DISCOURSE ANALYSIS OF TEACHER'S SPOKEN LANGUAGE IN ENGLISH CLASS OF SMPN 16 PALANGKA RAYA

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Abstract

The research was conducted using qualitative research method with one English teacher of SMPN 16 Palangka Raya as the subject of the study, and the objectives are to analyse (1) the teacher's use of spoken English in her instruction referring to the Lesson Plan, (2) the structure used by the teacher, (3) the vocabulary used by the teacher. The data were obtained from class observation and interview with the teacher. The result of data analysis and the discussion of the findings show several matters related to the teacher's spoken language in English class of SMPN 16 Palangka Raya as follows : (1) The teacher's use of English Instruction was appropriate with the Lesson Plan, which included orientation, apperception, motivation, and giving references; (2) the teacher used English spoken language at first and then followed by Indonesian due to the students' weakness in English; (3) the teacher used simple vocabulary, which all of them were used to make the condition of the classroom alive and give relaxing atmosphere that the teacher's utterances could be easily understood by the students.

***Keywords** : discourse analysis, spoken language*

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INTRODUCTION

In considering the use of L1 (the learners' mother tongue) in ELT (English Language Teaching) on the part of the teacher, one of the first assumptions is that the teacher has a sufficient command of the students L1 to be of value in the first place. Another assumption which may well impact this scenario is that all the learners in a class or group have the same L1.

Discourse analysis studies how spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. (Richard and Richard, 2002: 161). While according to McCarthy (1991:5) discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. In discourse is an extremely complex process, comprised of many interacting components or elements. It arises out of mental constructs that interact with, for example, the psychological, social, cultural, situational, political, and personal aspects of life.

Discourse can be categorized into two kinds of discourse; spoken and written discourse. Spoken discourse is possibly the form of discourse that posses the great problem in terms of analysis. A spoken discourse is often considered to be less

planned and as we know that there are many factors can influence the way people speak or use the spoken discourse like the speech events. Related to the spoken discourse, there are many areas in discourse such as talk-in interaction in everyday conversation, children's conversations, parent-child discourse, news interviews, classroom interactions, courtroom interactions, meetings, conversational storytelling, verbal duelling, puns and jokes, rumours and gossiping.

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. Therefore, teacher talk should be clear and intelligible, which should contain no errors. Noni (1994:1) 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.

Furthermore, other aspects that can be analyzed in spoken discourse analysis such as the turn taking, politeness, and speech act. Speech act is one of the functional activities of human beings as creatures who have language. Because of its functional, every human being tries to do the best, either through acquisition and learning. Language acquisition typically done in non-formal, while the learning is mostly done in the form of formal.

However, most of the students in SMPN 16 Palangka Raya lack of ability to understand teacher's explanation using English, because English is only used in English classes, outside the classroom they use Indonesian, Dayak Language and Banjar Language. They have difficulties in understanding teacher's expressing ideas, so it leads to the misunderstanding and miscommunication in teaching learning process.

RELATED LITERATURE

Vocabulary is very important to help students understand the material given by their teachers. Considering the importance of vocabulary, English teachers should prepare the most appropriate and suitable techniques to teach their students in order to make them able to understand the vocabulary being taught. The first technique that teachers could use is Pictures. Some vocabulary is very difficult if teachers only depend on their explanation. Take for example: volcano. It is quite difficult to explain it to students without pictures or videos. Wright (2007) mentioned that "Pictures as a visual representation of mind can better affect students in learning a language". Through pictures, it would be easier for students to understand the meaning of the vocabulary because pictures could reinforce children" memory. According to Corin (2002) pictures have important roles in the teaching learning process because the use of pictures will reinforce the children" memory.

The second technique that teachers can use is Concrete Item. According to Milone (2003) realia include "All objects, actions, concrete materials, real factors, and activities of every category" that could have a value in establishing a closer relation

between the concept of the idea and the word or word phrases which is the language-symbol for that concept or idea. When teaching certain vocabulary for example, things in the classroom or clothes, it would be better if there are real items rather than just explanations. Through Concrete Item technique, the material would be easily remembered by our students. Gower, Philip, and Walters (2005) suggested that "In teaching vocabulary, it is better to use real things rather than rely on wordy explanations and discussions."

Another way to teach vocabulary is Games. Based on my experience, when I played some games and found new vocabulary, it was easier for me to remember the meaning of those words, rather than remembering lists of words. According to Tavil and Isisag (2009), "Games is also a good way to promote vocabulary teaching". Amato and Patricia (1995) also confirmed that "Games are sometimes used in classroom to develop and reinforce concepts (e.g. colors, shapes, numbers, word definitions), to add diversion to the regular classroom activities, and even break the ice." Based on what Amato and Patricia said teaching vocabulary using Games is good to reinforce the material that has been taught by the

teacher and reduce the students" stress or boredom on the lesson today. So it is very beneficial for the students if this technique is used.

Another technique that can be used is Mime and Gesture. This strategy is quite effective enough to teach certain vocabulary, for example, verbs, such as: drawing, crying, singing, and etc. Using this technique is quite beneficial because it may make classroom condition "alive" (Gower et al. 2005). Based on what Gower has stated, teachers could try to use this technique not only to make students understand the material being taught, but alsoto make the classroom condition become alive and thus make the students feet happy to learn the material.

The next technique that teachers can use is Repetition. Most learning vocabulary needs repeated attention to the item that being taught (Nation, 2001). By keeping students" attention with the vocabulary being taught, students can easily remember the meaning of the vocabulary and use it in a sentence correctly. Usually this technique will be used to reinforce the materials that had been given by the teacher. Based on my experience teachers hope by using Repetition technique the repetition will make the vocabulary „stay" on the students" mind and make the students

become fluent enough to spell the words that had been taught by the teacher. According to Coxhead (2006, p.19), "Repetition is important because it helps the learner build their knowledge of a word to the point of fluency."

METHOD

In this research, the research design guided the researcher in collecting and analysing the data. Creswell (2009) stated that research designs are plans and procedures for research that span the decisions from broad assumptions to detail methods of data collection and analysis. This research was conducted to analyse the teacher's use of English, the grammar and vocabulary in English class of SMPN 16 Palangka Raya. In this research, Class Observation and Interview were the primary instrument to collect the data from the field. Then the researcher processed the data in the form of words.

The research was conducted in qualitative research method. According to Marguerite et al (2006 : 264) qualitative research focuses on the study of social phenomena and on giving point to the feelings and perceptions of the participants of the study. This is based on the beliefs that knowledge is derived from the social setting and understanding social knowledge is

legitimate scientific process. On the other sides according to Anderson and Arsenault (1998) qualitative research is a form of inquiry that explores phenomena in their natural setting and uses multi-method to interpret, understand, explain and bring meaning to them.

So, in this research, the researcher used descriptive qualitative research. As stated by Kasasar (2009), descriptive research is used to describe a current situation that existed in the past or existed now in the way it is. Using this design, the researcher wants to describe teacher's use of English, grammar and vocabulary in English class of SMPN 16 Palangka Raya. The conceptual framework of the research is summarized in the following figure.

To get the data, the researcher observed the class by recording the teaching learning activities in the English class. From the recording, the researcher transcribed the teacher's use of English, grammar and vocabulary in her instruction. Besides that, the researcher also interviewed the teacher about the language used by using interview guideline.

Figure 1. Conceptual Framework of the Research
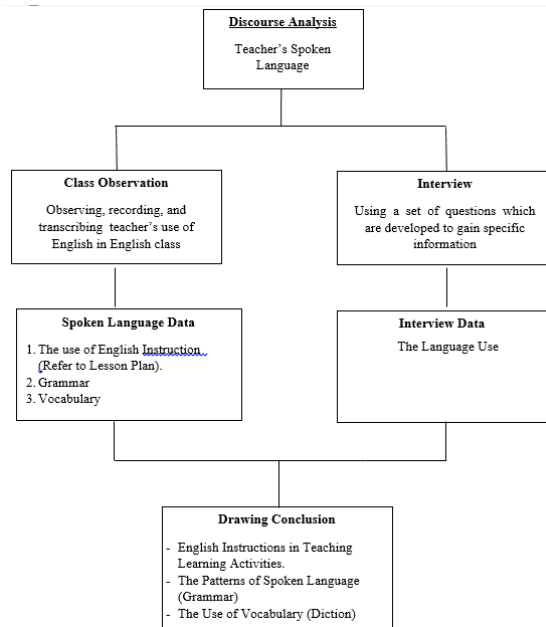
Data are something important in all of the research; and especially in qualitative research, the data contain the answer to the research questions. The data in this study were in form of the teacher's speech and statement related to the research questions. This is based on the statement of Ary (2006) that qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. In this research, the data were the description of the teacher's use of English in her instructions, grammar and vocabulary.

The supporting data were also used to support research. The source of the data is the teacher and students at SMPN 16 Palangka Raya through class observation and interview. In this research, English teacher and students at SMPN 16 Palangka Raya to be an important and significance source, because they are the main source in this research. Almost all of the information that needed by the researcher are get by them. They tell about how the teacher teach and use English instruction, grammar and vocabulary in English Class.

In this step, the researcher finds problems through several activities. First, several observations about the teaching and learning process of English class VII B at SMPN 16 Palangka Raya were conducted. Secondly, English teacher were interviewed to obtain data on the background of the English teacher. In this step, the researcher finds problems through several activities. First, several observations about the teaching and learning process of English class VII B at SMPN 16 Palangka Raya were conducted. Secondly, English teacher were interviewed to obtain data on the background of the English teacher.

As explained in chapter II, Michael McCarthy (1990) stated that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It grew out of work in different disciplines in the 1960s and

early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.

From the explanation above, it can be seen that communication and interaction between teachers and students in the class is very important to maintain good relationships and involvement with the material to be delivered at the lesson itself.

FINDING

The results of observations show the communication and interaction between the teacher and students in the class from the observation sheet as explained below.

Description of the result of Observation

SMPN 16 Palangka Raya was one of the State Schools in Palangka Raya. It was located about 17 kms north of Palangka Raya city. English was one of compulsory subjects taught in the school. There was 1 English teacher who teach at the school. She was graduated from S1 degree of English Education Department. She was government employee. Her experience in teaching English was from 10 – 15 years. During the time of the research, there was only one class which is able to contribute for the data

needed. In English class was taught in average for 60 minutes/meeting/class, and there was one meeting a week. The material discussed that day was about various types of daily work using dialogues in the book.

The results of observation 1 show that the English teacher used L1 (Indonesian) and L2 (English) while teaching English in the class. Although she focused on the use of English, she still used Indonesian to make sure her students could understand what she was saying. Her spoken English was exactly appropriate with the Lesson Plan. The following table shows the use of English by the teacher in her instructions in the English class.

Table 1. The use of English in English class

No.	Activities	Number Of Sentences	Sentences
1.	**Orientasi**		
a.	Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran	2	- Good Morning Students - Okay Asad Maulana, lead your class to pray before we start our lesson today
b.	Memeriksa kehadiran peserta didik sebagai sikap **disiplin**	1	- Okay, who is absent today?
c.	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	4	- All of you look so happy, are you happy class?

			- Let's start our lesson - Pay attention - Look at your book
2.	**Apersepsi**		
a.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	3	- How class, do you know what is my job? - Yuandri Bima, did you ever spoke with tourist that came to your village? - So, our lesson today is about job yeah
b.	Mengingatkan kembali materi prasyarat dengan bertanya.	2	- Okay class, how is your homework for continue our lesson? - We will complete the table related to job and profession based on the conversation above.
c.	Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	3	- Melisa, What's your father's job? - Look at the dialogue, Beni said "he plants and and grows rice" so, what is Beni Father's job? - And then What is Udin Mother's job? Udin said "She perform operations on her patients"
3.	**Motivasi**		
a.	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan	1	- Okay class, now you know that many various of job and how

	dipelajari dalam kehidupan sehari-hari.		they do their job in every day life
b.	Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Fungsi Sosial Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.*	4	- Don't be shy when you speak English (dialogue in front of the class) - When you in English class, you have to try use English language - But not only in the class - You can practice English with your friends outside of the class
c.	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	1	- If you often practice English, you will proficient
d.	Mengajukan pertanyaan	1	- How, any question so far?
4.	**Pemberian Acuan**		
a.	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.		- Okay class, let's practice this dialogue - It's about various job
b.	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung	2	- Don't forget say thank you to your friend - Not only that, you can say good morning when you meet your friends when you come to the school
c.	Pembagian kelompok belajar	1	- We will work in pairs. - Choose your partner to read this dialogue in front of the class

The communication which was used by the teacher in teaching learning process during teaching speaking in SMPN 16 Palangka Raya was mostly in form of dialogues. Both the teacher and students communicated interactively by taking turns and questions and answers.

The sources of the lesson were varied. The book used in for students was *Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016*. Not only that, the teacher also took the source of information from dictionary, newspaper, magazines, internet, and teacher and students' experience.

Description of the result of interview

The interview was done with the teacher. The results show that she was graduated from S1 degree of English Education Department. She was a government employee. Her experience in teaching English was about 15 years. She was ever involved in teacher competency activities, she had participated in certification activities. She stated that students were very difficult to understand English language lessons because students in their daily lives at home rarely used English except at school. When learning English in the classroom it was not permitted

to use local languages that made the teacher had to be more focused to keep explaining the lesson using English, then followed by the meaning to provoke the students' own thinking until the teacher explained using Indonesian, especially when giving instructions to do the assignment.

Indonesian language itself is very important to use when teaching in English because as we all know that this school is a school on the edge of the city of Palangka Raya, it can even be said to be very far from the city center of Palangka Raya. That is why it is not easy for teachers to explain English lessons fully in English; the teacher must use 50:50 mixes of Indonesian and English to make the students understand what the teacher were saying and explaining.

DISCUSSION

By looking at the data, there were three things to be highlighted: the teacher's use of English (referring to the Lesson Plan), the structure, and the vocabulary used by the teacher in her instruction at SMPN 16 Palangka Raya.

Related to the theories, Richards and Renandya (2002:4) say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social

interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation of the teacher's.

Not only that, Brown (2007:237) also states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how teacher say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. All of that were used by the English teacher in SMPN 16 Palangka Raya.

Furthermore, Nunan in Brown (2001:251) divides the oral language into two parts, monologue and dialogue. He states that in monologues, when the teacher used spoken language for any length of time in English class, the students must process long stretches of speech without interruption.

The Spoken English, Grammar, and Vocabulary Used by the Teacher

The analysis of classroom discourse shows that one-way communication prevails in the lessons with the teachers leading teacher-fronted discussion and students listening and then either repeating or responding briefly. The teachers provide the only authentic language input

and classroom materials in the observed lessons are limited to the textbook. Given that the major driving force for L2 learning is exposure to language input, the impoverished input the students have received cannot lead to fast rate of acquisition. Furthermore, the students are not involved in high-level discourse. Rather, strict teacher control over the lesson limits their speaking opportunities and autonomy. If the students are engaged in a discussion, they are asked mainly comprehension, assent or educational (grammar and vocabulary) questions, which results in limited conversation.

In this research, the teaching and learning activities in the classroom generally are portrayed as follows:

a) Greetings

Greetings came before the teacher began and ended the lesson. The greetings at the beginning of the lesson are shown as follows.

S : Good morning…, Maam!

T : Good morning, students!....

The greetings at the end of the lesson are shown as follows.

T : Okay, our lesson is enough for today, see you next week, good afternoon!

S : Good afternoon…, Maam!

b) Beginning the lesson

To begin the lesson, there was always sign from the teacher to emphasize when to start the lesson. The example of beginning the lessons are shown in the following examples.

T : Okay…, let's start our lesson today is about dialog… open your book… page one hundred twenty eight… do you get it? *Halaman berapa itu*?

c) Giving instruction

Giving instruction usually occurred wherever during the teaching learning process. Instruction was very important to give guidance to the students what they needed to do. The examples of giving instruction are shown in the following example.

T : firstly I will read this dialog… and then you and your friends read this dialog in front of the class.

T : Please open your dictionary to find difficult words…

d) Giving questions

Giving questions occurred to clarify, confirm, and to be a sign to move for next topic of discussion. Some of the questions are shown in the following examples.

T : Can you understand?

T : Is it correct or not?

e) Checking attendance

Checking attendance came after greetings or before ending the lesson. The examples below showed how to end the lesson.

T : Who is absent today?...

f) Ending the lesson

There were always signs where the teacher needed to end the lesson. It was sometime in last minute before the class dismissed. Here some examples.

T : Okay… I think enough for today… see you next week…

Regarding the materials which were presented in the class, they were usually mixed. For example, reading was integrated to writing, or grammar was integrated to speaking. It was adjusted to the need of the students. So, it was common for teacher to mix grammar with speaking if the focus was on how to train students to use certain grammar in sentences. Reading with speaking was mixed when the teacher wanted the students to understand certain text or dialogue before they did speaking activities.

Learning a second language (English) or learning languages other than mother tongue (Indonesian) is a big challenge. The logical consequence is that teaching others to be able to speak fluently besides their mother tongue is something that is not easy. Various processes and

strategies are needed that are similar to their first language acquisition. Different learning strategies are needed depending on the context. Wisdom and patience are demanded in facing the different cultural backgrounds involved in the learning process.

In some aspects, the process of learning a second language resembles the process of learning the first language — more or less the same conditions, for example, the necessity for the learner to immerse themselves in the target language, hear and see the language in its context and have the opportunity to practice language use and receive feedback turn back. What is a little different is the presence of several contextual factors - such as the cultural background of students - an aspect that characterizes teacher and student interaction in the classroom.

CONCLUSION

Based on the result of data analysis and the discussion of the findings it can be concluded several matters related to the teacher's spoken language in English class of SMPN 16 Palangka Raya as follows: The teacher's use of English in her instruction was appropriate with the Lesson Plan, consisting of orientation, apperception, motivation, and giving references. The teacher used English spoken language at the

first and then followed by Indonesian, because of the students' weakness in English. The teacher also used simple vocabulary which all of them were used to make the condition of the classroom alive and give relaxing atmosphere that the teacher's utterances could be easily understood by the students.

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