

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, purpose of the study, rationale of study and significance of the study. The explanations of these parts are presented below:

1.1 Background

Classroom discourse, that contains the interaction between language learners and teachers or among learners, has been the most discussed topic in both classroom research and L2 Acquisition. It is very important not only for teachers' classroom organisation but also for students' language learning.

As a critical part of language classroom teaching, there are some terms in classroom discourse that used to categorize the teachers' utterances in order to analyse the types and values of the speech called "Teacher Talk". The origin of this terms used by classroom – research or classroom-originated research investigates the process of teaching and learning as they occur in classroom setting. "It simply tries to investigate what happens inside the classroom" (Allwright & Baily, 1991). Its aim is to identify the phenomena that promote or hamper learning in the classroom.

Many studies on classroom discourse using teacher talk have been undertaken in the English-speaking countries. The growth of interest in the analysis of teacher language has been stimulated because of the rejection of language

teaching method as the “main adjustment” of successful learning. The first case of this changes started when studies such as those by Scherer and Wertheimer (1964) and Smith found the comparative effectiveness of method such as grammar-translation, audio-lingual, and cognitive code, but they weren't able to demonstrate the proof. After that, the researchers began to conclude that classroom interaction between teachers and student was the major variable affecting SLA. All dimensions of classroom process, from giving instruction to questioning or disciplining students, providing the feedback, involve teacher talk. Study on teacher talk has become one of the most important parts of classroom research. (Ellis, 1985)

From the definition, first we can see that teacher talk in English classroom can be regarded as special variety of English language, so it has own specific features which other varieties do not share. Because the restriction of the physical setting and participants, teacher talk has its own styles.

Second, we can see that teacher talk is the special communicative activity. Its goal is to communicate with students and develop their students ability and proficiency. Teacher talk usually used by teachers to conduct instructions, “invested” their intellectual to their students and manage classroom activities (Feng Qican, 1999: 23). Teachers use the target language to communicate with learners through it. In this way, learners practice the language by responding to teachers speech. Besides, teachers use the languages to encourage the communication between learners and themselves.

English language learning is a complex process that has many of interrelated factors. In Indonesia, most people learn English as a foreign language in classrooms

and we will not learn enough about second language acquisition without applying the L2 that we learned.

Teacher talk is very important to language teaching (Cook, 2000). Based on the pedagogical theory, the languages that used by the teachers determines a lot of presentation whether the class successful or not, because many of scholars found that teacher talk makes up around 70% of classroom language (Cook, 2000: Chaudron, 1988; Zhao Xiaohong, 1988). In English classroom, teachers' language is not only the main object of the course, but also the medium to achieve the teaching target. Both classroom organization and teaching goals can be achieved by the teacher talk.

In Indonesia, English is taught in senior high schools degree as foreign language, which means that Classroom language is the main source of the learning and as a tool which is a foreign language is taught. We have not the references about the SLA enough because the lack of research on it, but it is believed that the frequency of usage the L2 in Language classroom can influences language learning, although how and the percentages of the influences remains unclear.

But now, since the better understanding of the use of teacher's language undoubtedly help students improve their learning and teacher talk can also help the students to learn the target language, it is necessary to do some research on teacher talk from theoretical and practical perspective

Although teacher talk are numerous in western cultural settings, such studies in Indonesian cultural are scarce. What are the features of the teacher talk in

Indonesia? Do they prompt the students' foreign language learning? Those questions will be answered in the next section below

1.2 Research question

The present study is designed to answer the following questions.

How are the functions of teacher talk in English classrooms of senior high school?

1. What are the proportion of teacher talk in English classroom of senior high school?
2. What are the purposes of teacher talk in English classroom of senior high school?

1.3 The Purpose of The Study

This present study only focuses on three aspects which are related closely to language learning, that is: the amount of teacher talk; teachers' questioning, teacher's response. The purpose of this present study is to investigate how the amount of teachers talk from two different English classrooms at senior high school in order to measuring the participatory of teachers talk instead of students talk of each classrooms, following by the teachers' questions. the last, to find the teachers' response and analyzing the effect of those theory into the amount of students talk in classrooms.

After found the result from those theory above, we will provide empirical evidence to the suggestion that the foreign language teaching and learning can be enhanced through the appropriate use of teacher talk. In this way, teachers can improve their language competence consciously so that English language teaching and learning can be well facilitated.

1.4 Significance of The Study

The result of this study is helpful for both the teacher and the student, and also for some of high schools especially in Jakarta. It gives them to be more concerned to apply the Teacher Talk in English on his/her teaching activity for teacher and also for students, they can be active using English in classroom. The last, for the Jakarta High School, this study can be helpful to gives the valuable reason to enhance their classroom especially in English subject.

1.5 Scope of The Study

This study is conducted using content analysis design and more focused on the three aspect: 1) Teacher talk, 2) teachers' question, 3) teachers' response. The first thing that we'll do in this study is observation on years eleven of Senior high school in Jakarta. The recorded data will be transcribed into conversation text between teachers and their students. After that, the transcribed data will be analysed with the theory of teacher talk, teachers' question and teachers' response.

CHAPTER II

LITERATURE REVIEW

This chapter mainly discusses some theories related to the topic of the research including the definition about teacher talk, the of teacher talk for the learners and teacher and the previous study

2.1 The Definition of Teacher Talk

Teacher talk, can be assumed as “The language that used by a teacher for instruction. Based on Richards (1992) the definition of teacher talk is when teacher sometimes simplify their speech in order to helps their students. Rod Ellis (1985) one of the SLA expertise stated that teacher talk has a special systematic and can be used to addressing L2 learners in the classroom... studies of teacher talk can be used to investigating type of language that teachers used in language classroom or other subject lesson. In this research, it is the oral form of the teacher talk instead of written form that is under this investigation. Teacher talk refers to the language used by the teacher when he/she teach/lectures L2 in classroom (Ur, 2000).

2.2 The Role of Teacher Talk in Foreign Language Learning

There is no learning without teaching. Based on Ellis (1985), as the main tool of implementing the knowledge from teacher to student, teacher talks are important in language learning. In Indonesia, classroom discourse can be regarded as a kind of model language and the main source of input of almost non-english

students especially in high school, which means that teacher talk plays an important role to classrooms' ability development.

Stern (1983) also stated that Teacher talk theory can be adopted to maximize the use of communication in classroom that create by teacher to the students. Based on SLA theory, high-quality input is necessary element for successful language learning acquisition because as we known that “There is no learning without input”. “if the second language is learnt as a foreign language in a language class in a non-supportive environment, instruction is likely to be a major or even the only source of target language input” (Stern, 1983)

Teacher Talk serves a major target input for learners, Stern invented a Teaching-Learning model which identified two principle actors, the language teacher and the language learner. (See Figure 2.1)

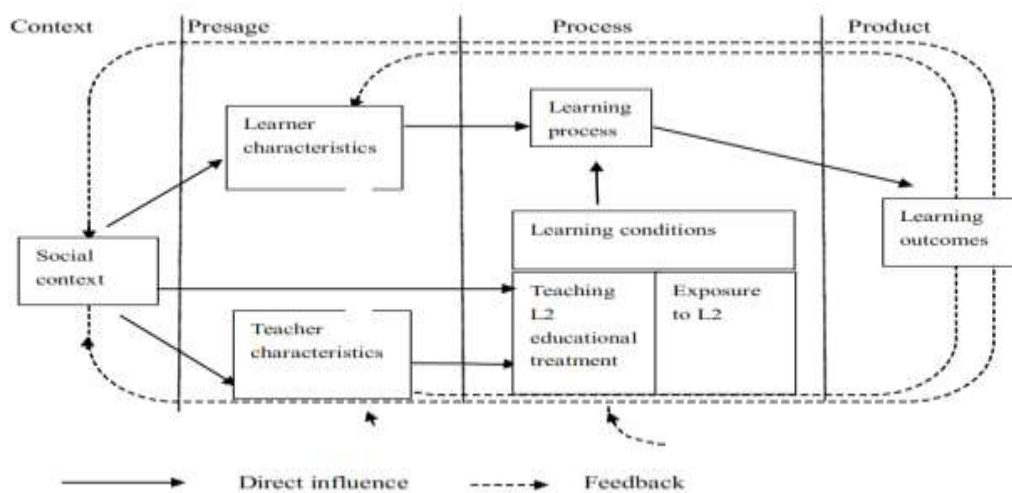


Figure 2.1 A teaching-Learning Model (Stern, 1983: 500)

The concept of teaching learning model above showed us that teachers talk revealed on that scheme following by the usage of L2 in classroom learning process.

2.3 Teacher Talk in English Classroom

As a compulsory course of Senior High School degree, High School English teaching and learning in Indonesia is important. English instruction are not familiar in other subjects classroom. For example, English are only taught in English classroom, not in chemistry or other classroom. So English classroom can be the most exclusive place to gain the input by continuously contact with teacher or with other peer learners and can practice it together to help each other in learning. Ellis (1985) also stated that whether it's a subject or language lesson, successful outcomes may depend on the languages used and types of interaction that happen in classroom. It means that Teacher Talk in EFL has a two functions: first, as a valuable input of language exposure and. second, it can be used in different ways to generate the interaction or to make an input comprehensible and make the learning take place.

2.4 Features of Teacher Talk

A special code with double features is simplified as teacher talk. (Hu Xuewen, 2003; Dai Weidong & Li Ming, 1998). The first are focused on speed, repetition, modifications of teacher talk. The second one, which more refers to the features that used to organize and control the classes, such as: the quality and quantity of teacher talk; the questions teachers use; interactional modifications and teachers feedback. Hu Xuanwen also stated that some scholars from China call the first features as “the formal features of teacher talk” and the second one “the functional features of teacher talk” (Hu Xuewen, 2003)

2.4.1 The Formal Features of Teacher Talk

The formal features of this theory was observed by Gaies (1977, 1979), Henzl (1979), Long (1979), Long & sato (1979). There are two comparison between the language that teachers use in and out of language classrooms. They also find that:

1. Formal adjustments occurs at all of language levels ungrammatical speech modifications do not occur in general.
2. International adjustments occur (Ellis, 1985)

The simpler way of teacher talk founded by Long and Freeman— syntactically, there are phonologically and semantically. The utterance length to children is shorter in syntactic domain. In the phonology domain, higher pitched is used to children and has more exaggerated intonations, and uses a wider pitch range, characterized by the overall slower rate of delivery. Vocabulary is more restricted in semantic domain, the teachers should choose the words carefully according to the students proficiency and level. They must avoid difficult or a new word.

Chaudron (1988) proposed teacher talk in language classroom and showing the modifications, there are:

1. Slower rate of speech
2. Pauses
3. Simplified pronunciation
4. Using basic vocabulary
5. Slower degree of subordination

6. Questions are less used rather than declarative and statements
7. Teachers use self-repeat more frequently

Based on the findings above, Parker and Chaudron (Nunan, 1991) conclude that the studies indicates that simpler syntax, simpler vocabulary and other linguistic simplifications don't have a significant effect on L2 comprehension as elaborative modifications. So the formal features of teacher talk will not be discussed any longer because of this research focuses on the functional features instead of a formal features.

2.4.2 The functional Features of Teacher Talk

2.4.2.1 The Amount of Teacher Talk

According to second language acquisition theories, both teachers and students should participate in language classes actively (Cook, 2000). As the teacher, they have two task in language classroom: 1) offering enough high-quality English language input, 2) offer more opportunities for students to use the target language but Cook (2000) only focused on the opportunities and the distribution of the teacher talk as the major factor of acquisition theories. So there are an ideal distribution of "Teacher Talk Time" , as an important factor that can affect to language classroom acquisition and activeness and has been concerned by many scholars. Based on the previous research, most of classroom talk contains 70% of teacher talk to the total number of utterances in a one meeting. (Cook, 2000; Legarreta, 1977; Chaudron, 1988; Zhao Xiaohong, 1998) it is evident that if teachers use the large amount of time to explain or manage their instruction, students talk will be decreased as much as the teachers use the time to it. Teacher-

Initiated talk will dominate the classroom, allowing the little opportunity for extended student talk. It means that students have a small opportunity to develop their English proficiency.

2.4.2.2 Teacher Question

This theory used by the teacher to manage classroom interaction. Almost a half of the class time is taken up by question-and-answer exchanges between teacher and students. Based on Ellis (1994) teachers must be the controller of the classroom and occupy the first part of IRF structure by asking many questions according to the learning subject. The variety of questions can be different based on the functions in the classroom.

The earliest taxonomy of teachers' question had been developed by Barnes (1978) which distinguished the questions into 4 types, there are: 1) Factual Questions (what), 2) Reasoning Question (How and Why), 3) Opening Question (do not require any reason) 4) Social Question (can influence students behaviour). After that, Long and Sato (1983) also founded the new question that was adopted from Kearsley's Taxonomy (1976), there are: 1) Echoic question which are used to check students understanding, while 2) Epistemic Questions are used to stimulate to obtain the useful information.

there are much different taxonomy used to describe different types of question, but many classroom studies of teacher questions adopt the classification of "Display Questions" and "Referential Questions from Ellis (1994).

Ellis classified the types of questions from different point of view than previous taxonomy. Display question used to ask the respondent to provide the answer or information that already known by the questioner. For example:

T : “What’s the meaning of “kursi” in English?”

S : “Chair”

T : “Very good”

Referential questions used to request the information not known by the questioner. This type of questions usually used when the teachers ask to students about their perception/opinion or even their new ideas about some cases. Basically, referential questions needs more longer answer than display questions

For example:

T : does everybody has own opinion about the text?

S : “I think that’s better if...”

T : that’s make sense, very good! Keep your work!

This study will follow the classification of display questions and referential questions. Teachers’ question constitute the important role of classroom discourse, the proper use of this theory is beneficial for students’ English learning.

2.4.2.3 Teachers’ Feedback

Students responses evaluated by the teachers’ feedback (Cook, 2000). There are positive and negative feedback and used in order to let learners know how good they performance and increasing their motivation and build a supportive classroom climate. Feedback can be given by silence, appropriate comment and praising (Richards, J. & Lockhart, 2000)

Students can learn their “intelligence” mainly through teachers’ feedback and analyze the form of marks, the degree and type of praise, criticism, or event the comment (Weinstein, 1989). High achievers students will be more encouraged rather than another students who don’t have any feedback from their teachers. By contrast, direction and help received more frequently to low achievers.

Praising, and other rewards are more effective than punishment (Wheldall and Merret (1987) punishment can caused the opposite effect such as depression, lack of communication in classroom and lack of learning motivation. Therefore, ‘Positive Teaching’ is more effective than that (Wheldall and merret, 1984)

Based on the theorist above, we can agree that subsequent performance can increased by the favorable feedback about performance. Therefore, teachers’ feedback plays a significant part in an individuals’ motivation. There are two main distinguishable components of feedback, they are: Correction and Response (Ur, 2000)

2.4.2.3.1 Teachers’ correction

Learners must be doing the mistake in order to follow the process of learning. “A learner’s errors... are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language (Brown, 2002)”. Pointing out the students’ mistake and providing correction is the main part of teacher’s role. In correction, we should use explanation that contains specific information or the alternatives for their mistake, or elicitation (Ur, 2000)

Corrections helps students to clarify their construction of language and understanding of meaning. Ur (2000) stated that we should use tactful correction to encouraging them. The learners has their own intuitive knowledge about what kind of correction helps them most, it means that teachers have to be careful when correcting.

There are some techniques that proposed by Ur (2000) that can be adopted by the teachers, they are:

1. Does not react at all: indicates there are the mistake but doesn't provide the information of the mistake.
2. Explain the mistakes and provides the correct answer (explicit correction)
3. Indicates the mistakes, elicits acceptable version from the learner "who" made a mistake (Self-repair)
4. Indicates the mistakes, elicits acceptable version from another member of class
5. Ask the learners about the person who made a mistake and reproduce the corrected version
6. Provides the explanation of why the mistake was made and the way of avoid it.

Praising students also important following by correct their mistake by encouraging with words ('good', 'excellent', 'all right', 'well done', etc.) when students successfully corrected their mistake or doing the command well (Harmer, 2000)

2.4.2.3.2 Teachers' Response

Response is the techniques for collecting and interpreting the information about students ability (Nunan, 2001) this theory is about how to inform students

performances, for example the percentage grade on exam, or “No” answer to students answer in EFL classrooms; or “excellent” In their last written exam (Ur, 2000). When teachers give the task to the students, we shouldn’t forget our main purpose, to promote EFL learning with the right way. These are the list of some example words of teacher response:

➤ **Confirmation**

1. Good

Right; fine; all right; correct; good one

2. Excellent

Very good; terrific; good work; you did a very good job

3. Perfectly Correct

Perfect; that’s exactly the point; I couldn’t given a better answer myself

4. No, that’s wrong

Not really; unfortunately not; not quite right; I am afraid; no, wrong
(Ur, 2000)

➤ **Encouragement**

1. That is better

Hey, that’s better!; better than before, good; you have a lot of progress; you’re getting better

2. Try it Again

You can do it again soon; almost right; take it easy; have a guess if you don't know

3. Don't worry

Don't worry about... I'll help you; no need to worry, you're doing good;

(Ur, 2000)

Ur (2000) also stated the kinds of words that should be avoided while teaching as much as possible in EFL Classroom:

1. That wasn't very good

Not satisfied with that; that's wrong, terrible; that's awful; that was disappointing.

2. You can do better than that

I expect you to...; next time, I want you to...; this is the last time I tell you;

3. You fool

Idiot; you stupid idiot; what a rubbish; what a waste; you're wasting my precious time; you're so ridiculous

Those of words can explain how to use the teachers' response properly. We can also use the expression of interest, happy, enjoy, etc to encourage the students (Ur 2000) *Good gracious; you are right; wow that's interesting, tell me more please; it must be my lucky day; etc.* he also stated that in order to encourage the

students positive affect to foreign language learning, teachers should employ as much approval and encouragement as possible in classrooms.

2.5 Previous Study

There are many studies on this topic in English-speaking countries among 1960s and early 1970s as the explanation in the previous section. One of the researcher, Barnes (1978) sought to record and discuss the pattern of teacher interaction and the patterns as well that could be applied in small group talk among students. His commentaries on the patterns of talk revealed ways in which teachers talk appeared to impact on students' learning, sometimes facilitating it, sometimes stifling it, while his other work most notably on students learning in small groups, also uncovered a great deal of ways students could usefully learn together as they collectively build some understanding in talk.

The concept of classroom discourse also comes with various interpretations. Edmondson (1985) believed that the classroom discourse provides "co-existing discourse words" depends on the act of the participants when they're communicate. Nunan (1993) viewed classroom discourse as the difference type of discourse that happens in classroom. Special features of discourse include variant relationships, which are marked by variant opportunities for teachers and pupils to nominate topics, take turn at speaking, etc. Kramsch (1985) considered teacher talk from classroom discourse as composed of a next step condition or phases from pedagogic to natural discourse. The interaction between group members in a classroom moves between the two poles of this continuum consist of instruction of roles.

The research of this topic also studied in ESL or EFL countries, such as China. Xu Erqing and Ying Huilan (2002) as the ESL researcher analyzed the discourse pattern and communicative features in an English classroom teaching with New College English as textbook. Liu Jiarong and Jiang Yuhong (2004) investigated and described the discourse in oral English lessons. All the above studies definitely have significant influence on research of classroom discourse and language teaching through teacher talk.

2.6. Conceptual Framework

As the main objective of this study, we will find out and describe the typical functional features of teacher talk in English classroom of senior high school in order to find the relation between the the functional features of teacher talk against the interaction in classroom (Hu Xuewen, 2003). Observation is needed to obtain the record of natural interaction of teacher and students in classroom activity from 2 different classroom. Those data will be grouped into several types of teacher talk, they are of the amount of teacher talk (Richards, 1992; Ellis, 1985), teacher questions (Long & Sato, 1983), teacher feedback (Cook, 2000) which consist of teacher response and correction (Ur, 2000). (see the picture 2.2)

The first analysis will begin on amount of teacher talk, counting the time of teacher talk used instead of student talk based on the previous research (Cook, 2000; Legaretta, 1977; Chaudron, 1988; Zhao Xiaohong, 1998). Each of teacher utterances will be highlighted.

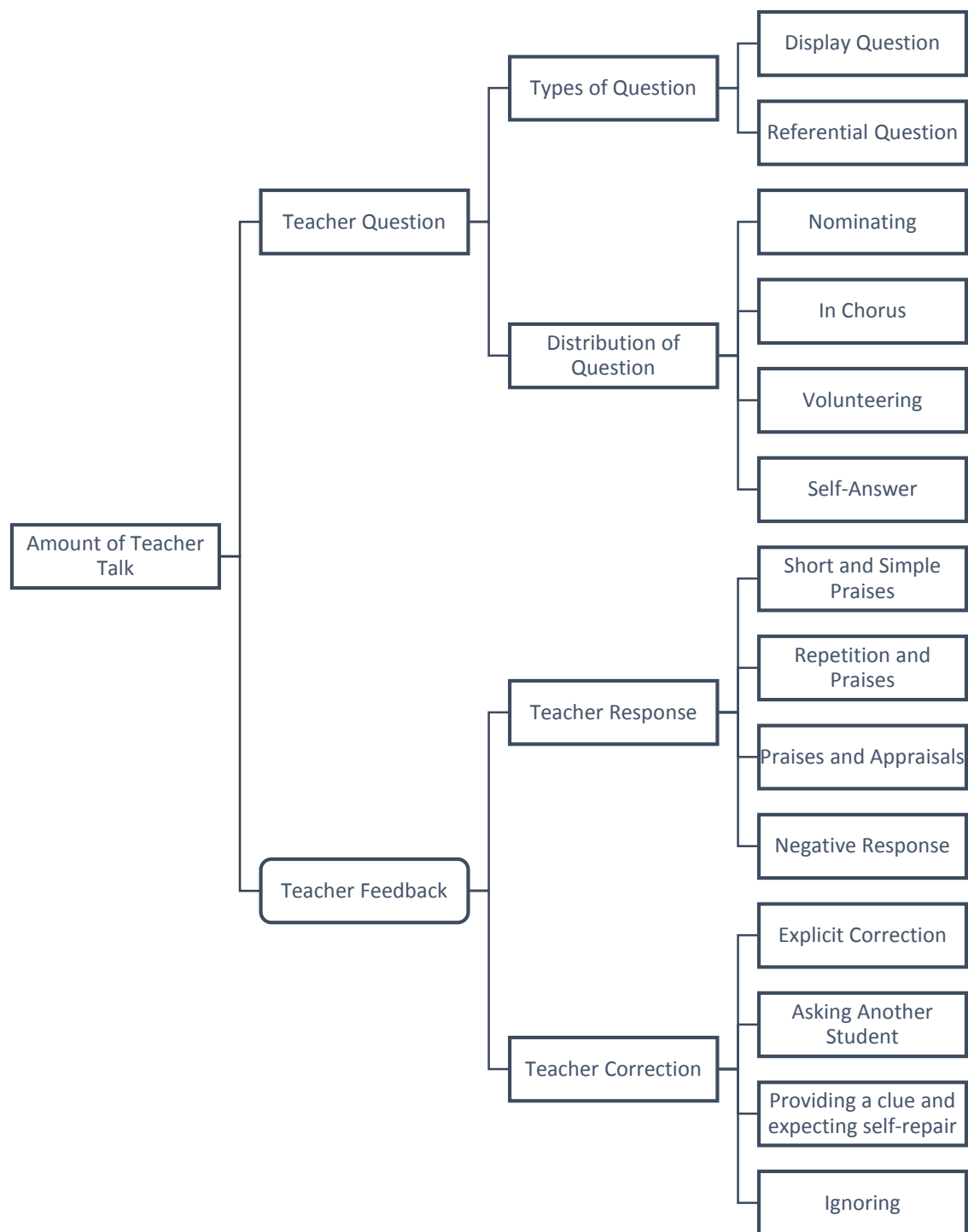


Figure 2.2: Functional features of teacher talk in conceptual framework

The next analysis will be continue to the distribution of teacher questions as stated by Donald & Eggen (1989) and teacher feedback, which consist of teacher

response with praises to encourage them or silence (Richards & Lockhart, 2000) and correction, which can be use to point students mistake or encourage them to correct by themselves (Ur, 2000). Each of points will be described and presented in the chapter IV.

CHAPTER III

METHODOLOGY

In this chapter we discuss about the research question, method of the study, data and data resources, data instruments, data collection, and research procedure which is used to answer the research question.

3.1 Research Design

This study is held using content analysis method, considering that content analysis is applicable to “text based” research in making valid and replicable inferences on the context (Krippendorff, 2004). This study also use the qualitative and quantitative, in order to answering the question ‘what’, ‘why’ and ‘how’ (Krippendorff, 2004)

Because of observation become the one of technique that used in this study, we will not manipulate the conditions or explain cause and effect as well as experimental researches can. This surveys will describe the two difference data through the number and explanation in systematic and comparing the number of each other. (Creswell, 2012)

Besides this research is naturalistic in nature, so “Naturalistic inquiring” method also used to find the data without intervene the process of learning, because this study is more focused on describe and understand the process rather than testing the cause and effect hypothesis through experiment. (Allwright and Bailey, 1991) .when the data from the observation analysed, the researcher used the teacher talk

theory by Richards (1992), Rod Ellis (1985) following by its functional features (Hu Xuewen, 2003).

3.2 Data & Data Source

The data source is a real time classroom activity in English as the subject on two different classrooms of SMAN 21 Jakarta. The data are the verbal language of the teacher and students (teacher verbal language) about the subject in English and will be transcribed to find the functional features of the teacher talk, they are “amount of teacher talk”, “teachers’ questions”, “teachers’ responses” and “teachers’ corrections”

3.3 Data instruments

The study uses the observation and audio-visual-recording as the main devices. voice recorder (or smartphone) used to record interaction in the classroom and the researcher observe the class without the teachers about the subject so the recorded data is completely natural.

3.4 Data collection

Each of class will visual audio-recorded and observed four times. Through the time of two/three weeks meeting, enough data were obtained based on classroom observation and audio-recording of classroom discourse. All the speech that made in classroom will be transcribed into text conversation. English subject classrooms were audio-recorded and then transcribed for analysis.

3.5 Data Analysis Procedure

3.5.1 The Amount of Teacher Talk

As been said by the previous chapter by Cook (2001), that there are two task of language classroom teacher, they are provides the high quality of input and offering the opportunities to students to talk with the language learnt in order to enhance their ability. Considering that this study wants to reveal the effectiveness of teacher talk through the quantity of input and the students output, the researcher will use the table “Amount of Teacher Talk” (See table 3.2)

For the teacher’s question, we can use the transcript of each data from the classroom activity records to be analyzed. After that, the data will be presented into the table and distinguished between ‘Teacher Talk’, ‘Students Talk’ and ‘Other Activities Time’ (Such as silent, noisy, doing the task, etc.) complete with their proportion.

Table 3.2

Amount of Teacher Talk

Teachers	Teacher Talk Time (min)	Proportion (%)	Student Talk Time (min)	Proportion (%)	Other Activities Time (min)	Proportion (%)
1						

3.5.2 The Frequency of Teacher Question

The researcher will count the questions based on the characteristics and categorized them into Display And Referential questions (Sato, 1983). This study will presenting the amount of each questions from two different teachers, on two different classrooms. The result data will determine the real contribution between

3.5.3 Types of Teachers' Response

Table 4.5 will present the types the response and their frequency by calculating the main data, the amount of Teacher Talk (see table 4.5). this theory based on the Nunan (2001) believes that response can be classify as a tool to collect the information about students knowledge.

Table 3.5

Teachers' Response Analysis Table

Meetings	Positive response			Negative Response
	Short and simple praises	Repetition of responses followed by praises	Praises followed by appraisals	
1				
2				

3.5.4 Types of Teachers' Correction

In this part, the researcher aimed to investigate the way treating students mistakes into four types, "explicit correction", "asking another student to answer instead", "providing a clue and expecting self-repair", ignoring and correcting later". This theory based on the Brown (2002) that the students do some mistake to learn something, and also help the students to construct their understanding (Ur, 2000) (see table 3.6)

Table 3.6

Teachers' Corrections Table Analysis

Meetings	Explicit Correction		Asking another student to answer instead		Providing a clue and expecting self repair		Ignoring and correcting later	
	No.	%	No.	%	No.	%	No.	%
1								
2								

After analyzing the data using those of theory, we will find:

1. The proportion of teacher talk in English classroom of senior high school
2. The purposes of teacher talk in English classroom of senior high school

After finding the results above, we can conclude the situation of those classroom based on two different teachers from two different data and give the suggestions based on the theory of Classroom Discourse which has been used and discussed above.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 The Amount of Teacher Talk

The result of this theory based on the amount of teacher talk in around 40 minutes of each meeting from two different classrooms. The total amount of teacher talk from two classrooms presented in table 4.1

Table 4.1

Amount of teacher talk

Teachers	Total Talk Time (min)	Teacher Talk Time (min)	Student Talk Time (min)	Other Activities Time (min)
T1	156 min	58 min	78 min	20 min
T2	160 min	96 min	51 min	13 min
Total	316	154	129	33

Based on the findings illustrated in Table 4.1 we can see in this present research result data, there are a slight difference between the amount of teacher talk and students talk for each of classrooms. the percentage of teacher talk is bigger than students talk in 2nd classroom and smaller in 1st classroom. This phenomenon caused by the activity of the classroom, which is contributed by teacher more than students or vice versa.

Teacher talk in 1st classroom is less than student talk, this phenomenon is caused by the types of exercises that given by teacher to students followed by the other activities time (20%). In the 2nd meeting of 1st classroom (see appendix). Students are demanded make a groups into seven to sing a song and write a poem in English, which means that students take a main role at that time. The percentage of data will be presented below (See diagram 4.2)

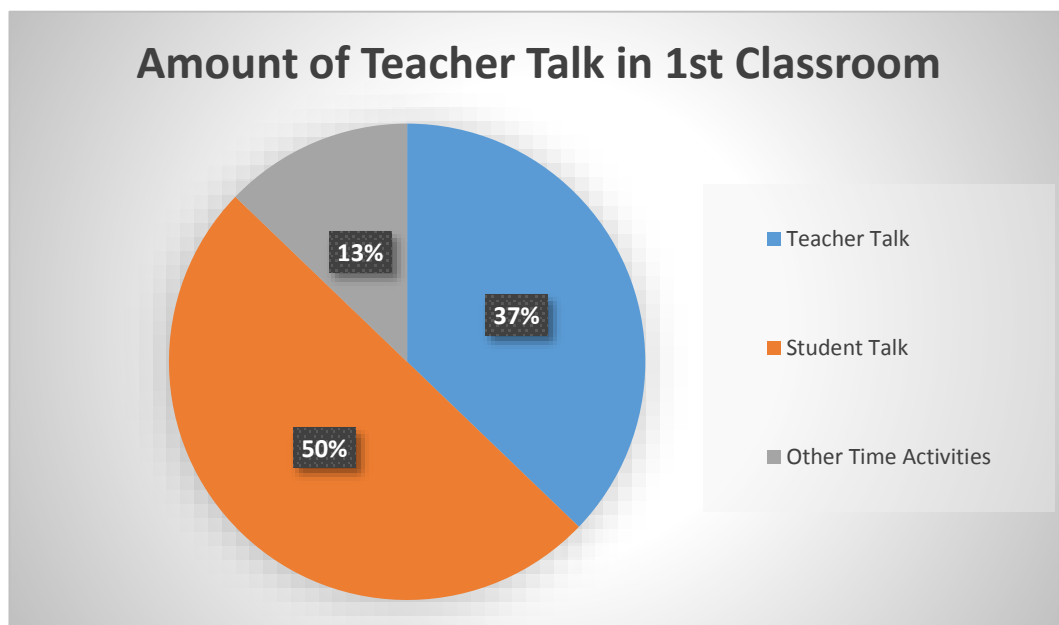


Diagram 4.2

The percentage of teacher talk in 1st classroom

When student perform their presentation about singing and poetry, it should be take 5-10 minutes for each group. Those activities finished when the times is over, which means it takes 40 minutes of total time at that day. The example of exercise is written below:

**I wanna be a billionaire so freakin' bad
Buy all of the things I never had
Uh, I wanna be on the cover of Forbes magazine**

Smiling next to Oprah and the Queen
 Oh every time I close my eyes
 I see my name in shining lights
 Yeah, a different city every night oh right
 I swear the world better prepare
 For when I'm a billionaire
 Wooo... Wooo...
 I'm a billionaire
 Wooo... Wooo...

Students : *applause*

Group 1 : okay, now the poem

“Only as high as I reach can I grow
 Only as far as I seek can I go
 Only as deep as I look can I see
 Only as much as I dream can I be”
 By: Karen Ravn

-2nd meeting of 1st classroom

This activity can't be found in 2nd classroom, the teacher of this class prefer to explain the subject more deeply. For example:

Teacher : now the las paragraph, listen! “it’s time for sidewalks to be reclaimed for walkers, sidewalks for pedestrians. Food stalls should not stand on the sidewalks, the city authorities should impose the regulations again the use of the sidewalks for food stalls. I think it’s not an acceptable thing to take advantage of the sidewalks for business purposes. The last paragraph is?”
 Students : recommendation!
 Teacher : yup, recommendation, very good. What is recommendation?
 Students : the recommendation is the statement of what should or shouldn’t happen.

-2nd meeting of 2nd teacher

Teacher : now you see again, after the thesis it will be followed by arguments. You should have arguments when you write hortatory exposition like analytical exposition. You should have the arguments. What are the arguments? (in chorus)

- Students : "However, food stalls on the sidewalks surely spoil the view of the city"
- Teacher : *paying attention*
- Teacher : you see? (in chorus) The word "however", it's a kind of conjunction but it's not actually. It's the transitional, transitional expression. You know transition
- Students : yeah

-2nd meeting of 2nd teacher

The percentation of this classroom was different with previous one. Teacher talk is bigger against student talk and other activities. The result will be showed below (see diagram 4.3)

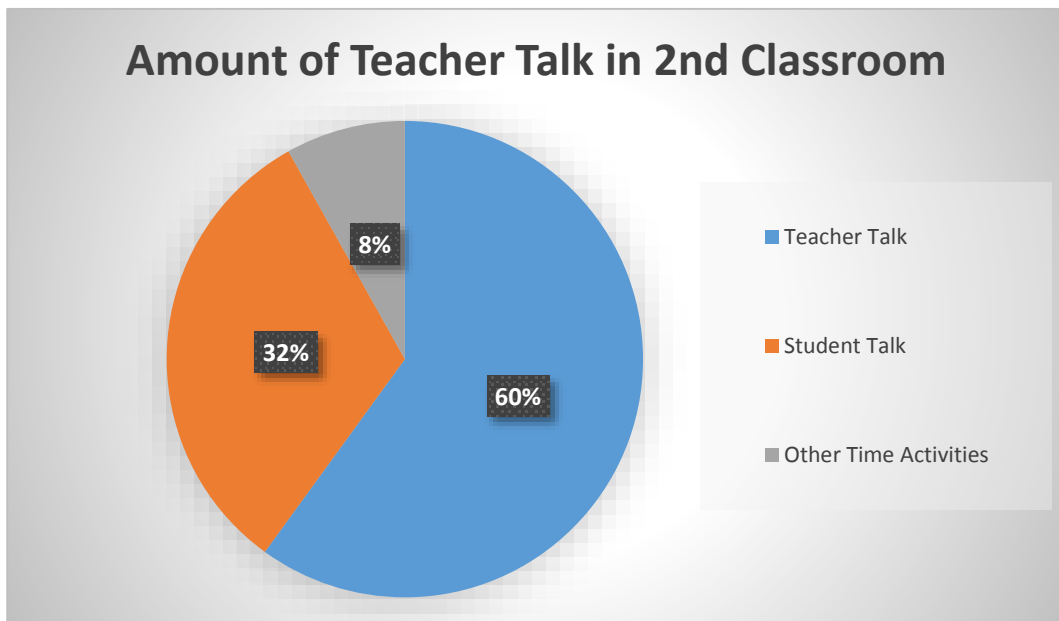


Diagram 4.2

The percentage of teacher talk in 1st classroom

As presented in diagram above, teacher talk is greatly dominance against other types of talk and activities (60%) which is more than student talk (32%) and other activities (8%). Based on the two diagrams above, the total amount of teacher talk from each classroom can be concluded as the diagram below (see diagram 4.3)

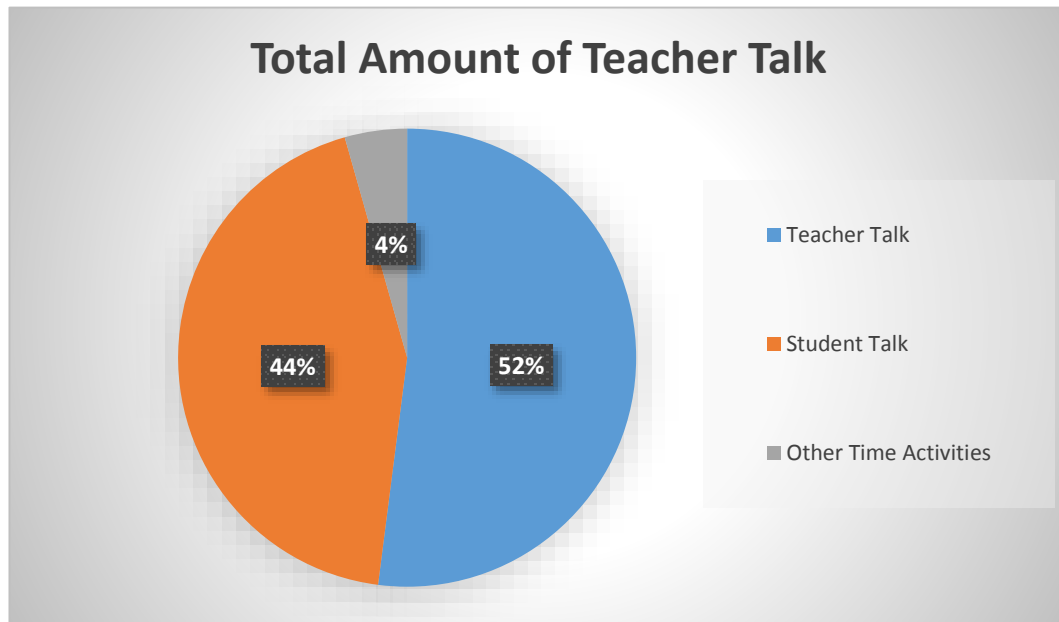


Diagram 4.3

Total amount of teacher talk

This study has a different result between previous research (Zao Xiaohong, 1998; Cook, 2001; Xiao Yan, 2006) which has a huge difference between teacher talk and student talk (up to 50%).

4.1.2 Types of Teacher Question

This theory have been the focus for many years by many researches. As explained in the previous chapter, that the importance of this theory is facilitating learning in language classroom through meaningful questions. This section is aimed to answer following questions:

How many display questions and referential questions of each different classroom? the impact of teachers' questions? And the pattern of teachers' questions? All the answer will be presented in Table 4.2

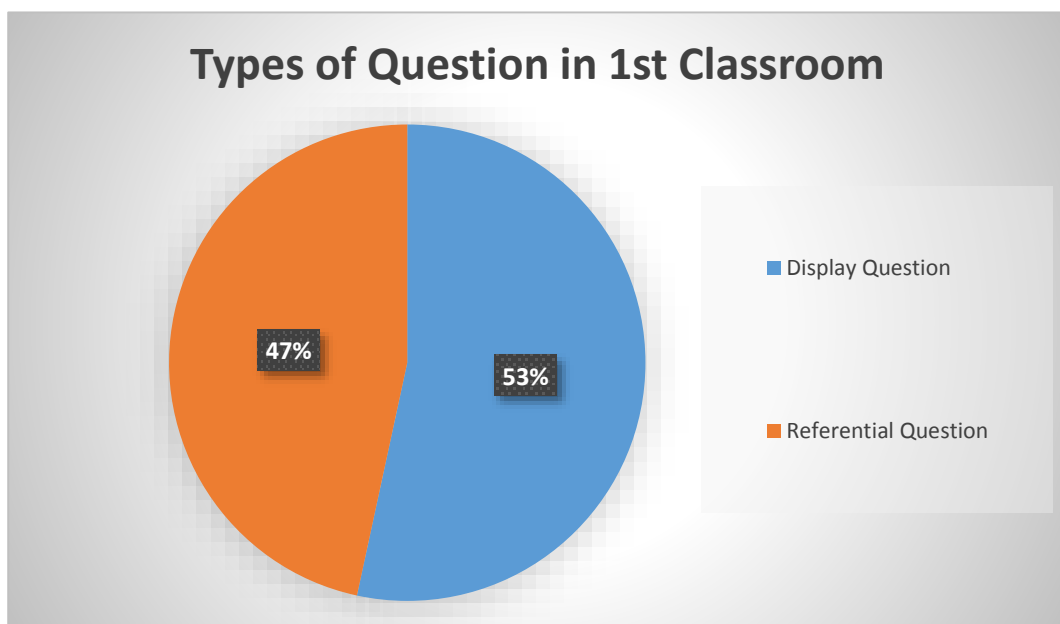
Table 4.2

Types of teacher questions

Meetings	Display Questions		Referential Questions	
	No.	%	No.	%
T1	80	53,25	74	46.75
T2	136	66	70	34
Total	216	60	144	40

Note: T1 = 1st teacher, T2 = 2nd teacher

As we can see in table 4.2, there are a slight difference between display and referential questions, which is followed by the difference of amount of teacher talk and students talk. In the 1st classroom, teacher used display question more (53.75) than referential (46.75%) (see diagram 4.4)

**Diagram 4.4**Types of Question in 1st classroom

For the 2nd classroom, Referential question is more used than display, see the diagram below (diagram 4.5)

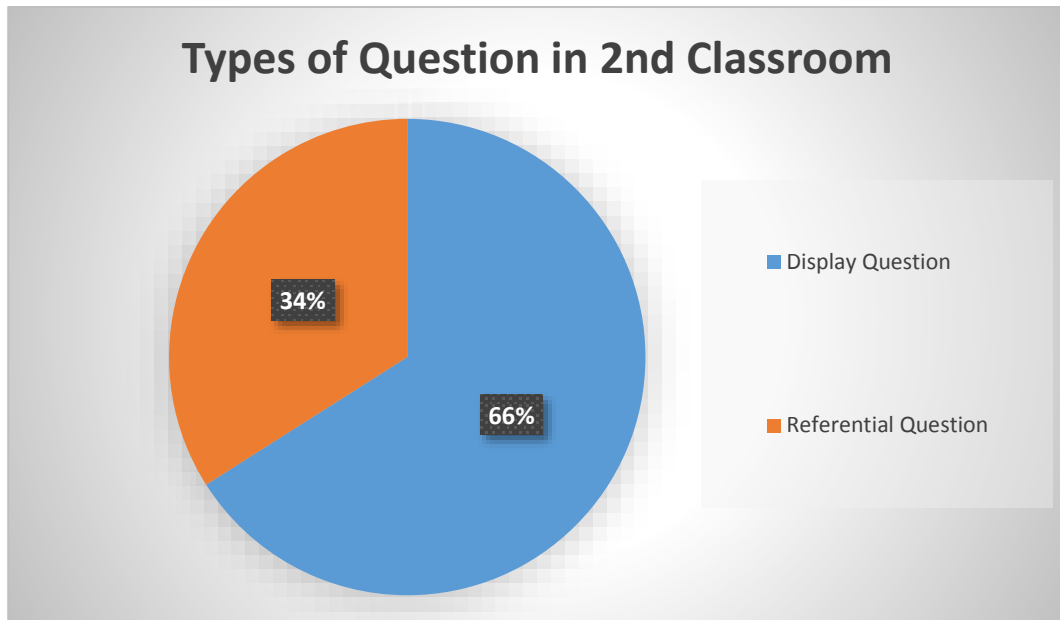


Diagram 4.5

Types of question in 2nd classroom

Based on the results above, that can be assumed that the difference of total display questions and referential questions from both classes are not too far, which means that the teacher can manage the usage of questions well in order to maintain the interaction of classrooms rather than the previous studies (Zao Xiaohong, 1998; Cook, 2001; Xiao Yan, 2006).

The teacher use both display and referential questions to check the students understanding about some theory and try to encourage them to utter their ideas about some cases. Most of the questions used to check the students' understanding, but the teachers also used referential as a stimulant for students. The interaction below are the example of display question:

Teacher : the waste such as remains of the food and the washing water and used eating utensils are dumped into gutters. The word “moreover” sama dengan ungkapan?
 Students : transitional

-Display Question, 2nd meeting of 2nd classroom

Teacher : the waste such as remains of the food and the washing water and used eating utensils are dumped into gutters. The word “moreover” sama dengan ungkapan?
 Students ; transitional

-Display Question, 2nd meeting of 2nd classroom

The example of referential question will be showed above:

Teacher : Okay another, what is your opinion? Yok, Fachturama? Repeat again?
 Student : thesis is an argument about the problem and there is a statement in the end of paragraph.

-Referential Question, 1st meeting of 1st classroom

Teacher : What is the social function? What is the purpose of hortatory exposition? We must remember it! In every class I already ask you the purpose of the text?
 Students : to persuade the readers or the listener that something should or shouldn't be the case.

-Referential Question, 2nd meeting of 2nd classroom

Based on the theories discussed in Chapter 2, most of students focusing on the literal understanding about text such as expressions, sentences, etc. rather than teach to use them as the communicative tools. This phenomenon will prevent students to develop their language ability. (Zhao Xiaohong, 1998). Teacher are recommended to use referential question in order to encourage the students development and make sure that every student has the opportunity to participate in every classroom activity.

4.1.2.1 The Distributions of Teacher's Questions

This results show us about the usage of the questions by the four kinds of distributions. Based on the results from both of classrooms, we can assumed that the teacher likely used the questions as the unit of measurement of classrooms acquisitions by looking at the table 4.3, there are "Nominating", "In chorus", "Volunteering", "Self answer".

Table 4.2

the distribution of teachers' questions

Teachers	Qs	Nominating		In Chorus		Volunteering		Self Answer	
		No	%	No.	%	No.	%	No.	%
T1	154	41	26.6	80	51.9	23	14.9	10	6.6
T2	206	55	26.7	114	55.3	29	14	8	4
Total	360	96	27	194	53	52	15	18	5

Note: Qs = Questions, T1 = 1st teacher, T2 = 2nd teacher

The 1st classroom generally used "in chorus" question (51,9%) against Norminating, (26,6%) Volunteering (14,9%) and self answer (6,6%) followed by 2nd classroom, which used the distribution in almost same percentages (In chorus at (55,3%), norminating (26,7%), volunteering (14%) and self answer (4%)).

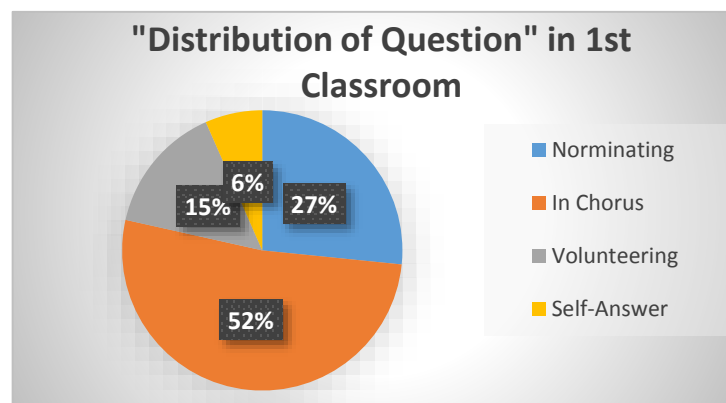


Diagram 4.6

Total amount distribution of Question

There are no significant difference findings in 2nd classroom, in chorus question is still more used (55,3) than another, (Norminating, 26,7%, Volunteering 14% and negative response 0%)

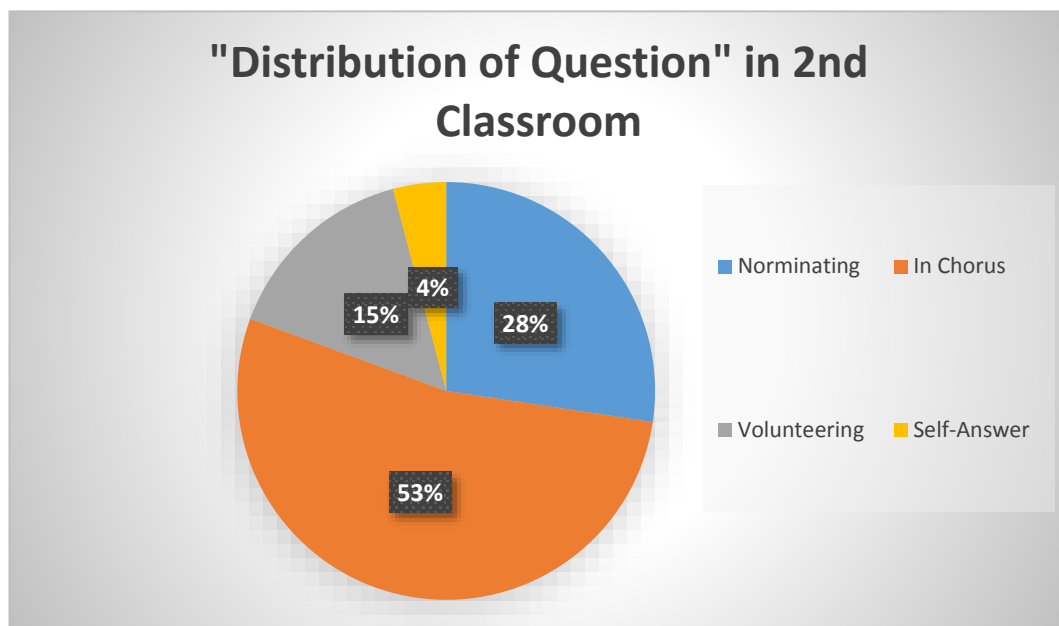


Diagram 4.7

2nd Classroom Distribution of question

At the total amount of this findings, The teachers use ‘in chorus’ questions dominantly (53%) against nominating (27%), volunteering (15%) and self answer (5%) in order to control the classrooms interaction. The more students demanded or challenging to answer the questions, the more they acquire the knowledge (Donald & Eggen, 1989). Besides there was a negative effect for using in chorus too much can decreasing the activeness of students as the “individuals” because the reality, they can answer the question without knowing the real meaning of that questions caused by their habit to “following” other students’ answer.

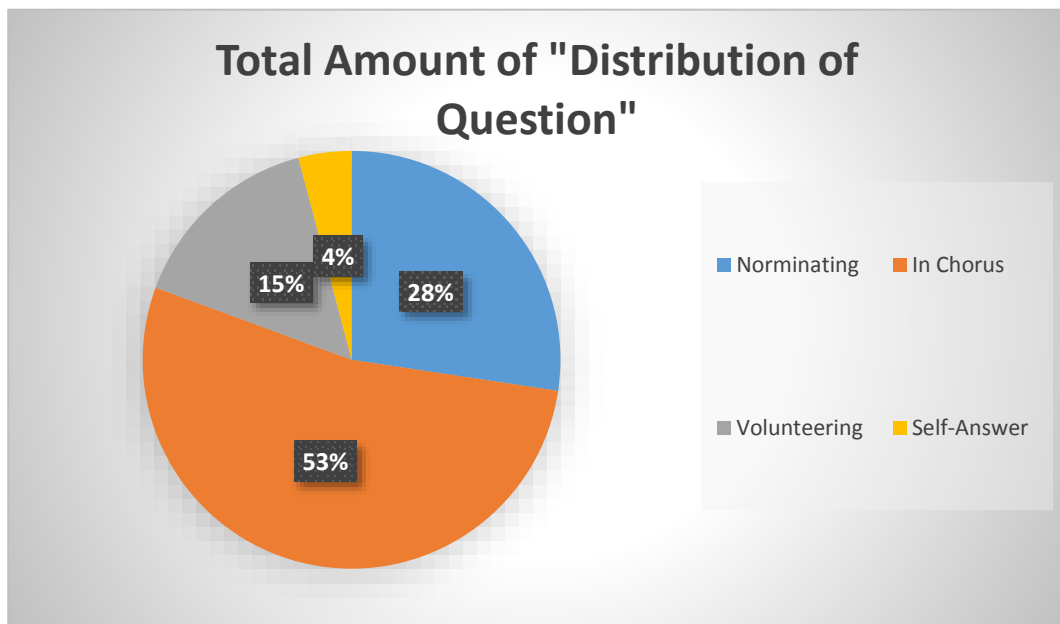


Diagram 4.7

Total amount classroom distribution of Question

Norminating question is used as a regular question should be, the teacher use this question to students and answered by them (normal question).

Teacher : *tell to your friend, how do you feel?*
 Group 2 : we fell sad, I guess that's what we feel. We fell sad-

-Norminating question, 2nd meeting of 1st classroom

In chorus question used when the teacher's want to give that question to all of the students in order to be answered by them together or/by some student.

Teacher : *Ya, like that, seperti itu kayak narrative, okay understand?*
 Students : Yes

-In chorus question, 3rd meeting of 1st classroom

Volunteering question is the types of questions' distribution that used to find the volunteer to ask the question by themselves.

Teacher : *Passive voice, can you write it? Passive voice using simple present tense, siapa yang bisa? Raise your hands?*
 Student : **raise her hand**
 Teacher : *Okay, you*
 Student : **she write the sentence "she was live in Jakarta"*

-Volunteering, 4th meeting of 1st classroom

Self-answer is used when there are no students that can't / don't want to answer the question that uttered by teacher. The teacher answer the question by themselves in order to share the answer for students knowledge.

Teacher : *jadi ini past tense, kemudian main course nya apa? Past future.*

-Self-answer, 4th meeting of 1st classroom

4.1.3 Teachers' Response

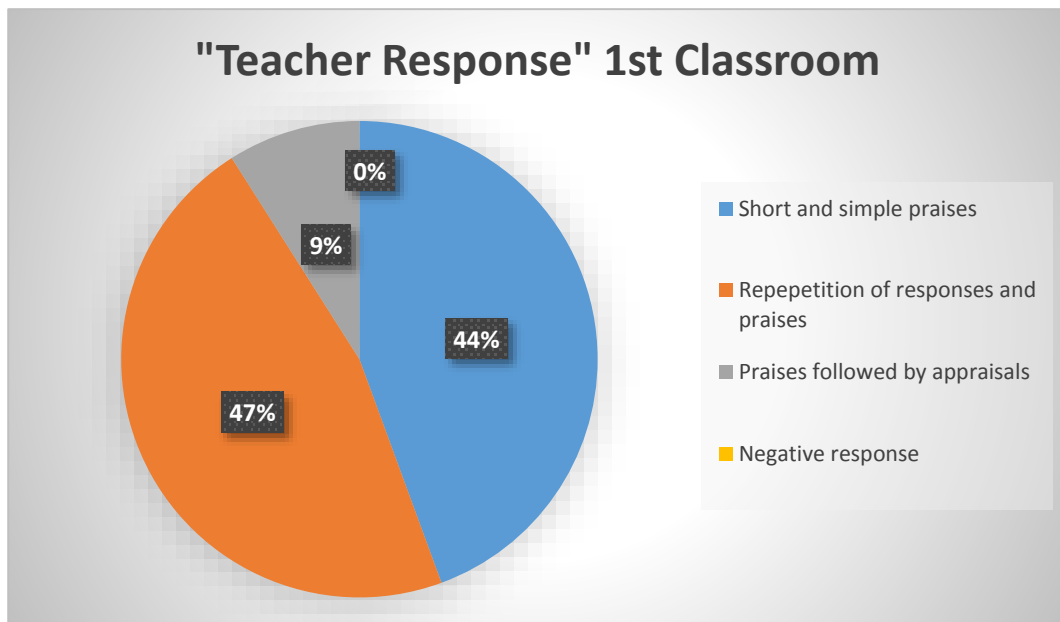
The findings Table 4.4 presented the result of the response and the frequency, there are 1) Short and Simple Praises, 2) Repetition of Responses Followed by Praises, 3) Praises Followed by Appraisals and the last 4) Negative Response. There are differences between each questions following to the table 4.4

Table 4.4

Teachers' response

Teachers	Positive response						Negative Response	
	Short and simple praises		Repetition of responses followed by praises		Praises followed by appraisals			
	No.	%	No	%	No	%	No	%
T1	20	44.4	21	46.6	4	9	0	0
T2	47	75.8	9	14.5	6	9.7	0	0
Total	67	63	30	28	10	9	0	0

In the 1st classroom, repetition of responses and praises is dominant (46,6 %), following by short and simple praises (44,4 %) and praises with appraisals (9%), there are no negative response from this class. This phenomenon can be caused by the display question and in-chorus question that used by this class dominantly. Teacher re-answering the in-chorus question that already answered by student in order to encourage them to answer the next question and re-checking their understanding about topic. (see diagram 4.5)



1st classroom teacher response

At the 2nd classroom, Short and simple praises is dominant in classroom (75,8%) following by repetition the responses and praises (28%) there is also no negative response found in this classroom as the previous one. Teacher more prefer to use simple praises as the main feedback of the student answer while answering the explanation, considering that teacher talk was dominant in this class. (see diagram 4.6

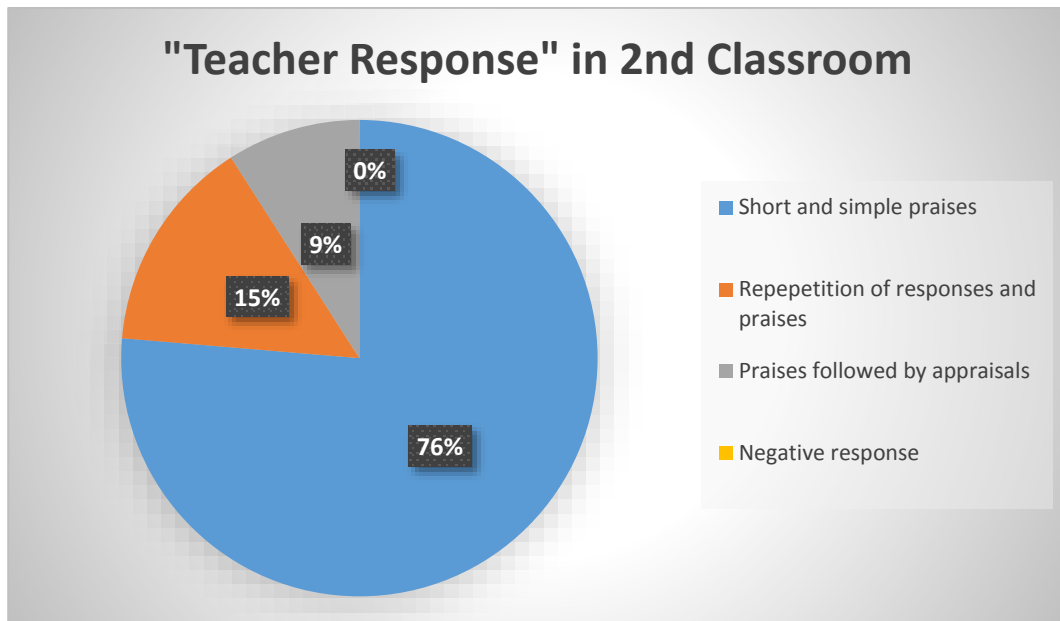


Diagram 4.8:

2nd classroom teacher response

As the total amount of two classroom, there are 63% of simple praises, 28% of repetition and praises, 9% of praises and appraisals and 0% for negative assessment. We can assumed that after the response, teacher to directly give the the responses in order encourage the students in classrooms. relatable with the amount of display questions used from the previous result, which means the teachers almost use the praises almost in every students' responses in order to encourage them to answer every questions (see diagram 4.7).

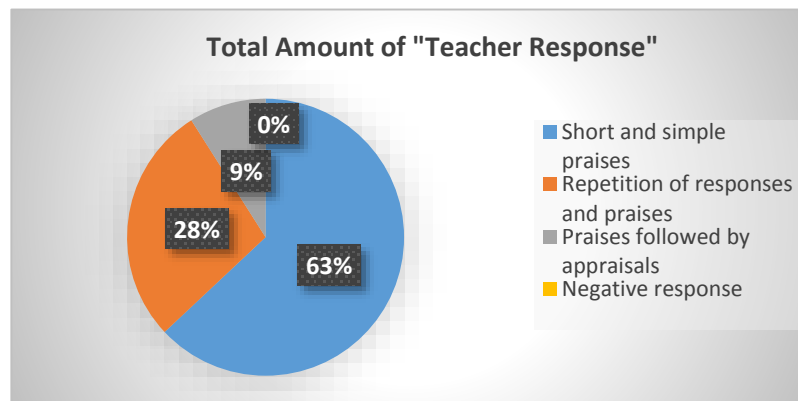


Diagram 4.9

Total amount of teacher response

There are also the example of teacher responses. Each responses has their own characteristic as explained in the previous chapter (see Chapter II)

Teacher : This paragraph, paragraph two and paragraph 3, a fact or opinion?
 Students : hmm fact sir
 Teacher : *Okay good*

-short and simple praises, 1st meeting of 1st classroom

Teacher : Kata dump ini mengacu pada kata apa?
 Students : Pedestrians
 Teacher : *okay pedestrians.*

-Repetition followed by praises, 2nd meeting of 1st classroom

Teacher : What is the social function? What is the purpose of hortatory exposition? We must remember it! In every class I already ask you the purpose of the text?
 Students : to persuade the readers or the listener that something should or shouldn't be the case.
 Teacher : *ya, you have to adjust with the title, with the content.*

Praises followed by appraisals, 2nd meeting of 1st classroom

4.1.4 Teachers' Correction

In this present, we investigate the four kinds of corrections, namely, "explicit corrections", "asking another students to answer instead", "providing a

clue and expect self repair” and “ignoring and correcting later”. The results will be presented on the table 4.5

Table 4.5

Teachers' Corrections

Teachers	Explicit Correction		Asking another student to answer instead		Providing a clue and expecting self repair		Ignoring and correcting later	
	No.	%	No.	%	No.	%	No.	%
T1	1	14.3	4	57	2	30	0	0
T2	17	94	0	0	1	6	0	0
Total	18	72	4	16	3	12	0	0

Note: T1 = 1st teacher, T2 = 2nd teacher

The findings shows that at the 1st classroom, teacher are prefer to asking another student (57%) rather than the others (explicit correction 14,3%, Providing clue to self repair 30% and ignoring 0%). The large usage of Display questions, and repetition response can be the main factor of this phenomenon.

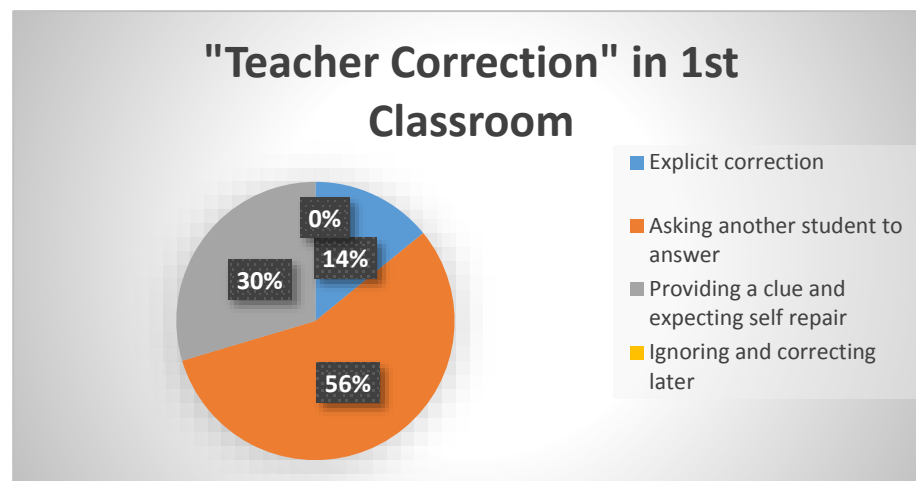


Diagram 4.10

1st classroom teacher correction

The 2nd classroom has a different result of findings than previous class, explicit correction is dominantly used (94%) rather than another. Teacher always correct students' false answer through explanation, considering that this class has a great amount of teacher talk.

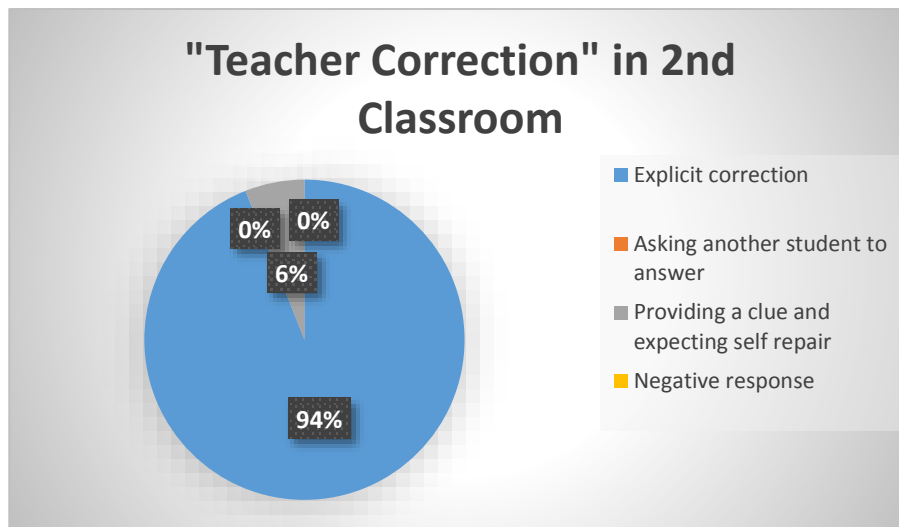


Diagram 4.11

1st classroom teacher correction

After shows all the findings, the amount of correction in all classroom can be presented. explicit correction is higher than another type of corrections (72%), following by asking another student to answer (16%) providing a clue and expecting self repair correction (12%). there are no “ignoring” in this classroom (0%), which means that all of the teachers didn't ignoring the students responses, even they use the different method to correct students mistake. (see diagram 4.10)

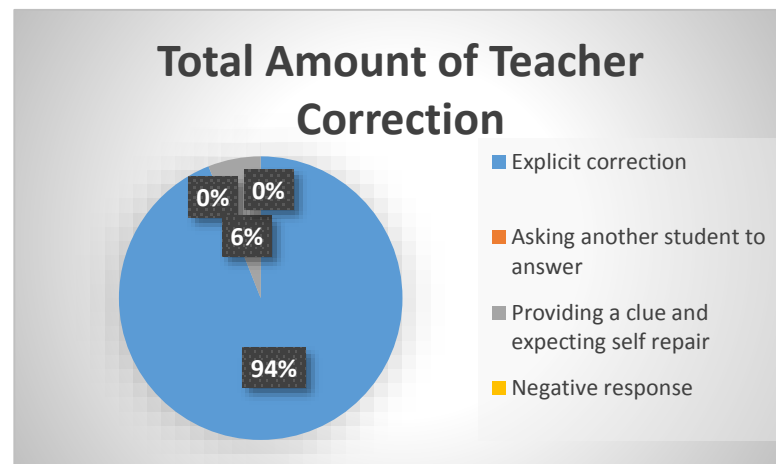


Diagram 4.12

Total amount of classroom teacher correction

There are the examples of teacher correction that explained in the chapter II:

Student : Indonesia is the country that is culturally : Indonesia is the country that is culturally divers, many different religions and provincial cultures now live side by side. One of the biggest question that Indonesia is questing at this moment is how to deal with people's of divers cultural and promote unity among them.

Teacher : **Culture!**

Students : Culture

-Explicit correction, 3rd meeting of 2nd teacher

Teacher : true of false?

Students : true

Teacher : **false, harusnya argument dari? Siapa yang tau?**

Students : Writer

Teacher : Ya, statement from the writer about problems of topic.

-Ask another student to answer, 1st meeting of 1st teacher

Teacher : Okay (short and simple praises) true or false?

Students : True

Teacher : **False, ada yang salah. Coba kamu betulkan. Correct it**

Student : *Writing in Whiteboard* (Active: Many tourists **have visited** that castle.) (Passive: That castle **has been visited** by many tourists.)

Teacher : Okay, good. Now we'll go to the conditional sentence.

-Providing a clue and expect self repair, 4th meeting of 2nd teacher

4.2 Discussion

4.2.1 The Relation between The Amount of Teacher Talk and Learners

Activeness

Based on the phenomenon, teacher take control over the students by using a large amount of teacher talk. If teacher decreasing the usage of teacher talk instead of using the referential questions as the stimulus, students will encouraged to express or contribute in classroom. Therefore, the dominance of teacher talk should be avoided (Nunan, 1991). Harmer (2000) stated that “getting students to speak – to use the language they are learning – is vital part of teacher’s job.” It means that students can be referred as the person or people who need practice, and teacher should facilitate them. All of analysis points in this research can be affected by the amount teacher talk, purposes of learning and the types of exercise of classroom.

Wong-Fillmore, American Scholar (Hu Xuewen, 2003) stated that the amount of teacher talk spent must be balanced to the student’s language proficiency. The result of the present study reveal even sometimes the teacher dominance the classes, the utterance of teacher (questions, feedback, etc.) should be balanced according to the students needs in order to maximize students language acquisition.

4.2.2 The Influence of Teacher Questions on Learning

We can assume that the distribution of display questions is quite balance with referential questions (60% against 40%), which means there are a good enough communication between teacher and students (Teacher Talk Time 54% against Student Time Talk 43%) . the result shows that the different types of questions can affect the proportion of students talk against teacher talk.

The 1st classroom rarely used referential question because teacher more concerned with re-checking students understanding through display questions. The interaction between teacher and student is simpler but more frequent than 2nd classroom, which is more concerned with referential question and teacher-centered learning (teacher talk is higher than student talk).

Pica and Long (1996) stated that there was a less negotiation between teacher and student while display questions is used more than the referential, reminding that display questions functions is only to “measuring” the ability of students to answer something, rather than referential which used to explore students thought about some ideas (Nunan, 1987). Brock (1986) stated that display questions responses is less syntactically complex than referential questions responses, and usually delivered in the high tone to all of the participant (in chorus), the teacher focused on the development of the large amount of classroom directly rather than from each individual students, which means negotiation is more exist in referential questions alongside the confirmation of students knowledge that also happened in display questions.

4.2.3 The Impact of Teacher’s Feedback on Learners

Brophy (1981) provides the guidelines on functional features analysis of feedback. However, Nunan (1991) stated that the more feedback is used, the better learning should be, such as the usage of word “ya” in Indonesia or “good”, “right”, etc. as long as the feedback was a positive one. Ur (2000) also stated that positive feedback can encourage the students to be more active in classroom.

All of teachers never used negative response or even ignoring the student response, they always correct the mistakes based on their style of question and all of the aspect that analyzed before. For example, the 1st teacher used repetition as the main response and directly ask another student when the answer is wrong, this phenomenon caused by the teacher wants to make the classroom to be more interactive and reduce the usage of teacher talk instead of student talk.

2nd teacher prefer to use explicit correction and simple praises to response students' utterances in order to simplify the communication between two participants (teacher & student) and reducing the other aspect of utterances, so teacher can explain the subject clearly without any interruption. when student response teachers' question, simple praises is used to encourage them with a simple and effective word, and explicit correction is used to re-explain the theory that teacher said before.

According to the functions of positive feedback (praises), Zhou & Zhou (2002) found that short and simple praises is only the small parts of the feedback, there are no useful reaction or appraisals that can help students to improve their knowledge. Based on the statement above, we can assumed that the most useful positive feedback is praise with appraisals, which means the students not only encouraged by the positive responses, but also obtaining the input from the teachers' appraisals (indirect correction).

Gattegno (1972) stated that explicit correction is less effective rather than others types of corrections because it will decreasing students creativity and their senses of 'mistakes'. It's recommended to use appraisals, giving a clue, or even ask

other students to answer the questions. By doing those of corrections, the students will be triggered to fix their mistakes by themselves.

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

This chapter explains the conclusions and recommendations of the study.

The explanation of each part is presented below

5.1 Conclusions

The findings of this study reveal that the dominant utterance that used in classroom is teacher talk, based on the analysis of the amount of teacher talk. This study also finds that display question is higher than referential question and in chorus type question is more dominant than others. Short and simple praise takes a highest place on response and explicit correction is the highest type of teachers' correction.

5.2 Recommendations

5.2.1 Controlling the Amount of Teacher Talk

Teacher talk is useful to manage the classroom, but too much usage of it can cause the "passive" situation, when students talk time is less than teacher talk time. The teacher also considered the amount of teacher talk by use the effective words to describe and ask something to students. "As general rule, we may say that the teacher should do no more than 25 percent of the talking class." (Wright, 1975) best lesson in classroom is when the students talk time is maximized. Therefore, it can be assumed that increasing the Students talk time and decrease the teacher talk time is important.

But as a teacher, we should take a note that we should not decrease the teacher talk time blindly without considerate the effectiveness of each teachers utterance, considering the teacher talk is also the important part of students acquisition input. Enough an accurate input is really important and teacher should able to do that theory.

5.2.2 Use the Students-Centered Learning

When the amount of teacher talk is higher than the students talk time, that situation can be categorized as “Teacher-center learning”. As the language learning, the key of students understanding is do the conversation.

First off all, we must change the role of teacher-centered learning situation into student-centered learning by encouraging the students while answering the questions, because English is not all about score, but also the proficiency to use and utter the ideas with it. There are some roles that must be fulfilled by the teachers, they are: evaluator, materials developer, needs analyst, provider, counselor and friends, controller, motivator, and monitor.

Second, teacher should considerate about students’ needs. since the students play an important role in classroom, teacher should care and motivate them. All of classroom needs fulfilled with Teacher Talk, which can be delivered by praises, guidance through corrections, opportunities to speak and do the conversation between teacher or other students.

5.2.3 Improving Questioning Techniques

The display questions is used more frequently in this study results, which is used to facilitate the understanding of students about some cases. “Display

questions tend to elicit short answers, learners supply the information for didactic purposes only they would have less communicative involvement – thus less motivational drive for using the target language” (Chaudron, 1988).

In the other hand, the negotiation of knowledge between teacher and students can be happened in referential questions. When the teacher use referential questions as the dominant types of questions, the students should use the complex output in order to explain his/her ideas in naturalistic setting. Therefore teacher are recommended and even expected to use more referential questions.

In the L2 acquisition theory, the negotiation of meaning makes the interactions become more communicative than before, allowing the students to interact each other and with the teacher for example in a problem-solving, or describing something in their own words, etc.

5.2.4 Using Proper Feedback Techniques

The spirit of learning comes from teachers appreciation among students work. As demonstrated in this present study, a good response can help the teachers to encourage students while answering the questions. Positive feedback is useful for effective learning in Foreign Language Learning, especially when students talk with L2. Students becomes motivated after hear the word “excellent” or even just “good”, because they want to be better than before.

But the un-effective response can caused a bad result in classroom. Too much praises will less encouraging students, so use it properly. praising can easily overused, students wants to learn for achieve something, praises can encouraged them but it’ll hurt the students if its overused but the reality it’s not forthcoming. Uncritical and overused praised can irritate.

Corrections also important as a feedback. corrections can help students to check out their understanding and construction in language. How to correct students response is a critical in teaching role. although there are no specific answer about how and who correct errors and remains controversial issues. As a teacher, we should carefully use this theory because we may upset our students and decreasing their courage and confidence.

self-repair is better and had more beneficial to learning process and acquisition of L2 rather than explicit or teacher's direct correction. therefore, the teachers should understand about how, who, when and what types of corrections that suitable for students in a particular situation.

5.3 Suggestions

Questionnaire for student is recommended of the further study in order to investigate the needs of student in classroom. This data will help the researcher to comparing teacher ability in manage and command the classroom against student needs