

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions of the research questions in this study, such as :

Research question:

1. Which function of teacher's talk to develop students' spoken English?
2. What kinds of Teacher's talk to develop students' spoken English?

A. Descriptions of the Data

This study analyzed the interaction between Teacher and students during the English class in Labschool Junior High school to see which the teacher's talk functioned to develop students' spoken English using IRF moves (Halliday, 1994 cited in Christie, 2000) and kinds of teacher's talk meaning to develop students' spoken English using the Meta-communicative of teacher's language control (Stubbs, 1976 cited in Cazden, 1988). The data were 336 of teacher's utterances that were transcribed and analyzed to reveal the teacher's talk to develop students' spoken English.

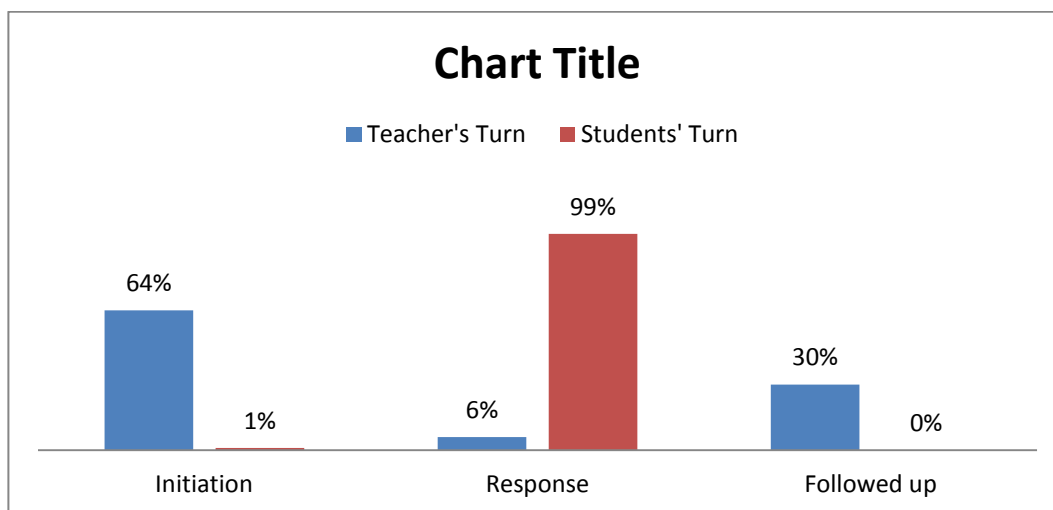
B. Findings

After analyzing the data of the discussion of teacher's and students' utterances during the English class by using systemic functional linguistics the results of the study based on the research questions were found such as in the following :

4.1. The function of teacher's talk to develop students' spoken English

There are three kinds of teacher's talk function, such as the initiation which are divided into offer, command, statement, and question, then the responses which are divided into acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, and answer, and the last is followed up as the teacher's feedback.

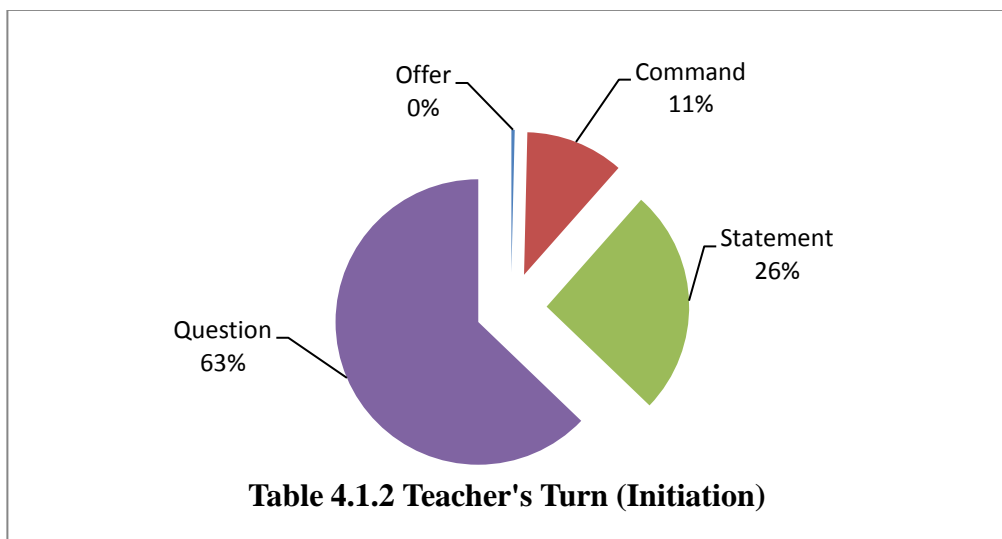
There were 336 of teacher's utterances and 189 of students' utterances found from the 4 classroom interaction transcribed and analyzed in this study. The clauses then were identified the speech functions in the three parts which were separated into teacher's turn and students' turn. The result of the analysis was presented in the graph below :



Based on the graph above, there are 216 or 64% teacher's utterances and only 1% of students' utterance as in the initiation, then about 20 or 6% of teacher's utterances while there are 188 or 99% students' utterances, and there are 100 or 30% of teacher's utterances but none or 0% of students' utterance in followed up.

It showed that the dominated utterances through the interaction was the teacher's utterances since there is none of interactions between students and only between teacher and students, that is why there is only the teacher in the followed up.

The moves functions of teacher's talk also were identified to find out the interpersonal function of the teacher's talk itself. Teacher's talk or teacher's utterances represented as the teacher's turn in table of moves that has several function such as Offer, Command, Statement, and Question.



The most teacher's talk or utterances that is used by the teacher in interaction which is identified around 169 teacher's utterances or 63% of teacher's question, which was followed by 69 utterances or 26% of the statement, 30 utterances or 11%

of the command, and at the last is 1 utterance or 0% of the offer due to the graph of the purpose of teacher's talk in initiation above.

4.1.1 Question

The question that has been identified 169 utterances or 63% of teacher's question, and it reveals below :

Extract 001 : (Episode 1/001; 5-6)

T : **Do you still remember what did you learn last week?**
S1 : mmmh.. Present Perfect

From the extract above, it can be seen that teacher asks a question to students, and there is a student who answered the teacher's question.

4.1.2 Statement

The statement that has been identified 69 utterances or 26% such as in the following :

Extract 002 : (Episode 1/001; 4-4)

T : **Okay, before we learn a new topic today, I want to review for about 5 minutes.**
S : ///silent///

From the extract above, it can be seen that teacher gave statement to students and all students did 'silent' as the response teachers' statement.

4.1.3 Command

The command that has been identified 30 utterances or 11% as such as in the following :

Extract 003 (Episode 1/002; 1-2)

T : **Ok, all please stop talking with your friends and pay attention.**
S : ///silent///

From the extract above, it can be seen that teacher gave command to students, and all students did 'silent' as the response to teacher's command.

4.1.4 Offer

The offer that has been identified 1 utterances or 0% and only found one such in the following :

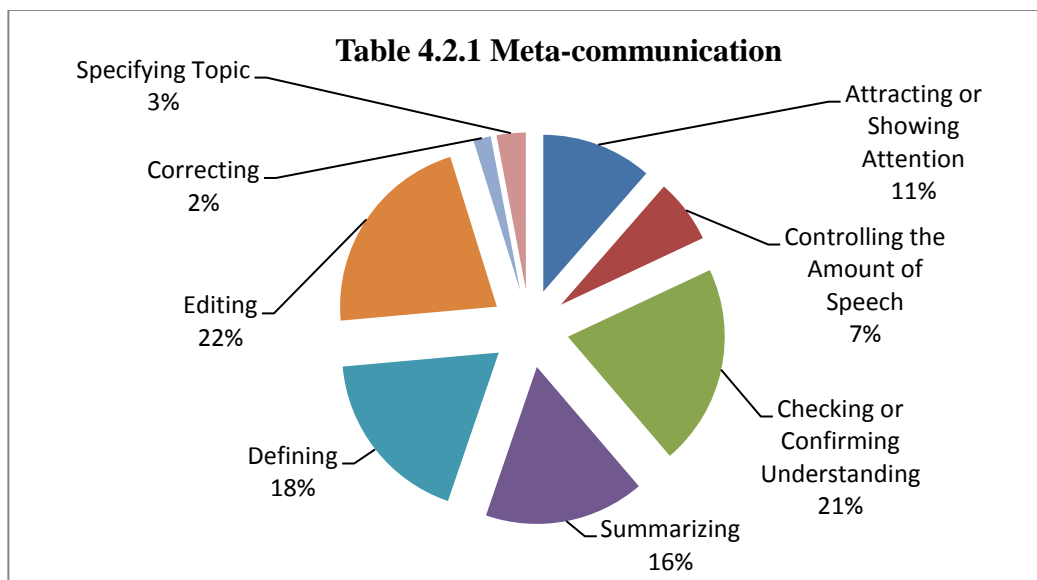
Extract 004 (Episode 1/002; 13-15)

T : **If I give you some sentences in the white board**
T : **Can you combine these two sentences into one sentence by using the relative clause?**
T : Why don't you open your work book page 69, students book. Your students book.
S : ///students open the book///

From the extract above, it can be seen that teacher gave offer to students once, but students did not response, then teacher gave a question, but students did not response until the teacher gave a command, students did the teacher's command as the response.

4.2 Kinds of teacher's talk to develop students' spoken English

There are several kinds of teacher's language control that can be used in classroom interaction for the teacher to make a successful interaction between teacher and students or it is known as the meta-communication such as attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic.



There are eight points of teacher's language control or which is also known as the meta-communication of teacher's language control based on the graph above that was found through the teacher and students interaction in classroom interactions.

Due to the analysis above it is clearly explain the role of each teacher's language control through meta-communication analysis in classroom interaction is in order to develop students' spoken English, they are 72 utterances or 22% of editing, 69 utterances or 21% of checking or confirming understanding, 61 utterances or 18%

of defining, 55 utterances or 16% of summarizing, 38 utterances or 11% of attracting or showing attention, 22 utterances or 7% of controlling the amount of speech, 10 utterances or 3% of specifying topic, and 6 utterances or 2% of correcting.

4.2.1 Editing

There are 72 utterances or 22%, such as in the following below :

Extract 011 (Episode 3/002; 45-47)

T : **What about in football, 2.0? Two...?**
S : nil
S : Two point oh
T : **Two nil, and this, in tennis?**
S : forty oh?
S : forty nil
S : forty love
T : **Yes, forty love.**

From the extract above, it can be seen that teacher is editing students' response, this is done by the teacher to lead students expressing their ideas or opinion.

4.2.2 Checking or Confirming Understanding

There are 69 utterances or 21%, such as in the following below :

Extract 008 (Episode 2/002; 30-33)

T : **Are these expression happening right now, happened in the past, or will happen in the future?**
S1 : happen in the future
T : **How do you know it?**
S2 : Ada will nya
T : Yes, there is modal auxiliary will, and that indicates future.
T : **Do you think that expression written on the board can happen in the future?**
S3 : Yes

From the extract above, it can be seen that all of teacher's question are checking or confirming students' understanding about the topic discussion.

4.2.3 Defining

There are 61 utterances or 18% in defining, such as in the following below :

Extract 010 (Episode 3/003; 49-53)

T : **If school...?**
S : **///silent///**
T : **If the school, ban or bans? Subject pronoun, the school, change into?**
S : **///silent///**
T : **If we change the school by using subject pronoun, what do we use?**
S : **///silent///**
T : **Kalau diganti dengan kata ganti subjek, the school diganti menjadi?**
S : **It**
T : **Yes, the school change into it, so the answer is..?**
S : **The school bans**

From the extract above, it can be seen that teacher gave question by telling the details before asking students, or giving a clue before ask question.

4.2.4 Summarizing

There are 55 utterances or 16%, such as in the following below :

Extract 009 (Episode 2/34-37)

T : **Yes, it can happen in the future and in English, this expression is called First Conditional**
T : **We called this expression First Conditional**
T : **Conditional itu ada first, second, and third conditional, and this semester you only learn the first conditional**
T : **When you are at the second and third grade, you will learn second and third conditional**

From the extract above, it can be seen that teacher summarized the discussion.

4.2.5 Attracting or Showing Attention

There are 38 utterances or 11%, as it expresses in the following below :

Extract 005 (Episode 1/003; 1-3)

T : **Ok, what do you see on page 71? Who are they?**
S1 : students
T : **Senior high school or junior high school students?**
S2 : senior high school students

From the extract above, it can be seen that teacher's question is attracting or showing attention.

Extract 006 (Episode 1/003; 9)

T : **What do you think if you don't have any mobile phone?**
S1 : ga bisa ngerti update
S2 : boring
S3 : ketinggalan

From the extract above, it can be seen that teacher is activate students' imagination through the question, and there were 3 students answered the question very quickly.

4.2.6 Controlling the Amount of Speech

There are 22 utterances or 7% that express in the following below :

Extract 007 (Episode 2/002; 23-26)

T : **Dina, what will you do after school, today?**
S1 : Mmh, I'm, mmh, going, mmh, to study at home
T : **Are you going to have test this week or next week?**
S1 : Nggak bu
T : **What is your hope for your test?**
S1 : Good score

T : **What should you do if you have good score?**
S1 : Bersyukur

From the extract above, it can be seen that teacher control the amount of speech by controlling who will answer the question in class.

4.2.7 Specifying Topic

There are 10 utterances or 3%, such as in the following below :

Extract 013 (Episode 5/001; 168-173)

T : **Please, write on your students' book, so you are not forget and you can study at home**
T : Kalau Ibu menjelaskan itu dicatat, jadi kamu tidak lupa
T : **Okay, then why don't you go to your workbook unit 9?**
T : **Students book page 116 part 2 number 2, do it well.**
T : **Part 2 page 116. First conditional**
T : **If you finish, you can come forward, I will check yours**

From the extract above, it can be seen that teacher is specifying the topic discussion or to activate the memory about last topic.

4.2.8 Correcting

There are 6 utterances or 2%, such as in the following below :

Extract 012 (Episode 2/001; 15-16)

T : Why don't you open your work book page 69, student book. Your students book.
S : ///students open the book///
T : **okay, sorry... I'm sorry we go back to your student book page 116, page 116.**

From the extract above, it can be seen that teacher is correcting the mistakes on learning progres

C. Discussion

Teacher's utterances or teacher's talk or teacher's language that can be seen from teacher's question develop students to be able in expressing their ideas or opinion in English class (Lee, 2005). Those goals are represented in the discussion section which the study was aimed at identifying the teacher's talk to develop students' spoken English.

This study is used the moves functions (Halliday, 1994) to reveal which function of the teacher's talk or teacher's utterances in interaction such as question, command, statement, and offer which was most dominated by the teacher's talk functioned of giving question in classroom interaction. Then it can be concluded that teacher's question was developed students' spoken English and this is also confirmed through teacher's interview.

The finding above is in line with the deeper meaning of teacher's utterances that was known as the meta-communication (Stubbs, 1976) in order to reveal kinds of teacher's talk meaning of interaction such as attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic which was dominated by kinds of teacher's talk in editing. Then it can be concluded that teacher's utterances of editing was developed students' spoken English.