

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, English is an international language, which makes it possible for everyone to communicate with other people around the world if he or she has an ability to speak English. The ability to communicate in English is very important in education, information, communication, and technology. English proficiency is also one of the ways to improve human resources. Realizing its importance, the Indonesian Government has already run the policy and regulation for Elementary schools to give English subject to their students. It is one of the concerns of the Indonesian government to prepare the future generation to face the progress in ICT (Information, Communication, and Technology). Presently, in Indonesia English has been taught in Elementary school as one of the local content subjects. It is hoped that the students will learn and comprehend English as early as possible and will have better English proficiency later. To meet this expectation, qualified English teachers in primary schools are needed.

One of the purposes 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 can teach English in accordance with the development of science and technology. Widya Mandala Surabaya Catholic University also wants to produce English teachers who are competent to teach English in schools at the primary level and secondary level. To reach these purposes, the English Education Study Program of this Faculty offers

several required courses related to pedagogy and teaching, both for 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 course 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.

The standard of competence that has to be achieved in this course (Teaching Practice Program) is EESP students possess the ability to carry out real classroom teaching to develop their students' English communicative competence and carry out teacher's administrative responsibilities. There are the basic competences which 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 have to be achieved shows that the EESP graduates-to-be have to possess good English for classroom instruction to perform their duties as English teachers, or in other words, they should be fluent in classroom English. 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 are highly expected to possess the ability to speak English fluently and use good classroom English in interacting with their students or pupils in the teaching practice schools. The fact in the field, however, sometimes shows that the EESP students do not fully comply to the objectives stated in these syllabi. The classroom English uttered by some students is sometimes inappropriate.

This proposed study is, therefore, conducted to find out how far and how well the EESP students use proper classroom English in their duties during their teaching practice, especially those who are having their teaching practice in Elementary Schools. Teaching primary school does not mean that it is less difficult than teaching those in the secondary levels. It is because the teachers must use simple classroom verbal expressions so that the students can understand

what the teachers say. The results of this study, hopefully, will give feedback to the EESP related to their graduates' teaching performance and English proficiency, which in turn can be used to revise or modify the syllabi of the Speaking courses and Micro Teaching.

1.2 Research Problems

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

1. What classroom situations are used by the teacher candidates during the pre-instructional activities?
2. How are the classroom verbal expressions uttered by the 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 classroom verbal expressions uttered by the 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 classroom verbal expressions uttered by the teacher candidates during the post-instructional activities?
7. What problems with classroom verbal expressions do they have?

1.3 Objective of the Research

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 know how the classroom verbal expressions are uttered by the 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 know how the classroom verbal expressions are uttered by the 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 know how the classroom verbal expressions are uttered by the teacher candidates during the post-instructional activities.
7. To find out what problems are had in using classroom verbal expressions.

1.4 Theoretical Framework

This study will be based on the theories of Classroom Language, Teaching Practice, Classroom Teaching Skill, and Classroom Situations. Classroom Language is basically a comprehensive list of classroom phrases that teachers need when beginning the lesson, running a lesson, and ending the lesson in English. The other purposes in Classroom English are to show many verbal expressions that the teachers can use to teach the students in the real classroom.

The researcher has also listed the verbal expressions needed to run the classroom activities.

A Teaching Practice (TP) session can range from informal practice of particular techniques, perhaps with other trainees acting as students, to a formally assessed lesson. Teaching Practice sets out to increase awareness of the many aspects of the TP situation, to provide some guidelines for TP to help you get the most out of it, and to clarify the reasons behind many of the skills and techniques needed and to provide activities to help and improve them.

Classroom Teaching Skill informs the skills that a well-trained teacher should have. The four areas of teacher competence are needed to prepare them to be effective in bringing about intended learning outcomes. They are command of theoretical knowledge about learning and human behavior; display of attitudes that foster learning and genuine human relationships, command of knowledge in the subject matter to be taught, and control of technical skills of teaching that facilitate student learning. The complete elaboration of these theories is in Chapter 2.

Classroom Situations is a genuine social environment which allows ‘the meaningful situational use of the language’, and that its communicative potential is closer to real interaction than is often assumed. Language is a tool and not a museum exhibit. As such one of its primary functions is to communicate information. In the classroom information gaps occur repeatedly, that is, the teacher has new information which the pupils require in order to continue participating in the lesson, or the pupils have answers which the teacher needs in order to know whether to proceed to the next stage of the lesson.

1.5 Assumption

The following assumption is taken to be the underlying beliefs of the study:

The subjects of the study (who are now taking their teaching practice program or PPL) have passed the prerequisite subjects (including Listening I-II, Speaking I-IV, Reading I-IV, Writing I-IV, Structure I-IV, Vocabulary, Scientific Writing, TEFL I-II, Curriculum and Materials Development, Developmental Psychology I-II, Language Testing, TEYL, Pedagogy, Professional Ethics, and Micro Teaching) when having their teaching practice.

1.6 Scope and Limitation of the Study

This study focuses only on the classroom English spoken by the teacher candidates during their teaching practice program in the Elementary School classroom. Other aspects related to the choice of teaching methods, techniques, media, and materials used are beyond the scope of this study. Also, aspects related to the attitude, personality, discipline of the teacher candidates during their teaching practice program are not taken into account this study. The English language spoken by the students in practice schools are not analyzed and beyond the scope of this study. In this study, the researcher also does not focus on the intonation and word syllable stress.

1.7 Significance of the Study

The results 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 problems that occur in the classroom (pronunciation, grammar, and diction). For the lecturers of the teacher candidates, the results will be a kind of feedback to guide them in their teaching process, so that they know which needs to be given more emphasized, especially in relation to the courses of Speaking IV (which focuses on classroom verbal expressions) and Micro Teaching.

1.8 Definition of Key Terms

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

- Classroom Verbal Expressions

Refer to classroom verbal expressions needed for classroom instructions, which covers everyday classroom routines, involving the learners, working with the textbook, and using technology (Hughes and Moate, 2007).

- Classroom Situations

Are genuine social environment and teaching learning procedures which allow the meaningful situational use of classroom English (Hughes, 1989)

- Teacher Candidates

Are the students of the English Education Study Program of the Faculty of Teacher Training and Education Widya Mandala Surabaya Catholic University who are taking teaching practice program in real school.

- Elementary School

Elementary School according to Wikipedia is an institution where children receive the first stage of compulsory education known as elementary or primary education. (Retrieved April, 9th 2011, Online Wikipedia)

- Teaching Practice Program

This is a program that gives chance for the teacher candidates to learn and practice to be teachers in the real school. This program runs about three months. In this program, the standard of competence to be achieved is the teacher candidates have the ability to carry out real classroom teaching to develop their students' communicative competence and carry out teacher's administrative responsibilities. Besides it, the teacher candidates also learn about all aspects which related to the profession of the teacher that might not be obtained during their study in the Faculty (Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan 2007/2008)

1.9 Organization of the Study

This study consists of five chapters, Chapter I is Introduction, which deals with the background of the study, research questions, objectives of the research,

theoretical framework, assumption, scope and limitation of the study, significance of the study, definition of key terms, and organization of the study. 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 collection procedure, data analysis technique, and data analysis triangulation. Chapter IV, Research Findings, dealing with Data Analysis, result of data analysis and discussion of findings. Conclusion and Suggestions is presented in the last chapter, Chapter V.

