THE TEACHER TALK IN TEACHING ENGLISH TO YOUNG LEARNERS AT TK ANAK SOLEH

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Abstrak

Belajar adalah salah satu hal yang sangat fundamental dalam kehidupan. Pada proses pembelajaran, guru memiliki peran yang sangat penting. Agar materi pelajaran dapat tersampaikan dengan efektif, guru harus memiliki metode dan strategi yang baik. Dengan mengetahui strategi pengajaran di kelas, guru akan berhasil mengajarkan bahasa Inggris kepada para siswanya. Penelitian ini bertujuan untuk mendeskripsikan bagaimana *teacher talk* digunakan dalam mengajar Bahasa Inggris untuk pembelajar muda, dan untuk mendeskripsikan jenis-jenis *teacher talk* dalam mengajar Bahasa Inggris untuk pembelajar muda. Penelitian ini menggunakan pendekatan kualitatif. Subjek dalam penelitian ini adalah guru TK, dan berfokus pada salah satu guru TK B yang mengajar ekstrakurikuler bahasa Inggris. Sumber data yang digunakan dalam penelitian ini adalah data primer dan data sekunder yang dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pada umumnya *teacher talk* berjalan dengan baik dalam pengajaran bahasa Inggris kepada pembelajar muda. Guru menggunakan beberapa cara komunikasi. Interaksi di kelas secara umum berjalan dengan baik, artinya baik guru maupun peserta didik bersikap kooperatif dalam membangun kondisi interaktif di kelas. Jenis-jenis *teacher talk* dalam pengajaran Bahasa Inggris kepada pembelajar muda yaitu dengan cara interaktif, maupun dengan cara memberikan pengajaran khusus.

Kata Kunci: *Teacher Talk*, Pengajar Bahasa Inggris, Pelajar Muda

Abstract

Learning is one of the very fundamental things in life. In the learning process, teachers have a very important role. In order for the subject matter to be delivered effectively, teachers must have good methods and strategies. By knowing the teaching strategies in the classroom, teachers will successfully teach English to their students. This study aims to describe how teacher talk is used in teaching English to young learners, and to describe the types of teacher talk in teaching English to young learners. This research uses a qualitative approach. The subjects in this study were kindergarten teachers, and focused on one of the kindergarten B teachers who taught extracurricular English. The data sources used in this study were primary data and secondary data collected through

observation, interviews, and documentation. The results showed that in general teacher talk went well in teaching English to young learners. Teachers use several ways of communication. Interaction in the classroom is generally going well, meaning that both teachers and students are cooperative in building interactive conditions in the classroom. The types of teacher talk in teaching English to young learners are interactive, as well as by providing special teaching.

Keywords:*Teacher Talk, Lenguage Teaching, Young Learners*

PENDAHULUAN

Learning is an essential aspect of life, and effective teaching is crucial in the learning process. To achieve this, teachers must employ good methods and strategies that align with students' interests and familiarity. The positive impact of teachers' attitudes and behaviors in the classroom is significant, as language acquisition relies on effective presentation. Teaching young learners provides various options for strategies, influencing class conditions and skill improvement. Knowledge of these strategies aids teachers in successfully imparting English language skills and selecting appropriate materials. However, challenges arise in teaching English to young learners, including discipline issues, diverse English proficiency levels, habit formation in daily language use, and limited parental support. These challenges stem from English being a foreign language in Indonesia, creating difficulties for both teachers and students. Consequently, teachers must utilize diverse techniques to address these challenges, particularly in teaching young learners.

Considerations such as materials, learning methods, student details, age, education level, and lesson conditions are crucial in choosing a teaching technique for young learners. Age is pivotal for language skill development, with collaboration between parents and peer-aged teachers positively impacting learners. Teachers, as role models, influence students significantly during their formative years. Effective communication, especially through teacher talk, is vital for conveying information and controlling learner behavior(Saputra, 2017). Sinclair and Brazil emphasize the importance of studying speech for teachers. This study focuses on four language skills—listening,

speaking, reading, and writing—where the early-stage listening technique is emphasized and funded, crucial for Core Curriculum subjects. Active listening, particularly through story-based activities, enhances motivation and interest. Teacher talk, involving systematic language adaptation for young children, is integral, as Krashen and Nunan assert its role in successful language learning and acquisition processes(Nunan, 1991) Previous studies including (Setiawati, 2012) highlight the significance of various teacher conversational features in the classroom. Setiawati identifies features such as warm-up chat, direct and indirect instruction, activity transition instruction, feedback, and comprehension checks, emphasizing their role in preventing monotony and enhancing students' understanding of the subject. On the other hand, Nurhasanah's research emphasizes the importance of teacher talk and learner talk in classroom interactions, noting that these categories play a crucial role with more advantages than disadvantages.

The previous researchers emphasize the critical role of teacher talk in classroom interactions, noting instances of poor interaction where theories are presented without sufficient explanation. To enhance language comprehension and learner production, the suggestion is to use teacher stories during interactions. However, there has been limited discussion on the importance of teacher talk in kindergarten settings, where English is increasingly taught and enjoyed by students. Despite its popularity, English remains a challenging skill, especially in rural kindergarten settings lacking adequate facilities. Recognizing the pivotal role of teachers in these circumstances, the current study focuses on teacher talk in kindergarten, specifically within the context of teaching English to young learners at TK Anak Sholeh.

The research aims to address the following questions based on the provided background: 1) How is teacher talk utilized in teaching English to young learners at TK Anak Sholeh? 2) What specific types of teacher talk are employed in teaching English to young learners at TK Anak Sholeh? The objectives of the study are aligned with these questions: 1) To provide a description of the teacher talk used in teaching English to young learners, and 2) To outline the various types of teacher talk employed in teaching

English to young learners at TK Anak Sholeh.

In this investigation the researcher adopts a qualitative approach, utilizing both primary and secondary data to uncover and analyze the content. Qualitative research is a method that elucidates specific social situations by verbally describing reality, drawing insights from pertinent data collected and analyzed through naturalistic methods. According to(Sugiyono, 2017) qualitative research is non-experimental, not easily quantifiable, and its analysis is interpretive rather than statistical. (Schofield et al. 2015)notes that qualitative methods primarily rely on textual and visual data. The study focuses on addressing intriguing phenomena related to challenges in teaching and learning English for young learners. The researcher, following (Phillips, S, 1993)perspective that young learners are holistic learners, aims to provide a comprehensive description of Teacher Talk in Teaching English for Young Learners and delineate the types of Teacher Talk occurring in the classroom.

The subject of the research is kindergarten teachers. Especially the teacher of TK B. And this research focus on the one teacher of TK B who teach english extracurricular. This research, conducted at TK Anak Sholeh Mojosari for the academic year 2022/2023, focuses on the English extracurricular, particularly with a single teacher observed during initial observations. The primary data source is the English teacher at TK Anak Sholeh Mojosari, while secondary data sources involve observation, interviews, and documentation, serving as supportive information.

In this research, the researcher employed descriptive analysis to present the empirical data regarding the types of teacher talk in teaching English for young learners. The data collection process involved two main steps: observation and interviews. For observation, the researcher sat at the back of the classroom, created an observation checklist, recorded instructions, and noted the types of teacher talk in teaching English. Coding was applied to categorize each type of teacher talk and learner speech for data analysis. Additionally, interviews were conducted using a validated interview guide developed by the researcher to gather information from both interviewers and respondents, ensuring instrument validity and reliability.

To address the questions regarding the utilization and types of teacher talk in teaching English for young learners at TK Anak Sholeh, the researcher employed a multi-step data analysis procedure based on qualitative research principles outlined by(L.R., 2012). The process started with reading and organizing notes, coding specific types of teacher conversations and learner interactions observed in the classroom. Following this, the researcher proceeded to describe the identified types of teacher talks between teachers and learners, considering observations and interviews, along with detailing the participants and classroom interactions comprehensively. In the final step, the researcher classified and coded the types of teacher talk in classroom interactions to facilitate analysis and categorization aligned with the research questions.

HASIL DAN PEMBAHASAN
Teacher Talk In Teaching English to Young Learners

According to(Harmer, 1991), teacher talk was classified into five roles: responsible person, prompter, participants, resources, and tutoring. The researcher conducted classroom observations to identify the specific types of teacher talk taking place. Through the analysis of both observations and interviews, it was revealed that the teacher utilized various forms of teacher talk, encompassing roles such as the responsible person, prompter, participants, resources, and tutoring.

The teacher talk was categorized into five roles according to(Harmer, 1991): responsible person, prompter, participant, resource, and tutor. Through classroom observations, the researcher identified instances of teacher talk, encompassing roles such as the responsible person, prompter, participant, resource, and tutor.

Responsible Person: During class observations, the teacher assumed the role of a responsible person, ensuring discipline and directing students to focus on learning. The teacher's talk aimed at maintaining a conducive learning environment. Ten utterances were identified under this category.

Prompter : The teacher adopted the role of a prompter, encouraging students with directions like "Come on, kids, you have 5 more minutes to finish writing." Seven utterances were recorded in this category, demonstrating the teacher's effort to guide students in completing assignments within a specific timeframe.

Participant : As a participant, the teacher engaged in interactions, discussions, and sharing with students

during learning activities. Instances like encouraging students to answer questions were observed, resulting in six utterances classified under the participant role.

Resource : The teacher functioned as a resource by assisting students in answering questions, providing opinions, and being receptive to new ideas. Eleven utterances fell into this category, showcasing the teacher's role in facilitating students' understanding and discussions.

Tutoring : In the role of a tutor, the teacher worked closely with students to assess their needs and understanding of the material. Thirteen utterances were identified, indicating the teacher's dedication to guiding students through detailed explanations for better comprehension.

These observed instances highlight the diverse roles that teacher talk can assume in the classroom, contributing to effective communication and learning interactions.

Types Of Teacher Talk In Teaching English to Young Learners

The types of teacher talk were divided into three categories: lecturing, directing, and criticizing. In which teacher talk identified the utterance that the teacher produced during the process of teaching

and learning. The researcher conducted observations to determine the types of teacher talk that occur in the classroom. Furthermore, interviews assisted the researcher in gathering teacher talk in the classroom. As a result of analyzing the observations and interviews, it was discovered that the types of teacher talk used by the teacher, such as lecturing, giving direction, and criticizing.

Based on the observations and interviews, the predominant form of interaction in the classroom, according to the teacher, was delivering lectures. Lecturing is considered a crucial element in the teaching and learning process as it serves as the primary avenue for imparting information to students. During these lectures, the teacher conveyed factual information, enhancing learners' comprehension. For instance, the teacher presented images of animals, prompting students to identify and understand the corresponding sounds and names. The teacher further elaborated on subthemes, provided examples, and concluded each lesson by clarifying students' responses and offering additional details. To ensure comprehension, the teacher reviewed explanations and engaged students in interactive questioning about related

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topics. When students encountered difficulties in understanding, the teacher paid extra attention, restated explanations, and provided additional examples for clarity. The lecturer's aspects, including presenting facts or opinions about procedures, expressing personal ideas, and offering personal explanations, amounted to 13, 6, and 15 utterances, respectively.

Tabel 1. Lecturing

NO	QUESTION	ANSWER
1	When do you need to give explanation to your learners?	Every week, we learn subtopic, so in one day we learn knowledge. For example, this week we are learning about animal, so one day we will talk all about animal and examples, the next day we will make an example of animal then problem solving.
2	What kind of information that you give to your student?	Usually I give explanations of fact such as teacher staff experience or knowledge for the learner. So it can be another item for student understanding.
3	How do you certain that they know on your explanation?	Usually if we have long time we will review the explanation in the end of lesson. Or we will review in the next meeting of lesson to check students' understanding
4.	How if they misunderstanding about your teaching purpose?	When learners don't understand our direction, what we usually do is encourage them to recognize their own mistakes and correct themselves.

Giving direction is mainly used by teachers in the teaching process, this happens when the teacher started the class and asks the learners to "open the book", as an example after the teacher explains the material and ask learners to did and submitted the reason is mainly because the teacher focuses on the lesson and tries to make the students understand by explaining her lesson, and the students are very good, they follow all the instructions of the teacher. teachersandperformtheactivitiesofthelessonthemselves,theteacheralsorepeatsitifitisfoundthatstudentsdonotunderstandthelongdirectionoftheactivity. . *"Saya artikan dulu yah silahkan di dengarkan. Look at the picture! Cat kucing, Rabbit kelinci, Bird burung, Frog katak, Snack Ular". Silahkan dipelajari gambar seknajutnya!*. The questions gave by th teacher to the learners to check learners" understanding then gave command and direction before learners solved the activites. Giving directions aspects were giving commands

that a student expected to comply was 9 utterances and giving direction expected to comply was 2 utterances.

Tabel 2. Giving Direction

QUESTION	ANSWER
What will you do to make them know if they find long direction in do the activity?	When learners didn't understand the direction, we will repeat the direction and explain one by one .

Criticism we can see that the teacher spent some time. The teacher criticized the behavior of each student as the student persists when performing unacceptable behaviors such as the student making a noise. The teacher asks the students to be quiet and listen attentively to the teacher. *"Ayo jangan ramai sendiri, Silent Please, Don't make noise!"* At the beginning of the lesson, they discussed the rule in class. So, when students misbehave during class, teachers will remind them of the rules, The criticizing was criticized for 4 statements in class.

Tabel 3. Criticizing

NO	QUESTION	ANSWER
1	By confirmation on students" action in class, are they related to classroom management?	At the beginning of the lesson that we have disscussed the rule in Class. Therefore, if our students make mistakes during class, the teacher will remind them of the rules.
2	Can you give me an example of misbehavior done by students? How can you fix to them	Since the teacher only caution the students to "do not make noise", they will remember the rules in class

Discussion

In the discussion section, the researcher addressed the first research question regarding teacher talk in teaching English to young learners and explored the second research question concerning the types of teacher talk in this context. Interactive descriptions were found to be associated with all types of talk, involving both teachers and learners. The data results, as presented in the preceding part of this chapter, depicted teacher talk and various types such as responsible person, prompter, participants, resources, and tutoring. The observation results indicated that teacher talk was entirely interactive, emphasizing the significance of effective classroom interaction in the teaching process. The total number of teacher talk utterances amounted to 47, encompassing the mentioned roles. A strong emphasis on tutoring was noted, contributing to meaningful learning and supporting student participation in the teaching-learning process. This research's findings align with Nunung's study on teacher

interaction strategies in lower-level English language teaching (ELT), revealing that teachers dominate classroom interactions, with 93% of their time spent on teacher-student interactions and 7% on student-student interactions at the secondary level. This emphasizes the teacher's influential role in guiding classroom interactions.

The findings reveal the prevalent types of teacher talk employed in teaching English to young learners at TK B Anak Sholeh, encompassing lecturing, giving direction, and criticizing. The total number of teacher speaking utterances observed in classroom interactions reached 49, covering these three types. Lecturing emerged as the primary form of teacher talk, involving the explanation and provision of factual information during the teaching and learning process. These results align with Brown's perspective, who notes that lectures limit the freedom and diversity of student responses in classroom interactions. The identified types of teacher talk involve presenting facts or opinions about procedures and subsequently offering personal explanations. This indicates that teachers predominantly utilize lecturing to deliver content and clarify information.

Moreover, the study supports Setiawati's research (2012), which identified features such as warm-up, chart, direct and indirect instruction, direct for active ties, transitions, feedback, and checking understanding as elements of teacher talk. Incorporating these features helps diversify classroom interactions, preventing monotony, and facilitating deeper understanding of the subjects studied by students.

SIMPULAN

The study's findings and discussion reveal that the teacher talk and types of teacher talk employed in teaching English to young learners were generally effective. Various communication methods, including roles such as responsible person, prompter, participant, resource, and tutor, were utilized by teachers, along with types of teacher talk like lecturing, giving direction, and criticizing. Overall, communication within the classroom demonstrated positive interactions between teachers and learners. The study concludes that both teachers and learners collaborated to establish an interactive environment. Noteworthy results include the interactive nature of teacher talk, particularly through effective tutoring interactions. Additionally, the teacher talk

involved providing specialized lectures, incorporating opinions on content procedures, and offering personal explanations to enhance the teaching and learning process.

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