

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

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Abstract

This study aims were to determine the context of teacher management and instructional talks in senior high schools, especially in Senior High Schools of 1 Bombana and the frequency of use of teachers' native language (NL) and target language (TL). The study subjects were two Indonesian English teachers. The descriptive qualitative method was used to obtain and analyze data. Our study results showed four contexts of utterance related to management talk while three contexts were related to the instructional talk. Teachers prefer to use the native language than the target language in either management talk term or instructional talk term. The frequency of using the native language was much higher both in management and instructional talk. It indicated by 86.9% average used in management talk, while 77.1% in the instructional talk. In addition, the reason for the domination of the native language was to reach the effectiveness of learning in EFL classes. However, it was also implied that the teacher's competence to use English in the classroom was inadequate.

Keywords: English, instructional talk, teacher, management talk.

INTRODUCTION

Class management includes several elements, such as classroom interaction. Teacher and student interaction play an important role in the classroom interaction context (Aisyah, 2016). Yanfen and Yuqin (2010) stated that teacher talk is an integral part of foreign language activities. The method of teachers lectures is critical to ensure students can learn well. The excellent teacher help students to understand the lesson as well as the instructional talk. In other words, the teacher's instructional management ability needs to be considered. It plays a significant role in the classroom (Andini & Supardi, 2018). In addition, Muhayyang (2010), instructional talk refers to the transfer of teaching materials. Management talk refer to command, control, and discipline in the classroom. However, these two communication activities are different in EFL classes. EFL students have infrequent opportunities to speak English outside of the classroom. Therefore, classroom learning is the only opportunity to learn English (Pratiwi, 2018). In this class, the role of teacher talk is a medium of communication and the teaching material.

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Teachers' language in the classroom is crucial because each instructions, explanation, and guidance help the students to learn about the language and how to use the language. Teachers' language during teaching and learning process is a teaching medium and teaching material. Teacher uses simple vocabulary as simple as the grammar to better understanding students. Furthermore, they also maintain the characteristics of the language itself (Jouibar & Afghari, 2015).

The 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, the teacher talk directly makes a decision about successful the teaching program. For the latter point of view, teacher talk may be the main language input naked to learners (Nunan as cited in Wang, 2014).

Research Kovačić and Kirinić (2011) about the use of the first language in tertiary instruction in English as foreign language classroom aims is to evaluate students and teachers perceptions about frequency first language usage in EFL classroom. The researcher only used questionnaire as the instrument. It makes the researcher unable to know the percentage frequency of the teachers' language with certainty. In addition, researcher did not explain the language context of teachers. Therefore, teachers agree to use the first language in teaching English at the EFL classroom.

In terms of language acquisition and the use of native language in the classroom, Fitriani et al. (2017) have examined the effect of using mother tongue on student learning achievement in Syiah Kuala University, Banda Aceh, Indonesia. They found that most students understood the lesson more quickly.. In this case, English is positioned as a second language, not as a foreign language. This study was used students who used English as EFL.

Furthermore, Zulfah et al. (2015) conducted a study entitled Teachers' Instructional Talk and Management Talk in English Foreign Language Classroom. This research evaluated the percentage of native speakers in the classroom, but the data collection only uses observation and documentation techniques. Meanwhile, according to our understanding, the frequency of using native language in EFL classes is not sufficient to understand the conditions of EFL learning. Teherfore, it is urgently needed to further evaluated .

Both studies investigated Teacher talk and instructional talk in the classroom. The use of the native language is more dominant in the EFL classroom than the use of English as the target language. Meanwhile, this study added an instrument for teachers to use types of teacher talk and instructional talk in the classroom. This research was intended to

determine problem in the EFL class. The further investigation should be evaluated policies or other solutions that can help in order to build the effectiveness of learning English for EFL students. This study aims were to evaluate the contexts of instructional talk, management talk, the frequency of native language, and target language at Senior High School of 1 Bombana as well as the reason to use the language.

Although the teaching strategies improve students performance, the teachers must pay attention to the language. It is not only a teaching medium but also become teaching material for students. They automatically learn about language and the use of language. This study focused on the percentage frequency using of native language (NL) and target language (TL) in management and instructional talk at senior high school, the contexts of teachers' management and instructional talk in senior high school level (EFL classroom); and the primary language for learning process. This study provide a more precise percentage frequency and an explanation of the teachers' language in detail as well as the used reason for each item. By knowing the percentage can be used as a managerial evaluation for the relevant stakeholders. Whereas in theory, this finding provides the major reason for using native language in EFL classes. Meanwhile, the theory of language acquisition says that the acquisition of foreign languages will be effective if more frequent contact with the learners.

By finding the reason for the domination of native language in EFL classes, the further researcher is warranted to develop a theoretical framework or a conceptual framework for English learning in EFL classes by considering the use of native language in teacher and instructional talk.

LITERATURE REVIEW

The teacher refers to teaching person. 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 Gould and Roffey-Barentsen (2018), the responsibilities of teachers are listed: (1) teachers have to provide a safe environment, both physical and psychological; (2) teachers have to treat others with due respect ensure equality of opportunity for all, and (3) teachers have a responsibility to safeguard learners and their right.

Communication is the activity of delivering messages to listeners both verbally and non-verbally (Susanthi et al, 2021). Language in the context of teaching acts as verbal communication between teachers and students. In addition, teachers are the vital in obtaining the target language, especially for a country that uses English as a foreign

language, such as Indonesia. Yanfen and Yuqin (2010) stated that the teacher's concern for language is a major factor to stimulate class interaction in the classroom. Therefore, teachers' language in the classroom can be used as a teaching medium and materials. Krashen (2015) explained that the understanding of reading and listening plays an important role in language acquisition. Teacher talk may be considered the essential factor in the successful learning process regarding the use of foreign language in the classroom (Kiassi & Hemmati, 2014). Besides, language for students serves as a tool for conveying ideas and a tool to better understand during the learning process (Casta & Esther, 2016). Teachers need to manage and organize the classroom by language. Teachers may succeed or fail to achieve their plans. Teacher talk may be considered as the essential factor in successful learning process regarding on the use of foreign language in the classroom (Kiassi & Hemmati, 2014). Besides, language for students serves as a tool for conveying ideas as well as a tool to better understanding during leaning process (Casta & Esther, 2016).

METHOD

This research was classified as case study research using the descriptive qualitative method. The descriptive qualitative approach was appropriate with this research because it could describe the context and usage of instructional and management talk, the level of native language, and target language usage of senior high school students in Southeast Sulawesi. This research was conducted in the Senior High School of 1 Bombana in Bombana City, Southeast Sulawesi, Indonesia. The study subjects were two Indonesian English teachers at Senior High School of 1 Bombana. Both teachers have an English education background. They were graduated as the bachelor from English education study program. They were teaching English in the first and second grades at the senior high school level.

Interview and documentation were used as instruments in this study. During the data collection, the researchers have recorded the classroom activities and interviewed the teachers. Data analysis were conducted based on Miles et al. (2014) steps. At first, the researchers described in detail the information from interview results and documentation by transcribed. Next, the researchers transcribed the teacher's speeches into two classes, namely instructional talk class and management talk class. The third step was coding. Video recording was analyzed by using coding to categorize the contexts of the native language and target language. The researcher counted the word in each sentence. The last step was analysis. The percentage formulation was used to analyze the frequency or

percentage of native language and target language. For calculating the percentage, frequency or percentage of NL and TL, teachers' talk was analyzed word by word to anticipate intrasentential code-switching.

RESULTS AND DISCUSSION

After conducting data analysis, the researchers found the context and the frequency of using native language and target language in English foreign language (EFL) classroom. The frequency of teachers utterances for management and instructional talk is presented in Table 1.

Table 1. Language Function of Frequency Percentage

Number	Language function	Frequency Percentage	
		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%

As shown in Table 1, teachers' management talk or instructional talk of teachers preferred to use the native language than the target language. The highest utterance percentage of the native language for management talk was in giving reprimanding (100%), and the highest use of the target language was in giving announcements (26.2%). While in the instructional talk, the highest use of the native language was in answering the question (100%), and the highest use of target language was in asking the question (38.5%). It showed that both teachers were more comfortable teaching using English than target language in management talk or instructional talk.

According to Zufah et al. (2015) that there were 12 contexts of management talk include greeting, checking presence, giving thanks, closing activity, etc. While in this current research, there were only four contexts. At first, the giving instruction context. It explained that teachers agreed to use native language when they instructed the students. The interview results from both teachers supported the data above. The two informants

claimed that they prefer to use the native language than target language because the native language was more useful to apply in the classroom. They said that their students only could understand if it was delivered in Indonesia language. In addition, they also admit that if they have already used their mother tongue. They sometimes forget to use English.

In reprimanding case, the frequency of percentage results showed that teachers never used the target language. The interview results from both teachers supported the data. Therefore, they prefer to use the native language than target language because the students were easier to understand what teachers meant. Students have many ideas or responses to the topic of discussion, but they have limited vocabulary to say it. In addition, their lack of self-confidence supports their silence in class.

Our data showed that either teacher from the first and second grades agreed to use native language when they advised the students. It indicated by teachers were more used native language with the percentage around 94.2%. This data also supports the interview results from both teachers that they prefer to use the native language than the target language. Due to the class condition, it was impossible to apply the target language and students' abilities were different. Sometimes the teachers used target language, but after that teachers explained the meaning of the utterance again using the native language. This condition is not only caused by the teachers' desire to help their students understand the lesson as well, but also supported by the teacher own comfort teaching by native language.

We found that around 73.8% of teachers used the native language, and about 26.2% of teachers used the target language. The first and the second informant claimed that sometimes they used target language because they were simple sentences. Although the frequency percentage data showed that teachers were more used the native language than the target language, they tried to apply it.

The highest use of the native language for management talk was in giving reprimanding (100%). Besides, the highest use of target language was in giving announcements (26.2%). Teachers used target language intensively in giving instruction (20.5%). As shown in Table 1, the average percentage value of the native language and target language in management talk were more dominant in using the native language during the teaching and learning process. These data were indicated by the average percentage of the native language in management talk was 86.9%. However, the teachers were less used the target

language in the classroom. It was indicated that the average percentage frequency was 13.1%.

The instructional talk focused on the material or knowledge transfer. The teachers deliver information related to the students' knowledge input in the classroom. There are five contexts of instructional talk. Our study evaluated three contexts, namely, giving an explanation, asking the question, and answering the question. This condition occurred because of the teaching method was different. The other two contexts were lost due to the inability of the two teachers to convey their directions and corrections in English.

The results of frequency percentage data showed that teachers were more used the native language than the target language in explaining. They used native language around 69.8%, while in the target language was 30.2%. The interview data from both teachers supported our finding data. They prefer to use the Indonesian language than the English language because the students' abilities were different. Although some students understand what teachers meant, teachers must consider the knowledge from all of the students. Suwartono (2007) also stated that the target language in teaching and learning is poor, or the teacher never used the target language. Based on the teacher's perception, they chose to use native language. In this case, if they used the target language, the students did not understand.

Based on the research findings of asking questions, it explained that teachers agreed to use native language when they asked the question to the students. It showed in the frequency percentage results that teachers used more in the native language with the percentage around 61.5% while in the target language only 38.5%. The first informant and the second informant claimed that they prefer to use English if the questions had no relation with the teaching materials. If it had a relation with the teaching materials, they preferred to use Indonesian. The data either from frequency percentage data or interview data showed that teachers were more used the native language than the target language. As well as Kovačić and Kirinić (2011) also state that most students and teachers agree, if the first language is used in grammar explanation and difficult concepts. Teacher prefer use the target language only if the context does not contain teaching materials aspects.

The frequency percentage of answering questions showed that teachers never used the target language. It showed that 100% of teachers used the native language. Teachers claimed that in case of answering the 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 the Indonesian 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 the instructional talk was longer and more complicated than the utterance of management talk. Teachers used intensively target language in asking the question (38.5%), and teachers used intensive native language in answering the question (100%). As shown in Table 1, teachers in English foreign language classrooms were dominant in used native language with an average percentage frequency of 77.1%. Teachers were less of the used target language with the intermediate percentage frequency of 22.9%.

Our results were supported the recommendation of Thompson (2006) that the familiar contexts of target language used in classroom management, establish solidarity, and clarify. The familiar contexts of the first language used in grammar instruction, explaining a topic or assignment and translation of vocabulary. Based on the frequency percentage and interview results, teachers either in management talk or instructional talk preferred to combine the language. However, most of the language that they used in the classroom was the native language. Teaching the English language by combining the language is the best way to teach English in an English foreign language (EFL) classroom. Although the students are relatively slow in responding to teachers' utterances, combining the language improves students' ability to learn English.

Our findings were similar to Zulfah et al. (2015), showing that the use of native language in the EFL class was dominant than English as the target language. However, the students' academic achievement in English is still at a good level. It indicates that the use of the native language was not a problem. The use of mother tongue was effective in the class interaction (Lo, 2015; Paker and Karaağaç, 2015; Yataganbaba and Yildirim, 2015; Pratiwi, 2018). Furthermore, the intervention of mother tongue in Indonesian EFL class positively influenced. The first language in the EFL classroom is considered a way to solve the students' problem in learning the target language (Fitriani et al., 2017).

The dominant use of native language in EFL classes is motivated by the expectation of class effectiveness. It refuses that the acquisition of a foreign language in EFL classes must be more dominant in foreign languages in learning. However, it is also important to remember that a person's ability to interact is due to external encouragement and the teacher's competence. As stated by the two respondents, if they were required to use full English during learning, they were not ready. Likewise, Oloninisi and Omowumi (2019) that communication challenges of English teaching in Nigerian Primary Education were

including mother tongue interference, low teacher modelling, and influence of social groups.

Teachers are expected to have four competencies: pedagogic competence, personality competence, professional competence, and social competence. If only put forward the reasons for the effectiveness of learning as a justification for the dominance of native language use in EFL classes, then practically, it ignores the internal teacher competencies. Supporting discussion, Heller and Vibeke (2021) found that applying several scripted parts in the classroom positively affected the teachers' instructional talk for 15 Norwegian teachers. Moreover, the more experienced a teacher is in designing learning and facilitating learning objectives, the more his performance will be, including in making instructional activities (Blesses et al., 2018). Meanwhile, referring to Pavelope's theory that even though the performance of something is only 20% determined by internal factors. The internal factor determines the final result of a performance.

In addition, the effectiveness in previous studies and this study tends to be in numerical academic achievement. The communicative skill category influences the effectiveness of learning. The theory of language acquisition emphasizes that the target language's intensity increases the user's performance.

Conclusion

Management and instructional talk were teachers' language functions. There were four contexts of utterance related to management talk; they gave instruction, reprimanded, gave advice, and gave announcements. They were explaining, asking the question, and answering the question in instructional talk. The management talk and instructional talk teachers preferred to use the native language than the target language. The frequency of using the native language was much higher in management and instructional talk. The average use of native language was 86.9% in management talk, while the average native language was 77.1% in instructional talk. The dominant reason for native language in the EFL classes was teaching effectiveness and the inadequate teachers' competence. Further research is warranted to evaluate the use of language and the teachers' language management competence.

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