

CHAPTER IV

FINDING AND DISCUSSION

This chapter will focus on analysing the data collection. It includes 1. Feature of teacher talk is used by the English lecturer in teaching speaking 2. Students' respond about the teacher talk used by their lecturer in teaching speaking.

4.1 The Feature of Teacher Talk

The observation was started on May 05, 2015 in every Tuesday. This section focused on the data collected from four observations in class A of second semester 2015 (speaking II course) English Department in Muhammdiyah University of Surabaya. The techniques used by the researcher to collect the data were observation and interview. In this case the researcher would describe the activities which happened in the classroom. The researcher would describe the data which were obtained from four observations in once description based on the feature of teacher talk.

4.1.1 Scaffolding

There are three categories in this feature those are reformulation, extension and modelling. During the process there are three categories that occur in this teaching learning process. First, scaffolding done by the lecturer in form of reformulation could be seen from the students who said:

S1: Is there any obstacle?

P: Obstacle? I don't know what it means obstacle?

*S1: **Obstacle** is.....???* (Look her lecturer)

*L: **Problem.***

When the S1 asked question to the presenter about the obstacle but here the presenter did not know the meaning about obstacle. Here, the S1 did not know

the other meaning of obstacle but S1 could not give the Indonesian meaning because there were roles in their class that the participant of the class might not speak Indonesian language during teaching learning process then the lecturer repeated the contribution by using the clear word “*problem*” in order get the clear contribution. The utterance had appropriate meaning. The lecturer’s utterance above showed that the lecturer repeated the student contribution by using the clearer word in form of reformulation.

Second extension scaffolding, when the student gave incomplete utterance, the lecturer is allowed to extend the student’s utterance to make clearer, the example as bellow:

Student: Sorry, if so any mistake.

Lecturer: Sorry, if there any mistake that I have.

The lecturer responded to the student’s utterance by adding the word. The lecturer tried to give the condition clearer.

The third is modelling; the example of modelling feature is as follow:

Presenter: Mr. Pram’s question what is the criteria?

Lecturer: What are the criteria? Criteria actually are plural. Criterion is singular be careful.

The lecturer gave another model in order to correct the student’s errors. Here, the lecturer provided an example to make the explanation understandable. From the explanation above, it showed that the lecture used those three categories of scaffolding in teaching speaking. Scaffolding was used by the lecturer to build the students’ contribution.

4.1.2 Direct Repair

Direct repair is one of the features of teacher talk that the lecturer does not use in teaching learning process. It is also proved in the interview between the

researcher and the lecturer. The lecturer said that it was impossible if he gave direct repair. He would give his students feedback when he felt something not feed in the discussion. The lecturer reason that direct repair was impossible to be done because if he did the direct repair, it meant he blew the chance of his student speech and it would be make the student confused what will be next. So, in this case direct repair does not use by the lecturer in teaching speaking. Direct repair should be avoided in order the student can deliver and express their idea smoothly

4.1.3 Display Question

This feature did not applied by the lecturer in the speaking class. The reason was in this speaking activity the teaching learning process was discussion type. So, the lecturer did not need to give the display question to his students. In this speaking learning process the lecturer used the referential question in feature of teacher talk because in the discussion type, the teaching learning process just needed the students' opinion while answering the lecturer's question, so that the lecturer did not know yet the answer of his question that he gave to his student.

4.1.4 Referential Question

Referential question is used to make the student speak up by giving a question to the student that the teacher does not know the answer. It is done in order to make the student speak up in the classroom and it makes the class more interaction, it could be seen from the lecturer question to the presenter:

Lecturer: How would the audiences assess whether this speaker is good in delivering speech or not, actually it is relevant with my first question. Now, we are talking about the perspective the audiences. Please try to answer, very easy question.

The utterances above show that the lecturer needed the presenter's opinion. It was emphasized by the question "*How would the audiences assess whether this speaker is good in delivering speech or not?*" The utterance was used to know the student's opinion. The lecturer gave the student question to explore the student's knowledge. This referential question was also occurred for the other student which was being the participant. This referential question makes the classroom communicative during teaching learning process because the students can interact with the other student and the teacher. It also makes students try to speak a lot and this make the classroom interaction active.

4.1.5 Content Feedback

Content feedback is needed to improve students' comprehension about the material or something that the lecturer has said. The utterances belonging to the feature of teacher talk in the form of content feedback during teaching speaking can be described as follow:

Lecturer: So, from the perspective of chairperson today, we have good improvement. She control whenever we make noise. It was very great not only good but great. I like your closing because actually you took cover from chairperson oh note taker speaker.

Lecturer: presenter, on the perspective of the presenter from me the handsome person on the earth. Starting from this slide I assume that you're reading over there. Why? Because, you didn't give the additional information to us. After you said about this you said next page it means you didn't give extra explanation. You have to give more explanation. Let the audiences read about that and you give explanation about that. It could be beneficial for you.

Based on the utterances above, the lecture tried to send message from the students' performance in order the student can organize themselves after get guidance from their lecturer. Content feedback was also used dominantly by the lecturer in teaching speaking. The lecturer always gives this content feedback in

teaching speaking and the lecturer always did this activity in every meeting. The content feedback was given to students who present in front of the classroom include the chair person, presenter and note taker speaker. This content feedback is needed to give feedback from the content of the students' performance. It is important because from this content feedback the student will know their common error, the students also get the new knowledge from this content feedback and they can improve their speaking ability.

4.1.6 Form-Focused Feedback

The lecturer in teaching speaking did not only study oral cycle, but also the lecturer gave the students input about the new vocabulary, grammar, and the way how students should pronounce each word or sentences well. That is why lecturer used this feature and this example of the form-focused feedback of teacher talk:

*Lecturer: Next it's to manage **the problems not problem**. (The lecturer correct the presenter slide)*

The second example:

*Presenter: Mr. Pram's question **what is the criteria?***

*Lecturer: **What are the criteria? Criteria actually are plural. Criterion is singular be careful.** So, what are the criteria being a good speaker because because what good itself couldn't represent anything*

The utterances above showed that the lecturer gave input about the correct grammar on the word used by the student. The lecturer gave a model for the correct grammar. When the lecturer gives form focused feedback in the correct grammar it will give input for the student in speaking skill.

4.1.7 Extended Wait-Time

Students are people who learn something. They need sufficient time in their learning process. The feature of teacher's talk related to extended wait-time

occurred when the lecturer or the other friend gave question to the presenter related to the presenter's material the lecturer gave sufficient time to presenter to think the answer. Here, the lecturer gives the student chance to struggle out by giving sufficient time.

4.1.8 Extended Teacher Turn

The way how the lecturer conducted this feature was in the first meeting, the lecturer gave feedback and questions directly related to the presenter's material. In the first meeting the lecturer explains the teaching learning contract to his students, he explained the procedure of teaching learning in speaking class, such as he gave instruction to their students that every student must be chairperson, note taker and presenter and also he explained the roles of the class during teaching learning process. Extended teacher turn was also used when the lecturer gave question to the presenter and gave feedback to the student who performs. Here, the lecturer begins to speak a lot. In this case, the teaching speaking in speaking class is balance between students talk and lecturer talk because the lecturer does not speak in the whole of teaching learning process.

4.1.9 Extended Learner Turn

This feature was used by lecturer to get the students' contribution. In this case, lecturer asked all the students do their job for as one to be chairperson, one note taker and one presenter speaker so every meeting there is three students performed in front of the class. The lecturer gave chance to his students to handle the class and that time the lecturer as the participant when the students perform in front the class. Occasionally, the lecturer gave the students more time to deliver

their contribution. He would give command to the students who were performing after the discussion done.

4.1.10 Teacher Echo

This feature was often used by the lecturer when he gave question to the presenter. He repeated word of the main question. The lecturer said some utterance as follows:

*Lecturer: Ok easy question. We can see that, we try to be a good speaker, if you know that the word "good" itself is not 100% correct right? It means that, how would you be a good speaker? Being a very good public speaker, you have to determine, **what are the criteria of the good itself?** For example, when you're saying like this one, it can be consider good it can be consider perfect, we have the specific **criteria**. So, please go to next slide, the first question is **the criteria of the good itself**.*

In the first question the presenter still did not understand her lecturer' question so the chairperson asked to her lecturer to repeat the question.

*Lecturer: And actually my **first question is easy**. **First question actually is easy**. When you're trying to convey better this one is **good by the criteria**. I want you to give the **criteria being very good public speaker** because you give the title being a **good speaker without giving the information the criteria of the good speaker**. This is form short like mmm the step not the criteria. For example he first step you have to practice **this one this one this one this one right?** But those are not the **criteria**. So, I would ask what are the **criteria?***

Presenter: Now I'm going to answer Mr. Pram's question. Don't look you're eyes.

Lecturer: I'm sorry we couldn't look our eyes

*Lecturer: I'm sorry she hasn't answered my question. **I mean the criteria not the tips or trick**.*

L: Try to answer within you're self-do not trust anybody.

Based on the dialogue above, the bold words have been repeated many times by the lecturer. In that conversation, teacher echo is identified as having function such as confirming correctness and also amplifying a learners' contribution for the rest of the class. It is proved from the lecturer utterance repeatedly.

4.1.11 Turn Completion

Turn completion is completing a learner's contribution for the learner. This feature does not use in speaking class especially in the discussion class. Because in the discussion class, the teacher/lecturer never disapprove the students' opinion so that he never completed the students' answer. The lecturer gave chance to the student for their contribution, but if there are something not feed with the student's contributin the lecturer would give the student feedback.

4.1.12 Confirmation Check

Confirmation check is needed in teaching learning process. Sometimes, misunderstanding happened after the teacher deliver material or feedback to their student. So, this is the teacher job to make it clear by doing confirmation check. In this speaking class their lecturer often gave some confirmation check when he gave feedback to his student, below was example of confirmation check that the lecturer gave:

*Lecturer: Because may be your friend help you by writing down the question. Of course, the information that you got from that information will be, may be different from the question purpose earlier. **Do you get my idea?***

Presenter: Yes

Lecturer: Oke. And it will be disaster when you're trying to answer that question with.

The bold type sentence showed that the teacher did confirmation check after he gave feedback. After he gave feedback to the student presentation he confirmed the presenter's understand about his feedback, and the presenter responded the lecturer's question by saying yes, so the lecturer continued his feedback. It also did in the other students who present in front of the class in every meeting.

4.1.13 Seeking Clarification

This feature was done by the lecturer during teaching and learning process in the class. How lecturer asks to the student to clarify the student has said. Student asks the lecturer to clarify something that the teacher has said. When the lecturer asks a question to the student in order give her idea. The student did the future of confirmation checks to the teacher' question by saying as follows:

“Excuse me Mr. Pram could you please repeat your question?”

At the time, the teacher asked a question to his student and the student did not understand yet what the teacher question was.

The other example of seeking clarification is:

“Mr. Pram's question what is the criteria?”

In this condition, the student tried to answer the teacher's question but she had the wrong answer, then she re-asked the question, but she was still confused with the teacher's question.

4.1.14 Teacher Interruption

Teacher interruption is one the feature of teacher talk which used to control the interaction between teacher and students in the classroom. It is needed to avoid chaos happened in the classroom. The example as follow:

Presenter: a... in my first doing public speaker i have a problem. Like shake my body, nervous, when i doing public speaking a... and I don't memorize my a.. my speech.

Student 1: No no no I mean

*Lecturer: **Let her finish***

In this conversation showed that the lecturer interrupted his student in order gave chances to the presenter explain the complete answer first. So, if the student was not satisfied with the answer the student could re-ask after got the

complete answer from the lecturer. Another example of teacher interruption done by the teacher was:

Presenter: Now I'm going to answer Mr. Pram's question. Don't look you're eyes.

*Lecturer: **I'm sorry we couldn't look our eyes.***

*Lecturer: **I'm sorry she hasn't answered my question.** I mean the criteria not the tips or trick.*

The bold type sentences showed that the lecturer did not accept the presenter's sentence that had been said. First, he did not accept don't look you're eyes sentences that had been said by the presenter, the lecturer did the teacher interruption to avoid chaos happen in the classroom. The second, the lecturer did not accept the presenter answer because that answer did not have relation to what the lecturer question.

4.2 The Students' Response about the Teacher Talk Used by English lecturer in Teaching Speaking at Second Semester of Muhammadiyah University.

At the end of meeting, the students were given questionnaire by the researcher in order to know the students responses about the teacher talk which was used by their lecturer during teaching learning process. It was done for supporting the data through the observation. It could be known that the students' questionnaire result below:

Table 4.1

The result of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	9	1	2	-
2	2	9	1	-
3	2	6	3	1

4	4	4	3	1
5	2	9	1	-
6	4	8	-	-
7	7	5	-	-
8	3	6	-	3
9	8	4	-	-
10	9	2	-	1

Table 4.2

The percentage of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	75%	8,3%	16.6%	-
2	16.6%	75%	8,3%	-
3	16.6%	50%	25%	8,3%
4	33,3%	33,3%	25%	8,3%
5	16.6%	75%	8,3%	-
6	33,3%	66,6%	-	-
7	58,3%	41,6%	-	-
8	25%	50%	-	25%
9	66,6%	33,3%	-	-
10	75%	16.6%	-	8,3%

The first question was about the students' interest toward teacher talk in the classroom, 75% or 9 students chose "A" the answer for A is Exciting, as the result in their option, 8, 3% or 1 student choose "B" the answer for B is pleasant, and 16.6% or 2 students chose "C" the answer of C is less pleasant . It can be explain that between the students' answer A and B were 83, 3% or 10 students being interested in using teacher talk by their lecturer in the class room although a few of them were less interested. It indicated that they were quite fun with the lecturer's teacher talk during teaching learning process in speaking class. It could be proof from the table and explanation above.

The second question was about the students' responses toward the comprehension of using teacher talk during teaching learning process in the classroom. Based on the result and percentage above that 16.6% or 2 students really understand with their teacher talk which was used by their lecturer during teaching learning process in the classroom, 75% or 9 students got understand with the teacher talk by their lecturer, and 8,3% or 1 student was less understood. It shows that the lecturer teacher talk is easy to understand by the students.

The third question was about the students' responses toward the effect of the lecturer's teacher talk during teaching learning process in the classroom. 16.6% or 2 students was often helped by their lecturer during teaching learning process, 50% or 6 students was helped by their teacher, 25% or 3 students chosen C as the result, and 8,3% or 1 chosen D. Based on the result above that most of students were often helped during teaching learning process and the lecturer could solve the problem which was belong to the students.

The fourth question was about the students' responses toward the effect of teacher talk. 33,3% or 4 students chosen A as the result, 33,3% or 4 students chosen B, 25% or 3 students chosen C, and 8,3% or 1 student chosen D as the result. Based on the result of students' responses above that could be known as the proof of students' questionnaire. Most of students got influence from the lecturer's teacher talk during teaching learning process. It indicated that teacher talk had a positive effect to students during teaching learning process.

The fifth question was about the students' responses toward the feedback of teacher talk in their teaching speaking ability. 16.6% or 2 students chose A, 75% or 9 students chosen B, and 8, 3% or 1 student chosen C. Most of students

could increase their ability by using teacher talk during teaching learning process. It could be totalled that 91, 6% or 11 students between the students' answer A and B were able to know how important using teacher talk during teaching learning process.

The sixth question was about the students' responses toward the students' satisfaction concerning their lecturer. 33, 3% or 4 students chosen A and 66, 6% or 8 students chosen B. Based on the result in this question, all of students satisfied with their lecturer in teaching speaking. There were no students did not get less satisfied and dissatisfied toward teacher talk which was used by their lecturer during teaching learning process. It prove that the lecturer able to make manage the classroom.

The seventh question was about the students' responses toward enjoyable lesson. Based on the result above that the students gave their good options between A and B which was very enjoys and enjoy. 58, 3% or 7 students choose A and 41, 6% or 5 students chosen B as the answer. It indicated that all of students got enjoy toward the lesson.

The eighth question was about the students' responses toward their felt when their lecturer gave the question while they presented the material in front of class. 25% or 3 students chosen A, 50% chosen B. Based on the result above that most of students were welcome with their lecturer's question while being presented in front of the class and 25% or 3 students chosen D as the answer. It indicated that they were still nervous while the lecturer gave them question.

The ninth question was about the students' responses toward the important of using teacher talk in teaching speaking. 66, 6% or 8 students chosen A and

33,3% or 4 students chosen B as the result of their option. All of students gave their good option between A and B. It indicated that the students need teacher talk in teaching learning process, it really helped the students.

The tenth question was about the students' responses toward the feedback of using teacher talk during teaching learning process in the class. 75% or 9 students chosen A, 16.6% or 2 students chosen B, and 8,3% or 1 student chosen D. Most of the students very welcome with their lecturer's feedback. It proves that the lecture's feedback is helping the students.

Based on the result of the questionnaire, it was clear that the most of students are interested in speaking class and most of the students are understand with the lecturer's teacher talk. The lecturer's teacher talk really helped them to improve the students' speaking ability. In the process of teaching speaking the lecturer was able to make the students feel enjoy in the classroom. It makes most of the students interested in speaking class.