LANGUAGE FEATURES OF TEACHER'S TALK IN ENGLISH TEACHING FOR THE NINTH GRADE STUDENTS OF SMP NEGERI 2 HALONGOAN TIMUR

*M.Rizky Zhafiri

**Neni Afrida Sari Harahap, S.Pd., M.Hum.

ABSTRACT

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This study focuses on classroom interaction in English teaching and learning at SMP N 2 Halongonan Timur. The objective of this study are to 1. to analyze the interactional features used by the teacher related to the pedagogic goals, 2. To investigate the reasons why teachers use language features of teachers talk in learning process. The data were first grade students. In this research, the researcher considers the teacher talk as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair & Brazil, 1982). The SETT framework designed by Walsh (2006) is used to identify the features of teacher talk occurs during the learning process. Moreover, this study is conducted in the form of descriptive qualitative research where the researcher as the non participant observer on the classroom. The researcher used observation to get the data. The data were in form audio recording of classroom interactional both teachers and students. The researcher made transcription from recorded data and analyzed it through exchange structure and applied Walsh's framework in interactional features. In her classrooms, teacher A provides lots of initiation to her students. Teacher pattern was the highest amount initiation in form question. Teacher used 12 (twelve) interactional feature based on Walsh framework (2006). There were extended learner turn (ELT)

98 frequencies, extended teacher turn (ETT) 22 frequencies, Display Question (DQ) 49 frequencies, confirmation check (CC) 36 frequencies, seeking clarification (SC) 41 frequencies, Teacher echo (TE) 23 frequencies, referential question (RQ) 23 frequencies, Scaffolding (SCF) 8 frequencies, extended wait time (EWT) 20 frequencies, turn completion (TC) 16 frequencies, direct repair (DR) 8 frequencies, content feedback (CF) 1 frequency. Form Focused Feedback (FFF) 2 frequencies Teacher provide a lot of extended learner turn by giving direct question and referential question. Students' response frequently in English, in Indonesian and in other hand in their mother tongue. In conclusion, the researcher has found that the teacher who teaches speaking descriptive in a ninth grade classroom of SMP N 2 Halongonan Timur has performed some features of teacher talk from SETT framework. Those features of teacher talk used are found to be able to elicit students' contribution and assist the students' descriptive monologue skill development in the speaking descriptive learning process.

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*Graduate Status

** Lecturer Status

I. INTRODUCTION

II. Background of Study

The language used by teacher or teacher talk is a part of communication in the classroom. It is so important because it covers everything that goes on in the classroom. It is central in teaching and learning process. It is used for managing students, and organizing tasks or activities in learning process at the classroom. Longman Dictionary of Language Teaching and Applied Linguistics defines teacher

talk as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners"

Based on research conducted by Valentina and Ariyanto (2020) many problems of interaction occur in the classroom. For instance, students difficult to express themselves in using English that is not their mother tongue. Studies in classroom discourse also have result in consistent findings. Teacher talk dominates around 60% of classroom time (Chaudron, 1988, p. 50). It makes the role of participants (teaches and learners) are not equal in teaching and learning process.

This study focuses on investigating classroom interaction by using Self Evaluation Teachers Talk (SETT). This research attempt to identify and analyze classroom interaction between teacher and students. How they communicate each other in the classroom and what types of classroom interaction features that teachers apply. It can be useful to increase teachers' knowledge about the important of classroom interaction in teaching and learning process and as a way to evaluate classroom interaction in their lesson. This research aims to describe teacher-students interaction pattern in ninth grade of Smp Negeri 2 Halongoan Timur and to find out what are the type of interactional features used by teacher in the classroom interaction at the ninth grade of Smp Negeri 2 Halongoan Timur.

Based on issues above, the researcher want to find out the features of teacher talk used by the teacher and the effect of features of teacher talk on the students learning for ninth grade of Smp Negeri 2 Halongoan Timur.

III. REVIEW OF LITERATURE

A. Theoritical Framework

This chapter presents the review of literature related to the basic theories and foundation of the research.

1. Classroom Interaction

In teaching and learning process, speaking is closely related to communication and interaction. One of the most prominent parts in teaching and learning process is classroom interaction. Classroom is real social context in which its elements (teacher and learner) participate in an equally real social relationship, but, in the sense of education, it is an artificial environment for teaching, learning, and using a foreign language. Interaction simply means a communication which involves more than one person. The importance of interaction is explained by Rivers (1981: 160-162): "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, joint problem solving tasks, or dialogue journals. In interaction, students can use all they possess 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" (Brown, 1994:159).

2. Language Features in Teacher's Talk

Textbook is a book that teaches a particular subject and that is used especially in schools and colleges. Then, Lalău (2014:59) pointed that "the textbook presents information about a particular domain, in a selective and attractive manner, respecting the objectives and the contents scheduled in the syllabus, these been adapted to the age and to the intellectual level of students."

3. SETT (Self Evaluation of Teacher's Talk)

SETT (Self-Evaluation of Teacher Talk) framework uses because as state in Walsh (2006: 62), SETT is designed to help teachers both in describing the classroom interaction of their lesson and fostering an understanding of interactional processes, SETT uses to identify the features of teacher talk because in SETT, pedagogy and interaction. SETT is also used to potray the relationship between pedagogic goals and

language use, which acknowledged that meanings and action are constructed through the interaction of the participants, and which facilitate in learning process.

4. Features of Teacher's Talk

Features of Teacher's Talk	Description
A. Scaffolding	1. Reformulation (rephrasing a learner's contribution) 2. Extension (extending a learner's contribution) 3. Modeling (providing an example for learner(s)
B. Direct repair	Correcting an error quickly and directly.
C. Content Feedback	Giving feedback to the massage rather than the words used
D. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response
E. Referential questions	Genuine questions to which the teacher does not know the answer.
F. Seeking clarification	1. Teacher asks a student to clarify something the student has said. 2. Student asks teacher to clarify something the teacher has said.
G. Extended learner turn	Learner turn of more than one utterance.

Features of teacher's talk	Description
H. Teacher echo	1. Teacher repeats teacher previous utterance. 2. Teacher repeats a learner's contribution.
I. Teacher interuptions	Interrupting a learmer's contribution
J. Extended teacher turn	Teacher turn of more than one utterance.
K. Turn completion	Completing learner's contributiuon for the learner.
L. Display question	Asking questions to which teacher knows the answer.
M. Form-focused feedback	Giving feedback on the words used, not the massage.

IV. RESEARCH METHOLOGY

This research was employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data. From four types of mixed method research designs. This study most appropriately employed the explanatory model, which contains first quantitative data collection followed by qualitative data collection.

The data of the study were the teacher's talk in sentences form represented in her utterances found in the transcripts of the tape and video recorder of classroom interaction between the teacher and the students

The instruments of this research were observing, audio recording, interview. The data of the research were gathered through documentation study. This technique of collecting data suits the research design as the descriptive research. In this

research, the writer used publish textbook as the document. The data of this study was collected from an english teacher in junior high school for the ninth grade of Smp Negeri 2 Halongoan Timur, all the sentences made by the teachers are recorded and are transcribed using audio recording, which make the original data accessible for later inspection. Then sources of information can be studied correlatively so we will serve as a basis for making universal inferences about teacher talk for a wider population of the same background.

To analyze the data, four steps was conducted to analyze the data as in the following: Analyzing, classyfying, calculating, interpreting in each text of the reading The quantitative data, in this case, represented the percentages of features of teacher talk performed by the English teachers. In order to analyze the data quantitatively, the researcher adapted the formula proposed by Sa'dulah (2012) :

$P = n/f \times 100$

(1) n = The numbers of teacher talk in each feature.

(2) f = The total of teacher talk performed by teacher.

IV. RESEACH FINDINGS AND DISCUSSION

A. Data

In this study, the data were the result of transcription recorded material and interview. Four meetings in an online classroom were observed and taken as data in this research. There were 20 students in the class of the ninth grade at Smp Negeri 2 Halongoan Timur. The data was taken from transcription of teachers talk. The result of the transcription of the teacher and interview could be seen in appendix and the data could be seen in appendix .

B. Research Findings

the percentage of feature of teacher talk was the dominantly used in English classroom interaction. There were 342 utterances produced by the English teacher.

The most dominantly used of teacher talk was Extended Learner-turn (30 %). Teacher provide a lot of extended learner turn to get more students response in classroom interaction.

. **Table 4.3 Table of percentage of Language Features of Teachers Talk**

No	Features of Teacher Talk	Total	Percentage
1	Scaffolding	8	3 %
2	Direct Repair	8	3 %
3	Content Feedback	1	0.2 %
4	Extended Wait-time	20	6 %
5	Referential Question	23	7 %
6	Seeking Clarification	41	12 %
7	Extended Learner-turn	98	30 %
8	Teacher Echo	23	8 %
9	Teacher Interuption	-	-
10	Extended Teacher-turn	22	7 %
11	Turn Completion	16	6 %
12	Display Question	49	14.3 %
13	Form-focused Feedback	2	0.5 %
	Total	342	100 %

C. Discussion

Based on the data analysis, the teacher provide a lot of extended learner turn to get more students response in classroom interaction. The second-place teacher interactional features was display question. Teacher frequently used display question as one of her strategy to get verbal response from the students. The students in

this lesson is active in giving response from teachers display question. Teacher also has some variation in gave feedback. She used teacher echo, teacher compliment, form focused feedback, direct repair, and extended teacher turn.

Based on the description above, the language features was an important aspect of the teaching and learning process. This research is expected the teacher capable of applying all types of language features in the classroom, such as direct, indirect, focused, unfocused and metalinguistic feedback, electronic feedback, and reformulation. However, different strategies of giving language features may affect differently on students' writing quality.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of observation, the researcher found that teacher used 12 language features of teacher's talk in grade ninth. It was found extended learner turn as the dominant type of language feature used by the teacher. It can be seen from the observation's result that language features is used by the teacher based on Walsh (2006) theory. There were extended learner turn (ELT) 98 frequencies, extended teacher turn (ETT) 22 frequencies, Display Question (DQ) 49 frequencies, confirmation check (CC) 36 frequencies, seeking clarification (SC) 41 frequencies, Teacher echo (TE) 23 frequencies, referential question (RQ) 23 frequencies, Scaffolding (SCF) 8 frequencies, extended wait time (EWT) 20 frequencies, turn completion (TC) 16 frequencies, direct repair (DR) 8 frequencies, content feedback (CF) 1 frequency.

The reasons why the teacher used language features, especially for extended learner turn. The teacher's reason for giving written feedback because teacher want to give students extent time is to provide information to students and to giving feedback. It means students could give lots of response and question in class.

B. Suggestion

       Based on the conclusion above, the writer would like to give suggestions for English teachers in that school to realize that give language features is important in learning process to increase the students' reponse. The teacher should provide the language features clearly to avoid students' miscommunications when they receive good feedback. For students, they should be cooperative in developing their learning activity. The students should be active to speak in classroom. The students can ask or consult with the teacher to minimize their mistakes in learning. For researcher who will conduct similar research, this study is expected to help and to give more information about language features of teachers talk.

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