



A Discourse Analysis of Teacher's Speech in Teaching Activities at SMP Negeri 5 Pematangsiantar

Puspita Tamansari Saragih¹, Fenni Malau², Artha Yuni Trimedia Situngkir³, Eka Ria Oktavia Ginting Munthe⁴, Priscilia Grace Dorlya Hulu⁵, Herman^{6*}

Program Studi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen Pematangsiantar
e-mail: herman@uhnp.ac.id

Abstrak

Peneliti melakukan penelitian ini melalui metode kualitatif dengan seorang guru bahasa Inggris di SMP Negeri 5 Pematangsiantar yang menjadi topik penelitian dan bertujuan untuk menganalisis (1) tuturan bahasa Inggris guru dalam kegiatan pengajaran (2) penyusunan kosa kata yang diterapkan. Data ditemukan dari observasi di kelas VIII dan wawancara guru. Hasil temuan adalah banyak masalah yang terkandung dalam pidato bahasa Inggris guru dalam kegiatan mengajar di SMP Negeri 5 Pematangsiantar antara lain; (1) penggunaan pidato bahasa Inggris guru sesuai dengan rencana pelajaran. Yang meliputi kegiatan pembukaan, kegiatan inti, kegiatan penutup; (2) guru menggunakan tuturan bahasa Inggris kemudian bahasa Indonesia karena bahasa Inggris siswa adalah (3) kosa kata yang biasa digunakan oleh guru yang membantu menghidupkan suasana dan menciptakan suasana santai dalam pembelajaran, sehingga tuturan bahasa Inggris guru akan lebih mudah untuk dipahami oleh siswa.

Kata Kunci: *Analisis Wacana, Tuturan Bahasa, Kegiatan Mengajar.*

Abstract

The researchers conducted this study through qualitative methods with an English teacher at SMP Negeri 5 Pematangsiantar who became a research topic and aimed to analyze (1) teacher's English speech in teaching activities (2) implemented vocabulary arrangement. Data found of observation at grade VIII and teacher interviews. The result of the findings is that there are many problems contained in teacher's English speech in teaching activities at SMP Negeri 5 Pematangsiantar among others; (1) teacher's use of English speech according to the lesson plans. Which includes opening activities, core activities, closing activities; (2) the teacher uses English speech then Indonesian because the students' English is (3) ordinary vocabulary used by the teacher that helps liven up the atmosphere and create a relaxed atmosphere in the lesson, so English speech of the teacher will be easier for students to understand.

Keywords: *Discourse Analysis, Speech, Teaching Activities.*

INTRODUCTION

Considering the use mother language of teacher in ELT (English language teaching), one of the most important opinions is that teachers have enough to understand of mother language learners. Another assumption that might influence this teaching and learning process is that all students in the same grade

have the same mother language. Discourse is more than just language in use: its language use, whether speech or writing, seen as a type of social practice (Fairclough 1992) The discourse analysis is analysis of language in use based on situation that cannot be restricted to the description of linguistic forms independent of the purposes or functions that they serve in human affairs (Brown and Yule 1983).

Discourse is divided into two types; oral and written courses. Oral discourse should be numbered the form of discourse in which it is contained problem to be analyzed. Spoken Discourse is often considered unplanned and as we know it factors can impact how people communicate or use utterances, such as speech events. There are many fields discourse related to oral discourse, such as deep speech interactions everyday conversation, child conversation, parent-child conversation, news interviews, class communication, courtroom communications, meetings, debates puns and jokes gossip.

In teaching communicative language, especially teaching English in Indonesia, there has been a shift from structural competence to communicative competence. Structural competence, students are asked to complete tasks by using grammatically correct sentences. Most students know and students who are structurally competent are unable to communicate. Communication skills, on the other hand, are needed to improve students' communication skills for communication. Therefore, communication skills can be developed so that we as students can participate in class communication. The use of English is important to participation, such as student-teacher interaction in class. The students are able to understand and provide feedback to their teachers and teachers can communicate when teaching students.

Interaction and turnover occur when the teacher can make her own teaching activities. Then the students following and understanding the material from the teacher well. In the communication process, each teacher adjusts his language according to the way he speaks in situations at school and when dealing with students. Regarding class interaction, the teacher plays an important role as a language feeder language models that students imitate in teaching and how to learn. There's no denying that a teacher does certain communicative functions in teaching, such as speaking, asking and answering question, explain and give instructions or directions. This activity will definitely help students to do the same or similar when they interact with each other according to all teacher-determined class interaction.

Therefore, the teacher's speech must be clear and understandable, and there should be no mistakes in it. Hasanuddin (2020: 46) argue that language teaching used by the teacher must always serve language learning and language discovery by student, promote learning between them and get started interactions that lead to teaching in the classroom. This goal is achieved when the students understood what the teacher teaching about.

In addition, other aspects are analyzed in speech discourse analysis such as substitution, politeness and speech acts. Speech act is one of the functional

activities of people as language beings. Because of its functionality, everyone is trying to do their best either through acquisition or learning. Language learning usually takes place informally, while learning mostly formal. But most of the students SMPN 5 Pematangsiantar doesn't understand the teacher's explanation using English, because English is only used in English class, outside their class Indonesian, Batak, Simalungun, and Karo they experience difficulty understanding teacher's opinion, which causes misunderstandings and communication errors in learning.

METHODOLOGY

This research uses data collection and analysis. Creswell (2009) states that research design is a plan and involving research procedures decisions from finite area assumptions detailed for data collection and analysis methods. This research was conducted to know and analyze of English commonly conversation both teacher and students at SMP Negeri 5 Pematangsiantar. To obtain the data, the researchers doing the observation in class by recording the English conversation both teacher and students commonly use in the class. In addition, researchers interviewed teachers about the language used using interview guidelines.

The material for this research is in the form of teacher's sentences related to the questions, the description of teacher English commonly conversation in their communication with the students in learning activities. Sources of the data are teacher and students in SMP Negeri 5 Pematangsiantar because they are the main sources to get information about the data. Its talk about how teacher teaches and uses English conversation in the class. The observation of this research was carried out in English class of eighth grade students at SMP Negeri 5 Pematangsiantar, than the researchers interviewed the teacher to obtained the information of the data about the English commonly use in conversation with the students as long as the learning process in the class. From the explanation above it can be concluded that the conversation both of teacher and students in English commonly used is very important to maintain the good communication and to avoid misunderstanding the learning activities in the classroom.

RESULT AND DISCUSSION

A. RESULTS

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

1. Description of the of Observation

SMP Negeri 5 Pematangsiantar is one of the schools that fall into the Adiwiyata category. SMPN 5 is located on Jl. Captain M.H. Sitorus No.17, Contoh, Kec. Siantar Bar., City of Pematangsiantar, North Sumatra 21115. English is one of the compulsory subjects taught in schools. There are 5 English teachers teaching in the school. They are bachelor graduates majoring in English Education and there are also Masters graduates. They are

government employees. Researchers will interview one of them for the fulfillment of the task. In this case the researcher will examine one class that able to contribute to the required data, namely class VIII-4. In the English classes are taught on average for 31 people/ meeting, and there are two meetings in a week. The material discussed that day was about descriptive text in books. The results of observation show that English teachers mixed the language mother language (Indonesian) and foreign language (English) when teaching English in classroom. Even though the teacher focus on using English, she also uses Indonesian to make sure the students understood the material.

The table below shown the teacher commonly use in English conversation while teaching activities.

Table 1. The teacher' speech during teaching activities in classroom

No.	Activities	Sentences
1	Opening Activities	
a.	Starting the lesson with opening greetings and praying.	-Good morning students -Okay Novita, lead your classs to pray before we start our learning today
b.	Checking the attendance list of students	-Okay, leader who is not present today?
c.	Asking the students' readiness to start learning	-All of you look so fresh, are you okay for today? -Let's continue our learning -Listen to me -Open your book! Page eighty three - Do you get it? What page is that?
2.	Core Activities	
a.	Conducting Brainstorming	-Oke dear, can you describe your friends? -Valentino, can you describe your chairmate? -Alright, our material for today is about descriptive text.
b.	Assignment reminder	-Oke students, how is your homework?
c.	Asking questions related to the material to be taught	-April, can you describe your chairmate? -Look at your chairmate, Bunga, can you describe your chairmate in front of the class? -And then what is the charateristics of Thalia? -Bunga said' she have a black skin, long hairs, thin body
d.	Explaining the learning objectives that take place	Oke, now you have been known how to describe your friend
e.	Explaining the social functions: Be able to describe people	-Don't be afraid when you describe your friend -Don't be afraid of being wrong when you speak in English -You can practice English in your daily activities -when you always train your English, you can be confident to speak English to describe someone
g.	Asking question	-Do you have any questions?

No.	Activities	Sentences
3.	Closing Activities	
a.	Presenting materials	-alright dear, let's practice to describe your chairsmate -Its about descriptive text
B	Group Discussion work	-you will do with your partner -the partner is your chairmate to make a descriptive text and practice it in front of the classroom.

That teacher's speech used in teaching activities to speak at SMPN 5 Pematangsiantar commonly in the dialog. The teacher and students interact communicatively by asking and give the responding in the conversation. The material of learning for students is descriptive text from the English Independent Book "Practice Your English Competence" for class VIII, the English textbook "When English Rings a Bell" for class VIII.

2. The result of interview

Interviews were conducted with teacher. The results show that she Bachelor of English graduate Education Department. She is a government employee. She had teaching experience since 15 years ago. When the teacher communicates in English, it is very difficult for students to understand the meaning because commonly the students used their mother language in daily life and rarely use English except at school. While learning activities English is not allowed to use their mother language so that teacher and students can focus more on explaining lessons in English. than the students asking the teacher to explain using Indonesian, especially when giving instructions for carrying out tasks. Indonesian itself is very important to use when teaching in English so that students can better understand the material.

B. DISCUSSION

Looking at the data above, there are a few things to consider, namely the English used by the teacher when teaching SMPN 5 Pematangsiantar, the sentence structure and the vocabulary used by the teacher.

Based on these theories, Richards and Renandya (2002:4) said speaking a language is difficult for foreign language learners because effective verbal communication ability to use the language is required suitable for social interaction. Furthermore, interactions not only involve oral communication, but also paralinguistic elements such as tone, Stress and teacher's intonation.

Brown (1983) also stated that social contact is a major point of interest in the function of interactive language, in which case it is not what you say that matters but what you convey with body language, gestures, eye contact and physical contact What. English teachers at SMP Negeri 5 Pematangsiantar used all these body languages during their classroom teaching.

Teacher speech in classroom communication is given when the teacher gives the opportunity for the students discuss in groups. The teacher explained what the focus should be group discussion. Group discussions are led by the students themselves. This Interactions between students and other participants

occur with their understanding of this topic of discussion. If the student got it wrong, the teacher would turn around and speak. Therefore, the teacher has a second round of speeches. In addition, the teacher also gave a speech When the student discussion is over (Hassanudin 2020:46).

Teacher's speech, Grammar, and Vocabulary Used by the Teacher

Discourse shows that monologue interactions apply in learning where the teacher is a reference for providing material and students listen and understand then repeat or respond briefly to what the teacher conveys. The teacher provides knowledge about the material in the lesson that is widely observed, namely through the internet, newspapers, and personal teacher experience. That the main driving force of L2 learning is exposure to the language given by the teacher, with exposure to the language given by the teacher students can accept and apply it in everyday life. Where strict teacher control during lessons can direct students to focus more on learning. In the discussion given by the teacher, students were asked mainly questions of understanding about education (grammar and vocabulary).

In this study, teaching and learning activities in class are generally described as follows :

Greetings

Before the teacher starts and finishes the lesson, greetings are given. Greetings for the lesson are shown as follows.

T: Hallo my dear students, Good Morning!

S: Hi mam, Good Morning Mam

The greetings after the lesson's conclusion

T: Oke, our time is over for today, see you next week. Good afternoon!

S: Good afternoon, Mam.

Beginning the Lesson

There is a sign from the teacher signaling the start of lessons every time. The following example illustrates one way to start a class.

T : Okay dear, let's continue our learning. open your book page eighty three.... do you get it? Buka bukunya di halaman 43

S : Oke, Mam

Giving Instruction

Usually, instructions come during the learning process. Providing directions/instructions to students on what to do, this is very important to ensure their success. The following examples will present examples that provide direction.

T : Oke dear, can you describe your friends

T : Look at your chairmate. Bunga, can you describe your chairmate in front of the class? And then what is the characteristics of Thalia?

Giving question

Giving questions is done to explain, confirm, and hint at the transition to the next topic of conversation. In the following example, several questions are shown.

T : Do you have any questions ?

Checking attendance

Before the lesson ended, the attendance was checked. Examples of ways to wrap up the lesson are provided below.

T : Okay, leader who is not present today?

Ending the Lesson

There is always a cue indicating when lessons should end right before the end of class. Here are some examples.

T : Okay my students, our time is over for today, see you next week,
good afternoon!

S : Good Afternoon Mam .

Regarding the material introduced by the teacher in class, it usually uses mixed language. For example, reading text in English and interpreting it into Indonesian and looking at the grammar so that the meaning to be conveyed is no different from the original language. It was like this It's common for teachers to mix up grammar Speak when the focus is on training methods students use a particular grammar sentence while talking mixed if teacher wants students understand a particular text dialogue before they speak activity. learn a second language (English) or learn another language Native language (Indonesian) is large challenge. That's the logical conclusion teach others to speak fluently there is something next to their native language It's not easy. Various processes and requires a strategy similar to their first language acquisition. Wrong Need learning strategies as needed Contextual.

Learning the target language or learning a language other than the mother tongue (Indonesia) is a big challenge and requires skill and focus. Which has the consequence that it will not be easy to teach other people to be able to even speak fluently outside their mother tongue or into the target language. There must be a different and unique process, time, and strategy to avoid student boredom in learning a new language. Likewise, by providing comfort and strong motivation so that students remain enthusiastic and have a curiosity about the target language. That will make it easier for teachers to teach and train students' language. Different and unique learning strategies are needed but depending on the context. Wisdom and patience are needed in dealing with differences in student backgrounds with regard to learning.

In a sense, the process of learning a second language is like the process of learning a first language in more or less the same conditions, for. For example the learner needs to be immersed in the target language, hear and see the language in context and have opportunities to practice using the language and get commuter feedback. There is a slight difference is the presence of some contextual elements-such as students' cultural background-one of the characteristic aspects of teacher and student interaction in the classroom.

CONCLUSION

Based on the finding above, we can take the conclusion that some of the following relate to the teacher's conversation in English class at SMPN 5 Pematangsiantar: The teacher's use of English in their communication is currently in accordance with the RPP and consists of orientation, asepis, motivation, and reference material. Due to the student's proficiency in English, the teacher initially spoke in English but then switched to Indonesian. The teacher also employs common vocabulary that all of students use to create a conducive environment for living and provide relaxation so that the atmosphere that was disclosed can easily be understood by the students.

DAFTAR PUSTAKA

- Brown, G. and Yule, G. (1983). *Analisis wacana. Terjemahan 1. Soetikno (1996)*. Jakarta. Gramdeia Pustaka Utama.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Newbury Park: Sage Publications.
- Fairclough. (1992). *Discourse and text: Linguistic and intertextual analysis within discourse analysis*. London, Newbury Park and New Delhi: Sage
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- Hasanuddin and Adriansyah. (2020). Critical Discourse Analysis on Teacher Talks in the Classroom Communication. *Jambura Journal of English Teaching and Literature*. Vol 1(1): 40-52
- Hutahaean, D. T., Purba, C. N., and Herman. (2020). The Cooperative Principle Violation in Classroom Teaching Learning Process. *Wiralodra English Journal (WEJ)*, Vol 4 No 1 Maret 2020, PP. 82-96. DOI: 10.31943/wej.v4i1.74.
- Malao S. F., et al. (2016). *Discourse Analysis of Classroom Language among English, Science and History Teachers*. (Available on-line with update at [http://www.researchgate.net/publication/293555740 DISCOURSE ANALYSIS OF CLASSROOM LANGUAGE AMONG ENGLISH SCIENCE AND HISTORY TEACHERS](http://www.researchgate.net/publication/293555740_DISCOURSE_ANALYSIS_OF_CLASSROOM_LANGUAGE_AMONG_ENGLISH_SCIENCE_AND_HISTORY_TEACHERS)) (verified 26 April 2019)
- McCarthy, M. (1990). *Discourse Analysis for Language Teachers*. Cambridge University Press.
- Ngongo, M., Purba, R., Thao N, V., & Herman. (2022). An Application of Compositional Metafunctions in Improving Children's Ability to Learn English Through Images. *Jurnal Pendidikan Progresif*, 12(3), 1177-1188. doi: 10.23960/jpp.v12.i3.202214
- Nurdiana. (2015). *Discourse Analysis and English Language Teaching. Universitas Bunda Mulia Indonesia*. (Available on-line with update at <https://journal.ubm.ac.id/index.php/english-language-culture/article/view/281>) (verified 26 April 2019).
- Pasaribu, S., Herman, Silalahi, D. E. (2019). The Speech Acts Between Teacher and Students in Teaching and Learning Process. *Multidisciplinary European Academic Journal*, Issue Vol 1 No. 1
- Purba, R., Resmi, R., Saputra, N. and Herman, H. (2022). Exploring the Teaching of Language Variation Use from Early Children's Acquisition at School. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5447-5453. DOI: Volume 4 Nomor 3 Tahun 2023 | 179

[10.31004/obsesi.v6i6.2907](https://doi.org/10.31004/obsesi.v6i6.2907)

- Richard, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practices*. New York: Cambridge University Press.
- Sihombing, P. S. R., Herman., & Saputra, N. (2022). How to teach English conversation? An implementation of a multimodal discourse analysis through images. *English Review: Journal of English Education*, 10(2), 431-438. <https://doi.org/10.25134/erjee.v10i2.6244>
- Sinclair, J. Mc. and Coulthard, R. M. (1978). *Toward an Analysis of Discourse (The English Used by Teacher and Pupils)*. Oxford: OUP.
- Tabrizi et al. (2014). *Discourse Analysis In The ESL Classroom*. Department of English Language, Payame Noor University, I. R. of Iran (Available on-line with update at https://www.researchgate.net/publication/304489928_Discourse_Analysis_in_the_ESL_Classroom) (verified 26 April 2019)