

STUDENTS' PERCEPTION OF TEACHER TALK IN AN EFL CLASSROOM

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ABSTRAK

Ujaran guru merupakan salah satu aspek terpenting yang mempengaruhi proses pembelajaran. Cara guru menyampaikan maksud, perintah, atau umpan balik kepada siswa, akan menentukan keberhasilan pembelajaran dan juga mempengaruhi kondisi siswa. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang ujaran guru di kelas EFL. Studi kualitatif adalah metode yang digunakan untuk menganalisis data yang diperoleh dari lima siswa sekolah menengah pertama negeri di Bogor sebagai peserta. Untuk mengumpulkan data, peneliti menggunakan tiga instrumen utama; angket, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa sebagian besar siswa menyatakan persepsi positif tentang ujaran guru baik dalam angket maupun hasil wawancara, 90% pada faktor daya serap dan 75% pada faktor pemahaman. Selain itu, siswa setuju bahwa guru menggunakan semua jenis ujaran guru selama pelajaran, memuji, memberi arahan, dan mengajukan pertanyaan adalah ujaran guru yang paling sering digunakan di kelas.

Kata Kunci: Persepsi Siswa, Ujaran Guru, Kelas EFL

ABSTRACT

Teacher talk is one of the most essential aspect that affects the learning process. The way the teachers deliver their intention, commands, or feedback to the students, will determine the success of the learning and also affects students condition. This research aimed to investigate the perceptions of students about teacher talk in an EFL classroom. Qualitative study was the method used to analyse the data gained from five students of a state junior high school in Bogor as participants. To collect the data, the researcher used three main instruments; questionnaire, interview, and observation. The findings revealed that most of students claimed positive perception on teacher talk both in questionnaire and interview result, 90% in absorption factors and 75% in understand factors. In addition, the students agreed that the teacher used all types of teacher talk during the lesson, praise, giving direction, and asking questions are the most frequent teacher talk used in the classroom.

Keyword: Student Perception, Teacher Talk, EFL Classroom

INTRODUCTION

The primary aim of learning a language is to use it in communication in its spoken or written forms and classroom interaction is a key to reach that goal (Tuan, Nhu, 2010).

Interaction between teachers and students is another significant element of teaching and learning process in the class. An interaction between teacher and students also establish the success of teaching-learning language.

Yanita, Yusuf, and Gani (2016) stated that among the success of a teacher's teaching is the quality of his or her interaction with the students. In EFL classroom teacher is not only presenting the material but teacher also as model for students who should has a good performance, best quality, and good talk (Asma, Salija, Halim, 2016).

In addition, Brown (2007, as cited in Nasir, Yusuf, Wardana, 2019) declared that interaction is a mutual process of giving ideas, thoughts, or convey the feeling between teachers and students. To tell the importance of interaction, Long (1996, as cited in Masrizal, 2014, in Nasir, Yusuf, Wardana, 2019) stated that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and provide learners with the input they need. Likewise, the way the teachers give apprehensible input that helps the students to understand and obtain the language is the most significant element in classroom interaction (Harmer, 2007, as cited in Nasir, Yusuf, Wardana, 2019). However, in fact, there are many teachers in EFL classroom who do not give good attention to their talk during the classroom interaction (Melasari & Jaelani, Alan, 2021).. They more often deliver the question just to check the students understanding of the lesson, but not to give opportunities to the students to use the target language practically.

On the other hand, giving inappropriate feedback also happened so that students are afraid to use the target language. In most of country which English is a foreign language, this kind of issue often occurs, included Indonesia. Learning a foreign language is not easy to do and generally requires conscious attention to become proficient (Nugroho, 2010). Due to the lack of students' participation in classroom interaction, this study was conducted to

investigate the students' perception toward English teacher talk. To sum up, Flanders Interaction Analysis Category System (FIACS) was used as the framework of this study. This analysis system is found to be quite simple and practical than others (Nugroho, 2010). This framework was also applied in some studies to analyze their data on teacher talk (see Hai & Bee, 2006; Nurmasitah, 2010; Saba, 2007). Hopefully, the findings of this study can help EFL teachers to choose the types of teacher talk to be applied in the classroom. So that the goals of effective language learning will be reached.

METHOD

In this study, the researcher is going to use a qualitative case study. Especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2014, p.43). In this case, teacher-talk in EFL classroom were investigated in the field of teacher-learner interaction. Specifically, the researcher focus on the students' perception on teacher's utterance implemented in the teaching-learning process. Yin (2003) stated as a research strategy, the case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related to phenomena. According to Creswell (2012), Observation is the process of gathering open-ended, firsthand information by observing people and places at a research. The researcher conducted a focus group interviews. A focus group interview is a process of collection data through interviews with a group of people, typically four to six (Creswell, 2012). The researcher took data from five students in a junior high school in Bogor. There were four teachers who did teaching practice in that school, but only one was

chosen because the teacher is a senior in teaching English. To sum up, the instrument of the study are observation, interview and questionnaire.

RESULT AND DISCUSSION

The findings showed that most participants claimed positive responses on teacher talk in EFL classroom.

Students' Perception on Teacher Talk in EFL Classroom

The result from questionnaire data showed that 90% participants stated positive response on absorption factors and 75% participants stated positive response on understand factors. (Noviana, 2016) found in her study that the students' perception toward teacher talk used by the teacher while giving questions and feedbacks is good and the teacher used all kinds of teacher talk. (Putri, 2014) also stated that the teacher talk was the most dominant classroom interaction during the class. Furthermore, based on interview data, 70% participants gave positive opinions about their teacher related to the teacher talk, which praise, asking question, and giving direction are the most frequent aspects used in the classroom. Oral encouragement in the form of praise also fostered the student's self-confidence (Diaz-Ducca, 2014). The findings was also in accordance with the discovery of "the most frequently occurred of interaction category during three times observation was 'ask question' category" (Dewi, 2018). The last, from the observation data, the teacher used all the seven types of teacher talk based on FIACS (Flanders Interaction Analysis Category System), which means that the classroom interaction was occurred well. According to (Inecay, 2010), teachers need to be more aware of the importance of appropriate language use in the young learners EFL classroom, so that

the proficiency level of the students will be increased. It is also advisable for all EFL teachers to improve their effective constructive talk towards their students (Setiawati, 2012).

Types of Teacher Talk Implemented in EFL Classroom

According to FIACS (Flanders Interaction Analysis Category System), there are seven types of direct-influence teacher talk, they are 1) Accept feelings; 2) Praise or encouragement; 3) Accept or uses ideas of pupils; 4) Asking question; 5) Lecture; 6) Giving direction; 7) Criticizing or justifying authority. In accordance with the system of interaction above, the findings from the questionnaire, interview, and observation showed that the teacher implemented all types of teacher talk in FIACS. In the beginning of the class, the teacher did praying, checking attendance, asking condition (accept feeling), and telling story related to the lesson. Then, along the learning process, the teacher did lecturing, giving direction, asking question, criticizing, and also giving praise and motivation. Finally, to close the class, the teacher remind the students to finish their homework and then pray together.

CONCLUSION

This study is designed to know about students' perception on teacher talk in EFL classroom and also the types of teacher talk implemented in the classroom. It was found that most students gave positive perception on teacher talk, both in the questionnaire result and interview result. Then, from the observation result, the teacher also delivered all types of teacher talk based on FIACS interaction system. Furthermore, types of teacher talk which are implemented in the EFL classroom are praise/encouragement; motivation; asking question; lecturing;

giving direction; criticizing; and accept feelings. Moreover, praise, asking question, and giving direction are the most frequent aspects used in the classroom. The teacher stated that all types of teacher talk are chosen naturally correspondingly with the classroom situation.

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