



An Analysis of Teacher Talk in Classroom Interaction at SMPN 15 Padang

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Abstract

This research analyzes teacher talk spoken in the classroom. From this research, we see what categories are often used in class. The design of this research is descriptive. The subjects of this research are two teachers who teach English classes at SMPN 15 Padang. There are two teachers, a man and a woman who teach the English class. The teachers have more than five years of teaching experience and are certified as school teachers. In this study, researchers focused on teacher talk and the function of teacher talk in classroom interactions in English classes. Researchers obtained data by recording videos of interactions in the classroom. The categories of types of teacher talk contain six categories of teacher talk and there are five categories of teacher talk functions. The research results showed that the six categories of teacher talk appeared 447 times, while the question category appeared the most 165 times. The least used category Criticizing students. The teacher conversation function appeared 142 times with the Instruction category appearing 50 times.

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INTRODUCTION

.Since few Indonesians speak English, it has been recognized as a foreign language in that country (Kirkpatrick and Sussex, 2012). Foreign language, according to Broughton et al. (2003), is a phrase used to describe language that is taught in schools and is encouraged by learning rather than coming naturally. According to Hammer (2001), a teacher who adopts a learner-centered approach to

instruction can aid and support students in their pursuit of fluency in English as a foreign language (EFL).

Teacher speak is the term used to describe the language used by educators to impart knowledge in the classroom. Teacher speak is the vocabulary used in the classroom by the instructor to give instructions, explain tasks, and assess students' understanding of the material being taught and learned (Yanfen & Yuqin, 2010). Learning style has an impact on teacher speaking as well. The transition from a teacher-centered to a student-centered learning environment also improves the learning style (Reid, 2002). According to Abdullah (2016), the 2013 curriculum mandates that teachers adopt a student-centered approach instead of a teacher-centered one. A teacher-centered approach describes instructional scenarios where the instructor takes charge of the two subjects that the pupils study and the manner in which they study it. On the other hand, the student-centered approach describes educational methods that.

Siti Nurpahmi did the first study (2017). According to this research, teachers have been interacting with students in the classroom in a variety of ways. They have greeted students, gone over previously covered information, introduced new material, given directions and instructions, motivated students to ask questions, and concluded the lesson. In order to improve class interaction, the researcher in this study employs various instructor discourse styles.

The second study conducted in 2017 by Afifah et al. Students believe that the teacher always uses feedback, with the exception of ignoring it, based on their impressions of the teacher's discussion when posing questions and providing feedback. It was determined that the instructor provided questions and feedback by using the speaking teacher. It is recommended that educational institutions enhance their fundamental abilities in conversation management, particularly the capacity to provide constructive criticism to students in English classes by asking the proper questions. Teachers and students will interact more and more with one other as a result of all of their communication. The instructor needs to be an effective communicator and motivator of English language acquisition. We will apply a variety of strategies, such as the nature of teacher speak and views of in-class interaction, to address issues ranging from the problem of teacher talk to positive class interaction.

According to Eisenring et al. (2018), the current study's objective was to assess English instructors' teacher talks at a senior high school in Palu, Central Sulawesi, using the Self-Evaluation of Teacher Talk (SETT). An appropriate research design for this qualitative study was a case study. The study's participants were selected through a random selection process. The results of the study showed that English teachers employed all fourteen of SETT's interactional methods. Additionally, the opinions of the teachers and students were investigated.

Nurpahmi Siti (2017) The results of this study demonstrate the various forms of teacher discourse that have been seen in classroom interactions. These include greetings, summarizing previously covered content, introducing new material, giving directions and instructions, motivating students to ask questions, and concluding the

lesson. The purpose of this study is to improve class interaction through the use of different instructor discourse styles.

RESEARCH METHODS

This study uses a descriptive, qualitative design. In descriptive qualitative research, different conditions, situations, and data obtained from observations or interviews about the issues under study that arise in the field are analyzed, described, and summarized. According to Sugiyono (2020), the researcher is the most important tool in qualitative research. This indicates that the researcher is the tool used in the qualitative method. As the human instrument, the qualitative researcher's tasks include selecting the study topic, selecting informants as the data source, gathering data, analyzing data, interpreting data, and drawing conclusions from all of the research's findings

RESULT AND DISCUSSION

Research Finding

No	Types of teacher talk	Utterances				Total
		T1		T2		
		Record 1	Record 2	Record 1	Record 2	
1	Dealing with feelings	5	5	3	1	14
2	Praising or Encouraging	8	9	4	3	24
3	Uses ideas of student	33	26	25	20	104
4	Ask question	40	60	35	30	165
5	Giving information	24	45	29	34	132
6	Criticize students	4	4	-	-	8
Total		114	149	96	88	447
		447				

Table 1.1 Number of Utterances of Teacher Talk Types

The sorts of teacher speak that are used in the classroom are shown in the table above. It is evident from the table that educators employ a variety of teacher speaking styles. The teacher made 447 utterances during the observed meeting, as shown in Table 4.1 above, with descriptions of Using student ideas 104 utterances, dealing with emotions 14 utterances, giving information 132 utterances, praising or encouraging 24 utterances, asking a question 165 utterances, providing information

132 utterances, and criticizing students 8 utterances. The investigation employed video recordings of observations made in the actual classroom. Padang acquired data for this research by repeatedly watching the film, based on observations conducted at SMPN 15. This gave the researcher information on how many times the teacher used the speaking function during the interaction 142 times.

No	Function of teacher talk	Utterances				
		T1		T2		
		Record 1	Record 2	Record 1	Record 2	
1	Instruction	9	14	16	11	50
2	Classroom management	3	3	2	3	11
3	Establishing interpersonal relationships	2	8	13	9	32
4	Self reflection	4	11	2	2	19
5	Live up the classroom atmosphere	5	5	8	12	30
Total		23	41	41	37	142
		64		78		

Table 2.2: Number of Utterances Function of teacher talk

According to the researcher's research findings, classroom learning effectiveness is greatly influenced by the teacher's conversations. According to the video recording's results, T1 employed a variety of learning strategies. In both the first and second videos, the category that frequently surfaced was ask questions. In the meantime, the T2 had many kinds of video recordings. that was completely absent from the instructor's learning class talk. According to observational data, asking questions is the most common response in class interactions, occurring 132 times, while criticizing classmates occurs the fewest, 8 times.

It has been demonstrated that there is a purpose for the role of teacher speak in classroom interactions. Based on the data gathered from these observations, instruction is one of the functions that shows up frequently. In the learning videos that the researcher shot, instruction appeared fifty times.

CONCLUSION

The first conclusion is that there are various categories of teacher talk that are required to be used in the classroom. However, among all these categories, there is one category that the teacher never uses, which is criticize students. This category

only occurs once during the learning process. the outcomes of the investigator's discoveries. Second, the study discovered that the teacher employed both T1 and T2 in this category, illustrating the role that teacher speak has in the learning process. Every category made an appearance multiple times, with instruction appearing the most frequently 50 times.

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