

CHAPTER I

INTRODUCTION

1.1 background of the Study

Nowadays, it is a fact that English is spoken all around the world. It has been estimated that out of the roughly 6 billion people that are alive today, about 350 million speak English. English, being an international language, has been taught in almost all countries around the world including Indonesia. Although it is a foreign language in Indonesia, its role is becoming more and more important. For example, in this modern era almost all aspects of life from the smallest to the biggest ones mostly use English. It is used in the daily life stuffs and it also plays an important role in education, science and technology, business, commerce and communication, administration and government.

To meet this demand, schools in Indonesia, from kindergartens to universities, are giving English subject as one of the compulsory subjects. The purpose of English teaching at schools is to provide relevant English proficiency for the students to reach this purpose, schools need qualified English teachers.

Cooper (1982:2) says “a teacher is a person charged with the responsibility of helping others to learn and to behave in new and different ways.” Thus an English teacher is a person who has responsibility of helping his/her students in learning English. He/she can treat the students with respect and help them to behave themselves in different ways. This has pushed English Education Study Programs of the Teacher Training Faculties to prepare their graduates well so that they can be qualified English teachers, who can teach English well.

One of the missions of the English Education Study Program of the Faculty Teacher Training and Education, Widya Mandala Surabaya Catholic University is to produce professional English teachers, who are competent to teach English in primary level and secondary level. Schools to realize this mission, the English Education Study Program of this faculty offers several required courses related to pedagogy and teaching, both the theories and practice. The peak of the courses offered is the Teaching Practice Program (usually called PPL or Program Pengenalan Lapangan), which is conducted in the real schools of primary level (sometimes kindergarten) or secondary level (junior or senior high schools). This subject is given 4 credits and is offered in the seventh semester. In this program, the students of the EESP are given a lot of opportunities to conduct teaching and learning activities in the real classroom, where they are expected to implement all the knowledge skills and proficiency they have obtained. James and Garrett (1992:35) state that the strength of the English teachers' position is their close contact with learners, and their awareness of what learners can do with language and how it interests them.

The standard of competence that has to be achieved in this course (Teaching Practice Program) is EESP students or teacher candidates possess the ability to carry out real classroom teaching to develop their students' English communicative competence and carry out teacher's administrative responsibilities. The basic competences include the following abilities:

- develop a lesson plan (for different levels of learners)
- open and close a class
- explain teaching materials clearly

- ask questions of various kinds
- respond students' questions appropriately
- assess students learning achievement appropriately
- apply appropriate teaching techniques, media, and other learning resources in conducting the class activities
- give appropriate feedback to the students
- manage English language classrooms
- manage teaching-learning time
- develop and administer English test items to their students
- assess their students' English competence
- conduct academic school administration
- guide their students' academic activities
- establish rapport

A closer look at the basic competences that has to be achieved shows that the EESP graduates-to-be have to possess good English ability for classroom instruction to perform their duties as English teachers. With the series of speaking courses given (from Speaking I: Daily Conversation, Speaking II: Group Discussion, Speaking III: presentation and Debate, to Speaking IV: Classroom English) and Micro Teaching course, the EESP students or teacher candidates are highly expected to possess the ability to speak English fluently and use good classroom verbal expressions in the teaching practice schools. The fact in the field, however, sometimes shows that the EESP students or teacher candidates do not fully comply with the objectives stated in these syllabi. The classroom verbal expressions uttered by some students are sometimes inappropriate.

This study is, therefore, conducted to find out how well the EESP students or teacher candidates use proper classroom verbal expressions in their teaching practice in junior high school. There are usually three stages in the teaching and learning practice activities: pre-instructional activities, whilst-instructional activities and post-instructional activities. Pre-instructional activities happen in the beginning of the lesson. Whilst-instructional activities happen in the middle of the lesson. Post-instructional activities happen in the end of the lesson. This study examines how the EESP students use the classroom verbal expressions in each of these stages.

1.2 Statement of the Problems

Based on the background of the study above, this study is intended to answer the following questions:

1. What classroom situations are used by the teacher candidates during the pre-instructional activities?
2. How are the verbal expressions uttered by these teacher candidates during the pre-instructional activities?
3. What classroom situations are used by the teacher candidates during the whilst-instructional activities?
4. How are the verbal expressions uttered by these teacher candidates during the whilst-instructional activities?
5. What classroom situations are used by the teacher candidates during the post-instructional activities?

6. How are the verbal expressions uttered by these teacher candidates during the post-instructional activities?
7. What common problems with classroom verbal expressions do these teacher candidates have?

1.3 Objectives of the Study

This study was conducted to find the answer of the problem statements above. They are:

1. To find out what classroom situations are used by teacher candidates during the pre-instructional activities.
2. To know how the verbal expressions are uttered by these teacher candidates during the pre-instructional activities.
3. To find out what classroom situations are used by teacher candidates during the whilst-instructional activities.
4. To know how the verbal expressions are uttered by these teacher candidates during the whilst-instructional activities.
5. To find out what classroom situations are used by teacher candidates during the post-instructional activities.
6. To know how the verbal expressions are uttered by these teacher candidates during the post-instructional activities.
7. To know the problems with classroom verbal expressions had by teacher candidates.

1.4 Significance of the Study

The results of the study are expected to be useful for the teacher candidates to show the kinds of classroom situations and functions encountered in the real classroom, the appropriate forms used to express them, and the common language mistakes that occur in the classroom. It is also expected that the results of the research will be helpful for the lecturers of the English Education Study Program to guide them in their teaching process at the EESP, especially in structure (which focuses on grammar).

1.5 Scope and Limitation of the Study

This study focuses on the classroom verbal expressions which are used by the teacher candidates during their teaching practice program in the classroom in junior high school.

The English language spoken by the students in practice school are not analyzed and beyond the scope of this study.

1.6 Theoretical Framework

The theories of this research study are on the theories of Teaching Practice, Classroom Language, Classroom Situations and Dimension of Discourse.

Teaching practice is a three-month (thirty six-day) program that gives a chance to the English Education Study Program students to learn and practice as a teacher in a real school. Then Classroom Language is a set of teaching and learning activities that involves the teacher's saying which gives input that will be responded by the students. Practical Classrooms English consists of the sayings of

the teacher in the beginning, running, and end the lesson. The points in Classroom Language are giving instructions in teaching and learning activities in the classroom such as asking questions, managing the classroom, and giving feedback (Hughes and Moate, 2007). Carroll in Hughes (1989:6-7) states that Classroom situation is a genuine social environment which allows ‘the meaningful situational use of the language’, and that its communicative potential is closer to real interaction that is often assumed. For example, *Everyday Greetings, Making Classroom Small Talk, Taking the Register, Dealing With Lateness, Giving Instructions, Reviewing Previous Lesson, etc.*

According to Rymes (2008:12) the definition of discourse is “language-in-use” so the discourse analysis is how the language-in-use is affected by the context. The context itself can range from the teacher’s and students’ talk within a lesson in entire lifetime of socialization and the history of the institution of schooling in the classroom. Therefore, he suggests three dimensions for this study: social context, interactional context and individual agency because discourse analysis becomes critical classroom discourse analysis in the classroom when the researchers take the effect of several variable contexts into consideration in their analysis.

1.7 Definition of Key Terms

The following definitions of the key terms are provided to avoid misunderstanding and misinterpretation that might happen:

- Classroom Verbal Expressions

Classroom verbal expressions refer to speeches uttered by teacher candidate during the learning teaching process, which covers everyday classroom routines, involving the learners, working with the textbook, and using technology (Hughes and Moate, 2007).

- Classroom Situations

According to Carroll in Hughes (1989), Classroom situations are genuine social environment and learning teaching procedure which allows ‘the meaningful situational use of the classroom verbal expressions’.

- Teacher Candidates

Teacher Candidates refer to the students of the English Education Study Program of the Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University, who are taking their teaching practice program in real schools.

- English Education Study Program

English Education Study Program refers to the English Department of the Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University.

- Junior High School

According to Webster, Junior High School is a school, usually including the seventh, eighth and ninth grades, which follow elementary school and precedes senior high school. (Retrieved on April 8th 2011, Online Merriam-Webster: AN ENCYCLOPEDIA BRITANNICA COMPANY)

1.8 Organization of the Thesis

This study consists of five chapters, Chapter I is Introduction, deals with the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, definition of key terms, and organization of the thesis. Chapter II presents review of related literature and studies. Chapter III is Research Method, which deals with research design, subjects of the study, research instruments, data source, data collection procedure, and data analysis. Chapter IV is research findings, dealing with result of data analysis and discussion of findings. Conclusion is presented in the last chapter, Chapter V.