


AN ANALYSIS OF TEACHER TALK IN THE BILINGUAL CLASS AT NON ENGLISH DEPARTMENT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 10,2024 Revised: January 25,2024 Accepted: : March 15,2024 Published: : June 30 ,2024</p> <p>Keywords: Classroom Interaction Teacher Talk Bilingual Class</p>	<p>This study aims to find out the way of teacher talk used by the teacher in classroom interactions. The interaction focuses only on the teacher. The subjects of this study were two lecturers who teach bilingual classes, Faculty of Social and Political Sciences, Muhammadiyah University of Makassar. This study uses observation and interviews as instruments to collect data. Based on the results of the study, it was found that in bilingual class interactions, lecturers used all types of teacher talk. The types of teacher talk used in bilingual classes are indirect influence and direct influence. The use of teacher talk in bilingual classes is adjusted to the skills being taught, namely speaking and listening. In using teacher talk in speaking class, the lecturer makes the class interactive. Meanwhile, in the listening class, the lecturer dominates the form of teacher talk. In a bilingual class, the language used by the lecturer is adjusted to the students' abilities. In the listening class, the lecturer uses Indonesian dominantly because what is taught is tenses. And in the speaking class, the lecturer uses the dominant English language in order to train students' English language skills and make students accustomed to using English to interact in class.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

English is an international language so English is important to learn. In the educational system in Indonesia, almost every level of education learns English even though the curriculum used makes English a foreign language. As for the effort so that each level of education can learn English as well as study the fields of interest to students at the same time, namely implementing a bilingual education program. According to (Puasa et al.,

2017). Bilingual is a class that learns two languages at once, where English is the destination language and Indonesian is the first language but still focuses on each department.

In the process of language learning, especially in a bilingual class, the lecture has an important role to build a communicative classroom atmosphere. Communication between lecture and students in the classroom is called Classroom Interaction. This is in line with the opinion (Sundari, 2017) that Classroom interaction is a center for language teaching and learning. classroom interaction is the most important to be able to communicate between the lecture as a language source and the students as recipients of language. Establishing communication in the classroom requires a balance between lecture and students, communication cannot run well when only the lecture dominates, of course, students must also actively participate in the learning process. Students participate when they are able to understand what the teacher is saying, this requires a good form of Teacher Talk conducted by the teacher. The lecture must use the form of teacher talk that is easy to understand in classroom interaction (Kirahla & Tyas, 2020)

Teacher talk is considered important in language classes.(Starr, 2017) Everything a lecturer says in the classroom is referred to as "teacher- talk." Material, context, intonation, style, and vocabulary are all parts of this. Because all aspects of learning come from the lecture, the lecturer needs more time to talk than the students. According (Behtash & Azarnia, 2015) found that almost 75% of the time in class was occupied by the lecture while 20% of the speaking time was for students. The lecture controls class time because it is the teacher who gives instructions, and directions, asks questions, and comments, and delivers material. According to (Mulyati, 2013) There were a few interactions that the lecture mostly used, including: (1) asking students for their knowledge, (2) inviting students to speak, (3) praising or encouraging students, and (4) correcting students ' discourse.

The form of interaction that occurs in the classroom between lecture and students in the bilingual class at English Teaching and Learning Process. Two languages are required, namely Indonesian and English. But the lecture must also pay attention to the level of language used, as well as how much time is used to speak English. This is because students' ability to speak English is different except for some students who have a history of using English at home or in their environment. According to (Sagita, 2018) In a bilingual class, the lecturer must act as a facilitator to teach students content according to majors and be able to use the target language at one time.

Previous research explained that (Puasa et al., 2017) lectures in bilingual classes do take a long time because they have to use two languages at a time, but slowly use Indonesian (as the mother tongue) when they are unable to translate the target language or sometimes students do not understand the material because the teacher uses English in delivering learning. The involvement of students in classroom interaction is also influenced by the level of teacher talk used by the teacher. This results in students who do not have a foundation in English which tend to be difficult to respond to, understand, and engage in interactions.

The use of teacher talk must also be adjusted to the ability of students. Although bilingual classes require to use of two languages, this becomes a problem for some students who do not have a good basic to speak English. Moreover, in the department of public administration, students are required to study the content according to their major by using English. Not infrequently lecturers who teach in bilingual classes use their time to use English continuously and do not pay attention to the difficulty of students understanding what is conveyed by the lecture. However, this also cannot be said to be wrong, this is because the bilingual class is intended to make students able to speak English but still understand the context of the material according to the department.

The use of teacher talk in bilingual classes is often a problem for students in understanding the material. But when lecturers indulge students by continuously using Indonesian, this is certainly not in accordance with the main goal of a bilingual class. As for lecturers that use two languages at once, this requires more time that will be used by the teacher and will make students less involved in honing English skills and make students passive in speaking.

Several previous studies have discussed teacher talk and how students respond to the language used by the teacher. As explained by (Puasa et al., 2017) found that students responded and responded using language according to the language used by the lecture. Other researchers also found that teachers would switch the language from English to Indonesian to adjust to students' understanding, this is explained in the study (Zenitha, 2020)

In accordance with the conditions in the bilingual class that have been described as well as several previous researchers, it is necessary to conduct research in the bilingual class majoring in public administration to see how teachers adjust the form of teacher talk with content according to the department. So the researcher chose to analyze teacher talk in the bilingual class non-English department at the department of Public Administration on the Faculty of Socio-Politics in Universitas Muhammadiyah Makassar.

RESEARCH METHOD

The research method used in this research was descriptive qualitative. According (L.R Gay, Geoffrey E.Mills, 2012) To better understand a particular phenomenon of interest, qualitative research involves gathering, analyzing, and interpreting extensive narrative and visual (i.e., nonnumerical) data. In this research it was related to the types of teacher talk in the bilingual class. The subject of this research was two Lecturers from a Bilingual Class at the Department of Public Administration on the Faculty of Socio-Politic in the Muhammadiyah University of Makassar.

This research used observation checklist and unstructured interviews as the instrument and assisted by video recording as a form of observation documentation in the learning process to see teacher talk used by teachers in bilingual classes. In (L.R Gay,

Geoffrey E.Mills, 2012) conducting class observations will make the data more complete and the information obtained will be more objective and interviews are research instruments to obtain more than one piece of information, interviews can also help researchers to help obtain in-depth information from observations. In analyzed the data, there are three steps by (Miles et al., n.d.) there are do data reduction, data display, conclusion.

RESULT AND DISCUSSION

This section presents the results of data analysis regarding teacher talk in bilingual classes. The researcher found two types of teacher talk used by teachers in bilingual classes, namely:

Indirect Influence

Based on the data that has been analyzed, indirect influence occurs in bilingual classes, namely where the accepted feeling is related to the way the teacher communicates about the past, present, and future feelings of students in a non-threatening way. Praise or encourage is carried out by teachers in bilingual classes by providing motivation or encouragement to students to be more active in class interactions and then the teacher gives appreciation. Using ideas of students occurs so that new topics emerge in the interactions between lecturers and students so as to encourage students to be more active in expressing opinions. And the last type of teacher talk is asking questions in which the lecturer gives several stimulus questions to measure students' abilities or understanding. Of the four types of indirect influence that occur in the bilingual class, the most dominating is praise or encouragement. Indirect influence is a type of teacher talk that is used by teachers to control, regulate, direct students during the learning process.

In previous research by (Sagita, 2018), the teacher accepted students' feelings by asking questions without threatening students. And in previous research by (Nurpahmi, 2017) praise or encourage is often used by teachers in class to motivate students to practice speaking. This research is also supported by previous research by (Nuraeni & Wahab, 2020) that praise or encourage and asking questions dominate the use of teacher talk of the indirect influence type.

Direct Influence

Based on the data that has been analyzed, the types of direct influence used by teachers in bilingual classes are lecturing, designing, correcting, giving directions, and translating. The lecturing used in the bilingual class is lecturing expository and lecturing recitation. Criticizing is done when giving criticism for vocabulary, pronunciation, and for the meaning of sentences that are sometimes inappropriate. For translating it is used by the teacher when he sees the class atmosphere which sometimes does not understand what is conveyed in English or conveys the meaning of the sentence being spoken. Giving direction that occurs in a bilingual class is that the lecturer gives directions or instructions to students in a comprehensive way or one by one. Correcting is done by the teacher when students

make mistakes and the teacher teaches or helps students to correct these mistakes. The direct influence that is often used by lecturers in bilingual classes is lecturing.

This research contradicts previous research by (Sagita, 2018), in previous studies it was found that teachers rarely use lecturing in class. But on the other hand, research by (Aisyah, 2016) conveyed that the use of lecturing dominated the direct influence type, this study found 40.77% of the use of lecturing in the learning process. This research is also supported by previous research, namely (Kirahla & Tyas, 2020), saying that the teacher uses lecturing in detail, and explains the theory in detail to students.

CONCLUSION

During the learning process, it is important for the teacher to adjust the language used according to the students' ability to understand. In the learning process in the bilingual class, the teacher does not dominate the use of English, this is to adjust the students' ability to understand what is conveyed by the teacher. In communicating with students the teacher uses several types of teacher talk including indirect influence and direct influence. This makes students more active in the learning process. The type of indirect influence dominated by praise or encourage and asking questions. In direct influence dominated by lecturing.

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