

AN ANALYSIS TEACHER TALK AND STUDENTS TALK IN ONLINE LEARNING INTERACTION DURING COVID-19 (A case study In Eleven Grade of SMAN 1 Padangan)

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Abstract

The writing of this research was carried out to find out online learning interaction during covid-19. This research was conducted in the eleventh grade MIPA 5 SMAN 1 Padangan with a total sample of 39 students. This study uses the Flanders interaction analysis category (FIAC) method to analysis teacher talk and students talk in online learning interaction during covid-19. The researcher used documentation and video recording from whatsapp group for collecting the data. The data analysis applied descriptive qualitative research. It was found that the total percentage each categories online learning interaction were accepting feelings 10%, praise or encouragement 15%, accepting for using ideas 5%, asking question 15%, lecturing 35%, giving directions 10%, criticizing or justifying 10%, students talk response 10%, students talk (specific) 5%, students talk (choral) 10%, students talk initiation 5%, silence 50%, confusion 20%. Nevertheless, the occurred categories happened naturally with consideration of online learning interaction that take a place.

Keyword: Teacher talk, students talk, FIAC

Abstrak

Penulisan penelitian ini dilakukan untuk mengetahui interaksi pembelajaran online pada masa covid-19. Penelitian ini dilakukan di kelas XI MIPA 5 SMAN 1 Padangan dengan jumlah sampel 39 siswa. Penelitian ini menggunakan metode Flanders interaction analysis category (FIAC) untuk menganalisis pembicaraan guru dan pembicaraan siswa dalam interaksi pembelajaran online selama covid-19. Peneliti menggunakan dokumentasi dan merekam video dari grup whatsapp untuk mengumpulkan data. Analisis data menggunakan penelitian kualitatif deskriptif. Ditemukan bahwa total persentase masing-masing kategori interaksi pembelajaran online yang menerima perasaan 10%, pujian atau dorongan 15%, menerima untuk menggunakan ide-ide 5%, mengajukan pertanyaan 15%, mengajar 35%, memberikan arah 10%, mengkritik atau membenarkan 10%, respon berbicara siswa 10%, siswa berbicara (spesifik) 5%, siswa berbicara (choral) 10%, siswa berbicara inisiasi 5%, diam 50%, kebingungan 20%. Namun demikian, kategori-kategori yang terjadi terjadi secara alami dengan pertimbangan interaksi pembelajaran online yang berlangsung.

Kata kunci: Teacher talk, students talk, FIAC

INTRODUCTION

Learning as a system consists of a unity of various components that work together, synergize with each other, and complement each other to achieve the expected learning objectives. Soetopo in Helmiati (2013: 5)

states that learning is a system consisting of many components, namely students, teachers, learning objectives, learning materials, learning methods, learning facilities/tools, learning evaluation, and environment/context. Each of these components stands alone, but when

proceeding in a learning activity, they depend on each other to jointly achieve learning objectives.

In learning activities, the interaction between the student component and the teacher component is established through the class language used during the learning activity. Class language is the main communication tool for how interactions occur between teachers and students. As stated by Brown (2007:212) that interaction refers to a set of thoughts, ideas, or expressions between two or more people to provide an understanding of each other.

Class interaction is very important for the teaching and learning process. This is because classroom interactions involve collaborative exchanges. It includes feelings or ideas between teachers and students or students and other students that result in classroom interactions. In addition, without classroom interaction, the teaching and learning process will not exist. In this case the teacher and students will talk or communicate in the classroom because communication or speaking

is important in the classroom. There are several aspects of classroom interaction. One aspect that plays an important role in the teaching and learning process is the teacher's conversation.

The learning interactions carried out by teachers and students are manifested in the form of *teacher talk* and *student talk*. *Teacher talk* and *student talk* refer to the classroom language used by teachers and students during the learning process. *Teacher talk* is the teacher's spoken language in interaction, while *student talk* is the student's language. In this process, interaction occurs between teachers and students in the form of asking questions, answering questions, explaining, giving

instructions, and other learning activities that are spoken orally (Brown, 2007; Haradasht and Aidinlou,

2016:1764; Puasa et al, 2017:106). -107).

Teacher talk is everything the teacher says in class. This means that all words from the teacher are categorized as teacher talks. According to Flanders, there are two categories of teacher talk, direct and indirect speech (Widya, 2015). The first category is direct influence. It consists of lecturing, giving direction, and criticizing or authorizing. For example, the teacher gives directions about the final assignment in class. The second category is indirect influence. Indirect influences include feelings of acceptance, praise or encouragement, accepting or using student ideas and asking questions. For example, in giving praise, teachers mostly use "very good", "very good", and so on. Those are the categories of teacher talk.

In addition, the inaccuracy of the language level used by the teacher will cause other problems for students in understanding English learning materials. Harmer (1998:3) asserts that *teacher talk* is key to engaging students in learning. Teachers are required to have sensitivity to the conditions of the students they teach. They must adapt to the level of the language used. In the context of learning English, the use of the mother tongue allows it to be used in the learning interaction process based on the needs of students. Therefore, this research is expected to be a reference for the use of *teacher talk* and *student talk* based on the FLINT category as a reference for foreign language learning interactions.

RESEARCH METHOD

This type of research is descriptive with a qualitative approach which aims to find out what categories of *teacher talk* and *student*

talk are seen in online learning interactions during the covid-19 pandemic. The location of this research is at SMAN 1 Padangan where the research was conducted on English subjects which were carried out in one of the eleventh grades through the class whatsapp group. The data collection technique was carried out by observing the interaction of English learning for one semester through video recordings of the WhatsApp class group and joining the class group so that they could observe the *teacher talk* and *student talk* seen during the interaction process.

This research instrument uses documentation and video recordings of whatsapp groups during online learning. Video recordings are used to observe the important results that appear in the interaction of English learning between teachers and students when the online learning process takes place. Meanwhile, documentation is used to document *teacher talk* and *student talk* in class groups during English learning activities. The purpose of documentation and retrieval of WhatsApp video recordings for this group is to obtain complete transcripts of *teacher talk* and *student talk* to support observational data.

RESULT AND DISCUSSION

The reseacher would like to show summary result of the types teacher talk and students talk. The types were to know the teacher’s types and student’s types during the observation.

Percentage of teacher talk in online learning interaction by Flanders Interaction Analysis Categories (FIAC)

No .	Types Teacher Talk	Teacher’s Talk	1st Meeting (%)
1.	Indirect Talk	Accepting feeling	10% 15% 5%

		Praise or encouragement Accepting for using ideas Asking question	15%
2.	Direct Talk	Lecturing Giving directions Criticizing or justifying	35% 10% 10%

From data above, it showed that teacher mostly spent her teaching time for learning. It can be indicated that teacher put herself as sender. Save gave students information releted the topic by lecturing and explaining material in online classroom (whatsapp group). It can be seen that the types of teacher talk used by T, from high percentage or low prcentage, accepting feeling, praise or encouragement, accepting for using ideas, asking questions, explaining or informing/lecturing, giving directions, critizing or justifying authority.

Percentage of students talk in the online learning interaction by Flanders Interaction analysis categories (FIAC)

No.	Types Students Talk	1 st Meeting (%)
1.	Students talk-response Students talk-response (specific) Students talk-response (choral)	10% 5% 10%
2.	Students talk-initiation	5%
3.	Silence Confusion	50% 20%

In analysis, the types of students talk used by the students of the eleven grade, from high percentage or low percentage., are students-talk response (specific), students-talk

response (choral), silence, confusion (work oriented), confusion (non-work oriented)

CONCLUSION

Based on the data analysis and the result of the study above, the researcher conclude that 1. the teacher talk is 35%, the students talks is 15% and the silence is 50%. It means that the teacher dominates the learning process. the teacher is more active the students are less active.

2. the teacher in this case had the percentage of direct talks higher than indirect talks. The percentage of direct and indirect talks were 55% and 45%. The result of this study that teacher more used direct teaching.

However, the teacher in this case direct talks had the higher percentage than indirect talk. The result of this study that more used direct talk, the teacher used giving direction as the higher category. So in this case teacher used asking question and giving direction as the most frequent in the online learning interaction. Meanwhile the percentage of indirect talks the result of this study that more used indirect talk like asking question. In this case, the most kind of asking question of the teacher used understanding category.

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