

ENGLISH TEACHER TALK AT SENIOR HIGH SCHOOL NO 1 PAYAKUMBUH

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Abstract

This paper contains partial result of a research. The purpose of the research was to describe the teacher talk of English teacher of SMAN 1 Payakumbuh. Teacher talk plays an important role in teaching learning English. Through teacher talk the classroom interaction is made. Unfortunately not all teachers pay attention closely to their talk. Too much teacher talking time automatically decrease the students talking time, therefore, limiting students' opportunity to participate in class. However, The interactional feature of the talk is also crucial. These interactional features define the classroom mode of the teaching. The purposes of this research were to find (1) the interactional features of the teacher talk and (2) the classroom modes of the English teaching classroom. This research was qualitative research. It was conducted at SMAN 1 Payakumbuh. The population of this research was the English teachers and four of them became the sample of this study. The data were collected by recording the teaching and learning process. Each sample was recorded twice. The recording was then transcribed and analyzed by using SETT framework. The finding of the research shows that; (1) some constructive interactional features emerged. However there was still some room for improvement and; (2) The classroom mode of learning in order of generated the most were skill and system mode, managerial mode, material mode and classroom context mode.

Keywords: *Teacher talk, interactional features of teacher talk, effective features of teacher talk, SETT*

A. INTRODUCTION

Teacher talk is an important part of English teaching. Teachers and students based their communication and interaction through talking. In the case of language learning, especially English as foreign or second language, teachertalk is even more important. In some situations, teachertalk is the only source of input. Too little talk decreases students' input on the language. Therefore the more teachers talk the more input the students gain. However, too much teacher-talk decreases students' opportunity to use the language. Therefore teachers should be cautious about how much time they take talking. It is important for teachers to use the classroom talking time efficiently.

Research on teacher talk deals with two things. They are the amount of the talk and features of the talk. Judging the classroom talk solely based on the efficiency does not give the real description of what is happening in the classroom. Teachers should also consider the effectiveness of the features of the talk. Effective features facilitate students in learning. During talking, the teachers do either one of the following acts: explaining, giving or answering questions, instructions, elicitation, error correction, repetition or clarification, praising the students etc.

The interactional features of teacher talk is very important. These features determine the mode of the classroom. The talks may function to manage the class, lead the students to the material, explain the grammar and provide the students with opportunity to practice the language.

Unfortunately in doing these things some teachers carry them out effectively and efficiently but some others do not. Effective talk creates a better chance for students to acquire second language. Efficient talk gives more time and chance for students to practice their newly learnt language.

Based on the phenomena above, the researcher conducted a research in order to describe:

1. The interactional features of teacher talk of English teacher of SMAN 1 Payakumbuh.
2. The classroom modes of English Classroom of SMAN 1 Payakumbuh.

B. REVIEW OF RELATED LITERATURE

Sinclair and Brazil (1982) point out that teacher talk is different from other talks because the circumstances, the social relation, the physical setting and the jobs to be done are different. Ellis (1985) defines teachertalk as ‘teachers adjustment to both language form and language function in order to facilitate communication. Similarly, Richards and Webber (1985) describe teacher- talk as a typical variety of language used by teachers in teaching process. From the reviews above, it can be concluded that teacher-talk is special talk that teachers used in classroom in order to facilitate communication between the teacher and students.

Brown (2001) points out that, teachers have inclination to talk much. He further argues that teacher talk should not occupy the major proportion of the class time, because this will not give enough time for students to talk. Walsh (2011) points out one of the most obvious features in language classroom that is the imbalanced roles between students and teachers. This imbalance role puts teachers as the one who always talk, initiate, and respond therefore makes their talking time in the very high portion. Harmer (2007) claims that the more teacher talk there is the less chance there is for students to practice. Because it is the students who need to practice and not the teachers, more chances should be given to students. Therefore, a good teacher minimizes his/her talking time and maximizes students' talking time. Teachers should reduce their talking time, but more importantly they should talk effectively. Effective teacher talks are those that can facilitate students in learning. Nunan (1987) and Thornbury (1996) point out several characteristics of communicative features of teacher talk. The characteristics are; the use of referential questions, content feedback, the increase of waiting time and student-initiated/control talks.

Cullen (1998) conveys that the talk is considered uncommunicative if the talk consists of the following traits; the excessive or exclusive used of display questions, form feedback, echoing of students' response, and predictable teacher-centered Initiated-Response-Feedback (IRF) sequence.

Walsh (2006) sets an interaction analysis called SETT (self-evaluation of teacher talk). It is aimed at helping teachers get a fuller understanding about the relationship between language use, interaction and opportunities for learning. The SETT framework comprises four classroom micro-contexts which are called modes and are divided into fourteen interactional features or are called *interactures*.

The SETT framework classifies the interactional features into fourteen features. They are; scaffolding, direct repair, content feedback, extended wait time, referential questions, seeking clarification, extended learner turn ,teacher echo, teacher interruption ,extended teacher turn, turn completion ,display questions, form focused feedbacks and confirmation check.

The fourteen interactional features above play role in determining the modes of the classroom. The classroom modes are; managerial, materials, skills and

system, and classroom context modes. Each of these modes has pedagogical goals and interactional features.

The first mode is managerial mode. Walsh (2006) says that this mode describes what happens in the organization of learning. The pedagogical goals of this mode are; to transmit information related to the management of learning, to organize the physical conditions for learning to take place, to refer learners to specific materials, to introduce or conclude an activity and to move to and from alternative forms of learning. The interactional features of this mode are; extended teachers' turn, confirmation check, this mode is also characterized by the absent of learners' contribution.

The next mode is Material mode. Walsh (2006) explains that Material mode relates to the materials being used such as text, tape, and worksheet and so on. The goals of this mode are; to provide language practice around a specific piece of material, to elicit learners' responses in relation to the material, to check and display answers, to clarify as and when necessary, to evaluate learners' contributions, to extend learners contribution. The interaction features of this mode are; display questions, form focused feedback and scaffolding

The third mode is Skills and System Mode. Walsh (2006) informs that Skills and system mode is about providing language practice of particular language system such as phonology, grammar, vocabulary, discourse or language skill (listening, speaking, reading or writing) for learners. The pedagogical goals are; to enable learners to produce strings of correct utterances, to enable learners to manipulate the target language, to provide corrective feedback, to provide learners with practice in essential sub skills, like skimming scanning, to display correct answer. The interactional features are; the use of direct repair, the use of scaffolding, extended teacher turn, display questions, teachers echo, seeking clarification, and form focused feedback.

The last mode is classroom context mode. In this mode, students are presented with more opportunities for genuine communication and the role of teachers is less superior. The pedagogic goals of this mode are; to enable learners to talk about feelings, emotions, experience, attitudes, reactions, personal relationships, to establish a context, to activate mental schemata and to promote oral fluency practice. The interactional features of this mode are; extended

learners turns, short teachers' turns, direct repair, content feedback, the use referential questions, scaffolding and request for clarification and confirmation checks.

C. RESEARCH METHOD

This research was a qualitative research. It focused on teacher talk in the classroom used by English teachers of Senior High School No.1 Payakumbuh.

The participants of this research were four English teachers of Senior High School No.1 Payakumbuh year 2015-2016. The data of this research were collected by recording classroom interaction by using a video recorder. Each participant was videotaped for two classrooms sessions. Each session consists of 90 minutes lesson. The researcher also used field note to write down information about the situation that might not be able to be captured by recording.

The analysis of the data was based on interactive technique by Miles and Huberman (1992). The data were analyzed by following some steps. The first step was transcribing all of the talk of the teachers in classroom. Then, based on the transcription the interactional features of the talk were identified. The data then were classified according to the interactional features and the classroom mode respectively. Finally, the data were interpreted based on the connections, common aspects, and linkages among the data pieces, categories and patterns. Last, the conclusion and suggestion were drawn based on the findings..

D. FINDING AND DISCUSSION

Finding

In this research finding, the data to answer research questions are presented. The data are the interactional features of teacher talk and the classroom mode.

Interactional Features of Teacher Talk of English Teachers of SMAN 1 Payakumbuh

There are fourteen interactional features of teacher talk in the instrument. All of the features appeared during this research.

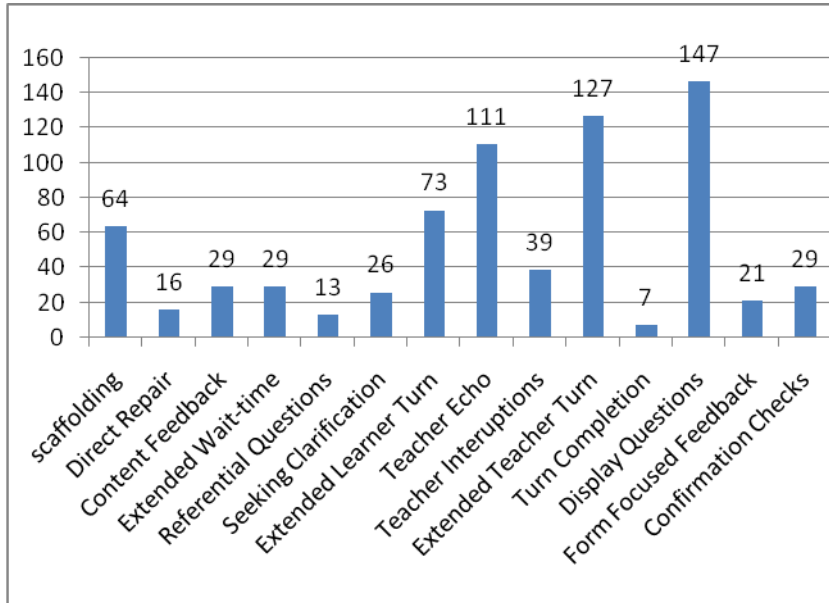


Fig 1. Interactional Features of Teacher Talk

From the data, as illustrated in Figure 1 above, it can be concluded that the more dominant features of teacher talk were the use of display questions, extended teacher turn, teacher echo and scaffolding while turn completion, referential question, direct repair and form focused feedback were among the less dominant.

The data showed that the teachers used scaffolding quite often. There were 64 instances of scaffolding occurred. Extracts 1 is one of the example. In this extract, the teacher extended the student’s contribution. When a student was asked by the teacher, then the teacher extended the learner’s response by adding information to the contribution.

Extract 1

70 T= Fani...yes what is linking verb?

71 L to link

72 T *ya* to link about subject and predicate usually...we use linking verb like was and were

From the data, the teachers offered the scaffolding by reformulating the students’ contribution, extending it and also modeling.

Direct repair was used 16 times during the research. In extract 2, the teacher corrected the grammar of the students (131, 134). While in extract 3, the teacher directly corrected the pronunciation of the students.

Extract 2

130 L7 ...after graduate my father offered to be a lecturer in=

131 T= was offered...he was offered=

132 L7= he was offered a lecturer

133 T= to be a lecturer=

134 L7= to be lecturer in Hasanuddin University...

Extract 3

197 L17 we will present about our discussion of short story the title is a
greedy mouse (**mispronounce**)=

198 T =greedy mouse

From the data, there were three different teachers' attitudes toward errors. They are; direct correction, indirect correction and ignore the errors. It was also found that the teachers were not the only one who did the correction; it also came from the students who corrected their friends' answer of contribution.

There were a small numbers of content feedbacks offered by the teachers. Extract 4 shows feedback that teacher gave after a learner finished with his turn. Here, the teacher paid attention to the message that the students delivered and not the words that he was using.

Extract 4

119 T= ok very good..so we can get some knowledge after Tody and Irsyad
explain that about how does the earthquake happens...we get some
information...now siapa lagi...the next...next participant..

Form focused feedback is giving feedback on the word used and rather than the message. This feature was found rarely during the research. There were 21 form focused feedback in this research. Extract 5 and 6 are taken from teacher A's class.

Extract 5

39 T Agung...the language features that can be used in writing recount
text

40 L7 past continuous tense=

41 T =past continuous tense

42 L7 benar Ms?

43 T yes, that's right

Extract 6

78 T what is the main characters of past continuous tense (3) ya...Arif

79 L5 was were *dan* verb -ing Ms.=

80 T= yes right...was were

There were two kinds of feedback that the teachers gave; they are form focused feed back and content feedback.

The number of extended wait time found in this research was 29 times. In extract 7, the teacher allowed 3 seconds before one student answered the question.

Extract 7

30 T what's the difference (3)?

31 L3 volcanic is caused from explosion of mountain=

32 T= mountain good...what about tectonic?

Most of the time, it did not take three seconds for students to answer the questions. However, some of the questions were not assigned to individual students. The questions were answer together. As the results, the students gave different answers at the same time.

The occurrence of referential question in this research was quite limited. There were 13 referential questions asked by the teachers. Other referential questions were closed questions which needed short answer, such as in extract 8.

Extract 8

62 T what is his name=

63 LL= Joey Alexander=

64 T= Joey...his name is Joey...ok that's new for me...thank you for the information...

Display Questions was the most popular feature. There were 159 display questions asked by the teachers. From the data, it was also found that the questions that the teachers gave were varied. The questions were range from simple yes no question to more complex WH questions. Extracts 9, from teacher A's class provide examples of closed display question. Here the learners were given only two options.

Extract 9

171 L12= how long((5)

Seeking clarification is very crucial because through this feature the meaning is negotiated. In this research, it was found that the clarification was needed because the teacher did not get the idea from the students simply because they could not hear them, surprise with the idea and making sure the idea of the contribution.

The researcher found an extensive used of teacher echo in the teaching learning process. The total number for this feature is 111. From the data, there were two kinds of teacher echo that can be observed. The first one was the teacher echoed what the students had said, like in extract 14.

Extract 14

- 75 T ok excuse me...your biography is?=
76 L8= my mom=
77 T= your mom ok....the same...and your biography is?=
78 L9= my father=
79 T= your father...you?=
80 L10= Cristiano Ronaldo=
81 T= Ok Cristiano Ronaldo ... you?=

The second kind of teacher echo that was found in this research is the teacher repeated what he/she had said before. The examples are in extract 15.

Extract 15.

- 18 T =what? How do you know it?(3) Have I told you before? (4) Have I told you before? Ya?

The data from the research shows that teacher interrupted the learners 39 times. Teacher interrupted the learners to manage their contribution. For example in extract 16. The teacher interrupted the learner because he did not speak loud enough.

Extract 16

- 26 L4 recount text is text=
27 T= louder please
28 L4 tell about past event=

In extract 17, the teacher interrupted the learner right in the middle of her contribution

Extract 17

- 99 L4 =his uncle.....but his uncle always loved him ((4)) Muhammad SAW
was appointed by Allah to be prophet when he was fourteen years old
100 T excuse me...Tari tell us why... or what make Muhammad inspires
you...in what side

There were not many turn completion found in this research. There were only 7 occurrences, making it the feature with the least number. The examples of turn completion are given in extract 18, 19

Extract 18

- 299 L20 last his picture is seen...picture...
300 T is printed in money

Extract 19

- 153 T not only his cousin=
154 L8 = but also his mother...
155 T but also his mother in law is living with him...ok *coba* Virza which do
you agree with Arjuna Or Hakiki? (**students cheer**)

Teachers should shun away from completing the learners turn and find ways such as by scaffolding the contribution. This way still provides learners with learning opportunity. Turn completion is often considered as an ineffective feature of teacher talk

Extended teacher turn appeared occasionally during observation. It was characterized by teacher's turn that was more than one clause.

A single extended teacher turn occurred at the beginning of a lesson as illustrated in extract 20 from teacher D's class. In this extract, the teacher informed the learners about the activity that was about to happen.

Extract 20

- 5 T ok I hope you are well today...ok...for today we are going to...continue our
activity in our class (4) ok for today our activity is as I told you last week
we are going to present about your own short story ok... I have asked you

to find out one example of short story and you are going to analyze the elements of the short story

This feature was also found at the end of the lesson. As it can be seen in extract 21, the teacher concluded the activity for that day by giving them some information about what to do for next meeting.

Extract 21

216 T ok for next week I will give you another photo copy you have to find out about pair conjunction... *cari cari apa itu pair conjunction apa apa aja...minggu depan kita belajar tentang itu*

Extended teachers turn also appeared in the middle of the lesson especially whenever the class had finished with one activity and wanted to move to the next activity. Like in extract 22, in this situation, the teacher had finished her part explaining past continuous tense and moved the class activity into exercise. They teacher gave a new set of information in form of instruction.

Extract 22

123 T= ya...I know that you are sleepy and you are also tired and that's the only reason...ok thank you (3) ok why should we learn simple past and past continuous tense...like I told you before that you are going to write about your past experience...but before you write about your past experience(4)let see ...let see page twenty four...exercise one (4) fill in the blank with the correct response simple past or past continuous tense...if you understand about your friends or I explained before...please write ...do it... to fill questions number one until number ten...in ten minutes...try...analyze the sentence before... is it past tense or past continuous tense

Confirmation check is confirming understanding of a student's of teacher's contribution. This feature was used 29 times. In extract 23, the teacher wanted to make sure that the message that she said was getting through then she confirmed it again in the next turn.

Extract 23

108 T what do we use here?...co?...coma (**teacher writes on board**) okay
 use only one of them ya...so because of or due to are the same ya...they
 are same...ok so far can you understand about it?

109 LL yes

110 T *Ya bisa ya...*can you get it?

From the finding above, it can be concluded that all interactive features existed.
 The number of each features was different from one another

Classroom Modes of English Classroom of SMAN 1 Payakumbuh

Classroom modes are aimed at providing a descriptive system so teachers can
 develop their understanding of the interactional processes that is happening in
 their class. The mode consists of pedagogical goals and interactional features

Table 1. Classroom Mode

| Sample | Managerial | Mat erial | Skill System | Classroom Context |
|---|------------|--------------|-----------------|----------------------|
| Teacher A -Meeting 1 -Meeting 2 | √ √ | √ √ | √ √ | √ √ |
| Teacher B - Meeting 1 - Meeting 2 | √ √ | √ √ | √ √ | √ √ |
| Teacher C - Meeting 1 - Meeting 2 | √ √ | √ √ | √ √ | √ X |
| Teacher D - Meeting 1 - Meeting 2 | √ √ | √ √ | √ √ | X √ |

Table 1 shows the classroom mode of each class. From the data collected
 in this study, all of the classroom modes; managerial mode, material mode, skill
 and system mode and classroom context mode, appeared in the teaching and
 learning process. However, not all modes were present in every meeting.

Classroom context mode was missing in two sessions. Managerial mode, material mode and skill and system mode were always present.

Table 2. Managerial Mode

| Managerial Mode | Meeting 1 | Meeting 2 |
|-----------------|------------------------------|------------------------------|
| Teacher A | Yes-throughout class session | Yes-throughout class session |
| Teacher B | Yes-throughout class session | Yes-throughout class session |
| Teacher C | Yes-throughout class session | Yes-throughout class session |
| Teacher D | Yes-throughout class session | Yes-throughout class session |

The summary of managerial mode of this research can be seen from Table 2 above. Extract x is given as an example. After greeting the students and a little chitchat, teacher A went on to check the attendance of the students. Then the class was set to the managerial mode where the teacher gave some information about what they were about to do during that section. The pedagogical goal was to transmit information. The teacher used 'ok' as transitional marker. A single extended teacher turn also appeared during this section. In extract 24, the teacher gave some information about what they were going to do and also gave instruction at the same time (123) and then used transitional marker to mark the changing in the activity of the class (125).

Extract 24

123 T= ya...I know that you are sleepy and you are also tired and that's the only reason...ok thank you (3) ok why should we learn simple past and past continuous tense...like I told you before that you are going to write about your past experience...but before you write about your past experience(4)let see ...let see page twenty four...exercise one (4) fill in the blank with the correct response simple past or past continuous tense...if you understand about your friends or I explained before...please write ...do it... to fill questions number one until number ten...in ten minutes...try...analyze the sentence before... is it past tense or past

continuous tense (students do the exercise, teacher walks around the class and help students with the task)

124 T= analyze the sentence before you decide is it past tense or past continuous

125 T= ok students...go back to your seat please...we are going to have class discussion...you only discuss with your friend...your seat mate only...Navis go back to your seat

Managerial mode was found throughout the class session. It was found in the beginning, in the middle and at the end of a lesson. Some of the pedagogical goals were found. They were; to transmit information, to organize the physical learning environment, to refer learners to material to introduce or conclude an activity and to change from one mode of learning to another.

Table 3. Material Mode

| Material Mode | Meeting 1 | Meeting 2 |
|---------------|--|--|
| Teacher A | Yes, mostly by learners doing the worksheet | Yes-mostly by learners giving presentation |
| Teacher B | Yes-mostly scaffolding, display question | Yes-scaffolding and display question |
| Teacher C | Yes-mostly done by students giving presentation. | Yes-minimum, by display question |
| Teacher D | Yes, mostly by learners doing the worksheet | Yes- mostly done by students giving presentation |

Table 3 shows the summary of the material mode found in this study. The teacher used this mode to elicit learners' responses in relation to the material, to check and display answer and to clarify. The IRF pattern predominance this exchange. There were display questions, direct repair and scaffolding observed in extract 25.

Extract 25

- 9 T what is that (4) you have discussed the explanation but it would be better for me to review little bit about the explanation text...explain about the process...is it right?
- 10 LL yes=
- 11 T=yes very good (**teacher writes onboard**) explain the process...about what?
- 12 LL ((4))
- 13 T= can be natural social phenomena...what else?
- 14 LL ((5)) (studetns speak overlappingly)
- 15 T only two...when we talk about natural phenomena can you give me one example?...Indah
- 16 L2 the process of rain=
- 17 T= the process of rain...right=
- 18 L = rainbow=
- 19 T= rainbow=
- 20 L = tsunami=
- 21 L =hurricane=
- 22 T= hurricane... very good
- 23 L flood (**mispronounce**)=
- 24 T= flood(**correcting students pronunciation**)
- 25 L earthquake=
- 26 T= earthquake...do you know the process of earthquake?(5)...who knows? Todi?
- 27 L we can divide it into two=
- 28 T=ok we can divide it into two ...tectonic and=
- 29 LL = volcanic
- 30 T what's the difference?
- 31 L3 volcanic is caused from explosion of mountain=
- 32 T= mountain good...what about tectonic?

Material mode could be observed in all classes. The amount and the depth of material used was different. Some of the pedagogical goals were observed. They were; to provide language practice around a piece of material, to elicit responses in relation to the material, to check and display answer and to evaluate contribution

Table 4. Skill and System Mode

| Skill and System Mode | Meeting 1 | Meeting 2 |
|-----------------------|---|--|
| Teacher A | Yes- Extensively | Yes-mostly by learners giving presentation |
| Teacher B | Yes- mostly echo, scaffolding, display question | Yes-mostly by scaffolding, display question, echo, form focus feedback |
| Teacher C | Yes | Yes-extensively mostly by scaffolding, display question, echo |

| | | |
|-----------|--|--|
| Teacher D | Yes extensively, by echo, display question, scaffolding, | Yes-extensively, mostly done by students giving presentation |
|-----------|--|--|

Table 4 shows the distribution of skill and system mode. It was found in all meetings. The most dominant interactional features were display questions, echo, scaffolding and form focused feedback.

In extract 26 teacher A’s goal was to enable learners to produce correct form. This sequence went on for quite a while. There was an extensive use of display questions, with form focused feedback, extended teacher turn and also there was a lot of teacher echo. There was repair observed in this part.

Extract 26

- 132 T any other sentence ...who has finished the second one.....read your sentence
- 133 L16 the burglar was sneaking into my house stealing the laptop and leaving without trace=
- 134 T= leaving without a trace...both of the sentences are right because in the sentences we use conjunction and so if you want simple past tense for one verb... use simple past both but if you use past continuous tense use past continuous for all verb...ok...next Salma (5) number three (3) both of...*dua duanya betul* ((4))...Ok Salma number three read your sentence (5)BE quiet please
- 135 L16 while Rika was reading Ani was watching a cartoon on TV=
- 136 T= while Rika was reading... Ani was watching cartoon on TV
- 137 LL yes/yes/yes
- 138 T number four...Indah
- 139 L17 Jack was came home=
- 140 T= no..wait a minute (Writes on white board)
- 141 L17 Jack was came home switched on the computer and checked his email
- 142 T is it right?...what do you think? Was came...was came
- 143 LL was coming
- 144 T what tense is it
- 145 LL ((5))
- 146 T jack was coming, switching on the computer and checked his email...if you want to use was or were...don't forget the verb in past continuous tense

Table 5. Classroom Context Mode

| Classroom Context Mode | Meeting 1 | Meeting 2 |
|------------------------|---------------------------------------|---|
| Teacher A | Yes- minimum, by question referential | Yes- rarely, mostly by extended learners turn and referential questions during presentation |

| | | |
|-----------|---|---|
| Teacher B | Yes-minimum mostly by content feedback | Yes-minimum by referential question |
| Teacher C | Yes- by content feedback and extended learners turn | No |
| Teacher D | No | Yes-rarely mostly by students comment and questions, referential question |

Table 5 shows the distribution of classroom context mode. This Mode was absent in two classes. In the other classes, the mode was very much light. It can be concluded that this mode was the least dominant. The interactional features that appeared were; referential questions, content feedback and extended learner turn.

There was classroom context mode identified during the first meeting of teacher B’s class. The extended learner turns, short teacher turn, content feedback, referential question and clarification request were identified. For example, in extract 27, extended learner turn (50), clarification request (51) content feedback (53, 59) referential questions (56) were observed. The pedagogical goals were to enable learners to express themselves clearly and to promote oral fluency.

Extract 27

- 50 S1 he is the younger boy...the younger pianist from Bali in Indonesia...he was born in Bali...June twenty five two thousand and three and now he is thirteen years old
- 51 T thirteen years old?
- 52 L1 yes=
- 53 T= he is too young
- 54 L1 I know him not too much but I am very proud of him...because of his skill playing piano that’s very awesome... Joey was (3) Joey got achievement in grand prix first international in Ukraine and beat forty three participant in the world and this year he was ...published in New York Times newspaper in first page...that was amazing right=
- 55 LL= yes
- 56 T did he go international=
- 57 LL= yes
- 58 L1 he is popular in international...but not in Indonesia
- 59 T yes...that’s why I asked you I told you Rio Harianto is more popular

Not all the modes were found in every session from every teacher. Some modes were more dominant than the others. The most popular mode of English

teachers of SMAN 1 Payakumbuh was skill and system mode. Managerial mode came second. It was used mostly to give directions and to move from one activity to another activity or from one mode to another mode of learning. Not many material mode observed in the classroom. While classroom context mode was the rarest to find

These are the data that could be found in this research. The data are dealing with the teacher talking time, the interactional features of teacher talk and the classroom mode of the English classroom teaching.

Discussion

Based on the findings, it could be concluded that all of the interactional features of teacher talk were observed, but with different frequency for each meeting. One classroom mode seemed too dominant while other barely happened.

Effective teacher talk can be observed by the features of the talk that teachers use. Some of the features are constructive and some are obstructive.

Scaffolding is one of the constructive features. It provides support that the students need when they engage in tasks that is out of their capabilities. So teachers are urged to maximize the use of this feature in their teaching. Direct repair is also considered to be a constructive feature because this type of error correction is far less time consuming, less intrusive and brings minimal interruption in interaction flow

Walsh (2002) points out that feedback on the message rather than its form is more conducive to genuine communication and reinforces the aim of promoting oral fluency. Just like in real communication when you answer someone's question and no attention is given to what you say, you surely feel disregard

Extending the pauses between teachers' and students' turns (wait time) has been recommended as a way of improving classroom learning. It brings positive effects on students' response such as in the length and the content

Long and Sato (1983) state that open or referential questions are more preferred on pedagogical ground because they are the questions commonly asked in the 'real world' of students outside the classroom. Nunan (1987) believed that display questions do not resemble real communication and are therefore pedagogically purposeless. Moreover Richard and Lockhart (1994) say that in English language teaching students should be more often asked to demonstrate

their knowledge of the target language to produce real communication, while most display questions generated short responses. Thornbury (1995) cites referential question as one of the features of communicative classroom talk. He further argued that the effort in asking referential questions prompt a greater effort and depth of processing on the part of the teacher.

Extensive used of teacher echo is seen as feature that hinders students' opportunity because it increases the amount of teacher talking time. Echoing also does not encourage learners to listen to each other. Furthermore, it does not reflect how people communicate in real life, so the interaction is not genuine

Interactional features hold their own place in the classroom talk. They serve certain functions. However, not all of these features bring positive effects on communicative classroom interaction. Some of the features were considered constructive while some of them were obstructive to learners' participation. It is teachers' responsibility to be able to increase the constructive features and decrease the obstructive one so learners' opportunity in learning can be optimized

Learning English is not only about learning series of rules or knowledge about a set of linguistics components. Classroom should also be a place where learners can try out or practice this knowledge. Providing learners with various kinds of classroom modes is one of the ways to assure that. One classroom mode should not dominate too much over the others modes. There should be a balance amount of the classroom modes so every aspects of mastering a language could be covered. Therefore at the end of the learning, the learners are already provided with many traits.

The amount of teacher talking time, interactional features of teacher talk and classroom mode are very much interrelated. They influence each others. When teachers decided to use certain interactional features more often, it determines the amount of talking time and also shapes the classroom mode at the same time.

E. CONCLUSION

Based on the findings and discussion, it can be concluded that the English Teachers of SMAN 1 Payakumbuh used some interactional features of teacher talk more than the others. Some of the features were constructive; such as the use of repair, the use of scaffolding and follow up questions while some others are obstructive that could hinder the learning process. The repeated and long

instructions that were given by teachers made the class seemed crowded and felt in a rush. The referential questions were rarely to find. The unnecessary and overly used of teacher echo was often distracting. There was little content feedback offered by the teacher.

The classroom modes distribution of English Teachers of SMAN 1 Payakumbuh was not balanced. The teachers set the classroom mostly in skill and system mode. It showed that the class was too attained to form, therefore lack of real communication. In managing classroom teachers still found some of back row distracter and non-participant students. This was probably due to activity that was above their competence and a single activity that took most of the time of teaching that got them bored. The students were challenged by the material that the teachers used. They even took responsibility for their own learning. There was little classroom context mode found, therefore there was little opportunity for the students to participate in real life communication.

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