

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion from the study in order to answer the research question. The research is about an analysis of pedagogical teacher talk and student talk in teaching English at SMA Bilingual Boarding School. Research will be presented in the form of description, based on data that have been obtained in this research either through observation, questionnaire, and interview technique which was done by the researcher for 2 month.

A. FINDINGS

In the data presentation the researcher would like to present about the data that has been gotten during having observation in the classroom. It is based on the formulation of the research question they are: what kind of teacher talks used by the teacher during teaching and learning process in the classroom, what kind of student talks used by the student during teaching and learning process in the classroom, what are the advantages and disadvantages of teacher talk and student talk during teaching and learning process in the classroom interaction.

1. The Kind of Teacher Talks Used by the Teacher during Teaching and Learning Process in Classroom.

Based on the formulation of the problems in this study, the following research results will be discussed; (1) what kind of teacher talks to the students during the teaching and learning process in the classroom; (2) what kind of students talk to the teacher during the teaching and learning process in the classroom; (3) what are the advantages of teacher talk and student talk during teaching and learning in classroom interaction.

Based on the data obtained in the field, it was found the forms of teacher and student talks in interactions in class X & XII of the Bilingual Boarding School. Forms of teacher talk in interaction from teacher to student are found to have several types. Namely, giving praise, encouragement, comments, motivation, and reinforcement. The types of teacher talks in interaction from teacher to student are as follows.

a. Giving Praise

The teacher's talk in the interaction from teacher to student is the use of words of praise to students if the student can answer or ask questions correctly, so students have enthusiasm in learning in class. In the data (1) the context of the conversation that occurs from teacher to student in class X of the Bilingual Boarding School High School is when the teacher responds to questions given by students in grammar learning. Conversations occur when students ask the teacher so the teacher responds to student questions by giving praise to the student. The following conversation occurred.

Data 1

Context: The teacher responds to student questions.

Student: "Miss, how about you make sentences using simple present tense?"

Teacher: "Great idea ...I will make an example of a simple present tense for You".

Data (1) shows the use of teacher talk in interaction from teacher to student in the form of giving praise. In the sentence praise is shown by the use of the sentence *Great idea* when the teacher responds to student questions. The sentence is a compliment given by the teacher to students. Teacher responses that contain praise are a form of appreciation given to students. This gives a sense of encouragement to students so that students' interest in learning becomes great. After giving a response in the form of praise to students, the teacher gives answers to students who ask, then the teacher gives questions back to students, when students can answer questions the teacher gives praise to students who answer correctly.

b. Giving Encouragement

In the data (2) the context of the conversation occurs in an atmosphere of discussion, that is, when the teacher gives the assignment and the students seem to have difficulty working on the task or understanding the lesson. The following conversation occurred.

Data 2

Context: Encouragement when students struggle.

Student: "The topic is very difficult miss".

Teacher: "The topic is not difficult and You can do and understand it together".

The conversation shown in data (2) is the use of encouragement sentences. Conversations in teacher talks in the interaction from teacher to student above, namely *You can do and understand it together*. This is the teacher's conversation that tries to reduce the difficulty of students in understanding the lesson. In addition, the teacher came to the student's desk and asked for difficulties and helped find a solution.

c. Giving Comment

Comments can be done in 2 ways, namely, positive comments and negative comments. Positive comments are given with a smile and a little praise for the answers of students. Negative comments are given directly (verbal or written). In the data (3) the context of the conversation occurs when the teacher gives a comment. The following conversation occurred.

Data 3

Context: The teacher aligns the students' answers.

Student: "The answer is she "go" to the school by bus".

Teacher: "Good. But your answer is still not right. The correct is she goes to the school by bus".

The teacher talks about the interaction from teacher to student shown in the data (3) is the use of words with little praise for *good*. This is shown by the teacher trying to reduce student losses or

reduce student disappointment, to reduce feelings of disappointment or to appreciate the answers expressed incorrectly, then the teacher says a more perfect answer that is by the sentence, *but your answer is still not right. The correct is she goes to the school by bus.* Negative comments that teachers give directly (verbally or in writing) with the aim of students knowing their mistakes and not repeating them again. Making a comment must be clear, whether positive or negative comments so students understand and can better understand themselves, develop themselves, not repeat the same error.

d. Giving Motivation

How to develop motivation usually teachers adjust to the character of each student. Generally speaking in the classroom the motivation that the teacher does by increasing the usefulness of the lesson in real life. In the data (4) the context of the conversation occurs when students lack enthusiasm in learning. The following conversation occurred.

Data 4

Context: The teacher gives motivation.

Teacher: "Nisa, please make one simple present tense example".

Student: "Yes miss".

Teacher: "Why Nisa you look listless today. Come on, you can do it".

Student: "Yes I'm a little sleepy. So one example is I go to the school with my friend".

Teacher: "Excellent, your answer is correct".

The teacher's talk in the interaction from teacher to student shown in the data (4) is a form of teacher to student motivation, when students are less enthusiastic in learning the teacher tries to provide motivation to learn so that students are enthusiastic and not sleepy. In the sentence “come on, you can do it”. In the interaction from teacher to student is the use of motivational sentences so students have a sense of pleasure.

e. Giving Reinforcement

Reinforcement done by the teacher at the end of the lesson by summarizing and reviewing the material. Strengthening is also done one week before the final test to recall material that has been studied for one semester. In data (5) the context of the conversation occurs when the lesson will end. The following conversation occurred.

Data 5

Context: The teacher gives reinforcement at the end of the lesson.

Teacher: “So, what are we studying today?”

Student: “Simple present tense miss”

Teacher: “Well done. Don’t forget to study, because you are not junior high school anymore, maybe up to here today’s lesson. Thank you and have a nice day”

The teacher's talk in the interaction from teacher to student shown in data (5) is a form of learning at the end of the lesson, with the teacher closing the learning process is to determine the level of

success of students in learning material and know the level of success of teachers in providing learning to students.

2. The Kind of Students Talks to the Teacher during Teaching and Learning Process in classroom.

Types of students' conversations in classroom interactions are, receiving praise, receiving encouragement, receiving comments, receiving motivation, and receiving reinforcement. The types of student talks in classroom interactions are as follows.

a. Receive Praise

The student talk in the interaction from teacher to student is the use of words of praise to student and the way students respond to praise.

Teacher: "That was a great question".

Student: "Thank you miss".

Teacher: "Your welcome, continue to be improved so that it becomes another motivation".

Student: "Yes miss".

Based on the results of researchers doing interviews with students about how they respond to teacher talks about how they receive praise when they give material or explain material in the classroom, where students answer about how to receive such praise by *smiling, thanking and praise back*. In fact there were also students who responded by *thinking of motivation as not being arrogant from the compliment*.

b. Receive Encouragement

The student talk in the interaction from teacher to student is the use of words of praise to student and the way students respond to encouragement.

Teacher: "Have you studied this topic before?"

Student: "Yes miss, and in my opinion this topic is difficult"

Teacher: "The topic is not difficult and you can do and understand it together!"

Student: "I can do it, thank you miss"

Based on the results of interviews about how to receive encouragement when they give material or explain material in class, to which students answer about how to receive that encouragement by *okay miss I try*. While other students answered by *doing something according to the teacher's encouragement, if the encouragement was because I could not do something then I would try again*.

c. Receive Comment

The student talk in the interaction from teacher to student is the use of words of praise to student and the way students respond to comment.

Teacher: "Dini, please answer this question"

Student: "The answer is she go to the school by bus"

Teacher: "Good. But your answer is still not right. The correct is she goes to the school by bus"

Student: "Really? I think my answer is correct!"

Based on the results of interviews about how to receive comments when they give material or explain material in class, to which

students answer about how to receive these comments by *oh yes thanks miss*. While other students answered by *accepting it happily and casually*.

d. Receive Motivation

The student talk in the interaction from teacher to student is the use of words of praise to student and the way students respond to motivation.

Teacher: "Why Nisa you look listless today. Come on, you can do it".

Student: "I'm a little sleepy".

Teacher: "How about we play a game for a while, are you agree?".

Student: "Agree miss".

Based on the results of interviews about how to receive motivation when they provide material or explain material in the classroom, where students answer about how to receive motivation by *pondering, thinking about, and making that motivation as encouragement in learning*. Even other students answer by *using motivation with enthusiasm*.

e. Receive reinforcement

The student talk in the interaction from teacher to student is the use of words of praise to student and the way students respond to reinforcement.

Teacher: "Don't forget to study, because you are not junior high school anymore, maybe up to here today's lesson. Thank you and have a nice day".

Student: "Yes miss, have a nice day".

Based on the results of interviews about how to receive reinforcement when they give material or explain material in class, to which students answer about how to receive reinforcement by *way of understanding, listening, and enthusiasm*. While other students respond by *taking notes or applying it in daily life*.

3. Advantages and Disadvantages of Teacher Talk and Student Talk during Teaching and Learning Process.

a. Advantages about teacher talk and student talk

Students can accept many inputs from teacher talk. All participants claimed that they had many inputs by the teacher who talked more in the classroom. Every teacher has his or her own style to teach students in the classroom. Teacher style could affect student motivation in class.

Based on the results obtained by researchers in accordance with observations that have been made at the Bilingual Boarding School High School, it is known that the teacher talk and student talk used by teachers in this high school really has advantages when taught in learning English in the classroom, namely, students who are sick are not licensed but they still want to take classes in class, and the teacher allows students to sleep in class while they are sick. Besides students who are silent during learning does not mean they can not, but just that students are shy and quiet.

b. Disadvantages about teacher talk and student talk

Based on the observation, feeling bored becomes the first thing that the researcher is going to discuss. Two out of six stated that teacher who talked more could made students bored in the class. While the disadvantages of teacher talk and student talk when taught in learning English in the classroom is, students who are not excited when students start to fatigue and they become less focused in learning. If students get bad grades the teacher tries to motivate students to get good grades, but can students get eight grades the teacher motivates students by "why do you get a fourth grade, you should be able to get a grade of 10."

B. Discussion

After the data has been obtained and in the process based on description above, the researcher has written and analyzed the data obtained in the above findings. The researcher also knows the kind of teacher talk during teaching and learning process in classroom and also the kind of student talk during teaching and learning process in classroom.

According to Sukrani & Ulfah (2015) Classroom interaction is the action performed by the teacher and the student during interaction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day. Interaction can be said as the fundamental fact of classroom pedagogy because everything

that happens in the classroom happens through a process of live person to person interaction.

Meanwhile, based on the author's analysis of the data above, it is known that the student most actively in question and answer activity in classroom interaction. Teacher talk control had a little proportion in the classroom interaction. It shows that the teacher used a little time to control the students, such as giving direction and comment or justifying activity. It means that the teacher gave directions, commands, or orders to which a student was expected to comply in little proportion. The result also reflected that the teacher spent a little time to accept feeling, praise or encourage the students, and accept or use ideas of students. So it can be said that the analysis of these results is consistent with the theory put forward, as according to Richards (1992) suggests that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners.

As for the teacher talk according to Nunun (2006), Teacher talk is of crucial importance, not only for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition. It is important because it is probably the major source of comprehensible target language input the learner is likely to receive. It is shown in the interaction

of teachers and students is very important, with the teacher talk students become active and enthusiastic.

So, based on the results obtained by researchers, teacher talk and student talk analysis applied by teachers and students in class aims to increase student enthusiasm. In addition, the teacher also trains students to get used to teacher talk and student talk, by using words of enthusiasm and motivation to make students happy and feel cared for. The research method also differs between this study and previous research, this research uses descriptive qualitative to describe how to use teacher talk and student talk that is by seeing the teacher motivate students and know the students' responses, while the results of other studies are done by quantitative design using a questionnaire in a scale to find out the extent to which the adoption of English learning facilities uses teacher talk to find solutions to the problems used.