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HOW MUCH TALK SHOULD THE TEACHER TALK? A STUDY OF TEACHER TALK IN AN ENGLISH CLASSROOM

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Abstract

Teacher talk is essential in learning, likewise for language learning classroom. The objective of this study was to investigate the categories of teacher's talk that occurred in an English classroom of a senior high school in Banda Aceh. The kind of teacher talk was examined by using Foreign Language Interaction Analysis (FLINT) as suggested by Moskowitz (1971) cited in Brown (2001). In this research, the data was gathered through observation, video recording, and interview. To analyze the data, a procedure proposed by Miles and Huberman (1984) was applied to obtain a clear view of the categories of teacher's talk that happened in the class. The result of this study showed that the most dominant type applied by the teacher was giving information (28.2%), followed by asking question (24.2%), next, using ideas of students (13.1%) and the lowest frequency was dealing with feelings (1.5%). With the regards of the findings, it is suggested that the portion of teacher talk should be balance to achieve the goal of language learning that focuses on students.

Keywords: *Teacher's talk, teaching learning, foreign language interaction (FLINT) analysis.*

INTRODUCTION

The classroom is a place where the teachers and students communicate to exchange the information between one to another. Pan (2014, p. 2627) stated that there are two ways how to exchange information namely, nonverbal communication and verbal communication. Mulyati (2013, p. 1) affirmed that in speaking class the verbal communication consists of teacher's talk and student's talk. In this research, the researcher only focuses on the teacher's talk. The teacher's talk is particularly important to language teaching. Yanfen and Yuqin (2010, p. 76) claimed that the teacher's talk is an essential part of foreign language teaching in organizing activities and the teacher's talk not only determines how well they teach, but it also to make sure how well the students understand about the language.

The classroom should not be dominated by the teacher's talk. If there is such a case, the students only focus on the teacher's lecturing without having the opportunity to participate in the learning process so it make the students become passive listeners. Menegale (2008, p. 105) found out that teachers spent her or his talking time in class even more than 90% while students were only silent and passive in the classroom when the learning process took place. Undoubtedly, teacher's talk is greatly affects to the quality of teaching learning process. Teachers centered in the classroom makes students become more passive, likewise if the students centered the class, it means that the teacher successes to make students active in the teaching learning process. This study aims at investigating the teacher's talk occurs in one of the classroom in Banda Aceh. The following research

question of this study is: What are the categories of teacher's talk that occurs in an English class at the eleventh grade of SMA 10 Fajar Harapan Banda Aceh?

METHODS

The main purpose of this study was to find out the categories of teacher's talk that occurred in the classroom. In this study, the writer used one observation class at SMA 10 Fajar Harapan Banda Aceh. The writer collected the data three times through observation by using observation sheet that consists of the categories of teacher's talk type according to Foreign Language Interaction Analysis (FLINT) analysis, video recording and interview.

RESULTS AND DISCUSSION

The table below describes the types of teacher's talk used by the teacher who taught in XI 3 class while teaching for three days observation. It can be seen from the table that the teacher used almost all of the teacher's talk type based on FLINT theory. Table 1 below shows that teacher expressed 450 utterances during the three meeting observation.

Table 1. Percentage of teacher's talk types.

<i>Type of teacher's talk</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Frequency</i>	<i>Percentage</i>
Gives information	34	57	26	127	28.2%
Corrects without rejection	4	2	4		
Asks questions	47	30	32	109	24.2%
Use ideas of students	15	22	3		
Repeats student response verbatim	9	4	6	59	13.1%
Gives directions	30	14	9	53	11.8%
Praises and encourages	7	12	11		
Jokes	16	6	0	52	11.6%
Criticizes the student behavior	7	5	4		
Criticizes student response	17	4	6	43	9.6%
Deals with feelings	1	4	2	7	1.5%

In order to get more data about teacher's talk types that used by the teacher in teaching learning process, an interview was conducted. According to the teacher, teacher's talk is very important in teaching learning process because that is the way the teacher communicates with the students. If the teacher does not care about teacher's talk, she thinks that she will make students confused on what to do in the classroom. She also claims that the teacher's talk will also lead students to understand how long the lesson will take place and activities that follows. There are two types of teacher's talk in the learning process that the teacher reduced in the classroom; first is dealing with feeling such as greeting the students and asking students condition. It can be seen from the frequencies of dealing with feeling which occurred less in the classroom. The second one is praising or encouraging. The teacher rarely gave appreciation with words that praise when students could answer her questions, the teacher only appreciate in the form of gestures such as clapping, and saying okay.

In addition, the teacher thinks the all the types of teacher's talk is important but in her opinion that the most important ones are giving information, giving opinion and then correcting the answer without rejection. When students were confused on how to do some activities, the teacher task is to give direction, but sometimes if she forgot to ask their feeling, she thinks it is okay. In her opinion, the important type that should be in the teaching learning process is asking question, because by asking question, the teacher could check the students comprehension on the teacher's explanation.

Based on the result, it can be seen that the most dominant type that occurred in the teaching learning process at XI 3 class is giving information. Giving information occurred in 127 utterances (28.2%) for three meetings. As we know that the core activities of teaching and learning process is to provide information that is the teacher's explanation about the subject matter to students, share knowledge, and so on. The second type that most occurred in the class is asking question. The teacher produced the total of 109 utterances (24.2%) during the three meetings. Questioning is an activity which is the teacher could see how far students' understanding about the material that described. This finding was quite similar with the finding made by Lasantu (2012, p. 18). The result of

her study shows that giving information and asking question are the most dominant types that used by the teacher in English for Specific Purpose class.

Finally, the lowest frequency of teacher's talk type during the observation was dealing with feeling. This type of teacher's talk took place only 7 utterances (1.5%) during three meetings. It is also supported by the results of interviews that she seldom asked about the situation of students in the classroom. In addition, according to Brown (2001, as cited in Lasantu 2012, p. 21) indirect teacher's talk happens because teachers have deliberately decided to let the students respond orally and encourage them, otherwise direct teacher's talk occurs when the teacher limiting verbal response from students. It means that the class which is dominant of indirect teacher's talk is an active class because the students have more chance to participate in the learning process; on the contrary, the class that is dominant of direct teacher's talk is a passive class because the students only sit as the passive listening since they do not have chance to participate.

The result of this study showed that the direct and indirect ways of teacher's talk has balance proportion in teaching learning process. The results of indirect talk can be seen in the table below.

Table 2. Comparison of indirect and direct of teacher's talk in teaching learning.

No		Type of teacher's talk	Total	Percentage	
1	I	Deals With Feelings	7	50.4%	
2	N	Praises and encourages	52		
2a	D	Jokes			
3	I	Using ideas of students	59		
3a	R	Repeats student response verbatim			
4	E C T	Asks questions	109	49.6%	
5	D	Gives information	127		
5a	I	Corrects without rejection	53		
6	R	Gives directions			
7	E	Criticizes the student behavior	43		
7a	C T	Criticizes student response			
		Total	450	450	100%

The results showed the difference between direct and indirect teacher's talk. Hence, it is not a significant difference in the numbers, so it still concluded that the results of both are balanced. From the table above indicate that this class was not too passive and not too active. The teachers' have half of her part in teaching learning and the other half is taken by students.

CONCLUSION

Based on the study, it can be concluded that the observed classroom applied the seven types of teacher talk in the teaching learning process. However, the frequency percentage of the types was varied. The most dominant type of teacher's talk used by the teacher was giving information, asking question, and giving direction because the teacher was center of the class. On the contrary, dealing with feeling was the lowest frequent of teacher's talk type that occurred in the class, because this type of teacher's talk type only happened in the beginning of the class and the teacher focused on the material and built interaction with students through teaching learning takes a place. Nevertheless, all teachers' talk types are important in the teaching learning process since these types have their respective advantages to students in receiving utterances from the teacher towards their learning process.

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