

Improving Teacher Talk To Enhance Teacher – Students Interaction (An Action Research at SMP Negeri 1 Bangun Purba)

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ABSTRACT

The purposes of the study were to find out the interaction pattern in the classroom during the teaching-learning activity, to find out the effort might be done to improve teacher talk and to know how to enhance teacher-students interaction through improving the teacher talk. An Action Research was conducted with the object of this study was teacher talk delivered by the teacher of SMP N 1 Bangun Purba and the interaction pattern in the teaching-learning activity at the seventh grader students of VII-4. The activity of action research consisted of planning, acting, observing and reflecting. In cycle 1, a discussion about certain material related with the teacher talk and interaction was conducted. The result of interaction in the pre cycle activity was also given in cycle 1. The same activity was conducted in cycle 2, a discussion and interaction analysis of the cycle 1 was delivered to the teacher. Those activities were done outside the classroom. An analysis instrument from Moskowitz named Foreign Language Interaction Analysis (FLINT) was used to analyze the teacher talk and the interaction. An interview and questionnaire were conducted to know the teacher and students opinion of the research. All the collected data was described qualitatively. The report of the research consisted of descriptive of some facts and events occurred during the research. The result of the research showed that the pattern of interaction was mostly started by the teacher and giving information category was the most pattern occurred. The action research phases, the given suggestions and discussion succeeded to improve the teacher talk. The teacher talk was not dominating and the students got more opportunities to interact. It was shown by the decrement of the teacher talk percentage occurred in teaching-learning activity. The teacher talk in pre cycle activity was 66.2%, 64% in cycle 1 and 57.3% in cycle 2. The teacher also succeeded to enhance the interaction in the classroom. The students become more responsive and participate actively in the teaching-learning activity. The enhancement of interaction was shown by the students' response. In the pre cycle the students talk achieved 28.3%, 22.5% in cycle 1 and 37.5% in cycle 2. Based on the result above, it can be concluded that the teacher talk had been improved and the interaction showed an enhancement through the students' response. Giving reflection to the teacher talk can improve the talk to be better and giving suggestion based on the theory of certain expert can be beneficial input to improve the teacher talk and creating interactive situation in the classroom.

Keywords: : *Teacher Talk, Interaction, Teacher-Students*

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INTRODUCTION

The teachers' role to make students interested in learning is very important. They should know how to make their students study well. Especially in learning a language in order to get optimal knowledge of the target language, a teacher should be able to stimulate the students to interact using the target language. Teachers also should consider the language used to interact with the students, which will encourage them to communicate using English.

The main goal of the language learning is to be able to communicate in the target language. Hence, some opportunities are needed by students to use the target language. As students, they spend much time in the classroom in which they learn the target language, so classroom is considered as the possible place where the students get the opportunities to speak in the target language. The opportunities are realized through interaction in the classroom. The meaning of interaction here is when the teacher and students engage in a turn-taking conversation. The interaction happened in the class sometimes is elicited by the teacher. They tend to ask a question to the students to elicit the students' participation in order to create teacher-students interaction. In this chance, the teacher can create an opportunity for the students to interact in English by asking a question in the target language. By interacting with the teacher, the students will apply their language knowledge and also get many opportunities to practice communicating in English. As stated by Liu Yanfen and Zhao Yuqin, (2010: 77), —through the interaction with teachers, students can increase their language store and use all languages they possess. Interaction is an important concept for English language teachers. Thus, the role of the teacher is crucial in class since s/he should know how to elicit the students speak in English. Interaction is considered as the one of the effective ways to learn a language.

The existence of interaction is directly influenced by the teachers talk. Teacher talk is a speech delivered by the teacher when they teach or explain a lesson to the students. It is not a one-way speech but it also engages the students, so, teacher does not talk all the time during the lesson. The engagement of the students in the teacher talk makes the relation that affects the students. Thus, the teacher talk considered has beneficial affection to the students, it will be an advantageous input to students if it is arranged or delivered in a good proportion. In fact, creating learning situation, which will encourage students to talk or actively participate, is not easy. Thus, teachers should function their talk as central point' to gain effective teaching-learning situation (Vygotsky, 1978). How the teacher manages their talk should be considered since their talk will affect students comprehension to the lesson.

Since English is considered as a foreign language in Indonesia, the students get less supportive environment. As stated by Paul, (2003:76), —in an English-as-a-foreign-language (EFL) classroom, in particular, the opportunities to practice verbal communication outside the classroom are often significantly limited. The teacher talk is likely to be the major or even the only source of target language input (Stern, 1983: 400). The classroom will be the possible place for the students to practice the target language and to get an input from the teacher.

One of the main problems of teaching English, which is faced by the teacher is the existence of unresponsive students. They prefer to become passive rather than to participate in learning process actively. This circumstance becomes common in some school, because, English, as we know, is a foreign language which rarely used by the students outside the classroom.

Furthermore, the environment around the students is not quite supportive and the opportunities to apply the target language are even fewer. The most possible way to practice is through interaction with the teacher.

Dealing with the fact that teacher-centered teaching method is widely used in which the teacher stands in front of the class teach students. They steer all the learning process in classroom. Thus, the teacher elicitation to interact with the students is very indispensable as encouragement for the students to speak in English. Brown (2001:82) states that, —a teacher-centered or teacher-fronted classroom is appropriate for some of classroom time. Teacher responsibility is to keep the interaction flowing smoothly and efficiently.

In teacher-centered teaching method sometimes, the teacher tends to focus in delivering the lesson. They more concentrate on how the lesson will be delivered and can be understood by the students. Those facts lead the teacher to speak in Indonesian language than to deliver the lesson in English. This event occur because of the teachers are afraid that the students cannot learn the lesson maximally. As the result the functional aspect of learning language is ignored by the teacher. Hence, the creation of opportunities for the students to apply target language is less noticed by teacher.

Realizing that teacher domination and unresponsive behaviour of students in English Foreign Language will not enhance students' competence, teacher has to manage their talk into appropriate proportion. It means that they have to think how to make their learners talk more.

In order to get information on how to decrease students' passive behaviour and also improve the teacher talk to be more effective, conducting such a research of teacher talk in the classroom would be beneficial information for the teacher. Hence, the collected information will be an evaluation data for the teacher to improve their talk and to get better understanding on what is going on in language used.

By improving the teacher proficiency in managing their talk, they are expected to create interactive, effective, and supporting environment for the students. At this rate, the students will get more opportunities to apply the target language. Through interaction, students can use all they have learned in real-life exchanges where they express their thoughts and use English for communication, so, they get the experience of using the language. As a result, they can develop their language skill. Moreover, the students also get more language input from teacher talk.

To conduct such a research the present study focuses on the teacher talk in the classroom. I will apply FLINT (Foreign Language Interaction Analysis) as the instrument to process the information and analyze the interaction in the classroom.

FLINT is an instrument, which is used to describe the verbal communication in the classroom. This theory is developed by Moskowitz in 1975. She divided teacher talk into two

categories, including indirect influence and direct influence. In each category, there are some points, which describe certain interaction event that we can find in the classroom.

I chose SMP N 1 Bangun Purbain to conduct the research, because, based on my observation the teachers at that school still tends to focus on delivering the lesson. The teachers directly explain the lesson without considering what they said during the lesson. The teachers are lack to consider on his talk, which make it as meaningless talk. This situation leads the students to be unresponsive and interactive situation restrictively happen. In fact, the amount of the students is relative small, which in a class consist of 23 students. In this situation, the teacher should be able to elicit student's participation individually or as a group, but the teacher remains explaining the material. That is why the research is conducted at the SMP N 1 Bangun Purbain since the teacher is willing to improve his talk and to cooperate with me to conduct the research.

METHOD

The subject of the research was a teacher who related with the topic of the study. One of the main aims of AR is to identify a problematic situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns 2010: 2). Referring to Burns' statement, conducting a research with the teacher as a subject is possible to be done. Moreover, a teacher cannot be separated in the teaching learning process since they have relation each other.

An action research was conducted in this research. I conducted the research at SMP N 1 Bangun Purba. The subject of the study was an English teacher of Junior High School. The teacher was given an input in order to improve his talk that enhanced teacher-students interaction in the learning process. To analyse the interaction in the classroom, the students were also included in this study. The teacher has been teaching for 17 years. He uses English actively when teaches his students. To him interaction is also an important thing to consider since through interaction as classroom language, students' language store can be improved. The teacher also uses gesture to help the students understand what the teacher said. He mostly gives instructions in English. He also applies certain method in teaching the students to make the students be more active, like, group discussion, drill, etc.

FINDING AND DISCUSSION

I conducted a pre - test on the 8th November 2022. There were two kinds of pretest; close test and guided writing test. Time allotment that was given to the students was around thirty minutes to complete each pre-test. I arranged the sitting position based on the student's number. The aim of arranging the students' sitting position was to make sure that the students could not cheat with others.

The first pre-test was close test, there were five texts and the students should fill the blank spaces by the correct adjectives that researcher provided. The first three texts were set by the requirement of writing the appropriate adjectives. There were twenty four items that students should complete. In the fourth text, there were eight items that students would meet the rules of writing the correct comparative or superlative forms of the adjectives. The fifth text required the students to write the correct adjective order in series.

After the first half pre-test section, the students had to take the second pretest in form of guided writing test. The students should write a short descriptive text by the provided theme from me. The aim of guided writing test was to assess how far the students' ability in writing descriptive text by their own words.

Conducting Cycle 1

Cycle 1 was conducted on 12th up to 15th November 2013. In cycle 1, I had four meetings during the two weeks. There were four stages that I conducted in cycle 1. It was planning, acting, observing, and reflecting. The data which were prepared at stage planning was: (1) preparing learning material, (2) preparing teaching planning, and (3) preparing learning medium. I also conducted classroom interview with the classroom teacher. I asked the questions about the attitude and motivation of the students during learning activities.

Before conducting the acting, I conducted the pre-test in order to assess the initial students' achievement in writing descriptive text. The objective of the conducting cycle 1 was to accustom the students with linguistic competence. The linguistic competence components such as wrote the words and collocation appropriately, wrote the appropriate adjective, wrote the correct adjective order, wrote the correct phrase structure, used the modifiers would be given at this cycle.

In order to achieve the linguistic competence that were stated in cycle 1, I would conduct some activities based on the result of the cloze test on pre-test.

Conducting Cycle 2

Cycle 2 was conducted on 19th up to 22nd November 2022. In cycle 2, I had four meetings during the two weeks. There were four stages that researcher conducted in cycle 1. It was planning, acting, observing, and reflecting. The data that was prepared on stage planning was: (1) preparing learning material, (2) preparing teaching planing, and (3) preparing learning medium. In cycle 2, I would concern with the actional competence at which the students would get the explanation about descriptive text as whole.

Table 4.2. Writing skills that must be achived in cycle 2

Aspect of good writing	Achieved
Content / idea	
Has excellent support	
Is interesting to read	
Has unity and completeness	

Organization	
☒ Has topic sentence with clear controlling idea ☐ Has supporting sentences ☐ Has concluding sentence ☐ Has coherence and cohesion	
Grammar / structure	
• Demonstrate control of basic grammar (eg. Tenses, verb, forms, noun forms, preposition, articles)	
Word choice / word form	
• Demonstrate sophistication choice of vocabulary items	
• Has correct idiomatic use of vocabulary • Has correct form word	
Mechanics	
• Demonstrates good control over use of capital letters, periods, commas, and semicolons.	

Before conducting the acting, I analyzed the result of the students' writing in previous cycle. The objective of conducting cycle 2 was to accustom the students with the actional competence, at which defined as competence in conveying and understanding communicative intent. The conceptualization of actional competence in writing was mainly about rhetorical competence. At the end of the study, the students were expected able to write the descriptive text at the semantic level, it's mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions are organized within the whole text. I would concern with such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns

Conducting Post-test

I conducted post-test on the 26th November 202. In the post- test the students did the responsive writing, they had to write descriptive text. Time allotment that was given to the students was around thirty minutes. The aim of post-test was to assess the final achievement of students' ability in writing descriptive text.

At post-test I assessed the discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and the use of spatial ordering. In other words, they had written the sentences that were ordered according to space. In addition, the post – test was also conducted to assess the actional competences.

One of the primary benefits of using Attribute Charts strategy was that it assisted the learner. The basic writing skill of the students could be improved using that strategy, in which the

students began with exploring ideas in order to make the students understand the use of adjective and other language components such as grammar, vocabulary, and spelling. From the research, the conclusion could be deduced from several aspects, namely students' result, students' individual observation sheet by teacher, students' interview sheet and students' direct observation by teacher's notes.

Conducting Interview of students' writing

The purpose of conducting an interview of students' writing was to measure the validity of the results of the post-test. The interviewee was Rosmanidar, English teacher of SMP N 1 Bangun Purba in academic year 20122/2024.

In the post- test, I concluded that the students' writing products had achieved the semantic level. As mentioned in the previous chapter, semantic level dealt with the requirements such aspects as ideas, information, issues, opinions, events, and emotions were organized within the whole text.

Semantic level took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns. The purpose of conducting interview of students' writing was to make a deal with the researcher's conclusion that stated that students' writing result had achieved the semantic level.

The writing aspects that assess by the interviewee were organization, content, grammar, style in expressing ideas, and punctuation. Each criterion was graded from the range of one (worst) to five (best), with each grade representing how well the students did their writing. In the end of interview, I had to calculate the total number of students' score and find out the average of the students result using the same formula.

Result of Interview of Students' Writing

At post-test I assessed the discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and used spatial ordering. In other words, they had sentences that were ordered according to space. In addition, the post – test was conducted to assess the actional competence.

From the data, the interviewee concluded that the students' writing products had achieved the semantic level. Semantic level dealt with the requirements such aspects as ideas, information, issues, opinions, events, and emotions were organized within the whole text.

The discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and used spatial ordering were achieved by the average of the students' result (71.5). In other words, they had sentences that were ordered according to space.

Table 4.8. Interview result of students's writing

students' code	Aspects					TOTAL SCORE
	G	C	O	M	S	
S-1	3	3	3	2	3	56.0
S-2	4	4	4	4	4	80.0
S-3	4	4	4	4	4	80.0
S-4	3	3	4	4	4	72.0
S-5	4	4	4	4	4	80.0
S-6	5	4	5	4	5	92.0
S-7	3	3	3	4	3	64.0
S-8	4	4	4	4	4	80.0
S-9	2	3	3	2	3	52.0
S-10	4	4	4	4	4	80.0
S-11	5	4	4	5	5	92.0
S-12	3	3	2	2	2	48.0
S-13	3	2	4	4	2	60.0
S-14	3	3	2	4	2	56.0
S-15	4	2	2	4	2	56.0
S-16	4	4	4	4	4	80.0
S-17	2	3	3	4	4	64.0
S-18	5	5	5	5	4	96.0
S-19	3	3	3	3	2	56.0
S-20	4	4	4	4	4	80.0
S-21	4	5	5	4	4	88.0
S-22	3	4	3	3	3	64.0
S-23	3	4	3	2	2	56.0
S-24	4	5	5	5	5	96.0
S-25	3	3	2	2	2	48.0
S-26	3	3	4	4	4	72.0
S-27	5	5	5	5	4	96.0
S-28	5	4	3	2	2	64.0
S-29	3	3	3	3	3	60.0
S-30	3	4	4	4	4	76.0

The conclusion that was made by the interviewee was in line with the conclusion that I had made. The students had written the descriptive text in the semantic level. This took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

Analysis on students' individual Observation

The purpose of conducting an observation was to measure the students' motivation during research. The observer was Rosmanidar, in academic year 2013/2014.

The initial data that researcher got from the classroom teacher, Mrs.Siti Chalimah was used as the base data of students' learning motivation. Then, at cycle 1 and cycle 2, I will be assisted by an observer, Sri Lestari. The observation sheet for each observer was in the same form, it was rubric form. The processes observed were responding, willingness, activeness, contribution and enthusiasm in doing the assignments and tasks in the class.

To help the observer in collecting the data, I gave a sticker for each students and they had to stick it on their uniform. The given number was same with the students' serial number. From the notes that made by the observer, I got that the enthusiastic of the students in learning writing by using Attribute Chart was good. The observer, Srilestari, gave me the result of the observation which the students actually could improve their own skill in writing by using attribute chart. In addition, the use of Attribute Chart also made the students having the sense of deliberation when they had to work in group.

Analysis on the Result of the Classroom Teacher Interview

This interview was intended to find out how the classroom teacher thought about the classroom that was taught using attribute charts in descriptive writing. The teacher who was assigned for this interview was Mrs. Siti Chalimah. She was being the observer that assessed me during the learning process. I gave the lesson plan and the interview sheet in the form of rubric. At the end of answering the rubric, the classroom teacher could write the conclusion and suggestions for me.

The interview was addressed to the English teacher. The purpose of this interview was to get the description of the teaching learning process by using the Attribute Chart. After assessing the lesson plan, the classroom teacher answered the questions in the given rubric. At the end of answering the rubric, the classroom teacher could wrote the conclusion and suggestions for the researcher. The conclusions were; (1) the use of Attribute Charts in teaching descriptive writing was helpful for the students in improving the students' writing abilities. The students could use the appropriate adjectives to describe the object of description were achieved. (2) Attribute Charts used as a strategy during the teaching writing descriptive process to the seventh grade students had given the significant improvement for the students. It could be seen in the final achievement of the students in which they could produce the better descriptive text compared with their initial writing.

CONCLUSION

This study was trying to find out the interaction pattern during the teaching learning activity, to find out the effort might be done to improve teacher talk and to know how to enhance teacher-students interaction through improving the teacher talk. After discussing the findings in the Chapter 4, the conclusion of the study can be drawn from the analysis of the used instrument in this study.

Based on what happened during the research, it can be concluded that the pattern of the interaction was mostly started by the teacher. The teacher actively elicited students' participation in order to create interactive situation in the classroom. The teacher's elicitation then followed by the students' response. Based on the analysis result, the activity that was mostly occurred in the interaction was giving information. Back to what happened in the classroom, the teacher gave much repetition of words to the students. Since the lesson was discussing the things that students could find in their surroundings, so it was fair for the teacher to give repetition to the students. The repetition was succeeded to create interactive situation in the classroom.

The Action Research was applied in order to aim the purposes of the study. Based on the fact gathered during the research, the action research was succeeded to improve the teacher talk. Through those four phases of action research, planning, acting, observing and reflecting, which was done continuously some input was given to the teacher in order to improve his talk. Not only some discussions of some material about teacher talk from the expert were done, but also some suggestion based on the analysis result and the reflection of the teaching-learning activity were given as the input and effort to improve the teacher talk. The teacher talk percentage that shows who the most talks in the classroom was succeeding to be reduced. At the first analysis of the teacher talk at the pre cycle activity 66.2% was occurred as the result, then at the cycle 1 the percentage decreased to 64% and at the cycle 2 the teacher talk percentage arrived at the 57.3%. It means that the teacher was successful in creating an effective teacher talk, so he did not talk all the time during the teaching-learning process. The improvement of the teacher talk was expected would enhance the teacher-students interaction. After giving input of some theories related to the interaction, the teacher was expected would apply those theories in teaching his students, so the interaction would be better. The suggestion given by me was also applied by the teacher in the classroom and lesson topic, which was discussed the thing around the students' environment was also succeeded to stimulate students' participation in following the lesson. The classroom was to be more interactive. The application of the theory was succeeded to give more chance for the students to react or interact. Not only the teacher talk percentage was succeeded to be reduced, but also the students talk was succeeded to be enhanced to. The students became more responsive and participate actively in the teaching-learning activity. At the pre cycle analysis result, the students talk reached on the 28.3% with the detail 20% at the category 8 and 8.3% at the category 9. At the cycle 1 the result of the analysis did not show improvement. It was known on the students' talk that became 22.5% with the detail 16% at the category 8 and 6.5% at the category 9. At the cycle 1 the students talk achieved 22.5% and at the cycle 2 the percentage of the students talk was increased at the 37.5%. The improvement also occurred on the category 8 and the category 9. The category 8 got 16% at the cycle 1 and at the cycle 2 it became 17.3%. Meanwhile, the result of the category 9 got 6.5% at the cycle 1 and it became 20% at the cycle 2.

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