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PENERBIT

ANALIZING THE LINGUISTIC FEATURES OF ENGLISH TEACHER TALK AT SMP NEGERI 1 BATAUGA

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Abstract

The main problem of this research was 1) What is the linguistic feature of English teachers' talk at SMPN 1 Batauga? The research aimed to get a snapshot of English teachers' talk and to describe the teacher talk types as revealed in the interaction between teacher and students in the classroom. In this research, the researcher applied a descriptive qualitative design which was describe and analyze the condition of the real subject of the study based on the obtained data. The subjects of the research an English teacher in SMPN 1 Batauga at eight grade. The data of research were collected through observation, document and interview. The data was analyzed three steps are adopted from Miles and Huberman; data reduction, data display and conclusion drawing. After analyzing the data, it can be concluded that the linguistic feature of English teachers' talk at SMPN 1 Batauga was looking at what the teacher frequencies of linguistic characteristics use, the teachers used mostly of general and tag question and also, Teacher used more verbs and nouns in making conversation with the students. Besides, there were some features particular, for example, Teacher used more repetitions, having more general questions, and the teacher use linguistic adjusments to provide comprehensible talk to the students; such as paraphrasing, and repetition.

Abstrak

Masalah utama dalam penelitian ini adalah apa ciri linguistik dari teacher talk guru bahasa Inggris di SMP Negeri 1 Batauga? Penelitian ini bertujuanuntuk mendapatkan gambaran tentang teacher talk guru bahasa Inggris dan untuk mendeskripsikan jenis teacher talk guru dalam interaksi antara guru dan siswa di kelas. Dalam penelitian ini, peneliti mengunakan desain deskriptif kualitatif yang menggambarkan dan menganalisis kondisi subjek penelitian yang sebenarnya berdasarkan data yang diperoleh. Subjek penelitian

adalah guru bahasa Inggris SMP Negeri 1 Batauga kelas VIII. Data penelitian ini dikumpulkan melalui observasi, dokumen dan wawancara. Data analisis melalui tiga tahapan yang diadopsi dari Miles and Huberman; reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan analisis data, dapat disimpulkan bahwa ciri linguistic guru SMP Negeri 1 Batauga di tunjukkan dengan karakteristik linguistic yang sering digunakan oleh guru. Sebagian besar guru menggunakan secara umum dan tag question dan juga lebih banyak menggunakan pengulangan, pertanyaan umum, dan menggunakan penyesuaian linguistik untuk pembicaraan yang dapat dipahami siswa seperti parafrasa dan pengulangan.

INTRODUCTION

In globalization era, English as a means of communication has been used in the world. As an international language, it will be used by people to communicate with other people from different nations. Besides, it is also considered as the key to access science and technology. Most sources of information, aspecially textbooks of science and technology available in libraries are written in English.

The function as the device of international communication put English into something that required in the learning process in our country, Indonesia. Nowadays, English becomes one of the core curriculums in school such as Elementary School, Junior High School and Senior High School as well. Even at the kindergarten, English has become a lesson for their students. It is intended that the students have an ability of English proficiency.

In relation to classroom interaction, teachers play important roles as language input providers and language models to be imitated by the students in teaching and learning classroom. It cannot be denied that a teacher in teaching carries out some specific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. These activities will inevitably facilitate the students to perform the same or similar things in communicating with each other accordingly in all varied classroom interactions assigned by the teacher.

English in Junior high school is conceptualized as an entity of complex linkages of content, substantive and syntactic structures, and beliefs about the subject discipline. English in Junior High school is relatively unexplored, especially from the view point of the teachers who are ultimately responsible for the student's learning. Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, it is vital that teachers focus more to the needs of their individual students. The teacher should not only focus on material achievement when teaching, they should also be able to treat the student individuals by the language used or "Teacher Talk". Thereby they can encourage and motivate their students to accomplish their proficiency in all skills of English such as reading, writing, speaking and listening skills.

The language used by teacher or here after is referred as 'Teacher Talk'is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for the learners. Therefore, teacher talk should be clear and intelligible, which should contain no errors. [1] stated that the instructional language used by teachers should always serve the objectives of providing students" acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication. These objectives will be attained if the teacher language is appropriate in terms of pronunciation, grammar, and word collocation for the students in accordance with their language competence, experience, and proficiency.

In line with the process of teaching, the teachers have to understand the philosophy of teaching itself. Teaching is the activity of organizing student activities and providing good learning facilities so that the students can learn well. Usually, "Teacher Talk" involves different phonological, syntactic, lexical, or even discoursed modification with the objective of making the teacher's language more

comprehensible for students. This means that a teacher must be able to equip themselves with a number of different skills and various kinds of knowledge that is essential for their success as a teacher.

According to [2] in addition to this linguistic aspect of "Teacher Talk", there are other aspects of Teacher Talk which are as important as these linguistic aspects that language teachers can use in their talk not only neutrally to convey comprehensible information but also to express positive attitudes toward their students in the classroom.

In line with the background above, this study focused on how is English teachers effectivelly implement their talk to enhance student learning potential. As long as the Teacher Talk in all school grades, it is also very important to do in Junior High School (SMP) especially in SMPN 1 Batauga which as a great place to do this research because based on the researcher observation, it has some English teacher which use teacher talk in english classroom interaction.

Teacher Talk

The kind of language used by the teacher for instruction in the classroom is known as teacher talk (TT). For this term, 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.

[3], after studying the SLA for many years, formulated his own view about teacher talk: "Teacher talk is the special language that teachers use when addressing L2 learners in the classroom." He also commented that "the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties" [3].

Teacher talk is viewed from the application of language that teacher used in classroom. Every words of teacher in classroom can control student's activities. Sinclair & Brazil, 1982 stated that teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding.

[4] defined teacher talks as the language produced by teachers addressed to the students in classroom interaction serving two functions that is pedagogical and communicative. Pedagogical function refers to the language used by teachers that intentionally becomes a model for students in learning the language and communicative function deals with the language used by the students in their own interaction both inside and outside the classroom as the result of language model.

From the definitions, firstly we can see that teacher talk in English classrooms is regarded as one special variety of the English language, so it has its own specific features which other varieties do not share. Secondly, we can see thatteacher talk is a special communicative activity. Its goal is to communicate withstudents and develops students' foreign language proficiency.

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities. 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. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a kind of communication-based or interaction-based talk.

Teacher talk is particularly important to language teaching [5]. According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. Many scholars found teacher talk makes up around 70% of classroom language [5]. Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classrooms, teachers' language is not only the object of the course, but

also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

Characteristic of Teacher Talk

There are some characteristics of teacher talk. [6] stated that the teacher talk functioning as a language input for the students' foreign language development should have the following characteristics:

a. *It is directive*. The main function of directives is not only to instruct the students what to do but also to get the attention of the students;
b. *It is imperative*. The teacher may employ humor and invite giggles and laughter to appreciate the social affection;
c. *It should be shorter, simpler, slower, and clearer speech; and*
d. *There should be repetition*

[7] Proposed that teacher talk contains linguistic modifications or adjustments in terms of phonology, lexicon, syntax, and discourse.

a. In the phonology level, the adjustments of teacher talk usually take the form of slowing down the rate of speech, separating words/syllables articulation, using more careful pronunciation by giving heavier stress, and increasing volume on key words;
b. In the lexicon level, the modifications are in the forms of using restricted vocabulary size, replacing the unfamiliar items with the more frequently used ones, and repeating words more frequently.
c. In the syntax level, the modifications are usually in terms of using fewer contractions, shorter utterances, making grammatical relationship more explicit, and using co-ordinations more than subordinations, etc

Type of Teacher Talk

According to [8] there are two types of teacher talk instructional talk and manegement talk.

a. Instructional talk is employed to present the lesson or language content. There are some function of insrtructional talk which are listed: 1) Introduction; 2) Asking for information; 3) Explanation; 4) Encouraging; 5) Giving direction; 6) Correcting; 7) Interrupting; 8) Introducing material; 9) Giving examples; 10) Attracting attention; 11) Reminding; 12) Consolidating; 13) Drilling; 14) Changing topic; 15) Reading students' writing; 16) Asking to do something; 17) Interpreting; 18) Acknowledging; 19) Finding out about language; 20) Repeating; 21) Commenting; 22) Checking comprehension; 23) Giving suggestion; 24) Dictating.

b. Management talk is used to manage classroom activities. The function of teacher talk are listed: 1) Greeting; 2) Instruction; 3) Asking for information; 4) Talk/chatting to students; 5) Checking attendance; 6) Grouping/telling students where to sit; 7) Encouraging; 8) Giving turn; 9) Thankingg; 10) Apologizing; 11) Advising; 12) Acknowledging; 13) Asking to do something; 14) Marker; 15) Ending lesson/topic.

[9] Also defined teacher talk into two types, inderect talk and direct talk.

a. Indirect talk may appear in such a way of accepting students' feeling, stimulating students' motivation and interest, using students' perception, and offering questions, and
b. Direct talk may come out in terms of informing something, giving directionand justifying students' authority.

The Feature of Teacher Talk

[10], [11] observed all kinds of phenomena about teacher talk, and made some comparison between the language that teachers use in and out of language classrooms. Their main findings are as follows:

a. Formal adjustments occur at all language levels.

b. In general, ungrammatical speech modifications do not occur.

c. Interactional adjustments occur. [12] .

[13] found that teacher talk is simplified in other ways, syntactically, phonologically and semantically. In the syntactic domain, utterance length to children is shorter. In the area of phonology, speech to children is pitched higher, has more exaggerated intonation, and uses a wider pitch range. It's characterized by clearer articulation, pauses between utterances and an overall slower rate of delivery. In the semantic domain, vocabulary is more restricted, teachers carefully select the words they use according to the students proficiency and level. New words and difficult words are avoided.

[7], having investigated teacher talk for a long time and summarized some research results on teacher talk, proposed teacher talk in language classrooms tends to show the following modifications:

a. Rate of speech appears to be slower.

b. Pauses are possibly more frequent and longer.

c. Pronunciation tends to be exaggerated and simplified.

d. Vocabulary use is more basic.

e. Degree of subordination is slower.

f. More declaratives and statements are used than questions.

g. Teachers may self-repeat more frequently.

The study conducted by [10] is a highly significant and influential study on linguistic adjustments to NNSs. His findings shed light on the aspects of linguistics adjustments that can also be found in other studies conducted by researchers [14], [15], and [16]. All of these studies looked at these same linguistic adjustments, as summarized in Table 1.

Table 1: Linguistic Adjustments According

Phonology	1. Rate of delivery is slower 2. More use of stress and pauses 3. Articulate deliberate and more careful 4. Extra stress on nouns 5. Wider pitch range/exaggerated intonation 6. More use of full forms/avoidance of contractions 7. Release final stops
Syntax	1. Utterances are more well-formed/the disfluencies are fewer 2. Shorter utterances with fewer words per utterance 3. Less complex utterance with the fewer adjectival, adverbial and noun clauses, fewer relative clauses and appositives 4. Use of canonical word order 5. More retention of optional constituents 6. More overt marking of grammatical relations 7. More verbal marked for present/fewer for non-present temporal reference 8. More questions 9. More yes-no and intonation questions/fewer wh-questions 10. New information at the end of the sentence 11. Repetition or restatement (the NS repeats or reformulates the NNS's utterances
Semantics	1. More overt marking of semantic relations 2. Higher average lexical frequency of nouns and verbs 3. Higher proportion of linking verbs to total verbs 4. Lower type-token ratio 5. Fewer idiomatic expressions 6. Greater preference for full noun phrase over pronouns 7. Marked use of lexical items 8. Use of concrete verbs over dummy verbs, like *do*

Teacher Talk in Foreign Language Interaction (FLINT) System

The following are the teacher talk categories as described by [17].

1. *Deals with feeling*

In dealing with students feeling, it is also important to communicate students past feeling. It is important because their experiences shaped their minds, the reason behind their feeling in present time, and it helps teacher avoiding students' trauma. The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom.

2. *Praises and encourages*

Teacher activities are not only conducting lesson plan and develop teaching material but also motivate students to raise their motivation so they can find and develop their language skill. Motivation for students must be done as well so the objectives of the lesson are achieved like the way it planned. In doing their daily activities in the classroom, teacher can support students with praising, complimenting and tell the students that their ideas and works are valuable. Students may feel stuck or blank in the middle of their speaking performance.

3. Uses ideas of students

Teacher's attention to students' contribution is a great appreciation for students' works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. Teacher can start a discussion based on students' ideas by rephrasing them but still recognized as students' contribution.

4. Asks questions

As it brought before in previous pages, questioning in interaction is a way to stimulate students speaking up their thoughts. There are many ways to classify the kinds of questions for classroom effectiveness. The questions can be categorized by the level of the students. Teacher usually begins with display questions which the answers is common knowledge. The display questions can be used to provokethe contain of students ideas and their language form.

5. Gives information

Giving information is a classic teaching method where teacher gives information, facts, personal opinion, or ideas about a topic. It is simply gives students the lecture or asking rhetorical questions. Nowadays, this method is considered as out-of-date method for teaching and learning process because students should be active in the classroom. To avoid this kind of method, it does not mean that the teacher leave the whole classroom activities to the students. Teacher should conduct lesson plan and develop material so he/she can stimulate students' behavior.

6. Gives directions

There are many activities can be developed in speaking class for classroom interaction. Students have good opportunity to explore their ideas. Students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. They expect some direction or command from their teacher. So teacher should direct the various exercises and facilitate

them by giving a whole-class or small-group activities.

7. Criticize student behavior

Sometimes in the classroom,there are a few students that are difficult to handle. In students' age, there are many internal problems they should face, such as puberty and unstable emotion. This is when teacher should communicate anger and so dissatisfaction and annoyance with students. Teacher should know the way to communicate the emotion atmosphere in the classroom so teacher can find a solution to solve the problem and build a positive interaction with students. Teacher's critics is important for students' leadership development. Telling the students about incorrect or acceptable response must be done in positive behavior without letting down the students' passion in learning.

The Role of Teacher Talk in Language Classrom

There is no learning without teaching. So as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays a vital important role in language learning. Quite a few researches have discussed the relationship between teacher talk and language learning. As [18] points out "Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important 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, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive."

According to SLA theory, plenty of and high-quality input is the necessary element for successful language learning. There is no learning without input. "If the second language is learnt as a foreign language in a language class in a nonsupportive environment, instruction is likely to be the major or even the

only source of target language input" [19]. Here instruction refers to teacher instruction--teacher talk. Stern proposed a teaching-learning model which identified two principles actors, the language teacher and the language learner.

METHOD

Design of the Research

This research used descriptive qualitative design which was describe and analyze the condition of the real subject of the study based on the obtained data. This is line with [20] explained that descripteve quallitative is a method that used to find out a knowledge of a subject of certain research. The purpose of this method was to describe some important qualities of complex social phenomenon.

a. Time and Place of the Research

This study was aimed to describe teachers' talk that found in classroom interaction at SMP Negeri 1 Batauga.

b. Subject of the Research

The Subject of this research was the English teacher in SMPN 1 Batauga at eight grade.

c. Procedure of the Research

Single English teacher as the subject of the research because she is one of the senior English teacher in SMPN 1 Batauga. The students are taught by him had good achievement in English and the students are active in the classroom. In addition to, the English teacher as the subject has the characteristics of the teacher talk when he delivered the materials in the learning process.

Instrument and Technique of Data Collection

In collecting the data, the researcher used the triangulation method to validate the data. Triangulation can be done in three ways, those are observation, interview, and documents [21]. The researcher met with the teacher participant.

a. Observation

The first instrument used to collect the data of linguistic features of English in teacher talk, the researcher observed the occurrence happening during the class interaction, in order to get general description about the teachers' talk use and linguistic features in teacher talk in classroom interaction. The during the process of observation the researcher wrote or recorded the learning process that represent the verbal behavior of the teacher in providing instruction in the English classroom.

b. Interview

In order to gain more detail information related to teacher's talk in classroom interaction, the researcher conducted a semi-structure interview with the teacher who is being as a participant. The researcher used interview as a tool of data collection. In doing the interview, the researcher has a better control over the types of information received by asking specific questions [22]. Moreover, Jensen and Jankowski support the idea that interview can lead the study to further research using other methodologies, such as observation and experiments [23].

In this research, the questions of the interview were mainly related to the teacher's perspective of the linguistic features teacher talk in classroom interaction based on her experience in teaching English as a foreign language. The list of questions was revised as data collection progressed, depending on emerging themes from earlier phases of data collection, create a better follow of conversation. The interview was done in order to elicit data that would identify the reasons (if any) for linguistic modifications that the foreign language teacher employed in her class. It would also deepen the information got from observation.

c. Documents

A part from the observation and interview, the researcher connected the data that has been collected with the theories or statement from the experts in chapter II to make data validation.

Technique of Data Analysis

There are three steps taken in data analysis of this research. The three steps are adopted from [24]:

a. Data Reduction

Data reduction refers to the process of choosing and simplifying the data. The researcher reduced the data from the interviews because not all information given by the respondents is taken into account for this study. For the questionnaires, all information obtained is taken into analysis.

b. Data Display

Based on the collected and reduced data, the researcher display the data in the forms of tables before narrating them. Data display helps the researchers draw the conclusions of the study.

c. Conclusion Drawing

After displaying the data, the researcher draws conclusions of the study. These conclusions are the highlight of what is the linguistic features of English teachers' talk use in classroom interaction.

RESEARCH FINDING AND DISCUSSION

Results

Based on the data of observation and interview the result of the research was focused on the teacher talk of giving direction and instruction and question. A long with the features or characteristic of teacher talk was also discussed below.

a. Giving direction and instruction

Directions can be challenging to teach however its practical uses are readily understood by students and there are many fun activities that can be incorporated into lessons to make them more enjoyable. The direction that occurs in the classroom has a lot that can be done by the teacher, such as giving direction or instructions to open a book to find out new material, or giving a cue every time you want to give a listening problem the teacher will say "I will read the dialogue twice, listen carefully". The following is the example of teacher's linguistic when direct or instruct the students.

"*Contohnya tadi adalah* car, car *yaitu kata benda jadi di tambahkan a new car barulah bisa dijelaskan itu* car, *dia kan berfungsi untuk menjelaskan.* A new *itu kata sifat dan tempatnya kata sifat di depan kata benda, barulah bisa dijelaskan. Kemarin sudah saya jelaskan".* ("The example was car, car is a noun, so if you add a new car, then you can explain it's car, it's function is to explain. A new is an adjective and the place is an adjective in front of a noun, then it can be explained. Yesterday I explained). To make learners understand about the information, the teacher gave explanation to the learners every sub theme then gave some examples to the learners and the end of the lesson and the teacher also clarified the learners answer and gave addition about the more detail information or explanation from the topics that has been discussed, teacher will review the explanation to check learners' understanding.

"*Nah sekarang kita pindah ke Activity 6. Masih berkaitan dengan simple present tense tapi ini di ubah kedalam bentuk negative. Coba buka kembali bukunya tentang pola* present tense *dalam bentuk negative, ada yang bisa bantu sebutkan? Sub + Do/Does + Not + V.1 + O/C. C adalah* complement. *Baiklah Saya beri contoh dan kalian tinggal menyempurnakan kalimat yang sudah disediakan* I turn on radio every morning but sometimes .... to it . *Ada yang bisa jawab?"* ("Now we move to Activity 6. It is still related to the simple present tense but this has been changed to a negative form. Try

to re-open the book about the present tense pattern in negative form, can anyone help mention it? Sub + Do/Does + Not + V1 + O/C. C is complement. OK, I'll give you an example and you just need to complete the sentence that has been provided. I turn on radio every morning but sometimes ………… to it. Can anyone answer?"). When the teacher found a learner who misunderstanding about what they has been discussed, the teacher gave more attention the learner who did not understand, the teacher repeated the explanation and provided an example that easier to understand by the learners *"Huruf akhirnya di tambah 1 Big menjadi Bigger kemudian Biggest. Kita buat contoh sama – sama "Riska smarter than Ilham".* Another form of giving direction and instruction used by the teacher as the following examples from the teacher as respondent*;*

"please pay attention to task 1 there are questions 1 through 5, now do it based on the example above as I explained earlier. If you don't know, please ask. I will read the dialog twice, listen carefully, see carefully"

"well for the first I will give you listening, I will give you some dialogue all of you must listen carefully and before listening to the dialogue you must prepare your exercise book, after listening to the dialogue you must choose the best answer which one is the best, do you understand? open please open the book, this is actually a situation that is no good for listening."

Question	Answer
What will you do to make them understand if they find long direction in doing activity?	When the learner have not understand the direction, we will repeat the direction and explain that one by one. Example: *Lelaki itu menyukai film tetapi mereka…… Saya artikan dulu yah silahkan di tulis* Eat *makan*, practice *praktek*, complain *mengeluh*, go *pergi*, drive *berkendara*, have *mempunyai*, wear *menggunakan*, meet *bertemu*, want *ingin*, read *membaca Silahkan dilanjutkan dikerjakan* activity *8*

Based on research, the teacher has given direction and also instructions, such as the teacher telling students to open the page and also giving directions for assignments to be given to students so that students can complete well. The example above, the teacher used giving direction instruction in class by giving direction students can understand what tasks they will be doing.

From the direction or instruction the teacher talk indicated that the linguistic features the teacher used were; the *rate of delivery* is slow in order the students can understand the teacher direction or instruction easily; the teacher also *repeat* their instruction or explanation to make sure the students get the point of the teacher. The teacher used simple sentence such as; *present tense verb*, she used statement, command and question. And also the used of *nouns*, *verbs*, *linking and to be auxiliary verbs*.

b. Question

The result of the observation indicated as the following table:

Table 2. Classroom Observation

No.	Scripts
1	T. Assalamualaikum wr. wb. S. walaikumsallam wr. wb.
2.	T. Okey, good morning student ….. S. Good morning …….
3.	T. Yea … How are you today? S. Fine
4.	T. Ok fine, always fine and we can study together here
5.	T. Ok. I'm glad to meet all of you and welcome to this class. Let's study together, but before starting the lesson, let's play together
6.	T. Ok. Let's star praying
7.	T. Thank you. I'm happy because you are happy. Ok let us start our lesson.
8.	T. Our topic to day about expression of checking of understanding and the responses

No.	Scripts
9.	T. Do you understanding what I'm saying? Apakah kamu mengerti apa yang saya katakan? S. I understand what you are saying (saya paham dengan apa yang kamu katakan)
10.	T. Do you know what I mean? Apakah kamu tau maksud saya? S. I know what do you mean (Saya paham dengan apa yang kamu katakan)
11.	T. Do you know what I'm saying? Apakah kamu tau apa yang saya katakan? S. I see what you are saying (saya mengerti apa yang kamu maksud)
12.	T. Do you know what I'm talking about? Apakah kamu tau apa yang saya bicarakan? S. I know what you are talking about (saya tau apa yang kamu bicarakan)
13.	T. are you with me? S. I'm with you
14.	T. Do you get my point? Apakah kamu paham maksudku? S. I get it (Saya mengerti)
15.	T. are you following me? Apakah kamu paham? S. yes I'm fllowing you Ya saya mengerti maksudmu
16.	T. got it? Mengerti? S. I'm get it Saya mengerti
17.	T. any questions? ada pertanyaan?

The TT of Teacher was marked with the use of "OK" with imperatives and in questioning. Linking and "to be" auxiliary verbs were omitted in some instances. She demonstrated the least frequency of linking and "to be" auxiliary verbs. The following is an example of a missing auxiliary and use of "OK":

T : <u>OK</u>, Let's start praying. We missing the chair. SN, you can come and bring the chair with you. <u>OK,</u> OK, let us start our lesson. All right. I have SN from this group, aa and SN. SN, can you sit here… All right, one two, three…go…

Looking at what the teacher frequencies of linguistic characteristics use, the pattern was recognized. The teachers used amount of questions and also, teacher used more verbs and nouns in making conversation with the students. Besides, there were some features particular, for example, Teacher used more repetitions, having more general questions, and the least amount of least contractions.

Discussion

The participant teacher in this study consciously or unconsciously adjusted the selected linguistic characteristics in their TT. Comments from the interviews indicated several reasons for these adjustments. Firstly, the teacher said she adapts her language to the classrooms, but seek to make it as authentic as possible. Secondly, the teacher said she vary her linguistic adjustments, depending on the level of students and stages of the lesson. Thirdly, the teacher, in using linguistic adjustments in their TT, said they want to achieve clarity and intelligibility. In addition, the teacher provided some other interesting reasons for linguistic modifications they make in their TT, which will be discussed further. It was reported by the teacher that she apply certain adjustments in their TT:

a. The teacher mentioned the role of *repetitions.*
b. Teacher emphasized the importance of using a lot of *questions,* both '*general and wh-questions', simplification of the sentences, slow rate of delivery.*
c. Teacher *using full noun phrase over pronouns, paraphrasing, slowing down rate of speech, shorter sentences.*

In an answer to the interview question (Do you think that students learn best from a teacher who uses "special" language or when they are exposed to "authentic" language?), the teacher agreed that it would depend on the level of the students. The teacher expressed this idea concisely, saying, "Ideally, it's a balancing act of both. Obviously as much authentic as they can get and can understand."

To further investigate teacher' views about reasons for linguistic adjustments, a question was posed in the interview, which was, "Do you adjust your language to the level of students? If so, can you describe the linguistic adjustments you make?" In response to this question, the teacher mentioned several reasons for adapting their talk with her students.

"Teacher said, "Probably, slow rate of delivery on low levels. I would be slower than usual. Yes, 'yes/no' questions, and wh-questions, again, with lower levels you do it a lot."

During the interviews, when the teacher was asked to explain what linguistic means are best if a teacher wants to achieve clarity with material being used in a lesson, the teacher said that slow rate of delivery and simplifying the sentences would help considerably. She added that using an imperative form rather than question forms would be useful as well. In addition, she reported that using shorter sentences helped the students to arrive at the meaning when setting up any activities.

" Furthermore, Teacher emphasized the idea of using paraphrasing along with repetitions because she perceived that if the students did not understand the first statement, they might understand another one. She pointed out, "When the same thing is said in several different ways, it exposes the students to the different variations in the language. Repetitions and paraphrasing are the most frequently used linguistic modifications in my teacher talk."

The difference in the linguistic adjustments across the different stages in the classroom was also recognized by the teacher. It was reported by Teacher that simplification of the language was adopted in the beginning of the session so as to enable the students to do what was expected in the session. However, the language adopted in the latter stages of the lesson was more natural as the teacher felt that the exposure to authentic language was important for the students. The answer of Teacher to the question "Do you think it is possible to disunite or divide your lesson roughly into three stages? If so, to your mind,

what stage would have more/less linguistic modifications? Why?" reflected the teacher' opinion:

It's common sense, everything has the beginning, middle and end. More modifications for Stage 2, because that's the most important part. I will slow down, simplify, do whatever it takes. I probably repeat myself quite a lot. I would probably repeat instructions with fewer words. I'm working on it. Stage 1, I am always trying to remember what we did last time, which is fine, because that's a lot of elicitation. And if I end up with no answer, I would use one word questions. On stage 3, I would probably say "Right, ok" a lot. You know, I would never say questions like "what have you learnt today?" because that's so stupid; but I would try to get sort of indication from them, so that it's not been a waste of time. On the whole, it was accepted by teacher that the students learn best from a teacher who uses a blend of TT and authentic language.

Having analyzed the reasons given by the teacher for her linguistic adjustments, it was evident that linguistic adjustments were used to provide comprehensible talk to the students.

CONCLUSION

Based on the data analysis of observation and interview it can be concluded that the linguistic feature of English teachers' talk at SMPN 1 Batauga was Looking at what the teacher frequencies of linguistic characteristics use, the teachers used mostly of general and tag questions and also, teacher used more verbs and nouns in making conversation with the students. Besides, there were some features particular, for example, teacher used more repetitions, having more general questions, and the teacher use linguistic adjustments to provide comprehensible talk to the students; such as paraphrasing, and repetitions

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