English Education Journal

Evaluating The Quality of Teacher's Talk in English Classroom Interaction at SMPIT Cahaya Bangsa Semarang

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Article Info	Abstract
  	Teachers talk play an essential role in classroom interaction, thestudy evaluated the quality of the teacher's talk in English language class using Flanders (FIAC) system (1989) in Teacher"s talk interaction. It aimed to evaluate seven of teacher talk quality in English classroom interaction. The study used a descriptive qualitative research design since involves human behavior in natural setting. The data was collected used audio recording and observed two class meetings at eighth grade of SMPIT Cahaya Bangsa Semarang which took approximately 160 minutes. One of English teacher was the subject and 29 students was the object in this study. The result of the study showed that asked questions was the most frequently shown which is 63 times, with percentage 36,2%. Giving direction was the often shown which is 47 times, with percentage 27,01%. Praises and encourages was the quite often shown which is 29 times, with percentage 16,66%. Lecturing was the quite rare shown which is 14 times, with percentage 8,04%. Accept feeling wasthe rarely shown which is 8 times, with percentage 4,6%. Criticizing or justifying authority was the rarely shown which is 7 times, with percentage 4,02%. Accepts and uses idea of students was the rarest shown which is 6 times, with percentage 3,44%. The evaluated of teacher"s talk interaction quality that teacher focus on two interactions are asked questions and giving direction.

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INTRODUCTION

Discourse Analysis is concerned with the studying of the relationship between language and the context. It is the way researchers investigate how language makes meaning in context. There are two kinds categorize of Discourse; spoken and written discourse. The spoken and written discourse deals with the analysis of language beyond a sentence boundary.

Units such as paragraphs, conversations, interviews, and etcetera will be analysed by discourse as language form larger meaningful units. McCarthy (1991) stated that discourse analysis is study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. Discourse can be called as sharpen complex process, because many interacting elements or components should be comprised. The cultural, social, psychological, situational, personal aspects of life, and political are interact and arises out with mental constructs.

Related to the spoken discourse, classroom interaction is one part of spoken discourse. Teacher and Students always interacts with others to socialize their lives in order to understand each other. They have their own way to do it. In this case, they use a different language conversation to show what their purpose and expectations. The interaction may happen everywhere for example in the classroom is seen as an essential part of teaching learning process. Classroom interaction process of two or more people involved together in declaring and accepting messages in the form of ideas, feelings or opinion that happened in the classroom (Astuti, 2011). In the EFL classroom, one of the most important parts of the teaching and learning process is the interaction that occurs between teachers and learners. Lasac (2011) believes that it is in the classroom the patterns of thinking should be set, attitudes should be shaped and participation can influence students" self-confidence to the learning. Therefore, the interaction should be built well for both students

and teacher so they can be engaged to the learning materials well.

The Teacher's language or teacher talk that used has crucial role may controlling the successful of English learning process. Learning activity of the students such as building a joint and share the educational knowledge may guide by Teacher talk. Mercer (1995) assumed in attempting to guide learning, the teacher uses talk to do three things, are; (1) Elicit relevant knowledge from students, so that they can see what students already know and understand; (2) Respond to things that students say, (3) Describe the classroom experiences that they share with students in such a way that the educational significance of those joint experiences is revealed and emphasized. Hopefully by teacher talks the students more active in English classroom interaction.

Another important aspect of teaching is evaluation or assessment. Evaluation is a process of measuring and assessing as a follow-up effort to determine the success or failure of the learning process or it can also be interpreted as an ongoing process of gathering and interpreting information to assess decisions made in designing a teaching system. According to Tuckman (1975) said that evaluation is a process to find out or test whether an activity, the activity process is in accordance with the specified objectives or criteria. Evaluation or assessment in teaching is not only carried out on learning outcomes, but also must be carried out on the teaching process itself. By this evaluation, a revision of the teaching program and the teaching implementation strategy can be carried out. Evaluation of the teaching process has received less attention compared to research on the teaching results achieved by students. Therefore, teaching remedial efforts are rarely carried out by teachers so that the teaching-learning strategy does not show a significant change from time to time and from situation to situation. This trend occurs at almost all levels and levels of education.

In the studies of various teachers talk agreed that teachers have power in the class to guide their students. However, by using their talks, the teacher may influence students got

something new or even to do something (Siregar et al., 2023; Nasmilah, 2023; Meneses et al., 2023; Aas, 2022; Wahyuni et al., 2022; Khusna et al., 2022; Dale et al., 2022; Altamirano et al., 2022; Laoli, 2022; Indriyani et al., 2022;

Jayalath, 2021; Karuniasih et al., 2021; Rahayu & Syahrizal, 2020; Herviani, 2020; Buma & Nyamupangedengu, 2020; Yamin et al., 2020; Jin & Webb, 2020; Fitriati et al., 2020; Suciati, 2019; Chase et al., 2019; Iswara et al., Huriyah & Agustiani, 2018; Alijani & Barjesteh, 2018; Jing & Jing, 2018; Glover, 2018; Veen et al., 2017; Biesta et al., 2017; Basra & Thoyyibah, 2017; Stanley & Stevenson, 2017; Nurpahmi, 2017; Kurniawati & Fitriati, 2017; Cao, 2016; Maghfiroh & Nugroho, 2015; Pujiastuti, 2014; Rezaee & Farahian, 2012). On the other hand, the studies of various classroom interaction deal with teachers as a central for how teaching learning process looked like and running well (Harjanto et al., 2022; Cherng et al., 2022; Bukari et al., 2022; Widyasari & Dardjito, 2022; Ayunda et al. 2021; Prestigiacomo et al., 2020; Lestari, 2018; Sari et al., 2018; Wasi"ah, 2016).

In English classroom interaction, the English language is a language used by teacher for teaching and communication during teaching and learning process. Unfortunately, there are many teachers lack of awareness that their talks have function to keep the interaction running well. In this case teachers talk play an essential role in classroom interaction since it can facilitate students to enhance their levels of comprehension toward the learning materials and further encourage them to be more active during the learning process.

The interaction in teaching and learning process may smoothly happen if both of teacher and students supporting each other. In fact, teacher and student have different characteristic in expressing their interaction. So that way, evaluation the quality of teacher"s talk will be interesting to be investigate, it will be viewed after the realization of teacher"s talk, then evaluate the teacher"s quality. Thus, this study is expected to be reference by which teacher could consider the evaluation of classroom interaction after teachers

talk realization of their students in mastery of English.

By considering the explanation above, an ideal classroom interaction with balancing proportion of teacher"s talk also some problems and needed from students in learning English as a formal classroom interaction. This study is intended to evaluate the quality of teacher's talk in English classroom interaction at SMPIT Cahaya Bangsa Semarang based on Flanders Interaction Analysis Categorize System (FIACS) that proposed by Flanders (1989). In achieving the extensive analysis, the study investigates seven questions: How is the quality of the teacher in lecturing in English language class at SMPIT Cahaya Bangsa Semarang? (1) How is the quality of the teacher in lecturing in English language class at SMPIT Cahaya Bangsa Semarang? (2) How is her quality in criticizing or justifying authority in English language class at SMPIT Cahaya Bangsa Semarang? (3) How is her quality in giving direction in English language class at SMPIT Cahaya Bangsa Semarang? (4) How is her quality in accepting feeling in English language class at SMPIT Cahaya Bangsa Semarang? (5) How is her quality in praising and encouraging in English language class at SMPIT Cahaya Bangsa Semarang? (6) How is her quality in accepting and using idea of students in English language class at SMPIT Cahaya Bangsa Semarang? (7) How is her quality in asking questions in English language class at SMPIT Cahaya Bangsa Semarang?

METHOD

Descriptive qualitative approach used as the design of this study since involve human behavior in natural setting. Descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately (Isaac & Michael, 1981, p.46). Using a descriptive qualitative approach this present study explained the evaluation of teacher"s talk quality in English classroom interaction.

The subjek of this study was an English teacher. She was teaching English for about ten

years. The object of this study will be the eighth grades of SMPIT Cahaya Bangsa Semarang. In the eighth grade consist of twenty nine students. The data was collected used audio recording and observed for two class meetings at eighth grade of SMPIT Cahaya Bangsa Semarang which took approximately 160 minutes. In this study, the human also as the instrument for collecting the data because the researcher hisself observe directly in the class. The main instrument of this research is researcher itself since in qualitatife studies: the human investigator is the primary instrument for gathering and analyzing the data (Ary et al., 2006).

RESULTS AND DISCUSSIONS

The findings discussed the evaluate of teacher"s talk quality in lecturing, criticizing or justifying authority, giving direction, accepting feeling, praising and encouraging, accepting and using idea of students, and asking questions during English classroom interaction. The data analyzed by Flanders Interaction Categorize System (1989) that consider seven aspects in evaluate teacher"s talk quality. Once the transcriptions were analyzed using FIAC system, the following are showed teacher"s quality during interaction in English language class.

The Teacher's Quality in Lecturing in English Language Class

This part, the study discuss about teacher"s quality in lecturing English class. Lecturing categorized as first part of direct teacher talk in class interaction. This is a way of teacher giving facts, information, or opinions about the content or procedures, expressing her own ideas and giving own explanation. In this context, lecturing is rarely shown by the teacher. It occurs when the teacher gives information or explanation about something that related to the content of the lesson. Overall the teacher has shown quality in lecturing 14 times in 2 meetings in class interaction with percentage 8.04%. The quality of teacher in lecturing during interaction in English language class as be seen below:

At the first meeting – Extract 2

202	T	Okay no, We continue "becareful" … Abi be careful there is CCTV in yours!
203	S2	=Say Hii
204	T	Say Hii to me I"m as CCTV. It"s mean when there is CCTV you say hiii, you are good person … Why? You don"t do anything, but when someone just want to take something and then without permission, it"s mean they will be careful. Now … what"s more? How about "warning"?
205	SS	All of them same
206	T	Okay, All of them same but the level is different.
207	SS	Yes

On the extract 2 above, teacher"s lecturing quality showed by gave an opinion about the use of "be careful" expression. After that, she continued by explant that notice and warning are different in the levels of danger.

At the second meeting – Extract 5

89	T	So, when I want to say, What happen just now? So, I cansay this color before was orange … Do you get the differences? Yes
90	S	This color before was orange because
91	T	now we don't have orange color… Do you understand what I say? Yes
92	S	

On the extract 5 above, teacher"s lecturing quality showed to give information about the used of "was" for the past event. Next, the teacher continued by gave brief explanation about activity in the past event.

The Teacher's Quality in Criticizing or Justifying Authority in English Language Class

This section, the study discuss about teacher"s quality in criticizing or justifying authority English class. Criticizing or justifying authority categorized as second part of direct teacher talk in class interaction. There are two types of criticizing: first, the teacher criticizes learner behavior such as; rejecting the behavior of learners, trying to change the non-acceptable behavior, communicating anger, displeasure, and annoyance with what the learner is doing. The second type, the teacher criticizes learner response like; telling the learner his response is not correct or acceptable. In this context, criticizing or justifying authority is rarely shown by the teacher and wholly the teacher criticizes students response. It occurs when the teacher correct students response and gives the correct statement based on teacher"s view that related to the lesson. Overall the teacher has shown quality in criticizing or justifying authority 7 times in 2 meetings in class interaction with a percentage of 4,02%. The following are quality of teacher in criticizing or justifying authority during interaction in English language:

At the first meeting – Extract 16

/in the office/ in the stair/

21	S	
		But, this is car park, okay thereis special word "this car park"
22		… when this notice we put in the school you can say "This area is under CCTV" so information. This is notice, this is warning, I will tape here!

On the extract 16 above, teacher"s quality in criticizing or justifying authority showed to respond student"s answer. Unfortunately, the responds from students cannot be accepted by the teacher. She continued to explain and emphasize based on picture situation that showed.

The Teacher's Quality in Giving Directions in English Language Class

In this finding, the study discuss about teacher"s quality in giving directions in English class. Giving directions categorized as third part of direct teacher talk in class interaction. The teacher plays many roles in the class. The prime role is as director in the learning process. In the classroom setting, teacher directions are very important to keep the process of teaching and learning flowing smoothly and efficiently. Mostly the teacher gives direction or command in directive sentences. In this context, giving directions was often shown by the teacher during learning process. It occurs when the teacher giving direction or command to do or finishing something during class interaction and add exclamation mark in the end of sentence. Overall the teacher has shown quality in giving directions 47 times in 2 meetings in class interaction with a percentage of 27,01%. The following are showed teacher"s quality in giving direction in English language class:

At the first meeting – Extract 22

28	T	Please give applause to you!
29	SS	(All students clap their hands)
30	T	And the next "Warning", Okay spell it!
31	SS	/[ˈdʌbəljuː]/[eɪ]/[ɑr]/[en]/[aɪ]/[en]/ [dʒiː]/(Warning)
32	T	Okay, give applause to you!
33	SS	(All students clap their hands)

On the extract 22 above, teacher"s giving direction showed by said imperative expression that was "Please give applause to you!". Next, the teacher asked students to spell the word "warning" and all students spell it. In the last dialogue, the teacher continued asked them to give applause and all students clap their hand.

At the second meeting – Extract 49

38	T	Can you lauder please! That issure, you are right! you are good! … Okay can you say more? tell to your friends … so all of your friends listen what you say. What is recount?
39	S3	A Text telling past experience
40	T	Okay, you repeat it! Thankyou Panji … Okay repeat "A Text..
41	SS	=which retell event or experience in the past".
42	T	Any one of you try to write down on the…
43	S3	(One of students rising his hand to write down t he definition of recount Text)
44	T	Okay Please! Recount … A text which …retell …experience which retell even (The teacher read the definition that wrote by student) Okay give applause! Thank you Haidar, good job! Do you understand it?
45	S3	Yes
46	T	Okay Please! Text recount because we have word "text" here … so we can say recount text. What is recount text?

On the extract 49 above, teacher‟s giving direction quality showed to ask students speak louder because what he said was not clear for some of students. After that the teacher asked another student to write down definition of recount text on the glass board. In the last dialogue, the teacher asks students to give applause because there was student who has wrote down in front of the class.

The Teacher's Quality in Accepting Feeling in English Language Class

In this section, the study discuss about teacher‟s quality in accepting feeling in English class. Accepting feeling categorized as first part of indirect teacher talk in class interaction. The teacher accepts and clarifies an attitude or the feeling of learner in non-threatening manner. During the observation and video recorded, teacher never mocks or refuses the learners‟ unacceptable behaviors in threatening manner. Accepts feeling is considering and clarifying attitudes or feeling tones of a learner in what situation or conditions may be positives or negative feelings. In this context, accepting feeling was rarely shown by the teacher during learning process. Overall the teacher has shown quality in accepting feeling 8 times in 2 meetings in class interaction with a percentage of 4,6%. The following are showed teacher‟s quality in accepting feeling in English language class:

At the first meeting – Extract 70

14	T	Caution, notice, and warning … before I continue our lesson, Who is absent today? … There are two empty chairs.
15	SS	/Gian/ Rasyid/
16	T	What happen with Rasyid?
17	SS	We don‟t know
18	T	=And, What happen with gian?
19	SS	He was sick

accepting feeling showed by checking students condition. The teacher questioned the existence of two students because at that time there were two empty chairs. The students respond it that they didn‟t get information about the sick of students.

The Teacher's Quality in Praising and Encouraging in English Language Class

In this finding, the study discuss about teacher‟s quality in praising and encouraging in English class. Praising and encouraging

categorized as second part of indirect teacher talk in class interaction. There are many ways in giving the rewards for learners. As an example by saying „good‟, „that‟s right‟, „great‟, „amazing‟, etc. Those are categorized as immediate reward. In this case, teacher likes to give immediate verbal praises to learner after they answer the teacher‟s question than give immediate verbal encourages. In this context, praising and encouraging was often shown by the teacher during learning process. Overall the teacher has shown quality in giving directions 16 times in 2 meetings in class interaction with a percentage of 16,66%. The following are showed teacher‟s quality in praising and encouraging in English language class.

At the first meeting – Extract 78

	T	Notice is information, Caution is information, and Warning is information. Okay good proud of
40		you! We want to know the differences all of them. We have known about the similar all of them are information. So, What‟s more?
41	S4	Mmm … prohibition!

On the extract 78 above, teacher‟s praising and encouraging showed by said immediate verbal praise to students after they can answer the similarity definition of notice, caution, and warning.

The Teacher's Quality in Asking Questions in English Language Class

In this section, the study discuss about teacher‟s quality in asking questions in English class. Asking questions categorized as fourth part of indirect teacher talk in class interaction. The teacher usually asked some question related to the material that was intended to gain the student's answer and responses. In this context, asking questions was the most frequently shown by the teacher during learning process. Overall the teacher has shown quality in asking questions 63 times in 2 meetings in class interaction with a

percentage of 36,2%. The following were quality of teacher in asking questions during interaction in English language:

At the first meeting – Extract 112

20	T	Okay Well … Now before wecontinue our lesson, I will to know, Have you know about … what is pronounce? Do you know Notice?
21	SS	/Information/*Peringatan/*
22	T	Information! … To give information! Okay good!. and what‟s more do you want to add the information from Abid and Diaz? What‟s more about notice? How about caution, do you know? Because we will know about it! Now, how do you spell the word "Notice"?
23	SS	/[en]/[oʊ]/[tiː]/[aɪ]/[siː]/[iː]/(Notice)

On the extract 112 above, teacher‟s asking questions to know student‟s basic knowledge about notice. After that, the teacher asked students to spell the word "notice" in order to know their spelling ability.

At the second meeting – Extract 145

55	S5	A text which retell event or experience in the past.
56	T	Can we make it simple?
57	S5	Yes, of course!
58	T	Can you make it simple?
59	S2	Telling event in the past
60	T	That is simple?
61	SS	Yes
62	T	Okay … What is recount text? Please you can only say in the simple text "Telling event inthe past" is it right?
63	SS	Yes
64	T	Okay, Thank you! What is recount text?
65	S2	Retell event in the past

On the extract 145 above, teacher"s quality in asking question showed to guide students in construct their opinion about definition of recount text. The teacher asked the students to elaborate the instruction and their basic knowledge.

CONCLUSION

Based on results and discussions, the study found that teacher shown seven main finding of teachers talk. The first finding was about teacher"s quality in lecturing in English language class. The teacher used some ways in doing lecturing such as giving information, giving idea, and giving fact. The results have shown that teacher"s quality in lecturing interaction is quite rare shown during the learning process. At the first meeting showed 3 times in lecturing related to the material, with a percentage of 3.37%. Whereas, at the second meeting which also lasted for 2 lesson hours the teacher showed 11 times in lecturing related to the material, with a percentage of 12.94%. It can be concluded that the teacher shows lecturing more often at the second meeting than at the first meeting. From the total of 2 meetings, in this study the teacher showed 14 times in lecturing, with a percentage of 8.04%.

The second finding was about teacher"s quality in criticizing or justifying authority in English language class. The teacher shown both of criticized learners respond and learners behaviour in criticizing or justifying authority. The results have shown that teacher quality in the interaction of criticizing or justifying authority is rarely shown during the learning process. At the first meeting showed 2 times in criticizing or justifying authority during lesson with a percentage of 2.24%. Whereas, at the second meeting which also lasted for 2 lesson hours, the teacher showed 5 times in criticizing or justifying authority during lesson, with a percentage of 5.9%. It can be concluded that teachers more often show the quality of criticizing or justifying authority at the second meeting than at the first meeting. From the total of 2 meetings, in this study the teacher showed 7 times in criticizing or justifying authority, with a percentage of 4,02%.

The third finding was about teacher"s quality in giving direction in English language class. The teacher giving instruction or command in doing giving direction interaction by raised her voice. The results have shown that teacher quality in giving direction is often shown during the learning process. At the first meeting showed 27 times in giving direction during lesson with a percentage of 30,33%. Whereas, at the second meeting which also lasted for 2 lesson hours, the teacher showed 20 times in giving direction during lesson, with a percentage of 23,52%. It can be concluded that teachers more often show the quality of giving direction at the first meeting than at the second meeting. From the total of 2 meetings, in this study the teacher showed 47 times in giving direction, with a percentage of 27,01%.

The fourth finding was about teacher"s quality in accepting feeling in English language class. The teacher was considering and clarifying attitude or feeling of learner in what situation or conditions in the positive ways. The results have shown that teacher quality in accepting feeling is rarely shown during the learning process. At the first meeting showed 6 times in accepting feeling during lesson with a percentage of 6,74%. Whereas, at the second meeting which also lasted for 2 lesson hours, the teacher showed 2 times in accepting feeling during lesson, with a percentage of 2,35%. It can be concluded that teachers more often show the quality of accepting feeling at the first meeting than at the second meeting. From the total of 2 meetings, in this study the teacher showed 8 times in accepting feeling, with a percentage of 4,6%.

The fifth finding was about teacher"s quality in praising and encouraging in English language class. The teacher shown both of immediate verbal praises and immediate verbal encourages during learning process. The results have shown that teacher quality in praising and encouraging is quite often shown during the learning process. At the first meeting showed 15 times praising and encouraging during lesson with a percentage of 16,85%. Whereas, at the second meeting which also lasted for 2 lesson

hours of lessons, the teacher showed 14 times in praising and encouraging during lesson, with a percentage of 16,5%. It can be concluded that teachers more often show the quality of praising and encouraging at the first meeting than at the second meeting. From the total of 2 meetings, in this study the teacher showed 29 times in praising and encouraging, with a percentage of 16,66%.

The sixth finding was about teacher‴s quality in accepting and using idea of students in English language class. The teacher attempts to clarifies, builds, summarizes, and developed questions from learners respond. The results have shown that teacher quality in accepting and using idea of students is rarest shown during the learning process. At the first meeting showed 4 times accepting and using idea of students during lesson with a percentage of 4,5%. Whereas, at the second meeting which also lasted for 2 lesson hours, the teacher showed 2 times in accepting and using idea of students during lesson, with a percentage of 2,35%. It can be concluded that teachers more often show the quality of accepting and using idea of students at the first meeting than at the second meeting. From the total of 2 meetings, in this study the teacher showed 6 times in accepting and using idea of students, with a percentage of 3,44%.

The last finding was about teacher‴s quality in asking questions in English language class. The teacher asked some questions related to the material that was intended to gain the student's answer, responses, and information. The results have shown that teacher quality in asking questions is most frequently shown during the learning process. At the first meeting showed 32 times asking questions during lesson with a percentage of 35,95%. Whereas in the second meeting which also lasted for 2 hours of lessons, the teacher showed 31 times in asking questions during lesson, with a percentage of 36,5%. It can be concluded that teachers more often show the quality of asking questions at the first meeting than at the second meeting. From the total of 2 meetings, in this study the teacher showed 63 times in asking questions, with a percentage of 36,2%.

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