CLASSROOM VERBAL EXPRESSIONS UTTERED BY TEACHER CANDIDATES OF ENGLISH EDUCATION STUDY PROGRAM DURING THE TEACHING PRACTICE PROGRAM IN ELEMENTARY SCHOOL

A THESIS

In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

By:

ALECIA KARLINA GIOVANI
1213007005

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JULY 7th, 2011
This thesis entitled "Classroom Verbal Expressions Uttered by Teacher Candidates of English Education Study Program during the Teaching Practice Program in Elementary School" prepared and submitted by Alecia Karлина Giovani has been approved and accepted as Partial Fulfillment of the Requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:

Dr. Susara Topanitra, M.Pd
First Advisor

Dr. Irnipti Herianto
Second Advisor
APPROVAL SHEET (2)

This thesis has been examined by the committee of oral examination with the grade of _____ on July 7th, 2011.

[Signatures and official stamps]

Chairperson

[Signature]

Pahius Ahy Satris Winarti, M. Sc., Member

Johanes Leonard Taloko, M. Sc., Member

Dra. Susana Tegilus, M. Pd., Member

Dr. Josphus Harjanto, Member

Approved by

[Signatures and official stamps]

Dean of the Teacher Training Faculty

Head of the English Department
ACKNOWLEDGEMENTS

Above all, I would like to thank God, in the name of Jesus Christ, for His guidance, mercy, and blessing to me to complete this thesis.

I also wish to express my deepest thank and appreciation to:

1. Dra. Susana Teopilus, M.Pd., my first advisor, who has given her great help, guided me patiently, encouraged, supported, and gave me valuable suggestions and advice in finishing my thesis. Without her help this thesis would have never been completed.

2. Dr. Ignatius Harjanto, my second advisor, who has supported and encouraged me in writing this thesis.

3. My beloved family, especially my father and mother, my brother and sister, who have encouraged me in writing this thesis.

4. Roy Wijaya, who has always supported, encouraged, and prayed for me in writing this thesis.

5. All of my lecturers of Widya Mandala Catholic University, Surabaya, who have taught me during my academic years so that I can finish my study.

6. All the librarians of Widya Mandala Catholic University, Surabaya, who have helped me in giving much information for writing this thesis.

7. My friends in Widya Mandala Catholic University, Surabaya, Amelia, Lastri, Tirza, Yohanes, Natalia and others, who have supported me to finish this thesis.

8. My family in Lumajang and Kencong, who have encouraged me in writing this thesis.
9. My friends in Mbak War’s boarding house, who have given support to me in finishing this thesis.

Without their kind help and support, I am sure that this thesis would not have been completed as the way it should be.

Surabaya, June 2011

Alecia Karlina Giovani
TABLE OF CONTENTS

APPROVAL SHEET (1) i
APPROVAL SHEET (2) ii
ACKNOWLEDGEMENTS iii
TABLE OF CONTENTS v
LIST OF TABLES ix
ABSTRACT xv

CHAPTER I : INTRODUCTION

1.1 Background of Study 1
1.2 Research Problems 4
1.3 Objective of the Research 5
1.4 Theoretical Framework 5
1.5 Assumption 7
1.6 Scope and Limitation of the Study 7
1.7 Significance of the Study 7
1.8 Definition of Key Terms 8
1.9 Organization of the Study 9

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1 Classroom English 11
   2.1.1 Beginning the Lesson 11
   2.1.2 Running the Lesson 13
   2.1.3 Ending the Lesson 14
2.2 Teaching Practice 35
CHAPTER III: RESEARCH METHOD

3.1 Research Design 41
3.2 Subjects of the Study 42
3.3 Research Instruments 42
3.4 Data Source 43
3.5 Data Collection Procedure 43
3.6 Data Analysis Procedure 44
3.7 Data Analysis Triangulation 55

CHAPTER IV: DATA ANALYSIS AND FINDINGS

4.1 Data 56
4.2 Data Analysis 56
4.3 Research Findings and Discussion 223

CHAPTER V: CONCLUSION

5.1 Conclusion 228
5.2 Suggestions

5.2.1 Suggestion to the English Department 229
Of Widya Mandala Surabaya Catholic University

5.2.2 Suggestion for Further Researcher 230
5.2.3 Suggestion for the Next Teacher Candidates 230

BIBLIOGRAPHY 231

APPENDICES: APPENDIX 1

- The Transcript of the Teacher Candidate A 232
  Verbal Expressions during the Teaching Practice
- The Transcript of the Teacher Candidate B 245
  Verbal Expressions during the Teaching Practice

APPENDIX 2

- Classroom Verbal Expressions Spoken and Classroom Situations Encountered by the Teacher Candidate A in the Three Stages of Classroom Instruction 255
- Classroom Verbal Expressions Spoken and Classroom Situations Encountered by the Teacher Candidate B in the Three Stages of Classroom Instruction 275
- Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate A 292
- Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate B 323
- Classification of Classroom Situations Used by the Teacher Candidate A 349
- Classification of Classroom Situations Used by the Teacher Candidate B 351
- Commonly Used Classroom Situations by the Teacher Candidates 354

APPENDIX 3

- Problems with Classroom Verbal Expressions 356 Had by the Teacher Candidate A
- Problems with Classroom Verbal Expressions 382 Had by the Teacher Candidate B
LIST OF TABLES

Table 3.1  The Subjects and the Teaching Practice Schools 40
Table 3.2  Date of Data Collection 41
Table 3.3  Format of Classroom Verbal Expressions Spoken and 44
Classroom Situations Encountered by Teacher Candidates in
the Three Stages of Classroom Instruction
Table 3.4  Format of Classroom Verbal Expressions Spoken and 45
Classroom Situations Encountered by the Teacher Candidate
during the Pre-Instructional Activities
Table 3.5  Format of Analysis of Classroom Verbal Expressions 46
Uttered by the Teacher Candidate during the Pre-
Instructional Activities
Table 3.6  Format of Classification of Classroom Situations Used by 46
the Teacher Candidate during the Pre-Instructional Activities
Table 3.7  Format of Commonly Used Classroom Situations by the 46
Teacher Candidates during the Pre-Instructional Activities
Table 3.8  Format of Problems with Classroom Verbal Expressions 47
Had by the Teacher Candidate during the Pre-Instructional
Activities
Table 3.9  Format of Types of Mistakes Made by the Teacher 47
Candidates during the Pre-Instructional Activities
Table 3.10 Format of Classroom Verbal Expressions Spoken and 48
Classroom Situations Encountered by the Teacher
Candidate during the Whilst-Instructional Activities

Table 3.11 Format of Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate during the Whilst-Instructional Activities

Table 3.12 Format of Classification of Classroom Situations Used by the Teacher Candidate during the Whilst-Instructional Activities

Table 3.13 Format of Commonly Used Classroom Situations by the Teacher Candidates during the Whilst-Instructional Activities

Table 3.14 Format of Problems with Classroom Verbal Expressions Had by the Teacher Candidate during the Whilst-Instructional Activities

Table 3.15 Format of Types of Mistakes Made by the Teacher Candidates during the Whilst-Instructional Activities

Table 3.16 Format of Classroom Verbal Expressions Spoken and Classroom Situations Encountered by the Teacher Candidate during the Post-Instructional Activities

Table 3.17 Format of Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate during the Post-Instructional Activities

Table 3.18 Format of Classification of Classroom Situations Used by the Teacher Candidate during the Post-Instructional Activities
Table 3.19 Format of Commonly Used Classroom Situations by the Teacher Candidates during the Post-Instructional Activities

Table 3.20 Format of Problems with Classroom Verbal Expressions Had by the Teacher Candidate during the Post-Instructional Activities

Table 3.21 Format of Types of Mistakes Made by the Teacher Candidates during the Post-Instructional Activities

Table 3.22 Format of Types of Mistakes Made by the Teacher Candidates in the Three Stages of Classroom Instruction

Table 3.23 Format of Summary of the Total Mistakes Made by the Teacher Candidates

Table 4.1 Classroom Verbal Expressions Spoken by Teacher Candidate A during the Pre-Instructional Activities

Table 4.2 Classroom Verbal Expressions Spoken by Teacher Candidate B during the Pre-Instructional Activities

Table 4.3 Classification of Classroom Situations Used by Teacher Candidate A during the Pre-Instructional Activities

Table 4.4 Classification of Classroom Situations by Teacher Candidate B during the Pre-Instructional Activities

Table 4.5 Commonly Used Classroom Situations by the Teacher Candidates during the Pre-Instructional Activities

Table 4.6 Analysis of Classroom Verbal Expressions Uttered by Teacher Candidate A during the Pre-Instructional Activities
Teacher Candidate A during the Whilst-Instructional Activities

Table 4.17 Analysis of Classroom Verbal Expressions Uttered by Teacher Candidate B during the Whilst-Instructional Activities

Table 4.18 Problems with Classroom Verbal Expressions Encountered by Teacher Candidate A during the Whilst-Instructional Activities

Table 4.19 Problems with Classroom Verbal Expressions Encountered by Teacher Candidate B during the Whilst-Instructional Activities

Table 4.20 Types of Mistakes Made by the Teacher Candidates during the Whilst-Instructional Activities

Table 4.21 Classroom Verbal Expressions Spoken by the Teacher Candidate A during the Post-Instructional Activities

Table 4.22 Classroom Verbal Expressions Spoken by the Teacher Candidates B during the Post-Instructional Activities

Table 4.23 Classification of Classroom Situations Used by Teacher Candidate A during the Post-Instructional Activities

Table 4.24 Classifications of Classroom Situations Used by Teacher Candidate B during the Post-Instructional Activities

Table 4.25 Commonly Used Classroom Situations by the
Teacher Candidates during the Post-Instructional Activities

Table 4.26 Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate A during the Post-Instructional Activities 218

Table 4.27 Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidate B during the Post-Instructional Activities 219

Table 4.28 Problems with Classroom Verbal Expressions Encountered by Teacher Candidate A during the Post-Instructional Activities 220

Table 4.29 Problems with Classroom Verbal Expressions Encountered by Teacher Candidate B during the Post-Instructional Activities 220

Table 4.30 Types of Mistakes Made by the Teacher Candidates during the Post Instructional Activities 221

Table 4.31 Types of Mistakes Made by the Teacher Candidates during the Three in the Three Stages of Classroom Instruction 222

Table 4.32 Summary of the Total Mistakes Made by the Subjects 223
ABSTRACT

Advisor (i) Dra. Susana Teopilus, M.Pd, (ii) Dr. Ignatius Harjanto.

Keywords: Classroom Verbal Expression, Teacher Candidate, Elementary School, Teaching Practice Program.

Teaching English as a foreign language especially to the elementary school students is not easy. A teacher should prepare and also deliver the lesson which is appropriate for them. English teachers therefore should use English verbal expressions correctly and appropriately.

To give teacher candidates lots of opportunity to apply what they have got during their study, the EESP requires them to take their teaching practice program for 3 months in real schools.

Realizing the importance of using appropriate classroom verbal expressions, the writer conducted this study to find out what classroom situations used and how the verbal expressions uttered by the teacher candidates. In this study, the subjects are 2 (two) teacher candidates who took their teaching practice program in Elementary School. There is 1 (one) full recording from each teacher candidates when they taught his/her students in this study to be analyzed. The result shows that the teacher candidates could not use the whole of classroom situations during their teaching practice. And also, the teacher candidates still made a lot of mistakes in pronunciation, grammar, and diction. The biggest number of mistakes made is related to the problem with English grammar (105 out of 186); followed by English pronunciation (59 out of 186); and the least is related to the problem with diction or choice of word (22 out of 186).

Based on the research findings, the writer suggests that the English Department has to improve the contents of the subjects which are related to the teaching practice program, for example Speaking 4 and Micro Teaching. The department itself must have lots of improvement in making syllabus for Speaking 4 and Micro Teaching. The lecturers also have to focus on the teaching of pronunciation. So that, the further teacher candidates will not make mistake in pronouncing words.