

INVESTIGATING PRE-SERVICE ENGLISH TEACHER IN USING LANGUAGE IN THE CLASSROOM

Muhammad Reza Pahlevi*

*University of Singaperbangsa Karawang
mreza.pahlevi@fkip.unsika.ac.id*

Iwan Ridwan

*University of Singaperbangsa Karawang
iwantutorsaja@gmail.com*

To cite this article: Pahlevi, M. R. & Ridwan, I. (2018). Investigating pre-service English teacher in using language at classroom. *ELT in Focus*, 1(2), 65-68.

Abstract

This study aims at investigating the ways Pre-service English Teacher (PET) uses English in the classroom. Observation data described how PET used English in one of Junior High School in Karawang. The results showed there were three findings emerged. Firstly, the use of English was practiced in stimulating students at the pre-lesson stage. Secondly, the PET tended to use Indonesian in main lesson. Finally, in the post-lesson stage English was used more dominantly but Indonesian is more dominant in the reflection stage.

Keywords: *Pre-service English teacher students, use of English in class*

INTRODUCTION

Becoming an educator at the moment is one of the favorite professions. This can be seen from the registration of students at the Teacher Training and Education Faculty especially in the English Education Study Program. Even though in reality being an educator is not easy. Many factors are needed to become an educator. These factors not only cover aspects of knowledge and skills but also pedagogical aspects. This is in line with that expressed by Wallace (1991) that a career in the profession as an educator requires knowledge and skills. Pedagogic aspects include how to teach well. Good teaching starts with preparation for teaching by arranging administration, carrying out teaching and education and evaluating learning outcomes. Actually in other cases being an educator is not only the transfer of knowledge but also the transfer of view. How educators can set a good example for students. Then the prospective educator

must also have four teacher competencies, namely pedagogic competence, personality competence, professional competence, and social competence (Unit PLP, 2016). Becoming an educator is expected to be able to carry out his duties competently (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Schon, 1983; Wallace, 1991).

Therefore the Teaching and Education Faculty (FKIP) Unsika has a program in preparing educators who will teach in schools. The program held was the Professional Training Program (PLP). Based on the PLP guidebook (2016) the PLP program is one of the curricular activities which is the culmination of all educational programs that have been experienced and experienced by students in the LPTK (educational staff education institution), so that the PLP can also be interpreted as a training program to apply various knowledge, attitudes and skills in the framework of forming professional teachers.

One of the study programs that participated in the PLP was the English Education Study Program. The ideal of English Language Study Program PLP students has followed the learning process and experienced a lot of experience while studying on campus. So they can apply the knowledge of both education and language in the practice of teaching at school.

Professional English language educators are those who have at least four language skills consisting of productive skills namely writing and speaking then receptive skills namely reading and listening. But the most important thing is how they apply to students to use English to communicate and facilitate them to participate actively. Then, PLP students are assumed to be able to manage the class well and understand students based on their learning styles. Good communication when teaching can be illustrated by mastering the use of language in the classroom as a basic instruction in teaching. Johnson suggested (1990) that the use of language in the classroom consisted of three aspects, namely psychology, interpersonal and pedagogic. The psychological aspect focuses on the sound of language, including producing clear and audible sounds and proper pronunciation and intonation in the target language. Interpersonal aspects of language use in the classroom include modes (such as controlling the class, regulating the class, and motivating the class. Which can be realized in the differences of many utterances and which express functions such as ensuring something has been done (Sinclair & Brazil, 1982), providing questions or giving feedback, orienting students to lessons, explaining learning objectives, or assessing student understanding (Nunan & Lamb, 1996), while the Paedagogic field aspects of class language consist of three models: operative, interactive and informative (Johnson, 1990).

Based on the previous discussion, this will be interesting and it is important to investigate how PLP students use language in the classroom during the teaching and learning process.

METHOD

This study aims to investigate Pre-service English teacher in using English in classroom. As this study is intended to explore more about the phenomenon of using English in the classroom, the appropriate research method for this research is qualitative methods. This is in accordance with what was presented Creswell (2012: 16) qualitative research aims to examine a problem and develop a deep understanding of a phenomenon. The design is a basic interpretative study. According to Ary et al., (2010: 29) basic interpretative studies provide a number of descriptions to understand a phenomenon by using several methods such as interviews, observation, and document review.

The subject of this study consisted of a Pre-service English teacher and middle school students. The place of research in this study is one of the state junior secondary schools in Karawang. Reasons for taking data there because it has a unique and useful phenomenon. To collect data in this study compiled interview texts, observations of research subjects and conducted documentation. In the interview phase will involve a Pre-service English teacher and middle school students. To support interview data, observations were conducted during the teaching and learning process in one of the Public Middle Schools in Karawang. The documentation data is obtained from the lecturer file and the results of shooting and recording files. The data that has been obtained will be arranged based on needs which will then be analyzed through the stages of data reduction, data display and data verification (Cresswel). The data that has been analyzed will be

interpreted through the literature review of the use of English in the classroom.

FINDINGS AND DISCUSSION

There are several general findings in research on the use of English in PLP student classes. This finding consisted of the use of English practiced in stimulating students at the pre-lesson stage, the use of Indonesian was more dominant in the main lesson stage, and in the post-lesson stage English was used more dominantly but in the reflection stage it was more dominant to use Indonesian. The detailed explanation is explained below.

1. The use of English is practiced in stimulating students at the pre-lesson stage.

The initial stage of teaching becomes momentum in attracting students' attention. Based on observations, it can be illustrated that one PLP student uses English in stimulating the use of English. PLP students start by asking for news and what they have learned. This helps students understand and practice English in the pre-lesson / early stages. This is also in accordance with what Cullen (2001) has said that the use of English should be applied to the phase of giving instruction in learning, explaining learning material, asking questions in English, responding and evaluating student contributions using English. So the students are stimulated to be aware of using English in the classroom. They indirectly get exposure in using English. Furthermore, PLP students are also advised to familiarize students with everyday English (Johnson).

2. The use of Indonesian is more dominant in the main lesson stage.

The stages of the main teaching session/main lesson use more dominant Indonesian. This can be understood by the limitations of students in using English. This can be traced from observation and

documentation. This happens because in the context of the use of English in the class it is divided into inner and outer. Where inner refers to PLP students become examples in using English. Whereas outer refers to the use of the first language of its students (Willis, 1992).

3. At the post-lesson stage English is used more dominantly but in the reflection stage it is more dominant to use Indonesian.

At the end of the learning session at the evaluation stage, the dominant PLP students used English. PLP students are a good example of using English in the classroom. This situation refers to the inner use of English. Inner reflects how PLP students use English. This is still in line with what was revealed (Willis, 1992). This can also be traced from the observation and documentation session. However, in the reflection session PLP students were predominantly using Indonesian.

CONCLUSION

The use of English in stimulating students in the early stages attracts students to use English. Then at the main lesson stage, students are more likely to use Indonesian language by considering the ability of students. And at the post lesson stage it is more dominant to use English but in its reflection uses Indonesian. The use of English PLP students helps students practice English starting from everyday life.

REFERENCES

- Creswell, J, W. 2012. *Educational research: Planning, conducting and evaluating quantitative and qualitative* Boston: Pearson.
- Cullen, R. (2001). The use of lesson transcripts for developing teachers' classroom language. *System*, 29, 27-43.

- Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42), 1-48.
- Emilia, Emi. 2007. *Menulis tesis dan disertasi*. Bandung: UPI press.
- Johnson, R. K. (1990). Developing teachers' language resources. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 269-281). Cambridge: Cambridge University Press.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective (1st ed.)*. New York: Routledge.
- Louwerse, M. (2001). Encouraging classroom language use. Kids World Retrieved 26 November, 2010, from http://www.eltnews.com/features/kids_world/2001/06/encouraging_classroom_language.html
- Nunan, D., & Lamb, C. (1996). *The self-directed teacher: Managing the learning process*. Cambridge: Cambridge University Press.
- Fraenkl, J & Wallen, N. 2009. *How to design and evaluate research in education*. New York: McGraw-Hill.
- Sinclair, J. M., & Brazil, D. (1982). *Teacher talk*. Oxford: Oxford University Press.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.
- Willis, J. (1992). Inner and outer: Spoken discourse in the language classroom. In M. Coulthard (Ed.), *Advances in spoken discourse analysis* (pp. 162-182). London: Routledge.