

**Teacher Talk: A Study on Male and Female Teachers’  
Instructional and Management Talks in EFL Classroom  
at SMAK Makassar**

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**ABSTRACT**

The aim of this research was to identify the language function of instructional and management talks used by male and female teachers at SMAK Makassar, to identify the differences between male and female teachers’ instructional and management talks at SMAK Makassar, and to know the students’ perception towards the teachers’ instructional and management talks at SMAK Makassar. This research used descriptive qualitative approach. The major instrument used was observation, questionnaire, and interview.

Based on the result of the study, there are 14 (fourteen) language functions of instructional talk and 11 (eleven) language functions of management talk. Besides, the similarities of the instructional and management talks used by male and female teachers at SMAK Makassar were in terms of literal translation, code switching, self and other repetition, and meaning negotiation. Furthermore, the difference was in terms of self monitoring strategy; the male teacher tended to perform self initiated repair while making a mistake while female teacher did not perform self initiated repair when make mistakes. Based on the result of the students’ perception on instructional and management talks in EFL classroom used by the male and female teachers at SMAK Makassar, the teacher talks gave big effect in teaching-learning process. It could be seen that most students perceived that their teacher would like to influence them indirectly by accepting their feeling, praising and encouraging them, accepting and even using their ideas, and also asking questions to them. From the description above, the instructional and management talks are important in the success of the learning objectives and the basic skills of a teacher in improving students learning activities in classroom.

**Keywords:** *Teachers Talk, Instructional and Management Talks, EFL Classroom*

## **INTRODUCTION**

In teaching and learning process, the teacher is a key point in classroom interaction. The teacher uses his/her language to transfer knowledge to the students. The kind of language used by the teacher for instructions in the classroom is known as teacher talk. Talk between teachers and students are important in teaching and learning process. The teacher can communicate with the students through teacher talk which talk is used to make the whole learning successful starting from opening the class, delivering teaching materials, asking questions, and managing behaviors in the classroom interaction. Teacher talks are not only to transfer the information and the knowledge but also to control or manage the classroom. So, the language used in classroom interaction determines to whether class will be successful or not.

The existence of classroom 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. 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, the teacher's talks should be functioned as central point to gain effective teaching-learning situation (Vygotsky, 1978). How the teacher manages their talk in giving instructional should be considered since their talk will affect students' comprehension to the lesson.

Teacher talk is a special communicative activity that can be used to communicate with students and develops students' foreign language proficiency. Teachers adopt the target language to promote their communication with students in learning process. The main goal of the language learning is to be able to communicate in 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. In this way, students practice the language by responding to what their

teacher says. Besides, the teachers use the language to encourage the communication with students. This aim is to make the students easily to understand learning materials. Therefore, it can be said that teacher talk is a kind of communication-based or interaction-based talks.

Teachers' language in EFL classroom refers to the use of language in teaching English in classroom. Teacher's language is not only teaching medium but also teaching materials. When learners listen to teacher's instructions, explanations, directions, and questions, learners start learning not only about language but also how to use the language. Meng and Wang (2011) state that EFL teachers' language is the most important part of learners' input, then the input plays a critical role in language acquisition.

The use of language relates to language position (first, second, and foreign language), and language function (instructional and management talk). Instructional skill relates to teacher's explanation about subject matter to students, questions, and responses to students' questions and answers; while management skill relates to giving effective direction and controlling students' discipline and behavior such as presence, reprimand, reward, encouraging, and facilitating interaction (Zulfah et al., 2015). In conjunction with language function used by the teachers in EFL classroom interaction, instructional talk is teacher's language relates to transfer of teaching materials and management talk is teacher's language relates to control and discipline in classroom (Muhayyang, 2010).

In the classroom, both male and female teachers have different characteristics when giving instruction in teaching their students. It is because males are different from females in terms of aptitude, skill, and also language in teaching. Beside, male and female also show their differences in behavior. Eckert and McConnell (2003) found that many studies show significant differences in the verbal behavior of male and female. Linguistically, the differences will appear concerning the features of language that they use. In term of feedback, male are said much less than female. It means that many male teachers are less in giving feedback and reinforcement. Female teachers tend to use more polite language than male teacher in giving instruction because they are more oriented, more

collaborative and more effective. It is fact that women are different from men not only in verbal communication but also in nonverbal communication. This includes the language that male and female use. In teaching English, male and female teachers also face some problems at classroom interaction as a place for communication between teacher and students.

One of the main problems of teaching English, which is faced by the teachers, is the existence of unresponsive students. They prefer to become passive rather than to participate in learning process actively. This circumstance becomes common in several schools because English as foreign language which rarely used by students outside the classroom. Furthermore, the environment around the students is not supportive and the opportunities to apply the target language are fewer. The most possible way to practice is through interaction with the teachers. Since not all students can catch or understand well when the teachers use English in teaching English. It would be better, if the teacher uses instructional and management talks based on phases of classroom activities.

In relation to explanation above, teacher talk is potential discourse data. To conduct a research, it focuses on the teacher talk used by male and female teachers in the classroom interaction that consists of language functions of instructional and management talks at high school. Therefore, the researcher is interested in conducting a research entitled **‘Teacher Talk: A Study on Male and Female Teachers’ Instructional and Management Talks in EFL Classroom at SMAK Makassar’**.

The objectives of this research are:

1. To find out the language function of instructional and management talks used by male and female teachers at SMAK Makassar.
2. To find out the differences between male and female teachers’ instructional and management talks at SMAK Makassar.
3. To know how the students perceive towards the teachers’ instructional and management talks at SMAK Makassar.

## **REVIEW OF RELATED LITERATURE**

One of the previous studies entitled ‘Teacher Instructional and Management Talk in English Foreign Language Classroom’. The purpose of the study was to find out the contexts and frequency of instructional and management talks use and the frequency of native and target language use for instructional and management talks. Based on the result of this study, it can be concluded that teachers use instructional talk in 5 contexts and management talk in 15 contexts. Teachers talk more for management talk than instructional talk. Teachers used target language more for management talk than for instructional talk (Zulfah et al., 2015).

The research above shows how teachers use instructional talk and management talk in teaching and learning process. In this research, the researcher will be focused on language functions of instructional talk and management talk used by male and female teachers at High School.

Kartini (2005) conducted the research entitled “A Study on Teacher Talk Used By Effective EFL Teachers in Makassar”. This research employed qualitative method. The result of this research showed that first; there were eighteen types of teachers in teaching and learning process. Besides that, it found that using a yell language “Study English” and the reply “It’s amazing” encouraged students to learn joyfully. This kind of teachers’ talk or activity was considered as the new type of teachers’ talk. Therefore, using a yell language function not only gave encouragement or motivation but also got student’s attention to follow the teaching and learning process. The second, there were seven kinds of teachers’ talk that assisted students in learning process. The variety of teachers’ talk used in the classroom interaction that created good learning environment.

Another research by Nafrina (2007) who investigate ‘The Teacher and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal’. The purposes of the study were firstly, to describe the speech strategies used by the teacher and learners in the classroom; secondly, to identify languages used most of the time by the teacher and students in the classroom interaction and

the reason. Based on the result of this study, it can be concluded that there are mutual dependence of roles between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English.

A similar research was conducted in SMA N 3 Semarang in the academic year 2008/2009. The researcher observed two teachers during they teach the students. The learning process was recorded, transcribed and then analyzed based on the elicitation categories of Coulthard (1975) and Slatery and Willis (2001). The results of the study indicate that the lessons were well organized. The teachers presented them in systematic way. The interaction between the teachers and the students was good. The teachers' question and students' answer run smoothly. The conclusion shows that the types of students' response were in the form of acknowledgement, affirmative clauses, denial, and some extension answers. The researcher suggested that elicitation techniques used by teacher succeeded in encouraging students talk. English teachers should be creative in delivering questions. The teachers can use the combination of elicitations, which affect student' responses (Nurokhmah 2009).

There was also a research, which was conducted at the SMP N 2 Gubug. The purpose of the study was to get a description of how English is taught in a junior high school. By using Flanders' interaction analysis system, the data were analyzed and concluded that the patterns of interaction were mostly teacher initiated, with a very few exceptions in which students ask question, or propose an idea (Karseno 2008).

Based on the studies above, the teacher is still being the one who takes control of the class. Teacher's initiation is the main tool to create interactive situation. Those events lead to the fact that the teacher needs to manage their talk in order to use it maximally when giving an instruction in classroom. Moreover, the unresponsive behavior or less active of the students also still occurred, so improving the language function of instructional talk and management talk used by male and female teachers will be considered as a solution to get the best learning situation for the students' response in English classroom interaction.

Therefore, the researcher tries to analyze teacher talk used by male and female teachers in terms of language function of instructional and management talks.

## **RESEARCH METHOD**

This research used qualitative descriptive research design that emphasizes on discourse analysis. Qualitative method used to explore the phenomenon about male and female teachers' instructional and management talks in teaching and learning process in EFL classroom at SMAK Makassar. A qualitative descriptive research is a method in researching the status of a group of humans, in order to create an object, the picture or painting, descriptive in systematic, factual accurate regarding the facts or phenomena are investigated (Cevilla, 1993). This research was held at SMAK Makassar, which is located at Jl. Urip Sumoharjo, Pampang, Kec. Panakkukang, Kota Makassar. The participants of this research consisted of two English teachers, one male teacher and one female teacher. There were four instruments of the research that the researcher used; they were observation, questionnaire, interview, and documentation.

Firstly, observation which was conducted three times for each English teacher at SMAK Makassar. The researcher conducted observation to write something that happens in the classroom, how the teachers produce language of instructional and management talk. It used to know the situation of the teaching and learning process and the use of instructional and management talks by the English teachers at SMAK Makassar.

Secondly, the questionnaire conducted by choosing fifteen students for each class randomly. The researcher gave some questionnaires for the students which is related with their perception in delivering the English lesson on instructional and management talks used by the English teachers in classroom. It is conducted to find out the deeper data about the students' perception towards the English teachers' instructional and management talks.

Thirdly, interview was conducted on April 26<sup>th</sup>, 2019. Before conducting interview, the researcher prepared interview protocol. The researcher used personal interview. Personal interview focus on teacher individual, it means that

the researcher interviewed one by one of the English teacher. The researcher used structured interview.

The last, documentation was taken during the teaching-learning process on April up to Mei 2019. The researcher used video recording to record the activity in classroom when the teachers teach the students, this way help the researcher easy to get the data about the teachers' instructional and management talks.

## **FINDINGS AND DISCUSSION**

### **1. The Kinds of Language Function of Instructional Talk Used by Male and Female Teachers at SMAK Makassar**

#### Extract 1 Introduction

M.T : *They are my friends in UNM, they will conduct like a research. Specially, they took a data in your class.*

F.T : *Okay, today I'm accompanied by a woman. She is a student from State University of Makassar, mahasiswa S2.*

The extract above shows that the male and female teachers introduced the researcher to the students. The teachers tell the students who is the researcher. It means that the male and female teachers used a language function of *introduce* of instructional talk.

#### Extrct 2 Asking for Information

M.T : *How is the maximum compressor of tano?*

F.T : *What is the meaning of 'media'?*

The extract above shows that the male and female teachers asked the students as asking details of a complicated process to make students understand about the material. It means that the male and female teachers used a language function of *asking for information* of instructional talk.

#### Extract 3 Giving Explanation

M.T : *'I will go to your house', this is direct. Sesudah 'to' biasanya dia harus diikuti oleh verb 1.*

F.T : *There are some examples of sentence connectors to link arguments in hortatory exposition and also phrases for making recommendation.*



*Untuk sentence connectors, there are; one important effect, in addition, furthermore, firstly, secondly, thirdly, finally.*

The extract above shows that the teachers talked about the material. It means that the teachers expressed about instructional talk in terms of language function of *giving explanation*.

#### Extract 4 Encourage

M.T : *Okay **Good** .. .. jangan takut yah, jangan takut. Maksudnya adalah diisi saja, kan nanti tetap kita bahas sam-sama di atas.*

F.T : *Okay, I think it is **good** answer. **Jawaban yang bagus Iqbal.***

The extract above shows that the male and female teachers encourage students. It means that the utterance shows that the male and female teachers used a language function of *encourage* of instructional talk.

#### Extract 5 Giving Direction

M.T : *Kalau yang ini tidak usah ditulis, ini tidak usah, langsung ini saja ..*

***The first direct, and then indirect.***

F.T : ***You need to pay attention, pay attention, listening, and focus, and you must make a question because I want to choose one of you to ask.***

The extract above shows that the male and female teachers explain to the students on what they have to do next. It means that the male and female teachers used a language function of *giving direction* of instructional talk.

#### Extract 6 Correcting

M.T : ***So the maximum is one thousand one hundred.***

F.T : ***Jadi, kata broken, damaged, destroyed bahasa Indonesianya rusak.***

The extract above shows that the male and female teachers repeat the students' answer with correct answer. It means that the teachers expressed about instructional talk in terms of language function of *correcting*.

#### Extract 7 Interrupting

M.T : ***Kenapa ini? Perasaan saya sudah katakan, 'I want to eat'. Sesudah 'to' biasanya dia harus diikuti oleh verb 1, benarkan?***

F.T : ***Don't close first, your friends want to ask you.***

The extract above shows that the male and female teachers remark the students when they explain or present material. It means that the male and female teachers used a language function of *interrupting* of instructional talk.

#### Extract 8 Introducing Material

M.T : *So, today we are going to learn about Direct Indirect.*

F.T : *So listen, we are going to study or to analyze text about hortatory exposition.*

The extract above shows that the male and female teachers explain to the students about the material so the students will know what they will learn on that day. It means that the utterance shows that the teachers used a language function of *introducing material* of instructional talk.

#### Extract 9 Giving Examples

M.T : *For example, 'I will go to your house', this is direct.*

F.T : *I will give an example, a transition at the first paragraph. Jadi biar supaya kamu gampang melanjutkan. Kita lihat paragraf pertama, the number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users.*

The extract above shows that the male and female teachers give an example to the students to make them easily understand about the material. It means that the teachers expressed about instructional talk in terms of language function of *giving examples*.

#### Extract 10 Attracting Attention

M.T : *Okay. All of you, your attention please! We will discuss it together.*

F.T : *Okay, listen please! .. Listen to your group please!*

The extract above shows that the male and female teachers attract the students' attention in classroom to stimulate the students' interest in joining the lesson. It means that the utterances show that the teachers used a language function of *attracting attention* of instructional talk.

#### Extract 11 Asking to Do Something

M.T : *Can you repeat? And read it loud ...*

F.T : *Can you memorize some vocabularies in page ninety six? Can you?*

The extract above shows that the male and female teachers ask students to do something activity in classroom. It means that the male and female teachers used a language function of *asking to do something* of instructional talk.

#### Extract 1 2 Commenting

M.T : *Okay, good! Name only, but no news. Okay good! Berarti ada satu yang berbeda, okay. Thank you.*

F.T : *Good, very good! Okay the last, the younger generation has to be involved in eradicating corruption. True or false?*

The extract above shows that the male and female teachers give commenting on the students' answer. It means that the male and female teachers used a language function of *commenting* of instructional talk.

#### Extract 13 Checking Comprehension

M.T : *Did you still remember the first grade material? ... So that's clear?*

F.T : *Biasanya kata 'akhirnya' (finally) terletak di akhir kalimat atau paragraph. Is there any question?*

The extract above shows that the male and female teachers check the students' answer by asking them. It means that the male and female teachers used a language function of *checking comprehension* of instructional talk.

#### Extract 14 Giving Suggestion

M.T : *You should put 'first', 'second', 'third', and 'fourth'.*

F.T : *You need to pay attention, pay attention, listening, and focus, and you must make a question because I want to choose one of you to ask.*

The extract above shows that the male and female teachers give a suggestion to the students what they need to do. It means that the male and female teachers used a language function of *giving suggestion* of instructional talk.

## 2. The Kinds of Language Function of Management Talk Used by Male and Female Teachers at SMAK Makassar

### Extract 1 Greeting

M.T : *Okay, **good afternoon**. Then, first of all I would like to say I'm so ...*

F.T : *Okay, **how are you today?***

The extract above shows that the male and female teachers give a signal to students to begin the class and to acknowledge the presence of the students. It means that the male and female teachers used a language function of *greeting* of management talk.

### Extract 2 Instruction

M.T : ***Take a piece of paper**, silahkan. Kita kerjakan di kertas lembar, kemudian ...*

F.T : ***Fill in the blanks, then answer the question**. Okay, coba di kerja yang part C.nya.*

The extract above shows that the male and female teachers give a command to students. It means that the male and female teachers used a language function of *instruction* of management talk.

### Extract 3 Asking for Information

M.T : ***How is the maximum compressor of tano?***

F.T : ***What is the meaning of 'media'?***

The extract above shows that the male and female teachers asked the students as asking details of a complicated process to make students understand about the material. It means that the male and female teachers used a language function of *asking for information* of instructional talk.

### Extract 4 Talk/Chatting to Students

M.T : *I know you can. **Do not say 'I try to remember sir, give me two hours'**.*

F.T : *Okay, **how are you today?***

The extract above shows that the male and female teachers expressed a language function of *talk/chatting to students* of management talk.

#### Extract 5 Checking Attendance

M.T : *And then, **where is Fauzan?***

F.T : *Okay, I will check your name, **who is absent today?***

The extract above shows that the male and female teachers expressed a language function of *checking attendance* of management talk.

#### Extract 6 Grouping/Telling Students Where to Sit

M.T : ***Could you to sit in your group? Group six, five, four, three, two, and one.***

F.T : *So, **please sit on your group.***

The extract above shows that the male and female teachers expressed a language function of *grouping students* of management talk.

#### Extract 7 Encouraging

M.T : *Okay **Good** .. .. jangan takut yah, jangan takut. Maksudnya adalah diisi saja, kan nanti tetap kita bahas sam-sama di atas.*

F.T : *Okay, I think it is **good** answer. **Jawaban yang bagus Iqbal.***

The extract above shows that the male and female teachers encourage students. Both of the teachers say ‘*Good*’ to help the students feel confident after answering question from the teachers or after presenting material. It means that the utterance shows that the male and female teachers used a language function of *encouraging* of management talk.

#### Extract 8 Giving Turn

M.T : *Group three, **come on group three.***

F.T : *Okay next, **Iqra you may give a question please.***

The extract above shows that the male and female teachers expressed a language function of *giving turn* of management talk. It means that the teachers help students to feel confident in their presentation or to make students active in classroom.

#### Extract 9 Thanking

M.T : *Good, **thank you.***

F.T : *Okay, good. **Thank you** .. Okay, any question about the topic of ...*

The extract above shows that the male and female teachers say thanks to the students. It means that the utterance shows that the male and female teachers used a language function of *thanking* of management talk.

#### Extract 10 Asking to Do Something

M.T : *Can you repeat? And read it loud ...*

F.T : *Can you memorize some vocabularies in page ninety six? Can you?*

The extract above shows that the male and female teachers ask students to do something activity in classroom. It means that the male and female teachers used a language function of *asking to do something* of instructional talk.

#### Extract 11 Ending Lesson

M.T : *Ternyata di luar itu sudah gelap, kita tidak rasa .. Okay persiapkan, come on.*

F.T : *Okay .. So, I think that's enough for today. See you at the next meeting.*

The extract above shows that the male and female teachers expressed a language function of *ending lesson* of management talk.

### **3. The Similarities and Differences of Instructional and Management Talks Used by Male and Female Teachers at SMAK Makassar**

#### a. The Similarities

In this research the researcher found some similarities of instructional and management talks used by male and female teachers at SMAK Makassar. The similarities found were in teaching-learning process, both of the teachers used code switching, self and other repetition, and meaning negotiation.

#### Literal Translation

In teaching, both of the teachers translate the language from L2 to L 1.

M.T : *So, today we are going to learn about Direct Indirect. Yes .. Have we discussed before about direct and indirect? Sudah pernah kita bahas sebelumnya?*

F.T : *I think you have studied at home. Saya kira kamu sudah belajar dirumah. So you answer quickly.*

The extract above shows that the male teacher asked the students “*Have we discussed before ..? Sudah pernah kita bahas sebelumnya?*”, while the female teacher said “*I think you have studied at home. Saya kira kamu sudah belajar dirumah*”. In explaining, the teacher used English literally and translate into Bahasa Indonesia to make students understand what they said.

#### Code Switching

M.T : *Take a piece of paper, silahkan. Kita kerjakan di kertas lembar, kemudian ...*

F.T : *Fill in the blanks, then answer the question. Okay, coba di kerja yang part C.nya.*

The extract above shows that, the male teacher said “*Take a piece of paper, silahkan. Kita kerjakan di kertas lembar, kemudian ...*”, while the female teacher said “*Fill in the blanks, then answer the question. Okay, coba di kerja yang part C.nya*”. Both of the teachers used the strategy to avoid breakdowns in the conversation when they could not recall L2 items. When the speaker found difficulties in the conversation, this strategy is effective for delivering the message because between students and teacher have the same first language which is Bahasa Indonesia.

#### Self and Other Repetition

M.T : *How do you know ‘would’? .. How do you know? There is past, means ‘would’. ... Tulis dulu soalnya, tulis dulu soalnya baru saya pindah.*

F.T : *Itu akan menjadi lebih baik dengan, itu akan menjadi lebih baik dengan memperbaiki jalan yang rusak. It would be best to repair the damaged roads.*

The extract above shows that, the main possible reason for teacher using repetition is that she really needs to emphasize on the message in order to be more convincing.

### Meaning Negotiation

In terms of meaning negotiation, the male and female teachers said “*yeah*” as a confirmation whether the students’ answer is correct or not. For example in teaching and learning process:

M.T : *Okay, biasanya ada yang bilang broadcaster itu di pasar lelang, kalau yang reporter itu yang ada di laut. Now, broadcaster in the?*

Ss : *Studio.*

M.T : ***Yeah***, *studio. And reporter is in the ...*

F.T : *You know broken? What is the meaning of broken?*

Ss : *Rusak mem.*

F.T : ***Yeah***, *rusak. Good .. Okay, synonym of broken?*

#### b. The Differences

In this case, the male teacher at SMAK Makassar directly repair his sentence when he makes mistake while, female teacher at SMAK Makassar in this study, performed less mistake so she did not have to do self initiated repair. When the female teacher made mistakes, she did not performed self initiated repair. For example in teaching and learning process:

M.T : *Tiga belas nomor yah? **Sorry sorry**, masih ada satu.*

The extract above shows that, the male teacher emphasizes what he said “*Sorry sorry*” as stated in the example due his consciousness in saying incorrect grammatical order.

#### **4. The Students’ Perception Towards the Teachers’ Instructional and Management Talks at SMAK Makassar**

Based on the result of the students’ perception on instructional and management talks in EFL classroom used by the male and female teachers at SMAK Makassar, the researcher concluded that the teacher talks gave big effect in teaching-learning process. It could be seen that most students perceived that their teacher would like to influence them indirectly by accepting their feeling, praising and encouraging them, accepting and even using their ideas, and also asking questions to them. They also strongly agreed that they were involved in the



teaching and learning process because their teacher often asked questions that they felt they have a lot of opportunities to talk more in the class. It means that the instructional and management talks are important in the success of the learning objectives and the basic skills of a teacher in improving students learning activities in classroom.

## **CONCLUSION AND SUGGESTION**

Based on the result of the study, there are 14 (fourteen) language functions of instructional talk and 11 (eleven) language functions of management talk. First the instructional talk consists introduction, asking for information, giving explanation, encouraging, giving direction, correcting, interrupting, introducing material, giving examples, attracting attention, asking to do something, commenting, checking comprehension, and giving suggestion. Second the management talk consists greeting, instruction, asking for information, talk/chatting to students, checking attendance, grouping students, encouraging, giving turn, thanking, asking to do something, and ending lesson.

Furthermore, the interview was conducted on April 26<sup>th</sup>, 2019. Before conducting interview, the researcher prepared interview protocol. The researcher used personal interview. Personal interview focus on teacher individual, it means that the researcher interviewed one by one of the English teacher. The researcher used structured interview. Burns (2010), interviews are a popular and widely used means of collecting qualitative data.

Besides, the similarities of the instructional and management talks used by male and female teachers at SMAK Makassar were in teaching-learning process; both of the teachers used literal translation, code switching, self and other repetition, and meaning negotiation and the difference of the communication strategies used by male and female teachers was in terms of self initiated repair/self monitoring.

Based on the result of the students' perception on instructional and management talks in EFL classroom used by the male and female teachers at SMAK Makassar, the researcher concluded that the teacher talks gave big effect

in teaching-learning process. It could be seen that most students perceived that their teacher would like to influence them indirectly by accepting their feeling, praising and encouraging them, accepting and even using their ideas, and also asking questions to them. They also strongly agreed that they were involved in the teaching and learning process because their teacher often asked questions that they felt they have a lot of opportunities to talk more in the class. It means that the instructional and management talks are important in the success of the learning objectives and the basic skills of a teacher in improving students learning activities in classroom.

Based on the conclusion described above, the researcher gave some suggestions were as follows:

1. The result of the research suggest that teachers should choose appropriate kinds of instructional and management talks to teach students not only in speaking skill, but also in other skills, because by choosing appropriate kinds of teacher talk especially instructional and management talks, it could determine students' competency in caught the materials good or not.
2. The teachers should give more attentions to the students and check students' contribution in the group when the students did discussion. It could avoid students discuss another topic in discussion session.
3. The male and female teachers should use English frequently in the class to make students familiar in English language. So, they can communicate by using English gradually.
4. For future researcher, the result of this research can be a reference for other researchers who do advanced research about teacher talk especially for instructional and management talks in EFL classroom. It also provides an alternative source and guidance for the next study to obtain better and more accurate result.

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