b. The Reason of Lexical Modification

Extract 29

Teacher 2   : only few stidents or rare students understand it, so just use simple words for explanation. But i allowed them to write more and more by using complex sentence or with idioms

Interview
Teacher 2 - S

In extract 29 above shows that the teacher's explanation of why she modified her course material in the field of lexis. She confirmed that the abilities of students in the class varied. Therefore, the teacher must use simple words for his explanation by avoiding complex sentences, verb phrases or idioms so that they are easily understood by students.

c. The Reason of Phonological Modification

Extract 30

The researcher   : why did you speak and employ clear articulation when speaking compare with speaking bahasa indonesia in teaching process?

Teacher 2   : *to make students understand well and to emphasize the material spoken in english*

Interview
Teacher 2 – S

In extract 30 above, the observed teacher emphasized that the reason why she modified their speech, especially in the field of phonology, was so that the students understood and emphasized the material spoken in English. Typically, the teacher's speech was slower, louder, more deliberate, and used more pauses and stress. In order for students to

understand what the teacher is saying, the teacher needs to modify their speech to help convey meaning.

d. The Reason of using the Modification Strategies

Extract 31

Teacher 1   : *To make students more understand*

Extract 32

Teacher 2   : *to make the poor students understand it*

Extract 33

Teacher 3   : *to make students understand what i am saying. Because we can't speak english all the time. I am sure only several students will understand*

In extract 31, 32, and 33 above depicts the reasons the three different teachers modified their talk particularly in discourse aspects. The first and second reason had similar purpose to make the students can understand easily and comprehensively while the third reason is as emphasizing to the presented materials, so the teacher sometimes tried to explain, switch or mix their code in among to maximalize the students understanding or students' input when teaching and learning process in order to be listened clearly by the students.

Based on the findings above, the researcher concluded that the reason why the teachers modified their talk in to three aspects based on Walsh (2012) as cited in Hamzah (2019: 75) as follows:

(1) Emphasized to the presented material

Interview data shows why teachers modify their speech especially in the use of repetition in their speech. Teachers 1 and 2 explain that repetition and translation are the ways to emphasize material. As a result, the students can easily understand the material presented.

(2) Providing understandable input

The teachers modify their speech to emphasize spoken English material. Because students are deficient in vocabulary, teachers must ensure student understanding. It is very unlikely that students will progress if they do not understand the teacher. Teachers believe that the essence of teaching and learning is ensuring students' understanding of the material presented.

(3) Fostering language model

Extract 34

The researcher   : do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' langauge acquisition? Why?

Teacher 1   : *yes..students is imitators*
Teacher 2   : *yeah...that's why teacher need must learn before teaching as teacher is the language model in class.*

In extract 34 above, it can be seen that the teacher's statement is related to the teacher's perception of teacher speech modification affecting

students' language mastery. Teacher 1 believes that students are imitators; Of course they imitate their teachers because their teachers are role models for their students as language models. Therefore, teacher 2 emphasized that for that the teacher needs to learn before the teaching and learning process in class interactions.

In addition, teacher 3 argued that the teacher is not only one language model in students' acquisition.

Extract 35

Teacher 3 : *not really, because some students get their english skill trough communicative learning (song, movie etc)*

The third reason, the teacher is a language model for students. The teachers believe that students are imitators, they learn new words from their teachers. However, the teacher's articulation of a second language may not be the only exposure to language that learners actually accept because some students acquire their English skills through communicative learning, such as songs, films, debates, group discussions.

(4) Managing classroom atmosphere and interaction

The fourth reason, teachers modify their speech to ensure that the class follows along, students understand and do not "get lost" in the fast flow of discourse.

The thirty-five extracts above show that how teachers modify their speech in linguistic aspects, teachers' strategies in modifying their speech and also the reasons why they modify their speech in two high schools in

Makassar, SMAN 17 Makassar and SMAN 1 Makassar. From Chaudron's (1988) framework, he finds that modification of teacher speech appears in three different fields, namely syntax, lexis and phonology as cited in Hamzah (2019: 76).

B. Discussion

The findings show that teachers modify their speech in the field of linguistics. First, the teachers modify their speech in the field of phonology. Data analysis was obtained from the way teachers modified their speech, especially in phonological modification during the three phases of teaching: the beginning, during and closing the class. The researcher found that three EFL teachers employed more extended pauses while presenting subjects. They also modify their speech by slowing down the rate of speech to produce clear articulation. In addition, clear articulation was also used by the three teachers who were observed in teaching students and giving examples of how to speak well. As a result, their words will be heard clearly. Thus, students will easily understand speech in class interactions when the teacher equips English in the teaching and learning process. The last is stress. The three observed teachers tended to used stress when they interacted with their students to produce the keypoint of their statements. It means that the teacher to explain the keypoint of the statements the teacher used stress of the words or phrases in classroom interaction.

This finding is in line with the findings of other studies conducted by Al Bargi & Al Ghamdi (2017) and Dodu (2013). All of these researchers have found that EFL teachers regularly modify their speech through the use of slow rate of speech and emphatic stress (Al Bargi & Al Ghamdi, 2017), clear articulation, excessive articulation and longer pauses (Wasche and Ready, 1985).)

However, the researcher found that the teachers modified their speech into Indonesian sounds such as phonology in English vowels and consonants. This is in line with research conducted by Muhayyang (2017). This modification may occur due to the influence of their local language or their native language, or they may not have good theoretical background knowledge of English phonology.

This takes into account that phonological modification plays an important role in the teaching and learning process. This bridges the teachers to speak in English so that students easily understand the points of their presentation. Ellis (1989) added that teacher talk facilitates communication in both the form of language and the function of language. The findings of all these studies confirm that the reasons why teachers modify their speech in phonology are ensuring the understanding of their input, exposing students to the native language, helping them avoid confusion, and encouraging student participation (Dodu, 2013).

Second, syntactic modification also occurs in EFL teacher speech. This can be seen in the extract of the previous section. The researcher

found a high proportion of current verbs, short speech, and simplified grammar. The teachers modify their speech with various types of syntax (Richard, 1992). It is intended that students know the types of sentences that can be used to interact in conversation. This finding is in line with Dodu (2013) regarding the characteristics of the spoken input language of English teachers to second language learners. This finding is also related to Al Bargi & Al Ghamdi (2017) and Hamzah (2019) regarding the modification of teacher speech. They found that the teachers modified their speech using simplified linguistic aspects and strategies for modifying their speech. Breines (2002) emphasizes that the characteristics of teacher speech are shorter, simpler and slower speech to provide meaningful and understandable input to students.

Therefore, the quality and quantity of teacher input plays an important role in the success of the language teaching and learning process. This study also found reasons why teachers modify their speech in the syntactic area. The teachers used the high frequency present tense because students are familiar with the present tense construction. Also, shorter utterance will be easier to understand. Therefore, the teachers talk must be explicit. It means that students have no difficulties in understanding the meaning of new language material (Muhayyang, 2017: 183) as cited in Hamzah (2019, 79).

Third, lexical modification is found in the teacher's speech. Three teachers were observed modifying their speech in lexis area by using

basic vocabulary sets and words familiar to students. In line with Henzl (1979), he stated that teachers tend to use a more basic set of vocabulary items in their narrative items to L2 students. It also reports that the items chosen to have a more neutral style.

This finding is also related to Tang (2011) and Irmayani and Rachmajanti (2017). Tang (2011) found that about lexical input in foreign language classes. The data reveal that teacher oral input fails to provide a lexically rich environment because teacher speech is limited in both variation and frequency range. This shows that the teacher modifies the conversation to be simpler so that students can easily understand the material presented by the teacher. The data also reveal the reasons why teachers changed their lectures in some quotes in the previous section. Teachers tend to use basic vocabulary and are familiar to students because students' abilities vary. Therefore, avoiding complicated sentences will avoid misunderstanding in the teacher's presentation.

Next, a modification strategy for modifying their speech by three different teachers was observed. This is based on Chaudron's (1988) theory which states that there are two ways of modification, namely the framing move and self-repetition. On the other hand, Pinter (2006) found out four language modifications, namely repetition, checking understanding, requesting clarification, and checking confirmation. The researcher found that teachers regularly changed their speech using self-repetition. The teachers tended to use translation into Indonesian or switch

or mix code into the source language. The teachers believed that by translating their speech, students become aware of new vocabulary and avoid misunderstandings. The next is repetition. It is the same utterance said by the teachers in order to the utterance is clearly listened (Duff, 2000). In addition, the researcher found out repetition in the three observed different teachers, they repeated the words, phrases or sentences to emphasize that the students can listen clearly.

Another strategy in modifying the teacher in their talk namely comprehension checks and clarifications request on some of extracts in previous section. In addition, the previous researchers conducted same ideas by Al Bargi & Al Ghamdi (2017), they found that the teachers in the Saudi EFL context employed modification strategies including clarification request, confirmation checks, transition markers and hand gestures in order to facilitate students understanding and learning. Use the clarification request function to get clarification of what students are saying. Therefore, clarification request is one of the teacher's speech modification strategies in the form of questions used to clarify student responses or teacher instructions. In addition, Sambursky (2009) shows that confirmation checks can be assumed as a speaker's question to the interlocutor to confirm that the speech has been heard or understood correctly. This is related to the framework of Chaudron (1998) which assumes confirmation checks as a positive response from teachers to students' expressions.

Another strategy is paraphrasing. The use of paraphrasing is intended so that students can easily understand teacher instructions. The teachers believed that restarting, rearrange the structure or the form of the words, phrases or sentence can make the students perceive the understanding and comprehensible input form the teacher. It is in line with Chen et al., (2015, p. 1), they found out rearrange or restart the structure of the sentence is an important skill for English learners to participate in academic classrooms and daily conversations.

The last strategy of the three observed different teachers in modifying their talk is translation. Translation is an essential part of the teachers when presenting the subjects of the materials in classroom interaction. Providing the input of the students becomes the essential things for the teacher in making the conversation and interaction between the teachers and students running well. In line with Yassi (2003), he shows that translation (code-switching) as a communication strategy is an effective strategy in conveying interpretations to someone. In addition, the speaker's communication strategy when switching codes because he finds the expression given is a lack of a collection of Indonesian words or a lack of Indonesian equivalents, which is primarily motivated by the speaker's desire to keep the interaction going. It means that teachers tend to use strategies in class interactions when the teacher provides English and the learning process with the aim that students can follow the teacher's teaching orientation in class interactions. The teachers need to make their

statements or instructions understandable by students so that the teacher transfers or mixes the target language to the source language providing student understanding and student input. In addition, the speakers aim to speed up or accelerate the learners' comprehehnsion by translating from English to Bahasa Indonesia, in general sense into mother tongue language of the audiences.

At last, In this phase, the reasons of the teachers why the teachers modifying their speech. This is in line with Walsh (2012) in promoting English in classroom interactions. The teachers need to provide good management and instructional talk for their students. The researcher believes that the teacher speech used by the teacher has an important role in modifying the teacher's speech when interacting with students. The researcher found out the reason why the teachers tended to modify their talk in the classroom interaction process in terms of in teaching and learning process. Hamzah (2019: 75), she found reasons for teachers to modify their speech such as emphasizing the material presented, providing understandable input, fostering language models, and managing the classroom atmosphere. In addition, the teachers used modification strategies in linguistics while using aspects of modification strategies to help students accelerate their understanding in class interactions. It means that students require the role of the teacher talk during the teaching and learning process, and it is expected to assist students in speeding up the process of understanding or accelerating students' comprehension input.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

From the findings and discussion about the results of the research, some points about teacher talk modification strategies are concluded as follows:

1. Teacher talk modification consists of modifying linguistics resources and modifying interactional resources.

2. Data analysis reveals that EFL teachers regularly modify their talk through the use of different linguistics aspects including simplified vocabulary, simplified grammar, and simplified pronunciation. The teacher strategy in modifying their talk includes Discourse Modification consist of repetition, paraphrase, confirmation checks, clarification request, and translation.

3. The reason for the teachers in modifying their talk when teaching and learning process emphasizes three numbers of reasons namely providing comprehensible input, producing language model and ensuring students participation.

In addition, the researcher found one finding that when teachers and students interacted in the class, there were mispronunciations made by students which were later clarified by the teacher.

B. Recommendations

From the findings presented earlier in chapter four, there are some recommendations that can be taken as a consideration for English teachers in classroom interaction and further researcher:

1. For English teachers, they must increase their awareness of the urgency of speech modification strategies in the teaching and learning process. So that they can be taken into consideration when making decisions about their teaching, especially when creating a more efficient teaching process in the EFL classes.

2. The next researcher, the researcher suggests the next researcher to analyze more deeply about the reactions and perceptions of students towards the speech modification strategy put forward by the teacher in the teaching and learning process. The results of this study can be used as preliminary information for further research in order to cover the limitations of this study. In addition, this research can become preliminary study to gain information for another context such as non-EFL classroom contexts: Physics, Maths and so on.

The implication of this research is that aspects of teacher talk modification and teacher talk modification strategies have positive values in teaching English as a foreign language, especially the teaching and learning process in classroom interaction. The teachers' understanding and students' comprehensions refers to the main purpose of teaching and

learning in classroom interaction. The use of the target language in class interaction is an inappropriate context for students in class interaction. The teachers need to make appropriate designs for the context of the interaction. The native language is considered appropriate for instructional talk and the target language is appropriate for management talk.

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APPENDICES

Appendix A: Classroom Observation Checklist

Observation Checklist

Teacher's Name:

Date of Observation:

Number of Students:

Teacher Talk Modification			Number of Times the Strategy is Used	When is it Used (exact time with minutes)
Teacher Talk Modification Aspect		Simplified Grammar		
	Simplified Pronunciation	Slow Rate of Speech		
		Stress		
		Clear Articulation		
	Simplified Vocabulary			
Teacher Talk Modification Strategies	Repetition			
	Translation	Code Switching/ Code mixing		
	Clarification Request			
	Confirmation Checks			
	Paraphrase			

Adapted from (Al-Ghamdi & Al-Bargi, 2017)

Appendix B: Interview Guideline

INTERVIEW QUESTION FOR TEACHERS

Name :

Teaching Experience :

S1 :

Teacher Talk Modification:

1. **What are the strategies in modifying their talk?**
2. **Why do teachers modify their talk?**

Direction! Please answer the following questions based on your teaching experience!

 Question

1. Based on direct classroom observation, you use English in teaching processes? Do you think your students understand it very well?
   (Berdasarkan observasi kelas langsung, Anda menggunakan bahasa Inggris dalam proses pengajaran? Apakah menurut Anda siswa Anda memahaminya dengan sangat baik?)

2. How to make them understand when you employ English in class?
   (Bagaimana membuat mereka mengerti ketika Anda menggunakan bahasa Inggris di kelas?)

3. Based on direct classroom observation, you sometimes used English and switched your code into Bahasa Indonesia, why did you do that?
   (Berdasarkan observasi kelas langsung, Anda terkadang menggunakan Bahasa Inggris dan mengganti kode Anda ke Bahasa Indonesia, mengapa Anda melakukan itu?)

4. Why did you sometimes repeat words/phrases/sentences when explaining material?

(Mengapa Anda terkadang mengulangi kata / frasa / kalimat saat menjelaskan materi?)

5. Do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' language acquisition? Why?
   (Apakah menurut Anda kalimat yang tidak tata bahasa dan pengucapan yang salah pada pembicaraan guru dapat memengaruhi penguasaan bahasa siswa? Mengapa?)

6. What are the strategies that you use in teaching English?
   (Apa saja strategi yang Anda gunakan dalam mengajar bahasa Inggris?)

7. Based on that strategy? Is it effective? Why?
   (Berdasarkan strategi itu? Apakah ini efektif? Mengapa?)

Adapted from (Hamzah, 2019)

Appendix C. Transcription of Classroom Observation (Teacher 1)

Transcription

(Meeting 1)

Teacher : AR

Number of Students : 150 students

Observation Date : 03/02/2021

Teacher : Ok. While waiting your friends..join in teams. Bagaimana tugasnya? Ada yang mau di sampaikan? Or it is easy for you?

Student 1 : no maam...

Student 2 : agak sulit maam

Student 3 : tidak di tau kerja ki maam..

Teacher : yang mana? Which one? All of them?

Student 3 : yang bagian meaning of the sentence maam..

Teacher : ok..nanti kalau masih ada waktu. I will explain more detail about that...sekarang. saya mau tahu...apakah semuanya sudah join? Kelas XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, XI IPS 3? Ada yang missing?

Student 4 : maumi maam...sementara join mi bede' maam

Student 5 : baru bangun itu maam. (laughing)

Student 6 : begadang i toh...

Teacher : Begadang?

Student 7 : sotta ko semua....

Teacher : look, first paragraph, i give you five second

Student : five seconds

Teacher : OK. five seconds to discuss!

Student : (Discuss the next effect)

Student : Me maam

Teacher : NO. Thank you (Refusing)
Now listen, The first is....we got a low score on our exam..espektasi siswa selalu negative yah, mau nya itu kalau susah yah belajar...the next one...the second...i will point...

Student : Me maam

Teacher	: 5 seconds to discuss. 5,4,3,2,1, ingat yah maksudnya sambung menyambung..,5,4,3,2,1..finish. finish. Now the next text.. saya tunjuk kelompok 1
Student	: yey!
Student	: Me maam (disappointed)
Teacher	: Finish?
Student	: yes maam
Teacher	: Done? Please look at the answer..see?
Student	: finish
Teacher	: ok..ok..cukup. now, because we have limited time. I will explain the material, i will explain the material..its about the toefl test. But now, this is the example. Kalau yang real test itu mahal yah. Karena sekarang semua sudah serba canggih, serba modern, i think toefl test is familiar for the level of education in universities, institutions and others. Imagine by yourself, imagine by yourself.. While waiting the screen, ada yang punya pengalaman, cerita atau apapun itu berkaitan degan toefl?
Student 8	: no maam..
Student 9	: sejak saat itu..banyak saya liat di google maam. It is important?
Teacher	: sejak saat itu? can you say it in English?
Naila	: Science then [she tended to say "since then"]...oh..since then
Teacher	: can you repeat?
Naila	: ohh..since then
Teacher	: yah...since then. Tadi kita dengarnya "science" yah. Science means "ilmu pengetahuan" yah
Teacher	: yah...absolutely...now, toefl score itu sudah menjadi persyaratan wajib bagi setiap mahasiswa ataupun dosen. Tapi kalau guru mungkin tidak berlaku. Any problems with your toefl test? Atau ada masalah?
Student 1	: susah mam
Teacher	: OK. I will review it. Saya coba saja dulu yah. Bisa di liat? Can you see screen?
Student 1	: tidak ada mam
Student 2	: belum mam
Teacher	: wait. Thank you. Ok. Now?
Student 3	: sudah ada mam

Commented [U05]: Syntactical Modification/Shorter Uterance

Commented [U06]: Repetition

Commented [U07]: Confirmation Checks

Teacher : basicly, text yang sudah di dapat in English, pasti berisi text berikut. Main topic, ide utama, di bagian reading campur, yang berikutnya getting detailed (explicit). Ini kebalikan dari sini implicit (unstated detailed). Kalau vocabulary, wajib. Ada beberapa pertanyaan? Tapi mudah sih...ada yang mau di sampaikan ..terkait toefl test, yang mau nanya..silahkan. sampaikan sesuatu..before i go to the text...halo?

Student 3 : mam..test toefl di pake untuk apa mam?

Teacher : saya menyebutnya ada dimana mana, banyak institusi yang memberikan ujian begini...gudangnya bahasa inggris itu ada di TOEFL. Itu beda denga IELTS. Di indonesia, ada yang namanya AKM. Ini tesnya dasar sekali. Belum yang aslinya bisa sampai 5x lipat panjangnya. Any questions? Tidak ada, nanti saya lanjut. Can you see this (meaning of sentences)

Student 1 : yes mam

Teacher : kita komunikasi lewat sini. Its okay now. Justru pada saat ini you can usee all, you can handle all. Bahkan orang luar saja, yang bukan orang asli inggris yang berada di asia, mereka akui, orang indonesia? Pantas bahasa inggrisnya bagus bagus. Etnis kita banyak, bagus, berbeda dari yang lain sehinggga ada variasi, ada pengaruhnya di pronunciation, so, you are lucky. Banyak anak SMAN 1 bagus bahasa inggrisnya. Saya dari awal ketemu bahasa inggris dari "song". Why? Karena di ulang ulang terus...dan efeknya bagus. Saya di kasih lagu sama ayah saya dan you know? Saya pegang kamus..saya cari...artinya. aduh jaringannya pak...ndk bagus...keluar terus. Kasihan anak-anak...ndk mau masuk..so sorry. Jedanya lama. I hope you stay tune with me. Buat saya, listening song, its easier rather than watching movie. Karena ada beberapa jeda bisa buat kalian buka kamus. Kalau movie, ada kata kata yang tidak mudah didapat. I hope kalian semua cepat kumpulkan song nya yah..saya juga pengen...praktek english itu sebagai tugas....kalau praktek. Itu sebagai momen istimewa. Banyak keseruan disana dibanding dengan ini....ada beberapa yang ikhlas kirim experience with me. Ada yang tidak pernah ketemu, nama atau muka. Yang mau tolong kirim email berisi experience with me. Ini akan jadi referensi untuk saya, kalau email nanti pake bahasa inggris. Tolong perbaiki bahasanya

yah....kalau senior kalian...i can put their stickynotes everywhere. Itu jadi referensi mengajar saya.

Appendix D. Transcription of Classroom Observation (Teacher 1)

Transcription

(Meeting 2)

Teacher : AR

Number of Students : 150 students

Observation Date : 01/03/2021

Teacher : Ok. While waiting your friends..join in teams. If you wonder so far. Yah yang penasaran, yang pernah terbang? Bagaimana? Fadiah, come on. Siapa lagi? Sahrul? Come on, Please say something. Falldown itu jatuh atau menurun. Coba cari di kamus yang lengkap, pasti ada penjelasan, contoh, atau kelas kata. Halo? Mana semua IPA 5 dan 6? Masih tidur? Open your mic. Come on. Your voice please. Talk something.

Student : Language Featurenya, mostly menggunakan present.

Teacher : terima kasih. Thank you everybody. The Question 1, ada yang mau mencoba? Kalau beli buku? Silahkan beli, banyak yang jual, the recomenndation, the best of you. Come on. I remember, something happen, selalu yakin for future, termasuk SN/SB/Test. Jangan bingung. Everything will become good. Bersyukurlah, itu akan membantumu. It will help you. I give you an example...saya kasih contoh, sebelum UNBK, sebelum UNBK yah..they make an effects itu, dia buat efeknya itu saling menyambung...

The first reason, yes...we nervous maam...you are the one that will face the UNBK…

The second one, they said, study hard..but the fun thing...is the third one...she said that suddenly the computer..in senior high school 1 Makassar is...stolen. hilang...so, back to the topic, everything becomes good, bersyukurlah...it will help you. Itu akan membantumu..having good friends, ada yang bilang, saya tidak kenal orang? Kenapa saya harus bantu orang? Tapi, who knows kedepannya bagaimana kan. Kita coba terapkan...last text please, siapa mau coba? Ok, Rita please..you pergi ke Bali karena many celebrity, itukan sequence nya yah. Karena Bali is famous, seperti temanmu jelaskan tadi, itu berterima disana. Last text, giliran Kelas IPS, next time, bacaan ini gampang kok, kalian punya cukup waktu, it's about social media, please, gak ada yang mau?

Commented [U010]: Translation, Code Switching and Code Mixing

Commented [U011]: Phonological Modification : Slow rate of speech

Commented [U012]: Translation

Padahal ada 3 kelas loh..anyway, ada 11 SMA se Sul-Sel, pada UTBK 2020 Smansa tidak masuk, why? Mereka mendata menjawab 30 detik, tapi hanya 2 detik. Ini direkam, kesimpulannya jika kalian asal-asalan jawabnya, jadi mereka ketat aturannya, ini perlu diperhatikan..why Toefl? If you want to go Luar negeri, kalian harus provide the test, makanya testnya bisa general atau bisa specific. Kelihatan? Apa yang saya share?

Student   : Iye mam
Student   : Kelihatan mam

Teacher   : ada yang bisa jawab? Jadi ini contoh dari causative sentence, ada yang mau komen..? nomor 2? Gampang nih..jawabannya mana? Kata kerjanya apa? Kenapa jawabanyya C? Bukan A? Karena dia jadi anak kalimat kata "study" itu benar, jadi bukan "studies". Meskipun ada orang ketiga tunggal. Lanjut, nomor 3... which one is correct? Buying? Buy? Bought?

Student   : Buying mam
Teacher   : kenapa buying...? benar yah...jawabannya. karena ada kata "on" jadi harus noun dibelakangnya. Teman kalian benar, tapi tidak tau siapa namanya....berikutnya, siapa bisa ini?

Student   : Helping mam
Teacher   : siapa ini..? Azizah..XII IPA 3? Benar yah? Masih gerund..materinya banyak sekali..contohnya, i love cooking, kebalikannya don't like, dislike di ikuti V-ing. Kira-kira, jawabannya apa? Kalau ada kalimat ini? Anybody..? siapa bisa jawab? Kalau ketemu bisa saya tanya...would you...do you mind..? apa artinya "mind"...? artinya keberatan. Jadi jawabannya "NO". Artinya apa kamu keberatan..jawabannya "YES". Besok-besok saya tidak akan suruh kamu lagi, ingat yah. Penting gitu maksudnya...banyak salah jawab. Had better/should itu sama posisinya. Jadi, jangan pake "should" terus. Ada yang bisa jawab nomor berikut? Halo? Jadi kalau begitu kasusnya, nggak boleh bertanya lagi, harus ketemu pernyataan lagi. Kalau soal selanjutnya...siapa bisa jawab? Carelessness itu apa? Kecerobohan yah...

Student   : "Because of" mam
Teacher   : jawabannya benar, kalau "because of" di ikuti noun phrase, jadi, tidak boleh dilupakan "of" nya. Seandainya dibalik, tapi ingat harus ada kata kerja. Masih Puspa? Attaya?

Student   : Attaya mam
Teacher   : Okay, bagus yah...jawabannya benar. Satu lagi ingat, penggunaan kata-kata kek gitu, karena hampir semua ada..soal terakhir. Jawabannya apa?

Student   : important mam

Teacher   : ok. Bagus...jawabannya tepat..so, you must uderstand first, which one adjective, adverb, verb and so on. It will help you to identify the sentence clearly and accurately. I think that's all today. Saya akan absen dulu sebelum di tutup yah...

Appendix E. Transcription of Classroom Observation (Teacher 2)

Transcription

(Meeting 1)

Teacher : S

Number of Students : 150 students

Observation Date : 03/02/2021

Teacher : Bagi siswa yang sudah masuk...please, fill in the google form to make sure you are in meeting now. Aktifkan i videota di', to make sure your politeness. Yang baru join, access the chat room to fill the attandance list. Hello? Have you filled the attandance list? Yang baru join, gabung? Be patient yah, kita wait your friends. Rambutmu Mattew. Why your hair so long? Hows your morning? Bagaimana bangun pagi? Enak? My picture is not clear, tapi...materinya sebentar jelas yah..yang jelas kameranya, i give you extra point, i will note you. Kenapa Abrar suka alfa di meeting? What is your activity now? How do you fell? Bagaimana rasanya, dari pada meet langsung. Nah..look the screen. Who can tell me the generic structure procedure text? Siapa bisa jelaskan...1. Goal, 2. Material, 3. Steps. Seperti "how to cook" itukan bagian dari materials and steps. Tugasnya "how to make hand sanitizer atau pan cake" kemarin. Jaid, procedure text, saya mute saja yah..ada temanta yang ribut. Lamanya itu ter-admit salsabilah, jadi tadi toh, i have explained the procedure text, cara membuat sesuatu atau seperti behaviour juga, how to successfull atau how to become polite students etc. Tunggu lagi loading ini...so, waiting the dekstop, saya sambil ngomong tentang language feature yah...sabar..sabar..ini dia..ok? can you see my share screen?

Student 1 : Yes mam

Student 2 : iye mam

Student 3 : kelihatan mam

Teacher : language feature use Bare Infinitive, tidak ada penambahan S/ES. Then explain instruction, tidak ada overlapping, tetap pada urutan, tidak ada yang mendahului. Instruction, how do you do something. Jadi langsung saja. Rules for games, ada itu rules-rules nya toh. Ada petunjuknya. Make sure kata kerjanya, tidak ada penambahan S/ES. Ini yang saya maksudkan...ada sequencer atau kata keterangan untuk

meunjukkan tahapan atau perilaku. Saya akan tunjukkan video, i will show you video. Kalau ada sequence atau Bare Infinitve nya. Sebutkan yah....pay attention to goals, steps etc.

Teacher   : ok, now, i will devide you to each groups... you are devided into some groups. Kalian akan dibagi menjadi beberapa kelompok yang tiap anggotanya ada 3. Untuk membuat contoh dari how to make something. Yah jadi, you are in 3 students in each groups. Tapi kalau ada yang dua orang, jadi mereka Cuma berdua. Topiknya, how to make/operate/etc. Pilih saja satu topik to present your presentation. Itumi yang saya anggap sebagai praktek atau nilai. Deadline, around 2 weeks each group nah. Tapi lebih bagus kalau lewat video atau diliat situasi juga. Durasinya, around 9 minutes. I think, its enough for your class. Kirim di email yah saya nah. Penuhki kalau lewat hp. Lalod. Any question? Kalau tidak ada sampai ketemu di meeting selanjutnya.

Commented [U019]: Paraphrase

Appendix F. Transcription of Classroom Observation (Teacher 2)

Transcription

(Meeting 2)

Teacher : S

Number of Students : 150 students

Observation Date : 16/02/2021

Teacher : Kenapa menelpon ini 4 orang? Aktifkan kameranya cantik, ganteng. Ok..we wait your friends in 5 minutes yah. Kalau sebentar saya menjelaskan supaya tidak terpotong. Mirsa? Fendy? What class are you in? Seharusnya toh...di samping namamu kelasmu tulis supaya langsung ditandai. XI IPS 3, ada? Sudah masuk? And then, after introducing your dialogue..at the end of your dialogue then you say the moral message. Remeber for writing the moral message in your book, and then say it in the end, in the end of your performance. Don't say, you don't find.

Student 1 :hadir mam

Teacher : siapa lagi yang masuk? Baru Maghfirah? Kelas XI IPS 2? Belum ada?

Student 2 : saya mam XI IPS 2

Teacher : Ramon..ok. satu orang saja?

Student 3 : saya mam

Teacher : who are you?

Student 3 : Adiva mam

Student 4 : Yusril Bakri mam

Student 5 : Revaldo...kelas XI IPS 2

Student 6 : Aldi nmber 28

Teacher : meskipun kita online study, rambutnya juga harus diperhatikan.XI IPS 1? Andi Raja Gau, Darwis?

Student 7 : Resky, nomor 18

Student 8 : nomor urut 32, atas nama Fahmi

Teacher : ok. Kita mulai saja...asssalamu alaikum warahmatullahi wabarakatuh and good morning, keep your deligince...pelihara kerajinan, tetap ikuti aturan. XI IPS juga, lebih aktif lagi. If you want to improve your english, you must study hard, you need to study extra. usaha harus luar biasa. I go to material directly, langsung ke materi, while waiting screen open, anu juga lalod ini...so, what are you doing selama pandemic? Jalan jalan ji?

Student 9	: belajar mam
Student 10	: bohong bohong itu e
Teacher	: ada yang find problems while making video? So, what are you going to study about kosa kata dalam text? Second...produce how to make something, third...describe how to use technology around you. You operate the machine...do you have ever photoshop? We will discuss about it. Later, i will show you how to make class in google classroom. Ok. Langsung presentasi yah.
Teacher	: the first i invite..."Solid group", where are you? Complete member?
Solid group	: No Maam
Teacher	: No? We skip it..Rainbow group? Where is rainbow? Can you show me your member please?
Rainbow	: Here maam
Teacher	: Complete yah, you are the first performance...Moon group? Moon?
Student	: hey, moon
Teacher	: complete members?
Moon group	: yes maam
Teacher	: you are the second. Intelligent group? Complete?
Intelligent	: Complete
Teacher	: Spirit group? Where are you? Complete?
Spirit	: Yes maam.
Teacher	: What did you say?
Flower group	: Step daughter (mispronunciation)
Teacher	: Repeat, louder..
Flower group	: step daughter...step doctor

Commented [U022]: Lexical Modification

Commented [U023]: Syntactical Modification/Shorter Utterance

Appendix G. Transcription of Classroom Observation (Teacher 3)

Transcription

(Teacher 3)

Teacher   : NQ

Number of Students : 62 students

Observation Date : 03/03/2021

Teacher : ok. Assalamu alaikum students

Student : waalaikumus salam mam

Student : waalaikumus salam mam. Good morning

Teacher : have you recited the al-quran?

Student : yes mam

Student : of course mam

Student : iye mam

Teacher : hows your life? Masih sehat?

Student : alhamdulillah mam

Student : iye mam. Masih sehat

Student : masih ji mam

Teacher : nah today..I will show you some..poetry..the famous poetry...so, i hope..kalian bisa meniru nya...dan...menampilkan yang terbaik, untuk minggu depan. it's okay. Not all of..text have...closing..are you sure it's closing...Are you sure it's closing. Fauzan?

> **Commented [U024]:** Phonological Modification : Slow Rate of Speech

> **Commented [U025]:** Clear Articulation

Fauzan : yes mam

Teacher : Wednesday...Next week is a daily test. Kalian harus belajar extra. Minggu depan ulangan harian....so, prepare your self, do not to spent your time for other activities...i give you an example..saya kasih contoh, sebelum UNBK, mereka saya

tanya begitu juga, study hard nak yah. Karena tidak ada yang bisa tolong kalian pada saat ujian. Kalau kalian gagal bukan Cuma kalian yang malu, orang tua kalian, pihak sekolah bahkan kai sebagai orang tua mu disekolah pasti lebih malu lagi. Jadi, kalian harus belajar extra jangan bergantung pada teman atau apapun yang kalian dengar dari bisikan bisikan setan. Itu tidak akan berpengaruh pada kalian..ok? other students participated, raise your hand for answer the question. Ok...is there any students? Please, the group shows the answer. Other students please. Participate!

Student   : ndak bisa ditunjuk mam?

Teacher   : ada tadi yang raise hand.

Student   : saya mam

Teacher   : what was the movie popular?

Student   : Adventure movie mam

Teacher   : ok. Good answer. Ok, go on. Next group

Student   : before we start, i am gonna show you the song (music playing)...

Teacher   : is there any questions from others?

Student 1 : No mam

Teacher   : the song about "dream", that was the material, which discusses "dreams". I'm sure everyone has a dream that will lead us to become whatever it will be determined by ourselves. so don't give up quickly.

Appendix H. Transcription of interview

Transcription of interview

Teacher 1

Name : AR

Teaching experience : 10 Years

S1 : UNM MAKASSAR

Teacher Talk Modification:
Why do teachers modify their talk?

The researcher : Helllo Maam

Teacher 1 : Hi

The researcher : How are you maam?

Teacher 1 : I'm Fine

The researcher : excuse me maam, i need to ask some questions related to the teacher talk modification and its strategies

Teacher 1 : Ok

The researcher : I have observed the way you teach in classroom for four meetings maam.. Based on direct classroom observation, you used english in teaching process? Do you think your students understand it very well?

Teacher 1 : i am not sure, i sometimes used english, sometimes used bahasa indonesia. I am pretty sure that not all the students understand if i used full english in class.
Karena kan, yang paling di utamakan adalah pemahaman siswa, kalau pakai bahasa inggris terus pasti siswa akan bingung atau pikiran mereka akan melayang atau mengambang karena mereka tidak mengerti apa yang saya bilang.

The researcher : @@@

The researcher : Do you habituate students using english in class?

Teacher 1 : yes, I asked them, but pasti tidak 100% bahasa inggris dikelas, yah mungkin yang bertanya saja sekitar 2 atau 1 orang.

The researcher : Sure maam.

The researcher : How to make them understand when you use English in class?

Teacher 1 : Explain by using gesture, repeat again, when they will do not understand, i switched or mixed with Bahasa Indonesia. I see from the students feedback, kalau mereka menjawab ragu-ragu, pastinya mereka tidak mengerti.

The researcher : Yes mam, then what will you do next?

Teacher 1 : i asked them by question or clarify directly, mention their name while i switch or mix it.

The researcher : Based on classsroom observation, you sometimes used English and switched your code into bahasa indonesia, why did you do that?

Teacher 1 : To make students more understand

The researcher : Why did you sometimes repeat words/ pharses/ sentences frquently when explaining materials and instructing the students?

Teacher 1 : cause to make them more understand what i explained. After i explained the material, i ask them, paham meki? Understand? Kalau jawabnya mereka tidak meyakinkan atau mungkin mereka tidak menjawab, i explained again with bahasa indonesia..i repeated again

The researcher : when you teach the students, you sometimes speak slower or fast?

Teacher 1 : Yes..sometimes..kadang saking asyiknya mengajar, saking asyiknya menjelaskan kadang tidak sadar kalau terlalu cepat. So, i think, use of familiar

Commented [U027]: Reason in modifying their talk

vocabulary or utterance to the students maybe make sense.

The researcher : so...in your opinion, why teacher should speak slower and employ clear articulation when speaking english compare with speaking Bahasa Indonesia in teaching process?

Teacher 1 : cause students have lack of vocabulary yah...and also clear articulation, the students can remember, think, record in their mind about the way to produce the word. So they can catch information easily.

The researcher : do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' langauge acquisition? Why?

Teacher 1 : yes..students is imitators

The researcher :when you teach you students, What are the strategies that you use in teaching English?

Teacher 1 : maybe there are several strategies that can be used, but if what I often use is repetition, paraprase, and translation, of course.

The researcher : is it effective? Why?

Teacher 1 : hmmm ... I can't guarantee that it's effective. but I think the various strategies used in teaching certainly also provide greater opportunities for students to quickly understand or be able to produce language easily.

Appendix I. Transcription of interview

<div align="center">Transcription of interview</div>

<div align="center">Teacher 2</div>

Name : S

Teaching experience : 10 Years

S1 : Universitas Negeri Makassar

Teacher Talk Modification:
Why do teachers modify their talk?

The researcher : Helllo Maam

Teacher 1 : Hi

The researcher : How are you maam?

Teacher 1 : I'm Fine

The researcher : excuse me maam, i need to ask some questions related to the teacher talk modification and its strategies

Teacher 1 : Ok

The researcher : I have observed the way you teach in classroom for four meetings maam.. Based on direct classroom observation, you used english in teaching process? Do you think your students understand it very well?

Teacher 2 : Not really,. Mix with english and indonesia will make them easily to understand

The researcher : do you habituate the students using english in class?

Teacher 2 : yes..I asked them, they have to try speaking english in class. I also motivate them to find partner to speak english outside the class or abroad, chat their friends, but be carefull, sometimes we find a bad guy.

The researcher	: sure mam.
Teacher 2	: but as long as it is for practice, yah its okay..
The researcher	: how to make them understand when you use english in class?
Teacher 2	: sometimes spoken in bahasa indonesia, but i habituate the students to speak english in order they have time to practice, how to speak.
The researcher	: based on direct classroom observation, you sometimes used english and switched your code into bahasa indonesia, why?
Teacher 2	: to make the poor students understand it

Commented [U031]: Reason : To make students understand easily

The researcher	: Why did you sometimes repeat words/ pharses/ sentences frquently when explaining materials and instructing the students?
Teacher 2	: as emphasizing to the point of the material. Repeating the sentence will make them more understand what i am saying
The researcher	: why did you speak and employ clear articulation when speaking compare with speaking bahasa indonesia in teaching process?
Teacher 2	: to make students understand well and to emphasize the material spoken in english

Commented [U032]: Reason of Phonological Articulation

The researcher	: based on direct classroom observation, you always used set of basic vocabulary in teaching, why didn't you pharasal verbs and idiomatic expression in teaching in order to improve students' vocabulary?
Teacher 2	: only few stidents or rare students understand it, so just use simple words for explanation. But i allowed them to write more and more by using complex sentence or with idioms

Commented [U033]: Reason of lexical Modification

The researcher	: do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' langauge acquisition? Why?

Teacher 2	: yeah...that's why teacher need must learn before teaching as teacher is the language model in class.

The researcher	:when you teach you students, What are the strategies that you use in teaching English?

Teacher 2	: strategy? oh maybe it's the most frequent translation. when I speak English then I translate it into Indonesian, or I paraphare the language, from the sentence I changed

The researcher	: is it effective? Why?

Teacher 2	: In my opinion, nothing is effective in the learning process, because as long as it still has weaknesses and strengths, but at least it can make them understand more quickly. I guess it's okay.

Appendix J. Transcription of interview

Transcription of interview

Teacher 3

Name   : NQ

Teaching experience   : 3 years

S1   : Universitas Negeri Makassar

Teacher Talk Modification:
Why do teachers modify their talk?

The researcher   : Helllo Maam

Teacher 3   : Hi

The researcher   : How are you maam?

Teacher 3   : I'm Fine

The researcher   : excuse me maam, i need to ask some questions related to the   teacher talk modification and its strategies

Teacher 3   : Ok

The researcher   : I have observed the way you teach in classroom for four meetings maam.. Based on direct classroom observation, you used english in teaching process? Do you think your students understand it very well?

Teacher 3   : not really,i have to translate it into indonesian, i sometimes used bahasa indonesia to explain material

The researcher   : How to make them understand when you used english in class?

Teacher 3   : trying make nonverbal communication such as gesture or translate into indonesian

The researcher	: based on direct classroom observation, you sometimes used english and switched your code into bahasa indonesia, why?
Teacher 3	: to make students understand what i am saying. Because we can't speak english all the time. I am sure only several students will understand

The researcher	: Why did you sometimes repeat words/ pharses/ sentences frquently when explaining materials and instructing the students?
Teacher 3	: accidentally, or sometimes it's a way for me to emphasize my material, do they understand or not
The researcher	: when you teach the students, you sometimes speak slower or fast?
Teacher 3	: If that's the case, sometimes I forget or I just purposely because I want to see if they can follow my way or not
The researcher	: so...in your opinion, why teacher should speak slower and employ clear articulation when speaking english compare with speaking Bahasa Indonesia in teaching process?
Teacher 3	: because our goal of teaching makes students understand. well, because students are not able to remember all the vocabulary given, I often repeat or translate the vocabulary
The researcher	: do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' langauge acquisition? Why?
Teacher 3	: not really, because some students get their english skill trough communicative learning (song, movie etc)

The researcher	:when you teach you students, What are the strategies that you use in teaching English?
Teacher 3	: I often use paraphrase, repitition, translate into Indonesian because with the aim that they quickly understand or they know the meaning

The researcher   : is it effective? Why?

Teacher 3   : maybe translation effective. because they can understand quickly because there is a translation. there is an Indonesian sentence.