

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings. The findings and discussion will be discussed further in the following text.

A. Findings

To answer the first problem of research question on chapter I, the researcher conducted an observation and interview about the types of colloquial words. Based on collecting data conducted by the researcher obtained some information from the participants related to the research questions.

1. The Types of Colloquial Words used by English Pre-Service Teacher during Teaching Practice

As the researcher explained on chapter II, there are 5 types of colloquial word. In this finding of the types of colloquial word only found 4 types used by English pre-service teacher during teaching practice.

a. Single Word

Based on observation result, on 27 July, 2, 3, 4, and 11 August 2022 are found 18 single word types used English Pre-Service Teachers during Teaching Practice. The words used include Good are 6 times, Hi are 4 times, Ok also 4 times, Listen are 3 times, Hey, Cool, Guys, Easy are 2 times, Bye, Chill, Next, Then, Finish, Yeah, Look, Right, Everyone and Everybody are 1 time.

Table 4. 1 Single Word

No	Words	Amount
1.	Good	6
2.	Hi	4
3.	Ok	4
4.	Listen	3
5.	Hey	2
6.	Cool	2
7.	Guys	2
8.	Easy	2
9.	Bye	1
10.	Chill	1
11.	Next	1
12.	Then	1
13.	Finish	1
14.	Yeah	1
15.	Look	1

16.	Right	1
17.	Everyone	1
18.	Everybody	1

b. Clipped Word

Based on observation result, on 9 and 23 August 2022 are found 4 clipped word types used English Pre-Service Teachers during Teaching Practice. The words used include Alright 2 times, Bike, HP and DM are 1 time.

Table 4. 2 Clipped Word

No	Words	Amount
1.	Alright	2
2.	Bike	1
3.	HP	1
4.	DM	1

c. Contraction

Based on observation result, on 27 July, 2, 3, 5, 8, 9 and 23 August 2022 are found 13 contraction types used English Pre-Service Teachers during Teaching Practice. The words used include Let's is 6 times, Don't 5 is times, I've, I'll is 3 times, It's, What's are 2 times, Haven't, I'm, That's, Didn't, Can't, Gonna and Wanna are 1 time.

Table 4. 3 Contraction

No	Words	Amount
1.	Let's	6
2.	Don't	5
3.	I'll	3
4.	I've	2
5.	It's	2
6.	What's	2
7.	Haven't	1
8.	I'm	1
9.	That's	1
10.	Didn't	1
11.	Can't	1
12.	Gonna	1
13.	Wanna	1

d. Verb-Adverb Combination

Based on observation result, on 9 and 23 August 2022 are found 3 verb-adverb combination types used English Pre-Service Teachers during Teaching Practice. The words used include Stand Up is 2 times, Come On and What's Up are 1 time.

Table 4. 4 Verb-Adverb Combination

No	Words	Amount
1.	Stand Up	2
2.	Come On	1

3.	What's Up	1
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From the finding results, the observation from 27 July 2022 to 23 August 2022, researcher conclude that there are 18 single word, then 13 contractions, 4 clipped words and 3 verb-adverb combination with total of 38 words used by English pre-service teachers during teaching practice. However, there is no English pre-service teacher used short picture for technical term type during their teaching practice.

Table 4. 5 Colloquial Types found in Pre-Service Teacher

No	Colloquial Types	Data	Percentage
1.	Single Word	18	47.4%
2.	Clipped Word	4	10.5%
3.	Short Picture for Technical Term	0	0%
4.	Contractions	13	34.2%
5.	Verb-Adverb Combination	3	7.9%
Amount		38	100%

2. The Function of Colloquial Words used by English Pre-Service Teacher

To answer the second problem of research question on chapter I, the researcher conducted an interview about the function of colloquial words. Based on collecting data conducted by the

researcher obtained some information from the participants related to the research questions.

a. Personal Function

Based on the results of the interviews on 18, 19, 24, and 29 August 2022 are found 13 sentences that English pre-service teacher used during teaching practice were included in the personal function. First, the sentences “It’s my pleasure”, then “Ok, bagus aja”, “Good!”, ”Good!”, “Ok. Good”, “Ok”, “Good!” and “Cool” are used by English pre-service teachers with the reason such as to praise students, showing feeling of pleasure, give a praise to one class, and to praise students who’s answer correctly. From these reasons, it can be said that all the sentences mentioned are include in the feeling of pleasure of the personal function. That’s why they choose this function to suitable the context they use.

Second, the sentences “I don’t think so”, “Good”, “Right” and “Good!” are used by English pre-service teachers with the reasons such as to express emotional feeling while reading a conversation with students, to express feeling to students and to express happy feeling to who’s correctly answer the question. From these reasons, it can be said that all the sentences mentioned are include in the express feelings or

emotions of the personal function. That's why they choose this function to suitable the context they use.

Third, the sentences "Cool" are used by English pre-service teacher with the reason such as to give an admiration with student in the class. From this reason, it can be said that the sentence mentioned are include in the feelings of admiration of the personal function. That's why they choose this function to suitable the context they use.

Table 4. 6 Personal Function

No	Sentences	Function
1.	It's my pleasure	To praise students
2.	Ok, <i>bagus aja</i>	To show feelings of pleasure to student who's answer the right question
3.	Good!	Give praise to one class for simultaneously answering questions correctly
4.	I don't think so	To express emotional feeling while reading a conversation with student
5.	Cool	Giving admiration with students in the class.
6.	Good!	To praise student who's correctly answer the question.
7.	Ok. Good	To praise student

8. Good	To express feeling to students
9. Right	To express feeling to students
10. Good!	To express happy feeling to who's correctly answer the question
11. Ok	To praise students who can answer the question correctly
12. Good!	To praise students who can answer the question correctly
13. Cool!	To praise students who can answer the question correctly

b. Directive Function

Based on the results of the interviews on 18, 19, 24, and 29 August 2022 are found 24 sentences that English pre-service teachers are used during teaching practice were included in the directive function. The sentences "It's my pleasure", "Let's start our lesson by saying Basmallah", "Let's end our lesson by saying Basmallah", "Let's move to next page", "Haven't heard that before", "Hey, guys!", "Listen!", "Look at me!", "Listen", "Stand up please!", "Hey guys",

“Let’s go to the next page”, “What’s the answer?”, “Come on guys!”, “Listen!”, “Everybody!”, “Please stand up”, “No, you can’t”, “The difference between don’t and didn’t...”, “I’ve no idea”, “I’m fine too”, “Gonna be easy”, and “Wanna play a game?”.

All the sentences are used by English pre-service teachers with the reason such as to give orders to students, to get more pay attention, to ask students to move to the next page, to ask students about the answer, to make students listen the lesson, and to tell them to finish the game quickly.

From these reasons, it can be said that all the sentences mentioned are include in the sentences to state orders of the directive function. That’s why they choose this function to suitable the context they use.

Table 4. 7 Directive Function

No	Sentences	Function
1.	Let’s start our lesson today by saying <i>Basmallah</i>	To give an order to students to close the lesson
2.	Let’s end the class by saying <i>Hamdallah</i>	To give an order to students to close the lesson
3.	Let’s move to next page	Give orders to students to go to the next page
4.	Haven’t heard that	Explain things related to the

before	material
5. Hey, guys!	Give orders to students to pay more attention when study
6. Listen!	Give orders to students to pay more attention when study
7. Look at me!	Give orders to students to pay more attention when study
8. Listen!	Give orders to students to pay more attention when I'm teaching
9. Stand up please!	To order students to stand up and brainstorm before studying
10. Hey guys	Give orders to students to pay more attention when I'm teaching
11. Let's go to the next page	Give orders to students to go to the next page
12. What's the answer?	To ask students about the answers to the questions given
13. Come on guys!	To tell them to finish the game quickly
14. Listen!	To make students listen the lesson
15. Everybody!	To make students to pay more attention

16. Please stand up!	To make students to pay more attention
17. No, you can't	Give orders to students about the lesson
18. The difference between don't and didn't...	Give orders to students about the lesson
19. I've no idea	Give orders to students about the lesson
20. I'm fine too	Give orders to students about the lesson
21. Gonna be easy	Give orders to students about the lesson
22. Wanna play a game?	Give orders to students about the lesson
23. Let's move to next page	Give orders to students to go to the next page

c. Fatigue Function

Based on the results of the interviews on 18, 19, 24, and 29 August 2022 are found 18 sentences that English pre-service teachers are used during teaching practice were included in the fatigue function. First, the sentences “Then...”, “Finish?”, “What’s that?”, “Hi students!”, “Hi”, “Hey guys”, “Bye students”, “What’s up everybody!”, and “Hi everyone” are used by English pre-service teachers with the reason such as to show solidarity when explaining the material and whether

students are done with the task, to show students when greetings, to show solidarity relation with students, to establish solidarity when start and closed the lesson.

Second, the sentences “Ok”, “Ok, next”, “Yeah”, “That’s right”, “That’s all for today”, “If you don’t move your body you will get punishment”, and “Chill ” are used by English pre-service teachers with the reason such as to be more familiar and relaxed, to be more relaxed, and to get closer with students. And also the sentences “Hi students!” and “Easy, easy...” are used by English pre-service teachers with the reason such as to establish friendly relation and get closer.

From the reasons above, it can be said that all the sentences mentioned are include in the sentences to establish friendly relations of the fatigue function. That’s why they choose this function to suitable the context they use.

Table 4. 8 Fatigue Function

No	Sentences	Function
1.	Then...	To show solidarity to students when explaining the material
2.	Finish?	To show solidarity whether the students are done with the task.

3. What's that?	To show solidarity with students
4. Hi students!	To show solidarity when greeting students
5. Ok	To be more familiar and relaxed when communicating
6. Ok, next	To be more familiar and relaxed when communicating
7. Yeah	To be more familiar and relaxed when communicating
8. Hi	To show solidarity relation with students
9. Hey guys	To establish solidarity relation with students when started the lesson
10. Bye students	To establish solidarity relation with students when closed the lesson
11. That's right	To be more relaxed
12. That's all for today	To be more relaxed
13. If you don't move your body you will get punishment	To be more relaxed
14. What's up everybody!	To establish solidarity relation with students
15. Hi everyone!	To show solidarity and establish friendly relation

	when greeting students
16. Hi students!	To establish friendly relation when greeting students
17. Chill	To get closer with students
18. Easy, easy...	To establish friendly relation and get more closer with students

d. Referential Function

Based on the results of the interviews on 18, 19, and 24 August 2022 are found 6 sentences that English pre-service teachers are used during teaching practice were included in the fatigue function. First, the sentences “I’ll give it to you”, “Don’t worry. I’ll explain it”, “I’ve never met her” and “I’ll give examples” are used by English pre-service teachers with the reason such as to give explanations about the material and the examples. From these reasons, it can be said that all the sentences mentioned are include in the sentences to talk about objects or events that are around the speaker of the referential function. That’s why they choose this function to suitable the context they use.

Table 4. 9 Referential Function

No	Sentences	Function
1.	I'll give it to you	Giving explanations and examples to students
2.	Don't worry. I'll explain it	Giving explanations about the material
3.	I've never met her	Giving explanations about
4.	I'll give examples	the material

e. Imaginative Function

Based on the results of the interviews on 18, 19, and 24 August 2022 are found 3 sentences that English pre-service teachers are used during teaching practice were included in the fatigue function. The sentences "I don't think so", "It's easy" and "I don't know" are used by English pre-service teachers with the reason such as to give a respond and convey thoughts to students. From the reasons, it can be said that all the sentences mentioned are include in the sentences to convey thoughts, and ideas of the imaginative function. That's why they choose this function to suitable the context they used.

Table 4. 10 Imaginative Function

No	Sentences	Function
1.	I don't think so	To give a respond
2.	It's easy	
3.	I don't know	

From the finding results, the observation from 18 to 29 August 2022, researcher conclude that there are 13 personal function, then 23 directive function, 18 fatigue function, 4 referential function and 3 imaginative function with total of 61 sentences used by English pre-service teachers during teaching practice. However, there is no English pre-service teacher used short picture for technical term type during their teaching practice.

Table 4. 11 Colloquial Function found in Pre-Service Teacher

No	Colloquial Functions	Data	Percentage
1.	Personal Function	13	21.3%
2.	Directive Function	23	37.7%
3.	Fatigue Function	18	29.5%
4.	Referential Function	4	6.5%
5.	Imaginative Function	3	5%
Amount		61	100%

B. Discussion

Based on the results of the study, there are two sections analyzed by the researcher. The types of colloquial words used by English pre-service teacher during teaching practice and the function of colloquial words used by English pre-service teacher during teaching practice. The researcher divided this part into two point explanations to explain the research questions.

1. The Types of Colloquial Words used by English Pre-Service Teacher during Teaching Practice

a. Single Word

The researcher interpreted this single word type used by English pre-service teacher during teaching practice. According to McCrimmon (1972) is a simplified grammatical structure and sometimes ignores subtle in formal grammar. Based on the results of the interview, the word “Hi”, “Good” and “Cool” the English pre-service teacher present an interactions and positive feedback to students. As cited by Catford (1965), it is correlated the word referred to as types of languages use. The following factors are (i) the performer as the English pre-service teacher, (ii) the addressee as the students and (iii) the medium as the word said by English pre-service teacher.

These words also refer to (Jendra, 2012) when speaking the stress can be showed by using facial expression and express our feeling same thing when the greetings and give positive feedback. Additionally, the word “Chill” for calming the students and “Listen” for more attention also the stress can show by using gesture or louder the voice.

b. Clipped Words

The clipped word mentioned by McCrimmon (1972) also the truncated word. The word “Alright” the English pre-service teachers slightly raised the intonation of the voice to attract students’ attention. It is related to Jendra (2012) when we spoke to people we need to know the intonations how to say it. The researcher deduces from this, the voice intonation must also be modified. The learner hears the same things somewhere else. Students might not pay attention if speak in a gentle voice.

Then “Bike”, “DM” and “HP” an English pre-service teacher was explaining unclear information, they need to give a familiar expression to students by used colloquial words. As cited in McCrimmon (1972), when someone has spoken to a colloquial they will avoid formal speaking, because they want to give an impression when speaking directly. This can help the

person who takes part in a conversation understand the meaning and purpose of what are about to say.

c. Contractions

In general, the word in the contraction type is informal. According to McCrimmon (1972) words like “That’s”, “I’ll”, “It’s”, “Let’s”, “Don’t” and etc., belong to colloquial words, which are part of informal language. Then, the formality of language depends on the situation. It is correlated in (Foyewa, 2016) the closeness of relationships among participants influences how they use formal and informal speech. The more intimate the relationship between speakers, the more casual their language (Muslimawati, 2022).

The researcher concludes, the English pre-service teachers are more comfortable using informal language when teaching. Most of their reasons, the students can get relax while studying in class. The use of formal language in the classroom will make teaching and learning too intense and nonflexible. This word is typically used in class when explaining or playing games.

d. Verb-Adverb Combination

The researcher interpreted this single word type used by English pre-service teacher during teaching practice. This type

only consists of part of speech verb and adverb becomes one word with one meaning. For example, the word “What's up” and then the students responded by answering “I'm fine miss”, it can be ascertained to Jendra (2012) when speaking the stress can be showed by express our feeling in greetings.

Moreover, the “Stand up” and “Come on” the English pre-service teacher directs students by saying Stand up and Come on to get their attention, these are following to Catford (1965) (i) the performer as the English pre-service teacher, (ii) the addressee as the students and (iii) the medium as the word said by English pre-service teacher.

2. The Functions of Colloquial Words used by English Pre-Service Teacher during Teaching Practice

a. Personal Function

Basically the personal function is emotions felt by the speaker. The researcher concludes because English pre-service teachers rationally want to praise, give admiration to students, expressed their feelings as the satisfaction of the answer. For example, “Cool”, “Good”, “It's my pleasure” and so on. Related to Fromkin (2011) many of variation among individuals include due emotional state. It means express all the feeling, anger, disgust, fear, happiness, and sadness. And also cited by Jendra

(2012) can be showed with express our feeling. The senior teacher makes extensive use of this personal function.

The English pre-service teacher also praises, but mostly in Indonesian, such as *Luar biasa*, *Bagus* atau *Pintar*. It also refers to learning activities in which students are exposed to those English words. More often the teacher introduces new words, the broader their knowledge concept will be, and there will be positive feedback between teachers and students. The English pre-service teacher also argues it can increase student learning activity.

b. Directive Function

According to Fishman (1972) in Agustina & Chaer (2014), directive function is the language to regulate listener. The researcher conclude this function is use to give an order or to interdiction somebody. Example words are “Let's start/end the class by saying...”, “Look at me!” and “Listen!”. It contain to commands the students, such as asked them to pray before and after studying and to more pay attention during the lesson. The results are related to the characteristic of appropriate to the spoken that seeks its effect; style of expression by McCrimmon (1972). It is appropriate between characteristics and directive

functions, by saying imperative sentences such as Listen or Look to get students' attention while teaching.

There are 3 sentences that do not fit the context of the directive function, including "Haven't heard that before", "The difference between don't and didn't..." and "I've no idea". According to Fishman's (1972) theory, these sentences are more directed to referential functions because of the sentence are used to explain things around them not to give orders to students. It can be said the sentences mentioned are include in the sentences to talk about a case that was excited at the time of the referential function.

c. Fatigue Function

The sentence "What's up everybody!" is to establish solidarity relations with students. Before closing the lesson, use "That's all for today" to be more relaxed. Same with "Chill", "Easy, easy...", "Ok, next" and also "Yeah". It is correlated to Catford (1965), the performer as the English pre-service teacher, the addressee as the students the medium as the sentences said by English pre-service teacher. These words also refer to Jendra (2012) when speaking the stress can be showed by using facial expression and express our feeling same thing when give positive feedback. The researcher concludes it following through the

context presented by the English pre-service teacher to establish solidarity relations with students.

The sentence “If you don’t move your body you will get punishment” does not fit through the context of the fatigue function. According to Fishman’s (1972) theory, this sentence is more directed to directive functions because to giving an order to students not to explain things around them. It can be said the sentences mentioned include in the sentence to state orders of the directive function.

d. Referential Function

According to English pre-service teachers, this function is suitable in such situations when talk about events around it. Example sentences “I’ll give it to you” then “Don't worry. I'll explain” and “I'll give an example.” In these sentences, the students asked some words mean. It is related with the Verderber, Macgeorge, Verderber, & Pruim (2016) language is very useful but language also shares meaning and how you can improve your language skills to interpret messages from that language. It can be seen by the way students ask about the meaning of a word to the teacher, and then the teacher explains the meaning of the word asked by the student. That is why, when the teacher explains, the sentences are included in the referential function.

e. Imaginative Function

The sentences “I don’t think so”, “It’s easy” and “I don’t know” are used by English pre-service teachers with the reason such as to give a respond and convey thoughts to students. It is correlated to Jalapour & Tarbizi (2017), the meaning of colloquial, from the Latin word – Colloquium which means “to discuss” or “conversation”. These sentences also refer to Catford (1965), the performer as the English pre-service teacher, the addressee as the students the medium as the sentences said by English pre-service teacher.