THE STUDY OF TEACHER TALKS USED BY ENGLISH COURSE TEACHER OF PARE-KEDIRI IN SPEAKING CLASS

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Abstrak

Saat ini, studi tentang bahasa kelas dan fitur yang dikembangkan. Kategori yang disebutkan oleh Walsh (2006) pada penelitiannya, memberikan fitur yang lebih spesifik bicara guru menurut aku terus (Evaluasi Diri Guru Talk). Berdasarkan latar belakang, peneliti menyelidiki studi guru bicara ini di ELFAST (Bahasa Inggris Sebagai Standard Application Asing) Pare Kediri karena merupakan salah satu dari program populer yang mampu membuat siswa dari berbagai daerah tertarik untuk belajar bahasa Inggris . Penelitian ini merupakan penelitian deskriptif kualitatif yang memiliki kata-kata, frase, dan ucapan-ucapan seperti data yang terkait dengan pertanyaan penelitian, sementara semua ucapan guru sebagai sumber data. Peneliti menjadi instrumen penelitian untuk mengumpulkan data dan pena mata-mata yang bisa merekam seluruh aktivitas di kelas. checklist observasi dan wawancara dianggap sebagai instrumen karena mereka berisi semua data yang diperlukan untuk menyelesaikan analisis. Jadi, penelitian yang dilakukan untuk mengetahui fitur pembicaraan guru yang digunakan oleh guru bahasa Inggris di kelas percakapan ELFAST (Bahasa Inggris Sebagai Standard Application Asing) di Pare Kediri dan alasan untuk guru di ELFAST (Bahasa Inggris Sebagai Standard Application Asing) pare Kediri untuk memilih fitur bicara guru.

Kata Kunci: *Teacher Talks, penggunaan ragam bahasa yang diucapkan oleh guru untuk berinteraksi dengan siswa.didalam proses belajar mengajar didalam kelas.*

Abstract

Nowadays, the study of classroom language and its feature are developed. The categories were mentioned by Walsh (2006) on his study, gives more specific features of teacher talk according to SETT (Self Evaluation of Teacher Talk). Based on the background, the researcher investigates the study of teacher talk this in ELFAST (English Language As Foreign Application Standard) Pare Kediri because it is one of the popular course which is capable to make the students from many regions get interested in to study English. This study is descriptive qualitative research which has words, phrases, and utterances as the data related to the research questions, while all of the teacher' utterances as the source of the data. The researcher becomes research instrument to collect data and spy pen which could record the whole activity in the class. observation checklist and interview are considered as the instruments because they contains all data that are needed to complete the analysis. So, the research done to investigate the features of teacher talk are used by the English teacher in conversation class of ELFAST (English Language As Foreign Application Standard) at Pare Kediri and the reasons to the teacher in ELFAST (English Language As Foreign Application Standard) Pare Kediri to choose the feature of teacher talk.

Kata Kunci: *Teacher Talks, the variety of language that teacher used while interacting with students in teaching-learning process in the classroom.*

A. INTRODUCTION

Teacher talk is particular important to language teaching (Cook, 2000:14), and it is always be neglected. Most of the teachers are not aware of the importance of teacher talk and they only know little about the forms and functions of teacher talk. The teacher also, almost never follows the training that focus on the talk in classroom. As a result, the teacher lack of knowledge about teacher talk, and they fail to talk more comprehensible to students.

Nowadays, in actual teaching language learning especially in Indonesia, the teacher is the most dominant person in the class and the students just act passive receivers in the process of transferring knowledge. The teacher also does not promote genuine communication in the classroom, so almost students unable to use the target language. Nunan (1987: 144) from his own investigations into classroom practice have predicted this situation, he stated that "there is growing evidence that, in communicative classes, interaction may, in fact, not be very communicative after all". Meanwhile the success of teaching language learning depends on the communicative interaction in the classroom where students should be interact with their peers and their teacher with use the target language.

This present study has many differences with previous study. The level of the subject, the research question, the objective of the study and the setting are different. The previous study was observed in English regular classes and this present study observed in English conversation class as extracurricular activity. Moreover, this study observed the interaction of students in the process of teaching and learning.

Nowadays, the study of classroom language is developed; the features of teacher talk may be developed too. Flanders (1970) says the categories of teacher talk including acceptance of feeling, praise or encouragement, acceptance or use of pupil's ideas, asking questions, lecturing, giving directions, critic or the use of authority. The categories were mentioned before Walsh (2006) on his study, gives more specific features of teacher talk according to SETT (Self Evaluation of Teacher Talk).

B. METHODOLOGY

Research Design

This present study used a descriptive qualitative approach due to the fact that the data of this research were in form of utterances uttered by the teacher in the teaching leaning-process in the classroom.

This study is also a case study because it focuses on process of classroom interaction and to capture each single phenomenon of teacher talk under investigation. This strategy is expected to result in a depth understanding of the interaction under focus (Merriam, 1998)

Subject of the Study

The subject of the study is the English Teacher who teaches in English conversation class at Pare Kediri. He has been teaching English for about eight years and become instructor in ELFAST (English Language as Foreign Application Standard) for about 5 years. From preliminary observation, the researcher noticed that he creates genuine and natural classroom interaction during teaching English in English conversation class. This is main reason why he is chosen as the research subject in this study.

Research Setting

This study is conducted at ELFAST (English Language as Foreign Application Standard) at Pare Kediri, East Java. It is taken as the research setting under consideration that this place is one of favorite one in Pare Kediri. Furthermore this place conducts English Conversation class program. Therefore, this study is done in ELFAST (English Language As Foreign Application Standard) Pare Kediri.

Data and Source of Data

The data of this study are the utterances of the teacher in the form of words, phrases, and sentences related to research question while teaching-learning process in English conversation occurred. The data are collected from the teachers as source of data in English conversation class, particularly when the teachers use Question, Feedback, Repair, Extension, Time, Reformulation, and Interruption.

Research Instruments

Here, the researcher becomes research instrument to collect data. However there will be additional instruments used by the researcher. They are sky pen (pen recorder), observation checklist and interview. Spy pen is a tool to record the whole activity in the classroom

Data Collection Technique

Data for the present study are utterances of the teacher of English in English conversation class. To collect such data, the researcher uses observation. The observation is used to find out what really happens in the classroom when teacher uses her/his language to create communicative interaction in the classroom.

The purpose of using audio recording is to catch or record real and more complete language used by teacher and students. The researcher becomes an observer and a technician recording the data in the classroom during teaching, learning process so that the data is not be bias. The recording is done during teaching learning process from opening until closing activities. Then, the researcher will interview the teacher separately in different time of teaching and learning process.

Data Analysis

In analyzing the data, this present study applied the procedure proposed by Miles and Huberman (1994: 10-12). The procedure consisted of three current flows activity: data reduction, data display, and conclusion drawing/verification. The data obtained are processed by transcribing the result of recording of teaching and learning process in English conversation class. In order to help the process of analyzing the data, the researcher made a clarification as bellow.

C. FINDING AND DISCUSSION

There were many features of teacher talk which were used by the teacher to make the students active in speaking English.

Based on Flanders (1970) mentions the categories of teacher talk including acceptance of feeling, praise or encouragement, acceptance or use of pupils' ideas, asking questions, lecturing, giving direction, critic or the use of authority. The categories were mentioned before Walsh (2006) on his study, gives more specific features of teacher talk according to SETT (Self Evaluation of Teacher Talk). The teacher in ELFAST often used the referential questions. This feature is useful in order to give the ideas for the students to speak. After the teacher had given a question to explore the knowledge, the students thought the ideas to talk. The referential question given by teacher was able to make the conversation communicatively during teaching and learning process in speaking class. Sometimes the students lack of ideas when they tried to speak. Some referential questions belonging to the feature of teacher talk was able to make the students speak more. It was not only answering the questions, but also to get the new

students' ideas. Content feedback was also used dominantly by the teacher in the class. This feature was used by the teacher to get the students awareness to practice English. This feature was able to motive the students. After the students got the feature of content feedback given by the teacher, they were encouraged to speak up any ideas in their mind. Moreover, the students were able to find their own way in comprehending the materials during teaching and learning process.

Moreover, the extended time given by teacher to the students was one of factors which made the students more active. In speaking class, this feature was wrapped into the way how to force them speak more by asking questions to the teacher or to the friend who was speaking in front of the class otherwise the teacher counted the numbers from one to three. If the teacher finishes counting the number and there is no student asking a question, all the students will get punishments. However, the punishment never came to the students. They focused to the teacher or friend who was speaking. In the researcher's view, extended wait time given by the teacher in speaking class was only used to give the opportunity for the students in understanding teaching and learning process and also to control the situation in the class by giving the punishment which never came. The teacher never tells what actions the students should do whenever they get punishment. Therefore, this feature was not only used as the extended-wait-time given by the teacher but also to be the feature of teacher interruption which was needed by him to interrupt the students' contribution in order to avoid the chaos happened in the classroom.

The additional feature which followed the content feedback was the extended teacher turn. The teacher used this feature to know the students understanding whether the materials explained by the teacher could be understood or not. The way how the teacher conducted this feature was firstly giving the materials, then he gave some questions directly related to the materials which the teacher had already given for them. In fact, this feature was effective to do in the classroom. The students focused to the materials. They were not only paying attention to the teacher's explanation, but also asking some questions to the teacher. It means that teaching and learning process could be interactive to comprehend the materials given by the teacher.

The last features which were able to control the students' behaviors related to the interaction between students and teacher was the scaffolding, confirmation check, and seeking clarification. Three features could not be separated

each others. Scaffolding was used by the teacher in giving reformulation to the students' utterances into the correct pattern, then complete the students' answers in order to get the correct meaning, and also to give the models for students how to pronounce each utterance well. So, the students were able to express the ideas in their mind confidently. The students' barriers in the classroom disappear because the teacher did the confirmation check and seeking clarification to the ideas which the students express about. By having the confirmation check and seeking clarification from the teacher, the students were able to keep the ideas smoothly to talk. They were able to create some questions to the other speaker or they speak in front of the classroom. The teacher never blamed the students and always motivate them that having errors are the process of study. He guided the students' ideas to express in proper patterns. Confirmation checks given by the teacher could give the students' speech clearer, so the students felt comfortable to explore their ideas. The way how the teacher guided the students was by giving the confirmation check first to the students' ideas. When the ideas were difficult to understand, the teacher did seeking clarification to have negotiation meaning before continuing the speech. Finally, the teacher did the scaffolding features when the students' ideas could not be arranged in the proper pattern. The teacher caught the students' ideas first in Indonesian Language, then the he reformulate the students' utterances in good patterns of English. So, the students got modeling from the utterances which were produced by the teacher. That was why, the interaction between students and teacher occurred communicatively in speaking class.

The interview section which was done to answer the question what the reasons to the teacher in ELFAST (English Language As Foreign Application Standard) Pare Kediri to choose the feature of teacher talk showed that all the features of teacher talk would be used by the teacher based on the situation happening in the classroom. Some features will be used so far the teacher is able to be the prompter who is able to make the students struggle to study. Based on the researcher's opinion, the features of teacher talk which is able to motivate the students to study hard are the content feedback and teacher interruptions. Both of them are able to control the students' motivation and encourage them to study more and get confidence when they are speaking English.

Additionally, they are also able to give the students' awareness how they should do in the teaching and learning process. So, the students'

barriers never come to them. They never worry to have mistakes in their study. On the other hand, the reasons why the teacher must use the features of teacher talk are enable students to be active in the classroom such as the feature of referential questions and display questions. In additional reason, the teacher should use the feature of confirmation checks and also seeking the clarification to the students' contributions because the teacher must be able to be a good feedback provider in teaching and learning process. The way of teacher in responding the students' contributions will affect to students' behaviors in their study, so they are not afraid to have a mistake. It also means that the role of the teacher as a feedback provider in choosing the feature of teacher talk should be able to keep the students' barrier disappears. The last reason why the teacher should determine the feature of teacher talks because he should be able to the resource in the classroom. It means that the teacher is able to use the scaffolding feature whenever the students get difficulty to explore the ideas, arrange the utterances, and pronounce them by giving a good model, reformulate and the students' opinions during teaching and learning process.

D. CONCLUSION AND SUGGESTION

To sum up, the features of teacher talk were used by the teacher based on the students' need in the classroom. The teacher should be clever to create the interaction between students- teacher and students-students well, so the conversation during the teaching and learning process occurs communicatively. So far the teacher has a role to be good prompter, feedback provider, participant, and also the resource for the students, it could be the reasons to determine what type of teacher talk features the teacher must use in the classroom especially in speaking class. Finally, having experiences more in teaching will help the teacher to know what to do in the classroom because features of teacher talk come naturally to the experience teacher.

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