



The Analysis of English Teacher Talk Modification in Classroom Interaction of 2nd Grade Students at MTsN 6 Kubang Putih

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ABSTRACT

This research was due to some problems that were found in MTsN 6 Kubang Putih. First, teacher gave less pauses during her talk in the classroom. Teacher talk should be give more pauses for students' comprehension. Second, the teacher did not do self-repeat frequently. She only does it sometimes. Self-repeat in teacher talk also need to be done frequently. Self-repeat is when the teacher repeat her sentence or word for the students to get a better understanding. This research was descriptive qualitative. , the subject of the research is the teacher and students of English class of the second grade in MTsN 6 Kubang Putih in academic year 2021. There is six class and one class consist of 30 students. The researcher focused on teacher's talk in the classroom interaction in English class. The researcher used purposive sampling to choose the student to be interviewed or participant. The data of the present study are collected through observation in the classroom and conducting interview. The researcher found that the modifications seen in teacher talk in language classrooms, including a slower rate of speech, longer and more frequent pauses, exaggerated and simplified pronunciation, more basic vocabulary, less subordination, more declaratives and statements versus questions, and more self-repetition, were all present. This supports the findings from Chaudron and Dodu's study of modification of teacher talk in language classrooms. The findings of this research highlighted the importance of teacher modifications in language teaching. It is essential for teachers to vary their speech rate, use pauses, and stress particular words in order to emphasize the messages they are trying to communicate within the classroom. Self-repeat can aid learners in understanding the instructional content better. Additionally, teachers should incorporate simple vocabulary within their discussions, and use more declarative senteces. Modifying the teacher talk is an effective strategy in helping learners better comprehend the material being presented.

Modification of Teacher's Talk, Classroom Interaction.

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INTRODUCTION

Classroom interaction is the communication that happens in the classroom between the participants of the interaction which are in this case are teacher and

students. It includes verbal communication such as lectures or discussion and nonverbal communication such as gestures or body language. Classroom interaction helps to create an engaging learning experience and encourages students to ask questions and interact with the material. It also helps to foster collaboration among students and teachers, as well as a sense of community within the classroom. According to Chaudron, classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. There are two major categories in classroom interaction based on the participant of the interaction. They are teacher talk and student talk. First Teacher talk (TT) is everything that a teacher says in the classroom. Teacher talk is the variation of language that was said in the English class, so that the teacher can have its own distinctive characteristics that are different from the others. Furthermore, *Longman Dictionary of Language Teaching and Applied Linguistics* defines it as "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".

The different of teacher talk with the other talk is that it is simpler than the regular speech. Chaudron in Afifah et, al said that teacher talk is slower, pauses are more frequent and longer, pronunciation tends to be exaggerated and simplified, vocabulary use is more basic, degree of subordination is slower, more declaratives and statements are used than questions, and Teachers may self-repeat more frequently. Based on the preliminary observation that the researcher conducted at MTsN 6 Kubang Putih, the researcher found some problems related to the teacher and student talk. First, teacher still use Indonesian most of the times in English classes instead of simplifying her English vocabulary or used exaggerated pronunciation. This means that teacher did not expose English to the students effectively. Second, the teacher did not do self-repeat frequently. She only did it sometimes. Self-repeat in teacher talk also need to be done frequently. Self-repeat is when the teacher repeat her sentence or word for the students to get a better understandig.

Based on the background of the problems above, the problems and focus of the research were as follow: Teacher still use Indonesia language most of the time. Teacher does not do self-repeat frequently. The focus of this research was to find out on modification of English teacher talk in classroom interaction of second grade student at MtsN 6 Kubang Putiah. Based on the problem and focus of the research above, the researcher formulated the research in the form of the following question: "What were the modifications of English teacher talk in the classroom interaction at the 2nd grade in MTsN 6 Kubang Putiah?". The main purpose of this research were : "To find out and analyze the modifications of English teacher talk in the classroom interaction at the 2nd grade in MTsN 6 Kubang Putiah". In order to give a comprehensive understanding

about this research, the researcher tries to clarify the terms which are used in this research, as follows: Modification of Teacher's Talk 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. Classroom Interaction. The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other according Brown state.

RESEARCH METHOD

Research Design

The type of this research used descriptive qualitative method. It is called descriptive qualitative method because it just collects the data, classifies them, then analyzes them and finally draws conclusion about the data, it is not necessary to draw general conclusion. Qualitative research is different from quantitative research, which involves the collection and analysis of numerical data. Examples of qualitative methods include interviews, participant observation, case studies, open-ended surveys, and secondary document reviews. In this research, the researcher describes the phenomena from the data, analyzing them, then drawing the conclusion in line with Surakhmad stated descriptive research is a type of research using technique of searching, collecting, classifying, analyzing the data, and finally drawing the conclusion.

Informants of the Research

In this study, the informants of the research were the teacher and students of English class of the second grade in MTsN 6 Kubang Putih in academic year 2021. There is six class and one class consist of 30 students. The researcher focused on English teacher's talk in the classroom interaction in English class. There are two types of informants in this research. First is the key informant which is the teachers who taught English in second grade 8 students of MTsN 6 Kubang Putih. Second is supporting informants which are students of second grade students of MTsN 6 Kubang Putih.

The Technique of Collecting Data

Observation is a method of data collection in which researcher comes to the field to observe what is going on in the field. According to Ary et al define that observation is a basic method for obtaining data in qualitative. For doing observation the observer directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. The purpose of this interview was to found the existing problem. Meaning that getting the data, the researcher conducte an interview after the information obtained from the informan was saturated.

Technique of Analyzing Data

Data reduction is a form of analysis that sharpened sorts, focuses, discards and organizes data in such as way that final conclusion can be drawn and verified. The selected data in this study were data which referred to the proposed research question. Data display is a form of analysis that describes what is happening in the natural setting, it will help with the video recording during the process of classroom interaction, so that it finally can help the researcher to drawn a final conclusion. From the video recording, the researcher will do the transcript and after that the researcher makes coding to find the types of teacher. Conclusion drawing involves reflecting about the words and acts of the study's participant and abstracting important understanding from them. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation.

RESULT AND DISCUSSION

Findings

In this section, the researcher explains each of indicators of the modification of teacher talk. The researcher uses the data from the description of the data above. Based on the observation, the researcher found out that the teacher rate of speech was slow when she is using English. However she will turn back to normal rate of speech when she explained the material using Indonesian. The teacher did many pauses when she is explaining. For example *"I am not (pauses) with you"*, The stress that teacher used was frequent when she did the explaining. This was done to emphasis the positive and negative answer from the expression checking understanding. For example *"I am with you"* with *"I am NOT with you"*. In the observation, it was found that the teacher exaggerated some of pronunciation. The exaggerated pronunciation can be heard clearly when the teacher was teaching the students new words. For example, one of expression in *"checking understanding"* is *"do you get my POINT"*.

The teacher exaggerated the pronunciation of the word *"point"*. It was also found that she exaggerated the pronunciation of the word *"your and you are"*. It was to make a clear difference that both of the word has different meaning and function in the sentences. The vocabulary that the teacher uses is mostly everyday vocabularies. There is no vocabulary that seems to make the students confused. However, the researcher cannot really indicate this indicator of the teacher talk since the teacher mostly used Indonesian during the explanation. Subordination means the use of subordinate clauses to provide additional information about a sentence or to connect it to other sentences. From the observation the researcher found that the teacher almost every time uses simple sentence. She also said the same thing during the interview. The researcher often repeat herself to emphasize the meaning of a certain vocabularies. This was done to avoid the misconception and misunderstanding of the students.

Discussion

Based on the findings, it was found that all the 8 indicators of modification of teacher talk were found in the English teacher of the 2nd grade in MTsN Kubang Putiah. The teacher rate of speech was slow when she is using English. The teacher did many pauses when she is explaining. The stress that teacher used was frequent which was done to emphasize the difference of positive and negative answer. The teacher exaggerated some of pronunciation. The vocabulary that the teacher uses is mostly everyday vocabularies. There is no subordination of teacher talk during explaining the material. The most frequent sentences that were used were declarative sentences. Finally, the teacher did self-repeat frequently.

This study supported the study that was conducted by Chaudron and Dodu. Both of them said that the modifications seen in teacher talk in language classrooms. These modifications include a slower rate of speech, longer and more frequent pauses, exaggerated and simplified pronunciation, more basic vocabulary, less subordination, more declaratives and statements versus questions, and more self-repetition.

CONCLUSION

Conclusion

The study of the English teacher of the 2nd grade in MTsN Kubang Putiah found that the modifications seen in teacher talk in language classrooms, including a slower rate of speech, longer and more frequent pauses, exaggerated and simplified pronunciation, more basic vocabulary, less subordination, more declaratives and statements versus questions, and more self-repetition, were all present. This supports the findings from Chaudron and Dodu's study of modification of teacher talk in language classrooms. The findings of this research highlighted the importance of teacher modifications in language teaching. It is essential for teachers to vary their speech rate, use pauses, and stress particular words in order to emphasize the messages they are trying to communicate within the classroom. Self-repeat can aid learners in understanding the instructional content better.

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