

in the Reading Classroom: What English Used by the Lecturer

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Abstract

In the English Classroom, sometimes the students cannot understand the materials of teaching delivered by the lecturer. One of the problems may be caused by the language used by the lecturer in the process of teaching and learning in the classroom. This article is the result of the research that the purpose is to find out the classroom English used by the lecturer in the *Reading* class of second semester of English Education Department, Teacher Training and Education Faculty of UMK in the academic year 2010/2011.

This research is a descriptive qualitative research. The data were collected by recording the observation during teaching and learning process in Reading class.

The result of the research shows that the English classroom used by lecturers in the *Reading* class tends to be same. The lecturer tends not to be so various in using the utterance of the classroom English. Some examples based on the observations in the classroom of *Reading* are: in *pre-teaching*, there was no classroom English used by the lecturer in *entering the classroom*. Besides, the lecturer only greeted the students by saying *Good afternoon, How are you?, How is life?* In *taking register*, the lecturer did not say something in English, they just gave the attendance list to the students without saying classroom English.

Based on the result, the writer suggests that the lecturer should use various utterances of classroom English as mentioned by Glyn Hughes and Josephine Moate (2007) to make classroom more attractive and creative and hopefully the students can easily understand the material.

Key Words: Classroom English and Reading Class.

Introduction

As a place of teaching-learning interaction, classroom is a real social context where learners and teacher enter into equally real social relationships. In the classroom, they always need some help to interact each other. The value and quality of interaction in the teaching learning process establish a learning achievement.

Reading class is a part of English learning curriculum English Education Department of Teacher Training and Education Faculty in Muria Kudus University. In this research the writer chose the Intensive Reading class in the second semester in the academic year 2010/2011. The students hopefully are able to explain and identify the communicative purpose, generic structure, linguistic features of the short functional text, descriptive text, recount text, procedure text and narrative text. They are also hoped to be able to identify the specific information, the general information, the main idea of the paragraph, and the specific information of the texts by using reading strategies (skimming, scanning, or intensive reading). Besides, they are also able to paraphrase kinds of written texts that they found in the book, in the environment etc. It is the lecturer's job to make the students understand what the lecturer delivers in the class. Consequently, it needs a highly interactive process between the lecturer and the students.

In the process of teaching and learning, a lecturer should not only focus on making students understand about the materials, but they also have to make the students involved in an intensive communication in the classroom with formulaic expression of classroom English. One of the ways to make it happen is by using Classroom English optimally during the classroom activities. Classroom English is the English used by the lecturer in a classroom situation. When the students are exposed to this language frequently, they will eventually be able to produce it

themselves. Classroom English used by the lecturer must be communicative in order the students can understand the materials of teaching they deliver. The lecturer must use appropriate typical English when giving instructions. In turn, students must also respond to the instruction with appropriate answer in English. When Classroom English is often used, unconsciously, it will be mastered quickly by the students and becomes a part of their natural vocabulary.

In fact, there are still some problems found in the process of teaching and learning faced by the students in reading class. The problems often come from the students who cannot understand the materials of teaching delivered by the lecturer. One of them may be caused by the language the lecturers used in the classroom. In English Education Department, the lecturers are hoped to use English as much as possible to involve the students for interaction in the class.

In order to know more about the use of classroom English in reading class in the second semester of English department of Muria Kudus University, a descriptive research is conducted.

Interaction in the Class

Lecturer-student interaction plays a significant role in the activity of teaching and learning in the classroom. The lecturer has a responsibility to make an interactive teaching learning process. When students respond the lecturer it means that they understand what the lecturer explained. It can only happen when the lecturer and students have a good quality of teaching learning process. Rivers (1991) explained the importance of interaction:

“Through interaction, students can increase their language store as they listen to or read authentic material or even the output of their fellow students in discussion, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all the posses of the language, all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language”.

From the explanation above, we know that classroom interaction is very important in the language teaching and learning. How a lesson progresses, whether it successful or not mostly depends on the interaction in process of teaching and learning. Moreover, the teacher should notice that the students should be given more opportunity to speak, and share their ideas.

Classroom English

Classroom English is the English used by a teacher in a classroom situation. It certainly is a language for specific purpose which has to be learned, and trained among teachers and prospective teachers. Since learners need comprehensible input (Ellis, 1985:157), especially in the context of classroom situation, teachers necessarily need to manage their interaction with students in formulaic instructional English (Krashen and Scarcella, 1978, in Ellis, 1985). Some situations that may occur in a classroom setting in which teachers are subject to using Classroom English are among others: *beginning the class, reviewing lesson, giving simple instruction, managing classroom, distributing handouts, correcting students' errors, and ending the class*. These Classroom English are found in the pre-teaching, whilst teaching, and post teaching. According to Glyn Hughes and Josephine Moate (2007) there are three steps of everyday classroom routines, they are: beginning the lesson, running the lesson and ending the lesson.

1. Beginning the Lesson

The beginning of the lesson is a natural and motivating opportunity for the lecturer to help the students learn to give simple replies in English. If the students can take part from the very beginning, it adds to their confidence and shows them that the language they are learning actually works. In beginning the lesson there are five steps in using classroom English such as *entering the classroom, everyday greeting, meeting new class, taking the register, dealing with the lateness, and getting down to work*.

- a. *Entering the classroom*: Classroom English used when the lecturer and students enter the class. It can be used by the lecturer to guide the students before begin the lesson. The example of entering the classroom as follows:
- Let's go in!
 - Let's go into classroom!
 - Go in and sit down!
- a. *Everyday greetings*: Classroom English used when the lecturer greets the students in the beginning of the lesson. The lecturer will know the condition of the students before teaching and learning process. The examples of everyday greetings are:
- Good morning everybody.
 - How are you all today?
 - How's it going?
- b. *Meeting new class*: Classroom English used when the lecturer meets the students in the class in the first meeting. A lecturer can use it to introduce themselves and give information about the lesson. The examples of classroom English in meeting new class are:
- Let me introduce myself.
 - Perhaps you're wondering who I am.
 - Let me tell you something about myself.
- d. *Taking the register*: Classroom English used when the lecturer takes the register. it is one of the important parts in beginning the lesson because the lecturer can know how many students who join the class. The alternatives of classroom English in taking the register are:
- Let's see if everyone's here.
 - I have to check attendance.
 - Who is not here today?
- e. *Dealing with the lateness*: Classroom English used for asking the reason when the student comes late entering the class. The alternatives of classroom English in dealing with the lateness are:
- Where have you been?
 - Why are you late?
 - Okay, I see. Well sit down and let's get started.
- f. *Getting down to work*: Classroom English used when the lecturer asks the students to guide them before continue the material. The alternative of classroom English in getting down to work are:
- Let's start the lesson!
 - I think we can start now.
 - Stop talking now so we can start!

2. Running the Lesson

In this running the lesson, the short phrases that begin and end these stages are important because it helps the students to follow what is going on. Students try to understand and get used to these phrases quickly because they probably occur in every lesson. In this session their vocabulary grows and they are encouraged to guess the meaning of unknown words from the context. Running the lesson consist of five classroom English such as *starting something new, making things clear, sequencing activities, checking progress and stopping.*

- a. *Starting something new*: Classroom English used when the lecturer starts the lesson. The example of classroom English in this starting something new are:
- Let's speak English!
 - Now let's go on!
 - Let's move to something else!
- b. *Taking things clear*: Classroom English used when the lecturer's command is clear enough for the students after delivering the material. The example of classroom English in making things clear are:
- I'll give you five minutes to do it.
 - You will have to stop in two minutes.
 - Is it clear?
- c. *Sequencing activities*: Classroom English used when the lecturer gives a set of events, actions, etc. which have particular order. The example of classroom English in the sequencing activities are:
- First have a look at the text!
 - To begin with we'll check you homework.
 - Finally I want you to copy something down!
- d. *Checking progress*: Classroom English used when the lecturer checks the progress, after giving some exercises. The examples of Classroom English in this checking progress are:
- Any problem?
 - Is there anyone who needs help?
 - How far you have got?
- e. *Stopping*: Classroom English are used when the lecturer asks the students to stop from doing something. The examples of Classroom English in the stopping are:
- Who has finished?
 - Has everybody finished?
 - Stop what you are doing!

3. Ending the Lesson

Glyn and Josephine (2007) state that the teacher can use of the end of the lesson to give them a good appreciate that they have been active participate in the lesson. What the teacher says in this session connected with what was happened in the previous forty minutes. So it has great personal relevance to the students, especially if you can exchange a few words with individual students as they are leaving the classroom. It will help them to develop their listening skills and also to build up their confidence. They are *checking the time, setting homework, stopping work, making announcement, saying good bye* and *clearing the class*.

- a. *Checking the time*: Classroom English used when the lecturer wants to give information to the students that time is up or the lesson will be end. The example of Classroom English in the checking the time are:
- What time is it?
 - What time do you have?
 - We have finished a few minutes early.
- b. *Setting homework*: Classroom English used when the lecturer gives homework to the students. It is usefull for the students to prepare the material before at home. The example of classroom English in the setting homework are:
- This chapter is your homework!
 - Finish this off at home!
 - Complete your story at home!

- c. *Stopping work*: Classroom English used when the lecturer stops their teaching because time is up. The example of Classroom English in the stopping work are:
- It's time to stop.
 - We have no more time.
 - We don't have any more time.
- d. *Making announcements*: Classroom English used when the lecturer gives an announcement to the students. The example of Classroom English in the making announcement are:
- Hang on a moment!
 - One more thing before you go!
 - Please listen!
- e. *Saying goodbye*: Classroom English used when the lecturer wants to make a parting to the students before they leave the class. The examples of Classroom English in saying goodbye are:
- See you soon.
 - Goodbye.
 - See you next class.
- f. *Clearing the class*: It is used to guide the students go out the class. Beside that, it is used to make sure that there is no leaving in the class. The alternatives to clear the class like as follow:
- Please go out now!
 - Will you please go out?
 - Not so much noise please!

In this research, the writer used this model of Glyn Hughes and Josephine Moate (2007) to analyze the Classroom English used by the lecturer in the reading class of second semester of English Education Department, Teacher Training and Education Faculty, Muria Kudus University in the academic year 2010/2011.

Teaching Intensive Reading in EED TTEF Muria Kudus University

Teaching reading is more influenced by interactive strategies. Lecturers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books (Gunning, 1992). Teaching reading indicates process interactive models of reading. Students learn to read reading, writing and talking about meaningful topics (Vacca, et al., 1991).

There are three steps in teaching reading comprehension. This idea is delivered by Blachowicz and Donna (2008:33-34). They state that teaching reading comprehension covers pre-reading or before reading, during reading, and post reading or after reading. They state before reading classroom activities include the activities such as previewing the text, predicting from the preview, setting purposes for reading and choosing an appropriate strategy. Then they add that during or whilst reading the classroom activities include checking an understanding, integrating the new information with what is already known, monitoring comprehension and continuing to predict or question. Finally, in the post reading classroom activities should show summarizing and synthesizing what has been read, responding appropriately, reading multiple sources and cross checking information, checking for the fulfillment of the purpose of the reading and using what is read in some application.

Intensive reading is one of the subjects that taught in the second semester of English Department TTEF, UMK. Here, The students are purposed to be able to explain and identify the communicative purpose, generic structure, linguistic features of the short functional text, descriptive text, recount text, procedure text and narrative text. They can identify the specific

information, the general information, the main idea of the paragraph, and the specific information of the texts by using reading strategies (skimming, scanning, or intensive reading). They also can paraphrase kinds of written texts that they found in the book, in the environment etc. The materials are short functional texts (advertisement, announcement, invitation, public sign, condolence, and memo), descriptive text, recount text, procedure text, and narrative text. In the teaching-learning process the lecturer uses some strategies in the class: students' presentation, and discovery learning. Students should make some groups; the students should look for text themselves related to the material.

Finding

The Finding is based on the observations held on March 16th 2011, April 13th 2011, May 18th 2011, and June 8th 2011. The data was analyzed in three steps of teaching: pre-teaching, whilst-teaching, post-teaching, that occurred during the teaching and learning process in the reading classroom of second semester of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in the academic year 2010/2011.

The Classroom English used by the Lecturer in the Pre-teaching in the Intensive Reading Class

The Classroom English used by the lecturer in the pre-teaching during the teaching and learning process in the Intensive Reading Class of Second Semester of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in the academic year 2010/2011 is described in the following tables.

Table 1. The Classroom English used by the Lecturer in the Pre-teaching in the Intensive Reading Class

(i) First observation

Steps of the Teaching	Classroom English	Note
a. Entering the classroom	-	No classroom English
b. Everyday greetings	- Good afternoon everybody? - How are you today?	The lecturer greeted the students before starting the lesson and asked their condition.
c. Meeting a new class	-	The students have known the lecturer.
d. Taking the register	-	The lecturer gave the attendance list to the students.
e. Dealing the lateness	-	The lecturer let the students to join.
f. Getting down to work	- .. but, before we start the presentation, have you finished your paper?	The lecturer asked the students' assignment before starting the presentation.

(ii) Second observation

Steps of the Teaching	Classroom English	Note
a. Entering the classroom	-	No classroom English
b. Everyday greetings	- Good afternoon every body? - Ok, how are you today?	The lecturer greeted the students before starting the lesson and asked their condition.
c. Meeting a new class	-	The students have known the lecturer.
d. Taking the register	- Who is absent today?	Then the lecturer gave the attendance list to the students.
e. Dealing the lateness	- Imam, please sit down in your sit.	A student came late. And the lecturer let him to enter the class.
f. Getting down to work	- ..ok you can begin your presentation.	The lecturer let the presenter to present the material.

(iii) Third observation

Steps of the Teaching	Classroom English	Note
a. Entering the classroom	-	No classroom English
b. Everyday greetings	- Good afternoon? - Ok, how is your life?	The lecturer greeted the students before starting the lesson and asked their condition.
c. Meeting a new class	-	The students have known the lecturer.
d. Taking the register	-	The lecturer gave the attendance list to the students
e. Dealing the lateness	- <i>waalaikumsalam</i> . Come in. ...	The lecturer asked the student who came late to enter the class.
f. Getting down to work	-	The lecturer started the lesson by asking the students about their holiday.

(iv) Fourth observation

Steps of the Teaching	Classroom English	Note
a. Entering the classroom	-	No classroom English
b. Everyday greetings	- Good afternoon everybody? - how is your life?	The lecturer greeted the students before starting the lesson and asked their condition.
c. Meeting a new class	-	The students have known the lecturer.
d. Taking the register	-	The lecturer gave the attendance list to the students.
e. Dealing the lateness	-	The lecturer let the student who came late to enter the class.
f. Getting down to work	-	The lecturer started the lesson by asking the students.

From the table of finding above, the writer can conclude that in the pre-teaching activities, in the *entering class* the lecturer did not use the Classroom English because the students were already in class. It happened in all of the observations. In the *everyday greetings* the lecturer tried to make an innovation. It is proved when she greeted the students, with the different ways: *Good*

afternoon everybody? then she said: *How are you today?*, and some time she said: *how is your life?*, to ask the students condition.

In the *meeting new class* the writer did not found the classroom English used by the lecturer. In the *taking register* the lecturer said: *who is absent today?* In the *dealing the lateness* the lecturer said: *come in*. The writer only found in the third observation. When the lecturer entered the class the students have already been in the class, and sometimes the students entered the class without asking permission. Then in *getting down to work*, the lecturer said: *but, before we start the presentation, have you finished your paper?*, .. *ok you can begin your presentation*. The lecturer gave instruction to start the presentation. It can be found in the first and second observation.

The Classroom English used by the Lecturer in the Whilst-teaching in the Intensive Reading Class

This is the description about the Classroom English used by the lecturer in the whilst-teaching during the teaching and learning process in the Intensive Reading Class of Second Semester of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in the academic year 2010/2011.

Table 2 Classroom English Used by the Lecturer in the Whilst-teaching in the Intensive Reading Class

(i) First observation

Steps of The Teaching	Classroom English	Note
a. Starting something new	- Because we just have 2sks so, let's continue the presentation - let's continue, there are some points.	The teacher continued the explanation
b. Making things clear	- You have 20 minutes to present. - yea imam <i>ngomong opo maw?</i> – - Do you understand?	The lecturer gave time to present the material to the students. The lecturer asked Imam, if he understood the material.
c. Sequencing activities	- don't continue your writing first. - the first assignment as like invitation.	-The students were silent, stopped their writing and started to pay attention to the next presenter. The lecturer showed the assignments of groups.
d. Checking progress	-	No classroom English
e. Stopping	- ok, your time is up, so you can distribute the assignment.	The time of the first presenter was up, the teacher asked the second presenter to present

(ii) Second observation

Steps of The Teaching	Classroom English	Note
a. Starting something new	- please tell, explain with Indonesian for making clear. Explain it more.	The lecturer wanted the presenter to answer the question in Indonesian.
b. Making things clear	- <i>gak kliatan?</i> Ok.. is it clear? -Any question,,?.....	The Students were silent
c. Sequencing activities	- ok, the first Edi. You come forward. - Ok next, for the girl... Tri.. - ok the next Hamim	The lecturer asked some students to come forward one by one. And the lecturer asked next student to come forward.
d. Checking progress	-	No classroom English
e. Stopping	-	No classroom English

(iii) Third observation

Steps of The Teaching	Classroom English	Note
a. Starting something new	-	No classroom English
b. Making things clear	- Ok simple present, then about the material and steps is depend on the way of the procedure text. Any question? - Ok martin do you understand what I mean?	The lecturer gave the students an opportunity to ask. The lecturer asked some students about their understanding.
c. Sequencing activities	- Eni first:...	The lecturer asked the student to answer the question.
d. Checking progress	-	No classroom English
e. Stopping	-	No classroom English

(iv) Fourth observation

Steps of The Teaching	Classroom English	Note
a. Starting something new	- Hmmm... let's move to the other class.. Because the LCD is error.	The lecturer asked the students to move to other class.
b. Making things clear	- ok please analyze which one is not clear? - ok finish, is there any question?	The lecturer asked the students' understanding
c. Sequencing activities	- ok the second option. Is it right?	The lecturer gave some options to students.
d. Checking progress	- any difficulties? - yes? How about WH question? What is the most difficult to you? - any question?	The lecturer checked if the students had some difficulties in doing the assignment.
e. Stopping	- Finish? Like this.. based on the structure it is right.	The lecturer stopped the lesson.

From the table of finding above the writer can conclude that in the whilst-teaching activities, in the *starting something new* the lecturer said: *because we just have 2sks so, let's continue the presentation, let's continue, there are some points., please tell, explain with Indonesian for making clear. Explain it more., Hmmm... let's move to the other class..*

In the *making things clear*, the lecturer said: *You have 20 minutes to present it, nggak kliatan? Ok. is it clear?,Any question,,?....., ok finish , is there any question?, ok simple present, then about the material and steps is depend on the way of the procedure text. Any question?, yea imam ngomong opo maw? Do you understand?* In the *sequencing activities* the lecturer said: *don't continue your writing first. the first assignment as like invitation, ok, the first Edi. You come forward., Ok next, for the girl... Tri., ok the next Hamim.: Eni first:...., ok the second option. Is it the right?* In the *checking progress* the lecturer said: *....arrange do or does any difficulties?, yes? How about WH question? What is the most difficult to you?, any question?* Sometimes the lecturer asked: *yes? How about WH question? What is the most difficult to you?* In the *stopping* the lecturer said: *ok, your time is up, so you can distribute the assignment,Finish? Like this..based on the structure it is right.....*

The Classroom English used by the Lecturer in the Post-teaching in the Intensive Reading Class.

The last is the description of the Classroom English used by the lecturer in the post-teaching during the teaching and learning process in the Intensive Reading Class of Second Semester of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in the academic year 2010/2011.

Table 3 The Classroom English used by the Lecturer the Post-teaching in the Intensive Reading Class

(i) First observation

Steps of The Teaching	Classroom English	Note
a. Checking the time	-	No classroom English
b. Setting homework	-	No classroom English
c. Stopping work	-	No classroom English
d. Making announcement	- please pay attention, sometimes advertisement . . - Ok for next week, I will explain some point usually yang biasanya dibuat pertanyaan. - Ok, there is additional information of the text, from announcement group. - ok there is the last information from me. Please submit it next week.	The lecturer wanted to make sure that the students have understood the material. And the lecturer gave explanation that there was no midterm test and the assignment.
e. Saying goodbye	- Ok thank you, and have a nice day, have a nice weekend. See you	The lecturer left the class. And the students gave their respond.
f. Clearing the class	-	No classroom English

(ii) Second observation

Steps of The Teaching	Classroom English	Note
a. Checking the time	- time is over?	The lecturer wanted to make sure that time is over
b. Setting homework	-	No classroom English
c. Stopping work	-	No classroom English
d. Making announcement	- ...And for the next week, is better if have quize... - And for the next week submit it to me and it will be your additional score.	The lecturer give announcement and the students listened.
e. Saying goodbye	- Ok, thank you and wassalamu'alaikum. See you ..	The lecturer left the class.
f. Clearing the class	-	No classroom English

(iii) Third observation

Steps of The Teaching	Classroom English	Note
a. Checking the time	- ok, because time is over,...	Time is up so they have to leave.
b. Setting homework	-	No classroom English
c. Stopping work	-ok finish ya..	The lecturer asked the students to finish
d. Making announcement	- please pay attention..	The lecturer asked students' attention.
e. Saying goodbye	-	No classroom English
f. Clearing the class	-	No classroom English

From the table of finding above the writer can conclude that in the whilst-teaching activities, in *checking the time* the lecturer said : *time is over?*, *ok, because time is over*,... it found in the second and third observation. The lecturer gave information that the lesson will be end. In the *setting homework* we did not find the classroom English of *setting homework* as mentioned in the model of Glyn Hughes and Josephine Moate (2007).

In the *stopping work*, the writer only find ;*ok finish ya..* in the third observation. The next is in the making announcement, the lecturer said: *please pay attention, sometime advertisement . Ok for next week, I will explain some point usually yang biasanya dibuat pertanyaan, Ok, there is additional information of the text, from announcement group, Ok there is the last information from me, please submit it next week.*

In the *saying goodbye* the lecturer said: *Ok thank you, and have a nice day, have a nice weekend..See you. Thank you for your attention. See you Assalamualaikum warohmatullohi wabarokatuh.* And in the *clearing the class*, there is no classroom English used by the lecturer. The Students only went out the classroom

Conclusion

The Classroom English used by the lecturer in Intensive Reading during the process of teaching and learning in the classroom are explained as the following. And it is described in pre-teaching, whilst-teaching, and post-teaching.

In pre-teaching, the stages consist of the stages of *entering the classroom, everyday greetings, meeting a new class, taking the register, dealing the lateness, getting down to work.* In *entering class* the lecturer did not use the Classroom English because the students had been already in class. In *everyday greetings* the lecturer, the lecturer greeted the students by saying: *good afternoon everybody?* Then she said: *How are you today?*, and sometimes she said: *how is your*

life?, to ask the students condition. In *meeting new class* the writer did not find the classroom English used by the lecturer. In *taking register* the lecturer said: *who is absent today?* In *dealing the lateness* the lecturer said: *come in*, the lecturer asked the student who came late to enter the class, and the student entered the class without say anything. Then in *getting down to work*, the lecturer said: *but, before we start the presentation, have you finished your paper?*, then said: *.. ok you can begin your presentation.*

In Whilst-teaching the are some stages of *starting something new, making things clear, sequencing activities, checking progress, stopping*. In *starting something new* the lecturer said: *because we just have 2sks so, let's continue the presentation, let's continue, there are some points., please tell, explain in Indonesian for making clear. Explain it more., Hmmm... let's move to the other class.* In *making things clear*, the lecturer said: *You have 20 minutes to present it, Ok.. is it clear?,Any question?,?....., ok finish , is there any question?, ok simple present, then about the material and steps is depend on the way of the procedure text. Any question?, Do you understand?* In *sequencing activities* the writer found: *don't continue your writing first. the first assignment as like invitation, ok, the first Edi. You come forward., Ok next, for the girl... Tri..., ok the next Hamim, Eni first:...., : ok the second option. Is it the right?* The writer found the classroom English of *checking progress* only in the forth observation. The lecturer said: *....arrange do or does any difficulties?, yes? How about WH question? What is the most difficult to you?, any question? When the lecturer asked them about the difficulties, she asked: yes? How about WH question? What is the most difficult to you?, In stopping the lecturer said: ok, your time is up, so you can distribute the assignment. then she said:Finish? Like this..based on the structure it is right...*

In Post-teaching, the stages are: *checking the time, setting homework, stopping work, Making announcement, saying goodbye, and clearing the class*. In *checking the time* the lecturer said : *..... time is over?, ok, because time is over,...* In *setting homework* the writer did not find the classroom English. In *stopping work*, the writer only found *....ok finish ya..* . The next is in *making announcement*, the lecturer said: *please pay attention, Ok for next week, I will explain some point usual...., Ok, there is additional information of the text, ok there is the last information from me, please submit it next week.* In *saying goodbye* the lecturer said : *Ok thank you, and have a nice day, have a nice weekend. See you, Thank you for your attention. See you* And in *clearing the class*, there is no classroom English.

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