview used to support the accuracy of the researchers' analysis of the meaning of teachers' utterance in their instruction during the observation and to know deeply about the contextual meaning of teachers' language in giving instruction in teaching English from the teachers itself. This interview aimed at two English teachers who taught at grade eight at MTs Darul Ulum Waru and have been observed in the previous. Each teacher gets different questions based on the result in the observation. Around fifteen open-ended questions are given to Teacher 1 and fourteen open-ended questions are given to Teacher 2.

These were the result of contextual meaning of teachers' utterances in their instruction in teaching English in grade eight. Number one to fifteen is the utterances and the contextual meaning from Teacher 1. Then, the rests are utterances and the contextual meaning from Teacher 2.

Table 4.2.List of Teachers' Utterances/Phrases and Their Contextualized Meaning

No	Teacher	The utterances in giving instruction	Words Observed	Contextual Meaning
1	Teacher 1	*"Mention one of verb do you know"*	Mention	Say the verb (mention verbs by spoken)
2		*"Ricky, write down in the whiteboard, one verb!"*	Write down	Remember one verb and come to the whiteboard to write it.
3		*"I want in this group write one verb!"*	Group	Some of male and female students who sit in the left row
4		*"I want you to make four groups"*	Four groups	A group consists of four members

5		*"You have to find the word from here"*	Word from here	List of verbs printed in a sheet of paper
6		*"You should write down in your paper about the vocabulary."*	Paper	A blank sheet of paper which has light green color used for put the result of students' task
7		*"You must translate it into Indonesian."*	Translate	Searching for the English verbs, change it into Indonesian language then write it on a paper
8		*"Make prohibition sentence with the verb did you get."*	Make	Constructing the words
9		*"Please, you write down the words in a paper"*	Words	Some of verbs
10		*"You should work in your group"*	Work	Doing a task
11		*"You should write the words into Indonesian"*	Indonesian	the Indonesian language of the English verbs.
12		*"I want you together mention these words"*	Together	At the same time
13		*"Repeat after me!"*	Repeat	Read the verbs in the whiteboard after the teacher read
14		*"Please, present in front of the class."*	Present	Come in front of class and read the result
15		*"For any group who do not finish yet, become it homework."*	Become	To start to be a homework
16		*"Open sixteen"*	Sixteen	A number of the question.
17		*"You, listen my voice"*	Voice	What the teachers' talking about.
18	Teacher 2	*"Nana, answer number sixteen"*	Number sixteen	A multiple choice question at number six
19		*"Don't forget the first is subject"*	Subject	Part of sentence construction
20		*"Try spell it"*	Spell	Read the answer slowly.
21		*"Silent, please"*	Silent	Keep attention and

				listen to the teacher.
22		*"Try to be careful"*	Be careful	Look and understand the question
23		*"Read the question, please"*	Please	Do it now
24		*"Look the first part"*	First part	The first word in the sentences of the question.
25		*"Do it"*	Do	Read the questions
26		*"Look the timing"*	The timing	The word 'tomorrow' in the question at number two.
27		*"Read the text"*	Read	Understand the text
28		*"Write the translation"*	Translation	English language that is translated into Indonesian language
29		*"Attention, please"*	Attention	Don't talk each other and lets discussed together

Table 4.2 showed 29 utterances made by teacher in giving instructions in teaching English which consist of 15 utterances from teacher 1 and the rest was from teacher 2. The table showed the 29 words or phrases which became a context and also showed the meaning of the words or phrases based on the situation and context in the classroom.

2.1 The contextual meaning of utterances in giving instruction : Teacher 1

The first utterances are from Teacher 1 who taught the material about the expression of prohibition. In this part, there are fifteen utterances be analyzed. The researcher only takes the word or phrase that has another meaning depend on the context, not all words analyzes.

2.1.1 Mention *("Mention one of verb do you know")*

The context "mention" in the utterance "Mention one of verb do you know" is say the verbs. In this case, The teacher instructed the students to mention the verbs that could be used for constructing a prohibition sentence by spoken. Some students directly pronounced the verbs aloud and excited. The students understood to what the teachers' means. It supported by the teachers' statement as follow.

"I ask my students to mention the verbs directly. A simple verb they know. Emm.. In the form of spoken. Because I have to stimulate their knowledge verbs before they make prohibition sentences"

2.1.2 Write down (*"Ricky, write down in the whiteboard, one verb"*)

The context "write down" in the utterance *"Ricky, write down in the whiteboard, one verb"* means remembering one verb and come to the whiteboard to write it.The teacher instructs one of the male students named Ricky who has a seat in the second line of the right rows to write one verb in the whiteboard. Ricky responded to the teacher by looking down to their book and seeing their classmate. Then, he walked to the whiteboard and wrote one verb. It means that before the teacher asked Ricky to write one verb she give him few seconds for remembering the verb that he knew. It is supported by teachers' statement as follow.

"So.., I ask Ricky to come forward and write one verb on the whiteboard in order to make all the students know how to write and pronounce the verb but before that, I give him a second for thinking"

2.1.3 Group (*"I want in this group write one verb, you!"*)

The context "group" in the utterance "I want in this group write one verb" means some of male and female students who sit in the left row. The teacher wants one more student in the left row to come forward and write the verb in the whiteboard. The teacher said it as a group in order to make it simple and easy listened. It is supported by teachers' statement who said.

"Group here is one row of student starts from the front line till the back line. In every line there are two untill three of students. Then, I choose one of students in the second line to write one verb in the whiteboard"

2.1.4 Four group *("I want you to make four group")*

The context "four groups" in utterance "I want you to make four groups" is a group that consists of four members. The teacher directed the students to gathers in a group consisting of four students in each group before they were given a task. It is supported by the teachers' statement as follow.

"Group here means one little group consist of four students because I will give some task so I want them to do it together"

2.1.5 Word from here *("You have to find the word from here")*

The context "word from here" in the utterance "You have to find the word from here" is a list of verbs printed in a sheet of paper. In the classroom, before the teacher instructed the students to do the task, she gave two-papers to each group. The first was printed paper full of words and the second was the blank paper with light green color. At this moment,

the teacher asked the students to search the verb from the printed paper. It is supported by teachers' statement as follow.

"So, I give the students list of words in a paper and I ask them to find some verb on that"

2.1.6 Paper *("You should write down in your paper about the vocabulary")*

The context of "paper" in the utterance *"You should write down in your paper about the vocabulary"* is a blank sheet of paper which has light green color used for put the result of students' task. As same as I said in *(2.1.5),* there were two papers used for doing the task. One printed paper fulled by words and one blank paper with light green color. Here, the teacher asked the students to write that verb on a blank paper. It is supported by teachers' statement as follow.

"Yahh, at that time, I give the students two papers, the first paper full by words and the second paper is for the result of the task"

2.1.7 Translate (*"You must translate it into Indonesian."***)**

The context "translate" in the utterance "you must translate it into Indonesian" means searching for the English verbs, change it into the Indonesian language then write it on a paper. It means that the teacher was not only instructed the students to translate the English verbs into the Indonesian language but also searched the verb before they wrote the translation in a paper, a place for putting the result. It is supported by the teachers' statement who said.

"The students are searching for English verbs first, then it is translated into Indonesia after that it is written in a paper"

2.1.8 Make (*"Make prohibition sentence with the verb did you get."*)

"The context "make" in the utterance "Make prohibition sentences with the verbs did you get" means constructing the words. It means that the teacher instructed the students to arrange the words and verbs they were found on the printed paper in the previous and then wrote it to be a prohibition sentence on a blank paper. It is supported by teachers' statement as follow.

"So, the meaning of make here is constructing the words becoming a prohibition sentences. The students get the words from the paper that I was given before"

2.1.9 Words (*"Please, you write down the words in a paper"*)

The context "words" in the utterance "Please, you write down the words in a paper" is some of the verbs. In the previous instruction *(2.1.6),* the teacher says that the student should write the vocabulary in a paper. Here, the teacher did a repetition in giving instruction to the students but the diction "words" here means by verbs. It is supported by the teachers' statement as follow.

"The meaning of words here is the verbs. The verbs that must be students' found in the paper"

2.1.10 Work (*"You should work in your group"*)

The context "work" in the utterance "you should work in your group" is doing the task. The teacher instructed the students to do some tasks for finding the verbs and making prohibition sentences in a group. It means that the students have to do the task together with their friends in the same group. It is supported by the teachers' statement as follow.

"Yeah.. so, work here means I ask my students to do their task. Doing the task with their friends at the same group. Then, sometimes I walk around to check s their work"

2.1.11 Indonesian (*"You should write the words into Indonesian"*)

The context "Indonesian" in the utterance "you should write the words into Indonesian" means the Indonesian language of the English verbs. The teacher directs the students to change the English verbs into the Indonesian language then write it in their paper task. It is supported by teachers' statement as follow.

"Allright, so here I ask my students to change the English verbs into Indonesian language in order to easy to understood"

2.1.12 Together (*"I want you together mention these words"*)

The context "together" in the utterance "I want you together mention these words" is at the same time. The teachers' asked the students to read the words on the whiteboard together. Then, all of the students read the words loudly at the same time. It is supported by teachers' statement as follow.

"So, I want all of my students read the words in the whiteboard together at the same time"

2.1.13 Repeat (*"Repeat after me!"*)

The context "repeat" in "repeat after me" means read the verbs in the whiteboard after the teacher read it. For the first, the teacher read the words in the whiteboard then the students must be read it after the teachers. The teacher wants her students to know how to pronounce it. It is supported by teachers' statement as follow.

"I ask my students to read the verbs in the whiteboard after me. So, they know how to pronounce the verbs correctly"

2.1.14 Present (*"Please, present in front of the class."*)

The context "present" in the utterance "please, present in front of the class" means come in front of class and read the result. In this case, The teacher asked their students in each group who were done the task to come forward and read their work in order to make the teachers and their friends to know how was the result. It is supported by the teachers' statement as follow.

"Present here means show off their work. It can be read in front of their friends in order to make their friends know about the result."

2.1.15 Become it homework (*"For any group who do not finish yet, becomes it homework."*)

The context "becomes it homework" in utterance "for any group who does not finish yet, become it homework" means stop doing the task.

The teacher said to her students to do not continue their work because the time was almost up and the bell was almost ringing. It is supported by teachers' statement as follow.

"I don't want my students continue their activity because the time is limited then I instruct them to stop their work and make it homework"

2.2 The contextual meaning of utterances in giving instruction: Teacher 2

The last utterances are from Teacher 2 who taught the material about doing an exercise on the questions sheets. In this part, there are fourteen utterances be analyzed. The researcher only takes the word or phrase that has another meaning depend on the context, not all words analyzes.

2.2.1 Sixteen (*"Open sixteen!"*)

The context "sixteen" in utterance "open sixteen!" means a number of the question. In this case, the teacher and the students did an exercise. They tried to answer and discuss some questions. Then, the teacher asked all of the students to open their question sheets on the page where the number sixteen exist. It is supported by the teachers' statement as follow.

"The word sixteen here means open the questions sheets where there is a number sixteen. So, that is a number of questions. I said that to make a simple"

2.2.2 Voice (*"You listens my voice"*)

The context "voice" in utterance "you, listen my voice" is what the teachers' talking about. When the teacher read the question, some students made a noise. It annoyed the class. So, the teacher asked the students to attend him and listen what the teachers' talking about. It is supported by teachers' statement as follow.

"Emm.. when I read the question and I give a little explanation, I see some students keep attention and listen to me but some others are talking with their friends. The class becomes noise so I ask my students to be quite and listen to what I am talking about."

2.2.3 Number sixteen (*"Nana, answers number sixteen!"*)

The context "number sixteen" in utterance "Nana, answer number sixteen" means a multiple choice question at number six. In this case, The teacher asked one of female students named Nana who had a seat in the first line of the middle row to choose one of the best answer of the question at number six and read it. It is supported by the teachers' statement as follow.

"The meaning of number sixteen is the multiple choice question at number sixteen"

2.2.4 Subject (*"Don't forget the first is subject"*)

The context "subject" in utterance "don't forget the first is subject" is part of sentence construction. In that moment, the teacher and the students discussed about the multiple choice question about arranging a sentence. The teacher asked their students to remember that the first part to

construct the sentence was subject after that was predicate. It is supported by the teachers' statement as follow.

"so, I asked my students to remember that the first part for making simple sentence is subject then verb or predicate and then object"

2.2.5 Spell it (*"Try to spell it!"*)

The context "spell it" in utterance "Try to spell it" means read the answer slowly. The teacher asked one of male students to read the answer of questions at number fourteen but the students kept quiet. So that, the teacher asked him to read the question slowly in order to train her speaking. It is supported by teachers' statement as follow.

"Yaah, so I instruct my students to read the sentence word by word and slowly because he still cannot read the English sentence well. So I try to make him learn"

2.2.6 Silent (*"Silent, please"*)

The context "silent" in utterance "Silent, please!" is keep attention and listen to the teacher. When the teacher discussed a question at the number thirteen, some students talked to their friends. They were not listen to the teacher. So the teacher asked their students to listen his voice by saying that instruction. It is supported by teachers' statement as follow.

"When I read the question, I look some of my students are not attention to me. They talk to their friends. That is annoying. So, I ask my students to be quite and listen to me"

2.2.7 Be careful (*"Try to be careful!"*)

The context "be careful" in utterance "Try to be careful" means look and understand the question. At this moment, one of male students namely Iqbal read the multiple choice questions at number ten and choose one answer but the answer was wrong. So the teacher asked his students to make sure his answer by instructing him to understand the question again. It is supported by teachers' statement as follow.

"At that time, I ask my student, Iqbal to answer a question at number ten but his answer is not appropriate. So, I ask him to understand the question once more."

2.2.8 Please (*"Read the question, please"*)

The context "please" in utterance "Read the question, please" means do it now. The teacher pointed one of female students who had a seat in the fourth line at the left row to read the question but the students only quite. After that, the teacher instructed the student to read the question. He gave the used the word 'please' in order to make the students read the text as soon as possible. It is supported by teachers' statement as follow.

"Please here I mean do now. So, I ask my students to read the question soon in order to make the other students keep concentrate and not noisy."

2.2.9 First part (*"Look the first part!"*)

The context the "first part" in utterance "Look the first part" is the first word in the sentences of the question. The teacher and the students

discussed about which one was the best answer for number eight. One of female student who had a seat in the third line at the middle row got a turn to answer the question. She answered the question doubtfully. So the teacher tried to make sure the student by directing his student to look back at the first word in the question.

"Here, I try to make my student becoming sure to her answer. So I direct her to look the important information in the first word from the question."

2.2.10 Do (*"Do it!"*)

The context "do" in utterance "do it!" means read the question. At this moment, there were one of male students got a turn to answer the question at number five but he was only quite. 10 seconds later, the teacher came to his seat. The student looked at to the teacher then look at to his question sheets. After that, the teacher walked to the student and instructed him to read the question. It is supported by teachers' statement as follow.

"I ask my students to read the question but he only quite. Then I say to him 'do it'. yaah.. in order to make my instruction more clear."

2.2.11 The timing (*"Look the timing!"*)

The context "the timing" in utterance "look the timing" means the word 'tomorrow' in the question at number two. In this case, the teacher explained to the students that they had to look the timing in the sentence of the question if they want to have a true answer. So the teacher directed the

students to look at the word 'tomorrow' in the question number 2. It is supported by teachers' statement as follow.

"Timing here means the word tomorrow in the question. So I ask my student to look this word in order to know the answer"

2.2.12 Read (*"Read the text!"*)

The context "read" in utterance "read the text" is understand the text. In this case, one of male students who had a seat in the fourth line at the right row is asked to read and tried to answer the question by the teacher. After the student read the text, he could not answer the question. He only looked at to the teacher and their friends. So, the teacher instructed the student to understand the text again in order to get the best answer of it. It is supported by the teachers' statement as follow.

"When I say the word read here I ask my student to looked back at the question until he understand and can answer the question"

2.2.13 Translation (*"Write the translation!"*)

The context "translation" in utterance "write the translation" means the Indonesian language of sentences in the multiple choice answers. In this case, the teacher explain to the students about the multiple choice answer in the Indonesian language. It can be calles translated the answer. Then the teacher asked the students to write the translation if they want to know the meaning of each sentences. It is supported by teachers' statement as follow.

"Yaah, I ask them to write the Indonesian language on each answer"

2.2.14 Attention (*"Attention, please"*)

The context "attention" in utterance "attention, please!" is don't talk each other and lets discussed together. When the teacher discussed about the question, some of students did not attention to the teacher. They lost of concentration. They talked each other without listened what the teachers' explained. So the teacher instructed the students to be quite and follow the discussion. It is supported by teachers' statement as follow.

"At that time, I read the question and I want to discuss it with my students but most of them not attent to me. They talk each others. It maybe caused they feeling bored with the situation. But I try to handle it by asking them to listen and attent to me"

B. Discussion

In this part, the result of the research finding was discussed with the review of the theory as explained in the theoretical framework in chapter II. The first discussion is about the teachers' language in their instruction in teaching English and the second discussion is about the contextual meaning of teachers' language in their instruction in teaching English. The discussions are presented as follows.

1. **Teachers' language in their instruction in teaching English**

After the researcher analyzed the data, the researcher found some teachers' utterances in delivering instruction when teaching English in the

classroom. Every utterance that is delivered by the teachers has a different construction. There are many constructions used by the teacher in uttering their instruction. It confirms the previous study by Suparno that said the teacher used varying linguistic forms of utterances.[43]

The first construction of teachers' utterances is imperative instruction. for example: *"Repeat after me!", "Read the text"*. The second construction is negative imperative instruction. For example: *"Don't forget the first is subject"*. The third construction is Personalize imperative instruction. For example: *"You, listen my voice", "Ricky, write down in the whiteboard, one verb!"*. The fourth construction of teachers' utterances is the use of verb wants, like, prefer, and insist. For example: *"I want in this group write one verb", "I want you to make four groups"*. The fifth construction is the use of Modal auxiliaries must, have to, or should. For example: *"You must translate it into Indonesian","You should work in your group", "You have to find the word from here"*. The last construction is the use of Word 'please' before verb or word 'please' after verb. For example: *"Please, present in front of class" "Silent, please!"(see the section 4.a and 4.b)*.

Those findings above recall the theory from Glyn S. Hughes about the construction of the imperative sentences in the form of command or instruction.[44] He stated that to present of expressing commands there are eight constructions consist of imperative; negative imperative

---

[43] Suparno, "Teachers' Directive Utterances.....
[44] Glyn S. Hughes, *A Handbook of Classroom......*

(prohibiting); personalization imperative; personalization negative imperative; an emphatic imperative; The verbs want, like, expect, prefer and insist, The use of modal auxiliaries must, have to and should; The verb 'to be' followed bu 'to' + infinitive. Some of those constructions are implemented by an English teacher to utter their instructions in teaching grade eight at MTs Darul Ulum Waru.

Moreover, the researcher found that the imperative construction was the simplest construction commonly used by the teacher in their instructions *(see the section 4.a and 4.b)*. It is because the imperative easy to understand by the students. Related to the discussion above, the previous study by Zahro, which is examined the directive utterances of the English teacher, confirmed that the dominant of teachers' directive utterances is imperative because it can be used by teachers to introduce the command context directly.[45] However, that study focus on the kind of directive utterances are made by the English teacher in teaching SMA Assalafi Kenteng Susukan Semarang. This was different from this research that used imperative sentence constructions in teaching Senior High School (SMP) as a research focus, but, those research found the same finding in term of the dominant constructions of instruction or command utterances.

---

[45] Nurul Amarotiz Zahro, Undegraduate Thesis: *"A Pragmatics Analysis...."*

2. Contextual Meaning of Teachers' Language in Their Instruction

The findings show that there are 29 utterances founds in teachers' instruction that have differences in meaning *(see table 4.2)*.

From Teacher 1, there are fifteen utterances. *"You should work in your group"* is one of the utterances *(see section 4. 2.1.10)*. In this utterance, there is one context "work". The context "work" is the representation of doing a task. From this utterance, the teacher wants the students to do the task with their friends in the same group. It is caused by the word 'work' is implemented in the classroom context. It will be different when the word 'work' is implemented in the office context.

From teacher 2, there are fourteen utterances found. "Nana, answer number sixteen" is one of the utterances *(see section 4. 2.2.3)*. The word "sixteen" is the representation of the multiple-choice question at number sixteen". From this utterance, the teacher wants his student named Nana to answer the question at number sixteen. It will be different when the word 'sixteen' is implemented in the teaching and learning of math subjects.

From those finding above it can be seen that every word or phrase in teachers' utterances have different meaning according to the context of situational itself. It is confirmed by Mansoer Patada that the context meaning appears between speech and situation.[46] Moreover, Not all students had the same opinion to interpret the teachers' utterances because

---

[46] Mansoer Pateda. *Semantik Leksikal*.......p.116

they had different backgrounds. In her study, Riska confirmed that personal context such as gender, speaker position, speaker and listeners' age, the social background becomes one of several contexts in differentiating someones' interpretations[47]. When the teachers' utterances are not clear, the students get the difficulties in processing it. they become confused and long to respond the teachers' means.

In addition, this research helped the students especially at grade eight to understand the teachers' utterance in their instruction through the situation or context of the teaching and learning process. The researcher argues that the students can not understand the teachers' utterance by only seeing at their utterance. They must be looking for the other context or situation which can influence it. However, the teacher must be smart in selecting the words to constructing the utterances. They must be use the simplest utterances in order to make their utterances becomes successful delivered to students.

---

[47] Riska Getty Anindya. *"The Analysis of Contextual .....*

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research are presented. The conclusion is covered the reseult of the research questions while the suggestion is intended to give the information to the English teacher, or the next researcher who want to conducted the similar research.

A. Conclusion

There are 29 utterances produced by the teachers 1 and 2 consist of six kinds of imperative sentence constructions. They are imperative; negative imperative; personal imperative; the use of verbs want, like, expect, prefer and insist; the use of modal auxiliaries must, have to and should; and the word 'please' after verb and 'please' before verb. The most dominant instructions' utterances appear in the while-activity which is the imperative construction becomes the common construction while the negative construction becomes the rarest construction used by teacher.

In terms of the contextual meaning of teachers' utterance there were 29 words and phrases have the meaning according to the context and situation in the classrom. From teacher 1, there were fifteen words and phrases found as the context. They were mention, write down, group, four groups, word from here, paper, translate, make, words, work, Indonesian, together, repeat, present, and become. While from teacher 2, there were fourteen words and phrases, they are sixteen, voice, number sixteen, subject,

spell, silent, be careful, please, first part, do, the timing, read,

translation, and attention.

B. Suggestion

After doing some procedures in completing this research. The researcher really hopes that the result of this research gives useful contributions to the teaching and learning process, especially when giving instructions to the students in the classroom. The researcher purposes some suggestions for the English teacher and the further researcher. The researcher hopes that the teacher has to be more varied in constructing the instructions utterances. Because through instructions, it helps the students to understand what they are supposed to do and also. By considering the clear intonation and the simple words, it is also needed in giving instruction because each word or phrases from every teacher has different meanings according to the context or situation. However, for the further researcher who desires to do similar studies that discuss the teachers' utterances in their instruction or command, it will be good to examine the students' responses towards the teachers' instructions. In addition, it will be more effective if they investigate other teachers' instructions on another level of students with the more English teachers.

REFERENCES

Airasian, P. - Gay,. *Educational Research: Competencies for Analysis and Application Sixth Edition*. New Jersey: Prentice Hall Inc, 2000.

Anindya, Riska G. *" The Analysis of Contextual Meaning in A Days Has Come Song Lyric".* Yogyakarta: UIN Sunan Kalijaga, 2018.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.

Cambridge dictionary, *"Meaning of instruction in English"* (http://dictionary.cambridge.org/amp/english/instruction, accessed on April 12, 2020).

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition.* SAGE Publication, 2014.

Deschara, Riry Frieta. Undergraduate Thesis: *"Instruction Used in Teaching English for Adult Learners in Kota Bahasa Language Course".* (Salatiga: Satya Wacana Christian University, 2015), p. 12-13

Driestar College. "Classroom Language: Useful Phrase in English". (https://inpot.files.wordpress.com/2019/04/classroom-language.pdf, accesed on May 12, 2020)

Harmer, Jeremy. *How to teach English: An Introduction to the practice of English language teaching.* England: Longman, 1998.

The practice of English language Teaching: Fourth Edition. USA: Longman Pearson, 2007.

Hasanah, Maulidah. Undergraduate Thesis: Classroom Discourse Analysis on Language Interaction at Eight Grade of MTsN Bendosari in the Academic Year 2016/2017". Surakarta: IAIN Surakarta, 2017

Haspari, Lesti. Undergraduate Thesis: "Teacher's Instruction Used in Teaching English for Intellectually Diasabled Students". Salatiga: Satya Wacana Christian University, 2015.

Hughes, Glyn S. *A Handbook of Classroom English.* New York: Penguin Book, 1974.

Illiyun, Ni'matul. *"Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian".* Surabaya: Uin Sunan Ampel Surabaya, 2015

Kemma, Abderrazak EL. "Giving Effective Instruction in EFL Classroom". *International Journal for Innovation Education and Research*. Vol. 7 No. 1, 2019.

Kreidler, Charles W. *Introducing English Semantics.* London: Rotledge, 1998.

Lupogo, Issaya. 2014. "Language of Instruction: A Challenge for Secondary School and Tertiary Instruction in Implementing VET in Tanzania". *Journal of Educational Policy and Entrepreneurial Research (JEPER).* Vol. 1, No. 3.

Mack, Natasha. et.al., *Qualitative Research Methods: A data Collector's Field Guides*. Family Health International, 2005.

Marguerite, et.al., *Methods in Educatiobal Research: From Theory to Practice.* San Francisco: Jassey-Bass, 2006.

Nisa, Khoirun. Bachelor Degree Thesis *"Student Teachers' Ability in Giving Instruction during Teaching Learning Process of Practice Teaching at UIN Sunan Ampel Surabaya".* Surabaya: Uin Sunan Ampel Surabaya. 2016

Pateda, Mansoer. *Semantik Leksikal*. Jakarta: PT. Ineka Cipta, 2001.

Rambaud, Margarita G. *Basic Semantic.* Madrid: Univerdidad De Educacion A Distancia, 2012.

Puji, Siti Romlah. Undergraduate Thesis: "A semantic analysis on Avril Lavgine songs". Surabaya: UIN Sunan Ampel, 2014.

Setiawati, Liani "A Descriptive Study on the Teacher Talk at EYL Classroom". *Indonesian Journal of Applied Linguistics*. Vol. 1 No. 2, 2012.

Suparno. "Teachers' Directive Utterances in English Class". *Journal of Educational and Practice.* Vol. 4 No. 22, 2013.

Surya, Muhammad. *Psikologi Pembelajaran dan Pengajaran.* Bandung: Pustaka Bani Quraisy, 2004.

Thomas, Ann Malamah. *Classroom Interaction.* New York: Oxford University Press, 1987.

Ur, Penny. *Course In Language Teaching.* Cambridge: Cambridge University Press. 1998.
Zahro, Nurul Amarotiz. Undergraduate Thesis: "*A Pragmatics Analysis of Diirective Utterances of The English Teacher at SMA Assalafi Klenteng Susukan Semarang".* Semarang: IAIN Slatiga, 2015.