

TEACHER AND STUDENT PERCEPTION TOWARD THE EFFECTIVE TEACHER AND STUDENT TALK IN CLASSROOM

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ABSTRACT

The main objective of this research is to explore the teacher's and students' perception towards the characteristics of effective teacher and student talk in the classroom. This research is based on the interview conducted to a teacher and 12 students in an undergraduate program of State University of Makassar. The researcher found that referring to the teacher and students' responses, the researcher identified the characteristics of effective teacher talk in classroom interaction specifically (1) motivating and encouraging; (2) simple and easy to understand; and (3) slow. Meanwhile, the characteristics of effective student talk in classroom interaction were (1) need to be directed and (2) brave/confident.

INTRODUCTION

Interaction is one important point of successful in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between teacher and learner or learner and other learner resulting in reciprocal effect on each other. Thus, interaction in a language classroom is a process of learning language.

Through meaningful of interaction, the teacher can provide opportunity for the student interaction when they are in a group or individually work. Moreover, classroom interaction can stimulate the student to speak because it is useful in stimulating the student to think, understand and give respond to the given stimulation.

Pujiastuti (2013) said that the quality and the quantity of teacher talk have many values in the classroom interaction, especially in young learner's classroom interaction. Firstly, it provides language input as language model for children. Secondly, teacher talk supports student talk in practicing the language. Thirdly, the appropriateness of teacher talk can result in a warm classroom atmosphere and informal teacher-student relationship. However, the dominance of teacher talk in young learner's classroom interaction seems to be irrelevant in foreign language teaching since it does not provide adequate chances for students to practice the language.

For many years, linguistics has been interested in teacher talk in language teaching and it has effects on students' comprehension. It is important for the teacher and students to know the characteristics of their talk in the class. By knowing the characteristics of effective teacher and student talk, it can be used as reference to increase the student talking time in the class.

Student Talking Time (STT) is the time learners spend talking rather than the teacher in the class (Siddiqua, 2009). In EFL context, the consideration of STT can carry several benefits, especially as far as self-reflection about the teaching approaches are concerned. Besides, Student Talk Time (STT) should be around 80% during the course of the lesson. Their

use of the language should further promote qualitative thought. For example, this means that choral drills, substitution drills, and other exercises remain important because students need these activities to become familiar with and absorb the target language. Furthermore, the student talk in classroom should also reflect their knowledge about the material, how far they understand the material, etc.

The idea in this paper is to highlight the teacher's and students' perception towards the effective teacher and student talk. Findings in this research are valuable to understand how the characteristics of effective teacher and student talk.

RESEARCH METHOD

This research used a qualitative study. The participants of this research are the teacher and students at undergraduate program of UNM. To collect the data, one teacher and 12 students were interview related to their perception towards the characteristics of effective teacher and student talk in classroom. Before conducting the interview, the researcher observed the teaching and learning process in the class to see the interaction between the teacher and students. The interview recordings were analyzed using interactive model of data analysis (Miles and Huberman, 2013). The data recordings were then transcribed into text, then it will be interpreted and analyzed in the form of conversation extracts.

FINDINGS

The following sets of interview elaborates the teacher's and students' perception toward the characteristics of effective teacher and student talk in classroom interaction.

1. The Teacher's and Students' Perception Toward the Characteristics of Effective Teacher Talk

Based on the result of the interview, it was found that there were some characteristics of effective teacher talk in classroom interaction based on teacher's and students' perception. They are explained as follows:

a. Motivating and Encouraging

During an interview with the teacher, he emphasized that teacher talk was important. Additionally, one way to make the teacher talk effective is by motivating the students in the beginning if the class. it can be seen in the extract below

Extract 1

I : So, in your opinion, mm, teacher talk is categorized as effective teacher talk in what way?

T : Effective teacher talk in what way.

I : Yes, I mean can you explain the characteristics of it?

T : Well, teacher talk is important, in teaching. But, again... teacher center is, in my opinion is not, is not good. So, teacher talk is important. First, at the beginning of classroom. Motivating your students. Ya, kalo sekarang di SMA istilahnya ada apa yah. Apersepsi.

I : Iya.

T : Yah, we also did that in our, in apa, in the university. In the first meeting, it's time to motivate your students, to ask question. What happen, what did you do, at home for example. What did you do in term of improving your English, how are you today. Motivating them to, to apa, to study for example. And then, yah, that's very important

when you talk to your students. And also, yah, praising them. Encourage them, not discourage them. So, for example, the students didn't, did a mistake or something and you say you are stupid. Oh, that's not good. So, teacher talk is important in motivating them, motivating the students. Encourage the students to study. But, not all the time.

From extract above, it confirmed that the teacher talk was important, especially in the beginning of the class. The teacher claimed that motivating the students was preferable, such as asking their condition or activities that they attempted to improve some skills. By giving some motivation, it is expected to enthuse them to study. Furthermore, he mentioned that praising and encouraging were the characteristics of effective teacher talk. He also thought that by praising the students, it could increase their motivation to study. On the other hand, the student's perception can be seen in the following extract:

Extract 2

I : In your opinion, teacher talk is categorized as effective teacher talk in what way? Can you explain the characteristics of it?

MS7 : biasanya kalo jawaban kita benar itu, kadang bilang 'good job' atau 'bagus'. Tapi kalo misalnya ada jawaban yang kurang tepat atau salah, biasanya diberikan kesempatan untuk siswa lain untuk menjawab agar kita bias belajar dari teman. / Often when we strike with a right answer, teacher will respond it by saying 'good job' or 'good'. But if our answer is somehow incorrect, teacher will give a chance to other students to answer so that we can learn from them. /

The respondent in extract 2 above asserted that his teacher always praised the students in the class if they gave a correct answer or did something good and never discouraged them. He also said that the teacher tended to make students learn from each other rather than discourage them. The student preferred that way which could avoid her and other students to feel humiliated threatened.

b. Simple and Easy to Understand

It cannot be denied that we had to pay attention with the language that we used to communicate with other people. In the same way, the communication used by the teacher in the class had to be simplified to make it effective between teacher and students. A student's related opinion is presented in the extract below.

Extract 3

I : In your opinion, teacher talk is categorized as effective teacher talk in what way? Can you explain the characteristics of it?

FS3 : I think guru itu harusnya menjelaskan dengan bahasa yang mudah kita pahami. Mm, tapi tergantung dari siswa tersebut. Karena ada siswa yang bisa menangkap perkataan guru dengan cepat, ada juga siswa yang tidak bisa menangkap perkataan guru dengan cepat. Ada yang mengerti kalo misalnya secara pelan-pelan. Tergantung dari karakter masing-masing siswa. Kan karakter siswa itu beda-beda. / I think teacher should explain materials with a language that easily understood for us. Um, but it also depends on students. Because some of them are easy to comprehend of what the teacher has said, while some cannot. There are some who prefer when teacher explains gradually. It depends on students' characters. Because every student is different. /

Extract 4.50 confirmed that the teacher should use language that is easily understood by students in the class. The student clarified as well that there were some students who easily grasped of what the teacher intended while some were hardly to. It implied that the teacher supposedly simplified his/her language to make students easily understand any material explanation.

c. Slow

Speak slowly was another characteristic of effective teacher talk mentioned by the students who stated her assumption in the extract below.

Extract 4

I : In your opinion, teacher talk is categorized as effective teacher talk in what way? Can you explain the characteristics of it?

FS9 : Mm, they should use words or vocabulary commonly, atau mudah dimengerti. | Um, they should use words or vocabulary commonly, or easy to understand. |

I : Oh, you mean simple vocabulary.

FS9 : Yes, simple vocabulary. And then, speak slowly not fast.

From extract 4 above, the student stated that the teacher was supposed to use a word or vocabulary that was easily understood by the students. The student also added, “*Mm, they should use words or vocabulary commonly, atau mudah dimengerti*”. It implied that the use of common vocabulary can make the students feel comfortable and enhance teaching process to run smoothly. Therefore, the student confirmed that it would be better if the teacher spoke slowly when delivering material in classroom.

2. The Teacher’s and Students’ Perception Toward the Characteristics of Effective Student Talk

The same way as the characteristics of effective teacher talk, it was also found that there were some characteristics of effective student talk in classroom interaction. It showed the characteristics of effective teacher talk according to the teacher’s and students’ perspective. They are explained as follows:

a. Need to be Directed

Finding a right way to make students talk effectively, a trigger or direction is needed from a teacher. The following extract showed the teacher’s opinion about the characteristics of effective ST in the class.

Extract 5

I : What about the student talk? what is your opinion about the characteristics of effective student talk?

T : Karakteristiknya yah... mmm, apa yah. Kalo from, from my students... itu ada beberapa, beberapa tipe students, character students, but, I rarely found, itu yang, reflecting of what they know in the classroom. Itu kan biasanya di akhir, di akhir pertemuan. When we make reflection, itu, masih jarang sekali. We rarely found the students try to reflect. Even.. the, the lecturer asked question, itu masih, its rarely found. They, want to or they voluntary, tell or express their reflection about the subject. Mm, but during the classroom, there are some students, you know, who confident enough to, to ask question or to express their opinion, and sometimes, it also depends on the teachers. The, the style of the teacher to, encourage the students to, you know, to speak. Yah, karena kalau

karakter of Indonesian students, itu need to be fed. Apa, waiting to be fed. Menunggu untuk disuap. So, it's very difficult to, to apa, to ask them to comment, or to ask them, to ask question. We need to, apa istilahnya, we need to trigger them. We need to encourage them. Encourage juga tidak cukup, sometimes. 'Please ask question, if you don't know, bla bla bla'. They still don't ask question. Mereka masih tidak. So, we need certain strategy, to, to trigger them to, to ask question. Karena kadang kita harus memberikan umpan balik. So, a question for a question. Jadi pertanyaan untuk, supaya mereka bertanya. That's, that's really difficult sometimes. I rarely found, you know, they asked question. Mm, independently, confidently, itu only one or two persons saja. Apalagi kalo untuk refleksi. Except you ask them. Kecuali kalo ditanya. What do you get today, for example, what we have learned, what we have discussed today. Maybe one or two will tell. Mungkin satu atau dua orang akan mengungkapkan itu. So, I think, that's the characteristics of student, Indonesian student yah.

From extract 5 above, the teacher notified that there were different characters of his students. Only a few students who expressed their ideas confidently in the class. He also explained that it was depended on the way teacher encouraged the students. Owing to the fact that the characters of Indonesian students was waiting to be fed, it designated some difficulties to make them ask a question or give any comment independently to the material presented in classroom. The teacher needed to ask questions first to enhance the students to talk. As he concluded that, *“Karena kadang kita harus memberikan umpan balik. So, a question for a question. Jadi pertanyaan untuk, supaya mereka bertanya”*. It indicated as well that from the teacher's perspective, the characteristic of effective ST was needed to be directed. It was to make the students actively participated in the classroom.

b. Brave/Confident

Oftentimes in class, there were students who lacked confidence, felt shy or insecure to express their ideas. By enhancing the students to actively participated in the class, it was important to make them brave and confident to speak. Regarding to that, some students who participated in the interview session mentioned that braveness is one characteristic of effective student talk as seen in the following extracts:

Extract 6

I : Yes. what do you think the characteristics of effective student talk?

*S9 : Yah, if the students given a chance to speak or say something, **I think the student should be brave to ask something if they didn't understand about the material.***

I : Yes.

S9 : Like that, be brave.

The student in extract 6 noticed that braveness is one characteristic of effective student talk in the class. She stated, *“I think the student should be brave to ask something if they didn't understand about the material”*. She also realized that being brave to talk in the class was important, especially if she had something unclear about any material. Another student's related opinion can be seen in the following extract:

Extract 7

I : What about the student talk? What are the characteristics of effective student talk?

S8 : Mungkin setiap orang beda-beda. Tapi kalo menurutku itu yang kita berani mengungkapkan pendapat kita. Atau berbicara ketika diberi kesempatan sama dosen.

| Each person may be different. But personally, we can be brave to express our ideas. Or speak when teacher allows us to. |

In line with the previous extract, the student in extract 7 also specified braveness as the characteristic of effective student talk. She acclaimed that, “**Menurutku itu yang kita berani mengungkapkan pendapat kita**”. It is implied that the students should be brave to speak in the class by expressing ideas confidently. In the end, the student also added that, “**Atau berbicara ketika diberi kesempatan sama dosen**”. It means that students should speak or express their ideas if given a chance by teacher.

DISCUSSION

Seven extracts of interview were presented. Overall, the researcher found that referring to the teacher and students’ responses, the researcher identified some characteristics of effective teacher talk in classroom interaction specifically (1) motivating and encouraging; (2) simple and easy to understand; and (3) slow.

The first characteristics of effective teacher talk was motivating and encouraging. It was recommended to motivate students before starting classes. Motivation would help to drive creativity and curiosity, spark the desire needed for students to want to learn more. Stephen (2015) explained that engagement or motivation has also been associated with positive student outcomes, including higher grades and decreased dropouts.

The other characteristics of teacher talk is simple and easy to understand as effective teacher talk inferred by the students. By using simple language to the students, the message is likely to have more impact. Besides, it is believed that when teacher simplified their language or spoke a simple language in giving direction or lecturing during classes, it will give the students a better chance to grasp the meaning conveyed, which can foster a good teacher-students communication.

The next characteristics of slow was included in the characteristics of effective teacher talk. Since it was an EFL classroom, the teacher needed to slow down their actual speaking speed and let the students gradually process the language used. If teacher spoke too fast, it would make the students think too hard to process what the teacher had said. Ddeubel (2009) said that only through pausing can the teacher really help their students to both become thinker and use the language they model for language acquisition.

For the characteristics of student talk, the researcher found that based on the teacher’s and students’ responses, the characteristics of effective student talk in classroom interaction were (1) need to be directed and (2) brave/confident. Ashari and Budiarta (2016) said in their research that student talk can be produced effectively if there is an effective trigger from the teacher in classroom. The teacher can make it by giving some directions and questions. Through effective questioning, teacher can encourage students to share their knowledge about the topic discussed. Besides, the teacher can also initiate more questions to elicit students’ response by elaborating their ideas, thoughts, or opinions.

Being brave to talk in classroom is a proof that the students have a proficiency on a lesson’s topic. Because, they will not try to take their turn if they are unable to speak up. Furthermore, it will show the students’ understanding about the lesson delivered by the teacher.

According to Congmin (2016), proficiency can be a motivating factor for the students to make a participation in the class. The proficiency level of the student poses limits to the quality and quantity of learner participation. The more proficient the students are, the more likely they are to participate in classroom interaction.

CONCLUSION

The result of the research shows that both teacher and students had different perception about the effective teacher and student talk in the classroom. The data were taken from the interview with the teacher and the students. The researcher concluded that the characteristics of effective teacher talk were; (1) motivating and encouraging, (2) simple and easy to understand, and (3) slowly. While the characteristics of effective student talk were (1) need to be directed, and (2) brave/confident. The result of this study has implication for the effectiveness of teaching and learning process. By knowing the characteristics of effective teacher and student talk, for example, the teacher can be utilizing it to increase the student talking time (STT) in the class. So that, the students will be participating actively in the teaching and learning process.

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