

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Superior human resources are the beginning of creating a good education. The key to the success of educational is put on the set of the resources at the school. The central of education is in the formal education as the benchmark of education. The teacher is the most influential resources in achieving the educational goal at the school. Teacher performance in teaching learning process will show how the goal that has been planned could be achieved. Teacher performance will present how the teacher professionalization and responsibility *of* their duties. Gage and *Berliner* in Sagala (2011:13) *state* teachers have *a responsibility* as educators to change the learner's behavior towards certain maturity. It can be done with several learning activities in *the education system* where the teacher as the main actor. In Indonesia, teacher performance can be seen from their productive performance in *them*.

Teachers as determining factor in the organization of the school became an important part that must be managed in a serious and sustained, due to improper management of teachers will have an impact on the quality of the educational output based on the Danim, Sudarman (2008:83). Some researches prove that the quality of education and the quality of the teacher is linear. Based on the result of the research by Sudjana, it is shown that 76,6% of students' achievement is influenced by the teacher performance.

**Table 1.1 : Level of teacher influences on students' achievements**

Criteria	Impact in percent
Ability of teacher teaching	32,43 %
Mastery subject matter	32,38%
Teachers' attitude to the subjects	8,60%

From the data, it shows clearly how the big impact that is done by the teacher in achieving the objective of the study in teaching.

Teaching is the process of delivering information and knowledge by the teacher to the students. The purpose of teaching is to enable the student to understand the material that is given by the teacher. In achieving the purpose of the teaching, the teacher needs to give more contributions in teaching. Teaching creativity is the way to overcome those problems in the learning process to make the students easy to understand the lesson. Mostly most students are not *interested* to study because of the material that make them feel hard, so the teacher needs to be creative in choosing the material and the suitable strategies in teaching. The role of *the teacher* is very important to achieve the purpose of teaching. There are two factors influence the teaching learning process. They are internal factor and external factor. Internal factor is the teacher's performance while the external factor comes from the environment that affects the student's performance.

Based on integrative models of organizational behavior explain that job performance determined by (1) the mechanism of the individual in the form of job satisfaction, stress, motivation, trust, fairness and ethics learning and decision making, (2) the individual characters in the form of personality or personality and culture values as well as the ability, (3) mechanism in the form of group leadership, behavior style of leadership: the power of influence, group process, and character group and (4) the organizational culture and organizational structure (Colquit, 2009:65).

Teacher performance also determined by overall appearance from the teacher includes the teachers' speech performance, teachers' behavior performance and teachers' appearance in the classroom. Teachers' speech performance can be seen from their speaking which commonly affected by their culture behavioral. Teacher behavior performance can be seen by their emotion expression and action during the teaching process, while teacher appearance can be seen by their style and all things that can be seen from the teacher. The teacher is the role model for the students. A teacher should notice all the performance even from the speech, behavior, and style. Generally the students act like their teacher. They love to imitate their favorite teacher, the students follow the way of the teacher's speech, the style, and so on. Poorly, when the students do not interest with a teacher, the student's will look for the negative sense of the teacher and imitate them as the joke. Based on the explanations above, the teacher must give attention to a whole side of their performance start from utterances and gestures. The utterances will describe the text.

Text is a unit of language in use. It is not just a sentence, can be written or spoken language which has a passage. Beside the text to find the pattern of the performance also find the co-text and context. Co-texts are all the appearance signs which support the text in delivering the passage. It can be paralinguistic, kinetic, proxemics and material elements. On the other side, the context is the condition when delivers the text. Context is also the way to interpret meaning. Text, co-text, and context are the performance element.

Nowadays Covid-19 pandemic that has hit the world for the past six months has had an impact on changes in teaching and learning activities. Indonesia has faced the problem since mid-March. Ministry of education and culture decided to do online learning activities in preventing the spread of the Covid-19 virus. The practice of online education (online learning) is carried out by various levels of education from elementary, junior high, high school, to college levels. There are no longer learning activities in classroom is commonly done by educators: teachers and lecturers. The step is right, but it does not supported by adequate preparation. As a result, many educators stutter in facing this drastic change.

Minister of Education and Culture Nadiem Makarim argues, "*kita harus jujur proses adaptasi ke online learning juga sangat sulit. Paling tidak masih ada pembelajaran terjadi daripada sama sekali tidak ada pembelajaran*". "We must be honest that the process of adapting to online learning is also very difficult. At least there is still learning going on rather than no learning at all." as published in

Kemendikbud website on May, 7<sup>th</sup> 2020. Nadiem appreciated the educator's effort to try whole kinds of online learning facilities which is never been used.

This situation is hard and affects the teacher performance as the writer did during did training teacher (PPL) last August to October in SMP UPT Negeri 10 Medan. Learning activities were done through Google classroom, Google form, and Whatsapp group. The teacher sent material and gave the student's task, but this changing has affected the teacher. The teachers came from different background, cultures, socials, classes and ages. Mastering the technology and the educations' application program is one of the problems that faced by the teacher at the school. The older teachers were difficult to operate the mobile phone or laptop or other technologies. This changes the teacher performance. Most of the teachers at the school asked other's help to operate the teaching elements.

The teaching process was started from 8 am until 12 a.m with two subjects. In the morning the teacher greeted the students from Whatsapp application and only few students responded it. The teacher sent the link of Google form that contained of the task. In fact, only some of the students responded the task, but out of the time schedule. Some of them sent the task in the afternoon, in the evening, in the night even in the midnight. The teacher asked the students to do the task and the teacher just waited their responded from the link. Beside it, other teachers also faced the other problems, teaching online quite different with teaching face to face with the students even the government has held several workshop to guide and lead the teachers to teach well to achieve the education goal.

It is not so simple it. A teacher will be confused and nervous in teaching if a teacher does not have any preparations. This will give negative effects to the students. Students will be bored and cannot understand the material presented. Badly the teacher also cannot control the students directly as the teachers at the school faced. These problems are faced by all teachers even English teacher. An English Teacher needs to manage the time, set the teaching material, operate the tools in teaching which suitable to the material.

This research will discuss about the performance of English teacher during the learning process and will use anthropolinguistics approach. The anthropolinguistic approach purpose is to find the pattern of performance. Based on rationalization, the writer will conduct the research entitled, "English Teacher Performance in Teaching Learning Process during Pandemic Covid-19 at Duta Harapan School Medan".

## **1.2 The Problems of the Study**

Based on the background above, the changing of education system from face to face teaching become online teaching affects the teacher's performances whether it gives positive or negative affections. The problem of the study is how the English teacher performance pattern in teaching learning process during pandemic Covid-19

## **1.3 The Objective of the Study**

Based on the problem of the study above, the objective of this research is aimed to describe the pattern of teacher's performance in teaching learning process during pandemic covid-19.

#### **1.4 The Scope of the Study**

Based on the objective above, the scope of this study is limited on analyzing the text which focuses on macro structure, superstructure, and microstructure. The co-text focuses on paralinguistic, proxemics, kinesic and material elements. The context focuses on situation context, social context, education context and ideology context. The text, co-text and context will be appeared as the English teacher's performance by using anthropolinguistic theory based on the concept was proposed by Sibarani. The population of this research is the teachers at Duta Harapan School Medan, totaling three teachers as the sample.

#### **1.5 The Significances of the Study**

The results of this research are expected to be useful for other people. There are two kinds of significances in this study. Those are theoretically and practically:

##### **1.5.1 Theoretically**

Based on explanation above, the writer concludes that this research is expected to enrich the theory, information and knowledge about discourse analysis particularly in the use of logical function in speech.

##### **1.5.2 Practically**

Based on explanation above, the writer concludes that this research is expected to enrich the theory, information and knowledge about discourse analysis particularly in the use of logical function in speech.

The results of this research are expected to be useful for:

1. Writer, it will be a source data to do research about the effect of online teaching for student's achievement and to find the new model of teaching.
2. The English teachers, this research is expected to give more information about the teacher performance in pandemic Covid-19.
3. The other researcher, this research is expected to provide references in conducting similar research study teacher performance.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Teacher**

Teacher is a person who educates, conducts teaching, provides guidance related to one or more knowledge to the students. Based on Law (UU No.14 2005), teachers are professional educators in their fields who have main task of educating, teaching, guiding, giving direction, providing training, giving assessments, and conducting evaluations to students who take their education from an early age through formal governmental channels in the form of elementary to secondary school. Based on the Indonesia dictionary (KBBI), teacher is a person whose job or profession is teaching.

English Teacher is a teacher who teaches English as the subject. English teachers may encourage learning the English language in a fun and engaging environment, depending on the age level taught. They may teach native speakers of English as well as non-native English speaking students. They teach the principles of the English language, using different methods to deliver successful courses. English teacher responsibilities can vary based on the academic level and native language of the students.

#### **2.2 Teaching**

Gage in Sagala (2011) states teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Teaching has important

rules to help learners in order to understand materials. Teaching is a process of arranging condition under which the learner changes his way consciously in the direction of his goal. Based on those statements, the main task of a teacher is arranging and giving the knowledge for the students consciously and pointed to the goal, that is making the learner understand more about the science or knowledge. It can be watched and identified by observing what teachers do.

Therefore, teaching consists of activities, tasks, and learning experiences selected to bring help about learning and how to use it in the classroom. It is an activity that tries to help someone to acquire (change or develop skill, attitudes, appreciations and knowledge). It means that teaching activity is an activity which helps the learners learn how to do something by giving instruction and some guidance to learners until the learners understand.

From the idea above, it can be concluded that the process of teaching is a process of helping, facilitating and guiding the learners with the main goal that is making them understand more about the knowledge or science.

### **2.3 Teacher Roles**

Harmer (2001) points out, the role of teacher depend on what the teacher wants his/her students to achieve. The teacher should be able to switch between various roles and be aware of how to carry them out. The quality of the teacher's teaching is directly related to the quality and value of the learning that is taking place

in his student. It means that the teacher plays an important role in teaching learning process. Meanwhile, some teacher's roles in teaching learning process as follows:

1. Teachers as facilitators, they provide everything that student's need in the classroom, such as the material and teaching media.
2. Teachers as classroom managers, they must be able to manage the classroom activity during teaching learning process.
3. Teachers as instructors, they are people who give instruction or direction to students.
4. Teachers as consultant, they give good advice to the students although students need or not, or students have any problem.
5. Teachers as evaluator, they have to know how far the students' progress in learning English.

Besides all those roles above, that there are three functions of teacher as follow:

1. Teachers as instruction designers which enables the teacher to design the teaching learning activity in order to reach goal.
2. Teachers as instruction managers, it means that the teacher has to be able to manage each step of teaching learning process.
3. Teacher as evaluators of students learning, concerning the function that the teacher giving attention to the students' development.

It can be concluded that every teacher is expected to direct, facilitate and encourage the students to participate in teaching learning activity to create interactive language learning in order to achieve the goal in the teaching learning process.

According to the Indonesian curriculum, in essence the 2013 curriculum is an

improvement of the previous curriculum. The target of curriculum change is none other than the teacher as the direct implementer in the classroom. Therefore, the discussion is more directed at how the role of teachers in the 2013 curriculum. The scientific approach actually focuses on several roles of the teacher in learning. How do teachers streamline learning through methods and scientific thinking (science). There are several roles of teachers in the application of the 2013 curriculum in learning:

- a. The teacher as a learning designer
- b. Teachers as Learning Artists
- c. Learning motivator
- d. Learning media
- e. Learning instructors

## **2.4 Learning**

According to Kimber and Garnezy, “Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice”. Teaching learning process is defined as instructional process through the organized and direct instruction of teacher, learner, and material in teaching classroom. Teaching and learning process has very close relationship and one into another cannot be defined apart. Nawi (2011: 4) states that Learning is a process of interaction between students and educators so that the process of acquiring knowledge and knowledge or mastery of skills or the formation of attitudes and beliefs in students. Teaching is very closely

related to learning. Typically learning is associated with the teaching of Sufean Hussin 2002 in Nawi (2011: 4).

Brown identifies the components of definition of learning as follow:

1. Learning is acquisition or getting.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon even outside or inside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some forms of practice, perhaps reinforced practice.
7. Learning is changes in behavior.

Furthermore, teaching cannot be defined apart of learning. Teaching is guiding and facilitating learning, enabling learner to learn, and setting the condition for learning. It can be concluded that learning is a process to get something like information or skill in cognitive organization that can be change the human's behavior. By the learning it is hoped that students can understand the process of learning. They will be able to take the responsibilities for their own getting or learning and have good competence. According to Gultom in Antar news (2013), "... the learning process of the 2013 Curriculum was developed based on the principles of active student learning through observing (seeing, reading, listening, listening), asking questions (oral, written), analyzing (connecting, determining relevance, building stories / concept), communicating (oral, written, pictures, graphics, tables, charts, etc.)”

In accordance with the above opinion, the learning process in the 2013 curriculum begins with observing activities by students by looking at, reading, listening and listening to problems related to the subject matter. After students observe, students can ask questions about what is seen, read, heard and listened to both verbally and in writing. The next step is analyzing activities by collecting information, connecting information obtained by students, and determining the relationship between information with one another (processing information). The final activity carried out by students is communicating the results of observations made by students.

## **2.5 Linguistics**

Linguistics is the study of the structure and evolution of human language systematically, and it is applicable to every aspect of human endeavor. Lim (1975:3) defined linguistics is the scientific study of language. Modern linguists primarily concern themselves with either theoretical or applied linguistics. Their research includes many facets of language and language structure, which can be studied at various levels. Furthermore, Stern (1994) states that linguistics is a theoretical science. Linguistics formulates explanations which are designed to account for the phenomena of language. For many linguistic scholars the central purpose of linguistics is the development of theories on aspects of language and a general theory of language. The discipline of linguistics focuses on theories of language structure, variation and use, the description and documentation of contemporary languages, and

the implications of theories of language for an understanding of the mind and brain, human culture, social behavior, and language learning and teaching.

Phonology and phonetics are the study of the sound systems of languages deal with the basic utterances in speech. It can be investigated by observing which physical properties of the vocal tract (including the lips and tongue) are used to form distinct linguistic sounds to convey information. Morphology and syntax are concerned with the study of the internal structure of words and sentences. Apart from the study of the sound systems of languages and word and sentence structure, linguists seek to specify the meaning behind words and combinations of words. This investigation is known as semantics. Semanticists also compare the meanings of these combinations when they interact with contextual information, a subfield known as pragmatics.

Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, how it varies across speakers and geographic regions, and how to model this knowledge computationally. They study how to represent the structure of the various aspects of language (such as sounds or meaning), how to account for different linguistic patterns theoretically, and how the different components of language interact with each other. Many linguists collect empirical evidence to help them gain insight into a specific language or languages in general. They may conduct research by interacting with children and adults in schools, in the field, and in university labs.

Pervasive influence of language in our everyday lives, work in linguistics interacts in important ways with studies carried out in many other fields, including psychology, anthropology, neuroscience, law, philosophy, computer science, communication, and education. Anthropolinguistics is the relation between anthropology and linguistic or simply the relation of language use in term of human culture. It is one of important discipline in discourse analysis. There are various fields that can be analyzed in term of the cultural life of the people in the certain community.

## **2.6 Anthropolinguistics**

Anthropolinguistic is one of the sciences which studies the combination of culture and linguistic. Duranti (1997) in Lubis (2019) states the study of linguistic anthropology is cultural resource and speaking is the cultural practice. Denesi (2004:8) states anthropological linguistic is the study of language by gathering data directly from native speaker. Simply, language and it's relation to the overall cultural give more understanding to the linguist by witnessing the language used in its natural social context. Foley (1997:3) in Sibarani (2012) states anthropological linguistic is that subfield of linguistic which is concerned with the place of language in its wider social and cultural context, its role in forging and sustaining cultural practice and social structures. Sinaga (2019:880) states Anthropolinguistic is study of language from culture's field and study of language from culture uses. Harafiah (2005:61) states anthropolinguistic considers that cultural factors cannot be abandoned in



language research. Language is factor that must be considered in the study of culture in human life. The main problems in anthropolinguistic studies are belief system, values, morals, behavior, and views or elements that characterize the culture of society.

In this study is more emphasize the anthropolinguistic opinion of Sibarani (2004:50) states anthropolinguistic is the branch of science that studies the variety and the use of language in relation to the development of time, differences in communication, kinship system, the influence of ethnic habits, beliefs, language ethics, customs and other cultural pattern of tribe. Sibarani said that anthropolinguistic emphasizes the relationship of the language and culture in a society such as the role of language in learning how family relationship are expressed in cultural terminology, how one communicates with other in certain social and cultural activities and how one communicates with people others are precisely in accordance with their cultural context, and how the language of the people was in accordance with the development of their culture. Formal relations regarding the structure of language or text with the context (situation, culture, social, ideology) and co-texts (paralinguistic, gesture-gesture, material elements) relating to language, while the linear relationship with respect to flow structures such as performance.

Sibarani added that the field of anthropolinguistic is associated with the role of language in the intricacies of human life. Sibarani (2004: 51) states there are three important relations that need to be considered in anthropolinguistic, namely: (1) The relationship between one language and one culture concerned, (2) The relationship between language and culture in general, (3) the relationship between linguistics as

linguistics and anthropology as cultural science. It means first if we want to study culture we must learn the language, conversely if we want to learn language we must learn the culture, second every one language used in a society then there must be a culture in that society. We can count the number of languages according to the number of cultures and even the many ethnicities.

Sibarani (2018:43) states the concepts of anthropolinguistic as interdisciplinary science field, the scopes of antropolinguistic studies are the study of culture, the study of language of the other aspects of human life such as politics, economic, education and other. Base on the concepts, the writer will take the aspect of human life especially in education in this research.

## **2.7 Performance**

Performance is used in various fields of linguistics and art and can be interpreted in various ways as stated by Duranti (1997:14) in Sinaga (2019). Bauman (1977:3) stated that the verbal art as performance, based upon understanding of performance as a mode of. Finegan (1992:86) stated that performance is element in the event and one of the main mean from research art. Finegan (1992:90) stated that the performance is sense perhaps an element in every action and certainly a concept of general interest within anthropology and elsewhere. Lubis (2019:77) states that performance of participation is to inform the situation of learning process in the classroom and the pattern of participant of students done.

Base on those definitions and the understanding of the performance, so the performance is the appearance action from the speech, dressing and the gestures.

Performance is the expression of the human itself. Performance has some components based on Finegan (2007):89-97) namely main components and other components. The main components refer to the teacher as the actor and the students as the audience. Meanwhile, the other components refer to the situation and organization of the show, the performance media and the show skills. The performance of the teacher influenced by the teacher background and culture but nowadays the performances of teacher are affected by the media and how the teaching learning will be done. The online teaching affects the students' performance, and it will be different with direct teaching. In describe the pattern of the English teaching the teacher will analyze whole the teacher activities by analyzing the text, co-text, and the context.

### **2.7.1 Text**

Based on this study, the text can be seen as a verbal element both as a tightly structured language “tightly formalized language” such as literary language and narrative language according to Sibarani (2012:242). Van Dijk (1987:1-8), states text structure appears in the macro structure, superstructure or groove structure and the micro structure. There is no main structure because the three structure support each other. All the structures are necessary for this research. These three structures have their respective elements and show their respective rules. The theme is the meaning of the whole text in the level of macro structure supported by the framework or schema of the text in the level of flow structure and also supported by the micro structure. In discourse, macrostructure focuses on emphasizing the meaning of discourse theme or topic. It is described by Van Dijk(2003 in Rosidi paper 2007:11)

the meaning of discourse is not limited to the meaning of its words and sentences. In this research, the macrostructure focus on analyzing the teacher performance on their utterances.

Microstructure is the text meaning which can be observed through the selection of words, sentences and style which are applied in a text. In this research, the writer will analyze the imperative sentence. Imperative sentence is one of sentence form which indicates command, warning, advice, request and instruction. Teacher likes to give command, advice, request, instructions to the teacher during learning process.

While superstructure is schematic structure which represents the way part of the text is arranged, so that creates coherent meaning (Alex Sobur, 2006). Superstructure aims to construct the teaching. It is like a foundation in building a house. In this research, the writer will analyze the teacher activities start from the beginning of the teaching to the ending of the teaching.

The elements of the text can be more understood from the table below (Alex Sobur, 2006;74)

**Table 2.1 : The elements of text structure**

Text Structure	Things which are observed	Elements
Macrostructure	Thematic	Topic
Superstructure	Schematic	Scheme
Microstructure	Semantic Style Meaning which want to be insisted from the text	Background, details, meaning, presupposition, nominalization
	Syntaxes Style How the form and organization of the sentence is formed.	Sentence form, coherence, pronoun
	Stylistic Style How the diction is used in news	Lexicon

	article	
	Rhetoric Style How and in what way the tendency is done	Graphic, expression Metaphor,

Based on the table, macrostructure, superstructure, and microstructure are a system that appear in linguistics' teaching. Each element cannot be separated.

### **2.7.2 Co-texts**

Co-texts are other signs that appear alongside text when communicating. Sibarani (2012: 319) revealed that the co-texts were paralinguistic, kinetic, proxemics, and material elements. This co-text used to clarify the message of a text. The elements in the text accompany the text in the teaching, delivery, and interpretation of discourse in the educational aspect. Sinaga (2019:268) Co-text is the other signs that appear with text while doing communicate. Paralinguistic elements are in the form of intonation, accent, pause and pressure. And the elements the type that appears when communicating is in the form of hand movements, facial expressions, head nods, and body movements.

#### **2.7.2.1 Paralinguistic**

Paralinguistic are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words. Example of the paralinguistic are body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features. In the classroom Paralinguistic features of language are extremely important as they can change

message completely. Tone and pitch of voice is commonly dealt with at all language levels, but a fuller consideration of paralinguistic is often left to very advanced courses.

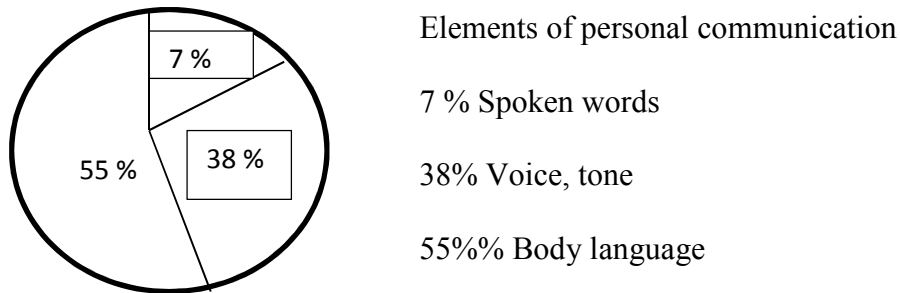
Paralinguistic as non-verbal communication is a system consisting of a range of features often used together to aid expression. The combination of these features is often a subconscious choice made by native speakers or even sub-groups/sub-cultures within a language group. The main components of the system are:

1. Haptics : Touch
2. Oculistics : Eye contact
3. Chronemics : Use of time, waiting, pausing
4. Olfactics : Smell
5. Vocalics : Tone of voice, timbre, volume, speed
6. Sound symbols : Grunting, mmm, er, ah, uh-huh, mumbling
7. Silence: Pausing, waiting, secrecy
8. Posture: Position of the body, stance
9. Adornment: Clothing, jewelry, hairstyle
10. Locomotion : Walking, running, staggering, limping

Of the above, body language (particularly facial expressions and gestures), eye contact, proximity and posture are probably those which learners most need to be aware of in terms of conveying meaning, avoiding misunderstandings and fitting in with the target culture. The writer will analyze whole the paralinguistic during online teaching of the English teacher.

### 2.7.2.2 Kinesics

Kinesics is one of the main powerful ways that humans communicate non verbally. Spoken language and voice is only 7% to 38% of communication.



Kinesics is used to portray moods and emotions effectively. One of the best examples for kinesics that we use in our daily routines is: subtle cues like eye contact, hand gesture, posture, and mirroring (people copying each other's postures during conversation) show a person's interest in the conversation usually, those who use hand gestures may be more self-confident and energetic or may be perceived as such studies have even shown that sitting or standing in more open and widespread postures reduces stress levels kinesics can also make some people seem dominant and others submissive; those who have a confident posture usually are seen as more dominant

In a face to face interaction, body language plays an important role. We begin to form an impression of a speaker as soon as we see him. The way he is dressed, the way he walks, the way he smiles, the way he stands, -all these things show his personality. These movements reflect an individual's thought process and regulate communication. The key to effective gestures and postures is they need to appear

natural and authentic. If the body language appears to be faked then others will perceive you as unauthentic. In a current application, kinesics behavior is sometimes used as signs of deception by interviewers looking for clusters of movements to determine the veracity of the statement being uttered, although kinesics can be equally applied in any context and type of setting to construe innocuous messages whose carriers are indolent or unable to express verbally. Body language is especially meaningful in an interview as your interviewer will be paying as much attention to nonverbal cues as to what people have to say. The online learning limits the kinesics behavior and the existent of the body language. The writer will analyze the kinesics that is done by teacher to support the meaning of an utterance.

### **2.7.2.3 Proxemics**

Proxemics refers to the study of how space and distance influence communication. Need to look at the ways in which space shows up in common metaphors to see that space, communication, and relationships are closely related. For example, when we are content with and attracted to someone, we say we are “close” to him or her. When we lose connection with someone, we may say he or she is “distant.” In general, space influences how people communicate and behave. Smaller spaces with a higher density of people often lead to breaches of our personal space bubbles. If this is a setting in which this type of density is expected beforehand, like at a crowded concert or on a train during rush hour, then we make various communicative adjustments to manage the space issue. Unexpected breaches of personal space can lead to negative reactions, especially if we feel someone has



violated our space voluntarily, meaning that a crowding situation didn't force them into our space.

Additionally, research has shown that crowding can lead to criminal or delinquent behavior, known as a "mob mentality" (Andersen, 1999). To better understand how proxemics functions in nonverbal communication, will more closely examine the proxemics distances associated with personal space and the concept of territoriality. US Americans, in general, have four zones that constitute our personal space: the public zone (12 or more feet from our body), social zone (4–12 feet from our body), the personal zone (1.5–4 feet from our body), and the intimate zone (from body contact to 1.5 feet away). Proxemics also studies territoriality, or how people take up and defend personal space.

Nowadays in the pandemic situation, the teaching learning process is done virtual or online in whole level of education. No one could predict the length of the distance, although the distance is billion million feet but the teaching can be done through online. The writer will describe the online communication between teacher and students. Online communication will be different with direct communication, it will affect how well the passage can be delivered or can be accepted.

#### **2.7.2.4 Material Elements**

Material elements are all the objects that accompany the text, namely: clothing, teaching equipment (PowerPoint, laptop, book, pointer, etc.), situations and various other objects that have their respective functions. Material elements are important in teaching. It facilitates the teaching process to help achieving the learning objectives.

Material elements include animate and inanimate object, living or unliving object and human or nonhuman resources.

Material in online teaching and face to face teaching can be different. In online teaching mostly use electronic materials, where can be characterized as fully electronic. Electronic learning should contain some important elements. They are (1) hyperlink text lay out as the learning materials, (2) elements that are able to draw attention to important terms (3) elements to motivate the students and (4) elements to retain the students attention by pictures, videos, sound recording and others. Kocpeky (2006) states that E-learning material for distance learning in the form of e-learning represents in this concept a functional link between text and multimedia to achieve and effective study. The concepts are static elements, dynamics elements, and evaluation verification system. This concept of defining the structure of electronic learning materials are primarily based on the nature of individual structural elements, with an emphasis on the static ( text, static information) or dynamic ( video, animation , simulation and so on). Teachers come from different ages, class and culture. Mastering technologies sometimes are difficult for the older teacher. The writer will analyze the using of material elements by the teacher.

### **2.7.3 Contexts**

Context is the specific time and space faced by a person or group people, Kleden in Sudaryat (2009: 141). Understanding the context requires contextual review. Context becomes important if it is lived in a textual manner so that it

becomes open for reading or interpretation by anyone. Sibarani (2012: 324-331) said that all contexts need to be studied.

This research, the context to be study is in the form of the teaching process context including the context of the social, situation, education and context of the ideology. Social context can influence someone perception. Social context is affected by the background culture. The people usually change the way in communication because of the social context. A teacher must have a different way to communicate in classroom, society and at home. It is according to the status of the person whom the teacher is engaging with. The social context aims to see social factors. Situation context is used to describe something is occurring and appropriate behavior and actions associate the situation. Context of situation influences the communication. It is important in teaching. The context of the situation aimed to see the time, place, and the teaching process. The education context of the teaching process aims to see whether teaching objectives are contained in the teaching process. The ideology context aims to see the ideology that dominates and dominates the mind of a teacher when implementing the teaching process both positively and negatively. The writer will analyze the situation context, social context, ideology context and the education context in teaching learning process.

## **2.8 Pandemic Corona Virus Dieses 19**

Coronavirus is a virus that can spread. The corona virus originally appeared in wuhan china. Then more and more people spread this virus throughout Indonesia.

starting from developed countries and even developing countries. In Indonesia, the infected person was discovered in early February.

Each person has a different response to COVID-19. Most people who are exposed to the virus will experience mild to moderate symptoms and will recover without the need to be hospitalized. The most common symptoms like fever dry cough fatigue. Slightly uncommon symptoms like discomfort and pain, sore throat, diarrhea, conjunctivitis (red eye), headache, loss of taste or smell, rash on the skin, or discoloration of the fingers or toes. While serious symptoms like difficulty breathing or shortness of breath, chest pain or pressure in the chest loss of ability to speak or move based on the WHO report.

Most corona viruses spread like other viruses in general, such as splash the person's saliva (cough and sneeze), touching the hands or face of an infected person, touching the eyes, nose, or mouth after handling items that have been splashed with the saliva of a person with the corona virus.

UNESCO states that the Covid-19 pandemic threatens 577,305,660 students from pre-primary to high school education and 86,034,287 students from higher education around the world. Like the policies taken by various countries affected by the Covid-19 disease, Indonesia has closed all educational activities. This makes the government and related institutions present an alternative educational process for students by learning teaching distance or learning online or learning from home with parental assistance.

The implementation of distance teaching and learning policies from home or online learning does not seem to be a problem for some universities that already

have online-based academic systems. It is a problem for some other universities that do not have this system. At the basic, secondary and upper education levels, the distance learning process technically experiences many obstacles. Students from families who do not have internet access or even do not have cellphones will miss learning when learning assignments are delivered via the WhatsApp application or others. Responding to such conditions, the school should provide wisdom, for example by giving assignments in the form of working papers.

In addition, another impact felt by students from learning from home is that the learning load is too much. At the same time, students are required to be able to observe and learn the subject matter themselves quickly. Even if given the space to ask the teacher via the WhatsApp application message, it is felt that it is not enough time. And, which is most easily observed by parents of students, learning to teach from home also makes students easily bored because they cannot interact directly with the teacher and their friends.

## **2.9 Previous Research**

In composing this proposal, the writer find some references or similar studies related to the title and have the same field of study problem. It is used to guide this study and to evaluate wisely the strength and the weakness of this study with others study.

Robert Sibarani (2019) conducted a research entitled "*Teaching Performance: An Education-Based Anthropolinguistics*". It aims to describe the pattern of the

teacher's speech performance in classroom, describe the pattern of the teacher's behavior in classroom, to describe the teacher's dressing appearance in classroom, and to describe traditional leaders' informal teaching performance at Tipang Village. The theory used is by Sibarani. It used the anthropolinguistic approach. This qualitative study was done with anthropolinguistic approach with the focus of performance, indexicality, and participation. The analytic parameters are interconnection, valuability, and sustainability. The similarities of this study are using the anthropolinguistic approach and using interactive model to analyze the data and aims to find the teaching pattern while the differences are in this research the sample of this study is the teacher at Tipang Village while in the writer study, the sample is the English teacher. The analysis of performance related to the Tipang village culture.

Nenni Triana Sinaga (2019) conducted a research. *"The performance of English department students in retelling story: An Anthropolinguistic study"*. It is an International journal and has been published on International Journal of Research and Review. The purpose of this research is to find out the performance of English departments students in retelling the story. The theory used is by Sibarani. It used the anthropolinguistic approach. The result of this result showed that the performance of students in retelling the story was lack of self-confidence and nervous. It showed from their body movement and gestures. The performance of students was classified to three parts namely: opening, core and closing (formal situation). The components of retelling story include Actor, Audience, Situation and learning organization, convention and skill of learning. The similarities of this study are using the

anthropolinguistic approach and using interactive model to analyze the data while the differences are in this research the sample of this study is the English student while in the writer study, the sample is the English teacher.

Nenni Triana Sinaga (2019) conducted a research. "*The Lecturers' Performance in Teaching English of Nommensen HKBP University: An Anthropological Study*". It is an International journal and has been published on International Journal of Research and Review. The aim of this research is to find out the lecturers' performance in teaching English of Nommensen HKBP University. It used Sibarani theory about anthropological approach. The result of this results were the lecturers' performance showed from their capability in teaching English. The pattern of the lecturer's performance can conclude in some parts such as: the introduction, core and ending. The similarities of this study are using the anthropological approach and using interactive model to analyze the data while the differences are in this research the sample of this study is the Nommensen HKBP university lecturers while in the writers' study, the sample is the English teacher.

Tasnim Lubis (2019) conducted a research entitled, "*The performance of Nandong in Simeule Island*". The study concerned to the performance of nandong oral tradition. It used the anthropological approach and ethnographic method. The result showed that the structure of nandongis classified as poetic, and the stages of nandong (only in formal situation) consist of seuramo, nandong for opening, for content, and for closing and for seuromo again. The performing components include small and big group, and individual or solo. The speech function of the Nandong was persuasive and narrative.

The similarity of this research with the writer is in analyzing the text, co-text, and the context. In Lubis research the aspect is focus on the linguistic and the culture. The aspect used was the cultural while on the writer research will take the education part in teaching learning process.

Tasnim Lubis (2019) conducted a research entitled, *Participation Performance in Language Learning at Polytechnic LP3I Medan*. This study discusses the performance of language learning participation (PPPB) in Polytechnic LP3i Medan. The focus of research is to find patterns of participation performance that exist in the language learning process in the classroom through the concept of an anthropolinguistic approach which includes text, co-text, and context. With the discovery of this pattern, it can be seen how to apply the teaching model in an effective teaching and learning process. The results showed that the performance of student participation in language learning was the participation performance of testing, confirming, and finding out. Participation performance testing is found in the type I participation structure at the time of the presentation assignment, while the performance of confirming and finding out is in the type IV participation structure, namely at the time of writing assignments. Another finding is that there is a shift in meaning from speech texts coded with interrogative sentences to imperatives because speech is closely related to intention (intention).

Annisa Nadia (2020) conducted a research entitled, “*An Analysis of Teacher Competence on Teaching Learning Process of English at SmaIt Iqra’ Kota Bengkulu*”. It aims to investigate the extent to which teachers are in SMAIT Iqra’ Kota Bengkulu competent in terms of pedagogical competence, personality



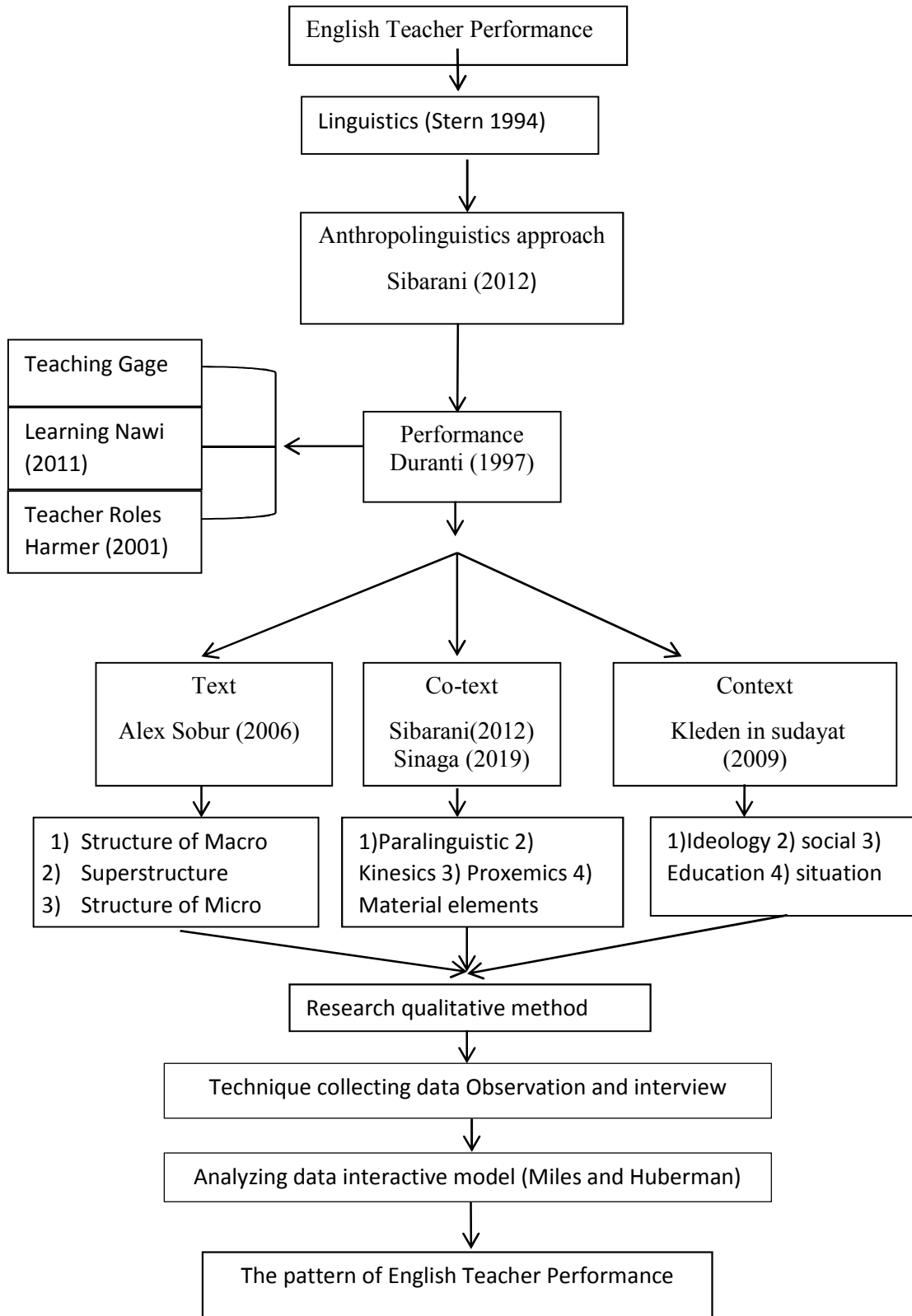
competence, social competence, and professional competence. This research was qualitative study using case study method. The observation of teacher competence (Pedagogic, personality, social, and professional competence) based on Minister of National Education Decree 16/2007 concerning standards of academic qualifications and teacher competence was consists of 4 competencies 14 sub-competencies and 78 indicators. The main findings indicate that personality competence and social competence are relatively higher than pedagogic and professional competence. Those competencies very needed to increase student potential and achievement. Furthermore, for some relevant and useful learning implication, it is recommended to increase teacher competence. As a whole it had been claimed as a professional teacher because it significantly concerned with things such as the mastery of material, the use of technology, and the professional of competence.

The similarities of the research are to analyze the teacher performance but the differences is in the approach. This research used case study while the writer uses anthropolinguistics approach. The limitation of the problem is on the pedagogical performance while the writer limits on the text, co-text, and context which aims to find the pattern.

### **2.10 Conceptual Framework**

This study of the research concentrates on the analysis the English teacher performance. The writer will use anthropolinguistic approach to find the pattern of teacher performance.

**Mapping 1: Conceptual Framework**



## **CHAPTER III**

### **RESEARCH MEHODOLOGY**

#### **3.1 Research Design**

In this research, the researcher analyzed the data using descriptive qualitative approach. Qualitative research is descriptive of what the researcher is interested in process, meaning, and understanding gained through word or picture (Creswell, 2014:145). Qualitative method is considered relevant to the present research since it involved the data collection for describing the existence of code switching. Mack (2005:1) states that qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts in particular populations. She also explains that analytical objectives of qualitative research are to describe variation, to describe and explain relationships, to describe individual experiences, and to describe group norms.

Moreover, Lodico (2010:143) states qualitative research has few characteristics. Some of them are: studies in qualitative method are carried out in naturalistic settings, in qualitative the researchers ask broad research question designed to explore, interpret, or understand the social context, and the study data report is in narrative form or using words rather than numbers.

Based on the explanation above, this research used qualitative data approach because the data resulted from research problems were in the form of texts or statements. This research also used anthropolinguistic model. Sibarani (2018:43) states the concepts of anthropolinguistic as interdisciplinary science field, the scopes of antropolinguistic studies are the study of culture, the study of language of the other aspects of human life such as politics, economic, education and

other. Base on the concepts, the writer took the aspect of human life especially in education in this research.

### **3.2 Subject of the Research**

The writer chose the English teacher at Duta Harapan School Medan as the subject of this research. The writer chose 5 English teachers as the subject. The writer observed the fifth teacher to see their performance in teaching to find the pattern of teaching. Different teacher showed different performance.

### **3.3 Technique for Collecting the Data**

According to Ary (2010:442), Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. Additionally, Ary also explains that documents may be such kind of personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos.

The writer used three techniques to collect the data. They were observation, interview, and document.

#### **1. Observation**

According to Burns (1999) observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur. The observation data was taken from the notes about everything happened during the teaching-learning process in the classroom. In this research, the writer did online classroom observation. Here the researcher observed the

activities in online learning process start from the beginning to the ending of the teaching learning.

## 2. Video recorder

During the observation, the writer recorded the learning activities used video recorder. It used to get more information about the learning. The video was the source of data to do the next stage analyzing the data.

## 3. Interview

According to Sutopo (2006) interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it was done by using the unstructured formally things in order to get the views of the subject observed about many things that brought advantages for gaining the detailed information. The writer interviewed the English teacher at Harapan School Medan. This interview aimed to get information directly about teacher's performance. During the interview the writer also recorded and made a note to gain the information.

### **3.4 Research Instruments**

Instrument was tools to collect the information. Arikunto (2010) said that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. In this research, the writer collected the data through used some instrument, liked used observation guide, interview guidelines, and documentation.

#### 1. Observation sheet and note

The researcher acted as an observer so the writer used observation sheet and note to write and describe the situation.

## 2. Interview sheet

This instrument was used guide the interview with the teacher. The writer made some questions to manage the time and interview situation. The writer composed the question base on 5W (what, who, where, when, why) +1H (how) that relevant to the research.

## 3. Recorder

The researcher used video recorder to record the teaching learning to see the teacher's performance, beside it the teacher also collected the data from the school and teacher document which supported the data.

### 3.5 Technique for Analyzing the Data

Analyzing the data is the core of this research. According to Lodico et al.(2010:165), in all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection. In addition according to Ary (2010:32), a qualitative researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. Ary also explains that the data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

After collected all the data, the writer analyzed the data through interactive model of data analyze by Miles and Huberman. The procedures of analyzing data would be described as follows:

**Table 3.1:Components of Data Analysis Interactive Model Miles and Huberman**

No	Component data Analysis	Description
1.	Data Reduction	It is occurs continually through analysis. Early stage, it happens through editing,

		<p>segmenting and summarizing the data.</p> <p>Middle stages, it happens through coding and meaning and associated activities finding themes and patterns</p> <p>Latter stages, it happens through conceptualizing and explaining and organize the data is such way that the final conclusion can be drawn and verified.</p>
2.	Data Display	<p>Data display organize, compress and assemble information.</p> <p>(making summary, descriptively systematically in order to know about the central idea easily and interpreted them critically.</p>
3.	Drawing and verifying conclusion	<p>It is used to help drawing conclusions. Drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.</p>

### 1. Data Reduction

Data reduction is the first step in analyzing the data. Miles (1994:10), data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

In this research the source of data were in the form of video and text (observation sheet and interview sheet). Based on Miles theory, in this step firstly the writer would analyze the data by watching the video of teaching, listened carefully and observed the data. Next, the writer would select all the imperative sentences and utterances of the teacher to identify the text, co-text and context that appear in the teacher performance. After that, the writer categorized the data based on text, co-text and context. The researcher also took some notes related to the theory and

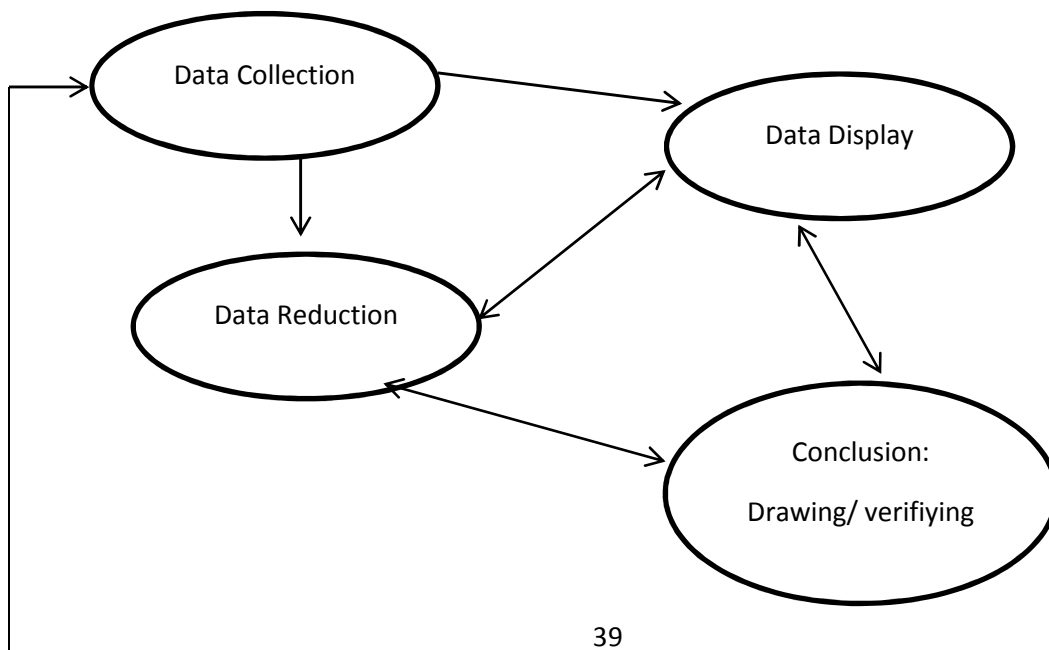
imperative sentence. After that the writer made summaries to make easy in analyzing the data and continuing the next steps.

## 2. Data Display

Miles (1994:11), stated generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the writer showed or displayed the data which was contained the text, they were macrostructure, microstructure (imperative sentence) and suprastructure, co-text ( paralinguistics, proxemics, kinesics, material element) and context ( social context, situation context, ideology context and education context.

## 3. Conclusion Drawing

The last steps to analyze the data in this research was drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the writer concluded the result of the research base on the research problems and the theory used.





### **3.6 Trustworthiness of the Data**

Trustworthiness of the data was used to verify the data. In this study, the triangulation data was really important to clarify the meaning, to verify repeatability of an observation to avoid the misinterpretation. It would be done by asking same research question to the different participants. There were four basic types of triangulation:

1. Data triangulation: involves time, space, and persons.
2. Investigator triangulation: involves multiple researchers in an investigation.
3. Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
4. Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

So triangulation used to find the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this research, the writer used methodological triangulation; the writer compared the results of observation and documentation or recording.