

Classroom Language Used by English Students in Microteaching Class

Sinta Hidayati, Washlurachim Safitri
Muhammadiyah University of Bengkulu

Email: hidayatisinsin99@gmail.com, washlurachimsafitri@umb.ac.id

Abstract

Classroom languages is language expressions used for communication between teacher and students in teaching learning process. Therefore the application of classroom language is important in teaching learning process for making habits in using English interaction in classroom. The aim of this study was to know about how the classroom language used by student teachers who took microteaching class and the most dominant categories of classroom language used by student teachers. The design of this research was descriptive qualitative research, while the main instrument was the table analysis. The result showed that the classroom language used by student teachers was an excellent category with the total 92%, because the student teachers have been used 8 categories of classroom language. The most dominant categories of classroom language is simple instruction because easy to say and they have been made concept to teaching process.

Keywords : *Microteaching, Classroom Language, Student Teachers*

A. Introduction

English education study program is one of programs in faculty of teacher training and education in Muhammadiyah University of Bengkulu (FKIP). As faculty of teachers training and education have some of courses that should take in their semester credit unit. They are microteaching, PLP 1, and PLP 2. These courses are important for the students, because it will give opportunities for students teachers to explore their ability as a good teachers. The student teacher have to learn in microteaching , it is because Microteaching is one of the teaching techniques to train the student teachers how to be a good teacher. Microteaching also give chance to practice before they start practicing PLP 2. Micro-teaching is a teacher education approach which facilitates the student-teacher to practice and grasp the ability of teaching. According to (Eki Saputra, 2021) Microteaching is the process of teaching learning for train students become a teacher with practice teaching in front of their classmates, pretend. Moreover, the teacher must also know and learn how to communicate with students and make interactions using English. Therefore, the teacher must learn the classroom language. According to Burazin (2018) in Bella & Zainil, 2020 classroom language is a language commonly used inside a classroom like giving requests, asking questions, praising, checking

understanding, etc. 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. 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. 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. In this study the researcher used the theory of (Salaberri, 1995) in which in this theory there were 8 categories, namely: simple instructions, spontaneous situation, the language of social interaction, pair and group work assisting language, the questions, language for audio-visual aids, error-correction language and evaluation. In this study, researcherrs focused on 2 aspects, namely: how is the classroom language used by student teachers when in microteaching classes and what is the dominant classroom language category used by student teachers when in microteching classes.

B. Research Methodology

This research was aim to know about how the classroom language used by student teachers who took microteaching class and the most dominant categories of clasroom language used by student teachers. Therefore, the design of this research was descriptive research. The source of data of this research was the documentation of microteaching class. The subjects of the research were 40 students in the sixth who follow the microteaching class in the academic year 2020/2021 in the English Education Study Program At Muhammadiyah University of Bengkulu. In doing the research, the research will collect the data: (1)The researcher got in microteaching class in Muhammadiyah University of Bengkulu; (2) The researcher started to recorded and collected data during the microteaching class process; and (3) The researcher wrote transkrip from the videos of microteaching class.

C. Findings

The data of this research were taken from the documents of teaching performance in microteaching class. This data was obtained after reasearcher watched performance microteaching class on final examination class videos after the researcher record the performance

microteaching class by english students in the classroom at Muhammadiyah University of Bengkulu. All of the video obtained by researcher were 40 videos. This research was conducted in all of the class with 40 students.

4.1.1 Table 1 Classroom Language Used By Students Teacher's in Microteaching Class

	SI	SP	Sci	PG	QT	AV	DE	EV
Mean per Aspek	272,5%	165%	112,5%	15%	77,5%	17,5%	37,5%	40%
	Mean All Aspects : 92% EXCELLENT							

The first analysis was on the how is the classroom language used by student teachers in microteaching class. Based on the table 1 the use of classroom language used by student teachers in microteching classes is excellent, this is because based on the result the data shows that the use of classroom langauge in microteaching class in a excellent categories with a value of 92%. Based on the analysis almost all students have used 8 categories of classroom language, although there are some who do not meet all categories. The researcher found that the classroom language variations used were still less varied this is also because the student teachers often use Indonesian in their microteaching performances. As in the simple interaction category, almost all students used the same variation, for example: lets pray together, while in the spontaneous situation category, almost all of the variations used were the same as the expression how are you? .The category that is used very little is in the category of using audio visual and pair and group work. In these 2 categories, student teachers do not use classroom language much because there are only a few students who make study groups in the material being explained and also student teachers explain the material more directly without using media or tools.

The second analysis was on what is the dominant classroom language category used by student teachers. The table 2 shows the finding of the dominant category classroom language. Based on the theory of Salaberri (1995) there are eight categories of classroom language : simple instructions, spontaneous situation, the language of social interaction, pair and group work assisting language, the questions type, language for audio-visual aids, dealing error language and evaluation. Based on the analysis that has been done by the researcher all of the student teachers have used all of the categories classroom language but the reseacher found the dominant category classroom language used by english student teachers in microteaching class on final examination is simple intruction category. The data show that in simple intraction category have the numbers 109 student

teachers said during the performance in microteaching class. Because simple interaction is easy to say and they have made concept for all activities in their teaching process. The expression that the most dominant in simple interaction such as : lets pray together, lets close the study.

Meanwhile There are several categories of classroom language that are least used by students, namely: Using Audio-Visual and Pair and group work : Classroom layout. Based on the data show that, the first In using audio- visual category only seven student teachers make expression about this category, beacuse Most of the student teachers do not use audio visual in the performance of microteaching. Most student teachers convey material to students directly without using expressons in audio visuals. actually by using audio visual the teacher will make an expression to the students and it can make communication in class. The second least used by student teachers classroom langauge category namely : Pair and group work. Based on the data show that, the numbers of pair and group is 6. Based on the analysis that has been done by the researcher, there are only a few student teachers who use the pair and group work category of classroom language. Because in performance microteaching only a few teachers form groups in learning, even though this category is very important in improving communication and students will get new vocabulary and not only from the teacher but students will also get information from group members.

4.1.2 Table 2 finding for the most dominant category of Classroom Language

No.	The category of Classroom Languages	The Some of Expression	Frequency of Classroom Language
1.	Simple Intruction	-Please watch the video -Are you ready to study -Let's pray together -Let's close the study -Please write in front of the class -Please come in front of the class - Clean the	109

		whiteboard -Raise your hand -Please explain the video -I will call you one by one	
2.	Spontaneous Situation	-How are you -What's wrong ? -Don't forget to smile -I'm fine -Thankyou	66
3.	Social Interaction	-Good Morning -See you next week -Hello everybody -Good afternoon my students -Bye-bye -See you next time	45
4.	Pair and group work : Classroom layout	-I will divide you into third groups -I ask you to make four groups - I will devide you into three people.	6
5.	Question Types	-Who is absent today -What is the material today -Who knows what is the video about -From the picture, what is the material today?	31
6.	Using Audio-Visual	-I have picture	7

		<p>related to our material today</p> <p>-I have video related to our lesson today</p> <p>-Can you see the picture</p>	
7.	Dealing with errors	<p>-Do you understand my students ?</p> <p>-Have you understood the material ?</p> <p>-Do you know what the meaning of simple past ?</p> <p>-What is the meaning of present continuous ?</p>	15
8.	Evaluation	<p>-What is the conclusion from the material today</p> <p>-Who can conclude the material today</p> <p>-What can you conclude from this material</p> <p>-I hope the next meeting done be afraid to say what you to be wrong</p> <p>-I hope you can get the information from our material today</p> <p>-Who knows what is the</p>	16

		conclusion about the material today -The conclusion is	
--	--	--	--

Regarding to this research result, hopefully it could help the student teachers in connection with the results of this study, hopefully it can help student teachers to further develop the use of classroom language variations in the appearance of microteaching classes so that they can communicate well and create interactions with their students in order to achieve the expected learning objectives.

D. Discussion

The first objective of this research is to identify how the classroom language used by student teachers in microteaching class. The result show that the use of classroom language used by student teachers in microteaching classes is excellent, this is because almost all students have used 8 categories of classroom language, although there are some who do not meet all categories. The use of classroom language during the teaching process in the classroom is very important. it aims to create good communication so that it creates interaction between students and teachers during the learning process.

The second objective of this research is to found out what is the dominant classroom language category used by student teachers in microteaching class. As has been presented on result show that the dominant of classroom language categories is simple instruction categories. This study also indicated that the performance micro teaching student teachers use Indonesian more than English. even though they are English students. Therefore, only a few categories in the classroom language were found by researchers. there should be many categories that the researcher was found. In the simple category of instruction, the activities carried out by teachers such as at the beginning of the class opening are they ask students to pray in the spontaneous category of expressions used by student teachers in the form of sentences spoken spontaneously in certain situations such as asking students how they are, while in social interaction the activities carried out are usually done by greeting students at the beginning and at the end of the lesson, then the pair and group activities used by the teacher are like forming students into several groups, then the question type category classroom language usually the teacher gives general questions to students such as asking for absences, then using audio-visual activities carried out by the teacher such as communication in the use of media for the learning process but the results of this category are very rarely used by teachers, then dealing with errors the teacher asks students' understanding of the material that has

been delivered and the last is an evaluation where the teacher gives evaluation of the learning process of the material.

E. Conclusion and Suggestion

Based on the result of the research, there are some points that can be concluded in this research. First, how classroom language used by student teachers in microteaching class. The result show that classroom language used by student teachers is excellent because based on the analysis, eight categories of classroom language have been used by student teachers. but the variations used by student teachers are still the same. The second, the most dominant category of classroom language which is used by the student-teachers was the simple instruction because easy to say and they have been made concept to teaching process.

It was suggested for the students, don't use Indonesian a lot when teaching and use more variations of the classroom language. For lecturer, suggestions for lecturers is to be an evaluation material for lecturers to teach variations of class language so that the variations used are more and not monotonous. Other researcher, at last, it is suggested for the next researcher to conduct a deeper research related to the use of classroom language by the student-teachers.

References :

- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Bella, M. S., & Zainil, Y. (2020). An Analysis of Teachers' classroom Language at SMPN 4 Muara Bungo. *Journal of English Language Teaching*, 9(4), 644–651. <https://doi.org/10.24036/jelt.v9i4.110200>
- Eki Saputra, S. Y. (2021). Teaching English and Language Learning English Journal (TELLE). *Teaching English and Language Learning English Journal (TELLE) PERCEPTION*, 01(01), 43–52.
- Salaberri. (1995). Salaberri (1995) Classroom Language.pdf.