

A STUDY TEACHER'S TALK IN A CLASSROOM INTERACTION IN "SMAN 01 PONTIANAK"

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Abstract

The research was designed to analyze the teacher's talk in a classroom interaction. It refers to how the teacher managed their time or opportunity in terms of talking in front of the classroom. It was to answer: a) how long the teacher used the English language; b) what expressions the teacher explained the material; c) and how the classroom interaction was. The researcher adapted FIAC (Flanders interaction analysis categories system) to analyze the data. The data were collected through observation, questionnaire, and interview. The findings showed that the talk was still dominated by the teacher. It was only few opportunities for the students to talk. The interaction was not based on: teacher-student interaction and student-student interaction, but teacher based interaction

Keywords: *teacher's talk, classroom, interaction*

INTRODUCTION

Teacher has a main role in teaching learning process to give information and knowledge. Learning a language is not only to develop students' intelligence, but also to keep social interaction and emotion. Inside the classroom, how teacher and students communicate must be important because, the main goal of learning language is to develop students' communicative competence. Talk is a central in a classroom. Talk is not only for teacher self, but also for students. Inside the classroom the teacher is a central point and everything should be manage and do from only teacher. But there are many obstacles in implementing good talks during the teaching process. A teacher tends to spend lots of time. (Menagale, 2008) was found in her research that teacher still dominate the talking time in the class. It is the very common and conventional custom that happened inside the classroom during teaching learning process.

What kinds of interaction should be plays in communication? In most face to face conversation people interact with each other and adapt what they are saying to the listener's reactions. In a conversation one participant may become the 'leader' who takes the initiative, the others are 'followers' who respond to it (Cook,

2008). Inside the classroom a teacher may lead the student to talk. In other the teacher becomes the participant and controller the learning process, in that cases teacher let their students to interact with their peer purposely to practice their own language. In an English class, the interaction among teacher-student, and student-student is important.

Giving feedback to learners is an important aspect of teaching. Through feedback the teacher already lets learners know how well they have performed and also increase their motivation to have a classroom climate. Hattie & Timperley, (2007) state that feedback is one of the most powerful influences on learning and achievement, in form of conceptualized as information provided by teacher regarding aspects of one's performance or understanding.

The research was intended to analyze teachers' talk in the interaction during teaching learning process in X MIPA 4 class of SMA N 01 Pontianak. It was hoped that the finding of this research could be used to improve the process of interaction in the classroom.

Brown (2001) claims that teacher talk refers to the time when teacher is speaking. He recommended that teachers articulate their language, slow it down, use simpler vocabulary, and speak in structures just above the students'

level. In this point teacher promotes a constructive talk. A constructive talk is one of the most essential ingredients of good lesson. Talk is vital to engage any students in their learning process. Talk can transform relationship in the classroom (Coultras, 2007). It was described the teacher's talk as language of teacher uses to allows the various classroom process to happen.

As fundamental teaching process is absolutely it provides the advantageous for learning process. According to Gower, Philips, & Walters, (2005) the advantageous and disadvantageous of teacher's talk as follows: The advantageous of teachers' talk are as follows:

(1)The teacher is a very valuable source in English language used in an authentic situation, particularly if the students are studying in country in which English is not the first language. Teacher can react naturally to the students and they will often pick up the everyday words and expressions that the teacher used.

(2)Teacher's talk is needed for good classroom management in terms of to give clear instructions, to tell the students what to expect, to call a students by name. There is nothing artificial about a situation that involves teacher praising a student or asking other to try again. There were several exchanges that mostly used by the teacher, namely: prompting students' knowledge, inviting students to talk, praising or encouraging students, and correcting students' talk. Teacher tended to ask several questions in order to find out his/her students' prior knowledge.

(3)The teacher can provide authentic listening texts for students.

(4)The teacher can often provide the best model for new language. So, the students can both hear and see the teacher clearly.

(5)The teacher can explain about the language that is being learned in a helpful a reassuring way, and check students' understanding.

The disadvantageous of teachers' talk are as follows:

(1)The aim of language classes is usually to get the students using the language. When the

teacher talks too much then the students are not being given maximum opportunity to talk.

(2) It is also likely that the teacher will not be listening to the students closely enough, if the teacher thinking too much about what they are going to say next.

(3) If the teacher's talk for students, they will think that the teacher do not appreciate their efforts and they will become demotivated

(4) There is a danger, especially at lower levels. The language used by teacher for explanations is more difficult to understand than the language being learned.

The role of teacher's talk in the classroom gives effect to students directly in understanding the instruction and also understanding the explanation delivered by teacher. According to Pollard (2008) the role of teacher's talk in class includes explaining language points, giving instruction for what to do, and asking question. The perception to the talk during the classroom activity was influenced by teacher's talk greatly.

Principally, the teacher's talk plays a role in the classroom activities. The student's comprehension pattern on communication inside the classroom is the result of the teacher's talk. The role of teacher's talk would be better based on a simple question here: "*Who most talk in the classroom during teaching and learning process?*"

The goal of learning language is learners are demanded to be able practice their own English in communication. In the teaching process teacher should consider frequency of their speech in front of the class. There are three key points, that is: 'presentation', 'practice', and 'production'. Why these points become crucial? Harmer, (2002) explained that the appropriate way in learning language should be in the form of presentation, practice and production. The ways are (1) Teacher needs to present the material in front of the class but, it should be clear and not recommended in lots of time. The main point that the teacher explains clearly, the focus be for speaking skill and encourage the student to practice and response on spoken. After getting opportunity to talk and giving the explanation, the teacher give the instruction to student and keep the students answering and

responding in spoken rather than in written; and then the students can be involved in group work or group discussions. It is to get the point of interaction not only among the teacher-student but also the student-student (through giving comments or opinion for other group).

(2) This part is recommended for students to give response or understanding about the previous explanation. They should be given their response orally. Additionally they need to give their comments or opinion to their peer's answer. For this situation the teacher need to observe and control the student's performance. The teacher needs to 'stand back' while their student perform in front of the class. Students are pushed to use their words orally when presenting their work. If they are involved in a group discussion they need to create an interaction at the time for discussion about a particular topic in order the other group can give their response or comment.

(3) Production deals with the spoken language. Therefore, the student may produce of spoken products for instances: drama, debate, group presentation, etc. It is to make the students participate and practice their own language directly. To make more purposeful and useful students can combine their product with the technology they can record or present in form of video or short film.

The Appropriate Interaction inside of the Classroom

Inside the classroom, the teacher must be aware of their role. The teacher needs to stimulate their students to involve in the interaction. The teacher needs to give chances to the students to speak more than the teacher herself. Cameron (2001) emphasizes that teaching is a process to construct a learning opportunities and to help the learner take advantages of them. She also states that teaching can never guarantee learning. It means that it is important to construct opportunities for student to learn language, practice, and to help the learners to take advantages. In teaching learning process, the teachers are required to help the students, understand the lesson. The opportunities focus on interaction process

English as a foreign language inside the classroom.

Interaction in the classroom refers to the conversation between the teacher and the student, or the students and students. Active participation and learning of the students becomes vital. The interaction in English classrooms influenced by (1) Teacher-Student Interaction is the development and success of a class is defined on interactions between the teacher and students. Interaction is a collaborative exchange of thoughts, feelings or ideas between two or more people. Through the interactions with teachers, the students can increase their language competence. Interaction is an important concept for English language teacher. Mackay (2006) states that the interaction between the teacher and students occurs in the classroom and the process stands on five pillars: prevent, correct, support, follows through, affirmative. (2) Learner-Learner Interaction: In a language classroom setting, the teacher-learner interactive pattern in language classes is the most traditional pattern. This old pattern makes students passive in learning process, and the teacher plays a role of an expert, providing the learners with direction and doing most of the talking and commenting. Nowadays, students are not expected to be good listeners and good writers during the lesson, but they must be able to express their own idea and to share their opinion on learning process because that is goals of learning English.

Interaction intended in this research is emphasized more on student's talk than teacher's talk. Paula (2002:128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." Thus the teacher must encourage such type of interaction among the learners. It is the fastest and the best to way, it make the learners active. Concerns on the interaction issue, in this point must be has relation with the ways to set up interactive activities. To set up interactive activities, the interaction is organized in pairs work or group. Gower, et al., (2005) claim that when students interact, the pair work or group work activities are based on students-based interaction not teacher based interaction. The function of pair

work and group work are to develop the students' interaction in learning process. The interaction activity can also be formed through a role play. Through a role play, context for literacy skills such as reading, speaking, writing and listening can be raised. Sharp(2005) states that the principles to set up a role play area can be applied to another and even the procedure of planning and setting up an area can promote discussion which helps language skill develop.

Flanders Interaction Analysis Categories (FIAC)

In this research, the researcher used FIAC categories system to analyze the interaction. Interaction analysis has been made to investigate the performance of teacher and students as well as the role and input interaction. The development of the original system Interaction Analysis was originally developed by Ned Flanders (1970). The system is often referred to as the Flanders system of Interaction Analysis (FIA). An innovation was made is an observational tool used to classify the verbal behavior of teachers and pupils as they interact in the classroom and the non-verbal gestures are not taken into account.

Flanders interaction analysis is a system of classroom interaction analysis which is primarily concerned verbal behavior. It will be more reliable to observe about behavior of individual can be observed through verbal behavior and assumed verbal behavior of an individual. FIAC is an analysis of teacher and student talk consisting of ten categories system of communication. In this system, all teacher's statement either indirect or direct were analyzed based on categories. In order to make the total behavior or total interaction in the classroom meaningful, the Flanders also can categorize. There are seven categories to categorize various aspects of teacher talk and two to categorize student talk. The last category is used when there is silence and the confusion in the class.

Feedback

Feedback is an essential part of effective learning. It helps student understand the subject being studied and gives them clear guidance on how to improve their learning. Hattie & Timperley (2007) said that feedback is one of

the most powerful influences on learning and achievement. This impact can be either positive or negative. Students could get more values from feedback such well as student's confidence, self-awareness and enthusiasm for learning. Therefore, it really recommended for the teacher to give feedback on response their student's performance.

Method in this research is designed to analyze teacher's talk in the classroom. It is a descriptive design. This research was conducted in SMA N 01 Pontianak located on Gusti Johan Idrus street Pontianak. The investigation included collecting the data, describing the finding, and categorizing them into FIAC category. The data were collected from observation, questionnaire, and interview.

The Findings of Observation toward Teacher's Talk: Based on the analysis to the data collected from observation in the classroom, the instruction was dominated by the teacher. And 30% of the interaction was perform by students, 70% was performed by the teacher.

The Finding of Observation toward Classroom Interaction: In order to know the classroom interaction, a tally sheet of classroom interaction observation was calculated by the researcher. The results of this observation tally can be seen in the table as follow.

Table 1. Classroom Interaction

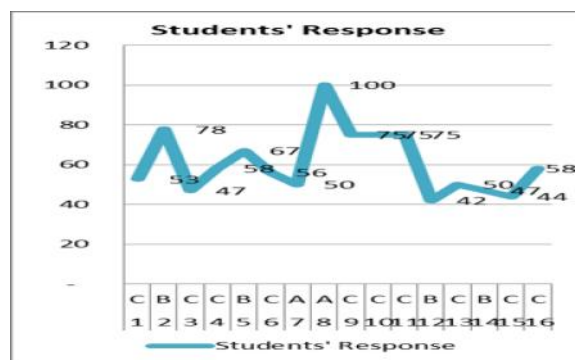
No	Categories of Observation	Frequency	Total
1	The teacher understand how the students feel, that they have the right to have these feeling and the teacher will not punish the students for their feeling (i.e. teacher's statement when the students give wrong answer: ok, that's could be but find the complete one)	III	4
2	The teacher give jokes that release tension but not those that threaten students or are made at the expanse of individual students (i.e. praise: good,	I	1

	fine, right; encourages: continue, good, tell us more about your idea)		
3	Accepts or Uses Ideas of students.(i.e. Teacher say: well that's an interesting point of view, I see what you mean)	III	4
4	Asks questions refers to teacher give the question right and wrong answer then very broad that make students greet deal of freedom in answering	III	5
5	Lecturing refers to Teacher explains functional point Teacher explains point relating to the content (theme/topic) of the lesson	III I	6
6	Teacher gives instructions/directions	III	4
7	Teacher criticises	-	0
8	Students talk refers to initiation(i.e. Learner asks a question and learner answers a question)	II	2
9	Learner talks to another learner	-	0
10	Period of silince or confusion	III I	6

The results were support the opinion about teacher still dominant on teaching learning process. It can be seen from point *one, three, four, five and six*. It was caused students keep on the old way that been passive in the classroom.

Additionally in point of teacher criticizes, it should occurring while teaching learning process, why? It would be useful for student because it such encouraging the students and give the correction if student make mistake.

Students' Perception toward Teacher's Talk: Generally description of students' perception toward teacher's talk was classified in formed the multiple choice through questionnaire that is from number 1 to number 16, while number 17 was described based on students' response in written. The number of students' perception toward teacher's talk can be seen through graphic



Graphic 1 Student' Perception Towards Teacher's Talk

As can be seen to Figure 1 the students' response on teachers' talk were fluctuated. There were 53% of students responded that the teacher's talk should be 25 – 30 minutes (option C). 78% of students replied that their teacher's talk was *appropriate* (option B) in talking time. There were 47% of students answered that teacher instruction was *good* (option C). 58% of students were chose *good* (option C) in regard teacher's explanation everything. There are 67% of students answered that teacher asked them to answer the question during learning process was *a little* (option B). Around 56% of students answered the time for discussion to solve the problem that had been given by the teacher were *good* (option C).

Around 50% of students responded that they prefer to answer the question by *in chorus* (option A). There were about 100% of students requested that teacher should be give the *obvious and fixed answers* (option A) at the end of the of the exercise session in the classroom. About 75% of students replied that the duration of time had been given to answer the question was *good* (option C). Around 75% of students considered that feedback from their teacher was *good* (option C). Around 75% of students responded that the way of their teacher in terms of correction their mistakes were *good* (option C). 42% of students were chose a little (option B) in regard their teacher let them find their mistakes in answering the question. 50% of students were chosen *good* (option C) in regard pointed immediately when they produced wrong answers. There were about 47% of students responded that their opportunity to talk during

learning process was *a little* (option B). 44% of students were answer *good* (option C) in regard given more chances to talking and discussion in class. And there were 58% of students answered good (option C) in regard their teacher should negotiate with them for correction.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to findings of the study, it could be concluded that based on the teacher performance in the classroom: the observation showed that opportunity for students to express their own language or students' talk is really limited and the time to talk was taken in long period time by the teacher. And then, English language used by the teacher is really limited, teacher tended to mix the language among English and Indonesia language and sometimes local language in teaching process.

In case of delivery the material, teacher was only more focused to gives the explanation without built the interaction orally with student. The students were placed as if they are good listeners, so they just only listening for what their teacher said. The times to students interaction with their peers is also nothing, it caused they do not usual to response with the teacher's question use English they prefer to use Indonesian and mixed with local language rather than English.

The atmosphere of learning process was good, inside the classroom was provided good facility such fan, projector to explain the material. On the first meeting there is a literacy section in where the student were gave opportunity to read their favorite reading text, in purposed it can stimulates their mind to think in learning process.

Suggestions

The aim of this research is to evaluate the quality of the practice of teaching and learning, particularly the implementation of teacher's talk in teaching process. For this reason, there are some suggestions for the teacher to realize the important of controlling the frequency of talking too much in teaching process and importance of

classroom interaction characteristic English orally.

1. It is better if the teacher not totally spends time to talk in delivery the material. Teacher should knowing to manage their time in talking, it is will be better if the teacher can exchange their habits in talking too much become gives the simply questions for student and the student supposed give their answer by English. For example: (what do you think about that, what is your opinion, and many more)
2. It is better if the teacher gives the time for students talking more rather than to be passive. Teacher should provide topic in which student demanded to discuss or placed the student into group discussion and guides them to discuss use English then present their results of discussion in front of the class, they should presents it in English
3. It is better if the teacher give student with positive feedback frequently, after student's discussion. In order student can get clear explanation and knows the correct answer from the exercise that they have done before

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