

**THE CLASSROOM LANGUAGE EXPRESSION APPLIED BY THE
SEVENTH GRADE ENGLISH TEACHER OF SMPN 7 KEDIRI IN
TEACHING ENGLISH BASED ON 2013 CURRICULUM 2014-2015
ACADEMIC YEAR**

THESIS

Presented as a Partial Fulfillment of The Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By :

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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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**Approved by the Advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri**

Kediri, 18 Desember 2014

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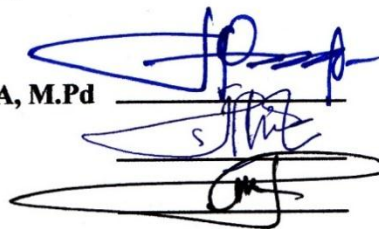
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ABSTRACT

English has an important role as the language communication among people from different non-English speaking countries and Indonesia is no exception. English as the one of lesson that studied begin in Elementary school in curriculum before and now days in the new curriculum, that is 2013 curriculum English lesson begin in junior high school. In new curriculum teacher and students should make English environment in class when they study English lesson. Therefore the classroom language expression in class should use English.

In this study, the researcher wanted to describe the classroom language applied by the seventh grade English teacher of SMPN 7 Kediri in teaching English based on 2013 curriculum 2014/2015 academic year. The research design is descriptive qualitative research done to the English teacher of the seventh grade students in SMPN 7 Kediri. The researcher chooses this school because it has been implementing 2013 curriculum. The study started on January until August 2014. The data were obtained using video recording, interview, observation, documentation and note. There are three components in process of analyzing data: reducing the data, presenting the data, and making conclusion as well as verification.

Based on the finding of this study, the conclusion of the classroom language expressions applied by the seventh grade English teacher in this school is good enough since it uses bilingual language, but it still need to improve to make the teacher pure using English as their classroom language expression. The teacher always tried to use English as the classroom language but the students little bit difficulty to give a response in English. However, in applied English as the classroom language expression the teacher always translate it. Instead, the teacher pure used bahasa as the classroom language expression in class as when he gave motivation to the students.

Finally, based on the explanation above it is suggested to the teacher should work harder to make the students more active in communication used English language. Like give more motivation to the students that understanding of English language is important. Never give up to uses English as classroom language expression. In applied English as classroom language expression the teacher should make interestingly and clearly as possible in order to make the students interested in using English as their classroom language expression. Therefore, the teacher should improve the strategies to applied English as classroom language expression.

Key Term: Classroom Language Expression, 2013 Curriculum.

I. BACKGROUND OF THE RESEARCH.

Classroom language is one of crucial components in class. The class will not run well without classroom language. In fact first impression pays everything in first time meeting make students feel able with English. In the globalization era, English has an important role as the language communication among people from different non-English speaking countries and Indonesia is no exception. English is no longer a more subject to be learnt in the classroom but also a medium for social and practical use (Foley, 2005). For learners who study English as a foreign language it is important to them to have English environments in class. When they have English environment, the students will make communication in target language. Recent studies (e.g. Thornbury (1996) have tended to focus on the extent to which teacher talk supports a communicative environment in the classroom, and specifically on how authentic it is judged by how far it shares features of so-called authentic communication outside the classroom. In this process the teacher is the important person to stimulate their students by using classroom interactions in target language. Teacher talk is a crucial of importance, not only for the organization of

the classroom but also for the process of acquisition (Liani 35: 2012).

According to Dr. Bilash Bio Classroom language expression is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example take out your books or please sit down. From that statement known that classroom language expression is language that uses in a class to had communication as like giving instructions to the students. By using English as classroom language expression it will make the students easy to understand the lesson also to create English environment.

Furthermore she said the concept of classroom language expression refers to any type of language in any situation in the classroom. It can be talking between the teacher and the learners or among the learners themselves. Teachers can control some part of this language, but what students learn in the end often depends on the spontaneous and unpredictable.

Teachers use classroom language expression they should use in right tone voice, and speak with simple grammatical, clear pronunciation, familiar vocabulary and also they must use physical movement or gestures. In line with this Jeremy Harmer (3: 1998) said “Newer teacher need to concentrate their focus on their student’s comprehensions as the yardstick by which to

measure their own speaking style in the classroom.” Because when the teacher uses a simple sentence it makes their students easy to understand what the teacher says.

In teacher guide book 2013 curriculum there are several language classroom expressions that have been written. Teachers can use these classroom language expressions in their class to create English environment. When teachers give instructions, it is important to them to them to check that the students have understood what they have to do. This can be known by asking a student to explain the activity after the teacher has given the interaction or by getting someone to show the other student in the class how to do the exercise. The last way by asking a member of the class to translate the instructions. Do not using instructions in mother tongue / language first. In line with this Nunan, 2000, p.190 in an investigation of target language use in her German classes, revealed that one of the factors in code-switching was the use of the mother tongue (English) by the teacher herself. She discovered when she increased her use of German (the target language), her students also used German. Moreover, students of foreign language education programs are considered successful if they can communicate effectively in the language (Riggenbach&Lazaraton, 1991). From those two statements we can conclude that in

foreign language class the teacher should use the target language continuously to make the students familiar with the target language and the students will use target language as their language communications in class.

As of state junior high schools in Kediri, SMPN 7 has many students who come from the various background and capability. But as other education institutions, the teaching learning process does not always run without any obstacles. It is likely that some students find difficulties in understanding the material and the classroom interaction language. It may cause the teacher use the target language as the language classroom expressions to make English environment.

From the explanation above, the writer intends to conduct a study about “Classroom language Expression Applied by the Seventh Grade English Teacher of SMPN 7 Kediri based on 2013 curriculum in 2014/2015 Academic Year.”

II. RESEARCH METHODE

This research uses descriptive qualitative research. Bogdan (2003) states “Qualitative research is descriptive and the data are described is in the form of words or pictures rather than number “It means that the research doesn’t use statistical formula to analyze the data. Qualitative research is technique of gathering data that is focused on the significance of observation made in a

study rather than the raw numbers themselves. By using this method, the researcher wants to identify the classroom language expression applied by the seventh grade English teacher of SMPN 7 Kediri.

In this case study, the researcher observes as much as possible the object by using many methods: interview and document analysis because they have many advantages. From those reasons, the researcher would describe classroom language expression applied by seventh grade English teacher of SMPN 7 Kediri and described each function of classroom language expression.

The data would be described as video, note and the result of interview with the teacher. The subject of this research is the seventh grade English teacher of SMPN 7 Kediri. The teacher who became the subject because he teaches English in the seventh grade and applied curriculum 2013.

In qualitative research, observation should be done to get the first data and to prepare the next material in compiling the research. According to Given (2008: 573) Observation is one of the oldest and most fundamental research method approaches.

It involves collecting impressions of the world using all one's senses, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest. This observation is non-participant.

So it means the researcher observed directly during the teaching learning process and all aspects that support it. The observation was used to know about the classroom language expression applied by the English teacher and the function of each language classroom expression. The instrument for this observation are video recording, note and documentation.

Interviews were used to get the detailed information related to the research. According to David and Peter (2003: 43) Interviews are often likened to a conversation between two people, though a competent researcher knows that he or she are more than this: he or she require orchestrating, directing and controlling to varying degrees.

In this research interviews were conducted between a researcher and the teacher. It was used to complete the data seemed the observations are limited. The instrument is the list of questions. The data was the answer from the teacher and described by the researcher. The function of this section is to know deeply about classroom language expression applied by English teacher and the function of each classroom language. The function of this interview to support the observation data.

Bogdan (2003) stated data analysis is the process systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own

understanding them and to enable you to present what you have discovered to others.

Data analysis is an integral part qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order concepts.

In this research, the researcher used descriptive qualitative research and the researcher described it based on the video recorder and interviews. To analyze the data, the researcher would describe the collected data.

The data obtains from video recorder and interview which was done by the researcher during collecting the data. According to Miles and Huberman (2011) there are some steps in analyzing qualitative data. Data Reduction, Data Display And Conclusion Drawing/ Verification.

III. RESEARCH FINDINGS AND DISCUSSION

After describing the data using interview and observation checklist instrument and analyzing the data using a Miles and Huberman's model (data reduction, data display and drawing conclusion) above, a short discussion of the analyzed data of this research is written as follow,

- a. Classroom language expression applied by the English teacher.

Classroom language expression that was applied by the teacher to

had conversations with the students was bilingual. The expressions that used by the teacher is a simple expression, he always repeat his expression to made the students understand. He also asked the students to open the dictionary if they did not understand what the teacher said. The classroom language expression was applied by the teacher it come from any references. The teacher is still dominated in communication with the students. The students were looked say and afraid to answer or give response to the teacher.

- b. The function of classroom language expression applied by the English teacher.

The classroom language expression that was applied by the English teacher had four functions. (1) Organizing. Dealing with organizing the teacher organizing the students well. He gave instruction to the students, sequences the student's activity, and supervises it. It done in process of observation and experimenting. (2) Interrogating. The researcher found that the teacher gave stimulate to the students and made the students gave opinion, idea, information and reason for something from the students. The

teacher gave stimulate with his explanation or question to the students, usually he helped the students by gave the statement and asked the students to translate it to made the students easy to answer teacher questions. It done in process of questioning, associating and experimenting. (3) Explaining. The teacher explained well to the students. He used bilingual language to make the students easy to understand his explanation. It done in all the steep of scientific approach. (4) Interacting. Dealing with interacting the teacher was little bit made interacting with the students. His expressions are greeting, leaving, anger and disappointing. It done when the students make the teacher disappointed or anger.

Based on the discussion of finding of this research, several points can be drawn. The conclusion of the classroom language applied by the English teacher base on 2013 curriculum

1. The teacher used bilingual language to communicate with the students.
2. The teacher still dominated the communication in the class. Most of the student's silent, there are some students answered or gave idea in short answers or words.

3. The teacher used his gesture to make easy to the students understand what he said. He often repeated the sentences, questions, and his instructions to make easy to the students understand it.
4. The teacher applied various function of each classroom language expression in his communication with the students.
5. He used classroom language expression from some references. He use from teacher guide book 2013 curriculum and some other references that he had it.
6. The problem face in applied the classroom language expression is the restrictiveness students in understanding English language and their curious in English language, because the students background and input of this school from any level ability English language. It make the teacher always translate the sentences.

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