

**AN ANALYSIS OF TEACHERS TALK MANAGEMENT USED BY ENGLISH
TEACHER AT SMA YAPIP SUNGGUMINASA**

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ABSTRACT

This study aimed at finding out the kinds and the function of teachers' talk management used in English teaching process at SMA YAPIP Sungguminasa. This study used qualitative research design. The instrument which was used to collect the data were observation checklist, interview and video recording to support them. The data were collected from two English teachers who teach in different classes. The result of the research showed that (1) there were two kinds of teachers' talk management used by Teacher A and Teacher B in learning process namely beginning the lesson, running, and ending the lesson. Management talk used by Teacher A in class XII MIA classified into 13 parts namely; everyday greeting, taking the register, getting down to work, starting something new, making things clear, sequencing activities, checking progress, stopping, checking the time, stopping work, making announcement, saying goodbye, and clearing the class. Furthermore Teacher B in class XI IIS classified into 10 parts namely; everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, checking the time, setting homework, stopping work, and saying goodbye. (2) The function of teachers talk management that was said by two English teachers there were conveying information, delivering lesson in structured way, and managing or arranging communication. Therefore the analysis of teachers' talk management in the classroom was beneficial for teachers to plan and conduct enhanced learning situation.

Keywords: Teachers' talk, kinds of management talk, function of management talk.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis dan fungsi manajemen bicara guru yang digunakan dalam proses pengajaran bahasa Inggris di SMA YAPIP Sungguminasa. Penelitian ini menggunakan desain penelitian kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah checklist observasi, wawancara dan rekaman video untuk mendukung mereka. Data dikumpulkan dari dua guru bahasa Inggris yang mengajar di kelas yang berbeda. Hasil penelitian menunjukkan bahwa (1) ada dua jenis manajemen bicara guru yang digunakan oleh Guru A dan Guru B dalam proses pembelajaran yaitu memulai pelajaran, menjalankan, dan mengakhiri pelajaran. Manajemen bicara yang digunakan oleh Guru A di kelas XII MIA diklasifikasikan menjadi 13 bagian yaitu; salam sehari-hari, mengambil register, mulai bekerja, memulai sesuatu yang baru, membuat segalanya menjadi jelas, mengurutkan kegiatan, memeriksa kemajuan, menghentikan waktu, menghentikan pekerjaan, membuat pengumuman, mengucapkan selamat tinggal, dan membereskan kelas. Selanjutnya Guru B di kelas XI IIS diklasifikasikan menjadi 10 bagian yaitu; salam sehari-hari,

mengambil register, mulai bekerja, memulai sesuatu yang baru, memperjelas, memeriksa kemajuan, memeriksa waktu, mengatur pekerjaan rumah, menghentikan pekerjaan, dan mengucapkan selamat tinggal. (2) Fungsi manajemen bicara guru yang dikatakan oleh dua guru bahasa Inggris adalah menyampaikan informasi, menyampaikan pelajaran dengan cara terstruktur, dan mengelola atau mengatur komunikasi. Oleh karena itu analisis manajemen bicara guru di kelas bermanfaat bagi guru untuk merencanakan dan melakukan peningkatan situasi belajar.

Kata kunci: *Pembicaraan guru, jenis pembicaraan manajemen, fungsi pembicaraan manajemen.*

Introduction

The system of education in Indonesia compared to other developing countries in Asia particularly, need to be considered. The most common problem in the system of education is human resources, which needs to be exploited, to create reliable human resource, which can be done through education. For this reason teacher plays a big role in developing a country, especially in this coming of globalization era. Educational professions cannot be underestimated. They have to have tough acquirement. That is why English teachers should produce a good quality brand. The quality of a teacher and the qualified method of teaching is a major requirement. Arifin (2015) states that talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior.

Teachers need to be active and talkative in class in stage only to motivate learners. Being passive in teaching English will not help at all. Therefore, teacher talk must be able to express, pronounce and explain English language correctly and efficiently so the learners could get what is best from their teacher. Many educator and teacher particularly in English not giving attention to the importance of teacher talk, as an input in the acquisition of foreign language teaching. It is suggested that

interaction adjustment were made by teacher to make comprehension checks, repetition of student statements, and use of mother tongue.

Among a number of professionals in the fields of second language acquisition, there appears to be an increasing conviction that teacher talk is necessary as facilitations in the English teaching process. In the recent years, many researchers are only focus on the teacher techniques on teaching through many kinds of methods, somehow teachers' language is much more important to be focus on, but it is rarely found. Teacher's language has become an important issue to investigate and discuss. Chaudron (1988) says that teacher talk is one of major issues in second language classroom research. This is quite true with which many of the classroom language research deal with teacher's language (Ellis, 1990; in Allwright and Bailay, 1991).

Materials and Method

Review of Related Literature

There were some studies have been conducting studies related to the research, there were as follow:

Astuti (2013) in her article found that some categories of teacher talk beginning from the highest questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Regarding the students talk, this study has shown two types of students talk covering responses and initiation.

Setiawati (2012) in her article found that the teacher investigated were quite creative in using many kinds of Teacher Talk features, that is warm-up chat, direct instructions, indirect instructions, directions for activities transitions, giving

feedback, checking understanding. The use of features will avoid the monotonous situations in the classroom. It will help students get deeper knowledge and insight of the subject learned.

Rod Ellis (1985) has formulated his own view about teacher talk: “Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher’s language... studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons.” He also commented “the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties” (Ellis, 1985).

Yanfen and Yuqin (2010) in their article investigated ways of teacher talk preferred respectively by teachers and students. It was found that in initiating and interaction, invitation is the first preferred choice by both teachers and students, but the least employed one. Question is more preferred by teachers and the least preferred by students, but it is the mostly used one. Direction is not preferred by teachers but more used, and students prefer them to question. In ways to follow up, when students produce no answer or incorrect answer, teachers usually prefer ways of prompting, and this is what teachers really did in class. However, students prefer to be informed by the teacher. When students provide the expected answer, they still prefer to be commented, rather than being just simply acknowledged. Encouragement is always welcome. It is suggested that teachers should pay attention to their language in the process of interaction with students, so as to provoke more interaction in class.

All of the previous researches have similarity in this study that was the use of teacher talk as the main focus of the research. However, all of the previous research and this study have some differences. The previous research analyzed the kind of teacher talk features, categories of teacher talk, and investigated ways of teacher talk. Besides, the researcher investigated the kinds of teachers' talk management in English Teaching Process and also was investigated the function of teachers talk management.

Definition of Teachers talk

Nunan (1992) states teacher talk is of crucial importance, not only the organization of the classroom but also for the processes of acquisition. Even though the student in this setting do not have the similar exposure of the languages they follows second language setting, some achievement are similar, teacher talk really a major role the acquisition of a foreign language. In learning English the motives behind the teacher talk is to make the interaction in class comprehensible.

Xiaou-yan (2006) express two opinions about teacher talk. The first is that we can see that one variation of language can be said to be special if the teacher talk is used in the English class, so that the teacher can have its own distinctive characteristics that are different from the others, because of the limitation of physical arrangement. The second we can see that teacher talk is a communicative activity that aims to communicated with students and can develop students' abilities in foreign languages.

Doff in Muhayyang (2010) divides two types of teacher talk, instructional and management. Instructional talk is employed to present the lesson or language content. Instructional talk divided into 5 parts such as giving explanation, giving

direction, giving correction, asking question, and answering question. Management talk is used to manage classroom activities. Management talk divided into 20 parts such as entering the classroom, everyday greeting, meeting a new class, talking the register, dealing with lateness, getting down to work, starting something new, making things clear, sequencing activities, checking progress, giving/taking turn, control and discipline, stopping, ending the teaching sequence, checking the time, setting homework, stopping work, making announcement, saying good bye, and clearing the classroom. But, this research will only focus on management teacher talk in English teaching learning process.

Definition of Management Talk

Doff 1988 states that management talk is used to manage classroom activities. The language of management in which it is used to manage teaching and learning activities in a well regulated manner.

According to Rasyid (2013) management talk deals with the enforcement of classroom activities, such as entering the class, greeting students, arranging the students' seats, calling the rolls or checking the students' presence, and dealing with lateness. Management talk consists of transactional expressions that are used to manage the interaction in the class from the very beginning to the very end of the class session. Education management talk will touch students' thought and feelings, and will stimulate students to behave as expected.

Hughes and Moate (2007) classify the teacher talk that can be used by the teacher in everyday classroom routines. It will help the teachers to develop some of the core linguistics skill that the teacher will need to work effectively in the classroom and will carry over into more confident classroom management and enhanced pedagogical skills.

a. Beginning the lesson

The beginning the lesson is a natural motivating opportunity for teacher to help students to get used to listening to English. It is a good idea to remind students that the phrases they are hearing and using at the beginning of the lesson are also useful outside the classroom.

b. Running the lesson

Lessons usually consist of a number of clearly marked stages. The short phrases that begin and end these stages are important because they give structure to the lesson and help students get used to these phrases quickly because they probably occur in every lesson. This way the teacher helps students to remember the instruction.

c. Ending / Closing the Lesson

Most lesson probably end in the same way. The teacher try to draw things to close, set any homework, possibly review the lesson, and perhaps make a few announcements. The teacher can use the end of the lesson to boost students' motivation and give them a positive sense that they have been active participants in the lesson and are making progress.

Method

The design of this research is descriptive qualitative research. Descriptive qualitative research is research asks questions about natural events, or distributions of variables, it describes but does not manipulate variables. Descriptive research determines something natural, so in this study only measures what already exists. The subject of this research are two English teachers who teach in difference class at SMA YAPIP SUNGGUMINASA. In collecting the data, the researcher used observation checklist, interview and video recording to support data from

observation checklist and interview. In conducting the first data which was observation checklist, the researcher had joined the English class where the teaching and learning process take place if the researcher saw the teacher used management talk in their classroom, the researcher give code to the observation checklist. The second data was interview, while interview the researcher record all the answer from the teachers. After being collected, the result of the test was analyzed, summarized and make transcript by considering of variable in order to find out the answer of the problem statements in the first chapter.

Result and Discussion

Based on the result of the study, the researcher found the kinds of management talk that used by English teacher, and the function of teachers talk management. Management talk that used by Teacher A 13 part, Teacher B 10 part. There were 3 function of management talk based on the interview result.

1. Kinds of teachers talk management

Based on the description above, the researcher concluded that the parts of management talk that the Teacher A used in the teaching and learning process were 1) everyday greeting, 2) taking the register, 3) getting down to work, 4) starting something new, 5) making things clear, 6) Sequencing activities 7) checking progress, 8) stopping, 9) checking the time, 10) stopping work, 11) making announcement, 12) saying goodbye, and 13) clearing the class.

Furthermore, the parts of management talk that the Teacher B used in teaching and learning process were 1) everyday greeting, 2) taking the register, 3) getting down to work, 4) starting something new, 5) making things clear, 6) checking progress, 8) stopping, 7) setting homework, 9) stopping work, 10) saying goodbye.

2. Function of teachers talk management

The result of interview about the function of teachers talk management are both of teacher almost have same opinion about the function of teacher talk management is to *conveying information*. Teacher A said the function of teacher talk management is to *convey particular information* to the student and very useful to manage his class. Teacher B was said the function of teachers talk management are to helping her in *delivering lessons to students in a structured way* and can help her easily *convey information or convey learning well*. In addition to *conveying information* teacher B also said the function of teacher talk management is to *delivering lessons in structured way*. Further, *managing and arranging communication* are the next functions of teachers talk management, teacher A said he always used teacher talk management in their teaching process because he think by *managing and arranging their communication* the students can understand and receive his messages easily.

Conclusion

Based on the results and discussions, the researcher formulated some conclusion. The detail description of the conclusions of this research was listed in the following:

There were three kinds of teachers' talk management that used by Teacher A and Teacher B in learning process such as beginning the lesson, running the lesson, and ending the lesson. Management talk used by Teacher A in class XII MIA classified into 13 parts namely: everyday greeting, taking the register, getting down to work, starting something new, making things clear, sequencing activities, checking progress, stopping, checking the time, stopping work, making announcement, and saying goodbye, clearing the class. Besides, Teacher B in class XII IIS classified into 10 parts namely: everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, stopping, setting homework, stopping work, and saying goodbye. Function of teachers talk management are to conveying information, delivering lessons in a structured way, Managing and arranging communication.

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