

Analizing The English Teacher Talk In Efl Classroom Interaction

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Abstrak

Penelitian menggunakan desain penelitian kualitatif. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menggali informasi tentang percakapan guru dalam interaksi kelas di SMAN 1 Banuhampu. Informan kunci penelitian ini adalah guru bahasa Inggris kelas 11 di SMAN 1 Banuhampu. Selanjutnya, informan pendukungnya adalah siswa kelas 11 SMAN 1 Banuhampu. Untuk mengumpulkan data, menggunakan observasi dan wawancara. Berdasarkan temuan tersebut, pertanyaan penelitian di jawab. Pertama, apa ciri formal dari tuturan guru?. Ciri formal guru berbicara di kelas 11 SMAN 1 Banuhampu adalah guru memiliki kecepatan bicara yang lambat, jeda yang lama, jeda yang sering, pengucapan yang berlebihan, pengucapan yang disederhanakan, kosakata dasar, tingkat subordinasi yang lambat, pernyataan deklaratif yang sering di ulang, dan sering mandiri. Selanjutnya, fitur fungsional guru berbicara di kelas 11 SMAN 1 Banuhampu adalah guru yang paling banyak berbicara di kelas I, guru menggunakan tuturan guru dalam mengajukan pertanyaan, dan guru juga menggunakan tuturan guru dalam memberikan umpan balik.

Kata kunci: pembicaraan guru, bahasa asing inggris, interaksi dalam kelas

Abstract

The study used qualitative research design. The purpose of this study was to identify and explore information about teachers' conversation in classroom interaction at SMAN 1 Banuhampu. The key informant of this research is the 11th grade English teacher at SMAN 1 Banuhampu. Furthermore, the supporting informants are the 11th grade students of SMAN 1 Banuhampu. To collect data, observation and interview were used. Based on the findings, the research questions are answered. First, what are the formal features of teachers' speech? The formal features of teachers' speech in class 11 of SMAN 1 Banuhampu are that teachers have slow speaking speed, long pauses, frequent pauses, exaggerated pronunciation, simplified pronunciation, basic vocabulary, slow level of subordination, declarative statements that are often repeated, and often independent. Furthermore, the functional features of teacher speaking in class 11 of SMAN 1 Banuhampu are that the teacher speaks the most in class I, the teacher uses teacher speech in asking questions, and the teacher also uses teacher speech in giving feedback.

Keywords: teacher talk, efl, classroom interaction

INTRODUCTION

Interaction can be defines as the process of exchanging information between two people or more. Interaction is collaborative exchange of thoughts, feeling, or ideas between two or more people,

resulting in a reciprocal effecton each other (Al-Zahrani & Al-Bargi, 2017). In other words, interaction is a process of accepting and delivering thoughts, feeling, or ideas between two people or more.

Interaction is the key for a communication to happen. Only by

interaction, someone could express herself (Basra & Thoyyibah, 2017). Interaction is not only happen with just two people, but also individual with group or group with group. One of example interaction is an interaction in the classroom. There are two interactions in the classroom, teacher with students and students with students (Laoli, Dakhi & Zagoto, 2022; Nasir, Yusuf & Wardana, 2019).

One of the important elements in classroom interaction is teacher talk (Islam, 2017). According to Yanfen and Yuqin, the success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students. It was an indispensable part of foreign language teaching in organizing activities, and teacher talk did not only determine how well they make their subject, but also assure how well the students would learn. This means that teacher talk has an important role in the classroom.

Teacher talk (TT) is everything that a teacher says in the classroom. TT is variety of language sometimes used by teachers when they are in the process of teaching in trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Huriyah & Agustiani, 2018). This means that teacher talk any kind of talk/speech that teacher that he/she address to the teacher.

The different of teacher talk with the other talk is that it is simpler than the regular speech. Chaudron in Afifahet, al said that teacher talk is slower, pauses are more frequent and longer, pronunciation tends to be exaggerated and simplified, vocabulary use is more basic, degree of subordination is slower, more declaratives and statements are used than questions, and Teachers may self-repeat more frequently. In short, teacher talk is simpler than the regular speech; it has the purpose to make the students to feel easier to understand the

teacher talk (Fitriyani & Andriyanti, 2020; Khirahla & Tyas, 2020).

The success or fail of the learning also depends on the teacher talk. Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition (Erianti, Akib & Baso, 2018). It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive (Derin et al., 2020; Li, Jee & Sun, 2018). In other words, teacher talk not only useful to organize the classroom but also helpful for the language acquisition.

Based on the preliminary observation that was conducted on March 16 2020, it was found some problems related to the teacher talk. First, the teacher sometimes utters unclear pronunciation. This problem would lead the students to imitate those unclear or incorrect pronunciations. This was proved by some of the students' pronunciation that was unclear, such as saying the word "Tanks" instead of "Thanks". The students cannot say the pronunciation of the word that begin with diphthong (/Ø/).

Second, the teacher did not always use the English language to interact with the students in the classroom. It was observed that sometimes the teacher uses Indonesia Language. She used it when students keep asking the same problem, so she used Indonesia to explain it again. This made some students even dare to ask in Indonesia language, even though the teacher already told them to use English or mixed language (Indonesia and English) to ask or response questions. Since teacher talk is important because it is one of the major sources of comprehensible target language input the learner is likely to receive. This make the students do not use

English effectively even in the English classroom.

METHODS

In this research, the researcher used qualitative research design. Gay pointed out qualitative research is a research is meant to understand the phenomena about what is felt by the research subject, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods. The key informants of this research werethe English teacher of 11th grade of SMAN 1 Banuhampu. Furthermore, the supporting informant would be the students of 11th grade of SMAN 1 Banuhampu. There were 7 classes on the 11th grade of SMAN 1 Banuhampu. The total students of these three classes are 247 students. Instrument of the Research: interview and observation. According to Sugiyono, there are three types of interviews: Structured interviews and Unstructured interviews. The data was analyzed by using some steps, as according to Sugiyono (2017) 1) Data Collection: the researcher collected the data through interviews, and documentation to identify the teacher talk in classroom interaction at SMAN 1 Banuhampu. 2) Data Reduction: the researcher resumed the data and focus on the research aspects and unnecessary aspects are reduced by researcher. 3) Display the Data: the researcher made the result of the research that consist of the teacher talk in classroom interaction at SMAN 1 Banuhampu. 4) Conclusion: the researcher concluded the finding based on teacher talk in classroom interaction at SMAN 1 Banuhampu.

RESULTS AND DISCUSSION

A. The Formal Feature of Teacher Talk

1. Slow rate of Speech

The first indicator of teacher talk is slow rate of speech, John F. Kennedy said: when you are speaking slowly, it can grab the attention of the audience, and help them process every word, but an entire talk at a

slow pace will bore your audience: while waiting for you get to the point they lose interest. This means that the teacher talk should be slower than the ordinary talk. Based on the finding of the research it was observed that the teacher did slow her speech in every conversation with the students. This was intended to make sure the students recognize all the vocabulary she uttered. It was also observed that the students were rarely confused with the teachers' speech. This means that the students understood what the teacher said in the classroom.

In the interview, the teacher added that she did that in order the students could understand what she said. She did this in questioning the students, explaining the material, and giving the feedback to the students. However, she said that it was needed to use Indonesian language to make sure the students really understand what she said.

2. Long Pauses

The next indicator is long pauses. This means that the teacher gives sometime for the students to understand what she said. It was observed that the teacher gave about 2-4 seconds of pauses for the students to understand what she said. For example, when the teacher explained about adverb to the students

Teacher: "slowly" means....(pauses)

Students: lambat

Teacher: "dengan lambat". It has(pauses) "ly"

Teacher: How about "dengan cepat".... (pauses) quick....(pauses) ly

Long pauses were intended to give the students sometime to think. Based on interview, the teacher said that long pauses were important to let the students think by themselves and to recall the previous study that had been taught to them. She added that usually tops students in every class always give the fast response which makes giving the long pauses were not very effective for the other students. However, in order to make all of the students participate

in the classroom, she gave questions to the students who were not active in the classroom, so that all of the students participate in the classroom.

3. Frequent Pauses

This indicator is almost the same with the previous one. The different is in this indicator, the teacher was supposed to give more pauses to let the student responses. For example

Teacher : kalau comparative pakai “er” atau “more” for example...(pause)

Students : faster

Teacher :good. How about superlative...(pauses)..

“fast...(pause)est”. what else?

Teacher : “quickest”

In the interview the teacher added that giving more pauses or long pauses have the same purpose which to make the students recall their learning. in addition, she said that giving frequent pauses in her talk also intended to make the students to be able to really understand what she intent to say.

4. Exaggerated Pronunciation

The next one is exaggerated pronunciation. It means the teacher needs to make her pronunciation clearer such as giving more intonation or volumes to the words she said. Based on the observation, it was found that the teacher did exaggerate her pronunciation. For example, she give more intonation in every suffix or comparative adjective such as “bigg-ER, slow-ER, fast-ER, quick-ER” or every time she uttered adverb such as “slow-LY, fast-LY, quick-LY. One of the example conversations the teacher used the exaggerated pronunciation:

Teacher : item number 2. she is the UNLUCKIEST person in Paris

Teacher : what is UNLUCKIEST means?

Students :”Paling tidak beruntung”

In addition, the teacher said that she often use more intonation and high volumes in order the students remember how the correct pronunciation sound. Sometime she asked the students to repeat the after her to

make sure whether the students pronounce the word right.

5. Simplified Pronunciation

The next indicator is simplified pronunciation. This is that the teacher use simple pronunciation in her speech. It was clear that American pronunciation is much simpler than the British pronunciation. It was also observed that the teacher often pronounce words by using American pronunciation. For example, the teacher spelled /'dʒu:njə/ instead of /'dʒu:njər/or /maʊntən/ instead of / maʊntn/. Based on the interview, the teacher added that it is quite difficult to pronounce using British pronunciation, even for her. She said it was fine as long the students can speak intelligible or understandable speech. Since she speaks mostly using American pronunciation, the students also speak using American pronunciation.

6. Basic Vocabulary

The next indicator was using basic vocabulary in teacher talk. Based on the observation it was found out that the teacher use simple vocabulary in her speech. For example, simply asked the students “understand?” instead of “do you understand?”. Using simple or basic vocabulary in teacher talk seems to help the students understand what the teacher said. However, sometimes the teacher used Indonesian if the students look confused. It can be said that the teacher used mixed vocabularies in teaching. Furthermore, in the interview the teacher said that she used Indonesian language because she is afraid that the students do not understand what she said and only “angguk-angguk”(pretend to understand by nodding their head). In addition, she said if she uses full English in teaching, it will take more time in explaining and repeating each word that the students do not understand.

7. Slow Degree of Subordination

The next one is the teacher need to decrease the use of subordinate clause. A

subordinate clause (or dependent clause) is a clause that cannot stand alone as a complete sentence because it does not express a complete thought. According to experts in Chaudron, using subordinate clauses is proved to make the non-native speaker (NNS) students confused. Based on the observation, it was found out the teacher never uses subordinate clause in the classroom. In addition, the teacher said that subordinate clause will be taught in the 12th grade. She avoid using that in order to minimize the students misunderstanding or question that is note related with the current material.

8. Frequent Declarative Statements

The next indicator is the teacher need to use declarative statements frequently. Declarative statement is positive statement. It is obvious that in explaining every teacher uses declarative statement. It was also observed in the MAN 1 Banuhampu. The teacher used declarative statements in explaining the material. However, the teacher was not always explaining it in full English, but mixed language. There was also time that teacher used negative and interrogative statements. Even though the theories suggested that the teacher supposed to use declarative statements frequently, but this seems to be a problem. Based on the observation, it was found out that the students barely asked question correctly. The researcher assumes that using negative and interrogative statement in teacher talk is also important. Based on the interview, the teacher added “tentu saja ibu sering mneggunakan delcrative statements, namanya aja ngajar, kalau saat kuis atau atau di akhir pelajaran, baru menggunakan interrogative,” this means that she mostly used declarative statement in explaining the material, while using interrogative when she is about to conclude the lesson.

9. The last indicators of formal factor of teacher talk is frequent self-repeat.

This means that the teacher is required to repeat herself while talking

frequently in order the student understand what is it being taught. Based on the observation, the teacher was repeating herself frequently, whether it was declarative, negative, or interrogative statement. For example

Teacher : I am planning to study in
UNAND University
I plan to study in UNAND
University boleh
I am planning to
I plan to

I plan to study atin UNAND Campus

Self-repeat was done to make the students comprehend the language features that were being taught. As the example above, the teacher repeat herself how to use the word “plan”. Furthermore, she used Indonesian at the end of her statements to make sure the students really get what she said. It was also observed that many students write down the words that were repeated by the teachers. Based on the interview, it was found out that the teacher always repeat herself in order to make the students understand. She added she also repeat the interrogative statements some times until there was student that could answer it. This means that self- repeat also useful to increase the students’ participation in the classroom.

B. The Functional Features of Teacher Talk

1. The Amount of Teacher Talk

The first indicator of functional factor of teacher talk is the amount of teacher talk itself. The theories suggest decreasing the amount of teacher talk with the condition that the students must have high level language proficiency and enough students who want and able to communicate in class. If these conditions are not available, decreasing the teacher talk will not be effective. Based on the observation, it was known that the students rarely spoke English in the classroom. The students also do not have high level of language proficiency. This means that decreasing the teacher talk time will not be effective. Furthermore, it was found out that the

amount of teacher talk in the classroom is about 90%. The students only used English when answering the teacher question. When asking the question, most of the students still used Indonesian language. Based on the interview with the teacher, she said that she intentionally do most of the talking. The reason is she wanted to make sure the material delivered fully. She added, there was time that she asked the students to speak more than her, however this turned out to be waste of time since the students mostly silent in the classroom. So that she keep on going on taking the most of the talking in the class.

2. Teacher Question

The next indicator is teacher question. In teacher talk, the teacher is supposed to include questions. Based on the observation, it was found out that the teacher mostly did the question at the end of the learning. She questioned the students by using the functional features of teacher talk. Supporting the observation, the teacher added that question is important to find out how far the students grasp the learning. However, the students rarely asked the question to the teacher. Even though they did, they asked the question in Indonesian language. The researcher assumes that this problem happened because the students rarely practice to ask question whether to teacher or their friends.

3. Teacher Feedback

Teacher feedback is the last factor of functional factor in teacher talk. The teacher needs to use teacher talk to give feedback to the students. It was observed, that the teacher used simple vocabulary in praising the students such as “good, good job, you are right” This means that the teacher did use the teacher talk in giving the feedback to the students. Based on interview, the teacher said if in giving the feedback such as praising the students to the students, she definitely used English. However, if correcting the students’

mistake she sometime used Indonesia in order to make it clear to the students.

Based on the finding that was gathered from observation and interview, it was found out that the teacher done the entire teacher talk indicators in teaching English at 11th grade of SMAN 1 Banuhampu. The characteristic of teacher talk that was done by the teacher were slow rate of speech, gave long and frequent pauses, did the exaggerated pronunciation in new or important vocabularies, used the simplified pronunciation by using American pronunciation, used the basic vocabulary for easier understanding, did not use subordinate clause, gave frequent declaratives statements, and repeat herself frequently. The functional features that were done by the teacher, she did almost all the talking in the classroom, the teacher question and the teachers’ feedback. The only problem is the teacher still use Indonesian language in teacher talk. However, she did that with good reason which is to make sure the students understand what it is being taught. The most dominant teachers talk that was done by the teacher were exaggerated pronunciation and frequent self-repeat. It was found that the teacher used more intonation and high volumes in order the students remember how the correct pronunciation sound. furthermore, the teacher was repeating herself frequently, whether it was declarative, negative, or interrogative statement. Self-repeat was done to make the students comprehend the language features that were being taught

This finding answered the research question about the formal and functional feature of the teacher talk based on the theory from Chaudron that provided 9 indicators of functional feature of teacher talk and theory from Xiao-yan that gave 3 indicators of formal feature of teacher talk. Generally, all of them were also observed in the 11th grade of SMAN 1 Banuhampu. However, one of the problem spotted in the functional feature of teacher talk which is the amount of teacher talk. The theory

suggested decreasing the amount of teacher talk and increasing the amount of students talk. However, this cannot be done in SMAN 1 Banuhampu, since the students' proficiency is not high enough and the students are not willing to use their English to communicate in the classroom. This means that decreasing the teacher talk will not be effective in the 11th grade of SMAN 1 Banuhampu.

CONCLUSIONS

Based on the finding, the research questions were answered. First, what are the formal features of teacher talk?. The formal feature of teacher talk in the 11th grade of SMAN 1 Banuhampu are the teacher had slow rate of speech to make sure the students recognize all the vocabulary she uttered. Then long pauses, teacher gave about 2-4 seconds of pauses for the students to understand what she said and to give the students sometime to think. Next is frequent pauses, giving frequent pauses in her talk also intended to make the students to be able to really understand what she intent to say. Then exaggerated pronunciation, the teacher often use more intonation and high volumes in order the students remember how the correct pronunciation sound. Simplified pronunciation, the teacher often pronounce words by using American pronunciation which is simple than British. Then, basic vocabulary, the teacher used simple vocabulary in her speech. For example, simply asked the students "understand?" instead of "do you understand?". The teacher never used subordinate clause in her teacher talk. Then, frequent declaratives statements, she mostly used declarative statement in explaining the material, while using interrogative when she is about to conclude the lesson. Lastly, the teacher always repeat herself in order to make the students understand. She added she also repeat the interrogative statements some times until there was student that could answer it. Next, the functional feature of teacher talk in 11th grade of SMAN 1

Banuhampu were the teacher do most of the talking in the classroom, the teacher used teacher talk in asking the question, and the teacher also used the teacher talk in giving the feedback. However, one of the problem spotted in the functional feature of teacher talk which is the amount of teacher talk. The theory suggested decreasing the amount of teacher talk and increasing the amount of students talk. However, this cannot be done in SMAN 1 Banuhampu, since the students' proficiency is not high enough and the students are not willing to use their English to communicate in the classroom. This means that decreasing the teacher talk will not be effective in the 11th grade of SMAN 1 Banuhampu.

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