

**THE USE OF ENGLISH OF THE TEACHERS AND STUDENTS  
AT STATE JUNIOR HIGH SCHOOL 1 MAGELANG  
(A PILOT INTERNATIONAL STANDARD SCHOOL)**

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**Abstract**

This study is aimed at describing the use of English of the teachers and students at State Junior High School 1 Magelang as a pilot international standard school. The objectives of this study are (1) to find out the frequencies and percentages of the use of English spoken by teachers and students and (2) to describe the types of the occurrence of English sentences, clauses, and phrases spoken by teachers and students. This study was descriptive-qualitative. The subjects were two teachers and forty-eight students of 8B and 8C in State Junior High School 1 Magelang in the school year 2010/2011. The object of this study was the transcript of teachers and students' utterances indicating the use of English during teaching and learning process in the classroom. The data were collected through observation and audio-taped of the teaching and learning processes. The results of the study are as follows. First, the teachers' frequencies and percentages of English sentences are 176 sentences from the total number of 220 sentences or 80%, while the students' frequencies and percentages of English sentences are 72 sentences from the total of 92 sentences or 78.26%. Both the teachers' and the students' quality of English is very good since they make only a few incorrect English sentences. Second, the four types of English sentences are declarative, imperative, interrogative, and exclamatory; the two types of clauses found in English sentences are independent clauses and dependent clauses; and the four types of phrases found in English sentences are noun phrases, verb phrases, adjective phrases, and prepositional phrases.

**Keywords:** the use of English, pilot international standard school

**PENGUNAAN BAHASA INGGRIS OLEH GURU DAN SISWA  
DI SMP NEGERI 1 MAGELANG  
(RINTISAN SEKOLAH BERTARAF INTERNASIONAL)**

**Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan penggunaan bahasa Inggris oleh guru dan siswa di SMP Negeri 1 Magelang sebagai salah satu rintisan sekolah bertaraf internasional. Tujuan penelitian ini adalah (1) mengetahui frekuensi dan presentase penggunaan bahasa Inggris yang diucapkan oleh guru dan siswa dan (2) mendeskripsikan jenis-jenis kalimat, klausa, dan frasa berbahasa Inggris yang diucapkan oleh guru dan siswa. Penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah dua guru dan empat puluh delapan siswa dari kelas 8B dan 8C di SMP Negeri 1 Magelang tahun ajaran 2010/2011. Objek penelitian ini adalah transkrip dari ucapan guru dan siswa yang menunjukkan penggunaan bahasa Inggris selama proses belajar mengajar di kelas. Data penelitian ini dikumpulkan melalui pengamatan dan perekaman kegiatan belajar mengajar. Hasil penelitian ini adalah sebagai berikut. Pertama, frekuensi dan persentase kalimat berbahasa Inggris yang diucapkan oleh guru adalah 176 kalimat dari jumlah total 220 kalimat atau 80%, sedangkan frekuensi dan persentase kalimat berbahasa Inggris yang diucapkan oleh siswa adalah 72 kalimat dari jumlah total 92 kalimat atau 78.26%. Baik guru maupun siswa memiliki kualitas bahasa Inggris yang sangat baik karena mereka melakukan sedikit kesalahan pada kalimat berbahasa Inggris. Kedua, empat jenis kalimat berbahasa Inggris adalah declarative, imperative, interrogative, dan exclamatory; dua jenis klausa yang ditemukan pada kalimat berbahasa Inggris adalah independent clauses dan dependent clauses; dan empat jenis frasa yang ditemukan pada kalimat berbahasa Inggris adalah noun phrases, verb phrases, adjective phrases, dan prepositional phrases.*

**Kata kunci:** penggunaan bahasa Inggris, rintisan sekolah bertaraf internasional

## INTRODUCTION

The globalization aspects of life have spread throughout the world demanding all nations to be able to compete among each other. In this circumstance, the government of Indonesia makes serious efforts toward international standardization in many aspects of life. One of the international standardization policies is impacted in the education sector. This policy is stated in the National Education System Law Number 20, Year 2003 that the National Education System should have the capability to guarantee the citizens to get an even distribution of opportunity for education, quality improvement, and relevance and efficiency of education management. Then more specifically, the National Education System Act Number 20, Year 2003 Article 50 Verse 3 states that the government and/or local government organizes at least one education unit (school) in every level of education to be developed into an international standard education unit (school). It is declared in order to face the global challenges that the reformation in education is needed.

In order to be an international standard school, a school must, at least, fulfill the National Standards of Education stated in the Government Regulation No. 19 Year 2005 as its minimum indicators. National Standards of Education consist of standard of contents, standard of processes, standard of graduate competences, standard of educators and educational staffs, standard of facilities, standard of management, standard of funding, and standard of assessment. In addition, the school should also make reference to the education standardization of a country member of Organization for Economic Co-operation and Development (OECD) and/or other countries having particular excellences in education.

Furthermore, in applying the National Standards of Education, the Indonesian government through the Directorate General of Management of Primary and Secondary Education has classified schools into three categories: (1) schools that have not fulfilled the National Standards of Education, (2) schools that have already fulfilled or almost fulfilled the National Standards of Education, called National Standard Schools (*SSN*), and (3) schools that have already fulfilled the National Standards of Education and also make reference to the education standards from one of the OECD (Organization for Economic Cooperation

and Development) members and/or other developed countries having excellences in education, called Pilot International Standard Schools (*RSBI*). Then, the pilot international standard schools (*RSBI*) are directed to be international standard schools (*SBI*).

Nowadays, many schools, aiming at being international standard schools, are developing the use of English as the instructional medium to teach and to study some subjects such as Math, Science, and Information and Communication Technology (ICT). It is aimed at achieving higher levels of English language proficiency. This is declared in the National Education System Act Number 20, Year 2003, Article 33 Verse 3 as follows: 'Foreign languages can be used as the medium language in particular education units (schools) to support the students' foreign language competence'. The Education Ministry Rules Number 78, Year 2009, Article 5 Verse 3 also adds that 'the international standard school can use English and/or other foreign languages as the medium used in an international forum for particular subjects'. In Indonesia, English as one of the foreign languages is chosen as the medium language in the international standard schools.

As stated in the Standard of Content and the Standard of Competence *SMP SBI* (2007), English is used as the medium language to teach English, Math, Sciences, and ICT in the classroom. Here, English plays some important roles. First, English is a compulsory subject learned in school from the junior high school level up to the university level. Second, English becomes a medium language to teach some subjects such as English, Math, Sciences, and ICT. It is usually called as classroom English which is the use of English for interactions during the teaching and learning process. Third, English as a means of communication for people to interact with each other.

Communication events in the school area involve the teachers and the students. Both teachers and students are expected to use the foreign language inside and outside the classroom, especially in the pilot international standard school. English is used inside the classroom for the instruction to teach some subjects. It is used outside the classroom in conversation for social interaction.

The pre-observation conducted on March 2011 in State Junior High School 1 Magelang reveals some facts about the use of English in the school. In this school, teachers and students

use English besides *Bahasa Indonesia* and the vernacular language *Bahasa Jawa* to communicate with each other. Teachers and students as the members of the speech communities automatically become bilinguals or multilinguals since they use more than one language in communicating with each other. The speech events in this school happen during the teaching learning activities in the classroom and in conversation outside the classroom. This phenomenon motivates the researcher to conduct research dealing with the use of English of the teachers and the students at State Junior High School 1 Magelang as a pilot international standard school.

During the teaching and learning process, the teachers often use incorrect grammar and sentence structures when they make simple instructions to the students. The teachers and students in the pilot international standard school face some problems. First, the teachers have to provide simple instructions and explanations about the subjects in the target language. Second, it deals with the quality of English. It means that the teachers and students have to make sure that they use correct sentences in English. Due to the rules, the medium of communication in the pilot international standard school is English. However, the occurrence of English in the observed school is uncounted and unclassified. This study will try to seek the frequency and percentages of the English use spoken by the teachers and students. This study will also try to classify the occurrence of English sentences, clauses, and phrases spoken by teachers and students.

The problem of this study can be formulated as follows (1) What are the frequency and percentage of the use of English spoken by the teachers and students at State Junior High School 1 Magelang? and (2) What are the types of the occurrence of English sentences, clauses, and phrases spoken by the teachers and students at State Junior High School 1 Magelang?

Related to the formulation of the problem, the objectives of this study are as follows (1) to find out the frequency and percentage of the use of English spoken by the teachers and students at State Junior High School 1 Magelang, and (2) to describe the types of the occurrence of English sentences, clauses, and phrases spoken by the teachers and students at State Junior High School 1 Magelang.

This study is expected to provide theoretical and practical benefits, as follows. Theoretically, the results of the study can be an input for school decision makers in pilot international standard schools, Ministry of National Education, and other researchers. It offers some information and data to determine further pilot international standard school policies.

Practically, this study is beneficial for teachers and students to give information about how English is used in pilot international standard school. It is also expected to enrich their knowledge about pilot international standard program, especially in relation to the English uses.

## RESEARCH METHOD

In this part, the researcher describes the research method of the study that includes research design, place and time, subject and object of the study, data collection technique, instruments of data collection, and data analysis technique. Each of these is presented as follows.

### Research Design

This study employed the descriptive-qualitative method. In the study, the researcher described a phenomenon that became the focus of the study. Seliger and Shohamy (1989, p.125) stated that descriptive research is used to establish the existence of phenomena by explicitly describing them. The research collected the data by doing a case study since the researcher focused on developing an in-depth description and analysis of the case (Stake in Creswell, 2007, pp.78-80). Here, the researcher described the use of English spoken by the teachers and students in the pilot international standard school. In conducting this study, firstly the researcher selected the population. There were two teachers and forty-eight students of Class 8B and 8C in the observed school. Secondly, she observed and audio-taped the teaching and learning processes in the classroom. Thirdly, the researcher transcribed the audio-taped of the teaching and learning processes in the form of data transcripts. For the analysis process, the researcher counted the frequency and percentage of the use of English to reveal the quality of English of both the teachers and students. She also classified the sentences, clauses, and phrases of English spoken by the teachers and

students. After that she gave a description about those data and made a conclusion of the study.

### **Place and Time of the Study**

This study was conducted in the State Junior High School 1 Magelang as one of the pilot international standard schools (RSBI or Rintisan Sekolah Bertaraf International) in Central Java Province. Every grade in the school consisted of seven parallel classes. The total classes in this school were 21. Each class consisted of 24 students. The researcher observed two teachers and forty-eight students of the second year as respondents. This study was conducted in three months (April 2011 until June 2011) to collect the data related to the topic of the research.

### **Subjects and Object of the Study**

The subjects of this study were two teachers and forty-eight students of the second year students in State Junior High School 1 Magelang in the school year 2010/2011. The two observed teachers were one Biology teacher and one Mathematics teacher as the teachers of the second year who delivered the material in English. The observed students were students of 8B and 8C who were taught by the observed teachers when the study was conducted. The students were in the second year level with the assumption that the students at this grade were considered to have adapted well to the school environment. The object of this study was the transcript of teachers and students' utterances indicating the English use in the pilot international standard school.

### **Data Collection Technique and Instruments of Data Collection**

Before doing the data-taking, the researcher conducted a pre-observation to strengthen the concept of the problems formulated in the study. To obtain the data in this study, firstly, the researcher selected the population. There were two teachers and forty-eight students of Class 8B and 8C in State Junior High School 1 Magelang. Secondly, she observed and audio-taped the teaching and learning processes in the classroom. The audio-taped of the teaching and learning processes included the instructions given by the teachers, the explanations given by the teachers, the

questions-answers sessions, the presentation session by the students, and the greetings by teachers and students during the teaching and learning process. Thirdly, the researcher transcribed the audio-taped of the teaching and learning processes in the form of data transcripts.

In this study, the researcher used the observation as the instrument in collecting the data. The observation form in this study consists of some basic information of the observation, the condition of the observed location, and the utterances of teachers and students in the teaching and learning process. The basic information of the observation includes day and date of the observation, time of the observation, location, the teacher's name, and the subject which is learned in the class. The condition of the observed location describes the situation in the class that was observed. The utterances of teachers and students in the teaching and learning process are in the levels of words, phrases, clauses, and sentences.

### **Data Analysis Technique**

The process of the data analysis began since the researcher started to collect the data. For the analysis process, the researcher classified the utterances in the observation transcript into the English sentences, non-English sentences, and English and non-English sentences. Then, the researcher counted the frequencies of the use of English spoken by the teachers and students. The frequencies of the use of English converted into the percentages. She also classified the English sentences into types of sentences, types of clauses, and types of phrases. Then, the result of the research was gained.

## **FINDINGS AND DISCUSSION**

This chapter presents the findings of the study and discussion of the findings. The findings are concerned with the use of English of the teachers and students at State Junior High School 1 Magelang.

### **Overall Data**

The frequencies and percentages of sentences spoken by teachers and students at State Junior High School 1 Magelang are presented in the Table 1.

Table 1. Frequencies and Percentages of Sentences Spoken by Teachers and Students at State Junior High School 1 Magelang

Spoken by	Frequencies and Percentages (%)			Total
	English sentences	Non-English sentences	English and Non-English sentences	
Teachers	176 (80%)	5 (2.27%)	39 (17.73%)	220 (100%)
Students	72 (78.26%)	8 (8.70%)	12 (13.04%)	92 (100%)
Total	248 (79.48%)	13 (4.17%)	51 (16.35%)	312 (100%)

Table 3 shows that there are a total of 312 sentences spoken. From the total number of the sentences, 248 sentences or 79.48% are in English, while 13 sentences or 4.17% are non-English sentences. The remaining 51 sentences or 16.35% are English and non-English sentences. From the total number of 312 sentences, a total of 220 sentences are delivered by the teachers and a total of 92 sentences are delivered by the students.

State Junior High School 1 Magelang started the pilot international standard school in Central Java province in the academic year 2007/2008. This study is conducted in the second grade of the academic year 2010/2011. Based on the rules (Depdiknas 2007, p.24), in the fourth year, the English use is 50% in the first grade, 75% in the second grade, and 100% in the third grade. From the English sentences spoken by the teachers and students, Table 3 describes that the English use is 79.48%. It can be concluded that the teachers and students in this school have applied English as the medium of the language in the teaching and learning process. The examples of the teachers' use and students' use are given below.

#### Teachers' Use

From the total number of 220 sentences spoken by the teachers in Table 3, 176 sentences or 80% are in English, while 5 sentences or 2.27% are non-English sentences. The remaining 39 sentences or 17.73% are English and non-English sentences. The examples of English, non-English, and English and non-English sentences spoken by the teachers are presented below.

#### English Sentences

The sentence 'Okay, did you finished about your task?' (T.2) is the first example of the occurrence of English sentences spoken by the teacher. This sentence is spoken by the Biology teacher in the beginning of the teaching

and learning process. The teacher asks the students about the task in the previous meeting. He tries to know whether the students have done their task or not.

The second example is the sentence 'Please, pay attention to group two will be present about hygroscopic.' (T.15). This sentence is spoken also by the Biology teacher when some students start to present their work as the task in the previous meeting. The teacher gives a command to the students to pay their attention to the group which is presenting their work in front of the class.

The sentence 'How are you today?' (T.87) shows the third example of the occurrence of English sentences spoken by the teacher. The sentence is delivered by the Mathematics teacher in the beginning of the teaching and learning process. The teacher starts to greet the students. She also asks a question about the students' condition by saying 'How are you today?'

The fourth example is the sentence 'You can do in the corner and I give you this one.' (T.93). This sentence is spoken also by the Mathematics teacher when there is a student who has not followed the test in the previous meeting. The teacher asks the student to do the test in the corner of the class. She also gives the set of questions to do in the test.

#### Non-English Sentences

The sentence '*Kok bisa akar dua itu gimana?*' (T.160) is one example of the occurrences of non-English sentences spoken by the teacher. This sentence is delivered by the Mathematics teacher. The teacher asks the students about one question of the discussion topic in the class.

#### English and Non English Sentences

The first example of the occurrence of English and non-English sentences spoken by the teacher is the sentence 'In this occasion,

each group must be submit, *ya*, your task and then a several group must be present, *ya*, give your presentation about your task.' (T.4). This sentence is delivered by the Biology teacher. The teacher asks the students to submit their task. Then, he also gives a command to the students to present their task in the presentation session. This sentence describes the English and non-English sentences when the teacher uses 'ya' to emphasize his sentence.

The sentence 'I think just, I think you just lazy to make a sketch, where is the *spidol*, the *spidol*, *spidolnya mana?*' (T.129) shows the second example of the occurrence of English and non-English sentences spoken by the teacher. The sentence is delivered by the Mathematics teacher. The teacher asks the students where the board marker is. She will draw the sketch in the board. This sentence also shows that the teacher switches the language from English to *Bahasa Indonesia*. The teacher uses the word '*spidol*' to replace the word 'board marker'.

In addition, the Biology and Mathematic teachers' comments about their use of English are presented below.

*Saya menggunakan bahasa Inggris sekitar 70%, sesuai jenjang di kelas 8 menggunakan bilingual 70% dibanding 30% biasanya dalam kegiatan belajar mengajar dan presentasi siswa. Dalam KBM menggunakan bahasa Inggris untuk menjelaskan materi atau konsep kepada siswa, sedangkan dalam presentasi menggunakan bahasa Inggris untuk memberi komentar atau saran. (Biology teacher's comment)*

*Saya menggunakan bahasa Inggris sekitar 30% sampai 50% dalam proses belajar mengajar. Biasanya ketika greeting, explanation itu 50-50, dan closing saat mengajar di kelas. (Mathematic teacher's comment)*

From the teachers' comments above, the Biology teacher says that he speaks 70% English during the teaching and learning and presentation session. He uses English to explain the material to the students during the teaching and learning process, while he uses English to give comments and suggestions in presentation session. The Mathematics teacher says that she speaks 30% up to 50% English during the teaching and learning process. She uses English to greet the students, explain the material, and

close the teaching and learning in the class. The teachers' comments are different from the fact in the observation that they speak 80% in English.

#### Students' Use

From the total number of 92 sentences spoken by the students as shown in Table 3, 72 sentences or 78.26% are in English, while 8 sentences or 8.70% are non-English sentences. The remaining 12 sentences or 13.04% are English and non-English sentences. The examples of English, non-English, and English and non-English sentences spoken by the students are presented below.

#### English Sentences

The sentence 'This occasion, we would like to present you about hygroscopic' (S.9) is the first example of the occurrence of English sentences spoken by the student. He says this sentence when he starts to present one topic in the group. He will explain about hygroscopic as the topic of the group. He states this sentence to open the presentation session.

The second example is the sentence 'In this occasion, we will explain about the definition, the general movement, the example, and the factor which influence.' (S.32). This sentence is delivered by the student. He says this sentence to explain the part of his presentation. He will present the four parts of the definition, the general movement, the example, and the factor which influence.

#### Non-English Sentences

The sentence 'Pak, saya permisi ke belakang.' (S.4) shows one example of the occurrence of non-English sentences spoken by the student. In the middle of the teaching and learning process, the student asks permission from the teacher to go to the bathroom. He uses a *Bahasa Indonesia* sentence to ask permission since he is in a hurry.

#### English and Non English Sentences

The sentence 'Because it's open, because inner strength, but if we, as you ask *dibelah dengan sengaja* is from outer, so it cannot.' (S.53) is one example of the occurrence of English and non-English sentences spoken by the student. The sentence shows that the student gives explanation about the question from other students. The student also mixed the language from English and *Bahasa Indonesia*.

In addition, the students' comments about their use of English are presented below. There are three students who give their comments.

*Saya menggunakan bahasa Inggris sebanyak 40% di kelas. Dengan guru dan teman-teman kadang-kadang menggunakan bahasa Indonesia tetapi saat dalam pelajaran menggunakan bahasa Inggris. Semua kegiatan belajar mengajar yang berbahasa Inggris pasti menggunakan bahasa Inggris. (Reinaldo's comment)*

*Saya menggunakan bahasa Inggris sekitar 25% bersama teman-teman dan 40% bersama guru. Biasanya saat presentasi, saat pelajaran bahasa Inggris, saat pelajaran conversation, saat akan bertanya di ruang guru karena "No English No Service". Saya selalu menggunakan bahasa Inggris di kelas karena guru sering menegur bila tidak berbicara bahasa Inggris, contohnya ketika akan bertanya dalam presentasi. (Nadia's comment)*

*Saya 70% menggunakan bahasa Inggris hanya pada pelajaran tertentu dan itu masih bilingual. Biasanya dalam kegiatan pembelajaran kecuali PKn, Sejarah, bahasa Indonesia, bahasa Jawa, Seni Rupa, ekstrakurikuler wajib seperti Conversation dan ICT dan outdoor activity. (Zenti's comment)*

From the students' comments above, Reinaldo says that he speaks 40% English in the class during the teaching and learning process. He uses *Bahasa Indonesia* to communicate with the teacher and his friend, while he uses English during teaching and learning process. He always applies English in every English activity. Nadia says that she speaks 25% English with her friend and 40% English with her teacher. She uses English in the presentation sessions, the English class, conversation session, and teacher's room. 'No English No Service' is the slogan in the teacher's room. She always applies English in the class since the teacher warns the students to use English. Zenti says that she speaks 70 % in English in certain subjects, except Civic Education, History, *Bahasa Indonesia*, *Bahasa Jawa*, and Arts. The students' comments are different from the fact in the observation that they speak 78.26% in English.

## Quality of English

The quality of English is measured by the occurrence of the English sentences during teaching and learning processes, whether the teachers and students have correct grammar or not. The teachers' and students' quality of English were given below.

### Teachers

The teachers spoke 176 sentences or 80% in English. From the total number of English sentences, there are 12 incorrect sentences delivered by the teachers. It can be concluded that the teachers' quality of English is very good since they make few incorrect English sentences. The examples of incorrect sentences are given below.

First, the sentence 'Teacher: Okay, did you finished about your task? (T.2)' is grammatically incorrect. The correction of the underline words should be 'did you finish'.

The second example is the sentence 'Please, pay attention to group two will be present about hygroscopic. (T.15)'. The underline words 'will be present' should be 'will present'.

Third, the sentence 'Because there are six triangle, okay, that's right. (T.156)' is also grammatically incorrect because the underline words indicate the use of plural. The underline words 'six triangle' should be 'six triangles'.

The fourth example is the sentence 'I will not say something because he still do there. (T.171). The underline words 'he still do' should be 'he is still doing'.

The last example is the sentence 'I think two a half is very limited to you to do sixty number so you have to understand well about the material. (T.196)'. It is also grammatically incorrect because the underline words indicate the use of plural. The underline words 'sixty number' should be 'sixty numbers'.

In addition, the Biology and Mathematic teachers' comments about their quality of English are presented below.

*Menurut saya penguasaan bahasa Inggris saya masih tergolong baik. Saya menyampaikan materi dalam bahasa Inggris, tetapi kadang-kadang siswa juga ingin penjelasan dalam bahasa Indonesia. (Biology teacher's comment)*

*Penguasaan bahasa Inggris saya cukup baik. Saya kadang memakai bahasa Inggris*

*kadang Indonesia saat menyampaikan materi dan menjawab pertanyaan siswa. (Mathematics teacher's comment)*

From the teachers' comments above, both teachers say that their quality of English is good. The Biology teacher says that his quality of English is good. He gives the material in English. He also uses *Bahasa Indonesia* when the students need the explanation in *Bahasa Indonesia*. The Mathematics teacher says that her quality of English is good. She uses English and *Bahasa Indonesia* to give the material and answer the students' questions. The teachers' comments are different from the fact in the observation that their quality of English is very good since they make few incorrect English sentences.

#### Students

The students delivered 72 sentences or 78.26% English. From the total number of English sentences, there are 3 incorrect sentences spoken by the students. It can be concluded that the students' quality of English is very good since they make few incorrect English sentences. The examples of incorrect sentences are given below.

The first example is the sentence 'This experiment is do under the microscope. (S.20)'. It is grammatically incorrect. The correction of the underline words 'is do' should be 'is done'.

Second, the sentence 'The sporangium is start to open. (S.22)' is also grammatically incorrect. The underline word 'is start' should be 'is starting'.

The last example is the sentence 'The factor that make the endo-movement is generally two, the first is the humidity of the plant. (S.45)'. The correction of the underline words 'the factor that make' should be 'the factor that makes'.

In addition, the students' comments about their quality of English are presented below. There are three students who give their comments.

*Penguasaan bahasa Inggris cukup baik. Saya lebih mengerti jika materi disampaikan dalam bahasa Indonesia. Saya juga kadang bertanya dengan menggunakan bahasa Inggris, kadang bahasa Indonesia. (Reinaldo's comment)*

*Bahasa Inggris saya termasuk baik, saya mengerti jika materi dalam bahasa Inggris*

*dan selalu bertanya menggunakan bahasa Inggris. (Nadia's comment)*

*Menurut saya, bahasa Inggris saya cukup baik dan cukup mengerti materi yang disampaikan dalam bahasa Inggris. (Zenti's comment)*

From the students' comments above, they say that their quality of English is good. Reinaldo says that his quality of English is good. He understands when the material is delivered in *Bahasa Indonesia*. He asks a question in English and *Bahasa Indonesia*. Nadia says that her quality of English is good. She understands the material in English and asks a question in English. Zenti says that her quality of English is good. She also understands the material in English. The students' comments are different from the fact in the observation that their quality of English is very good since they make few incorrect English sentences.

#### Types of Sentences

The English sentences spoken by the teachers and students in the Biology and Mathematics classes are classified into four types of sentences. Those are declarative, imperative, interrogative, and exclamatory. The examples of each type of English sentences are given below.

##### Declarative

The first type of sentences is related to a declarative sentence. This sentence makes a statement or an opinion which is used to convey information. Both teachers and students speak some sentences in this type. Below are four examples of these sentences.

- a. Teacher: You can give explanation with your mouse. (T.53),
- b. Student: This occasion, we would like to present you about hygroscopic. (S.9).
- c. Teacher: You haven't understood about prism and pyramid. (T.123).
- d. Student: I don't know. (S.70)

Those four sentences show the declarative sentences. Sentences a and b are two examples of declarative sentences in the Biology class. The first sentence is said by the teacher to make the statement that the students can give explanation with their mouse when they present their work. The second sentence shows the opening sentence of the presentation delivered by the students. It conveys the



information about hygroscopic as one topic of the Biology subjects. Sentences c and d are two examples of declarative sentences in the Mathematics class. Example c is delivered by the teacher. This sentence declares the teacher's statement about the students who have not understood and got difficulties in understanding some topic in the Mathematics class. Example d is delivered by the student. This sentence conveys the information that the student does not know the reason why he can get a bad mark.

#### Imperative

The second type of sentences is related to an imperative sentence. This sentence gives a command and requests an action. This type of sentences is only delivered by the teacher. Four examples of these sentences are presented below.

- e. Teacher: Come on. (T.10)
- f. Teacher: Please, pay attention to group two will be present about hygroscopic. (T.15)
- g. Teacher: Give applause. (T.71)
- h. Teacher: You can count again, come on. (T.117)

Those four sentences contain the imperative sentences. Sentences e, f, and g are three examples of imperative sentences in the Biology class. The first sentence shows that the teacher gives command 'Come on.' to the students. It requests an action to come in front of the class. The second sentence also describes that the teacher gives command to the students. The students should pay attention to the group which will present their work. The third sentence also gives command to the students when the presentation is done. The teacher requests other students to give the applause to the presenter. Sentence h is one example of imperative sentences in the Mathematics class. This sentence shows that the teacher requests the student to count the mark again.

#### Interrogative

The third type of sentences is related to an interrogative sentence. This sentence asks a question and requests information. The interrogative form ends with a question mark (?). Both teachers and students speak some sentences in this type. Four examples are presented below.

- i. Teacher: Okay, did you finished about your task? (T.2)

- j. Teacher: How are you today? (T.87)
- k. Student: How about the breaking of seed? (S.51)
- l. Student: One or? (S.62)

Those four sentences show the interrogative sentences. Sentences i and j are two examples of interrogative sentences spoken by the teacher. The first sentence asks a question whether the student finishes his/her task or not. The second sentence requests an answer about the students' condition in the beginning of the teaching and learning process. Two examples of interrogative sentences spoken by the student are sentences k and l. Sentence k shows that the student asks question after the presentation session. He asks about the breaking of seeds as one subtopic of the presenter. Sentence l describes that the student asks to the teacher whether one or more students get one hundred for their mark.

#### Exclamatory

The fourth type of sentences is related to an exclamatory sentence. These sentences show strong feelings. One sentence indicates the exclamatory sentence. This sentence is found in the Biology class and delivered by the teacher. The example below is one example of the exclamatory sentence.

- m. Teacher: Louder, please. Louder! (T.21)

This sentence is an exclamatory sentence. The teacher said *Louder, please. Louder!*. This sentence means that the teacher gives order to the students. The teacher orders to the students to speak louder than before.

#### Type of Clauses in English Sentences

From the overall data of the frequencies and percentages of English sentences as shown in Table 3, some English sentences consist of one or more English clauses. The English clauses spoken by the teachers and students in the Biology and Mathematics classes are classified into two types of clauses. Those are independent clauses and dependent clauses. The examples of each type of English clauses are given below.

#### Independent Clauses

An independent clause is the element of a sentence which is grammatically independent. It can stand alone as a sentence. Below are four examples of these clauses.

- a. Teacher: Okay, did you finished about your task? (T.2)
- b. Teacher: Okay, I will distribute your result. (T.102)
- c. Student: This occasion, we would like to present you about hygroscopic. (S.9)
- d. Student: The next presentation will be present by my friend. (S.14)
- b. Teacher: It's not clearly because the background of your work is not contrast. (T.36)
- c. Teacher: It is your achievement. (T.104)
- d. Student: The process is called hygroscopic. (S.18)
- e. Student: The example is the movement in the leaf. (S.47)

Those four marked clauses are some examples of independent clauses. Those clauses also can stand alone as a sentence.

#### Dependent Clauses

A dependent clause is the element of a sentence which cannot stand alone and needs an independent clause to complete its meaning. Two examples of dependent clauses are presented below.

- a. Teacher: It's not clearly because the background of your work is not contrast. (T.36)
- b. Student: This happens because the humidity or the quantity of the water in the seed is very high so because that the seed is, the seed open, once again look at that. (S.39)

Those marked clauses are some examples of dependent clauses. The two examples above cannot stand alone and need an independent clause to complete their meaning.

#### Type of Phrases in English Sentences

The English phrases are classified into five types. They are noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases. From the overall data of the frequencies and percentages of English sentences as shown in Table 3, the English phrases spoken by the teachers and students in the Biology and Mathematics classes are found in four types of phrases. They are noun phrases, verb phrases, adjective phrases, and prepositional phrases. The examples of four types of English phrases found in the data are given below.

#### Noun Phrases

The first type of phrases is related to a noun phrase. It is a phrase with a noun or a pronoun as its head. Below are five examples of the phrases.

- a. Teacher: Where is your partner? (T.11)

'Your partner', 'the background of your work', and 'your achievement' are some examples of noun phrases delivered by the teachers. 'The process', 'the example', and 'the movement in the leaf' are some examples of noun phrases spoken by the students.

#### Verb Phrases

The second type of phrases is related to a verb phrase. It has a lexical verb as their head. Below are four examples of the phrases.

- a. Teacher: You can sit down. (T.46)
- b. Teacher: You can give explanation with your mouse. (T.53)
- c. Student: In this occasion, we will explain about definition, the general movement, the example, and the factor which influence. (S.32)
- d. Student: The next part will present by my friend. (S.43)

'Can sit down' and 'can give' are some examples of verb phrases spoken by the teachers. 'Will explain' and 'will present' are some examples of verb phrases delivered by the students.

#### Adjective Phrases

The third type of phrases is related to an adjective phrase. It has an adjective as the head. Below are three examples of the phrases.

- a. Teacher: Water level is high, very high or very low. (T.62)
- b. Teacher: You look so sad. (T.108)
- c. Student: This is very unique. (S.40)

'Very high', 'very low', and 'so sad' are some examples of adjective phrases delivered by the teachers. 'Very unique' is one example of adjective phrases spoken by the students.

#### Prepositional Phrases

The fourth type of phrases is related to a prepositional phrase. It consists of a preposition followed by a noun phrase. Below are four examples of the phrases.

- a. Teacher: In the slide number two, three, and four. (T.34)

- b. Teacher: It is for the second semester. (T.189)
- c. Teacher: It is from directorate. (T.190)
- d. Student: In this occasion, we would like to present about endo-movement. (S.29)

'In the slide number two, three, and four', 'for the second semester', and 'from directorate', are some examples of prepositional phrases delivered by the teachers. 'In this occasion' is one example of prepositional phrases spoken by the students.

## CONCLUSION

Based on the research findings and discussion, it can be concluded that the use of English of the teachers and students at State Junior High School 1 Magelang is characterized as follows. First, the English sentences spoken by the teacher are 176 in number, from the total number of 220 sentences, or 80%, while 5 sentences or 2.27% are non-English sentences. The remaining 39 sentences or 17.73% are English and non-English sentences. Then, the English sentences spoken by the students are 72 in number, from the total of 92 sentences, or 78.26%, while 8 sentences or 8.70% are non-English sentences. The remaining 12 sentences or 1.04% are English and non-English sentences. State Junior High School 1 Magelang has started the pilot international standard school in Central Java province in the academic year 2007/2008. This study is conducted in the second grade of the academic year 2010/2011. Based on the rules (Depdiknas 2007: 24), in the fourth year, the English use is 50% in the first grade, 75% in the second grade, and 100% in the third grade. It can be concluded that the teachers and students in this school have applied English as the medium of the language in the teaching and learning process.

Second, both the teachers and the students have a very good quality of English since they make few incorrect English sentences. They have good pronunciations in saying sentences, but they make incorrect grammar in making sentences.

Third, the types of English sentences delivered by the teachers and students at State Junior High School 1 Magelang are declarative, imperative, interrogative, and exclamatory.

Fourth, the types of clauses in English sentences spoken by the teachers and students

at State Junior High School 1 Magelang are independent clauses and dependent clauses.

Fifth, the types of phrases in English sentences spoken by the teachers and students at State Junior High School 1 Magelang are noun phrases, verb phrases, adjective phrases, and prepositional phrases.

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