

**Speech Modification by Science Teachers
in Presenting Science Using English at
Godwins Elementary School Surabaya**

A THESIS



By

Ivonny R. Pellondo'u

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2010**

**Speech Modification by Science Teachers in
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Elementary School Surabaya**

A THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirements for
the Degree of
Magister in Teaching English as a Foreign Language



By

Ivonny R. Pellondo'u


8212707026

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2010**

APPROVAL SHEET

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This thesis entitled **Speech Modification by Science Teachers in Presenting Science Using English at Godwins Elementary School Surabaya**, prepared and submitted by Ivonny Rakhmawati Pellondo'u (8212707026) has been approved to be examined by Thesis Board of Examiners.

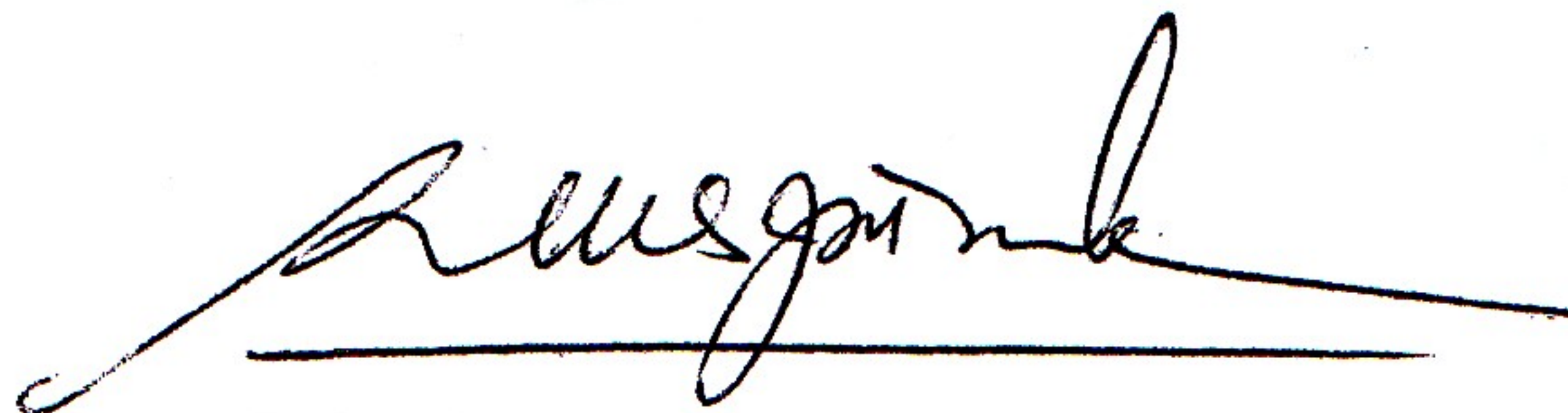


Dr. B. Budiyono
Thesis Advisor


APPROVAL SHEET

(II)

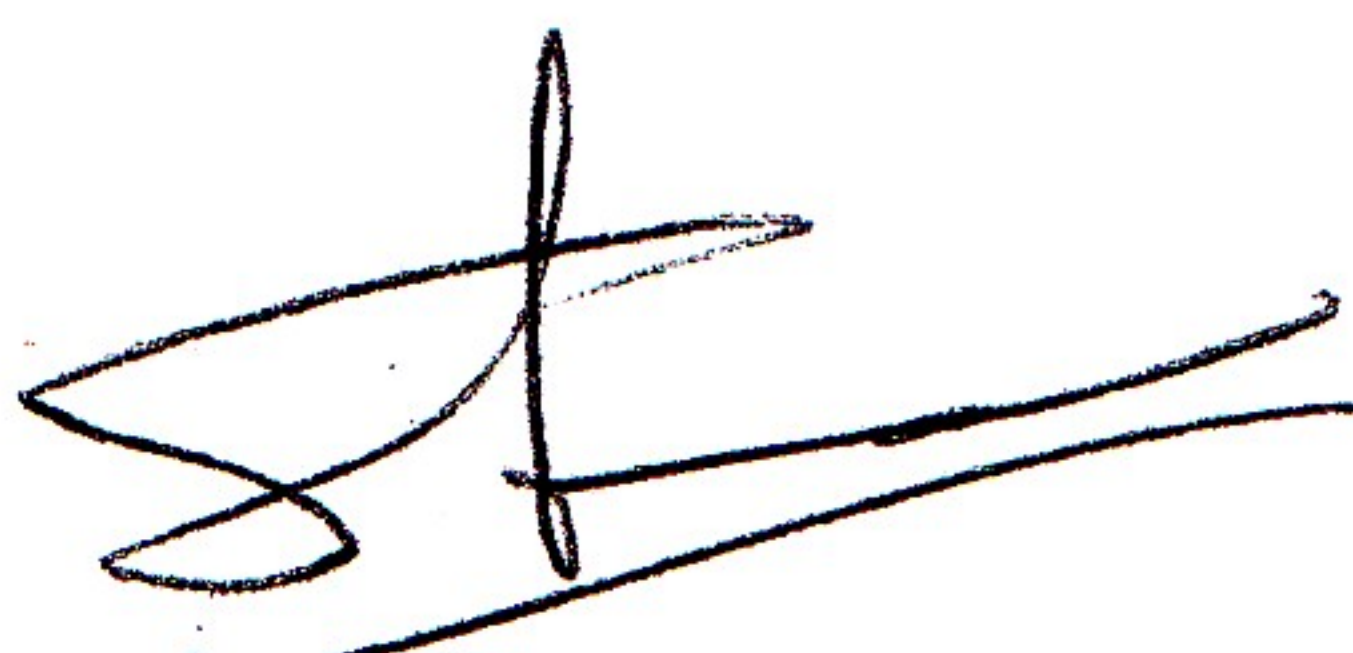
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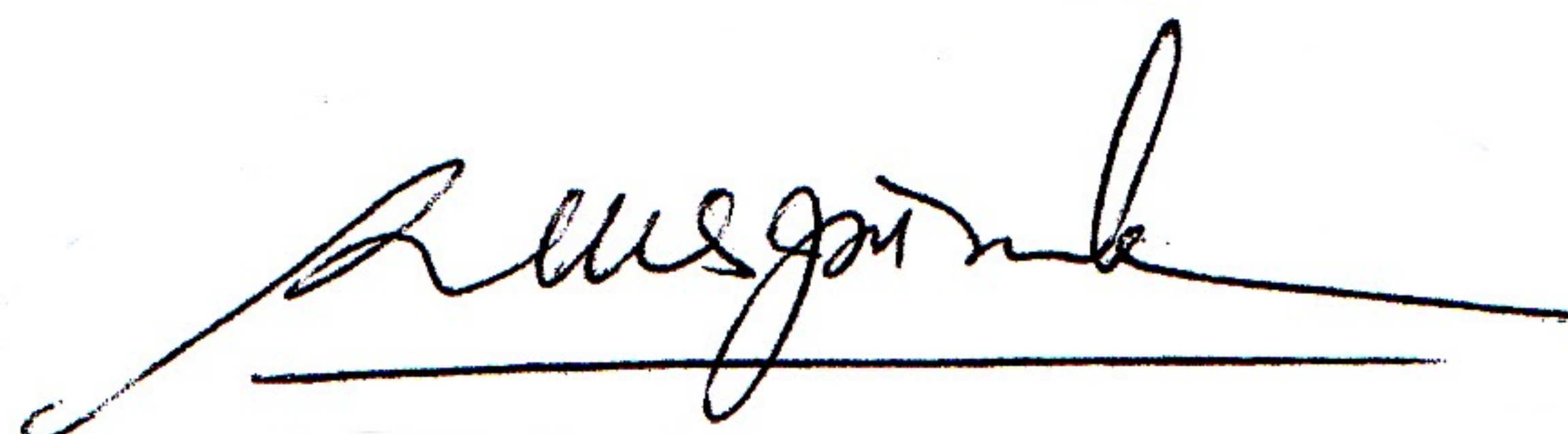
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Dr. B. Budiyono
Secretary



Prof. Dr. Agustinus Ngadiman
Member



Prof. Dr. Wuri Soedjatmiko
Director of Post-Graduate School

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The writer

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ABSTRACT

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Keywords : Speech, science, science teacher.

This study was conducted to explore the speech modification in presenting science using English.

The underlying theories related to the objective of the study are the theory of integrating language and science that becomes the foundation of the teaching science while improving students' proficiency in English.

This was a case study aiming at exploring the speech modification by science teachers in presenting science using English. There were two subjects, science teachers in third and fourth grade level. The data were collected by recording teachers' voice while they were teaching science in their class and interview.

The findings show that the teachers have done some points as the theory. In focus on key words, the teachers in all meeting did not introduce the new words more than twelve. Sometimes the teachers used words with personal reference in presenting the materials. The use of shorter and less complex sentences also found in their teaching even though sometimes they also used complex or long sentences. Repeating or paraphrasing sentences did not show too much. The teachers almost in all the meeting did intersperse questions to dig students' prior knowledge or sometimes just to review the previous lesson. Most providing feedback were shown when students mispronounced the words or they did not know how to spell the words.

As a conclusion, when the science teachers make their language more comprehensible to their students by modifying how they talk in a number of ways, the learning process becomes effective. Students can understand the concept well. It was shown when the students could answer the questions well.