

**THE USE OF CLASSROOM LANGUAGE BY THE STUDENT-TEACHERS
IN MICROTEACHING CLASS OF ENGLISH DEPARTMENT
IN STATE UNIVERSITY OF PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree*



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2016

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Judul : The Use of Classroom Language by The Student-
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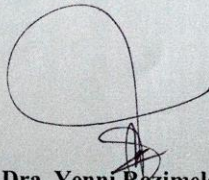
Jurusan : Bahasa dan Sastra Inggris

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Padang, Januari 2016

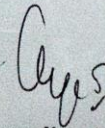
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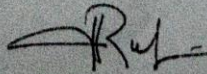
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THE USE OF CLASSROOM LANGUAGE BY THE STUDENT-TEACHERS
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ABSTRAK

Ramadhiyah, Sa'adah. 2016. "The Use of Classroom Language by the Student-Teachers in Microteaching Class of English Department in State University of Padang" *Skripsi*. Padang: Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penelitian ini merupakan penelitian tentang *classroom language* yang digunakan guru dalam situasi tertentu selama proses belajar mengajar didalam kelas. Namun, didalam penelitian ini, *classroom language* yang diteliti adalah *classroom language* yang digunakan oleh mahasiswa yang mengambil mata kuliah Microteaching. Ada beberapa hal yang diteliti dalam penelitian ini yang pertama adalah kategori *classroom language* tersebut, yang kedua kategori paling dominan yang digunakan dan yang terakhir yaitu ungkapan-ungkapan yang digunakan oleh mahasiswa berdasarkan setiap kategori *classroom language* tersebut.

Desain penelitian yang digunakan adalah penelitian deskriptif (*descriptive research*). Instrument utama dalam penelitian ini adalah peneliti sendiri dengan menggunakan instrument tambahan yaitu kamera dan buku catatan penelitian. Hasil penelitian menunjukkan bahwa mahasiswa yang mengambil kelas Microteaching sudah menggunakan semua kategori *classroom language*. Namun, ada salah satu subkategori yang tidak digunakan oleh mahasiswa Microteaching, yaitu memberi respon terhadap kesalahan siswa (*giving feedback to students' mistake*). Peneliti juga menemukan bahwa kategori *classroom language* dominan yang digunakan mahasiswa Microteaching dalam mengajar adalah memberikan insruksi (*simple instruction*). Selain itu, terdapat kurangnya variasi ungkapan yang digunakan untuk beberapa kategori *classroom language*, diantaranya adalah ungkapan salam (*greeting*) dan pamit (*leave taking/farewell*). Oleh karena itu, dapat disimpulkan bahwa mahasiswa yang mengambil Microteaching sebaiknya menggunakan ungkapan *classroom language* yang lebih bervariasi.

ACKNOWLEDGEMENTS

All praises due to Allah SWT who has given the researcher strength and chance in finishing this thesis entitled “The Use of Classroom Language by the Student-Teachers in Microteaching Class of English Department in State University of Padang”. Shalawat and greeting may be upon the prophet Muhammad SAW.

The researcher has worked with a number of people who deserved special mention in accomplishing this thesis. The researcher would like to give the great gratitude to her both advisors, Dra. Yenni Rozimela, M.Ed.,Ph.D. and Dra. Aryuliva Adnan, M.Pd., who have given great deal of guidance and valuable advices to supervise the researcher in finishing this thesis. An appreciation is also expressed to Dr. Refnaldi, S. Pd. M.Litt., Dr. Ratmanida, M. Ed. and Drs. Saunir Saun, M.Pd., as the reviewers and examiners, for their good comments and suggestion for the researcher to make this thesis better. The researcher also addresses great thanks toward Dr. Refnaldi, S. Pd. M.Litt. as the head of English department and Fitrawati, S.S. M.Pd., as the secretary of English department for their contribution in finishing this thesis.

Above all, the researcher would like to express her deepest appreciation to her beloved parents, Joneidi and Elwis Asmel, who always be patient and give their meaningful support, advices and prays for the researcher throughout this research. Then, the researcher would like to say thanks to her sisters, Rabiatal Adwiyah, Riyadhus Sa’adah, Afifah Asriati and her brother Mujibur Rahman, who always give her support and pray for her. Finally, the researcher would like to say the great thanks to her friends in English department, especially K1-2011 who always support her and share many meaningful things with her throughout her study in English department of UNP.

Padang, January 2016

Sa’adah Ramadhiyah

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CHAPTER I

INTRODUCTION

A. Background of the problem

In Indonesia, English is taught as a foreign language (EFL), so that English is not used as much as the people who learn it as the second language or native language. That is the reason why the students of foreign language class have less chance to get experience about the target language. Classroom may be the only place for the students of English as foreign language class to get the most exposure and practice to the language since they do not use English in their daily life. As Xiao-yan (2006: 5) states that classroom is the main place where they are able to be exposed to the target language frequently in learning English as a foreign language. It is impossible for the students to practice their English outside the classroom when English is only foreign language in their environment. That is why; classroom is the main place for them to get experience about the target language, especially from their teacher.

The teacher is the one who takes some important roles in learning English as a foreign language. The teacher has the role to give the input about the target language to the students by becoming the model among the students. Another role is the teacher is expected to create the classroom interaction possibly to use the target language by using it in communication with the students. In order to make the learning process successful, teacher needs to play this role appropriately. As the result, the purpose of language learning will be achieved.

The goal of language class is the students understand and are able to speak the target language, at least in that classroom. Tılfarlıoglu (2011:53) says that using the target language in interaction and communication in the classroom can affect the motivation and perceived self-efficacy of students. This can help students to encourage themselves to reach the learning goals, which is able to communicate and understand the target language.

The teachers can use the classroom language to have interaction with the students. The classroom language which is used by the teacher must be English classroom language. Bilash (2009:2) says that classroom language is the language that is used by the teacher on a regular basis in classroom routinely. It means that this language is used every meeting in the learning process. It is said without changing the context of the language itself, but teacher can give variation to the form. Classroom language is able to give experience about the target language to the students by promoting the language in variety way, for example it can be promoted by demonstration physically by the teacher. Then, classroom language helps students in comprehensible input. Comprehensible input means students can understand the language without expect them to produce it. Classroom language may be used by teachers from the beginning of lesson until the last of the lesson.

The classroom language flows based on the activity which is occurring in the classroom. Salaberri (1995:7) says that classroom language deals with everyday classroom situation including marking the beginning till the end of the class, talking about the materials, and talking about the sequence of activities in

classroom. Classroom language is used to set up the activities in the classroom by using the target language. The categories of classroom language to set up the activities have been discussed by Salaberri (1995:6-29) and Alfaro (2009:2). The categories are the beginning of the lesson, organizing contents, time and places of the session, spontaneous situation, the language of social interaction, pair and group work, the end of the lesson.

Based on the condition above, it indicates that teachers should use the target language, especially classroom language during the learning process in the classroom. Therefore, the knowledge of classroom language is taught to the students in university level who take educational program in English department. This knowledge actually has been taught in some subjects, such as in speaking subject. Several expressions of classroom language are discussed in speaking class. The students of educational program in English department have been given the material of this knowledge.

This knowledge can be implemented in Microteaching class. This subject is the forward level of other subjects for the students of educational program as the preparation to be a good teacher. This subject is a place for them to practice all the theories, strategies, and the knowledge about teaching including the classroom language. Singh (2008:124) says that the training technique in Microteaching requires the students to use the specified skill. It is aimed to train teachers in mastering and delivering teaching material. They will be pretending as a teacher of their partners or other students, which is usually called as student-teacher. The students-teacher will perform as the real teacher in front of the class.

They will give the material to the students in such a way teacher in the real class. Skinner (2012:46) mentions that Microteaching class is a way of giving students-teachers practice in using newly acquired teaching skills. The students-teachers 'teach' a session to their peers to get experience of planning and delivering a lesson and then reflect on their teaching by evaluating the session with their peers and tutors. They will use the classroom language in this class because it can be their chance to practice it before they become the real teachers and use it later. It means, the student-teachers will be common with the use of classroom language in teaching through practicing in Microteaching class. As Hellerman (2008:7) mentions that learning is facilitated by the interaction using language practices within a community of practice and it can be seen as the improvement of the participation in the use of that language practice.

However, in fact, based on the experience of the researcher when got in Microteaching class on semester January- June 2014, the researcher found some problems that faced by the student-teachers toward the use of classroom language in teaching, even though all the student-teachers have applied classroom language in their performance. The problems are some student-teachers have the language problem when producing the classroom language. The language problems are the pronunciation of words, the choice of words and the grammatical error, for example *let's we discuss question number 1*. It can be risk for their students in the real classroom if they do not fix their classroom language, because they are the model of their students later.

Moreover, there are some students-teachers do not use the classroom language for the whole of their performance in Micro Teaching class. Sometimes they mix it with their native language. Actually, using native language in teaching is allowed for English teacher, but it is only for the language which will be hard to be understood by their students, such as the language with unfamiliar vocabulary. The classroom language is the language with the simple vocabulary, they should use it in the target language or they may translate it after say it in the target language. But the problem is, some of them use this simple classroom language in native language or in Bahasa. For example in checking their students' understanding, like *pahamkan?*

Another problem is there are some students-teachers do not set up their classroom activities by using this classroom language. As the English teachers, they should use the target language in setting up their classroom activities, because this way can create the authentic environment for the students toward English. However, the student-teachers do not take advantage of the classroom language as the tool to explore students' knowledge about the target language.

Based on the explanation above, it is concluded that these problems are needed to be analyzed in order to know the use of classroom language by the students-teachers in Microteaching class because classroom language is one of the tools to promote the target language in real communication to the students. Besides, it also can be used to make the classroom interaction successful during the learning process. Therefore, in this present study, the researcher will analyze

about the use of classroom language by the students- teachers in Microteaching class.

B. Identification of the Problem

Based on the background of the problem above, there were some problems that have been identified by the researcher. First, some students-teachers have the language problem when producing the classroom language. It can be the wrong pronunciation, the choice of words and the grammatical error. Second, some students-teachers do not apply the classroom language for their whole performance in Microteaching class. It means they use the native language for the simple language, meanwhile; if they keep using the native language, they should use it after tell it in target language. Third, some students-teachers do not apply all of classroom language in setting up the activity in learning process. So, they do not use all the categories of classroom language during their teaching performance.

C. Limitation of the Problems

From the identification of the problems above, this study focused on the use of classroom language by the student-teachers in Microteaching class. This research was limited into the categories of classroom language which was adapted by the researcher from Salaberri (1995:6-29) and Alvaro (2009:2), they are beginning of the lesson, organizing contents, time and places of the session, spontaneous situation, the language of social interaction, pair and group work, the end of the lesson. The classroom language which was analyzed was only

English classroom language, because the teacher of English as a foreign language is expected to use English classroom language in teaching. Therefore, the researcher analyzed about the category of English classroom language which was used by the student-teachers in Microteaching class of English department in Padang State University.

D. Formulation of the problem

The problem of this research was formulated in this following question: “What categories of classroom language are used by the students-teachers during their performance?”

E. Research Questions

Based on the formulation of the problem above, the research questions can be formulated as below:

1. What categories of classroom language are used by the student-teachers during their performance in Microteaching class?
2. What is the most dominant category which is used by the student-teachers in Microteaching class?
3. What are the expressions of classroom language which is used by the student- teachers for each category?

F. Purpose of the research

There were some purposes of this research, they are:

1. To find out the classroom language categories used in Microteaching class by the student-teachers.
2. To find out the most dominant category used by the student-teachers in Microteaching class.
3. To find out the expression of classroom language used by the student-teachers in Microteaching class.

G. Significance of the Research

Classroom language is one of the important things in teaching English as a foreign language. It is caused of the classroom language is a tool which can be used by the teachers during teaching process to give the exposure about the target language to the students. That's why; the teachers should have this language well if they want to teach in English as a foreign language class. This reason made the researcher thinks that it needs to be discussed in this research. The researcher expected that, as the teachers in the future, the students-teacher can consider much the importance of classroom language. Besides, it was hoped that this research can develop the way of students- teacher in teaching English language especially in deliver classroom language. Then this research could be used as supporting information for the next research.

Besides that, the result of this research was expected to provide information for the lecturer of micro teaching class to help the English department students master more the classroom language before they teach in the

school. So, they can apply their knowledge and teaching ability well in their class later, and the learning goal can be achieved by the teachers even the students.

H. Definition of key term

Classroom language :the language which is used by the teacher in communicating with the students in some aspects of classroom activities or in some current situation in the classroom during the learning process by using the target language.

Students-teacher : English department students who practice their teaching at Microteaching class while practicing to apply the classroom language during their performance in that class.

Microteaching :One of the subjects in English education major in English department of Padang State University where the students can practice how to teach English in classroom.

Categories :Group in a complete system or any classification of classroom language that is ultimate and not susceptible to further analysis.

Expression :the language that people say to show their feeling,
opinion or ideas, or the words or phrase of the
classroom language categories.