

AN ANALYSIS OF TEACHER TALK IN SPEAKING CLASS

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ABSTRACT

The study entitled “The Analysis of Teacher Talk in Speaking class”. This study aimed to find the type of teacher talk in speaking class and find the impact of teacher talk toward students’ speaking development. This research used qualitative descriptive method conducted at first grade of Islamic Junior High School in Panjalu. The research involved one teacher and ten students as participants. The data were obtained through audio recording and interview. The data were analysed, transcribed and categorized by applying Flanders’ Interaction Analysis Categories (FIACS) focusing on types of teacher talk. The first result shows that all of types of teacher talk categories were found in speaking class including accepting feeling, praising and encouraging, accepting or using students’ ideas, asking questions, lecturing, giving direction, and criticizing or justifying. From those various categories, asking questions was the category occurred the most in the classroom. The second result from the finding was found that teacher talk gave positive effect on development students’ speaking skill. The finding found that teacher talk was as the main resource for the students in speaking development. According to the results, it can be concluded that teacher talk plays very important role in students’ language development process. Hence, teachers are encouraged to utilize the correct, accurate and fluent English language that can be employed as a model for their students.

Keywords: *FIACS, Teacher Talk, Speaking,*

INTRODUCTION

In Indonesia, English is as a foreign language (EFL) which is only taught in the classroom not as a communication language in daily life. In the context of TEFL, classroom interaction plays a big role in accommodating the learners to utilize the language for communicating in the classroom environment. Classroom interaction language provides learners the opportunity in taking part of classroom activity “by

sharing ideas, giving suggestions or opinion, and expressing all their process of the language in real life exchanges (Rivers, as cited in Brown, 2001, p. 165). As far as it was concerned, communication is a core key in language teaching and learning to create an effective classroom interaction as well as to achieve the goals of the teaching process. As stated by Brown (2001, p. 165), communication enables the people to send and receive information, and interpret them in a circumstances, as well as meaning negotiation and collaboration in accomplishing particular goal.

However, as a foreign language, it is not easy to use English for communication in EFL class. Therefore, speaking is one of the most important skills that must be mastered by the students in junior high school. When students have good speaking skill, they can have opportunities to exchange their ideas and discuss the material of study in class. Unfortunately, in fact students still have problems in using English in speaking activity. There are many things that cause the problems, for example, getting worried about making mistake because of lack of vocabulary, lack of pronunciation and limit of grammar. Beside that, more students have less confidence to express themselves because of being fearful to criticise or losing face and preferring to be quiet or tending to speak in mother tongue.

In EFL classroom, interaction plays important in teaching learning. To create an interactive foreign language classroom, it is beneficial to pay more attention to the language utilized by teacher and the classification categories of teacher talk, particularly, because in EFL class the language used by teacher or “teacher talk” is one of the major sources of language intake for the learners. In addition, teachers’ talk has a big influence for students in understanding and acquiring a language. It also provides students many lesson from the talk delivered by the teacher, both in first or foreign language. In Indonesia, at which English is very seldom to be used outside of the classroom, teachers’ talk becomes a key of the successful learning process as it is one of the students’ intake in language acquisition. In addition, Nunan (1991) believes that the importance of teacher talk is not only in terms of the organization of the classroom, but also in the process of language acquisition.

By referring to Flanders Interaction Analysis Categories system (FIACS) adapted from Dagarin (2004), types of classroom verbal interaction are simply categorized into categories and sub-categories as can be seen in the following Table 1.

Table 1 Flanders Interaction Analysis Categories system (FIACS)

Indirect Influence	<ol style="list-style-type: none"> 1. Accepts feeling: accept and clarifies the feeling tone of the students in a nonthreatening manners may be positive or negative. Predicting or recalling feeling is included. 2. Praise or encourages: praise or encourages students action or behaviour, joke that release tension, not at the expense of another individual, nodding head or saying, “um hm?” or “ go on” are included. 3. Accept or use ideas of students: Clarifying, building, or developing ideas suggested by student. As the teacher brings more of his own ideas into play, shift to category five.
Teacher talk	<ol style="list-style-type: none"> 4. Asks questions: Asking a question about content or procedure, based on teacher ideas, with the intent that a student will answer.
Direct Influence	<ol style="list-style-type: none"> 5. Lecturing. Giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions. 6. Giving directions: Directions, commands, or Initiation orders to which a student is expected to comply. 7. Criticizing or justifying: Statements intended to change student behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.

(Adapted from Dagarin, 2004)

Accepting feeling

Accepting feeling mean communicating, referring to, discussing, accepting, clarifying or understanding of past, present or future student’s positive or negative feeling and attitudes which are related or not related to the topic of learning in non-threatening manners. This implies that the teacher has to care about what feeling students have and the way an intimate relationship is constructed. The teacher’s way in caring students’ feeling might be done by taking some actions at the beginning of the

teaching, for example, asking students' condition by saying "how are you?" "how's your day?"

Praising or encouraging

It means that the teacher gives praises or encourages to student's action or behaviour. complimenting on student's acceptable behaviour, saying "Good job, class, your task is done on time and correctly!" praising, joking in acceptable manners, confirming student's correct answer, motivating students to continue their work, for example "Ok, carry on!" , nodding head ,or saying "umhm" are included in this category. Praises or encourages provide students a willingness to have a more participation in the class and it increase students confidence. As stated by Brown (2000), human behaviour is driven and motivated by certain goals which obviously imply to classroom practice. It was implied by a large number of talks spending on praising and encouraging students' work.

Accepting or using ideas of students

It means using, developing, clarifying and concluding student's ideas. Teacher rephrases the ideas but still confirms it as student's contributions. For example when a student says "I went to school on foot", the teacher use of students' ideas could be "Oh, you went to school on foot." Appreciation addressed to the students trigger students' willingness to organize their ideas. If students are given appreciation, they will feel a good time during the teaching and learning process. Thus, this situation results in a comfortable environment.

Asking question

In teaching and learning process, it is the important for the teacher to ask questions as one of the teacher talk categories (Tan, 2007). As one of the teacher talk categories, asking question can be delivered at the beginning of learning process at which the teachers ask questions with the purpose of motivating and discovering the reasons why the students are interested in learning.

Meanwhile, during the activity process, questions are delivered to organize the class, to allow student's contribution and participation as well as to find out the

students' mastery towards the lessons which are taking place. Accordingly, it is also proposed that asking questions delivered at the end of the activity is considered as a reinforcement of the lesson that had been taught and it provides the students attention to the given task. Based on Flanders Interaction Analysis Categories System (FIACS), this category pertains to asking a question about content or procedure with the intention of triggering student to answer. Asking question can be assumed as the affective one due to the fact that the teacher has a role as a designer in classroom learning activities.

Lecturing

Lecturing pertains to the provision of fact or opinions deals with content or procedure that expresses own ideas, and delivers rhetorical question. There are several major points with regard to lecturing as stated by Davis (1993): 1) as follows; lecturing does not only emphasize on standing up in front of the classroom and transfer knowledge to students; 2) lecturing is a particular form of communication involving “voice, gesture, movement, facial expression, and eye contact” that is detracted from the content; and 3) points to be considered in lecturing are “using concrete, simple, and colourful language, being conversational, and also keeping eye contact with the class continually. This kind of conversation may be a representation of teacher the role as the resource, who provides the student knowledge, information, and guidance regarding the way to look for information they want (Harmer, 2001, p. 61).

Giving directions

Giving direction is utilized to provide the students some directions and facilitation of information to convey their own ideas systematically (Brown, 2004). This implies that the students have a high expectation on some directions or commands obtained from their teacher with the purpose of avoiding misunderstanding during the teaching and learning process. Thus, teacher's effort in offering proper and clear instruction and explanation have to be maintained during the classroom activity. A proper direction results in a successful teaching and learning process. Giving directions, commands, ordering students to do step on how to do an activity. For instance, “Here is what you need to do. Listen carefully please! Want you to make a triangle. Yes a triangle on your notebook. It is important for teachers to check student's misunderstanding after they are being asked what to do (Harmer, 2003). It can be done

by asking class member explain or show their classmates the activity that they are going to do.

Criticizing or Justifying Authority

Criticizing or Justifying Authority on students' behavior delivered by the teacher sometimes occurred in the classroom. Similar to accepts feeling, criticizing student's responses reflects on the role of the teacher as assessor (Harmer, 2003). It is in line with Brown (2000) who says that being a controller is when the teacher organizes acceptable and unacceptable student's behaviour and performances in classroom

METHOD

The purpose of the study is to identify and describe the teacher talk used by the teacher in class activity, and the impact of teacher talk on the development of learner talk. This study utilized a descriptive case study which was to be analyzed by using qualitative methods, as suggested by Karthwol (1993) who argues that three main purposes of descriptive research are to describe, explain and validate finding. Also, it was based on direct descriptions from (or observations of) the people who had an experience of the phenomenon. This study was conducted at one of private Junior High School in Ciamis. An English teacher and ten students are potential to represent the general population. The data were gathered through audio recorded and interview.

FINDINGS AND DISCUSSION

In this study, it was found that all of teacher talk types are employed by the teacher including accepting feeling, praising and encouraging, using or accepting students' idea, asking question, lecturing, giving direction, and criticizing or justifying.

Accepting feelings

Interaction in language classroom, particularly in using accepting feeling category, is essential to strengthen relationship between a teacher and students. The situation which draws acceting feeling can be seen in the following excerpt.

Excerpt

Teacher : Assalaamualaikum
Student : waalaikum salaam
Teacher : good morning class

Student : good morning mam
Teacher : **how are you today?**
Students : I'm fine thank you and you
Teacher : I'm fine too, thank you.

The excerpt above exemplified the type of teacher talk which were used rarely in frequent. The teacher merely employed this type of teacher talk in the beginning of the classroom. Again, the excerpt above indicates that the teacher' greeting (“*How are you?*”) was one way concerning the students' feelings; so that it provided the teacher a creation of good atmosphere in the class. In addition, the teacher seemed to be aware to make the students familiar with English expression.

Praising or encouraging student

During teaching and learning process in the classroom, the teacher always provided the students praises and encouragement which aimed at building students' confident and confirming their correct answer. Praising or encouraging students consist of complimenting, motivating, accepting students relevant behaviour and giving positive feedback. The audio recording transcribed below are the situations in which the teacher used praise performances.

Excerpt

Teacher : who know sapu in English, look at your dictionary, *coba lihat di kamus!*
Student : broom bu.
Teacher : **ok good** Tika.

Based on the excerpt above was showed that the teacher provided the students an appraisal towards the students' answer. In relation to praising and encouraging students, the teacher was aware of importance of this type of teacher talk and its benefits that praising students is crucial in motivating students to be more confident when speaking. As stated by Brown (2000), human behaviour is driven and motivated by certain goals which are obviously implied to classroom practice. It was implied by a large number of talks spending on praising and encouraging students' work.

Using or accepting student's ideas

This category is shown by rephrasing and making inference of students' answers or ideas, as well as employing their ideas to offer the solution of the problem.

Excerpt

Teacher : If the things are more than one, so.....*kalo benda nya lebih dari satu maka?*

Students : **tambahin s bu di akhir katanya**

Teacher : **well done Ratih, if the things more than one add ‘s’ in the last of word, jadi kalo lebih dari satu atau plural harus ditambah s di akhir kata. Jadi harus gimana?**

Students : *jadi pictures bu.*

The excerpt above showed the use or acceptance students’ ideas. The teacher gave response by saying the same talk to the student’s expression. The use of students’ ideas was helpful since children basically need approval from their more knowledgeable peers and adults (Lewis, 2000).

Asking questions

Asking questions are the type of teacher talk which were the most frequent used in the classroom. The teacher often asked for questions to their students in the opening and closing session of the class. According to Gall (in Richard & Lockhart, 1994, p.185), Questioning, as one of the most general techniques utilized by the teachers, served the principal way for the teachers to control the classroom interactions. The utilization of asking question provided students motivation and stimulus to be active during the teaching and learning process. This is in line with Brown (2001) who states that asking questions provides the students a way to stimulate themselves to speak up and convey their thought.

Excerpt 1

Teacher : **Ok class are you ready for study?**

Students : Yes mam, we are ready.

Excerpt 2

Teacher : **the title of this chapter is..?**

Students : “this is my world”

Teacher : **what does it mean in Bahasa Indonesia? *Dalam Bahasa Indonesia apa artinya?***

Students : silent..

Excerpt 3

Teacher : **I want to ask you, for the plural noun *atau benda lebih dari satu maka.....?***

Student : *di tambah "s" di akhir kata*

Excerpt 4

Teacher : **Do you understand?**

Students : yes

Teacher : **any question?**

Students : no.

From the four excerpts above, showed that more than one questions were delivered by the teacher. The type of excerpt one is procedural question which the teacher asked question as classroom procedures, routines, and management.

The excerpt two and three are divergent questions which the teacher encourage students to prepare their own information and to stimulate students speaking motivation. The excerpt four is convergent question which aimed to encourage similar student responses, or responses focusing on a core theme. It was very often for convergent questions to occur in short answer, such as "yes" or "no" or short statements as well as check students' comprehension.

Lecturing

Lecturing is the most valuable one in teaching and learning process because it provided students all the information being delivered. Lecturing took place when the teacher elicited, explained, gave information, ideas or opinions (Brown, 2000).

The situation which draws lecturing can be seen in the following excerpt.

Excerpt 1

Teacher : Pay attention please, *untuk singular noun atau benda tunggal harus menggunakan artikel a yang artinya sebuah, sebelum kata benda dan untuk yang jumlahnya lebih dari satu, jamak atau disebut plural nouns maka ditambah s diakhir kata, for example a table sebuah kursi kalo table nya more than one jadi.....*

Students : tables.

The excerpt above indicates that the teacher tried to explain singular and plural nouns. Furthermore, the teacher offered more information by delivering examples employing objects around the class. The teacher preferred to lead the students to pay attention which means that the teacher considered lecturing the important part of teaching learning. In lecturing process, the teacher used bilingual language, Indonesian language, and also used English language as a target language. It is important to use

first language in lecturing that aimed to avoid miss understanding, because as we know that Junior High School first grade students is very beginner English learner.

Giving directions

Giving direction is instructing students what to do, giving commands or asking students on how to do task. Brown (2001) states that some guidance and facilitation to access information allows students to recognize the way they convey all of their ideas systematically. The teacher's guidance or direction were administered during classroom activities in order to control and developing interactive teaching learning.

Excerpt 1

Teacher : good, the theme of the day is learn to state things, animals and public place around us

And for today we will learn to state things around us. We will begin with the nearest things in our classroom.

Now, **look at around our classroom, and then observe the things around the classroom.** *lihat ke sekeliling ruangan kelas kita, kemudian amati ada benda apa aja. Kalo belum tau boleh lihat kamus!*

Excerpt 2

Teacher : **attention please. Now, look at to the whiteboard and listen to me carefully,** *lihat dan dengarkan ibu baik baik ya!*

Both presented excerpts above shows direction or guidance delivered by the teacher. The first excerpt is giving direction described the way the teacher asked students for observing things around the classroom as a part of the theme of a lesson.

The second excerpt indicated that students were asked by the teacher to pay attention and listen to the teacher. Based on the observation, it showed that the teacher often delivered a detail instruction. The teacher used bilingual language for his students. The instructions were given in English language first. After that the teacher translated into Bahasa Indonesia as well as making sure that they understood each instructions.

Criticizing or justifying authority

As far as it was concerned, feedback is not only delivered through an appraisal and encouragement, criticizing and justifying authority was also employed for delivering a feedback to students. Providing students an instruction and performance

opportunity might be the two most generally conceived teacher function in the classroom. Yet, providing students a feedback after doing something is also beneficial. Based on Chaudron (1988, p. 132), feedback is the notion for correcting an error. Based on Richard and Lockhart (1994, p. 188), feedback that can be either positive or negative is probably for serving not only learner's performance but also learners' motivation and a supportive classroom atmosphere.

The teacher is likely to use this category only for students incorrect pronunciation.

Excerpt 1

Student : chair (cair) bu

Teacher : good, **but di bacanya cher** /tʃeə r / **not cair. Ga apa apa next ayo siapa lagi**

Excerpt 2

Teacher : ok good Tika, what else?

Student : picture bu,

Teacher : **well, but di bacanya not picture, listen “piktcer”** /'pɪk.tʃə r /

From both excerpt showed that the teacher criticized the student's answer to correct how to pronounce the name of things exactly. The goal of criticizing student response was to provide the student the knowledge of the correct answer so that they would not make a similar mistake in the future. This is employed by teacher in order to conduct a successful teaching and learning. Thus, teacher played a role as a model and assistance for students to clarify their comprehension towards the meaning and language construction (Chen as cited in Scollon, 1999).

The Impact of Teacher Talk on the Development of Students' Speaking Ability

This section elaborates the finding and discussion of student interview. The interview aimed to answer the second question, i.e the effect of teacher talk on development students' speaking ability.

The first question interview is “does teacher talk give positive effect on development students speaking ability”. Based on student interview, all of students answered “yes”, that teacher talk give positive effect on development their speaking ability. There are some reasons why teacher talk play important role for the students in achieving language ability.

Statement 1;

“Dengan teacher talk saya dapat meniru cara menggunakan bahasa inggris yang benar”

Statement 2;

“Karena dengan teacher talk saya termotivasi untuk berbicara bahasa inggris”

Based on statement 1 above, most of students argue that through teacher talk students can imitated the English language from the language used by teacher (TT) and knew how to speak English correctly. In line with (Pinter, 2006), teacher talk provides language input as language model for children.

From statement 2, it showed that teacher talk motivated students to speak English. Students' motivation also plays an important part. If students are motivated a lot to learn, they will be enthusiastic in English teaching learning and they will be motivated to speak a lot.

Statement 3;

“Karena dengan teacher talk saya tahu kosakata baru dan saya jadi tau cara mengucapkan kata yang betul”

Some students argue that teacher talk enriched they vocabulary and how to pronounce it as well. It means that teacher talk as a resource for the students. In line with Nunan (1991) teacher talk is imperative because it might be considered as the main source of comprehensible target language input that is likely received by the learner.

The second question interview namely “do you learn English outside in the classroom?”. From the interview, all of students answered “no” they only learn English in classroom. Therefore, teaching learning process in English class is very important because classroom is the only place where the students learn English.

The third question interview is “how often do you interact with your classmate inside in English Class?”. From the interview, all students answered never and they do interaction with theirs classmate only in the class activity. That is not surprising, because in Indonesia, English is a foreign language which not as a communication language in daily life. Hence, interaction in English class activity should be built effectively.

The last question interview, “which prefer do you like in English class, teacher uses English language or Bahasa Indonesia?”. From the interview all of students prefer teacher uses English first and then translate it to Bahasa Indonesia. With some reasons as drawn in statements below that represented students' statements.

Statement 1

“Bahasa inggris dulu lalu di translate ke bahasa Indonesia, agar mudah dimengerti”

Statement 2

“ Pertama tama bahasa inggris dulu karena dapat menambah pengetahuan dalam berbicara bahasa inggris. Kemudian bahasa Indonesia karena perlahan lahan saya mengetahui artinya dan mengerti apa yang di bahas”

Statement 3

“Bahasa inggris dan bahasa indonesia, karena dengan menggunakan bahasa inggris saya tahu cara menggunakan kalimat tersebut untuk apa dan dengan bahasa Indonesia jadi tahu artinya”

Statement 4

“Lebih suka bahasa inggris lalu diterjemahkan ke dalam bahasa indonesia agar dapat mengerti apa yang dibicarakan”

From that several statements above, we can conclude that students prefer teacher to use English language first and then translate it to Indonesian language. Students argued that it makes them easy to understand the materials conveyed by the teacher. As a new subject which is learned by students and also as EFL, it is important to the teacher to use bilingual in order to make students easy to learn and it also aimed to avoid miss understanding in order to get connected interaction with the students.

CONCLUSIONS

This study was conducted to find out the types of teacher talk used by the English teacher in speaking class based on FIAC. This study also aimed to find the impact of teacher talk toward students' speaking ability. Moreover, the study was conducted in a qualitative descriptive method.

Firstly, after analysing the data, the writer found that the teacher used all of teacher talk type which include accepting feeling, praising and encouraging, using or accepting students' idea, asking question, lecturing, giving direction, and criticizing or justifying. Some categories were employed more than others. The most dominant type of teachers' talk occurred in this study is asking questions as a result of mostly teachers' attempt in stimulating and inviting students to be involved in the teaching and learning process. Furthermore, the teacher was questioning the students about the material in

order to make student active and responsive related to the topic. Regarding the administration of questions type, it varied ranging from yes/no questions, WH-questions, tag questions and so forth at which they are the only way in engaging students' involvement in learning situation.

Secondly, the second result from the finding was found that teacher talk gave positive effect on development students' speaking skill. Some students argue that teacher talk enriched they vocabulary and they can imitate how to pronounce it as well from teacher talk. It means that teacher talk is a resource for the students. Moreover, from the finding of data interview, it is also showed that most of students only learn English in classroom. It's not surprising because as we know that in Indonesia English is as a foreign language, which is usually learned in the classroom and rarely used as communication language in daily life, Furthermore, students prefer their teacher to use English first and then translate it to Bahasa Indonesia to make them easy to understand the materials conveyed by the teacher.

Therefore, the writer concludes that teacher talk plays a very important role in students' language development process. Hence, the teacher should be able to use the language correctly, accurately, and fluently. The teacher should be the example for the students to use English fluently. By performing the appropriate teacher talk, the teacher can motivate students to be active in speaking and also the teacher should enrich teacher talk variation because teacher talk is the main source for the student in developing speaking ability.

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