

## TEACHER TALK REALIZATION IN OBSERVING STAGE OF SCIENTIFIC APPROACH: AN INTERPERSONAL MEANING ANALYSIS OF EFL CLASSROOM DISCOURSE

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**Abstract.** Observing stage is the first stage in scientific approach where students are allowed to begin the learning activities in the classroom. However, English teachers may not realize if their language use is difficult to understand by learners. To lead the successful teaching-learning activities, it is important to consider the way teachers communicate through their talk. One of the ways to analyze the teacher talk is through classroom discourse analysis. The model of classroom discourse in the present study is based on the framework of Systemic Functional Linguistics key concepts. Through the observation in four sessions and the audio-video recording, it has been found that there are 307 speech functions produced by teacher in his talk during the observing stage. Those speech functions are realized in 59 statements, 108 questions, 77 commands, and 63 acknowledgements. The data shows that teacher used those speech functions to give information and explanation to students, to get students' attention, and to control the classroom activities by giving several directions to students. The result indicates that teacher still has the domination in the teaching-learning process, especially in observing stage. It is also shown that the teacher and students have an unequal power in the classroom.

**Keywords:** teacher talk, classroom discourse, interpersonal meaning, observing stage

### INTRODUCTION

Observing activity is one of the stages in scientific approach following the 2013 curriculum. Scientific approach is the new teaching strategy that is promoted in 2013 curriculum in Indonesia. It has been chosen as the main approach to the procedures of teaching-learning process in the classroom (Ministry of Education & Culture, 2013). According to Ministry of Education and Culture (2013), there are two main activities that should be done to achieve the observing phase. The first, teacher provides the opportunities for students to observe. The second is to facilitate students to do the observation and practice to observe the important things from objects. The observation can be in the form of reading, listening, or seeing. There are seven steps in observing process according to Zaim (2017). The first is determining the object to be observed. The second step is determining the purpose. The third is determining the way of observation. The fourth step is limiting the object. The fifth is doing observation carefully. The sixth step is reporting the result of observation, and the last is to understand the result.

Observing activity also helps learners to collect information in the beginning of the whilst teaching activities. The observing stage is similar to the use of brainstorming in language teaching activities. The activity of brainstorming allows students to think more freely, remember what they know, and stimulate them to get into the topic discussed (Khan, 2013). Therefore, in the case of scientific approach, the observing stage is the first stage to stimulate learners to get involved in the topic discussed in the classroom. In addition, the observing also determines the students to ask questions in the stage of questioning in scientific approach.

The classroom interaction is the main source to see how teachers apply the theories into practices. To lead the successful teaching-learning activities, it is important to consider the way teachers communicate through their talk. Teacher talk is an essential part of language teaching which provides the major instructional advantages for teachers and learning opportunities for learners (Kiasi & Hemmati, 2014). In other words, how teachers face the communication through the teacher talk with students determines the quality of the classroom

interaction (Shamsipour & Allami, 2012). In this point, teacher talk is necessary to reach the successful teaching-learning activities.

However, English teachers may not realize if their language use is difficult to understand by learners, particularly in leading the teaching-learning activities through the stages of observing in scientific approach. They may be unaware of how their talk and language use can be understood by learners (Stanley & Stevenson, 2017). Since English is taught as the foreign language in Indonesia, there must be the chance if some of the students cannot understand what the teacher says during the instruction in the stages of scientific approach. Therefore, it is important to analyze the realization of teacher talk, particularly how interpersonal meaning is realized in teacher talk to help students go through the stages of observing in scientific approach.

One of the ways to analyze the teacher talk is by conducting the classroom discourse analysis. Classroom discourse is the realization of social interaction, particularly in classroom setting (Suherdi, 2010). The model of analysis to analyze the classroom discourse in the present study is based on the framework of Systemic Functional Linguistics key concepts. The systemic-functional perspective is chosen because it provides the more detailed description and comprehensive accounts of grammar (Christie, 2002). Furthermore, Christie (2002) also argues that systemic-functional perspective has given the significant contribution which was not exist when classroom discourse was first started, that is the theory of language as social semiotic. Therefore, it is clear that the concept of systemic functional linguistics provides detailed description of grammar and the rich discussion of language as social semiotic.

Several studies about classroom discourse analysis which focus on teacher talk have been conducted by some scholars. The interest of their research varies from classroom discourse in a non-functional and in a functional perspective. The classroom discourse in a non-functional perspective has been conducted in Iran (Jouibar & Afghari, 2015), China (Yan & Yuanyuan, 2012), Indonesia (Sudar, 2017), and Thailand (Domalewska, 2015). In addition, the research of classroom discourse which focuses on the functional perspective have also been carried out in Indonesia (Yuliati, 2016; Fikri, 2015), Australia (Stanley & Stevenson, 2017), and China (Xiaoting, 2016). However, the existing research only focus on the huge number of basic classroom interaction patterns.

The past studies have overlooked to the large part of basic conversations between teachers and their students and little attention has been given to the realization of teacher talk which focuses on the series of teaching-learning activities. Those studies do not cover how teacher talk helps students engaged in the teaching-learning activities using the specific procedure, for instance, the scientific approach. In response to the gap, the current study merges two key topics which can explain how teacher helps students to deal with the teaching-learning activities through the observing stages of scientific approach in English subject.

## **METHODOLOGY**

The present study used the case study. The reason why this study is categorized as case study is because it is the first time for the school chosen to implement the 2013 curriculum following the stages of scientific approach. One teacher and 30 students were chosen as the participants in this study. The class of the tenth grade in the school is the only class which follows the stages of scientific approach in the teaching-learning activities. Therefore, case study is appropriate to this research because the current research describes the unique phenomenon or case in a particular educational setting. The data were collected through observation, audio-video recording, and audio-video transcription. Then, the data were

analyzed based on the perspective of systemic functional linguistics, especially the discussion of speech function of interpersonal meaning.

## RESULTS AND DISCUSSION

### Interpersonal Meaning of Teacher Talk Realization in the Stage of Observing

Classroom discourse and interaction requires two elements; to exchange meaning and establish relationship. So, the interactants play the different roles which are exchanged as they take turn to speak. People use language to interact and establish a relationship between them (Halliday & Matthiessen, 2014). In this case, teacher and students while produce the talk in classroom discourse also play different roles, especially in observing stage following the scientific approach in 2013 curriculum. To see how the teacher talk is realized interpersonally in the stage of observing, the first step to see is the realization of speech function exchanged in the classroom discourse. Based on the data collected, there are 403 speech functions uttered by teacher and students in observing stage. Those speech functions are realized in initiating and responding speech functions, such as statement, question, command, acknowledgement, answer, and compliance. The speech functions also show the typicality mood of clause chosen by teacher and students.

No.	Speech Function	f	%
1	Teacher	307	76
2	Students	96	24
	<b>Total</b>	<b>403</b>	<b>100</b>

Table 1. The number of speech function by teacher and students in observing stage

Based on the table, it can be seen that the teacher talk is higher than the student talk. The number of speech function done by teacher is 307 speech functions (76%), and students only produced 96 speech functions (24%) in observing stage. The speech functions produced by teacher and students are realized in the initiating and responding speech function. The initiating speech functions realized in teacher talk are statement, question, command, and acknowledgement. It is different with students who rarely produced the initiating speech function. The students produced more responding speech functions, such as answer and compliance in the classroom discourse.

Speech Function	Teacher		Students	
	f	%	f	%
Statement	59	19		
Question	108	35		
Command	77	25		
Acknowledgement	63	21		
Answer			67	70
Compliance			29	30
<b>Total</b>	<b>307</b>	<b>100</b>	<b>96</b>	<b>100</b>

Table 2. Dissemination of teacher and students speech function in observing stage

As it can be seen from the table above, the teacher produced 307 speech functions. It consists of 244 initiating speech functions, they are 59 statements, 108 questions, and 77 commands. The teacher also produced the 63 responding speech function realized in acknowledgement. The students in this observing stage had a passive role which is realized in the production of their talk. They only respond the speech functions initiated by teacher realized in 27 answers and 29 compliances.

Statement is the speech function produced by teacher in observing stage and it is categorized as initiation. The function of statement is to give and the commodity exchanged in statement is information. The statement used by teacher in his talk is meant to give information or explanation which is related to the topic in the classroom activities. Teacher's initiation by using statement can be seen in the following excerpt.

- (8-1) T: Ok, we have learned about narrative, descriptive, and now we will learn about analytical exposition text.  
(22-4) T: In this lesson, we will study about passive voice.

The example above shows that the teacher gives the clear information of the activities in their classroom, that is to study about analytical exposition text in the first session and passive voice in the fourth session. The statements in the excerpts are in the types of declarative mood. Therefore, it is appropriate that the form of declarative functions to give statement. Another initiation of statement produced by teacher in his talk is in the following excerpt.

- (51-4) T: So, to make active sentence becomes passive, the sentence should have subject and object.

The excerpt above shows that teacher gives the explanation through his talk in the stage of observing. The teacher explains that the passive sentence can be constructed by considering the subject and object in the active sentence. Therefore, it is clear that the teacher used the statement in the form of declarative mood type to explain the topic discussed in the classroom. In this example, it also shows that teacher is considered as the source of knowledge.

Teacher also used statement to inform the material discussed directly. In this case, teacher did not let students to guess by themselves about the topic discussed.

- (25-1) T: And then, the generic structure.  
(26-1) T: If you want to learn about analytical exposition, that is thesis, arguments, and reiteration of the text.

The excerpt shows that teacher uses the deductive teaching method. The teacher directly explains to the students about the generic structure of analytical exposition text. However, teacher let the students to observe by looking at the analytical exposition text on the slide. This activity should be continued by students to find the generic structure of the text without being informed by teacher first.

The question is the most dominant initiating speech function produced by teacher in his talk. Question is realized in interrogative sentence. The function of question is to demand the information from the listener (Eggins, 2004). The speech function of question is used by teacher to enable students to get across the stage of observing. In addition, the use of question in teacher talk also functions to get students' attention related to the material discussed.

- (11-1) T: Do you know why we learn English?  
(12-1) T: Do you know?  
(13-1) T: Why do we learn English?

The excerpt above shows that the teacher tries to elicit students' attention and prepare students to get into the topic discussed in observing stage. However, teacher is seen to repeat

the same speech function in one term because students remained silent when teacher initiates the interaction through question.

Another example of question used by teacher is in the following excerpt.

(24-4) T: Do you like *bubur ayam*?

(9-4) S: Yes.

(25-4) T: Do you eat *bubur ayam* every morning?

(10-4) S: No.

(26-4) T: Okay, which one is the subject in this sentence?

The question is used by teacher to relate the topic discussed with the students' daily life. In other words, teacher tries to make his talk as contextual as possible by relating the word *bubur ayam* to the topic of passive voice that they discussed. The teacher keeps asking question to enhance the students' attention to follow the next stage.

The next speech function realized in teacher talk is command. The teacher used command to give instruction to students about what they should do during the teaching learning activities especially in the observing stage.

(82-1) T: Now, look at the picture!

(46-3) T: Listen to me!

(30-1) T: raise your hand!

The excerpt above shows that teacher used the classroom language in the observing stage. The examples of teacher talk which contains command reveals that teacher is considered as the controller during the classroom activities. Teacher also used command in the types of non-typical mood choice. The example can be seen below.

(31-1) T: Would you please read the text?

In the example, teacher used command in the interrogative mood type. Although the teacher used interrogative mood type, it does not mean that teacher asked question to the students, yet to instruct students to read the text.

The last speech function revealed by teacher in his talk is acknowledgement. Acknowledgement is the only responding speech function produced by teacher in the stage of observing. In speech function, acknowledgement is a response that indicates information given (Eggins, 2004). The teacher used acknowledgement to give the positive response of students' statement.

(7-1) S: International language.

(15-1) T: International language, alright.

In the excerpt, the students give answer for the teacher's question in the form of statement and declarative mood type. Therefore, when the teacher gives the follow up speech function, it is categorized as acknowledgement since the teacher agreed with the students' answer.

The finding shows that there are five speech functions realized by teacher in observing stage. In the speech function of statement, the teacher used it to give clear explanation and information to students related to material and topic discussed. The use of statement in observing stage is really important since students will get the knowledge from teacher during the teaching-learning activities. The teacher talk can also be used by teacher to provide the comprehensible input which is beyond learner's current level of competence (Kumaradivelu,

2003). In addition, observing stage emphasizes the brainstorming activity. Brainstorming can help students to think freely, remember what they know, and stimulate them to get involved in the teaching-learning activities (Khan, 2013). In addition, the observing stage is the preparation stage where teacher can lead students to get into the topic discussed in the classroom. So, the use of statement which contains explanation and information will help students to elicit information to go to the next stage in scientific approach.

The question used by teacher during his talk in observing activity functions to get students' attention and to gain the students' critical thinking. Teacher used question to foster and sustain students' engagement in the observing stage since it is very important to help students gain the information in this stage. As stated in Ministry of Education and Culture (2013), the observing activity is the stage for students to gain information in the activity of hearing, listening, and watching, with or without the tools. The question is the highest speech function produced by teacher. It is because in observing stage, the teacher needs to get students' attention to get involved in the topic discussed and practice students to think critically which is facilitated by teacher's questions. However, it is seen that the teacher often repeats the same speech function in one term. It is because the students are not ready by the new topic that they discussed so they rarely respond the teacher's initiation.

The teacher also emphasized command in his talk during the observing stage. The use of command is to give instructions to students of what they should do during the observing stage. However, teacher did not usually use the command in imperative mood type. There are several speech functions which are categorized as non-typical mood of clause since the use of command is realized in the form of interrogative. However, the use of question and command shows that teacher demands something from students. It is in line with Eggins (2004) that in pedagogical situation teachers are often demanding and students are often giving. So, it can be said that teacher is considered as controller. As stated by Brown (2001), teacher controls the course of classroom activities by having the list of what to do in the teaching stage. Therefore, the use of command in observing stage can be interpreted that teacher has the bigger power than the students.

The last speech function realized in teacher talk during the observing stage is acknowledgement. It is the only responding speech function produced by teacher through his talk. The acknowledgement is used to give such kind of agreement to the students' statement. The statement produced by students is actually the answer that they give to the teacher's questions, in the form of statement. Therefore, the following up utterance produced by teacher is categorized as acknowledgement.

## CONCLUSION

Based on the result, it can be concluded that teacher still dominates the talk in the classroom during the stage of observing in scientific approach. The use of statement in observing stage has been implemented by teacher to explain and give information to students. It is appropriate since students need to observe the topic discussed in the classroom and teacher needs to help them go through the observing stage by producing statements. Observing stage is also the stage where students can collect information as much as possible to ask questions in the next stage of scientific approach. However, the question is the highest speech function produced by teacher during the observing stage. Teacher used question to get students' attention and to stimulate students so that they keep engaging in the stage of observing. Therefore, it can be said that in the practice of teaching-learning process through the stages of scientific approach, especially in the stage of observing, the teacher and the students still have an unequal power.

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