

# TEACHER TALKS: PARTICIPATIVE STRATEGIES USED BY ENGLISH FOREIGN LANGUAGE (EFL) STUDENTS IN ONLINE LEARNING CONTEXT

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## ABSTRACT

This study deals with teacher talks that occur in online learning. It focuses on finding out participative strategies used by EFL students in zoom class. Students' participation depends on the teacher's way in engaging students' interest. The research was conducted in English Foreign Language classroom at SMP 1 Bontonompo Gowa Regency. The participants of this research were students of grade seven in academic 2020/2021. The number of students was 35 students. In online learning process, the students study virtually via zoom. Their activities are observed and recorded, then analyzed qualitatively. The recording of teacher talks during the meeting was transcribed into written form. The students' strategies that indicate participation were taken from the transcript of recording. From the data, research finding indicate the ways of students in expressing their participation and interest in online classroom are reporting back, responding, questioning, rising hand, and reading aloud. In short, it can be concluded that the students express their participation when the teacher talk facilitates them to be active.

**Key words:** teacher talk, participation, strategies, online class

## INTRODUCTION

In the teaching and learning process, teacher talk is critical to influence students' participation. Active or passive students on the learning activities depend on the teacher talk. According to Nasir (2018), teacher talks play an important role in classroom engagement since it can help students enhance their comprehension of the learning materials and encourage them to participate more actively in the learning process. Furthermore, teacher speaking encourages pupils to speak in order to practice the language. This viewpoint is backed up by Tsui (2001), who claims that teacher speak is a determinant of student output because certain types of teacher talk, such as questioning methods, influence learners' language-production processes. As a result, the teacher's role is to ensure that students' language creation

is enforced through their discussions. One of teacher tasks is promoting students' participation (Zahirović Suhonjić, 2019).

Since students' participation is expected by all teachers, there are many previous studies conducted in the same issue. As Kanchanmaj (2017) mentioned that first teacher talk can encourage students to participate in the learning process. Similar to Al-Amin et.al (2021) demonstrated a lack of preparedness, participation, and a limited breadth of classroom activities in online classroom. The key restrictions of online learning in impoverished countries are infeasible consistency of the internet and electricity, paying attention, and understanding teachings through the online platform. King (2021) et.al recommend universities should encourage and support student groups and activities as a way to foster community while also providing chances for skill development, so the students can participate in the activities. This issue deals with strategies used by the teacher and students to show their participation. Using appropriate strategies could activate students to talk about their idea (Daddi & Abdul, 2022). In addition, Syam (2020) states teachers frequently teach strategies that are not even deemed best practice in the current literature.

The effect of teacher talks can be seen from students' participation during learning activities. Some of students are active to respond teacher talks but some of them are passive. Thus, this study focuses on exploring strategies used by the students to participate in online classroom. The teacher talks are taken and recoded from zoom virtual meeting. Even though, learning activities occur in online, but some of students still active to participate.

## **RESEARCH METHOD**

The research was conducted in an English Foreign Language classroom at SMP 1 Bontonompo Gowa Regency. The participants of this research were students of grade seven in academic 2020/2021. The number of students was 35 students. In online learning process, the students study virtually via zoom. Their activities are observed and recorded, then analyzed qualitatively (Gay, 2012). The recording of

teacher talks during the meeting was transcribed into written form. The students' strategies that indicate participation were taken from the transcript of recording

## RESEARCH FINDINGS

Teacher talk influences students talk in the classroom. The students express their participation when the teacher talk facilitates them to be active.

### a. Reporting Back

#### Extract 1

*Teacher :kan sebelumnya sudah dijelaskan sebelumnya tentang descriptive teks dan diberikan tugas membuat teksnya, jadi sekarang prakteknya. Kalian baca descriptive teks yang sudah dibuat. Are you ready?*

*Students : yes, mom.*

*Teacher : I would like to invite one of you. Adel, ayo.silahkan nak*

*Students : My mother. My mother. She is haven't anger. She has a very strong character. Her name is Ida Faridah. ...*

Extract 1 shows the teacher has explained the materials in the previous meeting and gave assignment to construct a paragraph about descriptive and then in the next meeting it be presented. Therefore, in this meeting the students need to report their work to the teacher and their classmate.

### b. Responding

#### Extract 2

*Students : saya mom...saya Zulkarnain*

*Teacher : okay Zulkarnain*

*Zulkarnain : iyee...do you work everyday?apakah kamu bekerja setiap hari?*

*Teacher : yah bagus, give applause to Zulkarnain. Itu event about yang terjadi sekarang atau the happen that habit yang terjadi secara berturut-turut atau disebut dengan rutinitas kita.*

Extract 2 shows the students are active to respond teacher's instruction. In this case, the teacher said the sentence in Indonesia and the students need to say it in English. One of the students responded it correctly. The teacher also gave additional explanation about the related materials to be understood by the students.

### c. Questioning

#### Extract 3:

*Teacher : so I would like to...sudah ada yang presentasi sebelumnya atau ini baru mau dimulai?*

*Students : no yet...belum*

*Teacher : okay, nobody. Baik hari ini adalah presentasi tentang Students acak biasa mom. Descriptive yang mana itu mom?*

Extract 3 describes students talk to express their participation in the classroom interaction. When the students did not understand the teacher talk, the students gave question to the teacher. Then, the teacher answered by reminding them with the previous materials.

#### d. Rising hand

Extract 4: rising hand

*Students : saya bu...saya mom...saya (some students rise their hand).*

*Teacher : Miaftahul Jannah duluan, yang sudah dikoreksi tadi yah*

*Miftahul Jannah: do they play basket everyday? apakah mereka bermain basekt setiap hari?*

*Teacher : okay very good, sangat bagus yah ayo diberikan dulu applause*

Extract 4 shows the students participated in learning activities by rising their hand together to respond the questions given by the teacher. They showed their enthusiasm to state their answer. The students are interested to be active when the teacher provided some questions directly.

#### e. Reading Aloud

Extract 5:

*Students : My mother. My mother. She is haven't anger. She has a very strong character. ...*

*Teacher : clap hands for Adel. MasyaAllah. Okay yang lai, next.mom ambil nilainya dulu. Well, I will point you, so you should read. Okay Magfirah, common.*

Extract 5 shows the teacher invited the students to read their work aloud. The students have to read the text that they have worked at home. The students read the text aloud and the other students listen to her, and then the teacher gave praise and score.

## CONCLUSIONS

In the teaching and learning process, teacher talk is critical. It will have a significant impact on students. The teacher must maintain focus on the quality of the presentation. It's because when the teacher's voice is clear, the students can understand the subject and follow all of the instructions. Teacher talk also influences students talk in the classroom. The students express their participation when the teacher talk facilitates them to be active. The ways of students in expressing their participation and interest in online classroom are reporting back, responding, questioning, rising hand, and reading aloud.

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