

**The Move of Teacher Talk in the Productive Skill Classes
at the English Education Department of Muria Kudus University**

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Abstract

Interaction between teacher and students occurs mostly in the classroom when the teaching learning process is happening. The interaction appears in the teacher talk and student talk. Teacher talk is the speech done by the teacher that is aimed at the students with particular goal. In the context of instructional settings, teacher talk is significant because teacher talk can be an aid to learning. Moreover, the appropriate teacher talk might generate the students to do the activities the teacher expects. This in turn will enhance the students' comprehension.

This research aims at finding out the moves of teacher talk in the productive skill classes at the English Education Department of Muria Kudus University. Those productive skill classes are Advance Speaking and Genre Writing taken by the third semester students.

The method used in this research is qualitative that belongs to discourse analysis. The data were collected through video-recording during the teaching learning process was occurring. The record was then transcribed and analysed using Sinclair's and Coulthard's moves IRF (Initiation, Respond, Feedback).

The result of the research shows that the highest move of teacher talk in both productive skill classes is the Initiation move. Meanwhile, the lowest move found is the Respond move. Therefore, the teachers are suggested to give more respond to the students as well as give chance for the students to initiate move.

Keywords: teacher talk, move

Introduction

Interaction between teacher and students occurs mostly in the classroom when the teaching learning process is happening. The interaction appear in the teacher talk and student talk. The teacher talk here means the talk done by the teacher that is aimed at the students in the classroom. It has significant role in contributing to determine the success or the failure of the class.

In classes such productive skill classes, the teacher talk will surely determine the language production resulted by students. This is very vital since in productive classes like speaking class, the students are expected to speak and practice their English a lot. Thus, the student talk is assumed to exceed the teacher talk in that class. In another productive class like writing, the language production produced by the students will be in written form. However, the role of teacher talk is also important considering the teacher must be able to give the instruction and motivate the students so as for the students to write English well.

This study deals with teacher talk in productive classes, that is Speaking and Writing classes. It aims at finding out the moves of teacher talk in the productive skill classes at the English Education Department of Muria Kudus University. In the English Education Department of Muria Kudus University, English is not only taught as the content, but also used as the medium of instruction. This is due to the students studying in the department are student teachers that must master English both as content and medium. The condition requires the teachers to perform the appropriate teacher talk that can encourage the students to be more active to achieve the goal of the courses.

Review to Related Literature

Ellis (1985) states that teacher talk is "special language that teachers use when addressing L2 learners in the classroom". This means that teacher talk is the talk done by the teacher that is aimed at the students in the classroom.

The effect of teacher talk might influence students' participation in the teaching learning process. Chaudron (1993: 50) says that the extent of teacher talk will "enhance learners' comprehension consequent ability to process the TL (target language) grammar and lexis". Therefore, the teacher talk might have contribution on the students' success or failure in teaching learning process. This is in line with Cook (2000: 144) who mentions that the language that teachers use in classroom determines to a target degree whether a class will succeed or not.

The teacher talk has three aspects, all of which has similar communicative purpose. This communicative purpose, according to Chaudron (1993: 52) is for the students to be engaged in learning tasks. This purpose is achieved through schematic structure, the organization of ideas in a text, that consists of stages or steps. These stages or steps are usually called Moves. Therefore, Move is 'a realization of a specific overall communicative purposes through a variety of linguistic strategies' (Holmes in Safnil, 2000: 86).

Sinclair and Coulthard as cited in Arikdal (2006:13) declare that there are three kinds of move within classroom interactions. They are initiation (I), respond (R) and feedback/follow-up (F) or evaluation (E) that are usually called IRF or IRE model.

Yanfen and Yuqin (2010) and Macedo (2000) define initiation as the move in a teaching exchange which initiates an interaction. Through initiation, teachers will usually adopt the way of asking questions, invitation, and giving directions. Meanwhile, responds move consists of three types: reply, acknowledge, and react. Feedbacks/follow-ups has three kinds of move as well. They are comment, accept, and evaluate.

Method

The method of this study is descriptive qualitative study that belongs to specifically discourse analysis research. According to Sinclair and Coulthard (cited by Chaudron, 1993: 40) there are five ranks of discourse level. They are lesson, transaction, exchange, move, and act. This research focuses on the rank of move. Therefore, the data of this research are the move of teacher talk occurring in the Advance Speaking and Genre Writing classes of English Education Department of Muria Kudus University.

The data were collected through video-recording. The teaching learning process occurring in those two classes were recorded using video camera to get the data needed. The analysis of the data consists of several steps. First, the video record was transcribed. Secondly, the data was differentiated between the teacher talk and student talk. Next, the teacher talk was identified based on the move proposed by Sinclair and Coulthard.

Results

The result of the study reveals that the three moves of I-R-F (Initiation, Respond, Feedback) are found in both productive skill classes of the Advance Speaking and Genre Writing. The percentage of those moves can be seen in the following table.

Table 1. The Teacher Talk in the Advance Speaking And Genre Writing Classes of EED UMK

Class	Move		
	Initiation (I)	Respond (R)	Feedback (F)
Advance Speaking	65%	13%	22%
Genre Writing	70%	3%	27%

Based on the Table 1 above, it is found out that the highest move of teacher talk in both classes is Initiation. The Genre Writing class has higher Initiation of teacher talk than the Advance Speaking

class, that is 5% higher. Meanwhile, the lowest move of teacher talk is Respond. This occurs in both the Advance Speaking and Genre Writing classes. However, the Respond move of teacher talk in the Advance Speaking class is lower than that in the Genre Writing class. In the Advance Speaking class, the percentage of Respond move of teacher talk is only 3%, but in the Genre Writing class, it is 13%. The last move of teacher talk, that is the Feedback move, is performed almost similarly by both the Advance Speaking and the Genre Writing teachers. The Feedback move of teacher talk in the Advance Speaking is 22%, while the Feedback move of teacher talk in the Genre Writing class is 27%.

The result of the study in which the Initiation move of teacher talk is the highest in percentage indicates that the teachers do a plenty of talking during the teaching learning process to initiate the interaction. The Initiation can be done for various aims, for instance attracting the students' attention, introducing the topic of the course, giving instructions to the students, or motivating the students. Eventhough the aims of doing the Initiation move of teacher talk vary, the result of the study shows that both in the Advance Speaking and Genre Writing, the Initiation move of the teacher talk found out consists of three types; they are questioning, inviting, and directing. This means that the Initiation move of the teacher talk are performed either to ask questions to the students, invite the students to do something, or ask the students to obey the teachers.

The Respond move of teacher talk in the Advance Speaking class is found out to be higher than that in the Genre Writing class. However, the kinds of Respond move of teacher talk in the Advance Speaking class is less various than that in the Genre writing class. In the Advance Speaking class, there are only two kinds of Respond move of the teacher talk, i.e. reply and acknowledge. On the other hand, in the Genre Writing class, the kinds of Respond move of the teacher talk are found completely. Thus, the Respond move done by the teacher in the Genre Writing class comprises of reply, acknowledge, and react. The Respond move of the teacher talk done has the functions to respond elicitation, respond informative initiation, and respond direct initiation which can be done through their activity or non-verbally.

The finding shows that both classes of the Advance Speaking and Genre Writing has quite similar numbers of the Feedback move of teacher talk. This indicates that the teachers in both classes gave adequate feedback to their students. The result of the study also reveals that the types of Feedback move of teacher talk found in both classes of the Advance Speaking and the Genre Writing are the same. Those types of the Feedback move are comment, accept, and evaluate. Comment move is intended to encourage students in providing the answers or ask students to notice other students' works. The accept move or acknowledge move is a very brief feedback from the teacher in responding the correct answers from the students. Meanwhile, the evaluate move is a feedback done by the teacher usually in the form of question.

Conclusions

From the result of the study, it can be concluded that during the teaching learning process in the productive classes of the Advance Speaking and Genre Writing, the teachers perform more Initiation move than the other two moves of the Respond and Feedback. The Respond move is the lowest move of teacher talk to be performed by the teachers in both classes.

It is then suggested to the teachers to give more respond to the students. The teachers are also suggested to give more chance for the students to initiate move.

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