

Analisis Bahasa Guru yang digunakan oleh Mahasiswa Magang dalam Interaksi Kelas di SMA Negeri 9 Semarang

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Analisis Bahasa Guru yang digunakan oleh Mahasiswa Magang dalam Interaksi Kelas di SMA Negeri 9 Semarang

The Types of Teacher Talk Analysis used by Prospective English Teachers in Classroom Interaction at SMA Negeri 9 Semarang

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Abstrak

Penelitian ini bertujuan untuk menganalisis tipe bahasa yang digunakan oleh mahasiswa magang dalam interaksi kelas berdasarkan teori *FIACS (1970) Flanders Interaction Analysis Categories System*. Subjek dari penelitian ini adalah tiga mahasiswa magang di SMA Negeri 9 Semarang. Penelitian ini menggunakan metode deskripsi kualitatif yang dinamakan analisis interaksi dan fokus pada tipe bahasa yang digunakan mahasiswa magang dalam interaksi kelas untuk dianalisis. Merekam video dalam proses pembelajaran di dalam kelas menggunakan teori *FIACS (1970) Flanders Interaction Analysis Category System* sebagai instrumen untuk memperoleh data. Hasil penelitian menunjukkan bahwa tipe bahasa yang digunakan mahasiswa magang yaitu *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%)*. Berdasarkan hasil penelitian tipe yang dominan yang digunakan oleh tiga mahasiswa magang yang terjadi dalam interaksi kelas adalah *asking question* dengan persentase lebih dari 40%. Dari hasil penelitian tersebut dapat disimpulkan bahwa *asking question* memberikan dampak positif untuk keaktifan dan partisipasi siswa dalam proses pembelajaran.

Kata Kunci : Tipe Bahasa Guru, *FIACS*, Mahasiswa Magang, Interaksi Kelas

Abstract

This study had an objective to analyze the types of 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 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%). Based on those findings 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%. It could be concluded that asking question gave impact for the students' activeness and participation in teaching and learning process.

Keywords : *types of 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 The Types of 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 types of 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

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	Asking Question	29	40%	46	44%	69	50%
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 frequency and percentages of types of teacher talk used by prospective English teachers in classroom interaction at SMA N 9 Semarang, it can be seen that the table above the prospective English teachers produced the different amounts of utterances during teaching and learning process in classroom interaction. From the table above shows that the first teacher produced 73 utterances, the second teacher produced 104 utterances and the third teacher produced 138 utterances in each meeting.

The results of teacher talk in classroom interaction used by teacher A are followed by Asking questions was 40% with 29 utterances and Lecturing was 30% with 22 utterances was the most activities used by the first teacher in classroom interaction. While the fewer activities in the teacher's talk that is praising and encouraging with 0%. It showed that the dominant type of teacher talk was used by the first teacher in her interaction that is Asking questions.

Teacher talk in classroom interaction used by teacher B is followed by asking questions and Giving Direction was the most activities in classroom interaction. The percentage of Asking questions was 44% with 46 utterances and Giving direction was 19% with 20 utterances. The fewer activities used by teacher B in classroom interaction are criticizing or justifying authority and accepting or using ideas of students with the same percentages was 4% with 4 utterances in each type. The dominant type of teacher talk used by the second teacher was also Asking questions.

Meanwhile, the result of teacher talk used by teacher C is followed by Asking questions and lecturing was the highest activity in her interaction in the teaching and learning process. The percentage of Asking questions was 50% with 69 utterances and lecturing was 20% with 27 utterances. It means that the most dominant type of teacher talk in classroom interaction was asking questions. The fewer activities in her interaction that is criticizing or justifying authority. The percentage of criticizing or justifying authority was 2% with 3 utterances.

From three of prospective English teachers, it can be summarized that the most dominant type of teacher's talk in their interaction during the teaching and learning process was asking questions. The first teacher and third teacher had the similarities that are asking questions as the most dominant type in the first place and lecturing as the dominant in the second place and the less activities from the second teacher and the third teacher that is criticizing or justifying authority. Besides, the different type of dominant interaction in the second place used by the second teacher that is giving direction and the fewer activities used by the first teacher that is praising and encouraging. So, the dominant type used by prospective English teachers in classroom interaction at SMA N 9 Semarang is Asking questions.



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%. It can be concluded that asking question type in teacher talk used by prospective English teachers in classroom interaction gives impact for students' performance during the teaching and learning process.

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