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THE USE OF CLASSROOM LANGUAGES FOR BEGINNING LESSON IN MICRO TEACHING CLASS

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ABSTRACT

The ability for beginning the lesson can encourage students' interest and motivation earlier in learning. That view must be understood more by the students when they practiced in micro teaching subject. They were expected to apply it for training them in minimizes the use of mother tongue and maximize the use of target language. The aim of this research is to know the variation of classroom languages especially for beginning the lesson applied by sixth semester students in micro teaching practice. The method used in this research is descriptive qualitative. Data was collected by using observation and interview. The result shows that variation of classroom languages for beginning the lesson are still minimize and tend to be limited on certain terms. The most dominant type of classroom language used by students is greeting on using the term of "How are you", the second one is the type of classroom language is register on using the term "who is absent today". The last one is the type of time to begin on using the term "let's start our lesson now." The students never applied the other terms in their practice.

Key words: classroom languages, micro teaching, qualitative

ABSTRAK

Kemampuan untuk memulai pembelajaran dapat meningkatkan ketertarikan dan motivasi siswa sejak awal pembelajaran. Hal tersebut harus dipahami siswa ketika praktik micro teaching. Siswa diharapkan bias mengaplikasikannya untuk meminimalkan penggunaan bahasa ibu dan memaksimalkan bahasa target atau bahasa inggris. Tujuan penelitian ini untuk mengetahui variasi penggunaan bahasa kelas khususnya ketika memulai pembelajaran yang diaplikasikan pada mahasiswa semester 6 ketika praktik microteaching. Metode yang digunakan pada penelitian ini adalah metode kualitatif. Data yang dikumpulkan dengan cara observasi dan wawancara. Hasil menunjukkan bahwa variasi bahasa kelas yang diaplikasikan ketika memulai pembelajaran adalah masih terbatas pada istilah-istilah tertentu. Sebagian besar tipe bahasa kelas yang diaplikasikan mahasiswa adalah pada tipe greeting, register, dan waktu memulai pembelajaran. Mahasiswa tidak pernah menggunakan tipe classroom languages yang lain.

Kata kunci: Bahasa Kelas, micro teaching, kualitatif

INTRODUCTION

Micro-teaching cannot be separated in teaching learning process especially for students in Teacher Training and Education Faculty. It is as the requirement for real practice in schools. Micro-teaching is not the media for changing teaching practice but it is as a facilitator in teaching practice. According to Remesh (2013), the core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. Teaching practice is not just the mastery of teaching components through micro-teaching. It requires the students for practicing their teaching ability comprehensively in real classroom teaching. The mastery of materials and classrooms management are the crucial factors for teaching practice. Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place (Nagler, 2016). Besides, the ways in interaction during teaching learning process between teacher and students are also important to be implemented as Classroom languages.

Microteaching produces a set of smiles and procedures for playing acting unnatural surrounding in teaching English. A student pretends as if she was a teacher and the others as students who are joining teaching learning process. Other students become observers who develop an ability to give a good feedback. Repeated experiments have shown that over a period of time microteaching produces remarkable improvement in teaching skills (Mahmud, 2013). Micro teaching covers the mastery of materials and also classroom management that use classroom interaction for achieving learning outcomes. Classroom interaction as Classroom languages are used as a bridge for communication in teaching learning process. Students must apply them as many as possible for teaching practice in micro-teaching as target language in real communication for classroom interaction. According to Sundari (2017) that classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching. That interaction known as classroom languages must be implemented in the beginning until the end of learning. In addition, there are simple instructions as classroom languages for supporting teaching learning process such as the ways for handling students in spontaneous situation and also the ways for responding the students' works.

Classroom languages is language expressions used for communication between teacher and students in teaching learning process. According to Scott dan Ytreberg (2000:17), classroom languages are such kinds of simple and meaningful expression of English that are used to save students who are always book oriented for being autonomous person in daily communication. The application of classroom language is important in teaching learning process for making habits in using English interaction in classroom. Paul (2003) states that teachers must use classroom languages when they give materials, manage the classroom, give instructions, and the other activities during teaching process. The teacher's duty is as a model that guides students to use English expressions naturally. It gives the effects for students to understand parts of language interaction and integrate the use of them systematically.

The application of classroom language is important to be applied by the students in micro-teaching subject as daily interaction languages in learning process, because it can train students for minimizing the use of mother tongue and emphasizing the use of target language. It aims to avoid the view that classroom languages as a strange thing and make the impression as difficult things. That view appears because classroom language is seldom to be practiced. The practicing students do not just transfer the materials related the topic explained in English but also the class interaction during the lesson must use English too. This research is focused on the use of classroom languages for beginning the lesson as first steps before explaining the materials because its application can be used for giving stimulating since the early of learning. There are many forms for beginning the lesson such as greeting, introduction, time to begin, waiting to start, put your things away, register, and the utterance of handling late.

The ability for beginning the lesson is crucial factor for the progress on next learning process. It can be caused by some values implied through beginning the lesson such as taking care to the others, social value and moral value. There are two ways communication between teacher and students for creating close relationship such as the way of teacher for greeting the students, asking the attendance, and checking the readiness of students. Those interactions grow motivation and activeness in the early of learning therefore teaching learning process can run well. Motivation is an important factor in specifying the readiness of *learners* to communicate (Alizadeh, 2016)

Based on the illustration above, the strategy to begin the lesson by making interaction between teacher and students is useful thing to be applied for getting effective learning. It has many various forms of classroom languages for beginning the lessons. For example, there are some ways for greeting the students such as 'how are you', 'how is life', 'how is everything?', 'Is everything ok?', 'Is everything well?'. Those can be applied by students when they have teaching practice in Micro-teaching subject. The aim of this research is to know the variation of Classroom Language applied by sixth semester students of English Department in Veteran Bangun Nusantara University of Surakarta in Micro-teaching subject.

METHODOLOGY

This research used descriptive qualitative research. The goal of descriptive research is to describe a phenomenon and its characteristics and more concerned with what rather than how or why something has happened (Nassaji, 2015). It described the application of Classroom languages for beginning the lesson in Micro-teaching subject. The subjects of the research are sixth semester students in English Department in Veteran Bangun Nusantara University of Sukoharjo. Data was collected from many sources. Data for this research was the interaction of students who had teaching practice in Micro-teaching activities. First data was a video recording of students interaction related with the application of classroom languages for beginning the lesson. The second data was the interview result of the students and lecturer. The interviewees were five students as the representative of the students. The sources data in this research included events and informants. Events were the form of the students' action and interaction for beginning the lesson in micro-teaching class. The informants for the research are students who were doing teaching practice in micro-teaching.

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Data collection of the research is observation and interview. The researcher obtained the data by conducting classroom observation of teaching practice in micro-teaching class. There were 3 times of observation on third, four, fifth meeting. There were 3 presentations in each meeting that took 10-15 minutes duration. The theme was purposed to teach students in junior High School. Students are able to choose the kinds of skills, materials that will be taught. Based on the observation, the students chose reading skill and grammatical structure as materials presented. Researcher observed the way to begin the lesson used by students in teaching practice related to the expressions and utterances of classroom language as a media of interaction between teacher and students. Researcher took interview to the lecturer of micro teaching and the students who take micro teaching subject. There is a lecturer and five students that are interviewed. Researcher used semi structured interview in which researcher had made 10 point of questions that were developed based on the situation to achieve the research objectives as detail as possible.

The ways of analyzing data were data reduction, data display, and conclusion. Data taken from interview and observation of teaching practice in micro-teaching class were noted, edited, segmented, and classified based on various ways of classroom languages for beginning the lesson used by students. Then, the results of data reduction were displayed to get purposed information based on various kinds of classroom language. Data that were concluded based on data reduction and data display by using code to get purposes information.

FINDING AND DISCUSSION

According to (Paul, 2003: 81), there are some elements of classroom languages for beginning the lesson:

1. Greeting
2. Introduction
3. Time to begin
4. Waiting to start
5. Put your things away
6. Register
7. Late

Based on data collection, the application of Classroom language for beginning the lesson in micro-teaching subject as follows

NO.	Classroom Language	Frequency
1	Greeting	80%
2	Introduction	-
3	Time to begin	5%
4	Waiting to start	-
5	Register	15%
6	Late	

Based on data finding above, the students applied classroom languages for beginning the lesson on greeting, time to begin, and register. The most dominant variation of classroom languages used by students is greeting for beginning the lesson. The context of classroom language for beginning the lesson as follows:

Good morning, students
How are you today? I am fine, thank you. And you? I am fine too, thanks.
Let's begin our lesson now.
Stop talking, be quiet please
Who is absent today?

That context implied that various kinds of classroom language only on greeting (the use of "Good morning"), time to begin (the use of "let's begin our lesson now"), and register (the use of "who is absent today"). In the other hands, the types of beginning the lesson on introduction and handling on late are not applied by the students in teaching practice. The students pretend as if they are regular teachers who continue the previous materials. Moreover, the types of classroom languages for beginning the lesson on handling late are also ignored by students in teaching practice. Even though, there were some students who come late but there is no respond from the practicing students. They were allowed to join the class without any asking about the reasons of coming late. It is better to be paid attention by practicing students for facing that situation so there is interaction of being care.

Most students used greeting to begin the lesson as the form of classroom language. However, they greet the others by using the same utterance and also same respond. It can be seen from this situation:

"Good morning, students?"
"Good morning Mam."
"How are you?"
"I am fine. And you?"
"I am fine too. Thank you"

The ways of greeting above are always used by each student in teaching practice. They always used the form of greeting on the classic and monotonous ways. They always used the utterance of "How are you". They did not try to use other variation of greeting such as "How are you getting on?" "How is life?", "How are things with you?", "Are you feeling better today?" They applied them based on their experience when they were in Junior High School. In addition, the respond was same too. They always answered by using utterance "I am fine. And you" although they were not too well at that moment. It was impressed a package that cannot be changed its formula. In fact, greeting is one of the expressive acts mostly used in our daily life (Jibreen, 2010)

The other type of classroom language for beginning the lesson was the utterance "Time to begin". It was only applied by certain students after greeting the others. They used the utterance of "Let's begin our lesson now". It was a model of checking the students' readiness to learn the materials. There are some other utterances to begin the learning such as "Is evverybody ready to start? I hope you are all ready for your English lesson". However, those utterances were not used

by students. They chose to use the simple ones such as “Are you ready now?”

Classroom languages for beginning the lesson have various ways and types. It must be applied to make habitual situation for practicing target language. It is very important to be applied in teaching learning process to force the students in practicing simple expressions in daily activities. Viewing data finding, it can be assumed that the use of classroom languages were still limited and tend to be monotonous. They do not know other forms of classroom languages because there are not any lessons that discuss classroom languages in detail. They thought that the use of English is only on transferring materials, only on the topic learned, and only on the assignments given. They thought that way to interact and communicate during the lesson used mother tongue.

Teaching practice is the basic training in teaching for students in Teacher Training and Education Faculty. They must master all about teaching and use target language for interaction during teaching learning process. They had mastered the materials well but they had not mastered classroom languages well and had applied them maximally.

CONCLUSION

Based on data finding and discussion, the researcher concludes the variation of classroom languages for beginning the lesson are still minimize and tend to be limited on certain terms. The students just used greeting, register, and time to begin. The most dominant type of classroom language used by students is greeting (80%), the second one is the type of classroom language on register (15%), and the last one is the type of time to begin (5%).

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