
Teachers' Talk and Its Impact on Young Learners' Interaction in The Learning Environment

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Abstract

Teacher talk otherwise opportunities for second language learning. However, teachers are often unaware how their talk influences opportunities for students' language development in the classroom. This study explores teachers' talk and its impact on young learners' interaction in learning environment specifically in Raudhatul Athfal (RA) Muslimat Arif Rahman Jombang. This research using a qualitative design and the data collection techniques from recorded audio-visually; teachers' talk transcripts; events or occasions which directly or indirectly influence the teachers' talk. The researchers employ several instruments such as documentation, observation and interview. Data reduction, data presentation, and drawing conclusions were used in the data analysis technique. The finding of this research from the indirect influence category, namely: (1) deals with feelings, (2) Praises or encourages, (3) Uses students' ideas, and (4) Asks questions. While in the direct influence category, there are five sub categories namely: (1) Gives Information, (2) Corrects without rejections, (3) Gives directions, (4) Criticizes students' behavior, and (5) Translating (code-switching). It encourages the teacher to look up-close at their teachers' talk in order to raise their awareness of its impact on language learning.

Keywords: Teachers' talk, young learners, learning environment.

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1. Introduction

It has long been recognized that interaction is crucial for successful second language acquisition and, more recently, research has shown that teacher talk can either support or hinder (Cullen, 1998; Johnson, 1995; Nunn, 1999; Seedhouse, 1997; Walsh, 2002; Wals, 2003; Walsh, 2006a; Walsh, 2006b; Walsh, 2011). Experienced teachers tend to gain expertise in using teacher talk effectively through practice; they know when and how their use of language might close down or open up opportunities for learner participation. However, this is not always a skill which teachers have, and may not be one which they are explicitly taught. Teaching to young learners involved more than merely teaching the language to concern (Fauziati, 2010).

Accordingly, extra effort is necessarily demanded to teach young learners which perhaps is perceived as something totally new for them. One of the points to concern with teaching for young learners is teacher talk which indispensably plays significant role in organizing activities. Teacher talk varies in many perspectives (Bolitho, 2006) but at the same point focus on teachers' modification of speech when addressing learners in the classroom (Chaudron, 2001). This suggests the significance of sociolinguistics on the extent of understanding age as a factor of linguistics choices for teachers in teaching- learning process. In short, teachers should comprehend the idea of social development in teaching to young learners, their social development influences their acquisition.

In learning English and other subjects, they need help from adults in learning which can be manifested through proper utterance because there are possibilities that children abandon their efforts to communicate (Ashworth and Wakefi, 2004). Hence, teachers play significant role in embodying proper communication to their young learners to make instructional process a fruitful activity. On the other hand Colley (2014) has different thought of perceiving teacher talk by pointing issue whether reducing the amount teacher talk in the classroom is also important to do.

Some previous research related to Teachers' talk such as: teachers' talk has its own special style which goals at communicating with students (Xiayo, 2006), teachers' talk also develops students' language capacity (Fauziati, 2010). Teacher - students talk showing their mutually dependent actions to linguistic competence, teachers' talk on students' needs as individual problems, adaptation understood as individualized, laborious, and a limited view on teacher role (Wagner, 2018; Aas, 2019). L2 interactional competence development is influenced by the way the teacher's questions, the student's responses and the teacher's subsequent turns in teachers' - student talk (Konzett & Firth, 2020).

The modifications in teachers' instructional talk developed to include more word and extended discourse in small group interaction by using audio recorded (Heller & Grover, 2021). Based on some previous studies above, the researchers see a big challenge which must

be taken to dig teachers' talk on young learners. This research tries to analyzing teachers' talk especially in teaching for young learners from sociolinguistics perspective. Specifically, the research question of this research ought to answer "How does language function concerning of teachers' talk impact on young learners' interaction in the learning environment".

1.1. The Concept of Teachers' Talk

Many definitions of teachers' talk (TT) have been given from different perspectives by some experts. Richards (1992) defines that TT is as a variety of language sometimes used by teachers when they are in the process of teaching. Therefore, in the framework of classroom talk (Jhonson :1995) states that there is a tendency for the teachers to control the pattern of communication. This control comes from their special status and from the way they use the language. That means they normally decide how, when, where, and with whom language is to be used in the classroom. Teachers' talk is the language a teacher uses to allow the various classroom processes to happen, that is the language of organizing the classroom.

This includes the teachers' explanations, responses to questions, instructions, praises, corrections, etc. Ellis (1985) formulates teachers' talk is a special language that teachers use when addressing L2 learners in the classroom. In other words, Ellis also states teachers' talk (TT) means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teacher talk is therefore very important for both classroom teaching organization and students language learning in the process of foreign language learning and the second language acquisition, because teacher talk is an instrument of implementing teaching plan. Teacher talk also defined as the kind of modifications in teachers' speech that can lead to a special type of discourse (Richards and Lockhart : 1996).

Sinclair and Brazil (1985) teacher talk is the language in the classroom that takes up a major portion of class time employed to give direction, explain activities and check students' understanding. As a part in foreign language teaching, teachers' talk has its own features in that both the content and the medium are the target language. Teacher talk is used in class when teachers are conducting instruction, cultivating their intellectual ability and managing classroom activities (Cullen, 2002). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. In this study, the researcher will focus to describe the oral form of teacher talk instead of the written form. It refers to the language that teachers use in class rather than in other setting.

Table 1. Language Function Concerning of Teacher Talk (Brown 2007)

| Category | Sub category | Function |
|---------------------------|---|---|
| Indirect Influence | 1. Deals with feelings | Non-threatening way, accepting, discussing, referring to, or communicating feeling of students. |
| | 2. Praises or encourages | Praising, complementing, telling students what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. |
| | 3. Jokes | Joking, kidding, making funs, attempting to be humours. |
| | 4. Uses students idea | Clarifying, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognize as being students contributions. |
| | 5. Asks questions | Asking questions to which the answer is anticipated. |
| Direct Influence | 6. Gives Information | Giving information, facts, opinion, ideas, or asking rhetorical questions. |
| | 7. Corrects without rejections | Telling students who have made a mistakes the correct response without using words or intonations with communicative criticism. |
| | 8. Gives directions | Giving directions, requests, or command that students are expected to follow, directing various drill; facilitating whole-class and small-group activity. |
| | 9. Criticizes students behavior | Rejecting behavior of students; trying to change the non-acceptable behavior, annoyance, dissatisfaction with what students are doing. |
| | 10. Translating(code -switching) | Using more than one language |

1.2 *The Concept of Young Learners*

Young learners are those who are between 0 to 15 years old. Where and when they learn does not matter so long as they start learning, they are a learner (Fauziati, 2010). Young learners love playing and learning things while playing, they talk about 'here' and 'now' only and not capable yet of conditional context; they like getting known of meaning by associating it with objects they see, and they have short span of focus or easily feel bored of monotonous or continuous activities to do. Scott & Ytreberg (1993) have their own classification in which they divided young learners into two main groups, five to seven years old (level one), and eight- to ten-year-old (level two/beginners).

Scott and Ytreberg (1993) propose some general young learners' characteristics as follow: (a) Their basic concepts are formed. They have decided views of the world, (b) They can tell the difference between fact and fiction, (c) They ask questions all the time, (d) They rely on the spoken word as well as the physical world to convey and understand meaning, (e) They are able to make some decisions about their own learning, (f) They have definite views about what they like and don't like doing, (g) They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions and (h) They are able to work with others and learn from others. This research specifies kindergarten students who vary from 4 to 5 years old as the object.

2. Method

This research belongs to qualitative research design. This research carried out naturally, which means the participants in this research develops without any intervention from the researchers (Arikunto, 2010). The approach used in this research is a case study. This case study focuses on gathering information related to specific objects and certain activities (Creswell, 2015). This research carried out in Muslimat Arif Rahman kindergarten, Jl. KH. Wahab Hasbulloh Jombang. The participants involved in this research is two teachers of kindergarten and 28 students. Two teachers as the participants because in one class there are two teachers who handle the teaching learning process, and the certain activities taken from the participants were their talks. The procedure of collecting data used in this research such as observation, interview and documentation. The observation used by the researches were a type of non-participant observation in which the researchers do not directly involved in the phenomenon under study but only an observer and does not take part in it. Miles and Huberman (1992) the analysis consists of three steps of activities that occur simultaneously, namely: reduction, presentation, and drawing conclusion. In this research, the process of data reduction the researchers were selecting the data based on the aims by using data tabulation. The selecting data were selected based on the theory of language function concerning of teacher talk. In data presentation, the researchers try to present and explain the selected data descriptively based on the categories of language function concerning of teacher talk; indirect influence (deals with feelings, praises or encourages, jokes, uses students' idea, asks

questions) and direct influence (gives information, corrects without rejections, gives directions, criticizes students' behavior, and translating (code-switching)). The statistical data obtained were computed automatically to the result detailed percentage for each sub category indirect influence and direct influence regarding the use of language function. Then the statistical data were interpreted with broad description and the result clarified and confirmed. In the last step of analysis data consists of drawing conclusions, the researchers make a conclusion based on the finding of the research.

3. Finding and Discussion

This part contains finding of the study and discussion of the finding. From the questionnaire, it was revealed that teachers' talk impact on young learners' interaction in the learning environment. The information of the findings in this study are divided into two categories, namely Indirect Influence and Direct Influence. Within Indirect Influence and Direct Influence, both have five sub-categories. The number of distribution of these findings can be seen in the table 2.

Table 2. Language Function Concerning of Teacher Talk

| Category | Sub Category | Total Finding | Results in % |
|--------------------|------------------------------|---------------|--------------|
| Indirect Influence | Deals with feelings | 11 | 9,7 |
| | Praises or encourages | 9 | 7,9 |
| | Jokes | 0 | 0 |
| | Uses students idea | 10 | 8,8 |
| | Asks questions | 35 | 30,9 |
| Direct Influence | Gives Information | 15 | 13,2 |
| | Corrects without rejections | 5 | 4,4 |
| | Gives directions | 13 | 11,5 |
| | Criticizes students behavior | 6 | 5,3 |
| | Translating (code-switching) | 9 | 7,9 |

3.1 Language Function Concerning of Teachers' Talk Category Indirect Influence

Based on the analysis data obtained from the indirect influence category, there are five sub categories of data, namely (1) deals with feelings, (2) Praises or encourages, (3) Jokes, (4) Uses students' ideas, and (5) Asks questions. From the first sub-category, namely deals with feelings, there are 11 data findings or 9.7%. For the second category, Praises or encourages

there are 9 data findings or 7.9%, while for the third sub-category, namely Jokes, there is no data found in this study, or 0% data findings. Next for the fourth sub-category data finding, namely Uses students' idea, there are 10 findings or 8.8%, and the last finding for the indirect influence category with the Asks questions sub-category, there are 35 data found or 30.9%. Based on the data found in the indirect influence category, the sub-category Asks questions is the most common data found in this study, with a total of 35 findings or 30.9%. While the least data found in the indirect influence category was found in the Jokes sub category, with 0% data findings or Jokes were not found by researchers in this study.

3.2 Language Function Concerning of Teachers' Talk Category Direct Influence

Based on the direct influence category analysis data, there are five sub categories, namely (1) Gives Information, (2) Corrects without rejections, (3) Gives directions, (4) Criticizes students' behavior, and (5) Translating (code-switching). In the first sub-category, namely Gives Information, there were 15 data findings or 13.2%, while for the second sub-category, namely Corrects without rejections, there were 5 data found or 4.4%. Gives directions as the third sub category of the direct influence category, there are 13 data findings or 11.5%. For the fourth sub-category in the direct influence category, namely Criticizes students' behavior, there are 6 findings or 5.3% of data. While the last or fifth sub-category in the direct influence category, namely Translating (code-switching), there are 9 data findings or 7.9%. In the direct influence category, the most data found was in the Gives Information sub-category there were 15 data findings or 13.2%, while the least data found was in the Corrects without rejections sub-category, there were 5 data found or 4.4%.

3.3 The teachers' talk impact on young learners' interaction in the learning environment

1. Deals with feelings

In this case, were identified 11 records, representing 9,7% of the total. This category of teacher talk function was usually used by the teacher in the beginning of the lesson. Before the teacher began the lesson, that was a common way for the teachers to greet the students when they come into the class. The classroom observation data showed that the teacher used two kinds of greeting, the first one was used Indonesian expression and the other was used Arabic expression. The expressions used by the teachers are shown in the following:

- T : Selamat pagi semuanya (*Good morning*)
- S : (Siswa merespon secara non verbal dengan berbaris) Selamat pagi Bu Guru. (*Good morning Mom*)
- T : Assalammu'alaikum Wr. Wb
- S : Wa'alaikumssalam Wr. Wb

Generally the greetings were meant to signal the teacher's presence so that the students would recognize and get ready to participate in the teaching- learning process. The teachers greet the students to build a good relationship with them and creates a nice teaching-learning environment at the beginning of the lesson. This case shows that the teachers accepts feeling before the lesson began by using Indonesian expression "Selamat pagi semuanya / (*Good morning*)" and Arabic expression "Assalammu'alaikum Wr. Wb". The teacher greets the students to build a good relationship, to creates a nice environment, and to make the students ready to participate in the teaching- learning process.

- T : Selamat siang anak – anak (*Good afternoon students*)
 S : Selamat siang Bu Guru (*Good afternoon Mom*)
 T : Wasalammu'alaikum Wr. Wb
 S : Wa'alaikumssalam Wr. Wb

To close the teaching - learning process there are two expression related deals with feelings used by the teachers, those are "*Selamat siang anak-anak (Good afternoon students)*" and "*Wasalammu'alaikum Wr. Wb*". Based on the finding data above, the researchers found expression related deals with feelings by using Indonesian and Arabic expression.

2. Praises or encourages

Praises or encourages in this research can be shown below:

- T : Mbak Alya duduk sayang. (*Alya sit down dear*)
 S : (secara non verbal Alya duduk). (*Directly Alya sit down*)
 T : Pinter (*Good*). Berdo'a mulai (*Lets pray*)
 S : Semua siswa berdo'a. (*All the students pray*)
 T : Siapa yang mau belajar? (*Who want to study?*)
 S : Saya ... saya ... (*Me ... me ...*)
 T : Ok

Praises or encourages can make the students interested in teaching learning activities. It can be defined as a form of appreciation for students in the class. Praises as a boost of spirit and motivate the student to improve their achievement in learning. In this case indicates that the teachers gave praises or encourages to the students by using the words "*good and ok*". It makes the students happy in teaching learning process when the teacher appreciated them by giving the praises. In this research, the researchers found 9 data or 7,9% which included in praises or encourages. The praises or encourages that

found in this research such as; *good, ok, clever, yes very clever, sip, two thumbs (non-verbal), thank you, good job* and also *impressive*.

3. *Uses students' idea*

In this point uses students' idea containing the teacher's talk to ask students to speak clearly. Through this way, the teacher interprets, summarizes, and builds ideas suggested by a student. The ideas must be rephrased by the teacher, but still recognized as being student contribution. The expression used by the teacher in this sub - category as the following:

- T : Kalau siang hari benda langitnya apa?
(What are the sky objects during the day?)
- S : Matahari
(Sun)
- T : *Iya betul matahari. Matahari itu ada berapa sih?*
(That's right, the sun. How many suns are there?)
- S : Satu
(One)
- T : *Iya, ada satu. Matahari jumlahnya ada Satu. Kalau malam hari apa nama benda langitnya?*
(Yes, there is one. There is one sun. What is the name of the sky objects at night?)
- S : Bulan
(Moon)
- T : *Benar, bulan benda langit dimalam hari. Ada berapa sih bulan di langit itu?*
(That's right, the moon is a sky objects at night. How many moons are there in the sky?)
- S : Satu
(One)
- T : *Bulanya juga satu*
(The moon is also one)

One of the important functions of teacher talk in this category is clarifying. To clarify the student's answer, the teacher usually asks the students to repeat their answer or what they

have said. This point containing the teachers' utterances to ask students speak clearly. The expression used by the teacher in sub category Uses students' idea such as: "*Iya betul matahari (That's right, the sun), Iya, ada satu. Matahari jumlahnya ada Satu (Yes, there is one. There is one sun), Benar, bulan benda langit dimalam hari (That's right, the moon is a sky objects at night) and Bulanya juga satu (The moon is also one)*". In this case, based on the data that has been found by the researchers, that the students use their ideas after the teacher asks the question to them. The teacher gave the student question, and then the student answers it incompletely and the teacher accept the students' answer. The expression "*Iya betul matahari (That's right, the sun).*", is one of example of an expression uses students' idea. This utterance is a form of answer to the question "*Kalau siang hari benda langitnya apa? (What are the sky objects during the day?)*", and spontaneously the students answered "*the sun*". Than from the word "*the sun*", come up the utterance which is said by the teacher "*Iya betul matahari (That's right, the sun)*", which is this utterance builds ideas suggested by a student.

4. Asks questions

The researchers identified some questions asked by the teacher as can be shown in the following example:

- T : *Masih puasa? Siapa yang masih puasa?*
(*Still fasting? Who is still fasting?*)
- S : Masih, saya ... saya ...
(*Still, I am ... I am...*)
- T : Tepuk puasa
(*Applause*)
- S : (Siswa melakukan instruksi Tepuk puasa)
(*Students do the instructions Applause fasting*)
- T : Kita langsung membaca Al Fatihah ya?
(*We read Al Fatihah, right?*)
- S : (siswa secara langsung mwmbaca Al Fatihah)
(*Students directly read Al Fatihah*)
- T : *Berarti kalau belum mendengarkan Bu Guru, sampun pinter dereng?*
(*if you haven't listened to Bu Guru, have you smart?*)
- S : Dereng
(*Not yet*)

In this sub category asks questions, the teacher used this category as a tool to control the students' participation in the teaching learning activity. By asking the student some questions, the interaction will be motivated more effectively. "*Masih puasa? Siapa yang masih puasa? (Still fasting? Who is still fasting?)*", those utterances were come up from the teachers at the beginning of the class when it was in fasting moon. By asking question to the students at the beginning of the class, the teachers try to develop the students' active to talk in the classroom before teaching learning process. Another example related asks questions sub category is "*Apa saja gejala alam ya? (What are the natural phenomenon?)*". In this case, ask questions was the most exist in classroom interaction in teaching learning process. This question given by the teachers when the teachers explain related natural phenomenon. The teachers want to elicit the students' ideas toward the lesson by asking questions while teaching learning process. By giving the questions to the students, the teachers can check students' understanding toward the lesson and allow the students to share their own opinion or understanding. "*sampun pinter dereng? (have you smart?), Gejala alam yang membawa berkah apa ya? (What are the natural phenomena that bring blessings?), Gejala alam yang membawa bencana apa ya? (What are the natural phenomena that lead to disasters?), and Cara mencegah agar tidak ada bencana alam apa saja? (What are the ways to prevent natural disasters?)*", those are the others examples related to asks questions sub category.

- T : *Apa saja gejala alam ya?*
(What are the natural phenomenon?)
- S : Hujan, tanah longsor, banjir
(Rain, landslide, flood)
- T : *Gejala alam yang membawa berkah apa ya?*
(What are the natural phenomena that bring blessings?)
- S : Hujan ...
(Rain ...)
- T : *Gejala alam yang membawa bencana apa ya?*
(What are the natural phenomena that lead to disasters?)
- S : Banjir, tanah longsor
(Rain, landslide)
- T : *Cara mencegah agar tidak ada bencana alam apa saja?*
(What are the ways to prevent natural disasters?)
- S : Membuang sampah ke tempatnya
(Throwing the rubbish in the rubbish bin)

5. Gives Information

The teacher gives information as a direct way to help the students to realize or to understand the information given by the teacher. Giving information can be giving facts, opinions or ideas. The expressions of teachers' talk were used such as in the following:

- T : Hari apa sekarang?
(What day is it today?)
- S : Kamis
(Thursday)
- T : *Kemarin hari rabu sekarang hari Kamis. Hari ini kita akan belajar tentang Gejala Alam. Belajar apa anak-anak?*
(Yesterday was Wednesday, today is Thursday. Today we will learn about Natural Phenomena. What do children learn?)
- S : Gejala Alam.
(Natural phenomenon)
- T : *Kalau siang hari, langit warnanya biru terang. Kalau malam hari warnanya menjadi biru gelap. Kalau gelap menandakan siang apa malam?*
(During the day, the sky is bright blue. At night the color becomes dark blue. If dark means day or night?)
- S : Malam
(Night)
- T : *Hujan termasuk gejala alam. Kalian suka hujan – hujanan ndak?*
(Rain is a natural phenomenon. Do you like rain or not?)
- S : Suka
(I like it)
- T : *Bulan itu moon, Bintang star, Matahari itu Sun. Bintang itu apa anak-anak?*
(Bulan is moon, Bintang is star, Matahari is Sun. What is bintang students?)
- S : Star

The teachers need to give an extra explanation or information to their students about something they have not understood yet. It will also realize the students about their inappropriate responses. This is a way for the teacher to give information, facts, opinions, ideas, and giving explanation. In this context, it occurs when the teacher gives information or an explanation about something related to the content of the lesson. Based on sub category gives information, the data finding in this research such as: *Kemarin hari rabu sekarang hari Kamis. Hari ini kita akan belajar tentang Gejala Alam (Yesterday was Wednesday, today is Thursday. Today we will learn about Natural Phenomena)*, *Kalau siang hari, langit warnanya biru terang. Kalau malam hari warnanya menjadi biru gelap (During the day, the sky is bright blue. At night the color becomes dark blue)*, *Hujan termasuk gejala alam (Rain is a natural phenomenon)*, dan *Bulan itu moon, Bintang star, Matahari itu Sun (moon is moon, star is star, sun is sun)*. Those data were found in this research based on the content of the lesson given by the teacher related to the topic of “Gejala Alam (*Natural Phenomena*)”. From these teachers talk “*Kemarin hari rabu sekarang hari Kamis. Hari ini kita akan belajar tentang Gejala Alam (Yesterday was Wednesday, today is Thursday. Today we will learn about Natural Phenomena)*”. This is a way for the teacher to give explanation to the students related to the teachers’ question “*Hari apa sekarang? (What day is it today?)*” and followed by the students’ answer “*kamis (Thursday)*”. Based on the students’ answer, the teachers give information related to the facts that yesterday was Wednesday, and today is Thursday. The teachers also give information about the material that will be learn for this occasion by saying “*Hari ini kita akan belajar tentang Gejala Alam (Today we will learn about Natural Phenomena)*”

6. *Corrects without rejections*

In teaching learning process, it cannot be avoided that the students will make some mistakes. It is important for the teachers to point out the student’s mistake and gives some corrections on its mistakes. Teacher’s correction helps the students to clarify their mistake, so the students will be understanding well. In this point the teachers telling students who have made a mistakes than give the correct response without using words or intonations with communicative criticism. Based on sub category Corrects without rejections, the data finding in this research such as: *Lho kalau membuang sampah ke tempatnya (if you throw the rubbish, throw it in the rubbish bin)*, *Heeem ... bukan satu musim, tetapi ada dua musim, musim kemarau dan musim hujan (Heeem... not one season, but there are two seasons, the dry season and the rainy season)*, *Bulan juga benda langit, bintang juga (The moon is also the sky objects, the stars too)*, *Bintangnya ada banyak ... lebih dari dua (There are many stars ... more than two)*. Below are the examples of data finding related to corrects without rejection sub category:

T : *Lho kalau membuang sampah ke tempatnya.*
(if you throw the rubbish, throw it in the rubbish bin)

- S : (siswa merespon dengan tersenyum)
(The students respond it with smiles)
- T : Di Indonesia ada berapa musim anak-anak?
(In Indonesian, how many seasons are there?)
- S : Satu ...
One ...)
- T : *Heeem ... bukan satu musim, tetapi ada dua musim, musim kemarau dan musim hujan ... ada berapa musim?*
(Heeem... not one season, but there are two seasons, the dry season and the rainy season... how many seasons are there?)
- S : Dua ...
(Two ...)
- T : Apa saja benda langit yang kalian tahu?
(What are the sky objects do you know?)
- S : Matahari ...
(Sun ...)
- T : *Bulan juga benda langit, bintang juga. Kalau malam bintangnya ada berapa?*
(The moon is also the sky objects, the stars too. How many stars are there at night?)
- S : Satu ... dua ...
(One ... Two ...)
- T : *Bintangnya ada banyak ... lebih dari dua ... ada berapa?*
(There are many stars ... more than two ... how many?)
- S : Banyak ...
(Many ...)

7. Gives directions

In sub category gives directions, in a language classroom the function of teachers' talk is focusing in giving directions, requests, or command that students are expected to follow, directing and various drill. The way of the teacher directs the students to do something in class and small group activities. By using this category of teachers' talk function, the teacher can directly give the students a direction to do a certain task. So, they are able to understand

what should to do. The expression of teachers' talk in sub category gives directions are as follow:

- T : *Ayo masuk kelas. Siap grak!*
(Let's go to class. Ready to go!)
- S : (Siswa berdiri didepan kelas membentuk dua barisan)
(Students stand in front of the class forming two lines)
- T : *Mari kita berdo'a sebelum belajar. Berdo'a mulai ...*
(Let's pray before studying. Let's praying ...)
- S : (Semua semua siswa berdo'a)
(All students pray)
- T : *Tepuk satu ... tepuk dua ... tepuk tiga ... tepuk empat ...*
(Clap one ... claps two ... claps three ... claps four ...)
- S : (semua siswa mengikuti instruksi guru)
(all students follow teacher's instructions)
- T : *Ayo kita baca Syahadat dulu dan membaca niat puasa Ramadhan*
(Let's read the Shahada first and read the intention of fasting Ramadan)
- S : (Siswa membaca Syahadat dan niat puasa Ramadhan)
(Students read the Shahadat and intention of fasting Ramadan)
- T : *Pagi ini kita akan menggambar benda langit. Ayo menggambar semuanya, keluarkan pensil warnanya ya ...*
(This morning we will draw celestial bodies. Let's draw everything, take out the colored pencils...)
- S : Iya Bu guru ...
(Yes Mom ...)
- T : Sudah selesai belum. *Ayo yang sudah selesai menggambar tunjukkan pada Bu Guru*
(It's over yet. Come on, who's finished drawing, show it to me)
- S : (beberapa anak menunjukkan pada Bu Guru)
(some children show it to the teacher)

Based on the data above, the expression of teachers' talk in sub category gives directions are: *Ayo masuk kelas. Siap grak! (Let's go to class. Ready to go!), Mari kita berdo'a sebelum belajar. Berdo'a mulai (Let's pray before studying Let's praying ...), Tepuk satu ... tepuk dua ... tepuk tiga ... tepuk empat ... (Clap one ... claps two ... claps three ... claps four ...), Ayo kita baca Syahadat dulu dan membaca niat puasa Ramadhan (Let's read the Shahadat first and read the intention of fasting Ramadan), Pagi ini kita akan menggambar benda langit. Ayo menggambar semuanya, keluarkan pensil warnanya ya... (This morning we will draw celestial bodies. Let's draw everything, take out the colored pencils ...), and Ayo yang sudah selesai menggambar tunjukkan pada Bu Guru (Come on, who's finished drawing, show it to me). All the data above giving directions, requests or commands given by the teacher to the students. The teachers giving directions or commands when the teaching learning process happen in the class and outside class before the teaching learning done. It was happened when the teacher showed to the student about the topic will be learn.*

8. Criticizes students' behavior

Criticizing is one of the category of teacher talk function used by the teacher in the classroom. In a language classroom the function of teachers' talk in sub category criticizes students' behavior is focusing in rejecting behavior of students; trying to change the non-acceptable behavior, dissatisfaction with what students are doing. When the teacher critics the students' performance, it will be able to increase the students' behavior in the classroom. The expression of teachers' talk in sub category criticizes students' behavior are as follow:

- T : *Kalau belajar tidak boleh ramai ya*
(If you study, it can't be crowded, okay?)
- S : *Iya Bu Ilfi ...*
(Yes Mom Ilfi ...)
- T : *Ayo duduk sayang, Mas Alvin. Duduknya yang bagus ya ...*
(Come on sit down dear, Mas Alvin. Nice sitting...)
- S : *(Siswa yang bernama Alvin duduk)*
(Student named Alvin sits down)
- T : *Lho jangan ramai ... itu lho duduk sama Mbak Jihan.*
Rafli, kok keliling saja ya, ayo duduk nak
(You know, don't be crowded... that's sitting with Mbak Jihan. Rafli, why don't you just go around, let's sit down)
- S : *(Siswa yang bernama Rafli duduk disebelah Jihan).*

(Student named Rafli sat next to Jihan)

- T : *Ayo cepat, segera diwarnai Rafli ...*
(Come on, hurry up, get colored it Rafli...)
- S : Iya ...
(Yes ...)
- T : *Mas Alvin ayo mewarnai dulu ...*
(Mas Alvin, let's color first...)

Based on the data above, the expression of teachers' talk in sub category criticizes are: *Kalau belajar tidak boleh ramai ya (If you study, it can't be crowded, okay?), Ayo duduk sayang, Mas Alvin. Duduknya yang bagus ya ... (Come on sit down dear, Mas Alvin. Nice sitting...), Lho jangan ramai ... itu lho duduk sama Mbak Jihan. Rafli, kok keliling saja ya, ayo duduk nak (You know, don't be crowded... that's sitting with Mbak Jihan. Rafli, why don't you just go around, let's sit down), Ayo cepat, segera diwarnai Rafli... (Come on, hurry up, get colored it Rafli...), Mas Alvin ayo mewarnai dulu... (Mas Alvin, let's color first...)* criticizing was done by the teacher to give comment toward student's incorrect response or behavior while teaching learning process. By giving criticize the teacher hope that the students realize that their performances were not accepted by the teacher.

9. *Translating (code-switching)*

In a language classroom, code-switching is used by the teacher to help the students to understand what the teacher explain related to the lesson in teaching learning process. In Translating (code-switching) sub category the teacher switches the language from one language to others language, even into mother tongue. The expression of teachers' talks in sub category Translating (code-switching) are as follow:

- T : *Ayo membaca syahadat dulu ... Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah ...*
(Let's read Syahadat first ... Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah ...)
- S : (semua siswa membaca syahadat) Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah ...
 (All the students read Syahadat) Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah ...
- T : *Membaca niat puasa Ramadhan dulu ... Nawaitu shauma ghodin an ada-i fardhi syahri romadhoona lillaahi ta'aala ...*
(Read the intention of fasting Ramadan first ... Nawaitu shauma ghodin an ada-i fardhi syahri romadhoona lillaahi ta'aala ...)

- S : (Semua siswa membaca niat puasa Ramadhan) Nawaitu shauma ghoḍin an ada-I fardhi syahri romadhoona lillaahi ta'aala ...
(All students read the intention of fasting Ramadan) Nawaitu shauma ghoḍin an ada-I fardhi syahri romadhoona lillaahi ta'aala ...
- T : *Doa ketika bercermin ... Allohumma kamaa hassanta kholqii fahassin khuluqii ...*
(Let's Pray when looking in the mirror... Allohumma kamaa hassanta kholqii fahassin khuluqii ...)
- S : (Semua siswa membaca doa bercermin) Allohumma kamaa hassanta kholqii fahassin khuluqii ...
(All students read a prayer in the mirror) Allohumma kamaa hassanta kholqii fahassin khuluqii ...
- T : *Ayo duduk silo semua dibawah*
(Come on, sit down with cross-legged)
- S : (semua siswa duduk bersila di lantai)
(All the students sit down with cross-legged)
- T : *Bisa tidak, sini tak bantu menempelnya*
(Can you, come here I will help you to stick it)
- S : Bisa ...
(Yes I can ...)
- T : *kamu gak punya lem tah?*
(You don't have glue, do you?)
- S : Punya
(I have)
- T : *Bu Ifi tadi mandinya pakek air dingin, adem*
(Mrs. Ifi took a shower with cold water, it was cool)
- S : Adem ... dingin ...
(it was cool ... very cool)
- T : *Ayo sambil nyanyi yuk ... Bulan moon, bintang star, matahari itu sun* itulah benda langit ciptaan Tuhan
(Let's we sing ... Bulan moon, bintang star, matahari sun, it's the sky objects created by God)
- S : (seluruh siswa bernyanyi)

(All the students were singing)

Based on the data above, the expression of teachers' talks in sub category translating (code-switching) are: *Ayo membaca syahadat dulu ... Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah (Let's read Syahadat first ... Asyhadu alaa ilaaha illallaahu, wa asyhaduanna muhammadar rasuulullah ...)*, *Membaca niat puasa Ramadhan dulu ... Nawaitu shauma ghodin an ada-i fardhi syahri romadhoona lillaahi ta'aala ... (Read the intention of fasting Ramadan first ... Nawaitu shauma ghodin an ada-i fardhi syahri romadhoona lillaahi ta'aala ...)*, *Doa ketika bercermin ... Allohumma kamaa hassanta kholqii fahassin khuluqii ... (Let's Pray when looking in the mirror... Allohumma kamaa hassanta kholqii fahassin khuluqii ...)*, *Ayo duduk silo semua dibawah (Come on, sit down with cross-legged)*, *Bisa tidak, sini tak bantu menempelnya, kamu gak punya lem tah? (Can you, come here I will help you to stick it)*, *Bu Ilfi tadi mandinya pakek air dingin, adem (Mrs. Ilfi took a shower with cold water, it was cool)*, *Bulan moon, bintang star, matahari itu sun (moon is moon, star is star, sun is sun)*. Code-switching happens if the condition requires the speaker to change or to switch a language into another language. When the students are difficult to catch the message given by the teacher, directly the teacher can switch the language used. In this research, the teacher switches the language from Indonesian to Arabic (*Doa ketika bercermin (Let's Pray when looking in the mirror) ... Allohumma kamaa hassanta kholqii fahassin khuluqii*), Indonesian to Javanese (*Ayo duduk silo semua dibawah (Come on, sit down with cross-legged)*, *Bisa tidak, sini tak bantu menempelnya, kamu gak punya lem tah? (Can you, come here I will help you to stick it)*, and Indonesian to English "*Bulan moon, bintang star, matahari itu sun (moon is moon, star is star, sun is sun)*".

3.4 Discussion

The language that teacher used in the process of teaching-learning known as teacher talk. Teacher uses a special language when addressing L2 learners in the classroom. The language that teachers used in the language classroom is differ from what they used in another kind of classroom setting. In a language class, the teacher manages their language to encourage the learners to participate actively in the interaction. In the classroom, therefore, teacher serves as an initiator of classroom interaction. There are many aspects of teacher talk has been studied by many researchers with different focused and interested. In this study the researchers focused on the language function concerning of teacher talk (brown 2007). There were two categories of teacher talk, those are: *indirect influence*, and *direct influence*.

Teachers' talk in the classroom is important to do. It is in line with the Sinclair and Brazil (1985) that teachers' talk in the classroom takes up a major portion of class time employed to give direction, explain activities and check students' understanding. Related teachers' talk in this research, the researchers found indirect influence in four subcategories namely: dealing with feeling, praising or encouraging, utilizing students'

ideas, and asking questions. While in the direct influence area found five subcategories, those are: gives information, corrects without rejections, gives directions, criticizes students' behavior, and translating (code-switching). All of the subcategories above are a form of modification of the teachers' talk to adjust children's language capacity for the sake of better communicativeness between teacher and students.

In addition, the use of teacher talk can maximize student understanding so that students more easily participate in teaching and learning activities. This shows that modifying utterances is important so that there is better communication between teachers and students. In line with the finding from Sukmawati (2018) analyzing teacher talk in teaching English for young learners from the perspective of sociolinguistics analysis, showed that the teachers performed in communicating with students, the teacher provides (a) simple grammatical pattern of utterances; (b) slow delivery utterances; (c) clear articulations; (d) restricted vocabularies; and (e) clear pauses. In every utterance which all implied the significance of adjusting teachers' talk on the extent of linguistic choices in teaching English for young learners to approach the flawless interaction during instructional process.

During using teacher talk in teaching learning process as a major component of classroom discourse, so its importance for facilitating effective second language learning obvious. This is in line with the findings from Walsh (2006a) which identifies four key features of teachers' talk as major component of classroom discourse those are: control, elicitation, modification and repair. Therefore, it is important to use teachers' talk in learning environment process so that there is better communication between teachers and students, maximize students understanding and the students more easily participate in teaching and learning activities.

4. Conclusion

The study's findings reveal four subcategories of data finding in the indirect influence area, namely: (1) dealing with feeling (9.7%), (2) praising or encouraging (7.9%), (3) utilizing students' ideas (8.8%), and (4) asking questions (30.9%). The sub-category asks questions is the most frequent facts determined and Jokes sub class had been now not discovered by using researchers in this study. While in the direct influence area, namely: (1) Gives Information 13.2%, (2) Corrects without rejections 4.4%, (3) Gives directions 11.5%, (4) Criticizes students' behavior 5.3%, and (5) Translating (code-switching) 7.9%. In the direct influence category, the most data found was in the Gives Information sub-category and the least data found in Corrects without rejections sub-category. The limitation of the study is the researchers only focus to the teachers' talk analysis than students' talk analysis. Drawing on the conclusion above, there are recommendations for future researchers. Those are, the research will have the potential to raise learners' awareness related to young learners or second language for young learners. This research is possible to relate the first and second

language impact for young learners. Therefore, thus proving that teachers' talk has high potential to improve academic performance and facilitate knowledge development. The implication to others related to the result or finding of this research will support enhancement and improvement to the learning process.

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