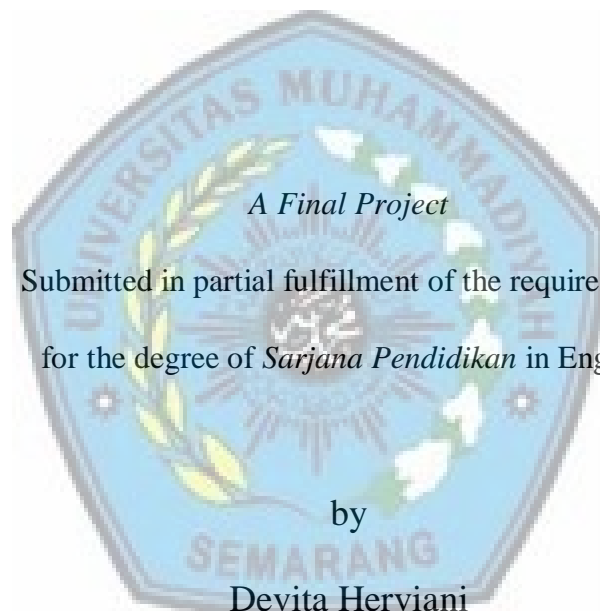




**TEACHER TALK ANALYSIS USED BY PROSPECTIVE ENGLISH  
TEACHERS IN CLASSROOM INTERACTION AT SMA N 9 SEMARANG**



*A Final Project*

Submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

by

Devita Herviani

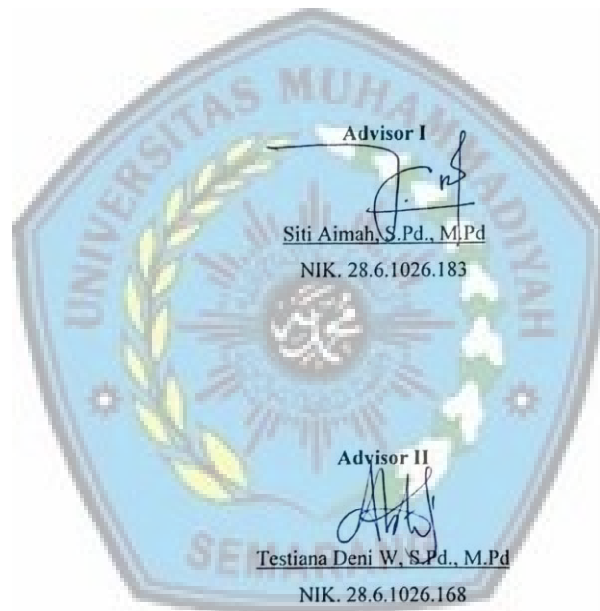
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## APPROVAL

A manuscript by Devita Herviani, 2020 for a final project entitled “**Teacher Talk Analysis used by Prospective English Teachers in Classroom Interaction at SMA N 9 Semarang** ” has been approved by the both advisors on September 2020.



**TEACHER TALK ANALYSIS USED BY PROSPECTIVE ENGLISH TEACHERS  
IN CLASSROOM INTERACTION AT SMA N 9 SEMARANG**

**Analisis Bahasa Guru yang digunakan oleh Mahasiswa Magang dalam interaksi  
kelas di SMA N 9 Semarang**

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**ABSTRACT**

This study had an objective to analyze the teacher talk used by prospective English teachers in classroom interaction based on FIACS (1970) Flanders Interaction Analysis Categories System. The subject of this study was three prospective English teachers at SMA Negeri 9 Semarang. This study used descriptive qualitative research namely interaction analysis and focused on teacher talk used by prospective English teachers in classroom interaction to be analyzed. Recording video in teaching-learning process and interview using FIACS (1970) Flanders Interaction Analysis Category System were used as the instruments of the data collection. The result exposed that types of teacher talk used by prospective English teachers, they were accepting feeling (5% – 7%), asking questions (40% – 50%), giving direction (8% – 19%), lecturing (11% – 30%), criticizing or justifying authority (2% – 4%), accepting or using ideas of students (1% – 4%), and praising or encouragement (3% – 13%). The most dominant type of teacher talk used by prospective English teachers that occurred in classroom interaction was asking questions with total percentage more than 40%. This study found the factors that influence on using teacher talk used by prospective English teachers in classroom interaction, such as knowledge of language classroom, pedagogical competences and students' participation. Based on those findings, the factors that found in classroom interaction affected to teacher talk used by prospective English teachers in teaching and learning performance. It could be concluded that both theoretical and practical knowledge about teacher talk for prospective English teachers gave impact in teaching and learning process.

*Keywords: teacher talk, FIACS, prospective English teachers, classroom interaction*

## INTRODUCTION

As an English teacher, teaching language has main concern on the goal of language communication that is communicative competence. Therefore, the use of teacher language also influences the students' classroom interaction on using language competences in order to communicate in English. Classroom interaction is an example of interaction in English teaching and learning performance. It includes interaction between teacher and students in the process of communication in which teacher talk commonly dominates in classroom interaction (Goronga, 2013). In relation to classroom interaction, teachers use kinds of language in teaching English which is called as Teacher Talk.

Equally important, teacher talk relates to the classroom interaction that will determine teachers' teaching in the learning process. Therefore, as teacher education program which prepares prospective English teachers to be professional teachers, they are provided with theoretical knowledge and practical knowledge (Rahimi, 2008) that is required as a base for teaching.

One of the courses integrating both theoretical and practical knowledge is microteaching. In microteaching, prospective English teachers are assisted with the knowledge of teaching skills including how to open and close the lesson, accept or use ideas of students, pose the questions to students, give response and feedback.

Based on pre-observation conducted at SMA Negeri 9 Semarang, it was found that prospective English teachers commonly used English, Javanese, and Indonesian in carrying out the teaching and learning process in the classroom. Unsurprisingly, they also used Javanese language to explain the material, respond students' questions, and give feedback to students' performance. The use of mother's tongue in classroom interaction is categorized as a controversial pedagogical issue (Mouhanna, 2009). It is because prospective English teachers at SMA N 9 Semarang did not ask students to use English in the classroom. Consequently, they were not triggered to use English actively. At this point, what should be considered by prospective English teachers in teaching performance before asking their students to practice English language is that they should know

*what* the qualification to teach and *how* they actually learn to teach the students in classroom.

Based on the problems, teacher talk used by prospective English teachers is important to determine the interaction between teacher and students in the classroom. It also influences the success of teaching and learning process. Therefore, prospective English teachers need more teaching practices in order to learn how to ask questions, give instruction or directions, and give feedback to students directly and indirectly. Those are included in teacher talk. In classroom interaction, teacher is the most important feature to develop the students' language competence. It means that teaching and learning process has the closest relation with teacher talk in classroom interaction. In this case Flanders Interaction Analysis Categories System is used for knowing the characteristics and dominant category of teacher talk used by prospective English teachers in classroom interaction. It is appropriate to analyze and determine how much teachers and students take turn of talking during teaching and learning process. Accordingly, Flanders Interaction Analysis Categories System (FIACS) is appropriate to analyze the teacher talk that used by prospective English teachers in classroom interaction because both of the teachers and students are required to talk during teaching and learning process. Furthermore, in Flanders Interaction Analysis Categories System (FIACS) there are two kinds of talking in classroom interaction: 1. *teacher talk* (accepting feelings, praise or encourages, accept or uses ideas of students, asking questions, lecturing, giving direction, and criticizing justifying authority, feedback), 2. *students talk* (response and initiation), and *silence* (period of silence or confusion).

Based on the explanation above, I conduct this research entitled Teacher Talk Analysis used by Prospective English Teachers in Classroom Interaction at SMA Negeri 9 Semarang.

## **RESEARCH METHODOLOGY**

Research methodology is a procedural scheme and set of methods used in collecting and analyzing measures of the variables to fulfil the research questions objectively, accurately, and with validity (Andrew, 2018). The research study is a descriptive qualitative research. The method of this research used interaction analysis. Saleh (2008) mentioned that interaction analysis focuses on spoken language analysis is the research object which assumes that conversation and interaction is the natural process to discuss social issues and political issues. The subject of this study involved three prospective English teachers at SMA N 9 Semarang. In this study, I applied the descriptive research design (qualitative method) to analyze the teacher talk used by prospective English teachers in classroom interaction. The research took place in SMA Negeri 9 Semarang. SMA Negeri 9 Semarang is located in Jl. Cemara Raya, Pandangsari, Banyumanik, Semarang. The research study was conducted in the second semester of the academic year of 2019/2020. Started from the preliminary observation to the recording of the teacher talk used by prospective English teachers enrolling teaching internship at SMA Negeri 9 Semarang. Moreover, I also gave interview to the three prospective English teachers.

## **RESEARCH FINDING AND DISCUSSION**

### **1. The Percentages and Dominant types of Teacher Talk used by Prospective English Teachers in Classroom Interaction**

The result analysis focused on the types of teacher talk used by prospective English teachers that occurred on the classroom interaction. The table consisted of the types of teacher talk based on FIACS theory that are: 1) Accepting feelings, 2) Asking question, 3) Giving direction, 4) Lecturing, 5) Criticizing or justifying authority, 6) Accepts or uses idea of students, 7) Praises or encouragement. The result of types of teacher talk in Table 1.

**Table 1.**  
The Frequency and Percentages of Types of Teacher Talk used by  
Prospective English Teachers

| No    | Types of Teacher Talk               | Percentages of Teacher Talk |            |           |            |           |            |
|-------|-------------------------------------|-----------------------------|------------|-----------|------------|-----------|------------|
|       |                                     | Teacher A                   |            | Teacher B |            | Teacher C |            |
| 1     | Accepting Feeling                   | 6                           | 8%         | 5         | 5%         | 7         | 5%         |
| 2     | <b>Asking Question</b>              | <b>29</b>                   | <b>40%</b> | <b>46</b> | <b>44%</b> | <b>69</b> | <b>50%</b> |
| 3     | Giving Direction                    | 6                           | 8%         | 20        | 19%        | 24        | 17%        |
| 4     | Lecturing                           | 22                          | 30%        | 11        | 11%        | 27        | 20%        |
| 5     | Criticizing or Justifying Authority | 3                           | 4%         | 4         | 4%         | 3         | 2%         |
| 6     | Accepts or use ideas of students    | 1                           | 1%         | 4         | 4%         | 4         | 3%         |
| 7     | Praises or encourages               | 0                           | 0%         | 14        | 13%        | 4         | 3%         |
| Total |                                     | 73                          | 92%        | 104       | 100%       | 138       | 100%       |

Table 1. explicates that the result of the pre-test experimental class was 74.50. It meant the average score between experimental and control class in the pre-test. It can be seen that the mean score of both of the classes were good. So, the students could understand the question from the pre-test well. Both of pre-test in the experiment and control class showed that the mean of score were 74.50 and 75.44. The students' result showed the significant score before I gave some treatments.

## **2. The factors of using Teacher Talk used by Prospective English Teachers in Classroom Interaction**

The last research finding would discuss the factors of using teacher talk used by prospective English teachers in classroom interaction. The result can be concluded based on the interview result. This section discussed the third result based on the interview. It can be concluded that prospective English teachers used the types of teacher talk during the teaching and learning process. Both of them did the best as they can to create the learning process actively.

Nevertheless, prospective English teachers perceived that there are many factors in teaching practice. It means that prospective English teachers should improve the competences to increase the teacher talk in classroom interaction, because each type of teacher talk helped them to understand the way to talk in the classroom. Based on the interview result, it was found three factors that influencing the teacher talk used by prospective English teachers in classroom interaction such as (1) knowledge of language classroom, (2) pedagogical competence, and (3) students' participation. The following example of the interview result about the factors of using teacher talk used by prospective English teachers in classroom interaction provided below:

Question: *What are the factors that make you difficult to interact in English with students?*

Teacher A: *“Factors that make me difficult to use English language in classroom, when there are students ask the questions for me and I cannot answer it because I still confuse to use English or I did not prepare it before because it is unexpected questions.”*

Teacher B: *“The factors that make me difficult to use English in classroom is the students' response or students' participation, because when I try to explain and ask questions in English the students think that it is difficult and they became passive in classroom.”*

Teacher C: *“.....as a teacher in the future, it is better when we always use English in classroom, but sometimes it feels difficult. Firstly, I need to improve language skill in English to talk in classroom. Then, I try to always speak English when delivering the material or give instruction in the classroom, but the students did not give any responses. So, I used both of English and Indonesia in the classroom.”*



In conclusion, teacher talk used by prospective English teachers in classroom interaction gives impact during the teaching and learning process. It is in line with Alharbi (2015) study that teachers should facilitate the learning process by providing students with their knowledge. As the prospective English teachers must have the competencies in classroom interaction to support their teacher talk during the teaching and learning process, there are theoretical knowledge and practical knowledge. From the factors of using teacher talk, the prospective English teachers are still ineffective in their classroom because of their incompetence to carry out the classroom language effectively. As supported by Menon (2017) suggests that classroom language is important in encouraging and controlling the learning activities of students. It was determined that prospective English teachers need more experience in the teaching and learning process. It is in line with Sjostrom (1984) stated that there has been a little emphasis on teacher education programs on preparing teachers to use it effectively for teaching and learning activities and for raising better inter-personal relations. From the teacher education programs the prospective English teacher can improve the study about teacher talk in classroom interaction and use language classrooms in good ways. It is indicated that classroom language is a relevant factor influencing the teacher talk used by prospective English teachers.

Then, the second factor was pedagogical competence such as the communicative skills that related to teacher talk which gave a momentous impact on students' skills in learning (Astuti, 2017). In teaching and learning process as stated by Callander that educational and dialogic learning should implement by teachers, it involves the teacher talk (involving the teacher-student interaction) that includes asking questions, authentic feedback, using ideas of students and giving instructions to make the teaching and learning process effectively (as cited in Emiliasari, 2018). It means that teachers' pedagogical competence is important to be developed by prospective English teachers to enhance the quality of teaching in classroom interaction. On the other hand, students' participation is also an important factor in using teacher talk in classroom interaction. How the students

receive and respond to the information determines the success of the teaching and learning process. Moreover, prospective English teachers were confused when the students did not give any response in classroom interaction, so the less participation from the students cause the classroom to seem passive. It is in line with Abdullah (2012) suggest that students' participations become less and speak only at an appropriate time, students prefer to listen and take notes than speak out in the classroom. Through the pose questions and giving directions by the prospective English teachers were examples of the effort to make students more active in classroom interaction. Therefore, asking questions became the most dominant type used by prospective English teachers in classroom interaction. It can be concluded that all of the factors of using teacher talk that occurred in classroom interaction influencing the teaching and learning process. Those factors are important for the prospective English teachers to be mastered, because it can help the prospective English teachers in creating an effective teaching and learning process.

## **CONCLUSION AND SUGGESTION**

### **1. Conclusion**

Based on the research was carried out at SMA N 9 Semarang. It was concluded that the three prospective english teachers used almost seven types of teacher talk in classroom interaction. They were accepting feeling (5% – 7%), asking questions (40% – 50%), giving direction (8% – 19%), lecturing (11% – 30%), criticizing or justifying authority (2% – 4%), accepting or using ideas of students (1% – 4%), and praising or encouragement (3% – 13%). The most dominant type of teacher talk that occurred in classroom interaction was asking questions type with the percentage more than 40%. The factors that influence on using teacher talk used by prospective English teachers in classroom interaction include the knowledge of language classroom, students' participation, and pedagogical competences. It can be concluded that both theoretical and practical knowledge give the impact in the teaching and learning process.

## **2. Suggestion**

Based on the research I have conducted, I found some suggestions can be made as in the following:

### **For the Prospective English Teachers**

Prospective English teachers should increase their knowledge both practical knowledge and theoretical knowledge that support the teaching performance in classroom interaction. Then, prospective English teachers should aware the need of experiences about the language processes in teaching and learning process.

### **For the Study Program**

For the study program, it is important to explore more about theoretical knowledge and practical knowledge about teacher talk as university training courses in order to improve the prospective English teachers' skill before teaching practice in real classroom. It also need to design the curriculum development that support the prospective English teachers' skill, especially in regard to the designing the material for teaching practice that provide opportunities of growing personally and professionally in teaching and learning process.

### **For the Lecturer**

The first the lecturer can provide theories and personal experiences in teaching practice. So, the prospective English teachers get the knowledge, motivation, and learning experiences before enrolling the teaching internship. Second, the lecturer can analyze some aspects that need to improve by prospective English teachers related to the teaching practice, such as the preparation for their own classroom, the way to give feedback for students, the way to improve the students' critical thinking, and how to communicate with students actively. The last, lecturer can guidance the prospective English teachers to overcome problems or to solve the questions during the teaching practice.

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