

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English is now widely used all over the world as a global language. Since the development of technology is getting more and more advanced, the use of English as a global language in almost all fields has been a demand which cannot be avoided. In Indonesia, to meet this demand, English has been offered as a compulsory subject in secondary level education and a local content subject in primary level education. The Indonesian government has even launched the concept of designing schools with international standards. This means that English as a medium of instruction is used in these schools. This fact gives rise to the need of qualified English teachers who are competent and can use and apply English optimally including both oral and written in daily routines.

Qualified English teachers are highly demanded now due to the importance of creating English communication habit in school. Realizing this matter, the English Education Study Program (EESP) in the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya has been providing English study programs with appropriate curriculum and supporting teaching and learning media to produce qualified English teachers who are ready and able to teach English well in all levels, such as kindergarten, elementary, junior high, up to senior high schools. To be professional English teachers, the students of the Faculty of Teacher Training and Education (the teacher candidates)

should do their teaching practice in a school for a couple weeks in which they can apply what they have obtained in the real field, that is the real school atmosphere.

The standard of competence to be achieved in the Teaching Practice Program is that the teacher candidates possess the ability to carry out real teaching classroom teaching to develop their students' English communicative competence and do anything related to teacher's duty besides teaching, such as teacher's administrative responsibilities. The basic competences include these abilities which are to:

- develop a lesson plan for different levels of learners
- begin and end 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

These targets indicate that one of the important things for the EESP teacher candidates is that they should be able to communicate in English well and fluently due to the demand of being able to give clear explanation during the teaching process to ensure the success of the classroom activity. Teaching process in common consists of 3 significant stages of activities, such as Beginning the Lesson (Pre – Instructional), Running the Lesson (Whilst – Instructional), and Ending the Lesson (Post – Instructional).

Teacher candidates are therefore expected to be able to use proper classroom language in each of these stages. For this purpose, the EESP students who are doing their teaching practice in the real schools must have completed the teaching methodology, Speaking courses (I – IV), the Curriculum and Material Development, Pedagogy and all Structure courses (I – IV).

English has already been familiar to high school students as they have learned it for at least 9 years. The writer therefore is interested to find out whether the English verbal expressions used by the teacher candidates are proper enough and can help the students in this level acquire what is delivered. This, later on, can hopefully give feedback to the English Education Study Program of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya related to their graduates' teaching performance and English proficiency, which in turn can be used to revise and modify the syllabi of Speaking Courses and Teaching Practice classes and programs held by the Faculty, so that the goal of this program can be successfully achieved.

## **1.2 Statement of the Problem**

In line with the background of the study above, the following major research questions are formulated as follows:

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 problems with verbal expressions do they have?

## **1.3 The Objectives of the Study**

In line with the problem formulation mentioned above, the objectives of this study are:

1. to find out what classroom situations are used by the teacher candidates during the pre-instructional activities.

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

#### **1.4 Theoretical Framework**

This study is based on the theories of Classroom Interaction, Practical Classroom Verbal Expressions, and Second Language Acquisition. In common teaching practice there are 3 well-known instructional activities to run the class, such as Pre-Instructional (beginning of the class), Whilst-Instructional (running the class), and Post-Instructional (ending the class). Practical classroom verbal expressions is a set of English verbal expressions used in teaching and learning activities that involves the teacher's sayings which give input that will be responded by the students. Practical classroom English consists of teacher talks to begin, run, and end the lesson.

Krashen (1982) says comprehensible input is necessary for second or foreign language acquisition. With comprehensible input applied through proper practical classroom English, students of senior high school will be supported in learning English.

### **1.5 Assumption**

This study is based on an assumption that the subjects of the study, the teacher candidates of the English Education Study Program of Widya Mandala Catholic University who are taking their teaching practice program (PPL), have passed the pre-requisite subjects which cover Speaking Courses (Speaking I – IV), Teaching English as a Foreign Language Classes (TEFL I – II), Teaching English for Young Learners (TEYL), and Micro Teaching when having their PPL.

### **1.6 Scope and Limitation of the Study**

This study focuses only on the complete transcript of English verbal expressions spoken by the teacher candidates during their teaching practice program in the classrooms of Senior High School. The recording of teacher talks is transcribed into transcripts which contain the verbal expressions uttered by each teacher candidate. The components which are analyzed from the verbal expressions are pronunciation, grammar, and diction. Other aspects related to the choice of teaching methods, techniques, media, and materials used are beyond the

scope of this study. The recording of teacher talks is not phonetically transcribed, but graphically. Therefore mistakes in intonation and word stress are not taken into account in this study. Moreover, the whole aspects related to the attitude, personality, discipline of the teacher candidates during their teaching practice program and the English language spoken by the school students in the practice school are beyond the scope of this study and not taken into account in it.

### **1.7 The Significance of the Study**

The results of the study are intended to be useful for both teacher candidates (the EESP students) and the lecturers of the English Education Study Program. For the teacher candidates, 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 problems that occur in the classroom. Whereas for the lecturers of the EESP, the results will be a kind of feedback to improve their teaching process at the EESP. They will know the points that need to be improved, especially in relation to the teaching practice classes and courses such as Speaking Courses (Speaking I – IV) (especially in relation to the courses of Speaking IV, which focuses on classroom language / English verbal expressions), Teaching English as a Foreign Language Classes (TEFL I – II), Teaching English for Young Learners (TEYL), and Micro Teaching.

### 1.8 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, the definitions of key terms of this study are provided as follows:

- **Classroom Verbal Expressions**  
Classroom verbal expressions refer to speeches uttered by teacher candidate during teaching and learning process that cover the expressions to begin, run and end the lesson.
- **Teacher Candidates**  
Teacher candidates refer to the students of the English Department of the Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University who are doing 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. For this study, two teacher candidates who are doing their teaching practice program in senior high school are chosen.
- **Teaching Practice Program**  
Teaching practice program refers to the obligatory three-month program doing teaching practice as a teacher in a real school for all EESP students to take after completing a number of courses covering speaking courses and teaching classes consisting of TEFL, TEYL, and

Micro Teaching. This is a program to prepare the EESP students to be the real teachers who are competent in English, have the ability to carry out real classroom teaching to develop their students' communicative competence, and can carry out teacher's administrative responsibilities (Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan 2007 / 2008).

- Senior High School

Senior high school refers to the level of regular education which goes after the Elementary and Junior High level. In this level, the students learn more complex learning materials to prepare themselves for the next stage of education (College / University).

- Classroom Situations

Carroll in Hughes (1989) defines classroom situations as genuine social environment and learning teaching procedures which allows the meaningful situational use of the classroom verbal expressions.

### **1.9 The Organization of the Study**

This study consists of five chapters. Chapter one deals with the introduction of the study which includes Background of the Study, Statement of the Problem, The Objective of the Study, Theoretical Framework, Assumption, Scope and Limitation of the Study, The Significance of the Study, and Definition of Key Terms. Chapter two concerns with some related literatures that support this

study. Then, the research method is described in chapter three. Chapter four copes with the analysis, findings, and discussion of the findings. Chapter five, Conclusion, presents the summary and also suggestions related to the research findings.