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

A THESIS

As Partial Fulfillment of the Requirements for the

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Teaching Faculty

By:

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ABSTRACT

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English is an international language which is used in almost the entire world. In Indonesia, it has even been a compulsory subject in schools. Regarding to the important role of English nowadays, the English teachers in Indonesian schools or the non-native speakers, must be able to clearly deliver the materials they teach in English using appropriate classroom language.

The objectives of this study are to find out the kinds of verbal expressions of teacher candidates which are used in each different instructional stage (Pre, Whilst, Post) and the problems they have during their teaching practice time. Hence, the observation was done toward the students of the English Education Study Program (EESP) in the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya who were doing their teaching practice in a school. For this study, the writer focused on the classroom language (verbal expressions) the teacher candidates used when they were teaching in a senior high school. She recorded each teacher candidate's verbal expressions during their teaching practice, transcribed, and then analyzed it.

This study revealed that the teacher candidates used various kinds of verbal expressions that belong to various classroom situations in each instructional stage such as Everyday Greetings, Giving Instructions, and Stopping Work; and the problems with verbal expressions that each teacher candidate has during the teaching practice are related to Grammar (Gram) → 15 points by teacher candidate (TC) A and 43 points by teacher candidate (TC) B; followed by Pronunciation (Pro) → 8 points by TC A and 20 points by TC B; and diction (Dict) → 9 points by TC A and 19 points by TC B. As a result, the most common problems they have with verbal expressions during the teaching and learning process are Grammar, followed by Pronunciation, and finally Diction.

From the study, the writer proposes some suggestions: 1.) This study may be more complete with further observation on the effect of classroom language uttered by the teacher candidates towards the students; 2.) The result of this study can also be a consideration for The EESP of Widya Mandala to concern more on the Speaking courses and the English teaching practice related to the use of English classroom language; and 3.) the finding of the study will hopefully be helpful and be the guidance for the students of EESP of Widya Mandala in practicing and applying appropriate classroom language related to the written and oral skills and language components.