

**AN ANALYSIS OF TEACHER TALK IN EFL CLASSROOM
AT ELEMENTARY SCHOOL IN GRESIK AND LAMONGAN**

THESIS



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THESIS

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In partial fulfillment of the requirements

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2013

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Motto

“Happiness is when we can enjoy every second in our life”

“Try do your best, go it alone with will”

(Me)

Dedication

This thesis is dedicated to

My beloved lectures for their guidance,

My beloved father and mother for their sincerely love and pray,

My beloved brothers and sister for their love and warmth,

My beloved big family in Gresik for their support,

My beloved friends for their togetherness.

And my beloved idol “Mr. Micky” for his inspiration.

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I also dedicate this thesis to my beloved parents (Sunardi and Siti Mujayanah), my brothers (Mas David and Deni), my sister (Melin), my sister-in-law (Mbak Us), my niece (Livia), my big family in Gresik (Budhe, Abah, Om Toni, Om Lis, Tante Yayuk, Om Huda and Tante Wiwik) for their love, pray, support, help, and motivation in finishing my thesis. For all my friends who always give support, help and care to me (Candra, Teta, Aini, Nurul, Mbak Silvi, Ambar, Aji, Mirza, Via, and all of my friends who cannot mention them), extremely thanks to you all.

Nothing is perfect in this world, therefore I will accept every comment and suggestion to this thesis. Hopefully this thesis will be a beneficial contribution to the future research.

Gresik, January 2013

Writer

ABSTRACT

Wahyuningsih, Erna 2013. "An Analysis of Teacher Talk in EFL Classroom at Elementary School in Gresik and Lamongan." A thesis submitted as partial fulfillment the requirements for the Sarjana degree of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Yudhi Arifani, M. Pd. (II) Rohmy Husniah, S. S., M. Pd.

Keywords: teacher talk, EFL classroom.

It was important to create communication during the teaching learning process. The teacher produced language that had an important role to create communication and interaction among the students. In EFL classroom, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective to deliver the material and manage the class. Language used by the teacher in the classroom was known as teacher talk. This study would be categorized as descriptive qualitative study that had a goal to generate a theory of the use of teacher talk in EFL classroom and how the teacher assisted the students to understand the teacher talk in EFL classroom.

The subjects in this research were three English teachers in Elementary School exactly the teacher of SD Unggulan Made IV Lamongan and SD Muhammadiyah Manyar Gresik who had the criteria. The research instrument in this study was researcher herself as the key instrument. She would conduct interview and observation with the teacher related to the research problems that equipped by observation form and interview form. She also used video recording as additional tool which was the result of all of them would be compared.

The research findings showed that the teacher talk in EFL classroom were the teachers : a) accepted students' feeling by asking the students condition and gave response by trying to find solution to make the students felt calm down and comfort to study, b) gave praise or encourage directly to the students who had done or answered the question to tell that what they had done or answered was correct and valuable, c) accepted or used the idea of students by asking students' opinion and accepting it to develop student ability and to make them were not disappointed, d) asked question by asking the student without pointing out, but if there were no students answer so the teacher would point out to give the same chance to all students in the class and encourage students' bravery, e) explained or lectured by giving example, repeating, emphasizing, explaining twice or more, simplifying the word, translating the meaning, explaining slowly, and using body language to make the explanation clearer so the students more understand about it, f) gave command or direction by walking around the class and clapping hand to get students' attention, pointing and calling the students' name to decide the students who would comply the command, giving ice breaking, using body

language, repeating, and translating to make the students more understand the instruction, g) criticized of justify authority by calling the students who did inappropriate activity and directly saying the utterances that used to forbid the students, using body language to make the students imitated the teacher, saying satirically that student did not finish their task yet, and communicating dissatisfaction with what students were doing to change inappropriate activity of the student. Then, for the way that teacher used to assist the students to understand the teacher talk were: a) the English teacher assisted the students by giving example, b) repeated or emphasized certain word, c) explained twice or more, d) asked option question to guide the students, e) used body language, f) simplified the word, g) explained slowly, h) clarified, i) dictated, j) translated the meaning.

Based on the research findings, two suggestions are provided. The first, English teacher should consider his/her way to assist the student to understand his/her teacher talk during the teaching learning process whether it would give good influence or not to the students. The second, researchers who want to conduct other researches in the same field are recommended to conduct it in different subject and other categories of the teacher talk to expand this study.

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