

AN ANALYSIS OF TEACHER TALK AND LEARNER TALK IN ENGLISH LEARNING

Fitri Andriani

Universitas Muslim Maros

fitrihamzah0808@gmail.com

ABSTRACT

This research aims to analyze the forms of teacher talk and learner talk in learning English. The method used in this research is descriptive qualitative. This research is located in SMPN 10 Bantimurung. Data was collected through Observation and documentary. The samples of this research were teachers and learners of class VIII. This research uses an analytical instrument from Brown, namely BIAS (Brown Interaction Analysis System) which consists of seven categories, namely: teacher lectures, teacher question, teacher responses, learners responses, learners volunteers, silence, and unclassifiable. The results showed that the forms of teacher talk that are often used by teachers in learning English are teacher lectures, while learners talk that is often used is learner responses. The interactions that occur between teachers and students in the form of teacher talk and learner talk are teacher questions and learner talk

Keywords : : Teacher Talk, Learner Talk, English Learning.

INTRODUCTION

In our life, language turns into a vital perspective. since language is a medium utilized in every day exercises like talking, addressing, asking and reacting, applauding, and additionally giving other data. Language can be through composition, images, etc. According to Eggins in Anisa (2004), saying that in human daily life, they always use language. In chatting, reading books, praising, responding, asking questions and providing information, it is included in the world of education. The provision of information involves interaction between the speaker and the listener, and vice versa in learning.

The learning system plays a significant part in endeavors to work on the nature of instruction. As indicated by Ihsana (2017) learning is the aftereffect of the connection among improvement and reaction. In order to create meaningful learning, of course, must optimize learning that is more directed at the interaction of teachers and learners.

In learning English, interaction between teachers and students is bound to occur. To create positive interactions and close relationships between teachers and learners during the learning process, teachers must prepare suitable materials and methods (Yafen & Yuqin, 2010 (Putri 2015); Nuraeni & Wahab 2020). some learners only learn English when in English class. After the interaction of learning activities ends, students return to their daily language. Learners show up in a climate loaded with their primary language cooperation. This condition makes understudies' dominance of unknown dialects consistently unbeneficial. Teachers unquestionably play a vital part to defeat this issue. As per the English instructor at SMPN 10 Bantimurung that the trouble of understudies during the time spent learning English is the trouble of understudies to convey utilizing a similar language as the correspondence given by the teacher. This is in accordance with the assessment of Okta in Anisa (2020) which says that most students experience issues conveying in English.

During the time spent learning English at SMPN 10 Bantimurung, the teacher clarifies the material in two dialects, in particular English and Indonesian until the understudies truly get it.

METHODS

This research was qualitative research using the descriptive method. According to Sugiyono (2016:15), qualitative research method is a research method used to research on natural object conditions where researchers are as key instruments. According to poerwandari (2005), qualitative research produces and processes descriptive data, such as interview transcription and observation. The research was conducted teachers and students at the SMP Negeri II Maros Baru. The data of the research were obtained from the result of interview and questionnaire. Therefore, the researcher interviewed to English teachers and given questionnaire to students of SMP Negeri II Maros Baru.

RESULTS AND DISCUSSION

Results

1. Teacher Talk

In this type of teacher talk, it is divided into 3 aspects, namely: Teacher Lectures, teacher questions, and teacher responses. Where the teacher's talk identifies the utterances created by the educator during the instructing and learning measure. Observations were made by researchers to see the types of teacher conversations in learning English. Therefore, after analyzing the observations, it was found that the types of teacher talks used by teachers were teacher Lectures, teacher questions, and teacher responses.

a. Teacher Lectures

Based on observations, teacher lectures are the most common among teachers when learning English takes place. Teacher lectures are the most important part of teaching because it is where all the information is conveyed to the learner. In teacher lectures, providing information based on facts that can be used as understanding for students so that students understand the information to be studied, the teacher explains to students each material then gives some examples and checks students' understanding.

The following extract is one way that is used to explain the learning material:

Extract 1

Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?

(Before learning, I want to ask first. Before learning.)

Learners : Selamat

(congrats)

Teacher : Ucapan selamat yang diberikan.. kepada moment apa saja kira-kira yang di ucapkan dengan kata congratulation ?

(congratulations given to... what moment would you say congratulation?)

Learners : selamat ulang tahun

(happy birthday)

Extract 2

Teacher : Jadi congratulation berhubungan dengan hope and wishes. Expresion atau ekpresi hope and wishes. Jadi ini sama-sama mengungkapkan harapan tapi ada perbedaan dalam penggunaanya. Kira-kira ada yang bisa jelakan perbedaan penggunaan hope and wish kalo bisa dalam bentuk kalimat ?

(So congratulation related to hope and wishes. Expression or expression hope and wishes. So these both express hope but there is a difference in their usage. Can someone explain the difference between using hope and wish, if possible in the form of a sentence?)

seperti yang tadi ibu katakan "i hope " saya berharap kalian baik-bai saja. Kalo kata wish, ada yang bisa beri contoh?

(like I said earlier "I hope" I hope you are fine. If you say wish, can anyone give an example?)

Extract 3

Teacher: Kalau misalkan kata "wish" ada yang bisa mendengar kata wish, kalau biasa kita ulang tahun sebelum meniup lilin, biasa audiens bilang apa "make wish" atau berdoa, sama-sama berdoa yah, sama-sama harapan Tapi kira-kira perbedaan Real dengan unreal?, itu ibu tuliskan real dan unreal, apa maksudnya itu real dan unreal, real itu apa, yaa real apa, (For example, if the word "wish" is able to hear the word wish, if we usually have a birthday before blowing out the candles, the audience usually says what "make wish" or prays, we pray together, we hope together.

But what is the difference between Real and unreal?, I wrote down real and unreal, what do you mean by real and unreal, what is real, what is real,)

Extract 4

Guru: Ada yang bisa, coba liat contoh kalimat diatas, "I hope, I have a good score and I wish if I were you", maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal, nah contoh kalimatnya "I hope, I have a good score and I wish if I were you",

(Anyone can, take a look at the example sentence above, "I hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example sentence is "I hope, I have a good score and I wish if I were you",)

Teacher: kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for eksample misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?

(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be something that is just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)

Learners : tidak (No)

b. Teacher Questions

In the learning system in this classification, when the teacher clarifies the exercise, then, at that point offers inquiries to learners to recall, assess, or comprehend, integrate, or different sorts of inquiries. This can be found in the statement beneath:

Extract

Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?

(Before learning, I want to ask first. Who often hears the word congratulation?)

Students : selamat

(congrats)

Teacher : ucapan selamat yang diberikan kepada moment apa saja kira-kira yang di ucapkan dengan kata congratulation ?

(Congratulations given to what moment are roughly said to be congratulation?)

Student : selamat ulang tahun

(happy birhtday)

c. Teacher Responses

Teacher Responses is a teacher action in reacting to learner either by lauding, tolerating, or fostering learner ideas.

Teacher: yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?

(yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?)

Learners : belum

(not yet)

Teachers: belum ya, berarti semoga di ujian nanti dia mendapat nilai....

(not yet, that means hopefully in the exam later he gets a score....)

Learners : bagus

(good)

2. Learner talk**a. Learners Responses**

Observations show that, the learner uses the learner's speech response with a single purpose. its purpose is to answer questions about the lesson. The way students respond to teacher interactions is also short like yes or no. Learner's speech response occurs when the teacher asks the learner whether or not they understand the material that has been studied.

Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?

(Before learning, I want to ask first. Who often hears the word congratulation?)

Students : selamat

(congrats)

Teacher : ucapan ?

(saying)

Student : ucapan selamat

(congratulation)

b. Learners Volunteers

Most of the learners' speech initiations occur in the classroom. The reason is mostly because students prefer to just speak based on their ideas rather than just repeating what the teacher has said. this happens when teachers ask questions about what they know and what they think.

Teacher : ...Because you are the winner competition in this class. Apa maksudnya ini ?

(...Because you are the winner competition in this class. What does this mean ?)

Student 1 : Juara Kelas

(winner in the class)

c. Silence

Sometimes students become silent because they do not understand the teacher's questions. As a result, students do not understand the teacher's questions. As a result, students do not say anything in response to the teacher. The teacher helps students find the answer by providing clues.

Teacher : Kira-kira ada yang bisa jelaskan perbedaan penggunaan hope and wish kalo bisa dalam bentuk kalimat ?

(Can someone explain the difference between using hope and wish, if possible in the form of a sentence?)

Student : silence

d. Unclassifiable

The unclassifiable category is a category that cannot be classified. In this category of English lessons, there are early and late learning activities, a lack of interaction occurs so that this category cannot be classified, this can be seen in the quote below:

Teacher : Assalamualaikum students

Learners : wa'alaikum salam warohmatullahi wabarakatuh.

Discussion

This section discusses the results related to the theory from previous research. The researcher describes the results based on the guidelines of the relevant theories that have been carried out by previous studies. After analyzing the data, it was found that the types of speaking types of teachers and students in the interaction of learning English using BIAS (Brown Interaction Analysis System) from Brown in Hadiat 1980 are Teacher Lectures, teacher questions, teacher responses, learner responses, learner volunteers, silence, and unclassifiable.

From the forms of teacher talk obtained using the BIAS category, there are three forms, namely, teacher lectures, teacher questions, and teacher responses. In line with the opinion (Mujahidah, 2012) says that the teacher is every word or sentence expressed by the teacher during the interaction in the act of educating and learning, starting from the educator providing clarification, criticism, asking questions, etc. So the form of teacher talk that occurs in the English language learning class is teacher lectures that are in accordance with the mujahidah, namely the teacher giving classification for example "Teacher : Jadi congratulation berhubungan dengan hope and wishes. Expresion atau ekpresi hope and wishes. Jadi ini sama-sama mengungkapkan harapan tapi ada perbedaan dalam penggunaannya. Kira-kira ada yang bisa jelaskan perbedaan penggunaan hope and wish kalo bisa dalam bentuk kalimat ? (So congratulation related to hope and wishes. Expression or expression hope and wishes. So these both express hope but there is a difference in their usage. Can someone explain the difference between using hope and wish, if possible in the form of a sentence?). Seperti yang tadi ibu katakan "i hope " saya berharap kalian baik-bai saja. Kalo kata wish, ada yang bisa beri contoh? (like I said earlier "I hope" I hope you are fine. If you say wish, can anyone give an example?)", teacher questions in asking questions for example "Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ? (Before learning, I want to ask first. Before learning.)", and finally teacher responses in criticism for example: Learners : belum (not yet) Teachers: belum ya, berarti semoga di ujian nanti dia mendapat nilai...."

In the result obtained by the researcher using the bias category, they found that the learner talk that occurs in the English class is learner responses, learner volunteer, and silence. these are forms of student speaking that occur, this is in line with the opinion of Pujiastuti (2013) Learner talk is repeating a teacher's conversation. What is meant here is repeating what the teacher said because responses are a form of talk that occurs in the classroom for example: Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ? (Before learning, I want to ask first. Before learning.) Learners : Selamat (congrats)".

In learning English, the interaction of teachers and learners show how the forms of talk forms of teachers and forms of talk forms of learners. Teacher talk that often occurs in class is teacher lectures, teacher questions, and teacher responses. The teacher's talk is very influential on students' knowledge in class interaction. This is in line with the opinion of Nunan (2015) explaining that communication is the teacher's talk in teaching a second language is a direct input so that students can be competent.

learning material in class IX is congratulations. In this learning material, learners are asked to make simple sentences about congratulation.

From the types of teacher talk and student talk based on Brown's interaction analysis category, they are Teacher Lectures, teacher questions, teacher responses, learner responses, learner volunteers, silence, and unclassifiable. In learning English, the interaction between teacher and student is the teacher. This is also reinforced by previous researchers (Putri, 2015) who said that teachers are very dependent on asking and lecturing their students.

In the results obtained by researchers, the language used by the teacher is more dominant in Indonesian than English. For example: Guru: Ada yang bisa, coba liat contoh kalimat diatas, "I hope, I have a good score and I wish if I were you", maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal, nah contoh kalimatnya "I hope, I have a good score and I wish if I were you", Teacher: kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for example misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi, itu kemungkinan terjadi atau tidak?". This is also in line with previous research by Huriyah And Agustiani (2018). From the results of his research, it can be seen that the English teacher dominates the class by asking a lot of questions and using Indonesian a lot during class. This gives students fewer opportunities to investigate and practice their English.

CONCLUSION

In view of research on the teacher talk and learner talk category in English learning activity in class VIII SMPN 10 Bantimurung by using BIAS category (Brown Interaction Analysis System) which consist of seven categories, namely: teacher lectures, teacher question, teacher responses, learners responses, learners volunteers, silence, and unclassifiable. Forms teacher talk occur in the English learning process is teacher lectures, whereas learners talk occur in the English learning process is responses

REFERENCES

- Airasian P.W, Mills G. & Gay L.R. (2012). Educational Research:Competencies
- Airasian, P & Gay, L.R. (2000). Educational research:Competencies for Analysis and Application Sixth Editon.New Jersey:Prentice Hall Inc.
- Arikunto,S. (2000). Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta:Rineka Cipta
- Arikunto. (2010). Prosedur Penelitian suatu Pendekatan Praktek. Jakarta: Rineka Cipta.
- Babbie, E. (2013). The practice of social research (13th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Bayu Hendro Wicaksono, S.Pd., M.Ed., Ph.D.(2016) Teacher's Talk Role In Teaching Speaking. ISELT-4, 978-602-74437-0-9
- Blanchette, J. (2009). Characteristics of teacher talk and learner talk in the online learning environment. Language and Education, 23(5), 391-407.
- Brown, H. & Douglas (2004) Teaching by principle.New York:San Fransisco State University Press.
- Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd edition). New York: Pearson Education. Butler, C.S. 1985. Statistics in Linguistics. Oxford.

- Brown, H.Douglas. 2000. Principles of Language Learning and Teaching. Fourth Edition. New York : Wesley Longman, Inc.
- Creswell,J.L. (2012). Qualitative inquiry and research design:Choosing among five approaches. Sage publications.
- Curtis, D. D., & Lawson, M. J. (2001). Exploring collaborative online learning. Journal of Asynchronous learning networks, 5(1), 21-34.
- Dr. Gogot Suharwoto (Plt. Kapusdatin Kemendikbud) Sumber :
<https://www.timesindonesia.co.id/read/news/261667/pembelajaran-online-di-tengah-pandemi-covid19-tantangan-yang-mendewasakan>
- Edwards,R.& Holland, J. (2013). What is qualitative interviewing?.A&C Black. Retrieved From http://eprints.ncrm.ac.uk/3276?1?complete_proofs.pdf
- Eggins, S. in Anisa (2004). An Introduction to Systemic Functional Linguistics. London. Pinter Publisher, Ltd. 2nd Edition.
- Fachrunnisa, N. (2019). Efl Teachers' Approval And Disapproval Behavior In Classroom Interaction. SELTICS, 2(1), 33-43. Retrieved from <https://ejournals.umma.ac.id/index.php/seltics/article/view/202>
- Gorman, G.E &Clayton, P. (2005). Qualitative Research for the information professional: A practical Hand Book. 2nd Edition, Facet Publishing, London,2.
- Harmer & Jeremy. (1991). The Practice of English Language Teaching. New York:
- Huriyah, S., &Agustiani, M. (2018).An analysis of English teacher and learner talk in the classroom interaction. Linguistic, English Education and Art (LEEA) Journal, 2(1), 60-71.
- ihsana El. (2017). Belajar dan Pembelajaran Konsep Dasar Metode dan Aplikasi Nilai-Nilai Spiritualitas dalam Proses Pembelajaran. Yogyakarta : Pustaka Pelajar
- Indian J Pediatr. 2020;A Review of Coronavirus Disease-2019 (COVID-19)Nature Public Health Emergency Collection 87(4): 281–286
- Jack C. Richards. (1992). Longman Dictionary of Language Teaching and Applied Linguistics. Harlow: Longman, 65.
- Jacob, S.A. & Furgerson, S.P.(2012).writing Interview protocols and conducting interviews: Tips for students new to the field of qualitative research. The Qualitative report,17(42),1-10.
- Jamshed, S.(2014).qualitative research method-interviewing and observation. Journal of basic and clinical pharmacy, 5(4), 87-88. <https://doi.org/10.4103/0976-0105.141942>
- Jamshed, s.(2014).Qualitative research method-interviewing and observation. Journal of basic and clinical pharmacy, 5(4), 87
- Jong Neng, Del. (2012). The Research of Oral Fluency Development. New York: Queens College
- Kvale, s.(1996).Interviews:An introduction to qualitative research interviewing, sage, thousand Oaks, CA Longman.
- Mujahidah.(2012).The descriptivestudy on the classroom interaction during the english teaching-learning process at the eighth grade of SMPN 1 Banjarmasin academic year 2011/2012. Retrieved from <http://jurnal.englishdept.fkipunlam.ac.id>
- Mujahidin,A(2019)Metode penelitian kualitatif di bidang pendidikan.Ponorogo, jawa timur,indonesia: Penerbiti CV Nata karya. Retrieved from <http://repository.iainponorogo.ac.id/484/1/Metode> pada tanggal 24 desember2020
-

- Nunan, D. (1999). *second language teaching and learning*. Boston, massachusetts: Heinle publishers
- Nuraeni, N., & Wahab, I. (2020). Verbal And Non-Verbal Communication In Teacher Talk In The Classroom Universitas Muslim Maros. *SELTICS*, 3(1), 22-32. Retrieve from <https://doi.org/10.46918/seltics.v3i1.524>
- Pujiastuti & Rini T. "Classroom Interaction: an Analysis of Teacher Talk and Student Talk in English for Young Learners (Eyl)." *UPI Journal of English and Education*, vol. 1, no. 1, 2013, pp. 163-172.
- Putri, D. S. (2015). The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English as A Foreign Language Classroom. *Journal of English and Education*, 3(2), 16-27.
- Reni Okta in Anisa (2020) *The Implementation of CTL in encouraging Students to Speak in English*. (Unpublished Script: FKIP Universitas Lampung. 2004)
- Sagita, I. (2018). Teacher Talk and Learner Talk in The Classroom Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang). *Wiralodra English Journal*, 2(1), 98-106.
- Sardiman. 2001. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada
- Sari, A. A. (2018). *The Analysis of Teacher Talk And Learner Talk In The Classroom Interaction*.
- Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 633-640.
- Soetomo. 1993. *Dasar-dasar Interaksi Belajar Mengajar*. Surabaya: Usaha Nasional
- Sudaryono. (2016). *Metode Penelitian Pendidikan*. Jakarta: Prenadamedia
- Sugiyono. (2007). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sugiyono. (2008). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta
- Sukmadinata, N.S. (2011). *Metode penelitian pendidikan*. Bandung: Remaja
- Sullivan, J. R. 2013. Skype: An appropriate method of data collection for qualitative interviews?. *The Hilltop review*, 6(1), 54-60
- The Minister of Education and Culture. (2020, March 14). Cegah sebaran Covid19 di satuan pendidikan, Kemendikbud gandeng swasta siapkan solusi belajar daring. Retrieved March 20, 2020, from <https://www.kemdikbud.go.id/main/blog/2020/03/cegah-sebaran-covid19-disatuan-pendidikan-kemdikbud-gandeng-swasta-siapkan-solusi-belajar-daring>
- Tosepu, R., Gunawan, J., Effendy, D. S., Lestari, H., Bahar, H., & Asfian, P. (2020). Correlation between weather and Covid-19 pandemic in Jakarta, Indonesia. *Science of The Total Environment*, 138436.
- UNESCO. (2020). *Education emergencies*. Retrieved March 28, 2020 from <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures>
- Yazdi, M. (2012). E-learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi. In *FORISTEK: Forum Teknik Elektro dan Teknologi Informasi* (Vol. 2, No. 1).