

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer discusses two parts. The first deals with the conclusion in which the writer summarizes the main points that have been discussed in the previous chapter. The second one deals with the suggestions for the teacher candidates, the English Department of Widya Mandala Surabaya Catholic University, and the further research.

5.1 Conclusion

Realizing the fact that English is an international language that has been taught in almost all countries around the world, the English Education Study Program of the Faculty Teacher Training and Education, Widya Mandala Surabaya Catholic University offers several required courses (pedagogy and teaching, both the theories and practice) to the teacher candidates who are in the seventh semester.

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. Realizing the important role of English subject in schools, the writer is interested in conducting the study about classroom verbal expressions uttered by the teacher candidates during their teaching practice program in junior high school. The purpose of this study is to find out what classroom situations are used by the teacher candidates during the pre-instructional activities, whilst-

instructional activities and post-instructional activities and how their classroom verbal expression is during these three stages, and what common problems with classroom verbal expressions these teacher candidates have.

The result shows the classroom situations commonly used by the subjects (teacher candidates) and the common mistakes made by these subjects in these three stages of classroom instruction. It shows that these teacher candidates made mistakes in pronunciation, grammar, and diction or choice of word during the teaching learning process in these three instructional stages. The biggest number of mistakes made by these teacher candidates (44 out of 70) is related to grammar; the second biggest number (14 out of 70) is related to diction or choice of word; and the smallest number (12 out of 70) is related to pronunciation.

The result of the study are expected to be useful for both the teachers-to-be and the lecturers of the English Education Study Program. For teachers-to-be, the results will show the kinds of language 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. For the lecturers of the EESP, the results will be a kind of feedback to guide them in their teaching process at the EESP, so that they know which needs to be given more emphasis, especially in relation to the courses of structure (which focuses on grammar).

5.2 Suggestions

At the end of this study, the writer would like to give the following suggestions:

5.2.1 Suggestions for the teacher candidates

The writer suggests that teacher candidates have to learn and practice more so that they are highly expected to possess the ability to speak English fluently and use appropriate classroom verbal expressions in the teaching practice schools. They should also use more classroom situation (giving clues, giving instructions, making small talks etc) in their teaching so they can carry out the teaching and learning activities smoothly.

During the teaching process, the teacher candidates should also pay attention to the students, especially to those who get difficulty in learning English. They have a tendency to become shy. Those shy students should be encouraged to join the teaching activities. In doing so, the teacher candidates should be able to use appropriate verbal expressions as a means to interact with and motivate them.

5.2.2 Suggestions for the English Department of Widya Mandala Surabaya Catholic University

The writer suggests that the English Department of Widya Mandala Surabaya Catholic University use the findings of the research as feedback to improve the learning teaching process courses required for teaching practice especially in relation to the courses of structure (which focuses on grammar).

5.2.3 Suggestions for the further research

Because of limited time, the writer observed and analyzed only two subjects. Therefore, for further research, the writer suggests that they can observe and analyze more subjects. They observe not only the English language spoken by the teacher candidates but also the English language spoken by the students in practice school to get a more comprehensive result.

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