



**A STUDY ON TEACHER TALK USED BY THE SEVENTH GRADE ENGLISH
TEACHER AT SMPN 2 KEDIRI ACADEMIC YEAR 2014/2015**

THESIS ARTICLE



By:

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NPM 10.1.01.08.0218

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by advisor to be proposed to the English Education Department
Examination Committee of University of Nusantara PGRI Kediri

Kediri, May 29th 2015

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Artikel Skripsi Universitas Nusantara PGRI Kediri

APPROVAL SHEET

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Artikel Skripsi Universitas Nusantara PGRI Kediri

A Study on Teacher Talk used by The Seventh Grade English Teacher at SMPN 2 Kediri Academic Year 2014/2015

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ABSTRACT

English as a foreign language in Indonesia has certain pattern in teaching process that makes it different with other subject matters. Teacher talk is included as the verbal language used by the English teacher and it plays an important role related to the students' comprehension of English. Therefore, this study aims to investigate and to describe the features of teacher talk that are mostly used by the seventh grade of English teacher in SMPN 2 Kediri.

The research design of this study is descriptive qualitative. In order to obtain the data, the researcher observed the seventh grade at SMPN 2 Kediri. The instruments used for this study are observation, interview and questionnaire. The researcher conducted the observation in English teaching-learning process at SMPN 2 Kediri on May, 7th and 14th 2015. Then holding the interview with English teacher and distributed questionnaire to all of students of 7-F. To analyze the data that is used in this research includes data collection, data reduction, data display and conclusion and verification.

There are fourteen features of teacher talk that were analyzed. Each feature has different purpose that is depended on the student's need. The result shows that the English teacher only used eleven features of teacher talk out of the fourteen. The features are *display question*, *referential question*, *scaffolding*, *turn completion*, *extended wait-time*, *extended teacher turn*, *extended learner turn*, *teacher echo*, *seeking clarification*, *form-focused feedback* and *confirmation check*. In addition, *scaffolding* is mostly feature used in the beginning, in the middle and in the end of the class. Another finding of this study shows that teacher talk brings positive effect to both teacher and students. It helps the teacher as a director to manage the classroom while inviting them to be more active.

Based on the explanation above, it can be concluded that Teacher talk is an important part of language teaching because the way teacher deliver the material may influence the students' comprehension of English. Using each feature of teacher talk effectively will also help the teacher to gain the best goal of teaching. So, it is recommended that English teacher to know more about teacher talk and choose the most appropriate forms consciously to avoid students boredom.

Key word: English Language Teaching, Teacher Talk, Features

I. Introduction

Teaching and Learning are tightly bound activities done by teacher and students. Teaching is usually focused on teacher and his/her activities to achieve the goal of teaching. As argued by Petty (2009:39-40) that teaching is a two-way process, the students communicate with the teacher directly and the teacher check the student's work. Meanwhile, learning is a process relating to the students and how they improve their ability and their behavior to follow the lesson. Petty added (2009:40) that learning is a private problem-solving process, the student's problem being to create a personal understanding of skill and knowledge. It might be said that teaching is a teacher's way to present material, in terms of using media, act, methods and other tools that refers to different situation that should be mastered by the teacher in teaching process to help the students to acquire bodies of useful information and learning is a learners' way to improve their knowledge by correcting their own misconceptions and adding their understanding.

Therefore, teachers usually use teacher talk such as to motivate, to give respond, to give feedback, to make joke, to give direction and to give clear explanation

to make the classroom interaction more communicative. As said by Nunan (1991:189) teacher's talk is a very important part, not only for the organization classroom but also for the process of acquisition. Petty (2004:162) added that teacher talk is the most commonly used teaching method, on average occupying at least 60% of most lessons. Based showed that, teacher talk is crucial part to control the teaching and learning process and help the students easy to acquire language through communication between teacher and students. Because of that, this research focused on discussion about teacher talk in the classroom.

Based on the statement and fact above, the researcher interest to observe teaching and learning process which is focusing on teacher talk and the title is "A Study of Teacher Talk Used by The Seventh Grade of English Teacher at SMPN 2 Kota Kediri Academic Year 2014/2015".

II. Research Method

The goal of the study is to get a clear description of the evaluation of teacher talk used by a teacher which constitutes the teaching-learning process in an English classroom. Related to the problems and the

objectives of the study, the writer used a descriptive qualitative research. In this type of research, the writer observed and described the condition occurred naturally. Freeman and Long (1991:11) described that in qualitative methodology; the researcher did not set out to test hypotheses, but only observed what present and took the data during the course of the observation.

Qualitative research classify into many kinds and has unique character. Hatch (2000:20) that there are many kinds of qualitative research. Each qualitative study has its own character that develops and changes as studies are implemented. Hatch (2000:21-32) mentioned seventeen categories, they are *ethnographies*, *microethnographies*, *ethnomethodology*, *participant observation studies*, *interview studies*, *focus group studies*, *artifact analysis*, *historical studies* and *historiography*, *grounded theory studies*, *naturalistic inquiries*, *symbolic interactionist studies*, *narrative studies*, *educational criticism*, *phenomenological studies*, *case studies*, *action research projects*, and *collaborative studies*. Based on the categories above, the researcher establishes that this study included into case study. The reason is this research discussed about the interaction that is built between teacher and students during teaching and learning process. It means that the research object of this research is person or group and the relationship between them. Besides, the process of collecting the data uses

observation to get the real information about the problem.

III. Finding and Discussion

A. Finding

In research finding, the writer presents the data obtained from the research to answer the research formula stated in the first chapter. They are about the features of teacher talk used by the first grade English teacher and the description about teacher talk used by English teacher.

The writer describes the research results based on the data obtained from observation, interview, and questionnaire. It is about the features of teacher talk used by the English teacher and the description about teacher talk used by English teacher.

The result that is collected from the previous chapter explained that there are two important points that become the answer of the research problem. The two points are:

1. The features of teacher talk mostly used by the eleventh grade English teacher are *scaffolding*, *display question*, *referential question*, *form-focused feedback*, *seeking clarification*, *confirmation checks*, *turn completion*, *extended wait -time*, *extended teacher turn*, *extended learner turn*, and *teacher echo*. While the features those are not used by the

teacher are *direct repair*, *content feedback* and *teacher interruption*.

2. The use of teacher talk used by the seventh grade English teacher in teaching learning process brings positive effects. Moreover, in the way of the teacher corrected the students, the students got many input in *t* category. They can understand what

B. Conclusion

In summary, based on the result above, it can be concluded that the features of teacher talk are needed to support students in expressing their opinion and idea. The teacher helps the students improving their understanding about something new. The eleven features of teacher talk are used by the teacher to invite the students practicing English. And the feature of teacher talk that is mostly used is *scaffolding*. It becomes one of the teachers' strategies to achieve the target of teaching.

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