

CHAPTER IV

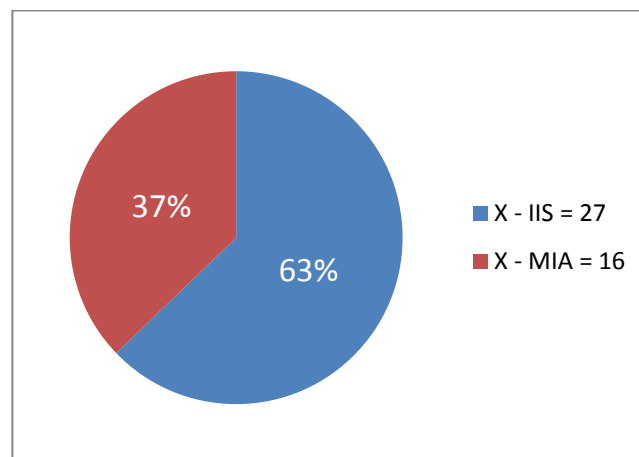
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the finding and discussion. The finding designed to answer the research problem and the discussion was to discuss the findings of this research.

A. Finding

In this part, the researcher presented the results of the questionnaire of the student's perception and expectation toward teacher's talk in teaching and learning English at X – IIS and X – MIA in the MA Al – Ma'arif Tulungagung. The respondent from this questionnaire were 27 (62,8%) students from X – IIS and 16 (37,2%) students from X – MIA with total 43 students from both of class.

Table 4.1 Respondents of the Questionnaire



The result of this questionnaire were explain into 2 (two) categories that were the student's perception toward teacher's talk when giving question and feedback in the class, and the student's expectation toward ideal teacher's talk when giving question and feedback in the class.

1. The Student's Perception Toward Teacher's Talk When Giving Question and Feedback in The Class

In this part the researcher explain the result into 3 aspects, the first is the Student's Perception Toward "Teacher's Talk" in giving question, the second the student's perception toward "teacher's talk" in giving feedback and the third is calculating data.

a. The student's perception toward "teacher's talk" in giving question

The first was the student's perception toward "teacher's talk" when the teacher asking and giving questions. There were 5 (five) statements investigating about the students' perceptions toward kind of teacher's talk question that were used by the teacher during English lesson. The result of each statements could be seen in the table 4.2 below.

Table 4.2
The Student's Perception Toward "Teacher's Talk" in Giving Question

Q	Frequency					N	Sum	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
1	1	12	12	17	1	43	124	2,88	Neutral
	2,3%	27,9%	27,9%	39,5%	2,3%				
2	9	17	3	14	0	43	150	3,49	Positive
	20,9%	39,5%	7,0%	32,6%	0,00%				
3	10	18	7	8	0	43	159	3,70	Positive
	23,3%	41,9%	16,3%	18,6%	0,00%				
4	14	20	7	2	0	43	175	4,07	Positive
	32,6%	46,5%	16,3%	4,7%	0,00%				
5	8	15	14	5	1	43	153	3,56	Positive
	18,6%	34,9%	32,6%	11,6%	2,3%				

The result of statement number 1 (one) shown that 17 students or 39,5% of the students have responses “Disagree” when the teacher only using English language to giving question and instruction during English lesson in the class. In the statement number 2 (two), 17 students with frequency 39,5% have response “Agree” for the statements that the teacher only using Indonesian language to giving question and instruction during English lesson in the class.

Then, the statement number 3 (three) shown that 18 students or 41,9% of the student’s response “Agree” if the teacher should give questions with the answer that students already know. The next, 20 students with frequency 46,5% also response “Agree” on the statement number 4 (four) that the teacher should giving questions with only simple answer such as Yes/No, True/False and etc. After that in the statement number 5 (five), 15 students or 34,6% of the students have responses “Agree” for statements about the teacher should give questions with answers according to students’s own opinion.

- b. The students’ perceptions toward “teacher’s talk” in giving feedback

The next was second aspect that was found about the students’ perceptions toward teacher’s talk when the teacher giving

feedback or response to the students answer in the class. it could be seen in the table 4.3

Table 4.3
Student's Perception Toward "Teacher's" Talk in Giving Feedback

Q	Frequency					N	Sum	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
6	22	17	2	2	0	43	188	4,37	Positive
	51,2%	39,5%	4,7%	4,7%	0,00%				
7	14	21	6	2	0	43	176	4,09	Positive
	32,6%	48,8%	14,0%	4,7%	0,00%				
8	7	23	9	4	0	43	162	3,77	Positive
	16,3%	53,5%	20,9%	9,3%	0,00%				
9	31	9	1	2	0	43	198	4,60	Positive
	72,1%	20,9%	2,3%	4,7%	0,00%				
10	0	1	4	19	19	43	73	1,70	Negative
	0,00%	2,3%	9,3%	44,2%	44,2%				
11	5	26	10	0	2	43	161	3,74	Positive
	11,6%	60,5%	23,3%	0,00%	4,7%				
12	16	19	6	1	1	43	177	4,12	Positive
	37,2%	44,2%	14,0%	2,3%	2,3%				

There were 7 (seven) statements which aim to investigate the students' perception about teacher's talk when giving feedback in the class. The result from statement number 6 (six) shown that 22 students or 51,2% of the student's response "Strongly Agree" if the teacher should make students want to respond and answer the teacher's questions. Moreover, in statement number 7 (seven) there were 21 students with frequency 48,8% have response "Agree" that stated the teacher should give praise toward students answer. Not only that, in the statement number 8 (eight), 23 students or 53,5%

of the students also stated “Agree” if the teacher should give criticism for each the student’s answer.

The next statement was number 9 (nine), the statement was the teacher should provide correct information when students answer incorectly, then 31 students with frequency 72,1% have respond if they are “Strongly Agree” about it. Not only that in the statement number 10 (ten), there are 19 students or 44,2% of student’s frequency have same responses “Disagree” and “Strongly Disagree” if the teacher ignoring the student’s opinion and answer if their opinion and answer was wrong or incorect. Then statement number 11 (eleven) state that the teacher should summarize the student’s answer that have given, and there were 26 students or 60,5% of the students have response “Agree” about it. After that in the statement number 12 (twelve), 19 students with frequency 44,2% have response “Agree” if the teacher could give keywords or clues to help them answer questions.

c. Calculating Data

In this category, the result of data finding shown that the highest score on statement number 9 (the teacher should provide correct information when students answer incorectly), total score of this statement was 198 with mean 4.60. Then responded SA (Strongly Agree) by 72,1% (31) students from total 43 students at X – IIS and X – MIA.

The next was the lowest data score on statement number 14 (the teacher can ignoring the student's opinion if their answer incorect), total score of this statement is 73 with mean 1.70. Then, in this statement the students responded with two kind of responses, the fisrt was DA (Disagree) by 44,2% (19) and the second was SDA (Strongly Disagree) by 44,2% (19) from total 43 students at X – IIS and X – MIA.

In addition, most of students have positive responses toward the statement from questionnaire, except the satatement number 1 (one) from table 4.1, in this statement the students have respone that interperated in "Neutral". Then in the statement number 10 (ten) from table 4.2, the students have response that interperated in "Negative".

2. The Student's Expectation Toward Ideal Teacher's Talk When Giving Question and Feedback in the class

In this part also explain into 3 aspects, the fisrt was ideal teacher's talk when teacher giving question, the second was ideal teacher's talk when teacher giving feedback in the class and the third calculating data.

a. The student's expectation toward ideal teacher's talk in giving question

There are 7 (seven) statements investigating this aspect. The result could be seen in the table 4.4 below.

Table 4.4
Student's Expectation Toward Ideal "Teacher's Talk" in Questioning

Q	Frequency					N	Sum	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
13	4	16	14	9	0	43	144	3,35	Positive
	9,3%	37,2%	32,6%	20,9%	0,00%				
14	3	2	15	22	1	43	113	2,63	Neutral
	7,0%	4,7%	34,9%	51,5%	2,3%				
15	4	10	16	9	4	43	130	3,02	Positive
	9,3%	23,2%	37,2%	20,9%	9,3%				
16	9	14	13	7	0	43	154	3,58	Positive
	20,9%	32,6%	30,2%	16,3%	0,00%				
17	7	20	14	2	0	43	161	3,74	Positive
	16,3%	46,5%	32,6%	4,7%	0,00%				
18	4	15	14	7	3	43	139	3,23	Positive
	9,3%	34,9%	32,6%	16,3%	7,0%				
19	7	21	12	3	0	43	161	3,74	Positive
	16,3%	48,8%	27,9%	7,0%	0,00%				

The first statement on table 4.4, the result shown that 16 students or 37,2% of the students have response "Agree" in statement number 13 (thirteen), the statement stated that they want the teacher only use Indonesia language when giving question and explain English lesson material. Then in the statement number 14 (fourteen), there were 15 students with frequency 34,9% that have response "Disagree" if they want the teacher only use English when ask and giving question when explain the English lesson material. In the statement number 15 (fifteen), 16 students or 37,2% of the students response "Neutral" if they want the teacher only give the question with simple answer. After that in the statement number 16 (sixteen), there are 14 students or 32,6% of the students stated

“Agree” if they want the teacher ask and give them question with answer according their own opinion.

The next was statement number seventeen until nineteen, in this statement talked about student’s expectation when the teacher asking or giving them the question in English language. Mostly teacher in Indonesia used Indonesian language and English language when teaching English lesson. So in this statement the researcher divided into three statement from number seventeen until nineteen.

Statement number 17 (seventeen) shown that 20 students with frequency 46,5% have response “Agree” if the teacher ask the question in English, they want to answer in English too. Then, in the statement number 18 (eighteen) there are 15 students with frequency 34,9% have response “Agree” if the teacher ask the question in English, they want to answer in Indonesia language. Furthermore, in statement number 19 (nineteen) there are 21 students or 48,8% of the students response “Agree” if the teacher ask the question in English, they want to answer in English and Indonesia Language.

- b. The student’s expectation toward ideal teacher’s talk in giving feedback

The next was from second aspect, in this aspect talked about the result of the student’s expectation toward ideal teacher’s

talk when giving feedback. There were 7 (seven) statements investigating about the students' expectation toward ideal teacher's talk in giving feedback. The result of each statements could be seen in the table 4.5 below:

Table 4.5
Student's Expectation Toward Ideal "Teacher's Talk" in Giving Feedback

Q	Frequency					N	Sum	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
20	9	25	7	2	0	43	170	3,95	Positive
	20,9%	58,1%	16,3%	4,7%	0,00%				
21	21	14	5	3	0	43	182	4,23	Positive
	48,8%	32,6%	11,6%	7,0%	0,00%				
22	28	13	1	0	1	43	196	4,56	Positive
	65,1%	30,2%	2,3%	0,00%	2,3%				
23	28	12	2	1	0	43	196	4,56	Positive
	65,1%	27,9%	4,7%	2,3%	0,00%				
24	8	15	5	13	2	43	143	3,33	Positive
	18,6%	34,9%	11,6%	30,2%	4,7%				
25	23	16	3	1	0	43	190	4,42	Positive
	53,5%	37,2%	7,0%	2,3%	0,00%				
26	7	7	10	12	7	43	124	2,88	Neutral
	16,3%	16,3%	23,3%	27,9%	16,3%				

Based on the data, 25 students with frequency 58,1% have response in statement number 20 (twenty), and they state "Agree" if they want the teacher to criticize all responses from student's answer even though that positive or negative. The next, there are 21 students with frequency 48,8% also response "Strongly Agree" in the statement number 21 (twenty one), the statement stated that they want the teacher giving praises toward their response and answer to be motivated them. Then, in the statement number 22

(twenty two) there are 28 students or 65,1% of the students have response “Strongly Agree” if they want the teacher make them still confident when answering questions even that is incorrect answer.

The next, 28 students with frequency 65,1% have response “Strongly Agree” in the statement number 23 (twenty three), the statement stated that they want the teacher to summarize the student’s answer more effectively. Furthermore, in the statement number 24 (twenty four) there are 15 students or 34,9% of the students response “Agree” if their answer incorrect, they want the teacher ignoring their answer and themselves then appoint the other friend to answer the question before. In the statement number 25 (twenty five), 23 students with frequency 53,5% stated “Strongly Agree” if their answer incorrect, they want the teacher help them to answer the question with giving information or clues. And the last, in the statement number 26 (twenty six), 12 students with frequency 23,3% have response “Disagree” if their answer are ignored by the teacher, they want to decrease their participation in the class.

c. Calculating Data

In this category, the result of data finding shown that the highest score on statement number 22 (I want the teacher make me still confident when answering questions even that is incorrect answer) and statement number 23 (they want the teacher to

summarize the student's answer more effectively), both of statement have same total score 196 with mean 4.56. Then both of statement are responded SA (Strongly Agree) by 65,1% (28) students from total 43 students at X – IIS and X – MIA.

The next was the lowest data score on statement number 14 (I want the teacher only use English when giving question and explain the English lesson), the total score of this statement is 113 with mean 2.63. Then responded DA (Disagree) by 51,5% (22) students from total 43 students at X – IIS and X – MIA.

In addition, most of students have positive responses toward the statement from questionnaire, except the statement number 14 (fourteen) and number 26 (twenty six). Both of statement have same response "Neutral" it can known from the table 4.4 and table 4.5.

B. Discussion

Relevance to the experts, the researcher used teacher's talk theory by Jack C. Richards and Charles Lockhart (2007), to make and determine the question or statement from questionnaire, in teacher's talk theory there were two main component that divided into question and feedback. Then, there were ten kinds of teacher's talk, namely; teacher's procedural question, teacher's convergent question, teacher's divergent question, teacher's inform feedback, teacher's prompt feedback, teacher's encouragement feedback, teacher's criticizing feedback, teacher's ignoring

feedback, teacher's praising feedback and teacher's summarizing feedback.

In this questionnaire the researcher divided the discussion into 2 (two) categories that were:

1. The Student's Perception and Expectation Toward Teacher's Talk When Giving Question

Based on the teacher's talk theory, kind of question are divided into teacher's procedural question, teacher's convergent question, teacher's divergent question.

a. Teacher's procedural question

Teacher's procedural questions were indicated in the statement number 1 (one) and 2 (two), in these statement have aim to know the students perceptions that they were agree or disagree when get instruction from teacher. Instructions itself included in procedural question. Procedural question has to do with classroom procedures and routines, and classroom management, as opposed to the content of learning (Xiao-yan, 2006). For example, when a teacher was checking that assignments have been completed, the instructions for a task are clear, and the students were ready for a new task.

From the result of research finding, in the statement number 1 (one) the students have perception and response "Disagree" if the teacher only use English language when giving

instruction and question, but most of the students have perception and response “Agree” in the statement number 2 (two) that explain if they are get instruction and question by the teacher only in Indonesia language.

Furthermore, the students have expectation about teacher’s procedural question in the statement number 13 (thirteen) and 14 (fourteen), and most of students have expectation “Agree” if the teacher only use Indonesia language when explain English material. And response “Disagree” if the teacher only use English language when explain English material.

b. Teacher’s convergent question

The next about convergent question. Convergent question was the question that focus on a central theme. In this question have responses were often short answer, such as “yes” or “no” or short statements. And usually not require the students to engage in higher level-thinking (Richards and Lockhart, 2007).

The teacher’s convergent question were indicated in the statement number 3 (three) and 4 (four). In this statement have aim to know the student’s perception toward convergent question. In the result of reserach finding some of the students have response “Agree” if the teachers should give question with answer that students already know and they are response “Agree” if the teachers give a question that make them answer simply. Then,

based on their expectation in the statement number 15 (fiveteen), most of student expect that really want the teacher give them question with answer simply and briefly.

c. Teacher's divergent question

Divergent questions were the opposite of convergent questions. They encourage diverse student responses which were not short answers and which require student to engage in higher-level thinking. They encourage students to provide their own information rather than to recall previously information presented (Richards and Lockhart, 2007).

The student's perception toward teacher's divergent question were indicated in the satementnumber 5 (five). In this statement most of students have perception and response "Agree" if the teacher should give the question with asnwer based on their own thinking. From that explanation the student proved it again on their expectation in the statement number 16 (sixteen). In this statemnet most of students renspose "Agree" if they really want the teacher give question that the answer based on their opinion.

2. The Student's Perception and Expectation Toward Teacher's Talk When Giving Feedback

There were two kinds of feedback that were frequently used in teacher's talk, the first was feedback to incorrect answer and the second feedback to correct answer. To incorrect answer there were

several types such as, teacher's inform feedback, teacher's prompt feedback, teacher's encouragement feedback, teacher's criticizing feedback, teacher's ignoring feedback. And there were two types feedbacks for correct answer that are teacher's praising feedback and teacher's summarizing feedback.

a. Feedback to incorrect answer

Teacher's inform feedback and teacher's prompt feedback. Teacher's inform feedback was a direct way to help students realize their mistakes. It involved the provision of explicit information about the linguistic form that is perceived as the problem (Mehan, 1979). Then, teacher's prompt feedback it was an attempt to get the participant produce the correct answer by the use of a clue to indicate the location and nature of the error, or requesting the student to make clarification of what he has just said (Mehan, 1979).

In this questionnaire the statement that indicated about both of feedback it could know in the number 12 (twelve), this statement stated that the teacher should help the student to answer a question with giving clue or information. Then most of students have perception and response "Agree" about it. Furthermore in the statement number 25 (twenty five), most of students shown their expectation and response "Strongly Agree" if their answer incorrect the students want the teacher give them information and clue that can help them to answer the question correctly.

The next in the statement number 7 (seven) that asked about the students perception toward teacher's encouragement feedback. Encouragement was an act of inspiring with hope, courage, or confidence (Yuqin and Yanfen, 2010). In this statement stated that the teacher should give praise feedback or response toward any student answer, then most of students have perception and response "Agree". Then in statement number 21 (twenty one) the students have expectation and response "Strongly Agree" if they want get praise to anything students answer and response because it can keep them motivated in English lesson.

Furthermore in the statement number 8 (eight) that indicated about teacher's criticizing feedback. Criticizing feedback is to comment on students' incorrect response severely (Mehan, 1979). In this statement shown that most of students have perception and response "Agree" if the teacher should give criticism for their answer. Then most of students have expectation and response on the statement number 20 (twenty) that they were "Agree" if they want the teacher criticize their answer even if it's correct or incorrect.

The last feedback was teacher's ignoring feedback, ignoring referred to the situation where teacher pay no attention to students' mistakes (Richards and Lockhart, 2007). This feedback was indicated in the statement number 10 (ten), then most of student have perception and response "Disagree" and "Strongly Disagree" if the

teacher can ignoring their response and answer. Not only that, in the statement number 26 (twenty six) most of the students response (Disagree) toward statement that stated the expectation about the students if they will decrease participation in the class if their answer are ignoring by the teacher.

b. Feedback to correct answer

In the statement number 7 (seven) was indicated into teacher's encouragement feedback, but in this statement also indicated into teacher's praising feedback. Praising feedback was referring to the very brief feedback from the teacher in response to correct answer, such as: "OK, good!" "That's right!" "Yes, an excellent answer!" Furthermore, Yanfen and Yuqin (2010, p. 81) in their journal said that praising was like acknowledgment or comment.

So in this explanation only focus on teacher's praising feedback from statement number 7 (seven). In this statement stated that the teacher should give praise feedback or response toward any student answer, then most of students have perception and response "Agree" about it. Not only that most of students proved their expectation in statement number 21 (twenty one) and response "Strongly Agree" if they want get praise to anything students answer and response because it can keep them motivated in English lesson.

The next was teacher's summarizing feedback it was happened when the student answered the correct answer, sometimes the teacher

repeated the student answer with different words or sentences, i.e. using synonym (Yuqin and Yanfen, 2010). This feedback was indicated on the statement number 11 (eleven). From the result of research finding most of students are have perception and response “Agree” if the teacher should summarizing student’s answer that they have conveyed. Then student expect on the statemnet number 23 (twenty three) that they want the teacher summarizing their answer more effectivly to easier understood by them.

Corelated with previous study, there were journal by Nuryani et al. (2018), with the title “Students’ Perception Towards Teacher’ Questions And Questioning Technique In English Classroom Interaction”, in this journal the focus on student’s perception toward how their teacher’s talk thecnique when give question. Based on their jornal there were finding and discussion that shown if most of student have positive perception and response that indcated if the participants felt and perceived that the teachers’ questioning practices and technique were good, it approved from 28 statements with most of them have responses agree except one statemnt on number 24 with rensponse unsure.

Then, the result of this research not only explain teacher’s talk on give question and questioning, but also explain teacher’s talk in giving feedback and aimed to know what are the student’s perception and expectation on teacher’s talk. The result shown if most of students

have positive responses toward teacher's talk, it could be approved by 26 statements. The interpretation of responses was positive, two neutral, and one negative. Based on that explanation, the implication of previous studies with this research was that the teacher's talk was important for students in teaching and learning English in the classroom and appropriate teacher's talk could motivate the students in learning English, especially in communicating with the teacher.