Redefining Teacher Talk Through Lesson Study

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Abstract: The use of various languages (Teacher Talk) in the classroom when carrying out the teaching and learning process is one of the skill needed for prospective student educators. So far, there have been many studies that discuss Teacher Talk but still partially with the practice of Lesson Study. Through a partnership program with school, in this case English Education Study Program Universitas Muslim Indonesia with UPT SPF SMPN 23 Makassar, we observed the Teacher Talk (what and how the teacher talk) implemented by partner teachers in four open class meetings. The whole series of learning activities is carried out by following the Lesson Study stages: plan, do, and see. The results of this study are that there are 7 categories of Teacher Talk displayed by the teachers when interacting in class, namely: (1) starting or opening a class; (2) provide an explanation; (3) Giving instructions; (4) Asking questions; (5) Encourage and motivate; (6) Providing Strengthening or Reinforcement; and (7) Closing the Teaching and Learning Process As an improvement in lectures on campus, we developed lesson designs that meet the seven categories of Teacher Talk and pay attention to the dominant Teacher Talk category, namely providing questions, instructions and explanations.

Keyword: *Teacher Talk Category, Lesson Study*

I. INTRODUCTION

Teacher Talk is a variety of language used by teachers in class. The preference for using Teacher Talk is influenced by several factors including the teacher's pedagogic skill, learning objectives, student characteristics and so on. Teacher talk is one of the important things that need to be understood by teachers and prospective teachers in education study programs because it determines the effectiveness and flow of the teaching and learning process. Whatever is said by the teacher becomes input for students. Teacher Talk for the learner is potentially becomes valuable source of comprehensible input which is viewed necessary for language acquisition (Cullen,1998:179 in Hartono,2021). Main goal of Teacher Talk is what and how to communicate to students in class context, in this case foreign language proficiency which advocates teachers to adopt the target language to promote their communication with learners (Richards, 2002). Then,

through classroom interactions, students can improve their language skill because they are exposed to teacher explanations or original material provided by teachers, group discussions, and students have the opportunity to practice their own language (Brown, 2000)

Meanwhile, Lesson Study is a systematic process used by teachers to test the effectiveness of teaching in order to improve learning outcomes (Garfield, 2006 in Ibrahim, 2010). The systematic process in question is the collaborative work of teachers to develop learning plans, observe, reflect and revise learning plans in a cyclical and continuous manner.

Some researchs claimed that Lesson Study stages help the teachers in improving their teaching skill, such as Amin (2021) stated that the implementation of Lesson Study was able to improve the pedagogic abilities of teachers, especially in SMA Negeri 1 Pasir Putih, Muna Regency. This can be seen in the Lesson Study implementation by 3 teachers, 1 teachers from 70.83% ability percentage to 95.83%; the ability of 2 teachers is in the good category, namely, 87.5%; while for 3 teachers there is an increase in pedagogic abilities through, namely from 66.66% in the sufficient category, to 91.66% in the very good category

The type or category of Teacher Talk as a means of interaction in the classroom is very important and interesting to study through the Lesson Study stage because it is one of the factors that determine the success of achieving theoretical and practical learning objectives in this case in English classes both at school and campus. The formulation of the problem in this research is what are the Teacher Talk categories that appear in English class and what are the students' opinions about the ideal Teacher Talk?. The purpose of this research is to find out the category of Teacher Talk at appears in English class and to find out the opinion of students about the ideal Teacher Talk. The benefit of this research is to find and understand Teacher Talk and the characteristics of teacher-student interactions in the learning process, prospective educators interact, select and use Teacher Talk to improve the quality of learning and lectures. Practically, this research provides benefits for efforts to improve the quality of the lecture process in the English Education study program. By identifying and understanding Teacher Talk and students' opinions, lecturers and prospective educator students will better understand which type of interaction is more effective in supporting the smooth delivery of information and finally be able

to sort out Teacher Talk and the type of interaction to be used in the EFL class with the objectives and characteristics of the teacher at different class.

II. METHODS

The research design applied in this study was a quantitative descriptive study. This research was conducted in the English class of UPT SPF SMPN 23 Makassar. The meeting was held four times. The participants of this study were 4 (four) English teachers. The teacher is a teacher who teaches English subjects and has more than five years of teaching experience. Meanwhile, the students who took part were class VIII-1 (20 students), IX-1 (25 students), VII-8 (20 students), VII-1 (21 students). The data in this study were collected using video recordings and questionnaires. Video recordings were used to collect the Teacher Talk category and Teacher Talk data was supported by a questionnaire that included students' perceptions of the ideal Teacher Talk for them. Video recordings in this study were used to obtain a natural description of class interactions. In collecting data, the researcher acts as an observer to observe what is happening in the classroom. In analyzing the data, the researcher first transcribed the utterances that had been recorded via video and after transcribing; then we arranged the utterances according to the transition time of the teaching and learning process from beginning to end and then analyzed them. In addition, the identification of the category of Teacher Talk was supported by students' perceptions of Teacher Talk which are obtained by giving questionnaires to students. The questionnaire includes 12 statements that represent students' responses and expectations of their ideal Teacher Talk and 1 open-ended question about students' expectations for a better English class.

III. RESEARCH RESULTS

Based on the results of the transcript of the recording of the teaching and learning process in the first open class with the SR model teacher with the theme of Narrative text, six types of Teacher Talk categories were found:
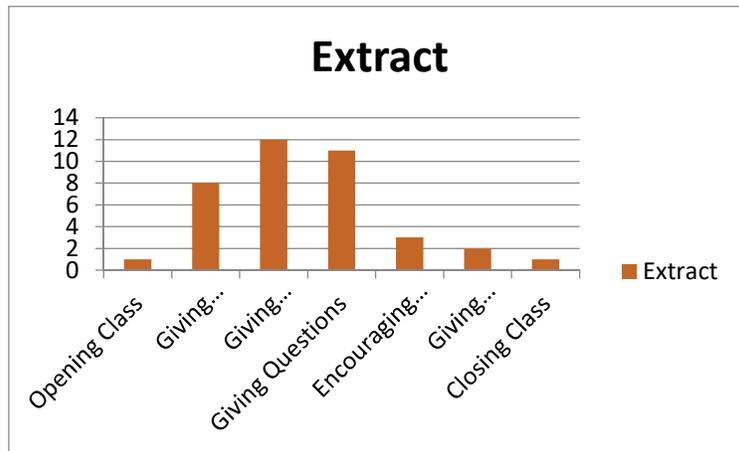
Chart 1.1 Chart of Teacher Talk Category Open Class 1
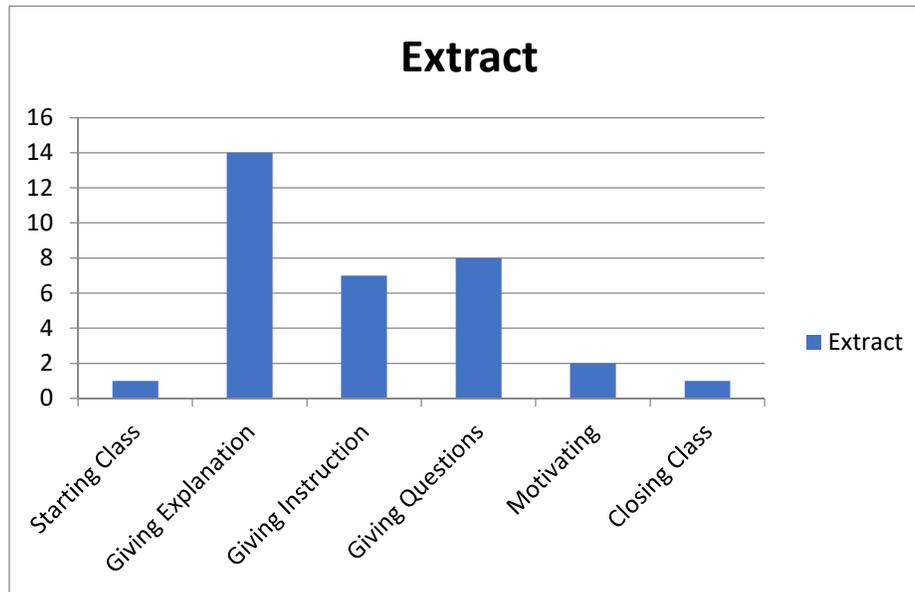
From chart 1.1 it is found that the Teacher Talk categories that appear in Open Class 1 are: 1) Giving Explanations (14 extracts), 2) Giving Questions (8 extracts), 3) Giving Instructions (7 extracts), 4) Encouraging and Motivating (2 extracts) and 5) Starting and Closing the Teaching and Learning Process (1 extract each).

The transcript result of the teaching and learning process at the second open class with the SH model teacher with the theme Greeting Cards, found seven types of Teacher's Talk categories:
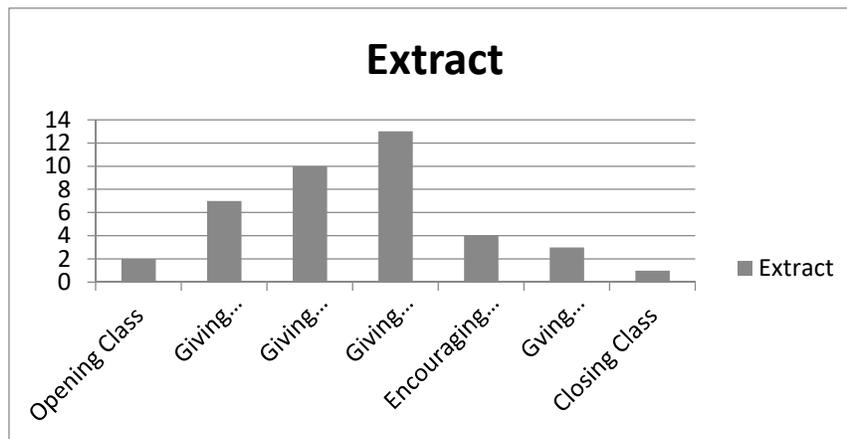
Chart 1.2 Chart of Teacher Talk Category Open Class 2

From chart 1.2 it is found that the Teacher Talk categories that appear in Open Class 2 are: 1) Giving instructions (12 extracts), 2) Asking questions (11 extracts), 3) Providing explanations (8 extracts), 4) Encouraging and motivating (3 extract) , 5) Provide reinforcement (2 extracts), and 6) Starting and Closing the Teaching and Learning Process (1 extract each).

The transcript result of teaching and learning process in the third open class with the HM model teacher with the theme Days and Date, found seven types of Teacher Talk categories:
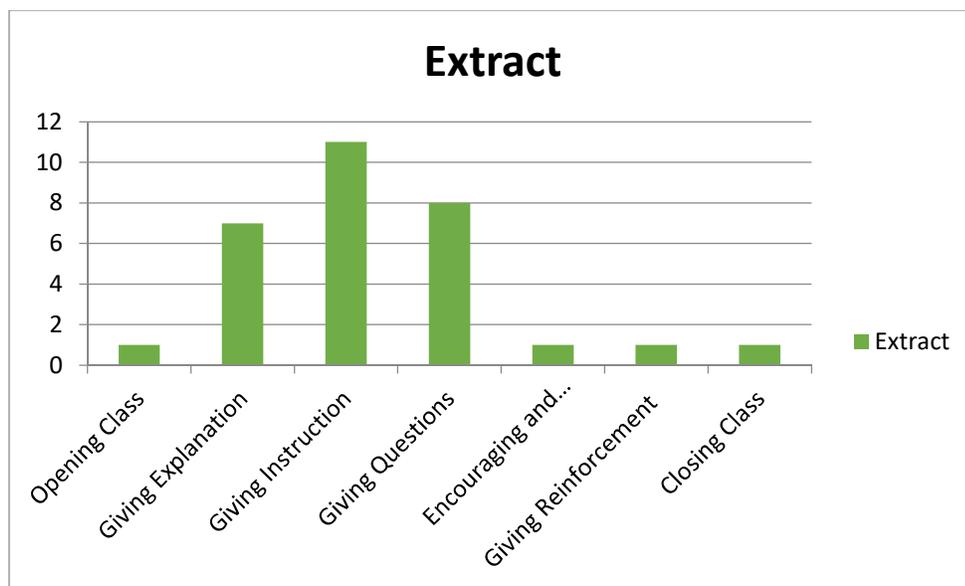
Chart 1.3 Chart of Teacher Talk Category Open Class 3

From chart 1.3 it is found that the Teacher Talk categories that appear in Open Class 3 are: 1) Asking questions (13 extracts), 2) Giving instructions (10 extracts), 3) Giving explanations (7 extracts), 4) Encouraging and motivating (4 extracts), 5) Providing reinforcement (3 extracts), and 6) Starting/Opening the Class (2 extracts), and 7) Closing the Teaching and Learning Process (1 extract).

The transcript result of the teaching and learning process in the fourth open class with the MR model teacher with the theme Time, found seven types of Teacher Talk categories:

Chart 1.4 Chart of Teacher Talk Category Open Class 4

From chart 1.4 it is found that the Teacher Talk categories that appear in Open Class 4 are: 1) Giving instructions (11 extracts), 2) Asking questions (8 extracts), 3) Giving explanations (7 extracts), 4) Encouraging and motivating (1 extract), 5) Providing reinforcement (1 extract), and 6) Starting/Opening the Class (1 extract), and 7) Closing the Teaching and Learning Process (1 extract).

The questionnaire is designed to find out what students think about the ideal Teacher Talk. Data from the questionnaire was used to relate data from video recordings of the learning

process. The questionnaire consists of 13 questions related to the Teacher Talk duration, questions and teacher feedback.

The following table shows students' expectations about the length of the Teacher Talk during the lesson:

Tabel 1.1 Result of Questionnaire (*Teacher Talk Time*) (Question 1-2)

Time (minute)	Less than 20	20-25	25-30	30-35
Total of Students	62	11	9	4
Percentage (%)	72.09	12.79	10.46	4.65

Table 1.1 shows that most students (72.09%) think that the appropriate Teacher Talk Time (TTT) or the duration of the teacher speaking in class is less than 20 minutes, 11 (26.66%) students expect the duration of the TTT to be around 20-25 minutes during the learning process, 9 (10.46%) students thought that the ideal TTT was 25 – 30 minutes and 4 students (4.65%) chose the teacher's TTT to be between 30 – 35 minutes.

The following is a summary of student questionnaire responses to questions related to Teacher Talk:

Chart 1.5 Graph of Questionnaire Responds Summary
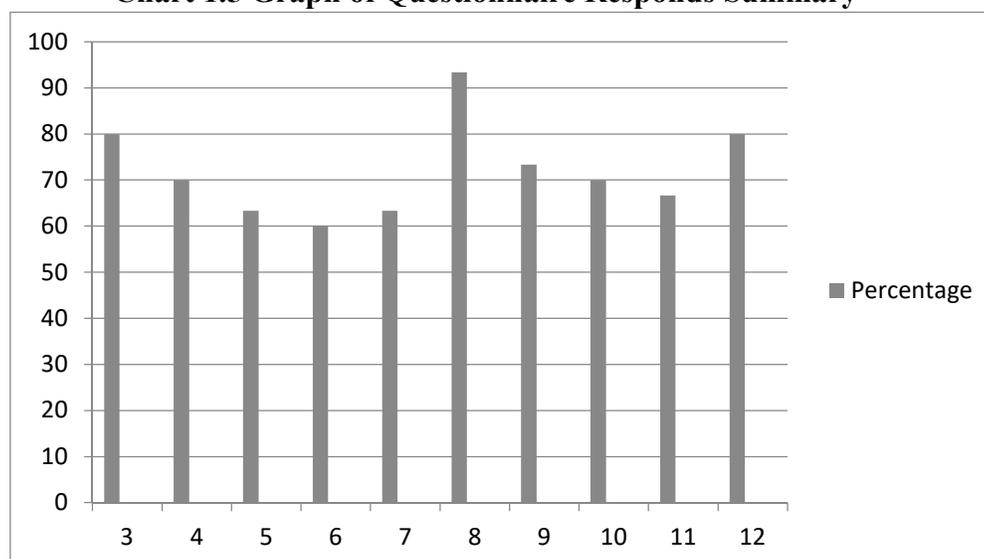
Based on the graph, most students like the instructions given by the teacher (80%), but do not like it when the teacher explains everything in class (70%). Regarding the questions asked by the teacher, 63.33% of students were happy to be asked and answered questions in class (Question 5). Then, 60% of students like being given an assignment or question. As many as 63.33% of students liked to answer questions voluntarily (without being appointed), 36.66% chose to answer questions together, and no one liked to answer questions if the teacher's name was mentioned. In addition, they are aLesson Studyo happy if given the opportunity or more time to answer questions. Most students aLesson Studyo like being given praise (70%) and feedback (73.33%) And, 80% of students really expect to be given the opportunity to talk and discuss in class. This is in line with table 1 that the teacher's TTT (Teacher Talk Time) they expect is only around 20-25 minutes.

IV. DISCUSSION

Based on the results that have been described previously, it is found that the Teacher Talk categories displayed by the teacher when interacting in class are: (1) starting or opening the class by greeting, inviting prayer, reviewing previous material, introducing new material, and give directions; (2) provide explanations, the explanations given by the teacher are accompanied by concrete examples and provide analogies; (3) Giving instructions, in an effort to give instructions, the teacher tries to convey clearly with repetition and systematic examples; (4) Asking questions. The types of questions used by the teacher are divided into three types: the first is questions that aim to encourage students to think further about the material that has been presented; the second is a question to check the level of students' understanding and the third is a more rhetorical question; (5) Encouraging and motivating by giving examples and stories full of life values and aLesson Studyo motivating by accepting students' opinions with utterances in the form of praise; (6) Providing Reinforcement or Reinforcement, the teacher provides reinforcement by repeating the core material with the aim of confirming the key point of the discussion; and (7) Closing the Teaching and Learning Process by reminding the activities at the next meeting and closing the meeting by saying thank you and greetings.

Meanwhile, according to the data on student preferences regarding the ideal Teacher Talk for them, they can be sorted as follows: 1) Students expect to be given the opportunity to think in answering the teacher's questions; 2) Students want to be given clear instructions; 3) Students

like being given the opportunity to talk, discuss and find their own mistakes in using a second language, this is in line with Swain's Theory that for a comprehensive output on second language acquisition, after the teacher provides correct information, the teacher needs to give more time to think and provide more opportunities to speak to produce a second language; 4) Students like being given feedback and praise; 5) Students like to be asked questions and answered voluntarily (without mentioning names); and 6) Students like it when they are given a "challenging" task or question.

This research is based on Lesson Study with plan, do and see stages. PLAN is a lesson design planning activity; DO is an open class activity, namely the implementation of the teaching and learning process that is observed) and SEE is a reflection based on open class activities. However, in this program, after the plan, do, see activities, we redesign to improve the lesson designs that have been prepared before the open class based on input or input at the reflection stage. In addition to improving the lesson design, input on reflection is aLesson Studyo used to plan the next open class lesson design. In the results of the Teacher Talk teacher graph in open classes 1, 2 3 and 4 there is a change in the teacher's Teacher Talk category. In the first Open Class, from graph 1.1 it is found that the dominant Teacher Talk category is giving an explanation followed by asking questions, giving instructions, encouraging and motivating, and 5) starting and closing the teaching and learning process. In the second open class Teacher Talk which is dominant is giving instructions, then followed by asking questions, giving explanations, encouraging and motivating, providing reinforcement and starting and closing the teaching and learning process. While the third Open Class was found that the dominant Teacher Talk categories were asking questions, giving instructions, giving explanations, encouraging and motivating, providing reinforcement and starting/opening classes and closing the teaching and learning process. Furthermore, the fourth open class shows that the dominant Teacher Talk is giving instructions, then giving questions, giving explanations, encouraging and motivating, providing reinforcement, starting / opening classes and closing the teaching and learning process.

V. CONCLUSION

Based on the description of the results and discussion, the following can be concluded:There are 7 categories of Teacher Talk displayed by the teacher when interacting in class, namely: (1) starting or opening a class; (2) provide an explanation; (3) Giving instructions; (4) Asking questions; (5) Encourage and motivate; (6) Providing Strengthening or Reinforcement; and (7) Closing the Teaching and Learning Process; With the Lesson Study stage, there are changes in the Teacher Talk category for teachers in the first and second open classes; third and fourth. The change was in the Teacher Talk which was initially dominated by explanations in the first open class, then in the second, third and fourth open classes the Teacher Talk was dominated by the category of giving questions and instructions to students. The ideal Teacher Talk for students can be ordered as follows: 1) Students expect to be given the opportunity to think in answering the teacher's questions; 2) Students want to be given clear instructions; 3) Students like being given the opportunity to talk, discuss 4) Students like being given feedback and praise; 5) Students like to be asked questions and answered voluntarily (without mentioning names); and 6) Students like it if they are given a task or in the form of problem solving (challenging).

Suggestions related to the description of the results and discussion of this research are as follows: Lesson Study is the right stage to be carried out to develop the teaching skilLesson Study of teachers, prospective teachers and lecturers, in this case the skilLesson Study to choose and use Teacher Talk in accordance with the learning objectives and it is recommended to teachers, prospective teachers and lecturers to plan Teacher Talk and the duration used in the teaching and learning process.

VI. REFERENCES

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