

CHAPTER V

DISCUSSION

In this part the writer presents about the discussion toward the results of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and existing body of knowledge or theories. It covers about the kinds of teacher talk used by the teacher and its frequency and the teacher's reason in uses certain kinds of teacher talk. Below are the discussions of the findings.

A. The Types of Teacher Talk Used by Teacher

1. Asking Question

Based on the data collected and data analysis the teacher preferred in used asking question which was some kind of indirect teacher talk to make interaction with the students during the teaching learning process. According to Darn, Freelance & Funda (2010), they said that "Asking question is crucial to the way teacher manage the class, engage students with the content, encourage participation and increases understanding". So, this type of teacher talk was very important talk that mostly used by the teacher.

2. Giving Information

After asking question, the teacher was commonly used type of teacher talk in giving information. In giving information the teacher used thus kind of teacher talk to address the material to the student, because the teacher always explained more than just basic material.

It was lined with Yanfen & Zhao Yuqin's (2010) and Lailatul & Him'mawan (2015) that giving information was also mostly used by the teacher after asking question.

3. Giving Direction

In giving direction the teacher also used to directing their students to do the task and command their students to do something as like open their dictionary to get the meaning for some word. In directing or commanding it is used when the students confusing what will they do in class interaction.

4. Repeating Students Response

Repeating student's response was the normal type of teacher talk that used by the teacher. This type of teacher talk was used after the students answering the teacher's question.

5. Praising and Encouraging

Praising and encouraging the type of teacher talk that normally used by the teacher. This type of teacher talk used when the students getting low motivation, in other way after the students were answered the several questions and the teacher gave some appreciation to the student's answer.

6. Using Ideas of The Students

In using the idea of the students the teacher usually used this type of teacher talk for cover up the teacher's mistake. In teaching and learning process the teacher was not always correct, so he used the idea from his students.

7. Joking

Joking was the normally used by the teacher. Usually the teacher used this kind of teacher talk when the class was bore and need some treatment to make student enjoy the learning process, as the explained by Lailatul and Himmawan (2015) that the teacher used joke in the middle activity. So, this type of teacher talk was very important to the teacher when they know that their students getting bore.

8. Correcting Without Rejection

In used this type of teacher talk the teacher carefully select the word that used, because in actual it were rejected but the teacher used the smooth language to keep the student's psychologcal mental.

B. Teacher's Reason in Used Certain Type of Teacher Talk

Based on the data analyzed and in-depth interview with the English teacher of the second grade science class 2 MAN 2 Jombang, the writer discussed the finding related with the theories and the previous study that was described as follows.

Asking question was the most type of teacher's talk used by the teacher during the observation. In used this type of teacher talk the teacher has much reasons, the reasons were to increase students understanding the teacher make brainstorming and made communicative class. It was supported by Lailatul and Him'mawan, (2015) that "asking questions will build interaction among the teacher and the students".

While Ellis (1998) stated that interaction was considered to be the central of language acquisition, especially the interaction between teacher and students. In case asking question the teacher always repeating the same question. In talk 162,163,164 “*What happens when the sun light the ocean?*”^{162,163,164} it is the same question, and the teacher repeating it for three times. According to the teacher’s reason in used the question were to know the student’s knowledge and brainstorming. In repeating the same question, the teacher was wanted to know the understanding of students thoroughly.

Giving information was the second most used in addressing the lesson to the students. Teacher in asking question, it was in a row when he gave the information to their students. Some case in talks 67, 68 after the teacher directing their students to open their dictionary it followed by asking question and giving information.

T: *what the meaning compos in english?*⁶⁷

S: *Compost*

T: *Compost.. that case the english one, with t in other word.*⁶⁸

So, in this case the teacher was wanted to be more communicative with their students. From that case the writer lined that teacher always used asking question and giving information to their students more commonly than use other type of teacher talk. It was also supported by Xiao-hui (2010) in his study of analysis of teacher talk, argued that teachers should consciously improve their questioning behavior by providing an information gap between the teacher and the students. In

giving information it was related with the material that given to the students. Such in the talk 26;

“Ok much, so much of water. But, if I use this so it is countable glasses, two glasses of water and we can say muc water²⁶”.

In talk 26 the teacher not only teacher inform about the cause effect, but he also explained about countable thing and uncountable thing by used glass of water to give student's example. The teacher in the class was explained more about the new material that the students never know before (Lailatul & Him'mawan, 2015). Every teacher always brought some purpose while they want to enter some class, that purpose as the teacher written on the teacher teaching plan or RPP in Indonesia curriculum. It was also supported by Yanfen & Zhao Yuqin, (2010) “The classroom is seen as the place to fulfill specific purpose and what students should do in the classroom is to listen to the teacher, and accept what the teacher says as the truth and knowledge”.

Giving direction has same important with type of teacher talk giving information. In giving direction the teacher has reasons, which was the reasons were to control the class and directing the students to do the task correctly. It was happened when the students confused in searching the meaning of some new vocabulary the teacher gave them direction to open their dictionary. Usually it was occurred after the teacher asking question about some new vocabulary. To get the meaning some word the teacher giving command *“open your dictionary^{30,65,197}”* to his students.

For example, after the teacher giving some question “*what is the meaning banjir in English?*”²⁷ after it the teacher directed the students to open their dictionary with uttered “*Open your dictionary*”^{30,65,179}. But, in used this kind of teacher talk the teacher rarely used it after open his class. For the other example after the teacher greeted his students the teacher not directly directing the students to open their book, and the teacher always used some tool to addressing what will the class learn in that day.

Repeating student response also occurred during the observation. The teacher’s reasons in use this type of teacher talk was to know the students understanding and sometimes for giving affirmation to the student response or student answer. In case, in repeating student response after the teacher asking some question “*what cause flood?*” so the students mentioned the answer “*heavy rain*”, “*illegal logging*”, “*garbage*”, “*rubbish*”, *ect.* One by one the cause of the flood was mentioned and the teacher give some affirmation that the answer was true by repeating the students answer.

Praising and encouraging students was the important thing in teaching learning process. As in Lailatul and Him’awan (2015) “before the teacher gave praises and encourages during teaching process in the class, they often asked several questions which mean to gain the students understanding about the related material. In used this type of teacher’s talk, the teacher praising his students while opening the class. In used this kind of teacher talk the teacher’s reason was to give them some confidence and motivate their students, because sometimes when the spirit of students was

too low the teacher giving some motivation to increase their spirit back and to gain the students about the material that has been teacher given. The teacher also explained that when the teacher comes to the class it was some burden for them, so the teacher must know the way to encourage the students by give the motivation and make the learner enjoyable in learning process.

Joke in teaching and learning process also needed. In used this type of teacher talk the teacher have some reasons, the reasons was to refresh the students mind. It was supported by Lailatul and Him'mawan, (2015) they stated "Joking is used to make the warmer condition during the learning progress and to encourage the student". Sometimes in the process of teaching and learning or in a moment the students felt boring and can't concentrate with the material that the teacher explained, so that time the teacher should give something to make the students feel fresh again and can concentrate with the material that the teacher given. It was also in lined Lailatul and Him'mawan that joke was used by the teacher in the middle activity of teaching and learning process. While Chiasson (2002) also argue "Joking is an important element in teaching and it can contribute to a positive environment for learning".

The type of teacher talk that rarely used by the teacher was correcting without rejection, but there were two types of teacher talk that never used by the teacher during the observation are criticizing student's response and criticizing student's behaviors. The teacher reason in rarely used both of types of teacher talk is because the teacher know that almost all

the students were stayed in the Islamic boarding school and they have good behavior and personality.

Base on the discussion above the implication of this research were described as follows; First, in teaching it is not about how the addressing the material to the students, but it is about how can the teacher showed their authoritative in front of the students. Second, it is about students mental. According to the theory of psychology, which the teaching is not only builds their knowledge but also build their behavioral character. So, in teaching and learning process it is also some basic principal in knowing the difference of student's mental in accepting the material from the teacher. Thirdly, in builds the good atmosphere in the class the teacher must have good closeness with their students.