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# PROCEEDING

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# ICRACOS 2019

**Tema**

*Research and its application to meet the industrial era 4.0.*

**Saturday, September 7th 2019**
**07.00 a.m. – 05.00 p.m.**
**at Golden Tulip Legacy Hotel**
**Mayjend HR. Muhammad Street No. 294**
**Surabaya, Indonesia**

**Publisher :**
***Faculty of Mathematics and Natural Sciences,***
**Universitas Negeri Surabaya**

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# PREFACE

Assalamualaikum Wr. Wb

The honorable Prof. Dr. H. Nurhasan, M.Kes as Head of Surabaya State University and the representative. The honorable Prof. Dr. Darni, M.Hum. as head of Research and community service institute. The honorable presenters both from within and outside the country, and The honorable ladies and gentlemen who attended the international seminar this morning. First of all, let us give thanks to the presence of Allah SWT, Almighty God, so that we can jointly take the time and ease the steps to attend this international seminars organized by research institutes and community service with the theme "research and its application to meet the industrial era 4.0. "

This seminar is an international-scale seminar that presents speakers from several countries including *Pakistan, Gambia, Malaysia, Japan, Taiwan and Indonesia. We are grateful that our ideas have* received very good responses from public as indicated by 173 (one hundred and seventy three) speakers from home and abroad. In this seminar, we present 4 keynote speakers whom we know have a very good reputation in their fields. They are: Prof. Jing-Wen Lin, from the National Taipei University of Education, Taipei, Assoc; Prof. Kuniyoshi Shimizu, from Kyushu University; Prof. Dr. Ir. Suhono H. Supangat, M.Eng. from Bandung Institute of Technology and Indonesia Railroad Commissioner, Indonesia, and Prof. Dr. H. Muchlas, M.Pd. from Surabaya State University, Indonesia. For this seminar held by LPPM Surabaya State University, we thank you for all of your support.

Finally, if there are any words that are not pleasing in the hearts of all, we deeply apologize. Welcome to attend the ICRACOS 2019 seminar and a series of supporting activities. Hopefully what we do today will benefit our progress in the future.

Conference Chair

Prof. Dr. Titik Taufikurohmah, M.Si

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# Theorizing Institutional Talk for English Language Teaching based on 2013 Curriculum by English Microteaching Lecturers

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***Abstract*—Teacher educators are theorisers of their practice in preparing preservice English teachers during microteaching. Institutional talk is one of the concepts needed to be understood and implemented by preservice English teachers during microteaching. How the teacher educators theorise or construct personal practical theory about what institutional talk to be introduced to the preservice English teachers, what expressions to be practiced. Nine English teacher educators in a state university in East Java were interviewed to explore how they theorise institutional talk to be introduced to preservice teachers in microteaching. The results of this study indicate that they do not explicitly articulate the structure of learning (institutional talk) that is promoted to microteaching students in 2019. Implicitly they propose three parts: opening, main and closing activities. Limited concept of special English lesson institutional talk is articulated by the participant. They do not learn specific expressions to carry out this institutional talk function because students are considered to have received previous supporting courses such as Classroom Language which studies these expressions.**

***Keywords—institutional talk, classroom language expressions, theorising experience, teacher education***

## I. INTRODUCTION

English teacher education is a special field of study because of its contents. The first content is the field of English teacher education and the second is the field of English language learning. This is often echoed by Russel [1] in Canada and Loughran [2] in Australia, but in the field of science teacher education. In English teacher education, Johnson [3] and Johnson [4] have not combined the two contents as one. They focused only on approaches in English teacher education.

As indicated from the contents, English teacher educators (or lecturers) in English teacher education are also required to have different competencies from English teachers in general. To become a lecturer in English teacher education, one can not only speak English well but also teach it with the appropriate learning theory [5]. In addition, one must have knowledge of teaching theory [6], models of teacher education [7], and approaches in English teacher education [8]. Thus the lecturer in English teacher education is an English teacher plus teacher educator. This means that developments in English education in general must be on their radar.

Along with the development of English learning methodology at the beginning of this century, namely post-method pedagogy [9], lecturers in English teacher education must also embrace it. This pedagogy is the culmination of the development of various methods of learning English since the beginning of foreign language teaching in this world, from grammar and translation method to communicative approach [10]. The essence of post method pedagogy is that, in reality, we have already talked enough about developing methods, what is needed now is in addition to methods, which are principles that can accommodate all existing methods eclectically [9, 10]. Eclectic means lecturers use teaching methods which are best suited to the actual circumstances, their teaching experiences and the potential of their students. These are the three principles of post method pedagogy [9].

Post-method pedagogy also marks the invalidation of the dichotomy of theory and practice, or the dysfunction of theories [10]. According to the first and second principles of post-method pedagogy, namely particularity and practicality, the context determines the right method, and the lecturer is no longer the person who implements the theory from the expert, but the lecturer as a separate expert mastering the learning context. Thus, lecturers in teaching experience could create the theory of their own and simultaneously implement the theory they develop in everyday teaching [8]. This theorising is the process of understanding what the teacher does in their teaching experience. That is, theorising is a practical knowledge that teachers use to build a framework for guiding action [11].

To become lecturers who can develop his own theory, they must rely on their logic, or thinking [8, 12]. Lecturers who can develop their own personal practical theory are those who rely on their cognition (or thinking) that reflect on their teaching [12].

Microteaching courses are the initial training ground for implementing students' teaching abilities by teaching their peers [13]. The lecturers in-charge-of this course are *responsible for ensuring that basic teaching skills are taught* in addition to the ability to use classroom language to teach using English as the medium of instruction.

Research on microteaching as part of the education of teachers of English has mostly focused on the skills learned [14], a reflection of on what they learned from their microteaching [15], a focus on the language of instruction

that they use [16], and how the expressions of classroom language learned on campus are applied in microteaching and teaching practicum [17]. However, no study has revealed how lecturers theorise institutional talk to be taught in microteaching to students. This institutional talk refers to the talk in an institution such as doctor and patients and teachers and students [18]. More specifically, it is the language used by English teachers in the classroom to promoting student learning [19]. In fact, institutional talk varies according to purposes, actors, context, culture, language and regulation [19].

It is well known that the 2013 English Curriculum in Indonesia carries the scientific approach as a learning method. Such a method requires procedures of observing, questioning, collecting information, analysis, and communicating. However, this method is not known in the English learning literature [20]. This certainly causes problems in teaching classroom language courses in microteaching. Research on the compatibility of this scientific method in learning English in terms of language use by teachers in the class conducted by Munir [20], shows that the structure of the lesson or institutional talk is not scientific at all. This raises the question about how the preparation of prospective teachers of English in teaching the curriculum in 2013 is like.

Bearing in mind the above situations, a study on how lecturers theorise the institutional talk that suits the procedures in Curriculum 2013 English as understood by the lecturers of microteaching in an English language Education program, their knowledge of English expressions to implement the appropriate learning structure that suits the procedures in the 2013 English Curriculum.

## II. METHODS

This research was designed as a qualitative research. This is consistent with the research objectives for describing the microteaching lecturers' theorizing of institutional talk suitable with the procedures in the 2013 English Curriculum, their knowledge of English expressions to implement the learning structure in accordance with the procedures in the 2013 English Curriculum, and the theories they have mastered to train microteaching students to use these expressions in learning the 2013 English Curriculum. This research has revealed what is in the minds of research subjects and interpret it.

The research subjects were nine lecturers of undergraduate English Language Education at a state university in Surabaya the who taught microteaching in 2019. They participated in this research voluntarily. Traditions in studies that reveal the theorizing of English teachers were designed qualitatively [8].

Data in the form of oral statements of the subjects about the institutional talk, English expressions to carry out the structure of learning, and theory to train microteaching students to use these expressions. Subjects were interviewed about the institutional talk they introduced to the pre-service English teachers, English expressions to carry out the learning structure, and theory to train microteaching the PSETs to use these expressions.

The results of the interview were analyzed qualitatively by raising the theme of the interpretation of data individually research subjects and as a whole subject. It began with transcribing interviews, then coding them and analyzing for their contents (content analysis) to search for words / phrases based on keywords learning structure, institutional talk, expressions Language classes, training techniques and microteaching.

## III. RESULTS AND DISCUSSION

### A. Theorizing Institutional talk by microteaching lecturers

As the literature on institutional talk, in the context of learning English. In this study, the 2013 Curriculum as the overarching education setting for the institutional talk has no theory yet. Most of the subjects of this research also did not articulate institutional talk theory delivered to microteaching students. instead, seven of the nine subjects stated a common lesson structure of learning English in microteaching, namely (1) Introduction, core activities, closing (AR and ES), (2) Beginning, middle and closing (HE), (3) Pre-activity, temporary activities, and closure (SU, RR and RS), (4) Opening, explanation, question and answer, discussion, and variations (WW).

Two subjects stated that they did not provide a specific learning structure because they had to adjust to the lesson plans that had been prepared by a group of students in the microteaching class. They stated, "I don't give a certain learning structure. It is up to students in accordance with the RPP that has been prepared "(CA), and" It does not have to be a scientific approach. But if SA is supported "(FS).

They compactly said that the core activities should use the syntax of the learning models suggested in the 2013 Curriculum, including the Scientific approach, project based learning, discovery learning, genre based approach. CA stated "in these core activities students can use project based learning". AR stated "at the core the pre-service teachers can implement an identical scientific approach (SA) with 5M, the steps are adjusted with indicators in the RPP." SU stated "while activities adjust to the learning model, namely scientific approach (SA) or genre-based approach (GBA) ". WW and RR explicitly stated "Syntax is adapted to each model, specific learning models are not determined."

The summary of the learning structure based on the results of the interview above shows that the majority of lecturers conveyed no emphasis on certain structures. Nevertheless, the subjects explicitly stated about understanding and institutional talk in general consisting of opening activities, core activities, and closing activities, or known as other pre-activities, whilst activities, and post-activities. This general learning structure is considered suitable for learning English because it is considered to be more flexible and is believed to be able to accommodate the demand for learning models suggested by the 2013 Curriculum.

These results indicate that the conception of institutional talk that is believed by microteaching lecturers is similar to the concept of classroom language, namely the language that teachers use to play their functions in the classroom such as this quote, "classroom language is used by teachers typically ... when giving instructions, explaining, asking questions,..., responding to and evaluating students' contributions, signaling the beginning and end of activities and lesson stages, and so on "[21]. And focus on the basic skills of teaching a teacher [22]. This is understandable because in

their recognition teaching skills become the focus of microteaching.

In addition, the findings that this general learning structure is considered by lecturers to be able to accommodate learning models that exist in the 2013 Curriculum such as scientific approach (SA), project based learning (PBL), and cooperative learning with the steps of each learning data included in the core category shows that lecturers tried to relate the experience of teaching microteaching this year with the experience of teaching microteaching in the previous year. These connections of experience make neatly arranged practical knowledge. This is a sign that these lecturers are at the level of schematization, or schema [12]. The findings related to this learning structure are new because Cazden [23] and Cazden [24], and Walsh [19] never discuss institutional talk in general in learning English in Indonesia.

B. Expressions for use in the implementation of learning structures promoted in microteaching

To carry out the general learning structure as mentioned in the previous section, namely the opening activities, core activities, and closing activities, the lecturers ask students to use the English expressions they have learned in previous course, i.e. Classroom Language. The lecturers assume no longer need to teach common English expressions or English expressions specifically to carry out the learning structure during the microteaching process. One subject stated,

"I don't. I don't teach them that. I though they have learned that in CL. I don't know that they have learned. Maybe it's a deficiency in teaching, one of which they don't know what they have in terms of language "(WI).

Some of the lecturers' statements that they did not teach specifically about English expressions during microteaching, are:

"There is no special expression that I teach sir" (CA)

"There is no specific expression in my microteaching because the focus is action, not expression" (AR)

However, there are some subjects who state that common expressions that have been learned in classroom language courses are sufficient for students to carry out their roles as teachers. These three subjects state like this:

"All expressions are generally taken from the Classroom Language reference book, and are considered sufficient to carry out the SA learning model" (CA)

"Expressions for the SA learning model are the same as language expressions as in Classroom Language" (ES)

In the statements above, almost all lecturers stated that there was no specific learning about expressions that students must use when conducting microteaching. Common expressions are expressions that have been learned in the Classroom Language course. Some lecturers stated that the expressions in the Classroom Language course that had been obtained in the previous semester were considered sufficient to carry out certain learning structures or learning models (CA and ES); certain modifications are also needed. There are also lecturers who state that what is most important in carrying out microteaching is the teaching action, not the use of their expression (AR).

This finding is not surprising because in reference books in Classroom Language courses such as Slattery and Willis [25], and Salaberri [26], there is no specific discussion about any expressions that can be used for the syntax of certain learning models. This finding is not in line with the expectation that the language expressions used by the teacher are manifestations of speech acts chosen by the teacher by applying various strategies that are in accordance with the perception of social distance, the influence of power, and the rank contained in the teacher's actions in a particular time [24]. Because there are no specific expressions taught to implement the syntax of the pursuit model suggested by the 2013 Curriculum

## IV. CONCLUSION AND SUGGESTION

Researching the concept of an institutional talk by an English teacher education lecturer is not as easy as testing their competence for knowledge. Institutional talk is conceptually actually predictable because it is goal oriented, the construct is clear, there is a framework in a particular space. But institutional talk in certain prescriptive learning procedures such as the 2013 curriculum is not easy to guess. The subjects of this study tried to theorize this institutional talk based on their experience teaching microteaching. Based on the results of the research and discussion, it can be concluded that the lecturers conceptualize institutional talk according to the procedure for implementing the 2013 Curriculum as a general learning structure, which consists of opening, main activities and closing. For them there is a sub institutional talk contained in the core activities, which follows the syntax, or institutional talk specifically learning models that are recommended in the 2013 Curriculum. However, this agency cannot be categorized to the Theory level because they cannot articulate anything that underlies their conception of institutional divorce. The absence of specific language expression learning to carry out the institutional talk function because students are considered to have received Classroom Language courses clearly reinforces the lecturers' illumination in the schema category. The lecturers did not convey the specific theory of teaching microteaching, but there were those who mentioned the lesson plan-consulting-modeling and practice procedures. This is a personal practical theory description of the lecturers on institutional talk in microteaching in the English Language Education Study Program.

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