TEACHING PATERN USED BY THE ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS

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Abstrak

The research was carried out at SMA Negeri 1 and SMA Negeri 3 Kuningan from August 2014 to October 2014by using qualitative method in observational design. The respondents of this research were the English teachers of grade XII. The data analysis applied the descriptive data. The data were taken from the observation and interview. The observation held in the activity of the teaching and learning process, and the interview done to the English teachers after teaching and learning process. Descriptive analysis was applied to analyze by underlying words, word phrase and sentences, sharpening the early focus by continued observation and/or in depth interview The result of this research is the English teachers used the pattern of classroom English with several aspects; get thing done in the classroom, asking questions, beginning of lesson, end of lesson, textbook activity, games and songs, repetition and response, encouragement and confirmation, set phrase, text book activity, blackboard activity, repetition and response, progress in work. The aspect of asking question was the most patterns used by the English teachers in teaching and learning process. The main reason that the English teachers more use asking and question in the teaching and learning process were they want to stimulate the students to be an active one and to rich the effective of classroom teaching and learning activity.

Key word:*Teaching Patterns, English Teachers, Teaching and Learning Process*

Introduction

In Indonesia English is one of the compulsory subject which is taught in elementary school, junior high school, senior high school and university as the first foreign language. In other words, learning English is needed in Indonesia. Therefore, English is an essential subject to be learned at school in Indonesia. Learning foreign language is not easy, so that the role of English teacher is an important in English teaching learning process.

Many problems are commonly encounter in the English teaching and learning process, may hinder the success of teaching and learning target language. It is coming

from internal and external factors which have played some significant roles that influence the learning process; such as first is the target language group, including the learner's language aptitude, the intelligence and the motivation. The next is the learning environment, encompassing the instructor, the learning materials and the attitude of learner towards the target language. Many cases turn up that the English teachers is neglect the use of classroom English in explaining the materials, in the fact teachers have to be able to interact with English in the classroom.

Classroom English plays an important role in the English teaching and learning process especially for the non native teachers. As Hughes and Moate (2007: i) explain practical classroom English is basically a comprehensive list of classroom phrases that he/she will need when running a lesson in the English. It also has extensive exercise and activities to help you practice and use the phrases. It is intended for non-native teachers of English who work with teenager and young adult in formal education. The mastery of classroom English is one of the teacher's requirement competencies. It is an important aspect for teaching both productive and receptive skills. In English teaching and learning process is necessary to use English in the interaction of the teacher in explaining the material. In the English classroom interaction the teacher's explanation on the material is mostly performed in English. In the other hand, the all activity in English classroom are mostly verbally done in English.

The aim of using classroom English in the classroom during the teaching and learning process is to provide the learners to get the authentic language experience. Hughes and Moate (2007: i) states that the benefits from using classroom English are: 1) to encourage non native teacher to use more English in the day to day running of the English classes, 2) to extend the range of classroom situations and learning activities that the teacher feel confident and competent to handle in English, 3) to make the teacher think more deeply about the role of their English in the classroom, 4) to inspire the teacher with ideas for making the classroom a more dynamic and authentic environment for the students to practice their English, and 5) to develop the teacher language skills in two important areas of teaching: instruction giving and question asking

Findings And Result

1. Pattern / Utterance Used By The English Teachers in Kuningan
Get things done in the classroom, was found the pattern of commanding, persuading,

and requesting

Table 1 The Finding in Get Thing Done in the Classroom

Get thing done in classroom	Classroom English Patterns	Kinds of CE
1. commanding	- Open your dictionary !	Commanding
2. requesting	- close your book !	
3.sugesting and persuading	- follow me please	Requesting
	Don't forget to study	Persuading and suggesting

2. Asking Question.

Table 2 Asking Question Aspect

	Classroom EnglishPatterns	Kinds of CE
	- What did your mother tell story when you are child?(language question)	Purpose of question , Language question → wh form
	- Why does your parent tell the story before you sleep (yes no question)	Purpose question , Language question → WH form
	- Are you ready to be mom or dad?	Purpose question → Lesson progress question
	- Do you agree with me?	Yes No question
	- Is there any question about that?	Yes no question
Asking question	- What do you think about the country man, the golden egg, and the goose?	Purpose question → language question →WH form
	- So, what the character of the country man?	Purpose question→ comprehension question→ WH Form
	- Is there any ideas?	Purpose question → opinion→ Yes No Question
	- Another opinion?	Purpose question → opinion→ Yes No Question
	- Is enough?	Purpose question → opinion→ Yes No Question

- May I ask you?	Purpose question → opinion→ Yes No Question	
- Who wants to try?	Purpose question→ preference question	
- Any question	Purpose question → opinion→ Yes No Question	
- You understand	Purpose question → opinion→ Yes No Question	

3. Beginning of the lesson

Table 3 Beginning of the Lesson

Beginning of the lesson	Classroom English Patterns	Kinds of CE
1. In the corridor		
2. Greetings	- Good morning	Greeting
3. Transition to work	- Please pray	Transition to work
4. Absence	- How is life?	Greeting
5. Lateness	- Who is absent today?	Checking absence

4. End of Lesson

Table 4 End of lesson

	Classroom English Pattern	Kinds of CE
End of the lesson	- Ok please keep study	
	- Thank you for your attention, see you	Stop working
	- Please read the next page in the home,	Setting homework
	- See you	Stop working

5. Set Phrase

Table 5 Set phrase

	Classroom English Pattern	Kinds
Set phrase	Thank you →	thanks giving

6. Text Book Activity

Table 6 Classroom English about text book activity

Text books activity	Classroom English Patterns	Kinds of CE
1. Distribution of books	- Has everybody got the book?	Distribution of books
2. Books out, find page	- Open the book	Position of page
3. Collect, put away	- Close the book	
4. Position on page	- Read the story	Reading
5. Reading	- Just read	Reading
6. Understanding	- Can you read aloud please?	Reading
7. Exercises	- Who want to read?	Reading
8. Writing	- How much character in this story?	Reading , writing
9. Drawing	- Now let's see	
Acting out	- Let's see number 4	Find page
	- Can you read first?	Reading
	- You understand?	Understanding the text
	- Read, read, read	Reading
	- Open your dictionary please	Reading
	- What is the social function of the narrative text?	Writing, reading
	- What is the social function of the text	Writing and reading
	- Who can tell in front of the class?	Acting out

7. Blackboard Activity

Table 7 Blackboard Activity

Blackboard activity	Classroom EnglishPattern	Kinds of CE
1. Come out, write	- Can you write in the white board please?	Clean the blackboard
2. Attention, read, clean	- Please write on the blackboard	Write, come out

8. Repetition and Response

Table 8 Repetitionand Response

Repetition and responses	Classroom English Patterns	Kinds of CE
1. repeat, louder	- Follow me please	Repeat
2. grouping	- Would you like to speak louder?	Louder
3. cycles, not catching		

	- Speak	Speak
	- Listen to me and repeat	Repeat
	- Speak up	Speak louder
	- Can you repeat	Repeat
	- Ok together, 1..2..3	Repeat

9. Encouragement and Confirmation

Table 9 Encouragement and Confirmation

	Classroom English Patterns	Kinds of CE
	- Good	Encouragement
	- Thank you	Confirmation
	- The beautiful flower like your face	Encouragement
Encouragement and confirmation	- Next	Encouragement
1. confirmation	- That's it	Encouragement
2. encouragement	- Ok good	Encouragement
3. crumbling	- Give applause	Encouragement
	- Thank you , good	Encouragement
	- Next	Encouragement
	- Ok good	Encouragement
	- Yes thank you	Encouragement

10. Progress in Work

Table 10 Progresses in work

	Classroom EnglishPatterns	Kinds of CE
	- What do you think about...?	Outlining
Progress in work	- Is there anyone here?	Able to participate
1. able to participate		
2. readiness	- Ok	Readiness
3. choices	- Good	Able to participate
4. transitions		
5. explaining, outlining	- lets gone	Readiness
	- why you must understand the kinds of the text	Outlining
	- what is the orientation of the text	Explaining

The dominant pattern of the classroom English used by the English teacher in the teaching and learning process

Table 11 Dominant pattern of classroom English

Get thing done in the classroom	3
Asking question	21
Beginning of the lesson	4
Text book activity	16
Blackboard activity	2
Repetition and response	11
End of the lesson	4
Set phrase	1
Progress in work	8
Encouragement and confirmation	11

Asking question was becomes the dominant pattern used by the English teachers in teaching and learning process, which are 21kinds of phrase of question. The pattern of question used by teachers was WH Form, yes no question, preference question. The teachers used the direct question to the students.

The text book activity become the second rank of the pattern used by elnglish teacher in the teaching and learning process. text book activity is the main process in the teaching and learning process in the classroom. Teachers transferred the materials use text book. The materials was about genre, it mean needed text book in teaching and learning process. the process of teaching and learning in the classroom was active classroom, teacher asked student be an active students when the process, by dividing them group discussion in the classroom, after that teacher asked them to present what they get in the book, in front of the class.

Conclusion

The Classroom English is playing important in the English teaching and learning process. Classroom English can be called as a tools for increasing the ability of English both students and teachers as non native speaker who need more practice in English and make teaching and learning process is done effectively.

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