THE USE OF TEACHER TALK IN MAKING STUDENTS ENGAGED IN EFL CLASSROOM INTERACTION

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Abstrak

Di dalam proses pembelajaran, guru mempunyai peran yang sangat penting. Guru melakukan banyak hal di dalam kelas dan aktifitas yang paling banyak adalah berbicara. Yaitu, berkomunikasi dengan murid sebagai usahanya dalam mempresentasikan dan mendiskusikan materi sejelas-jelasnya. Bahkan, studi ini memeriksa fitur interaksional dalam tuturan guru yang di temukan dan bagaimana membuat murid terlibat di dalam kelas interaksi EFL. Sebagai hasilnya, penelitian ini diharapkan untuk dipelajari lebih jauh sebagai pengembangan kualitas ucapan guru di dalam kelas interaksi EFL. Studi ini adalah studi kualitatif untuk mendiskripsikan fitur interaksi oleh Walsh (2006) yang ditemukan selama proses pembelajaran, bagaimana fitur tersebut membuat siswa terlibat, dan bagaimana fitur tersebut memfasilitasi siswa untuk berbicara bahasa inggris. Studi ini melibatkan dua guru bahasa inggris di sekolah menengah atas sebagai subyek. Penelitian ini menunjukkan bahwa dari dua guru yang di observasi, ada 9 fitur interaksi dalam ucapan guru yang ditemukan selama dua kali proses observasi di kelas. Fitur interaksi yang di temukan adalah scaffolding, direct repair, referential question, seeking clarification, confirmation checks, teacher echo, extended teacher turn, turn completion, and display question. Content feedback, extended wait time, extended learner turn, teacher interruptions, dan form-focused feedback adalah fitur yang tidak di temukan. Dari fitur-fitur tersebutt menciptakan aksi insiasi, usaha, perhatian, dan keterlibatan perilaku. Sejak tuturan guru sangat penting untuk membantu siswa dalam penguasaan bahasa, guru diharapkan untuk memahami bahasa yang mana yang lebih efisien dalam membuat suasana yang kondusif di dalam kelas.

Kata kunci: tuturan guru, keterlibatan siswa, kelas interaksi EFL

1. INTRODUCTION

There are many factors that affect the success of teaching and learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students and interaction (Harmer, 2001). All of the factors have their own portion, but among them, it is the teacher who has the biggest portion in affecting the success of teaching learning process. In teaching learning process, a teacher takes very important roles. The teacher does a lot of things in the classroom and most of his/her activities are talking, that is communicating verbally with the students in his/her effort to present and discuss the teaching and learning materials as clearly as possible. A teacher is needed as the right model in the classroom, either to make the students able to write and speak correctly, or even to simplify the materials. "Teachers make a special place, they are privileged ones" states Rymes (2009, p.21) besides, the students tend to follow what the teacher says and do. Weimer (2002) adds that a student's behavior reflects the extent to which the teacher dominates the instructional action.

Being aware with the importance of the teacher in the teaching and learning process, a good communication between both the students and the teacher in the classroom is needed. A good communication is built by a teacher who delivers material or even to simplify it. This invited Hymes (1974) to identify the eight functions of speech that teachers must understand to make their talk more meaningful in communicative events. They are: expressive (addressor), directive (addressee), contact or phatic (channel), metalinguistic (code), contextual (setting), poetic (message form), referential (topic), and metacommunicative (event). In conducting a successful classroom management, a good communication is important to build because a student learns what they care about and what they understand, states Erickson (1984). Once the talk of the teacher is difficult to understand, the students tend to be lazy to follow the learning process.

In the classroom, the language used or teacher talk is very important. Teacher talk is effective in scaffolding learners to improve their skills in the target learning states Setiawati (2012). The talk of the teacher contains the language order, the explanation, and the discussion during teaching and learning process in the classroom. The language used by the teacher or teacher talk influences the success in teaching and learning process. A good teacher talk reflects and promotes learning more effectively say Silver and Kogut (2009). They define that a good teacher talk should fulfil six criteria, and they are: (1) containing goal setting; (2) eliciting prior experience; (3) encouraging

collaboration; (4) encouraging indep learning; (5) stimulating creativity; and (6) promoting problem solving. "Teacher talk is particularly important to language teaching" (Cook, 2000, p.144). Based on pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not.

Many researchers found that teacher talk composes around 70% of classroom language (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998). However, teachers should not only pay attention to how much they talk but also the quality of their talk in the classroom, since the quality of the teacher talk will give the opportunity for students to practice and develop their language competence in the classroom through a communicative interaction. Cullen (1998) points out that good teacher talk should be judged by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. Though it is stated that teacher talk is analyzed as one of the components in classroom (Silver and Kogut, 2009), a classroom is called as an ideal classroom if the two important elements in it (teacher and students) engage in meaningful dialogue, questioning, and conversation. No one group or even an individual should dominate the talk. Hattie (2012) argues to combat the domination of teacher talk in the classroom, more listening is necessary. This gives the student chances to speak and more importantly, impose the students' prior achievement, understanding, sequencing, and questions. Therefore, the teacher-centered situation can be minimized and the student-centered situation can be maximized in the classroom interaction.

Studies have shown that teachers' roles define the characteristic of their classroom interaction (Dagarin, 2004; Hall & Walsh, 2002; Richards & Schmidt, 2010). Interaction is a salient pattern where both teachers and students come into contact to share information and knowledge, especially in language classrooms, state Rido and Sari (2018). Interaction is seen as an activity that provides opportunities for both teacher and the students to have communication in the learning process as Brown (2001) relates the interaction and communication in his statement by stating that interaction is the heart of communication. It can be assumed that interaction is one of the important elements in the learning process. In the other hand, many problems occur related to the development learning process through a communicative interaction. Since the English language isn't our mother tongue, the students have difficulties in expressing their thoughts. The students are still unable to use the language, to communicate the language properly. In this case, it is the teacher who performs teacher talk should be aware in how much they talk and what kind of talk should be performed in order to help the students develop the

target language. By investigating interaction in classroom, teachers will have the chance to develop their awareness in applying appropriate teacher talk in learning process because teacher talk is seen as an interactive device in performing interactive devices such as repetition, prompting, prodding, and expansions, which would be evoking more interactions between both the teacher and the students (Astuti, 2017).

As Chaudron (1988) states that the nature interaction in second language classroom has been a major issue concerning formal language learning. This can't be separated from the choice of language addressed to second language learners and its relationship with the general quality of language environment that the second language learners experience in the classroom. Walsh (2002) strengthens that the point is laid down on the appropriate language choice by the teachers. This would be realized when the teachers are sufficiently aware of their goals at a given moment in a lesson. Paying attention to match their teaching aim, the pedagogic purposes, to their language use. Where they coincide, learning opportunities are facilitated. Concerning with language use and interaction as the basis of good teaching and learning, this study looked at in what are the features of interactional features of talk identified, how the features make the students engaged, and how the features facilitate the students to use English in the classroom.

2. REVIEW OF LITERATURE

Modern society demands high quality in the teaching and learning process in the classroom. In this part, teacher is pointed out as the crucial element in order to determine the highly effective teaching and learning process as a growing body of research in classrooms has demonstrated that teachers do make an obvious difference in student achievement (Vescio et al. 2008; Ronfeldt et al 2015). To enable students to acquire English as a foreign language (EFL) successfully, several methods are inserted to facilitate students to master the target language which is English.

In student-centered environment, the students are active participants in the learning process, and teachers help to guide the students, manage their activities, and direct their learning. In this case, teacher is seen as a facilitator instead of instructor as Jones (2007) states that in a student-centered class, students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. In the student-centered learning approach, the model shifts from the teacher-centered and standardized to student-centric and individualized. Kaput (2018) comes out with seven principles of student-centered learning approach and they are: (1) Positive relationship, when the students have the relationship with the teacher and peers who care

about, believe in, and hold them together to high expectation (2) Whole students' needs, where students' biological, psychological, and safety needs are met (3) Positivity identity, which means students are fully embraced for who they really are and develop a sense of positive identity and belonging (4) Students ownership and agency, considering students have freedom to exercise choice in pursuing interests, with teachers serving as guides and facilitators (5) Real-world relevant, where students solve real-world problems and learn skills they will use in their own lives (6) Competency progression, which is seen as students' progress by demonstrating mastery and receive support as needed (7) Anytime, anywhere, means that students learn in the community, at internships, on weekends, or during extracurricular. The idea of engagement refers to create successful collaborative interaction by teacher and students. It can be observed from their behavior engagement. Behavioral engagement refers to observed actions such as attendance, activity participation, work habits, cooperation, and in the classroom (Hudges et.al, 2011). In order to study how student engagement works, Skinner and Pitzer (2012) come out with motivational conceptualization of engagement. The behavioral dimension of engagement includes action initiation, effort, attention and involvement. Action, is the kind of students' responses towards the teacher's initiation during the learning process and the effort is seen as the student's willingness to learn. Attention is the form of the students' responses towards their mistake in the learning process therefore, they can get involve and participate well in the provided activities by teachers.

In his study of teacher talk, Walsh (2006) comes out with fourteen interactional features of teacher talk, they are: scaffolding, direct repair, content feedback, extended feedback, extended wait-time, referential question, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruption, extended teacher turn, turn completion, display of question, and form-focused feedback. Further, he underlines that some of the interactional features of talk facilitated the learning opportunity while the others seemed to hinder opportunities in the learning process and it will be depended on the teacher's goal and language choice which could either construct or obstruct in the learning opportunity.

3. RESEARCH METHODS

In addition, Cresswell (2014) listed some characteristics of qualitative study, they are; (1) Qualitative research takes place in the natural setting (2) Researcher as the key instrument (3) Multiple sources of data (4) Inductive and deductive data analysis (5) Participants' meanings: in the entire qualitative research process, the researcher keeps a focus on learning the meaning

that the participants hold about the problem or issue, not the meaning that the researcher brings to research or that the writers express in the literature (6) Emergent design: the initial plan for the research can't be tightly prescribed (7) Reflexivity (8) Holistic account: qualitative researchers try to develop a complex picture of the problem or issue under study.

To sum up, the usage of qualitative approaches for the main purpose of this study is to understand that 'Good' teacher talk doesn't necessarily mean 'little' teacher talk; rather, effective teacher talk 'facilitates learning and promote communicative interaction'. To the charge that this study is undertaken to investigate the interactional features of teacher talk, the decision for conducting qualitative research also goes through the consideration for the nearly all appropriate design that can best answer the research questions and arrive at research objectives through sets of research instruments. This study involves two English teachers in Islamic private high school.

10. RESULTS AND DISCUSSIONS

The first question deals with the interactional features of teacher talk found in two teachers under investigation during the learning process. Based on the gathered data from the classroom observation, those two teachers' utterances performed interactional features of talk. This part reveals the activities done by teachers under investigation in eleventh science graders and focused on which utterances that contain interactional features of teacher talk purposed by Walsh (2006). Within two times of classroom observation, the researcher collected the data. The researcher joined the class and sat at the back of the class to observe the teaching learning process with two different English teachers under investigation. With the help of audio and video recording, the researcher recorded the teaching and learning process in the classroom. From two times of classroom observation, not all of the interactional features of teacher talk were found in both observed teachers. There were only nine features found from both two teachers under investigation. The features found were scaffolding, direct repair, referential question, seeking clarification, confirmation checks, teacher echo, extended teacher turn, turn completion, and display question. Content feedback, extended wait time, extended learner turn, teacher interruptions, and form-focused feedback were the features that weren't found in both two teachers under investigation.

The nature of interactions shows that teachers have role in shaping students engagement. Further, high quality instruction is assumed to improve educational outcomes in part because of how it influences students to engage in ways that support their learning (Fredricks et. al, 2019). In this way, students' engagement identify the features

of educational settings that shape student performance during the teaching learning process. To answer second research question, classroom observation was chosen as one of the methods of data collection because it allows collecting information immediately as it occurs within the studied setting (Creswell, 2012). One of the components of students' engagement which can be observed is the behavioral engagement. Thus, the collected data is likely to reflect actual behavior patterns during the teaching learning process in the classroom. Based on two times of classroom observation, this part discussed the behavioral engagement of the students towards the teachers talk. Rely on Skinner & Pitzer's (2012) motivational conceptualization of behavior engagement, the data found are action initiation, action, effort and involvement

11. CONCLUSION

The current study is aimed to find interactional features of teacher talk found and how they make the students engaged. The classroom observation was done for investigating the interactional features of teacher talk by Walsh (2006). Further, the classroom observation was done two times in XI science 1 class and XI science class 3 and involved two English language teachers. The findings reveal there were nine out of fourteen interactional features of teacher talk found in both teachers under investigation. The features found were scaffolding, direct repair, referential question, seeking clarification, confirmation checks, teacher echo, extended teacher turn, turn completion, and display question.

Among those nine features, several features make the students engaged, such as referential and display question, scaffolding, and extended teacher turn features. Those features created action initiation, effort, attention, and involvement behavior engagement during the teaching learning process. Moreover, some features facilitate the student to use English in the EFL classroom. The representative features were display and referential question, confirmation check, and seeking clarification. In accordance with the interactional features of teacher talk found, it can be inferred that teacher plays important role in running conducive teaching learning process in the classroom. Teacher's talk is seen as an important aspect in engaging student and facilitating students to use English. Furthermore, there were some specific features that proved effectively in creating student centeredness teaching learning process.

4. SUGGESTION

Suggestion could be attached for the future research that has particular interest in teacher talk area. The greater demand in the effectiveness of teacher talk should be further investigated because in the student-centered era, teacher talk is judged to

be as effective as it can. Giving students chance to explore their skill especially in English language and producing language accurately should be done indeed. For the future research, this study is expected to inspire the researchers in conducting similar research in teacher talk. Since the study only focused in teacher talk, probably in the future the investigation would look into the student talk. Moreover, investigating the features that were not identified in this study could be such an option.

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