TEACHER TALK IN THE HOLISTIC ENGLISH CLASS OF YOUNG LEARNERS AT WIMA KIDS SURABAYA

A THESIS

In Partial Fulfillment of the Requirement for the Sarjana Pendidikan Degree in English Language Teaching

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April 2007
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank her beloved God Almighty, Jesus Christ for His blessing and spirit that enable her to accomplish this thesis. The writer would also like to express her deepest gratitude and appreciation to those who gave their valuable guidance and time that make the accomplishment of her thesis possible especially to:

1. The Government, that has funded the expense of this thesis through PHK-A2 grant.

2. Dr. Ignatius Harjanto, her first advisor, whose encouragement, guidance, valuable comments and numerous constructive suggestions have been great help for the writer in accomplishing this thesis.

3. Dra. Ruruh Mindari, M.Pd, her second advisor, who has patiently guided, given comments and suggestions on her thesis, and has been willing to spend her valuable time in examining the writer’s thesis.

4. Miss Rachel, the teacher of Wima Kids, who has kindly shared her time and helped the writer to collect some data needed for completing her thesis.

5. The students of Wima Kids of Basic 2 level who have actively participated in this study

6. All the lecturers of the English Department of Widya Mandala Catholic University for their guidance and willingness to share their precious knowledge during her study.

7. The writer’s beloved parents, Luky and Lindawati, and brothers (Martin and Rony) who have given prayers, supports, love, money, motivation, and belief in her to finish her thesis.
8. The writer’s beloved boyfriend, Hok Cuan, who has always given his best attention to the writer during the process of writing her thesis.

9. The writers’ best friends (Linda A, Christian, Christino and Fonny) for their supports, help, love and attention that enable the writer to finish her thesis without being hopeless.

10. All friends, especially Dian Erlytha and Muliati, who have helped and motivated the writer to finish her thesis.

Finally, the writer also would like to thank to those who have not been mentioned here for giving contributions, supports, prayers, and loves in completing this thesis.

The writer realizes that all of the guidance, cooperation, time and opportunities given are really helpful for her to enlarge her knowledge and enable her to arrange this thesis as well as it should be. May God always bless them all.

Surabaya, April 2007

The writer
ABSTRACT


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Key words: teacher talk, interaction, linguistic features and holistic.

In teaching and learning process, a teacher takes important roles. He/she does a lot of things in the classroom and most of her activities are talking, that is communicating verbally with the students in his/her effort to present and discuss the teaching and learning materials as clearly as possible. The teacher’s verbal communication or teacher talk enables the various classroom activities to happen. This includes the teacher’s explanations, responses to questions, instructions, praises, corrections, etc (Wajnryb, 1992). Realizing the importance of the functions of teacher talk, the writer decided to choose Teacher Talk, especially teacher talk in teaching young learners as her topic under study.

In line with the introduction, the research questions raised in this study are: What kinds of teacher talk are used by the teacher in the holistic English class at Wima Lids? And What are the linguistic features of teacher talk in the holistic English class at Wima Kids?

This study applies the qualitative research design. The data of this study are gained by doing observations in the field. The type of observations done was a non-participant observation. The writer sat at the back of the classroom, observed, recorded the teacher’s talk secretly, and filled in the relevant checklist.

Using FIAS to analyze the data, she found out the kinds of teacher talk at Wima Kids Surabaya are divided into two parts, indirect and direct teacher talk. The indirect influence consists of “accepts feeling, praises or encourages, accepts or uses ideas, and asks questions”. While direct influence consists of “lectures, gives directions, and criticizes or justifies authority”. And the linguistic features of teacher talk used by the teacher are one-word sentences, two-word sentences, three-word sentences and full sentences.

The findings suggest that the Indirect Teacher Talk took up the major portion of teacher talk in the holistic English class at Wima Kids. Indirect Teacher Talk refers to the teacher intentionally deciding to let the students to respond in their own way and encourage them to do so. And most of the teacher speeches are used full sentences to respond or initiate. It is a good fact that teacher almost always used full sentences to communicate with her students. The sentences can be good model for the students to master the use of the language learning appropriately.
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