

## The Students' Confession toward Common English Classroom Expressions

Muhammad Hasby<sup>1</sup>, Ardhy Supraba<sup>2</sup>, Opik Dwi Indah<sup>3</sup>

<sup>123</sup>*Universitas Cokroaminoto Palopo*

*Mhasby91@gmail.com*

### ABSTRACT

This research aims to find out the students' confession toward common English classroom expressions. The population of this research is the third-year students of Senior High School 10 Luwu in academic year 2022/2023. The sample of this research is selected through purposive sampling technique. One class represented as the sample that is class XII Exact 1. Questionnaire was used as the instrument of this research. The result of this research shows that the students' confession toward common English classroom expressions gained very positive confession. It revealed most students stated that the material about common English classroom expressions is very effective for the improvement of their English. In other words, most of them confessed that common English classroom expression could improve and develop their English. Finally, the researchers concluded that common English classroom expressions are good material especially for improving the students' English competence.

**Keywords:** the students' confession; common English classroom expressions

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### INTRODUCTION

English is an international language that is used as the language of communication which connects all nations and countries around the world. The ability to speak English for students is one of the very important abilities because English has become a universal language used in the fields of technology, education, politics, commerce and also as the most communication tool used in the world. Basalama *et al* (2020) said that many people need to learn English because it is an international language spoken in many nations, particularly in the educational system. English is restrictedly used and not the primary language for daily interaction in Indonesia as it is considered a foreign language. The four English language proficiency levels that students must attain when learning the language are speaking, writing, listening, and reading. Since Indonesia gained its independence in 1945, English has been taught as a foreign language in schools (Lie, 2007 in Adam *et al*, 2021). Teaching English to Indonesian schoolchildren is to enable them to write and

communicate well in the language within a specific social environment (Depdiknas, 2003 in Adam *et al*, 2021).

Solanki (2020) stated that “English is not only an international language but also an essential language for interpersonal communication across the globe. In today’s global scenario, the importance of English as a link or in other words it cannot be ignored.” This is in line with the opinion of Rao (2019) aptly remarks that the biggest economies such as China, Japan, Russia, France and Brazil are focusing on English language after realizing the value of English at global level.

The students' understanding of English will be much better when the basic of English are taught to them, especially in a school environment where there is available time for them to learn English. As Andayani (2022) said “students who are able to communicate well in English stand to gain a great deal from doing so, not just in terms of the advancement of science but also in terms of sociopolitical communication, economics, and cultural understanding, and even in everyday life. This demonstrates how essential it is to have a strong command of the English language in order to achieve success in one's professional and academic endeavors.”

In learning English at school, one of the suitable basic materials taught to students is the introduction of common English classroom expressions, so this material is one of the most important materials for students to be mastered. Hughes (1990) in his book stated that common English classroom expressions are a set of English expressions used in English classes for teaching and learning process that can be learned and practiced as often as possible so that students get used to pronouncing and implementing them in the teaching and learning process.

These common English classroom expressions are then becoming the fundamental material in English lessons, especially to be practiced in class. Moreover, another idea is coming from Alfaro (2009) said that these expressions are intended to give confidence in students’ English communication skills. Thus, the students’ ability to master these expressions cannot be separated from the teacher’s motivation and guidance in the classroom.

In academic activities, it is necessary to know the level of students’ confession. This is also applied to the material about common English classroom expressions. One way to measure the success or evaluation of this material is to involve participants who have been taught about this material in class. As a matter of fact, this kind of material has been taught by all English teachers in school but so far it is still less the level of students’ confession in the form of published research that describes their confession. That is why; this research investigates “The Students’ Confession toward Common English Classroom Expressions.”

Based on the background above, the researcher formulates research question that is how is the students’ confession toward common English classroom expressions. Related to the research question, the researcher formulates the objective of this research that is to find out the students’ confession toward common English classroom expressions.

According to Darmadi (2019) classroom language is the routine language that is used on a regular basis in classroom like giving instruction of praise, for example “Take out your books” or “Please sit down. This language that teachers are used to using and students are used to hearing, but when teaching a language, it takes a while to learn this part of the language. Knowing these language basics reduces the amount that students are forced to use their mother tongue and increases the amount of the target language they are using; it makes the language classroom environment more authentic.

Hughes (1990) in his book stated that common English classroom expressions are a set of English expressions used in English classes for teaching and learning process that can be learned and practiced as often as possible so that students get used to pronouncing and implementing them in the teaching and learning process. Meanwhile, Alfaro (2009) said that English classroom expressions are intended to give confidence in students' English communication skills.

Confession contributes to the effectiveness and motivation both students and teachers. Wilkes (2010) stated that confession is a base of someone begins new kinds of life, expressing by the truth to gain better life. Then another idea is coming from Shraddha (2013) said that confession is statement written or oral which is direct admission of suit. In other words, it could be said that confession is a kind of statement that contains self-exculpatory matter which if true would negate the matter or offence.

In general, it is the message of having done something incorrect, whether on purpose or not. However, not all of confessions bear wrong activities, for example, a confession of love is often showed positive results both by the confessor and by the recipient, and it is also familiar in literature. Confession benefits the confessor.

Moreover, Wilkes (2010) defined confession as "a pillar of mental health" because of its ability to cure anxieties gathering with keeping secrets. From this definition, we could underline that confession could be a column of mental wellbeing. Confessors are more likely to confess when they expected benefits. People may attempt social confessions in arranging to remember sentiments of blame, feelings of guilt or to look for apologizing from a wrong party, but such confessions may also serve to make social bonds between the confessor and the person to whom they are communicate with, and probably prompt the listener to reply with confessions of their own. An individual may subsequently confess off-base doing to another individual as implies of creating a social bond, or of extracting complementary data from the others.

Meanwhile, according to Lassiter (2004), there are two kinds of confession namely people confess for telling something and sharing some information. They confess it of his/her free will and tell it honestly when they are asked. People confess because they want to share their story explicitly or to correct a mistake. Usually without asked, they already confess it by giving a suggestion, and not happy with a certain situation and condition.

The point of confession would be given will focus on motivating, interesting in delivering the topic, having good management in applying the technique, monitoring and stimulating the students, having good preparations, informing, using an appropriate technique and correlating to the topic. Slobogin (2007) also characterized confession as follow: Confession made to explain what was happened in his/her life and Confession made to explain what she or he desired in his/her life. Hirsch (2007) also said that sometimes confession no needs a proof, but confessor has to promise or swear that she or he confesses honestly. So, the researcher tries to combine the explanation of the experts and make a conclusion that confessor revealed some information about what was happened and desired honestly.

So, based on the explanations of some experts above, it can be inferred that confession can also be applied to assess teaching and learning process, including about the students' confession toward common English classroom expressions. If the material about common English classroom expression is difficult to be understood by students, they can tell the teacher and confess it so finally the teacher can help them understanding the lesson easily. Hence, the students will feel happy and no longer feeling depressed or afraid of the material learned. Besides that, confession

can also be implemented to know about the students' feeling or perception related to the material learned by them, whether the material gain positive confession or negative confession for them.

The researcher's conclusion in line with the opinion of Abbas & Asrul (2020) argues that confession can also applied to evaluate the learning, include about the teacher technique in teaching because in the class activities, the things that want to be achieved is students are able to understand the lessons given by the teacher. So that, teachers can converse with students about the things that can help them in understanding the lessons, including teaching techniques. If the technique which is used by teachers is difficult, they can meet the teacher to confess it and the students will be happy and no longer feel depressed or afraid if teachers want to receive feedback from the students. Their spirit and mental in the face of the lessons will be more powerful, plus if teachers can really find a technique that allows them to understand the lesson.

Several previous studies showed that between confession and English expression can be combine or unify. For instance, Akhmad & Islan (2018) conducted research about analysis of students' understanding in using formal and informal expression. Based on the research findings, the researcher found that students' difficulties in understanding formal and informal expressions is that students are accustomed in using phrases in informal form which made them tricky to recognize whether an expression is formal or informal. Meanwhile, another research was done by Abbas & Asrul (2020) who investigated about the students' confession toward teacher techniques in teaching English. According to the research findings through interview found that there are some confessions toward gender teacher techniques in teaching, they are both male and female get positive confession. Male teachers get 36 confessions with good managing confessing (9) is the highest were correlated to the topic is a few or only 2 students confessed. Female teachers get 39 confessions with good managing confessing about 7 students assumed it and it is the highest. Furthermore, motivated confession only 2 confessing, and the last is female teachers get higher confession than male. Thereby, the objective of this research is to find out the students' confession toward common English classroom expressions.

## **METHOD**

The design of the research was descriptive research. It aims to describe the students' confession toward common English classroom expressions. The simple calculation was used to determine the students' confession. This research was conducted in November 2022 in Senior High School 10 Luwu. The population and sample of this research was the third-year students of Senior High School 10 Luwu in academic year 2022/2023. The total number of populations was 278 students. The sample was taken by using purposive technique. One class was chosen as the sample which consisted of 25 students that was class XII Exact 1. To obtain the data, this research used questionnaire about the students' confession toward common English classroom expressions which consist of 10 positive statements of scale type on Likert Scale about common English classroom expressions. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements. The questionnaire was given to the third year students of Senior High School 10 Luwu after practicing common English classroom expressions. The questionnaire aimed to find out the students' confession toward common English classroom expressions.

This research used Likert scale to analyze the data, the researcher used the following step as follows; The data from questionnaire were analyzed into percentage to see the students' confession toward common English classroom expressions. In this case, the researcher used questionnaire as the instrument to obtain the data of the students' confession toward common English classroom expressions. The questionnaire was distributed to the respondents after practicing common English classroom expressions. In order for the data from the questionnaire can be calculated, it should be altered into numbers. So, the researcher used Likert scale measurement. Sugiyono (2010, p. 134) contended that Likert scale is mostly used to measure attitude, perception, confession or social phenomenon. The items on the questionnaire only have positive statement. Scoring the students' confession was classified by using Likert scale.

## FINDINGS

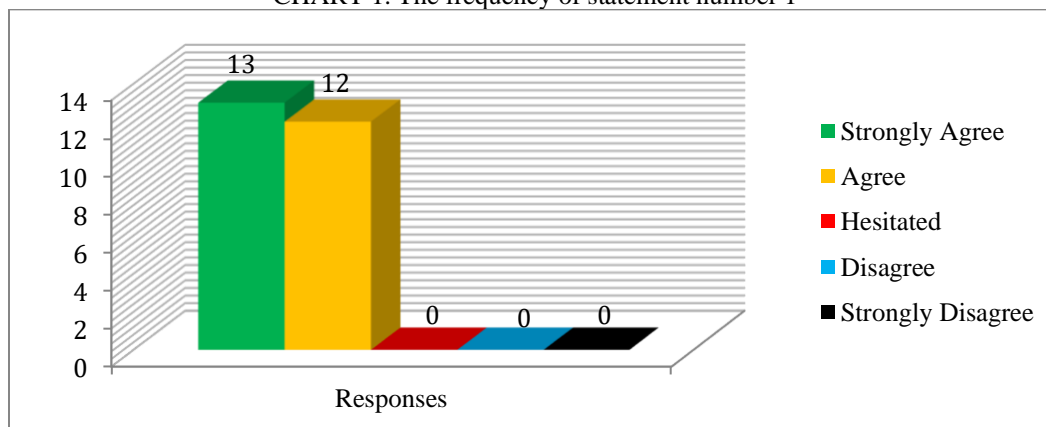
### Analyzing the students' confession

The questionnaire was distributed to the respondents to find out the students' confession toward common English classroom expressions. The questionnaire was designed covering 10 positive statements of scale type on Likert Scale about common English classroom expressions. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements. In calculating and analyzing the data, the students' responses were calculated and analyzed per statement and represented through frequencies and diagrams as follows:

#### *Data from questionnaire*

Statement number 1: The teaching of common English classroom expressions can make me interested in learning English

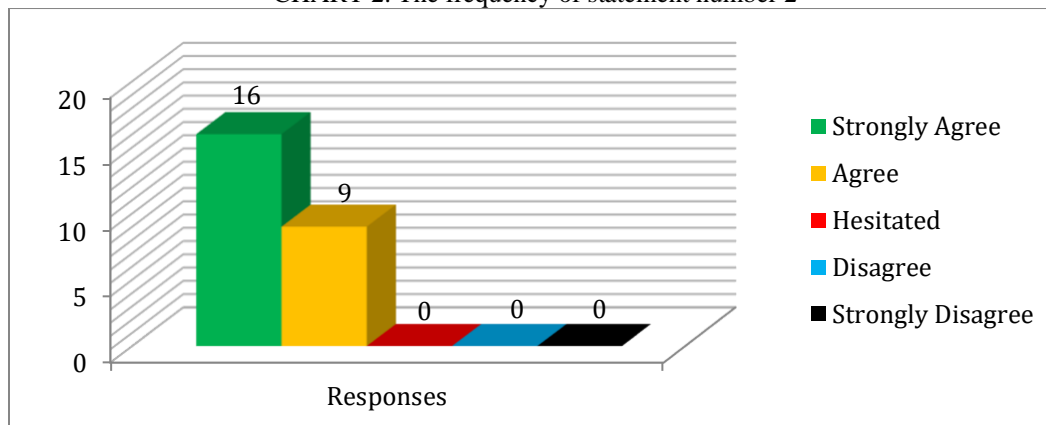
CHART 1. The frequency of statement number 1



The chart above shows that 13 students (52%) strongly agree that the teaching of common English classroom expressions can make them interested in learning English while 12 students (48%) agree with the statement. Thus, it indicates that common English classroom expressions made them interested in learning English.

Statement number 2: I feel happy learning English by starting the material related to common English classroom expressions

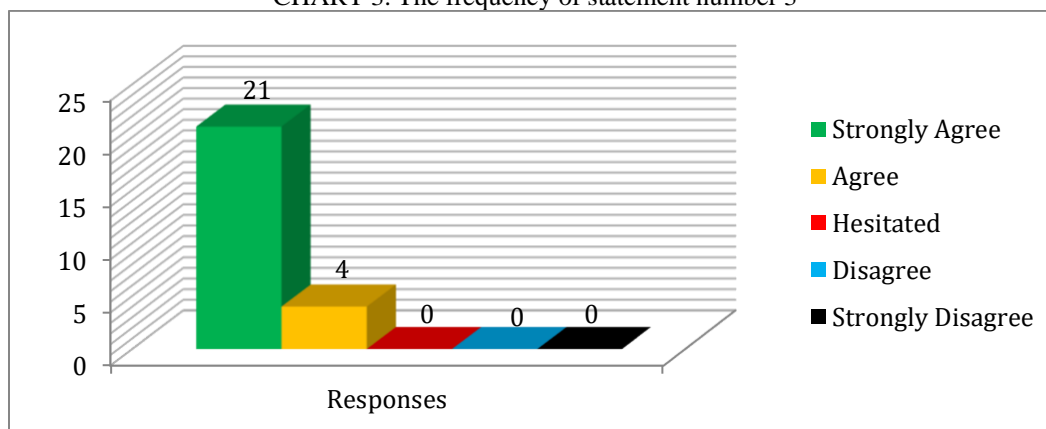
CHART 2. The frequency of statement number 2



The chart above shows that 16 students (64%) strongly agree that they felt happy learning English by starting the material related to common English classroom expressions. Meanwhile, 9 students or 36% agree that by starting the material related to common English classroom expressions could make them felt happy.

Statement number 3: Common English classroom expressions are very important to be understood and practiced when learning English

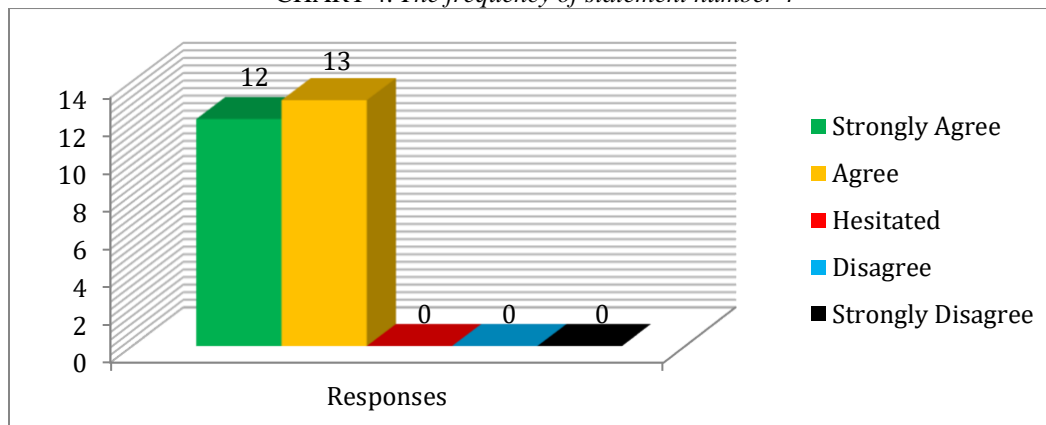
CHART 3. The frequency of statement number 3



The chart above shows that 21 students (84%) strongly agree that common English classroom expressions are very important to be understood and practiced when learning English, while 4 students (16%) agree with the statement.

Statement number 4: By practicing common English classroom expressions can make me to be more spirit in learning English

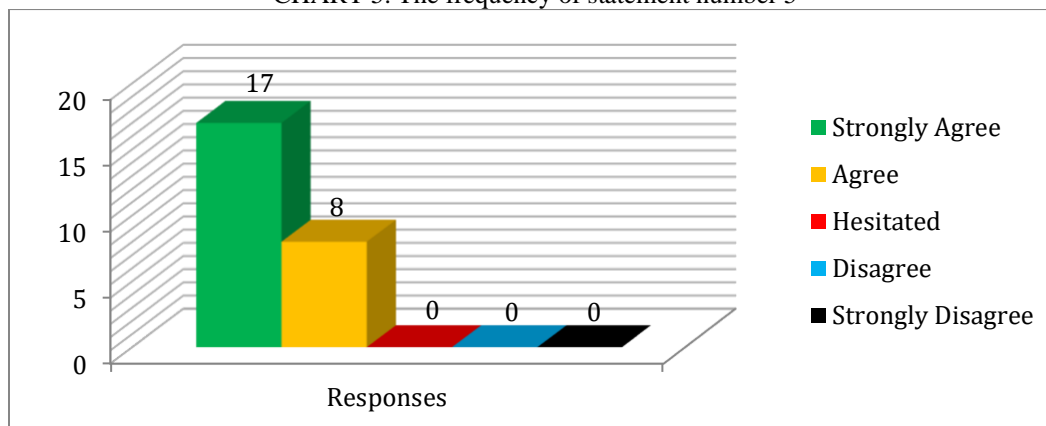
CHART 4. The frequency of statement number 4



The chart above shows that 12 students (48%) strongly agree that learning English by practicing common English classroom expressions made them to be more spirit. Then the rest of them, 13 students (52%) agree with the statement.

Statement number 5: The Material of common English classroom expressions can help and give me chance to learn English easily

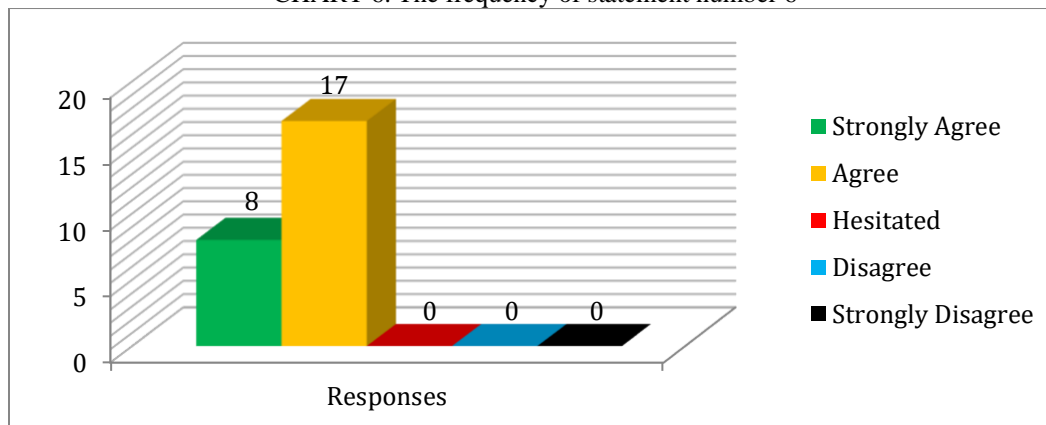
CHART 5. The frequency of statement number 5



The chart above shows that 17 students (68%) strongly agree that the material of common English classroom expressions can help and give them chance to learn English easily, while 8 students (32%) chose agree with the statement. So, it indicates that most of the students agree with the statement.

Statement number 6: I am more active in learning English through the material of common English classroom expressions

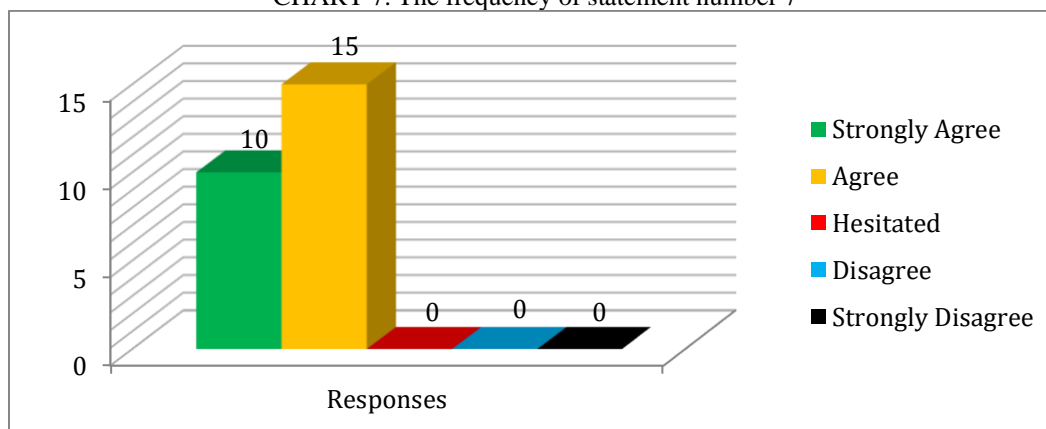
CHART 6. The frequency of statement number 6



The chart above shows that 8 students (32%) strongly agree that they are more active in learning English through the material of common English classroom expressions. Meanwhile, the other 17 students (68%) agree with the statement. Thereby, it indicates that most of the students agree with the statement.

Statement number 7: Common English classroom expressions are easy to be learned and can improve my understanding about English

CHART 7. The frequency of statement number 7

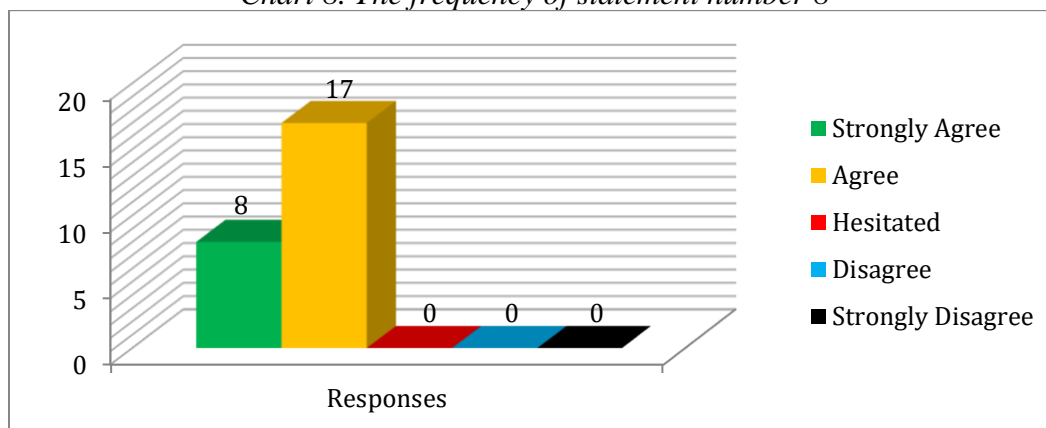


The chart above shows that 10 students (40%) strongly agree that common English classroom expressions are easy to be learned and can improve my understanding about English. Then, the others 15 students (60%) agree with the statement.



Statement number 8: I am more confident learning English by the material related to common English classroom expressions

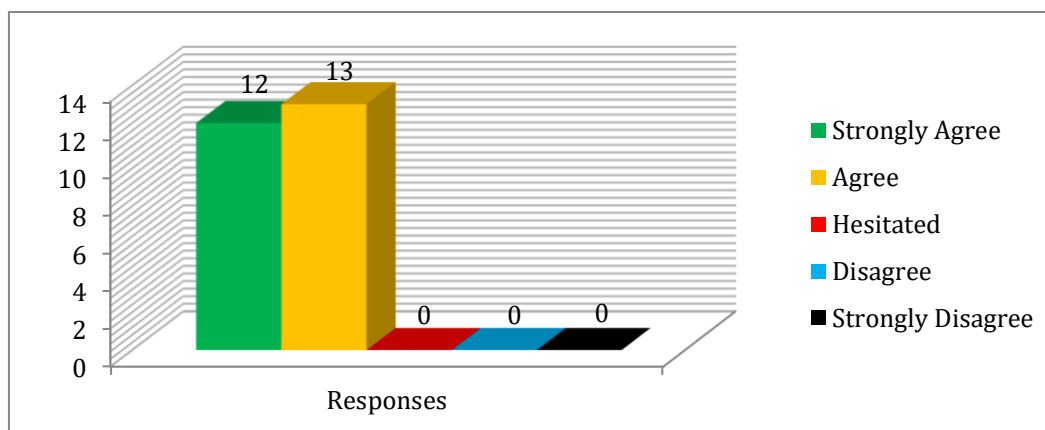
Chart 8. The frequency of statement number 8



The chart above shows that 8 students (32%) strongly agree that they are more confident learning English by the material related to common English classroom expressions. The rest 17 students (68%) agree with the statement.

Statement number 9: I enjoy learning English through the material about common English classroom expressions

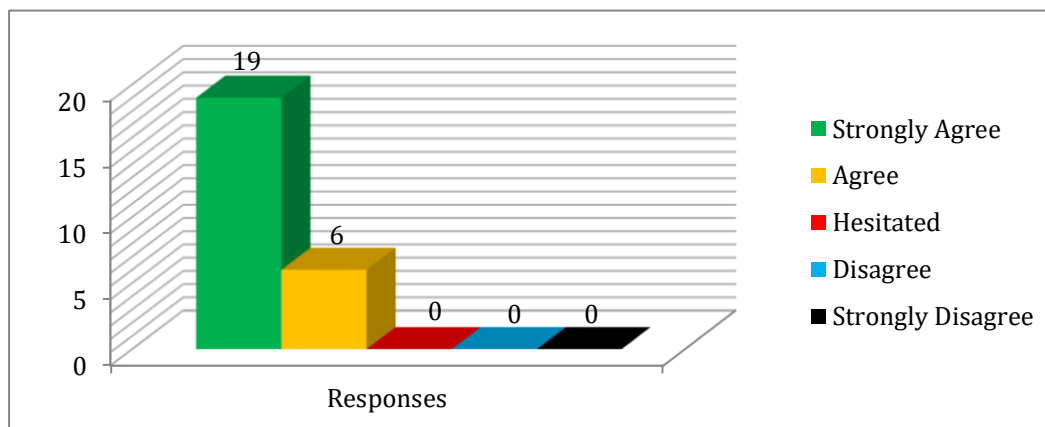
CHART 9. The frequency of statement number 9



The chart above shows that 12 students (48%) strongly agree that they enjoyed learning English through the material about common English classroom expressions, while 13 students (52%) agree with the statement.

Statement number 10: By applying common English classroom expressions, learning English can be more fun

CHART 10. The frequency of statement number 10



The chart above shows that 19 students (76%) strongly agree that learning English can be more fun by applying common English classroom expressions. Meanwhile, 6 students (24%) agree with the statement.

## DISCUSSION

This part aimed at investigating the findings of this research which had been presented in the previous part of this article. The discussion of the findings covered the further explanation and interpretation about the findings. Moreover, this part was provided to answer the research question. In this case, there was one research question that had to be answered that is to find out the students' confession toward common English classroom expressions.

This section was a description about the students' confession toward common English classroom expressions. The positive result from the questionnaire indicated that the students were mostly confessing that common English classroom expressions could improve and develop their English. It means that, the material about common English classroom expressions gave a significant and positive effect toward students' English competence.

The result of this research is proven from the result of distributed questionnaire to the students gained very positive confession and it revealed most students stated that the material about common English classroom expressions is very effective for the improvement of their English. As Alfaro (2009) said that these expressions are intended to give confidence in students' English communication skills. This is in line with the opinion of Lassiter (2004) stated that there are two kinds of confession namely people confess for telling something and sharing some information. They confess it and tell it honestly when they are asked. People confess because they want to share their story explicitly or to correct a mistake. Usually without asked, they already confess it by giving a suggestion. The two opinions above are supported by Andayani's opinion (2022) said that

students who are able to communicate well in English stand to gain a great deal from doing so, not just in terms of the advancement of science but also in terms of sociopolitical communication, economics, and cultural understanding, and even in everyday life. This demonstrates how essential it is to have a strong command of the English language in order to achieve success in one's professional and academic endeavors. Finally, the researcher concluded that common English classroom expressions are good material especially for improving the students' English competence. In other words, most of them confessed that common English classroom expression could improve and develop their English.

### **CONCLUSION**

This research had explored the students' confession toward common English classroom expressions. Based on the research findings and discussion, the conclusion can be drawn that this research indicated that the students' confession toward common English classroom expressions gained very positive confession. It revealed most students stated that the material about common English classroom expressions is very effective for the improvement of their English. In other words, most of them confessed that common English classroom expression could improve and develop their English. Finally, the researchers concluded that common English classroom expressions are good material especially for improving the students' English competence in four skills namely listening, speaking, reading and writing.

As mentioned previously, the findings of this research contended that common English classroom expression gave significant and very positive effect toward students' English. Thus, the researcher would like to offer several suggestions as follows: For the English practitioners, it is suggested to develop the material about common English classroom expressions to be better material since the result of this research stated that common English classroom expressions could give significant contribution for the improvement of the students' English. For the English practitioners who will teach common English classroom expressions should make the class atmosphere to be more interesting and fun. So, the activities of this material can be more attractive, comfortable, enjoyable and fun.

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that this research is still far from perfection. Therefore, constructive critics and suggestions for the improvement of this research will be highly appreciated.

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