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AN ANALYSIS OF TEACHERS' MANAGEMENT TALK AND INSTRUCTIONAL TALK IN ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM AT SMA NEGERI 1 BOMBANA

Roslina, and Rizky Syafnur

Universitas Sembilanbelas November Kolaka

Email: 1

Abstract- The objectives of this study are to find out the contexts of the teachers' management talk and instructional talk in senior high school and to find out the percentage frequency of teachers native language usage (NL) and target language (TL) in management talk and instructional talk in senior high school. The subjects of this study were two Indonesian English teachers. In collecting and analyzing the data, researcher used descriptive qualitative method. The research findings showed that there were four contexts of utterance that were related with management talk while in instructional talk just consist of three context. teachers prefered to use native language than target language in either management talk term or instructional talk term. The frequency of using native language was much higher both in management talk and insructional talk, around 86,9% average used in management talk while 77,1% average used in instructional talk.

Keywords: teacher, management talk, instructional talk, English foreign language classroom.

Introduction

Teacher is one of the important functions in English subject in the school. Mashulah (2013), stated that teacher is one of school environmental factors who has important role to increase students learning achievement. According to Sejati et al. (2019) one of factor that influence the success of learning is teacher. Teachers are most important aspect in the development of education in English foreign language (EFL) countries such Indonesia. It is

supported by Yanfen and Yuqin (2010) that one of the important roles of the teacher in the classroom is to increase the interaction between himself and students and this role can encourage students to ask questions and to provide direction.

Teachers' language in classroom is very important because each instructions, explanation, direction that teacher utterance can help the students to learn about the language and also how to use the language. teachers' language during teaching and learning process is not only teaching medium, but also teaching material. In using language, the teacher uses simple vocabulary as simple as the grammar, which aims to direct easier understanding for students, but they also maintain the characteristics of the language it self (Jouibar and Afghari,2015:20). According to Muhayyang (2010), teachers' language function into instructional talk and management talk; instructional talk refers to transfer of teaching materials and management talk refers to command, control and discipline classroom.

As well as Nunan in Wang (2014) that Nunan thinks that the significance of teacher talk is reflected not only in organizing the classroom but also in the process of learners' language acquisition. For the former point of view teacher talk directly makes a decision whether the teaching programme executed by the teacher is successful or not. For the latter point of view, teacher talk may be the main language input naked to learners (Nunan as cited in Wang, 2014:1173)

Research Kovačić and Kirinić (2011) about the use of first language in tertiary instruction in English as foreign language classroom aims is to find out students and teahers perceptions about frequency first language usage in EFL classroom. The researcher only used questionnair as the instrument. It makes the researcher unable to know the percentage frequency of the teachers' language with certainty, besides that the researcher did not explain the language context of teachers so that teachers agree to use the first language in teaching English at the EFL classroom. While this study aims to find out the contexts of instructional

talk and management talk use and also the frequency of native language and target language use in instructional talk and management talk at SMA Negeri 1 Bombana.

Although the application of appropriate teaching strategies can help students' abilities, teachers must pay attention to the languagge that they use because teacher language is not only a teaching medium but also becaome teaching material with students hearing the utterance used by the teacher, they automatically learn about language and language use. This study is important to do because this study will provide a clearer percentage frequency and an explanation of the teachers' language in detail.

Literary Review

Teacher refers to person whose job is teaching. According to Pollard (2008) the most common roles of teachers are giving instructions, facilitating, setting up activities, correcting, eliciting, motivating, and explaining language. While according to Roffey-Barensten (2018), the responsibilities of teachers are: teachers have to provide safe environment, both physical and psychological; teachers have to treat others with due respect ensure equality of opportunity for all; and teachers have responsibility to safeguard learners and their right.

Teachers are the important aspect in the process of obtaining the target language, especially for country that regards English as foreign language, such Indonesia. Yafen and Yuqin (2010) stated that The teacher's concern for language in the classroom is a major element that can stimulate class interaction. Tachers' language in classroom is not only teaching medium, but also teaching materials. According to Krashen in Chile (2013) explains that entering a second language is the main reason for getting a foreign language. To reach a second language, students must focus on understanding the language. Teachers have to work hard to help students learn more about the language even though it costs students and their ability to master the language. According to Brown (2001), language's function in term of

instructional talk and management talk relate to teachers' role in classroom as teacher and manager.

Later on, it is significance for teachers to manage and organize the classroom by language, teachers may succeed or fail in achieving their plans in a correct way. Teacher talk may be considered one of the most important things and teachers can be considered as the chief origin inside English as a foreign language classroom, since students can get what teachers say during the lesson (Kiasi and Hemmati,2014).

Research Method

The research was conducted in SMA Negeri 1 Bombana in Bombana City, Southeast Sulawesi, Indonesia. English is taught to students since elementary school until university. This policy was made by Department of Education considering the importance of English as lingua franca in this globalization era. According to constitution number 24/2009, the articles state that a foreign language can be used as a language of instruction in educational units for purposes that support the ability of foreign language learners (Indonesian people).

The subject of the research is two Indonesian English teachers at SMA Negeri 1 Bombana. Both of teachers have English education backgroud. They are graduate of English education study program. They were teaching English in the first and second grade in senior high school level.

The data collection by video recording was administered to record teachers' talk during teaching English in classroom. After record the teaching process researcher was conducted interview related to his/her language use when they teach in the classroom. Teachers' talk transcripts were analyzed by using coding to categori or clasify the context native language and target language use in management talk and instructional talk term. The percentage formulation was used to analyze the percentage frequency of native language and target

language. To know the percentage frequency of native language and target language, the trascripts was analyzed per word.

Result and Discussion

Rasyid (2012) stated that classroom management is very crucial to create an effective and efficient teaching and learning process. Everything and everyone must be managed when entering and teaching in the class as well as management talk. Management talk is one of the term of teachers' languuage that only focused to educate the students become more discipline and it was not correlation with the teaching material. However, when a teacher uses totally instructional talk in teaching English in the classroom interaction, not all students can catch or understand well the instructional talk given by the teacher. It is caused by the students' ability in using English is still diverse. This constraint makes a teacher should use classroom management talk (management talk) as the other part of teacher talk to manage the classroom activities (Mukhlis, 2017). This term consist of four contexts, they are: firstly, Giving instruction was an expression that used in order to the students do what teacher instruct. Secondly, giving reprimanding was an expression that used to reprove or to tell that student's behavior is not good or wrong. Thirdly, giving advice is one of the utterance that often used by teachers when direct or gave suggestion to the students to do something based on the direction of the teachers, and also used to encourage students to be more serious in learn. Fourthly, Giving announcement was the utterance that used by the teacher to give informations, either about score, teachers request or the deadline for work the assigments.

Studies of teacher talk commonly consist of the investigation of language that teachers use in their language classrooms, and language that they use in subject matter lessons (Sukmawati, 2018). Instructional talk is one of term of teachers' language that only focused on teaching materials that used by teachers to teach the students to master the target language

both in grammar explanations and various difficult concepts that are related to teaching material. Doff (1993) in Rasyid (2012) divides classroom management talks into fifteen language functions as for greeting, instruction, asking for information, talk/chatting to students, checking attendance, grouping or telling students where to sit, encouraging, giving turn, thanking, apologizing, advising, acknowledging, asking to do something, marker, and ending lesson or topic. Actually, this research found three majors contexts used. Firstly, giving explanation was giving detail information about teaching material, showing or mentioning what about the assigment or homework are, and also explain about the procedure or how to do assigment and homework. Secondly, asking questions was used to check student comprehension toward teaching materials and also asking information which no relation to teaching materials. Thirdly, answering question was not only focus in answer questions that related with teaching materials but also answered the question that there were not related with teaching materials.

The frequency of teachers utterances for management and instructional talk can show in the Table 1 below.

Table 1. Language Function Frequency Percentage

Number	Language function	Frequency Persentage	
		NL	TL
A	**Management Talk**	**86,9%**	**13,1%**
1	Giving Instruction	79,5%	20,5%
2	Giving Reprimanding	100%	0%
3	Giving Advice	94,2%	5,8%
4	Giving Announcement	73,8%	26,2%
B	**Instructional Talk**	**77,1%**	**22,9%**
1	Giving Explanation	69,8%	30,2%

2	Asking Question	61,5%	38,5%
3	Answering Question	100%	0%

Based on the table above, researcher found that either in management talk or instructional talk teachers preferred to talk more using native language than target language. The higest utterance use of native language for management talk was in giving reprimanding (100%) and the higest use of target language was in giving announcement (26,2%). While in instructional talk, the higest use of native language was in answering question (100%) and the higest use of target language was in asking question (38,5%). It shows that both of teachers more comfortable teaching English by using native language than target language either in management talk or instructional talk.

Management talk is one of the term of teachers' language that only focused to educate the students became more discipline and it was not corelation with the teaching material. This term was used by the teachers to describe the language which used to give the command or directions, so that the teaching and learning process run smoothly. According to theory of Zulfah (2015) explained that management talk is teacher's language related with control and discipline the classroom and there were 12 context of management talk include greeting, checking presence, giving thanks, closing activity, and ect. While in this current research, based on the findings above researcher only found 4 context that related with the definition of management talk. This happened because of the limited time.

Giving instruction was an expression that used in order to the students do what teacher instruct. The definition was supported by Zulfah (2015) stated that Giving instruction is asking students to do or not to do something soon or now. For example: "attention please!", "raise your hand!", "give applause for…(student's name)", "back to your seat!", ect. Based on the research finding above, it explained that both of teachers agreed to use native language

more when they gave instruction to the students. It showed in the frequency persentage results that both of teachers used more in native language with the percentage around 79,5% while in target language only 20,5%. The data were supported by the interview results from both of teachers. the first and the second informant claimed that they prefered to use native language than target language because native language was more effective to apply in the classroom, although sometimes they used target language but it just in certain sentences such as sentence in daily conversation. This results was suitable with the theory of Zulfah (2015) stated that there were 95% teachers used native language to give instruct to the students and they just used 5% in target language. Based on the data that researcher found from video recording (documentation) and interview transcript, either teacher from first grade or the second grade prefered to use native language more often than target language. Although sometimes the teachers also used the target language but the frequency was more less than the native language. The use of target language in giving instruction only used words or sentences that they often heard or sentence that they usually used in daily conversation.

Giving reprimanding was an expression that used to reprove or to tell that student's behavior is not good or wrong. Zulfah (2015) stated that Giving reprimanding is criticizing students' negative behavior by telling that students' behavior is not acceptable or correct and communicating anger, criticism, displeasure, annoyance, and rejection. This expression is used by the teacher to educate the students become more discipline while teaching and leaning process. According to Paul (2003), about teachers gave examples and guided students to use expressions of English, through the application of phrases English in classroom, so students can understand the language section as a whole, and connect the used of English based on their feelings, this way can help students to more easily master the target language. The theory was contrary with the video recording transcript, It showed in the frequency persentage results that both of teachers never used target language, it showed in the frequency

percentage data teachers used native language around 100%. The data were supported by the interview results from both of teachers. the first and the second informant claimed that they preferred to use native language than target language because the students were more easy to understand what teachers meant. Both of those results was supported by the theory from Zulfah (2015), this research also found that around 99% teachers used native language in giving reprimanding.

Giving advice is one of the utterance that teachers used during they were taught in classroom. This utterance was a language that was often used by teachers when direct or gave suggestion to the students to do something based on the direction of the teachers, and also used to encourage students to be more serious in learn. The definition was supported by Zulfah (2015) stated that Giving advice is giving suggestion or motivation to students to be and to do good one or not to be and to do bad. Cahyaningrum (2017), English teaching process ideally using English, because interaction by using English in EFL classroom only occurs at class, while in everyday life there are only few people or even there is no chance at all for using the target language. Based on the research finding above, it explained that either teacher from the first grade or the second grade, they agreed to use native language more when they gave advice to the students. It showed in the frequency persentage results that both of teachers used more in native language with the percentage around 94,2% while in target language only 5,8%. This data also supported by the interview results from both of teachers. the first and the second informant claimed that they preferred to use native language than target language because the class condition was not possible to apply target language and students' abilities were different. Sometimes the teachers used target language, but after that teachers explained the meaning of the utterance again used native language. Both of those results was supported by the theory from Zulfah (2015) stated that teachers were more used native language in giving advice with percentage around 99%.

Giving announcement was the utterance that used by the teacher to give informations, either about score, teachers request or the deadline for work the assigments. The definition was supported by Zulfah (2015) stated that Giving announcement is giving information such as the winner in a game activity, the score of test, score of exercise and score of homework, and teachers request or teachers expectation. According to Ratminingsih (2014), about the use maximum of target language in classroom is useful, because students only got a chance to hear and practiced their target language in classroom. Outside their classroom, they were lack the opportunity to use the target language. Therefore, the teacher should seek the use of English simple, and accordance with students level, with this strategy, teachers can use target language as learning medium than native language. It is more useful in efforts target language acquisition. Although used maximum of target language in classroom is useful but based on the frequency percentage that researcher found there were around 73,8% teachers used native language and only around 26,2% teachers used target language. The first and the second informant claimed that sometimes they used target language, but it just in simple sentences. Although the frequency percentage data showed that teachers were more used native language than target language but they tried to apply the target language in classroom because it can help the students easy to master the language. The result of frequency percentage data was supported by the research from Zulfah (2015) that found teachers were more used native language than target langage, they used native language around 96%.

The highest used of native language for management talk was in giving reprimanding (100%) and the highest used of target languuage was in giving announcement (26,2%). Teachers also used target language intensively in giving instruction (20,5%). Based on the table of frequency above showed that the average percentage value of the native language and target language in management talk show that teachers were more dominant in using native language during the teaching and learning process because the average percentage of

native language used in management talk was 86,9%. While the teachers were rarely or less used of the tagret language when they taught in classroom, it proved the average percentage frequency used was 13,1%.

Instructional talk focused to the material or knowledge transfer. This term was used by the teachers to deliver information that related with the students knowledge input in the classroom. Instructional talk related with the teachers' language that used in classroom to deliver the information about teaching material. This term only focused on teaching materials that used by teachers to teach the students to master the target language both in grammar explanations and various difficult concepts that are related to teaching material. Acoording to theory of Zulfah (2015), explained that instructional talk is teacher's language related to transfer of teaching materials and there are 5 context of instructional talk. While in this current research only found three context, they are giving explanation, asking question, and answering question. This happened because of the teaching methode was different.

Giving explanation was giving detail information about teaching material, showing or mentioning what about the assigment or homework are, and also explain about the procedure or how to do assigment and homework. The definition was supported by Brown (1979) giving explanation is giving detail information about teaching materials such as who did...?, what is...?, when does...?, where is...?, how does...?, why is...?. According to Chang (2010), learning English by using English as a language that used in teaching and learning process can improve the students ability in English. Use English as class language is very important in learning process by the teacher as an effort of the use English in class to guide and train students so can communicate and improve their ability in English. The results of frequency percentage data showed that teachers were more used native language than target language. They used native language around 69,8% while in target language only 30,2%. The data was supported by the interview data from both of teachers. The first informant and the

second informant claimed that they prefer used Indonesian language than English language because the students' abilities were different, although there are some students understand what teachers meant but teachers must to consider the ability from all of students. Both of those results also supported by the theory of Suwartono (2007), stated that used the target language in the process of teaching and learning is still very lacking, or never use target language, based on the teacher's perception, they chose to use native language more because if they used target language, the students did not understand, or the students objected when the teachers asked them to use target language. It became reasons why teachers prefered to use native language when they taught in the classroom.

Asking questions was used to check students comprehension toward teaching materials and also asking information which no relation to teaching materials. The definition was supported by Zulfah (2015) stated that Asking question is used to find out the students' comprehension toward teaching materials. Based on the research findings, it explained that both of teachers agreed to use native language more when they asked question to the students. It showed in the frequency persentage results that both of teachers used more in native language with the percentage around 61,5% while in target language only 38,5%. This data was suitable with the results interview from both of teachers. The first informant and the second informant claimed that they prefered to use English if the questions had not relation with the teaching materials, if it had relation with the teaching materials, they prefered to use indonesian. The data either from frequency percentage data or interview data showed that both of teachers were more used native language than target language although used target language as class language is very useful. Both of those data also supported in theory of Kovačić and Kirinić (2011), most of students and teachers agree, if the first language use in grammar explanation and difficult concepts. Teacher prefer use target language only if the context does not contain teaching materials aspects.

Answering questions was one of the fewest expressions found during the teaching and learning process. Answering question was not only focus in answer questions that related with teaching materials but also answered the question that there were not related with teaching materials. The definition was supported by Zulfah (2015) stated that Answering question is giving response to students' question about teaching materials or about classroom management. The results of frequency percentage data showed that teachers never used target language, it showed in the ferequency persentage there was 100% teachers used native language. This data was suitable with the interview results either from the first informant or the second informant. They claimed that answering question to the students questions, teachers must pay attention to the class conditions and the average ability of the students, if the ability of students were low, it would be better to use indonesian language. The language that they used in classroom was native language, although sometimes they also used target language but it was not more effective than used native language. It was suitable with the theory of Shimizu (2006), among japanese students, in which 66% of non-linguistic majors supported L1 (first language) use in EFL classroom.

The utterance of instructional talk were longer and more complicated than utterance for management talk. Teachers used intensively target language in asking question (38,5%), and teachers used intensive native language in answering question (100%). Based on the table of frequency above, it was clearly explained that teachers in English foreign language classroom were dominant in used native language with the average percentage frequency 77,1% and teachers were less of used target language with the average percentage frequency 22,9%.

The results above supported the recommendation of Thompson (2006), reported that the common contexts of target language used in classroom managemet, establish solidarity, and clarify while the common contexts of first language used in grammar instruction, explaining topic or assigment and translation of vocabulary. Based on the results from

frequency percentage and interview results showed that both of teachers either in management talk or instructional talk prefered to combine the language although most of language that they used in classroom was native language. Teaching English language by combine the language is the best way to teaching English in English foreign language (EFL) classroom, because although the students rather slow in responding teachers' utterance but combining the language can improved students ability in learning English.

Conclusion

There were two terms of teachers' language function. They were management talk and isntructional talk. There were four context of utterance that related with management talk, they were giving instruction, giving reprimanding, giving advice, and giving announcement. While in Instructional talk just consisted of three contexts, they were giving explanation, asking question, and answering question. Based on the results of interview and observation, the researcher concluded that between management talk and instructional talk teachers prefered to use native language than target language. The frequency of using native language was much higher both in management talk and instructional talk, around 86,9% for the average used of native language in management talk, while the average native language used in instructional talk around 77,1%.

For further research, it is suggested to focus not only language uses but also on the teachers' language management competence.

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