CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of this study and some suggestions concerning this study.

5.1 Conclusion

The objectives of this study are to find out the kinds of classroom situations which are used in the three learning stages or instructional stages (Pre, Whilst, and Post) by the teacher candidates of EESP students of Widya Mandala Catholic University Surabaya. Moreover, the problems with classroom verbal expressions they face through the verbal expressions they utter in each instructional stages during their teaching practice in the real school also become the concern of this study.

After analyzing the whole classroom verbal expressions of both teacher candidates, the writer finds and then lists numbers of classroom situations which belong to each teacher candidates' utterance in each instructional stage. From the analyses of those classroom situations and the teacher candidates' verbal expressions, the writer then finds the problems as the errors or mistakes from the classifications in using classroom verbal expressions such as problems related to Pronunciation (Pro), Grammar (Gram), and Diction (Dict).

Concerning verbal expressions related to the practical classroom English as suggested by Hughes and Moate (2007), the analyses of this study lead to the following conclusions:

1. The classroom situations used by the teacher candidates during the Pre – Instructional activities are Everyday Greetings, Making Classroom Small Talk, Repeating Students' Utterance to Confirm, Reviewing Previous Lesson, Giving Instructions, Classroom Etiquette (Thanking), Responding to Students' Utterances, Taking the Register, Dealing With Lateness, Giving Clues, Checking Students' Understanding, and Saying Yes.

2. In the pre – instructional stage, teacher candidate A produces 5 verbal expressions in total, consisting of 5 appropriate verbal expressions and no inappropriate verbal expressions. Therefore, teacher candidate A finds no problems with classroom verbal expressions in this stage. Teacher candidate B produces 25 verbal expressions in total, consisting of 18 appropriate verbal expressions, 6 inappropriate verbal expression (5 mistakes in using grammar and 1 in diction), and 1 code switch that is not counted into account as the objective of this study.

3. The classroom situations used by the teacher candidates during the Whilst – Instructional activities are Introducing New Topic, Giving Triggering Questions, Repeating Students' Utterance to Confirm, Saying Yes, Explaining, Questioning, Making Humor, Giving Instructions, Giving Examples, Coping with Problems, Checking

Students' Understanding, Responding to Students' Utterances, Setting An Exercise, Distributing Handouts / Copies, Checking Handout Distribution, Making Things Clear, Encouraging, Monitoring, Checking Progress, Going Through the Answers, Repeating Students' Utterance to Clarify, Sequencing Activities, Giving Clues, Giving Turns, Gaining Attention, Classroom Etiquette (Thanking, Responding to Thanking, Apologizing), Giving Corrective Feedback, Complaining, Confirming, Clarifying, Checking Vocabulary, Showing the Materials, Making Announcements, Checking the Time, Starting to Check An Exercise, Saying No, and Stopping Work.

4. In the whilst – instructional stage, teacher candidate A produces 141 verbal expressions in total, consisting of 98 appropriate verbal expressions, 32 inappropriate verbal expressions (8 mistakes in using pronunciation, 15 in grammar, and 9 in diction), and. Teacher candidate B produces 150 verbal expressions in total, consisting of 85 appropriate verbal expressions, 73 inappropriate verbal expression (20 mistakes in using pronunciation, 37 in grammar and 16 in diction), and 15 code switches which are not counted into account as the objective of this study. Thus, during this stage, both teacher candidates face problems in all terms of Pronunciation (Pro), Grammar (Gram), and Diction (Dict).

5. The classroom situations used by the teacher candidates during the Post – Instructional activities are Wrapping Up, Stopping Work,

Classroom Etiquette (Thanking), Saying Yes, Saying Goodbye, and Making Announcements.

6. In the post – instructional stage, teacher candidate A produces 4 verbal expressions in total, consisting of 4 appropriate verbal expressions and no inappropriate verbal expressions. Therefore, teacher candidate A finds no problems with classroom verbal expressions in this stage. Teacher candidate B produces 6 verbal expressions in total, consisting of 4 appropriate verbal expressions, 3 inappropriate verbal expression (1 mistake in using grammar and 2 in diction).

7. The problems with classroom verbal expressions the teacher candidates have in common are found when they were checking students' understanding, going through the answers, giving instructions, questioning, and checking progress, since these are the major activities of the lesson that take part in the Whilst – Instructional activities and require more talks. Thus, the problems with classroom verbal expressions the teacher candidates have in common are related to Grammar (Gram), Pronunciation (Pro), and Diction (Dict).

Concerning the total mistakes made by each research subject, the writer keeps emphasizing that this study does not compare the ability of each research subject according to the total of correct (appropriate) and incorrect (inappropriate) spoken verbal expressions.

5.2 Suggestion

The analyses of the data have produced results and findings which are used to answer the research problems of this study and to generate suggestions as possible solutions of the problems. Finally, the writer offers the following suggestions:

1. For further research to make the comparable study and to make the results and findings more comprehensive: Since this study focuses only on the English verbal expressions of teacher candidates who are having their teaching practice in the real school, the observation on the effect of the input of English verbal expressions uttered by teacher candidates toward the students' language achievement is needed as well. This is important to find out whether their input (utterances) is appropriate and whether the input can help students comprehend the lesson completely. Moreover, the next study can add Code Switching, which is produced by the application of languages beyond English itself by the teacher candidates, as another objective of it. This may be used to find out whether this term affects the students in learning English.

2. For the English Education Study Program in The Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya: to concern more on the Speaking courses and the English teaching practice related to the use of English classroom verbal expressions. Furthermore on the written and oral skills (especially

speaking ➔ pronunciation and intonation) and language components (grammar and vocabulary ➔ diction).

3. For the students of the English Education Study Program in The Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya as the future teacher candidates: need to improve themselves in practicing and applying appropriate classroom verbal expressions related to the written and oral skills (especially speaking ➔ pronunciation and intonation) and language components (grammar and vocabulary ➔ diction).

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