

TEACHER AND LEARNERS' TALK DURING CLASSROOM INTERACTION

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Abstract

This study discussed about Students' and learners' Talk during classroom interaction. This study was conducted at SMK Telkom 2 Medan. This study used descriptive qualitative research as research design. The instrument used in this research were observation and interview. From the analysis of the data, it was found that there were some categories of classroom interaction, especially in the pattern of talk. Communication performed by the English teachers and their students were still using mix language between English and Indonesia. In performing the communication, the English teachers produced twelve categories of talk while their students produced four categories of talk.

Key Words, Teachers, Students, Talk

Introduction

Talk is the language produced by a person (Hornby:2000).Talk is produced when interacting with other person. It means that it will be produced only when person interacting with other person. Talk can be produced in formal and informal situation. It is also produced in schools when teachers interact with their students.

Many language teachers in many countries are surprised by their own talk. Many of them were surprised when they are informed that they dominated the classroom. They are surprised by how much words they produced during classroom activity in learning process. It is also supported by the theory proposed by Pujiastuti (2013) which says that 70 to 80 % of the classroom period was dominated mostly by the teachers.

Teacher's talk plays an important role in classrooms activity. It is said so because talk can be function as source of information to the students, as a tool to deliver the message to the students and also a device used by the teacher in educating the students.

English learning plays an important role in Indonesia. The advantage of learning English is that we will be the person that knows the development of knowledge, science, and technology since most of books, articles, journals of science are written in English (Sembiring & Tarigan:2018). In English as a foreign language classroom, it is mostly found that teachers' talk are an important source of learning materials to the students. It is also found that an activity in English classrooms activity are dominated by the teachers. This statement is supported by what Aprilia and Umam (2017) said that in English as a second language classroom activity, teachers do not give so many opportunities to their students in interacting with them. They treated the students' passively.

Some studies also reveals that the language the teachers produced also has some other functions (Winarti,2017). The study says that talk used to give directions to the students how to do the task, defining activities and get the feedback from the students.

Based on the explanation above, it can be concluded that most of classroom time in foreign language learning was spent by the teachers. It seems that it is irrelevant with the goal of foreign language learning. The classroom should give more chance to the students to speak and explore their language in foreign language.

Based on the statement above, the researchers would like to conduct a research entitled An Analysis of Teachers and Students' Talk in Classroom interaction. This study is expected to give a description of teachers and students' talk in classroom interaction. The findings of this study is expected to give a reference for teachers to decide the model of classroom talk should be applied during classroom interaction.

Research Method

This research was conducted by using descriptive research. Descriptive research is designed to obtained information concerning the current status of phenomena. It is directed toward determining the nature of a situation as it exists at the time of study. There is no administration or

control of a treatment as it found in experimental research. The aim is to describe what exists with respect to variables or conditions in a situation (Ary et al :2010:160).

This research was conducted in SMK Telkom Medan. This school is located at Jalan The writer chose this school because there had been never the same research conducted in this school.

Findings and Discussion

In this chapter, the researchers display the findings from the study which already conducted. The findings of this study were derived from the observation done by the researchers to the two English teachers in SMK Telkom Medan. The data then transcribed into written data. Then the researchers calculated the talk which were produced by the two English teacher and the students they teach. After the process of the transcription done, the researchers calculated the talk which were produced by the two English teacher and the students in order to derive the percentage of the talk.

From the data analysis, it was found that the teachers produced more talk than the students. It can be seen in table 1.

Teacher	Teacher Talk (%)	Student Talk (%)
Teacher 1	82	18
Teacher 2	85	15

From the table 1 above, it is clear that still the teachers dominated the classroom talk during classroom interaction.

After deriving the percentage of the teachers' and the students' talk, the researcher then continued the analysis to the categories of the teachers' and the students' talk. Below is the table 2 which shown the categories of the teachers' talk.

Table 2. The Categories and Frequencies of Teachers' Talk

Categories of Teachers' Talk	Frequency	
	Teacher 1	Teacher 2

Asking Questions	25	20
Checking Students' understanding	12	17
Telling Jokes	3	5
Give command	14	9
Giving Salutation (praising)	12	18
Giving information or explaining the lesson	30	24
Correcting the student's response	11	9
Giving direction	5	7
Giving advice	3	5
Repeating the students' words	7	4
Telling the students to do something	9	11
Giving example	17	12
Total	148	141

Table 2 above shows the categories and the frequencies of the talk in classroom activity. The talk were performed by two English teachers as the subject of the study. From the table it can be seen also that the two teachers shared the same categories of talk.

Besides observing the teachers talk, the researchers also observed the students' talk as the feedback to the teachers when performing teaching in classroom. The table below showed the result of the observation.

Table 3. Students' Categories and Frequencies of Talk

Students' Categories of Talk	Frequency	
	Students of Teacher 1	Students of Teacher 1
Students' response of questions	25	20
Students' response of the teachers' command	9	11
Asking questions	12	9
Asserting the teachers' statement	4	-

From the two tables above, it can be found that:

1. There were twelve categories of talk performed by the two English teacher.
2. Both English teacher produced the same categories of talk.
3. English teacher 1 was more productive in producing words than English teacher 2.
4. There were four types of categories of students' talk during classroom activity.

From the findings of the research, as shown in the table 2 and table 3 above, it can be concluded that both English teachers' talk were still dominant in classroom activity.

1. Conclusion and Suggestion

From the analysis of the data and the findings, the researchers concluded that there were some categories of classroom interaction, especially in the pattern of talk. Communication performed by the English teachers and their students were still using mix language between English and Indonesia. In performing the communication, the English teachers produced twelve categories of talk while their students produced four categories of talk.

From the conclusion of the research, the writer would like to suggest that:

1. Teachers should pay attention to the pattern of communication applied in the classroom
2. Teachers should applied or perform an appropriate pattern of talk while the teaching and learning process was conducted.

3. Students also need to be more active in giving responds to the teachers while the teaching and learning process was conducted.

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