

**INVESTIGATING THE FEATURES OF SPOKEN ENGLISH GRAMMAR
FOUND IN CLASSROOM DISCUSSION
IN ENGLISH LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM AT THE STATE UNIVERSITY OF PADANG**

THESIS



By

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to obtain a degree in Master of Education*

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ABSTRAK

Romi Febrianto. 2016. *Investigating the Features of Spoken English Grammar Found in Classroom Discussion in English Language Education Program Graduate Program at the State University of Padang*. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisa dan mengetahui fitur-fitur dari tata bahasa Inggris lisan, fitur-fitur tata bahasa Inggris lisan yang paling banyak digunakan dan bagaimana terjadinya fitur-fitur tata bahasa Inggris lisan tersebut dalam diskusi kelas. Disain penelitian yang digunakan adalah deskriptif kualitatif. Data dari penelitian ini berupa ujaran lisan bahasa Inggris yang diucapkan oleh mahasiswa selama diskusi kelas. Sumber datanya adalah mahasiswa program pascasarjana pendidikan Bahasa Inggris di semester I Universitas Negeri Padang yang mengambil mata kuliah yang menerapkan diskusi dalam proses pembelajaran. Data dikumpulkan melalui rekaman video dan lembar observasi. Ada lima rekaman video. Temuan penelitian menunjukkan bahwa dari lima buah rekaman, ditemukan bahwa semua fitur tata bahasa Inggris lisan digunakan dalam ujaran para siswa dalam diskusi kelas. Kemudian, fitur yang sering digunakan oleh mahasiswa dari lima rekaman tersebut adalah *modal expression* (*Maybe, can, I think, should, have to, could, may, possible, need to, must, and I don't know*) 130 kali, *vague language* (*about, like, can be called, they called, how do we call this? what we called, dan something like that*) 120 kali, *deixis* (*now, then dan here*) 102 kali, *spoken clause structure* (*and dan so*) 74 kali, *ellipsis* (*omission of subject dan verb*) 23 kali dan *head and tail* (*reinforcement dan interrogative*) 23 kali. Selain itu, terjadinya fitur tata bahasa Inggris lisan yang digunakan dipengaruhi oleh karakteristik tata bahasa Inggris yang diucapkan itu sendiri. Kesimpulannya, seluruh fitur tata bahasa Inggris lisan digunakan oleh mahasiswa program pascasarjana Universitas Negeri Padang dalam ujaran mereka di diskusi kelas dan *modal expression* menjadi fitur yang paling banyak digunakan.

ABSTRACT

Romi Febrianto. 2016. Investigating the Features of Spoken English Grammar Found in Classroom Discussion in English Language Education Program Graduate Program at the State University of Padang. Thesis. Graduate Program of State University of Padang.

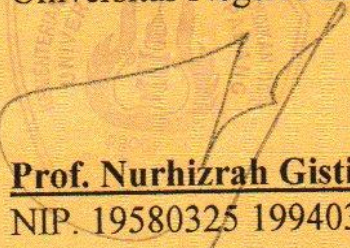
This research was conducted to analyze and find out the features of spoken English grammar, the features of spoken English grammar that mostly used and how the occurrence of the features of spoken English grammar in the classroom discussion. This research was classified into descriptive qualitative research. The data of this research were the utterances of spoken English grammar uttered by the students during the classroom discussion. The source of data was the students of English graduate program in the first semester of the State University of Padang who took a subject by applying discussion in the teaching and learning process. The data were collected through video recording and observation sheet. There were five video recordings. The finding shows that from the five data recordings, it was found all of the features of spoken English grammar in the students' utterances in the classroom discussion. Then, the features that commonly used by the students from the five data recordings were modal expression (*Maybe, can, I think, should, have to, could, may, possible, need to, must, and I don't know*) 130 times, vague language (*about, like, can be called, they called, how do we call this? what we called, and something like that*) 120 times, deixis (*now, then and here*) 102 times, spoken clause structure (*and and so*) 74 times, ellipsis (omission of subject and verb) 23 times, and head and tail (*reinforcement and interrogative*) 23 times. Furthermore, the occurrence of the features of spoken English grammar was influenced by the characteristics of the spoken English grammar itself. In conclusion, all of the features of the spoken English grammar used by the students of English graduate program in their utterances in the classroom discussion and modal expression was the most frequent features.

PERSETUJUAN AKHIR TESIS

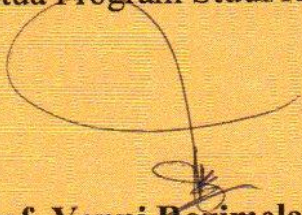
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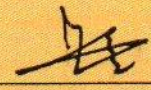
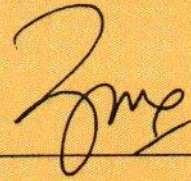
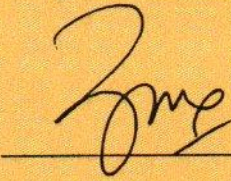
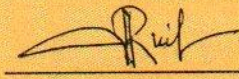
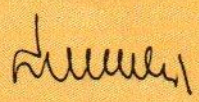
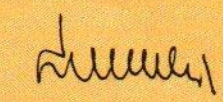
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Padang, Agustus 2016

Saya yang menyatakan,



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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication is an activity that creates interaction between one person and others; and it can occur in both spoken and written form. In communication, people deliver statements that contain messages about one and more topics. When the messages delivered are responded by receiver, it can be said as a discourse. Relating with discourse, it can be defined as text which are produced by speakers or writers. In other words, it can be in spoken and written form. Moreover, Georgakopoulou and Goutsos (1997: 4) explain that discourse is an umbrella term for either spoken or written communication beyond the sentence.

Relating to spoken discourse, it is produced when people communicate each other orally; and it is the most intuitive form of communication between people and others. Spoken discourse is different from written. It happens because each of them has own characteristics. Biber et al. (2002: 427) explains some characteristics of spoken discourse, such as: spoken discourse appears to be untidy, omits words or phrases and tends to be additive, repetitive, interactive and vague. Consequently, these characteristics of spoken discourse create some distinctions to written. One of the distinction is about grammar.

Specifically, many people define grammar as a set of rules that outlines correct usage and involves the examination of grammar as an object. In other

words, it only focuses on rule and system without considering wider implication and uses of language. Consequently, people think that standard grammar is the most typically associated with written discourse (Carter and McCarthy: 1995). However, the current grammarians explain that grammar is not only as an object, but it is also as a tool. This is called as functional grammar. Functional grammar has wider implication and uses of language. It can be a best support and allow the speaker to be more clearly and accurately expressing their ideas in communication.

Since the grammar of spoken discourse is different from written, consequently the grammatical forms of spoken discourse is also different. Hilliard (2014: 3) claims that there are at least six features of spoken English grammar. They are ellipsis, heads, tails, fillers, back channel, and phrasal chunks. These six features are summarized and gotten from the result of CANCODE spoken corpus. CANCODE stands for “Cambridge and Nottingham Corpus of Discourse in English”. The corpus was established at the Department of English Studies, University of Nottingham, UK. It consists of five million words of transcribed conversations. These features of spoken English grammar were the core point in this research.

Therefore, people need to think and consider about the spoken English grammar in their communication, especially for teaching and learning English as a foreign language activity. This is because the current trends of teaching English which has shifted from a general notion of proficiency or competence towards skills-based approaches or called by Communicative Language

Teaching (CLT). Moreover, talking about CLT is fundamentally concerned with making meaning in the language, whether by interpreting someone else's message, expressing one's own, or negotiating when meaning is unclear.

Furthermore, CLT has provided language teachers with innovative techniques and materials for fostering the speaking skills. At the same time, language courses and works of reference are increasingly advertising themselves as offering "real English" and "real life communication" to the learner. Despite this new emphasis on authenticity and communication, language learners still face difficult challenges when it comes to understanding natural native speaker conversations. It is supported by Ur (1987: 10) in his research. He found that most of second and foreign language learners when they arrive at the host country are shocked and dismayed to find that native speakers don't actually speak in the way the language is written, or in the ways their teachers and listening materials represent the language. The language outside of the classroom seems unfamiliar and fast, and the students are unable to decipher word boundaries or recognize words or phrases.

English graduate program at the State University of Padang (UNP) is one of institution which offers a course of teaching and learning English as a foreign language (EFL). It provides the students to have good quality in English both orally and written, because sooner or later the students are expected to be professional English teachers or lecturers who have good skills especially in speaking. Moreover, since the students of English graduate program at UNP come from different University in bachelor degree (S1) and they have been

studying at least 152 SKS (course credit hour) which consists of 146 SKS of English as compulsory subject on the average and 6 SKS of optional subject (*SK Mendiknas No: 232/U/2000 and SK No: 045/U/2002*), it can be assumed that they can use English effectively, efficiently and communicatively.

Moreover, dealing with EFL learning syllabus at English graduate program of UNP, most of the teaching and learning processes apply presentation and discussion. Each meeting, one of group presents certain topic and then followed by discussion section. Some subjects such as Applied Linguistic, Trends in TEFL and Sociolinguistic apply classroom presentation and discussion which each group should present the material and next session they will discuss, express ideas, and give argumentation and additional information. These discussion and presentation can be the best way to see the classroom interaction between lecturer and student, student and student, and lecturer and a group of students.

As stated previously, the major goal of the CLT is to develop students' abilities to communicate in meaningful context. Unfortunately, the goal of CLT has not fully reached yet. Based on the experience during studying at UNP, the students seemed to speak not effectively, interactively and communicatively. They were like bookish and tended to use complete sentence during the classroom interaction. Furthermore, the classroom observation was done also in order to support the phenomena that related to the spoken grammar that used by the students' in their utterances in the classroom discussion. It was done on March 4th, 2015. The result of the classroom observation showed that only

several features of spoken English grammar tend to be used, such as discourse marker (the students used words/phrases like *I think, because, I mean*) and modal expressions (the students used words/phrases like *maybe* and *I don't know*) in the students' utterances in the classroom discussion. In short, it can be assumed that the students of graduate program at UNP use the features of spoken English grammar but still do not use various types of features of spoken English grammar yet.

Based on the phenomena above which related to the students' spoken discourse that was not interactive, effective and communicative one and because of the importance of spoken English grammar, so that this research investigated the students' spoken language especially about spoken grammar features found in classroom discussion especially at English graduate program of the State University of Padang especially in 2015/2016 academic year. This place was chosen because the students were assumed to have high education in English and have good English competence already.

B. Focus of the Study

Based on the background of the problem above, the students were lack of using the features of spoken English grammar in their communication. They seemed to speak like modelled in written language. Consequently, the grammar of spoken language is really needed and important in the era of communicative approach in teaching and learning English, and expected to prevent the students from speaking like a textbook. The focus of this research is on the features of spoken English grammar during classroom discussion. Then, since there are seven features of spoken English grammar (discourse markers, heads and tails,

deixis, ellipsis, spoken clause structure, vague language and modal expressions) this research focuses only on some features of spoken English grammar found in classroom discussion at English Graduate Program of the State University of Padang, especially academic year 2015/2016.

C. Formulation of the Problem

The problem of this research is formulated in the following question:
“How are the features of spoken English grammar found in classroom discussion at English graduate program students of the State University of Padang?

D. Research Questions

Based on the formulation mentioned above, the research questions are stated below:

1. What are the features of spoken English grammar found in classroom discussion at English language education program, graduate program students of the State University of Padang in 2015/2016 academic year?
2. What are the features of spoken English grammar mostly used by students in classroom discussion at English language education program, graduate program of the State University of Padang in 2015/2016 academic year?
3. How do the features of spoken English grammar occur during the classroom discussion at English language education program, graduate program students of the State University of Padang in 2015/2016 academic year?

E. Purpose of the Research

Based on the research questions above, the purposes of this research are:

1. To find out the features of spoken English grammar that used in classroom discussion at English language education program, graduate program of the State University of Padang.
2. To explain the features of spoken English grammar that mostly used during the classroom discussion at English language education program, graduate program of the State University of Padang.
3. To explain the occurrence of the features of spoken English grammar language found in classroom discussion at English language education program, graduate program at the State University of Padang.

F. Significance of the Research

The findings of this research are expected to give contributions to the teaching and learning foreign language development. Theoretically, this research is expected to provide a significant contribution to the enrichment of linguistics studies and also teaching and learning English as a foreign language. Practically, the result of this research is expected to give significant contribution to English language teaching especially educators and English as foreign language learners. For educators, it is expected that they can pay more attention on the grammar of spoken language in classroom discussion and increase the authenticity of speaking lessons, which learners are expected to have improvement in fluency and face to face conversation, and prevent the students from speaking English like a textbook. For learners, this research is expected to

give valuable information about spoken grammar and its function in order to create a real life communication or speaking.

G. Definitions of Key Terms

Some operational definitions are well organized below to avoid the misconception of readers in understanding the research topic:

1. Investigating: An inquiry in detailed examination about the features of spoken English grammar used by English graduate students of the State University of Padang during the classroom discussion.
2. Spoken English: The ways in which the English language is transmitted through a conventional system of sounds.
3. Spoken grammar: A number of specific language features that are either much more pervasive in, or exclusive to spoken discourse.
4. Classroom Discussion: Classroom interactive communication which talks and deals about particular topic, and the participants need to be active during the discussion.
5. Graduate Program Students: Advance learners who take and study English in graduate program at the State University of Padang.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, there are three things that can be concluded. They are:

1. Features of spoken English grammar that used by students in their utterances in the classroom discussion were: tail (*reinforcement* and *interrogative*), deixis (*now*, *then* and *here*), ellipsis (omission of subject and verb), spoken clause structure (*and* and *so*), vague language (*about*, *like*, *can be called*, *they called*, *how do we call this?* *what we called*, and *something like that*) and modal expression (*maybe*, *can*, *I think*, *should*, *have to*, *could*, *may*, *possible*, *maybe*, *need to*, *must*, and *I don't know*).
2. Features of spoken English grammar that mostly occurred in the classroom discussion was modal expression. It occurred 130 times. Meanwhile the less frequent and the least frequent features were vague language 120 times, deixis 85 times, spoken clause structure 74 times, ellipsis 23 times and head and tails 23 times.
3. The occurrence of the features of spoken English grammar in the classroom discussion related to the characteristics of spoken language itself. It can be assumed that the students applied or used the features of spoken English grammar in appropriate time.

B. Implication

There are some implications related to the occurrence of features of spoken English grammar in the students' utterances in the classroom discussion. First, relating to the findings that mentioned the features of spoken English grammar in the students' utterances in the classroom discussion, it is implied that the students have been used the features of spoken English grammar in their communication. Second, dealing with the findings about the features of spoken English grammar that mostly used in the students' utterances in the classroom discussion, it is implied that the students just know well several features of spoken English grammar and they do not have good listening and reading skill yet. Third, dealing with how the occurrence of the features of spoken English grammar in the students' utterances, it is implied that students' spoken discourse really happened in immediate situation.

C. Suggestion

Based on conclusion and implication of the research above, there are some suggestions that can be identified. For the students, they are suggested to enrich their knowledge on the spoken English grammar which is possible to be done through their interaction, so that they can apply and use more variations of features of spoken English grammar in their communication which further will be beneficial in improving their communicative skill. Then, they are also suggested to improve their listening and reading skill.

Furthermore, despite spoken English grammar has an important role in communication, but it is rarely or never taught to the students. Therefore, it is

suggested for the teacher or lecturer to teach the features of spoken English grammar more frequently in teaching. Moreover, they are also suggested to provide more learning activities for students to employ the features of spoken English grammar to encourage their students to use more variations of features of spoken English grammar in their communication.

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