

THE TEACHER AND LEARNERS TALKS IN THE ENGLISH CLASSROOM INTERACTION AT THE TENTH GRADE OF SMA 2 WAJO

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ABSTRACT

The objectives of this research were to find out the types and levels of classroom interaction between teacher and learner in English learning at the Tenth Grade of SMA 2 Wajo, to find out the teacher's way to stimulate and encourage the students to engage in learning at the Tenth Grade of SMA 2 Wajo, and to find out the students involvement in the English teaching-learning at the Tenth Grade of SMA 2 Wajo students related to their interaction. The design of this research was Descriptive Qualitative Research, where the data collected by using two instruments: Observation Checklist and Interview. The research used purposive sampling Technique by choosing 30 samples. The researcher analyzed the data by transcribing interviews, describing observation checklist and using researchers' notes during the observation take place. The first finding of this research showed that the types of classroom interaction of teacher talk were lecturing, giving direction and criticizing. The types of classroom interaction of learner talk were initiation especially expressing their own ideas. The second finding of this research showed that teacher stimulated and encouraged the students by changing their opinion each other in good learning process at classroom. The third finding of this research showed that the students involved themselves by respond the teacher's question and give comments. Therefore, the researcher concluded that the interaction between teacher and learner were absolutely interactive at classroom.

Keywords: *Teacher Talk, Learner Talk, Classroom and Interaction.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan tingkat interaksi kelas antara guru dan pelajar dalam pembelajaran bahasa Inggris di Kelas X SMA 2 Wajo, untuk mengetahui cara guru untuk merangsang dan mendorong siswa untuk terlibat dalam belajar di sekolah. Kelas X SMA 2 Wajo, dan untuk mengetahui keterlibatan siswa dalam pembelajaran bahasa Inggris di kelas X SMA X 2 Wajo siswa terkait dengan interaksinya. Desain penelitian ini adalah Penelitian Kualitatif Deskriptif, dimana data dikumpulkan dengan menggunakan dua instrumen: Daftar Periksa Pengamatan dan Wawancara. Penelitian ini menggunakan teknik purposive sampling dengan memilih 30 sampel. Peneliti menganalisis data dengan menyalin wawancara, menggambarkan daftar observasi dan menggunakan catatan peneliti selama pengamatan berlangsung. Temuan pertama dari penelitian ini menunjukkan bahwa jenis interaksi kelas dari pembicaraan guru adalah memberi kuliah, memberikan arahan, dan mengkritik. Jenis-jenis interaksi kelas dari pembelajaran pembelajar adalah inisiasi terutama mengekspresikan ide-ide mereka sendiri. Temuan kedua dari penelitian ini menunjukkan bahwa guru merangsang dan mendorong siswa dengan mengubah pendapat mereka satu sama lain dalam proses pembelajaran yang baik di kelas. Temuan ketiga dari penelitian ini menunjukkan bahwa siswa melibatkan diri

dengan menjawab pertanyaan guru dan memberikan komentar. Oleh karena itu, peneliti menyimpulkan bahwa interaksi antara guru dan siswa benar-benar interaktif di kelas.

Kata Kunci: Guru Berbicara, Siswa Berbicara, Interaksi dan Ruang Kelas.

Introduction

There are so many possible ways of stimulating communicative interaction. Therefore, the successful realization of the language for communication depends on the genuine student's involvement in the relevant teaching learning activity. For achieving the visions as the writer states above, good atmosphere of teaching-learning process is very required, especially in the English classroom where the dynamic interaction of teacher and students in the class is implemented, where the network of shared meaningfulness, which binds together in the mind of teacher and students emerges (Tudor, 2001:45).

In order to know more about classroom interaction of English teaching-learning process in the large class, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction. Interaction occurs when the teacher teaches in the classroom and he makes contact with the students during the teaching and learning process. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process. It is clear that to get better result on teaching English especially in Senior High School has to be developed by improving the quality of the teacher and learner talk because they will govern the classroom behavior. Moreover, while the teaching-learning occurs, interaction is foremost, avoid the blank moment during teaching learning process, both teacher and learners there must be interaction, both of them should be active in the classroom.

In fact, present curriculum demand the teacher and learner to be active in the classroom. Teacher and learners of SMA 2 Wajo have applied English teaching-learning in the classroom. It is emphasized on process of gaining knowledge and applying the skill of learners, where here the teacher is a facilitator. Based on the elaboration above, and taking consideration of the significant role of classroom interaction in teaching – learning process, the researcher is interested to conduct a research by the title : The Teacher and Learners Talks in the English Classroom Interaction at the Tenth Grade of SMA 2 Wajo.

Content and Methods

Content

According to Flanders (1989) there are types Classroom Instruction. Those are:

1). Types of Teacher Talk

The teacher should understand about the teacher talk itself. The teacher should know about the types of teacher talk, aspects of the teacher talk, thus they can consider it while in the classroom. Teacher talk is language is typically used by the teachers of foreign language classroom. Teacher talk also has a special purpose in the foreign language learning. Its goal is to communicate with students and to develop students' foreign language proficiency. Flanders' system is an observational tool used to classify the verbal behavior of teacher and learner as they interact in the classroom. Flanders' instrument was designed to observe only the verbal communication in the classroom and non-verbal gesture are not taken into account. This research refers to Flanders' Interaction Analysis, which categorized teacher talk that takes places in the classroom. Categorizations are divided into main initiation categories according to Flanders (1989):

- a) Lecturing were giving fact or opinion about the content procedures, expressing his/her own ideas and giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is...
- b) Giving Direction were giving direction and giving commands or orders to which a learner is expected to comply.
Please, open your book on page.....,
- c) Criticizing was statement intended to change learner behavior from non-acceptable to acceptable.
Don't be noisy!.

2). Types of Learner Talk

Learner talk were divided into three aspects namely:

- a) Learner talk response was learner give response to teacher.
T: So is the map right or wrong?
S: Wrong
- b) Learner talk initiation was expressing own ideas

T: what is the pattern of simple present tense?

S: S+Verb

Methods

The method of this research is Descriptive-Qualitative. It was investigated what actually happens inside the classroom (i.e. investigating and describing classroom interaction that occurs in the classroom) and is done for the purpose of learning (Alwright and Bailey 1991). It was descriptive-qualitative in nature. It describe the phenomena that occur in the classroom. The population of this research was English Teacher and Student at the Tenth Grade of SMA 2 Wajo. The researcher took one Teacher and a Class of Student in Tenth Grade SMA 2 Wajo that consisted of 30 students, where 20 female and 10 male.

In choosing sample, the researcher chose the class because, it fulfilled some criteria that related with this research. One of criterion was mix-language that teacher and learner use in classroom. The instrument this research, the researcher used observation checklist and unstructured interview to get information about interaction of teacher talk and learner talk in classroom. The function of the research instrument was to know the interaction between students and teacher in the classroom.

Discussion

The researcher has finished the research procedure such as, observation and interview. It can be seen from the result both of observation and interview. Below are the detail answer of the research questions, the answers from the observation and interview lead to answer the research questions.

1.Types of Classroom Interaction between Teacher and Learner in English Learning.

a. Types of Teacher Talk Occur in Classroom Interaction

In the types of teacher talk, it was divided into three aspects namely: lecturing, giving direction and criticizing. In which teacher talk identified the utterance that produced by the teacher during teaching learning process. Observations done by the researcher to see the types of teacher talk occur in the classroom. Furthermore, interview was helped the researcher to collect the teacher talk in the classroom. Therefore, after analyzed the observation and interview, it was found that the types of teacher talk used by the teacher such as lecturing, giving direction and criticizing.

b. Types of Learner Talk Occur in Classroom Interaction

In the types of learner talk, it was divided into three aspects namely: learner talk response, learner talk initiation and silence or confusion. In which the learner talk identified the utterance that produced by the learner during teaching learning process, Observation done by the researcher to see the types of learner talk occur in the classroom. Furthermore, interview was helped the researcher to collect the learner talk in the classroom. Therefore, after analyzed the observation and interview that found out: Learner Talk Responding, Learner Talk Initiating, and Silence or Confusion

2. Teacher Stimulates and Encourages the Learner to Engage in Learning

Based on the observation that has been done by the researcher in the classroom while teaching learning process, the researcher found that the pattern of classroom interaction was individual work. It was proven by the teacher always ask them to made interaction. It could be described that the classroom interaction both of teacher and learner is absolutely interactive. It means that the teacher and learners made good interaction each other.

3. Learner Involves Themselves in Interaction during Teaching-Learning

Learner interaction happened during teaching learning process, the teacher mostly used individual work than group assignment. When the teacher gives task to the learners and they find some difficulties in understanding the material or sometimes don't know the meaning of a word in English. They chose to discuss with their friend rather than ask to the teacher.

Result

In the result section, the researcher showed the answer of the first research question about the types of teacher talk occur in the classroom interaction, the second research question were the types of learner talk occur in the classroom interaction and last research question were how the interaction between teacher and learner in the classroom. The descriptive of interaction attached every single types of talk both of teacher and learner. The pattern of classroom interaction has been presented on the data result in the previous part of this chapter.

1. Types of Classroom Interaction between Teacher and Learner in English Learning.

a. The Types of Teacher Talk Occur in the Classroom Interaction

Based on the findings, it shown that types of teacher talk occur in the classroom interaction at the Tenth Grade of SMA 2 Wajo. The teacher talk was (lecturing, giving direction and criticizing). The total utterances of teacher talk used in the classroom interaction by the teacher were 49 utterances, that include lecturing, giving direction and criticizing. The teacher talk mostly used by the teacher is lecturing, when the teaching and learning process the teacher explained and gave material in factual information. The result of this research was support by Brown.

This finding is in the way as Brown (2007), he states that lecturing is type of talk tended to minimize the freedom and variety of response that students can create in the classroom interaction. The result showed that the types of teacher talk occur in the classroom interaction were lecturing in give fact or opinion about procedure then giving his/ her explanation. It means that the teacher spent more time to use teacher talk in lecturing to deliver the material and then give explanation about that.

b. The Types of Learner Talk Occur in the Classroom Interaction

Based on the findings, shown that types of learner talk occur in the classroom interaction at the Tenth Grade of SMA 2 Wajo. The learner talk were (learner talk response, learner talk initiation and pause or confusion), the total utterances were 29 utterances, from the result can be seen that the students are active, since they spent most their time to talk. The learner not only responded to the teacher but the most initiated their opinion during teaching learning process.

According to Mercer & Dawes (2008), when students are active participate in spoken language, it can help them enrich target language source and build their confidence to communicate in English. The types of learner talk occur in the classroom were learner talk initiation then leaner talk response. Through this types of learner talk able to express their own ideas, this was has high proportion. In other words, the learner were able confident and brave enough to initiate the interaction both with teacher and learner in the classroom.

2. Teacher Stimulates and Encourages the Learner to Engage in Learning

The result of the observation done by the researcher that found out the interaction between teacher and learners absolutely interactive. They changed their opinion each other

while teaching learning process. Good interaction in the classroom absolutely very needed in teaching learning process. The teacher explores the material by interacting and communicating with their students. By implementing good interaction makes meaningful learning to support students' participation in learning process.

In addition, the teacher stimulate student by asking some question. It was done by teacher to get student's idea in learning. The teacher needed to know student's interest related to topic in learning. As Skinner (2006) states that stimulate student's interest may be done by furnishing them more information about the topic in a way they will be able to understand and use. It meant that teacher facilitated the students to engage in learning. The teacher also made students be understood about the topic in learning process.

3. Learner Involves Themselves in Interaction during Teaching-Learning Process

In this research, the learner involved themselves by making close relation with the teacher. Such as, the learner started to ask some question to the teacher. The learner answered the question where the teacher gave question to another student. Besides, the learner gave some their participation in the discussion session. Therefore, student's involvement occurred actively in the teaching-learning process.

In addition, Murtiningrum, (2009) states teacher learner interaction happened in while teaching learning process. The learner made interaction with the teacher in teaching and learning process. It made learner are interested to involve themselves in learning process. Besides, learner involved themselves to respond to the teacher's questions and gives their comments during teaching-learning process. They have already learnt or when the teacher tried to reviewed the previous lesson.

Based on the result of discussion above, the types of teacher talk occur in the classroom interaction was lecturing, total utterances were 34 and types of learner talk occur in the classroom interaction were learner talk initiation, total utterances were 19. These results shown that teacher talk mostly occurred in the classroom interaction than learner talk occurred in the classroom interaction. Besides, teacher was more active than the learner in the classroom interaction.

Conclusion and Suggestion

Based on these results, it can be concluded that:

1. Types of classroom interaction of teacher in the classroom are lecturing, specially giving fact or opinion about content procedures and explaining. Types of classroom interaction of learner in the classroom are initiation especially expressing their own ideas.
2. Teacher stimulated and encouraged the students by changing their opinion each other in good learning process at classroom.
3. The students involved themselves by respond the teacher's questions and give comments. Therefore, the interaction between teacher and learner in the classroom interaction absolutely interactive. They made good interaction each other.

After seeing the finding as well as discussion, the researcher gives suggestion may be useful for teacher, for learner, and also for the other researcher who will conduct the same topic in the research:

1. For the English Teacher at the Tenth Grade of SMA 2 Wajo in providing teacher talk in the classroom interaction, the teacher should use three types of teacher talk in the classroom interaction. This is important because such talks have strong motivational impact on the learners.
2. For the learner at the Tenth Grade of SMA 2 Wajo, they should make themselves to be more active in the English classroom.
3. For next researcher, the study of teacher and learner talk in the classroom interaction can be extended by conducting the research in other different content and setting. The next researcher may investigate the teacher and learner used based on social status or class, occupation, geography, education, gender and ethnicity.

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