

## TEACHERS' MANAGEMENT TALK IN GENDER SCHEME IN ENGLISH CLASSROOM INTERACTION

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Management talk is essential part for teachers in teaching and learning process. It is used to manage classroom activities, manage time and space, manage students' behavior and encourage all students who are actively engaged in learning. Management talk here wants to figure out teachers' management talk in gender scheme in English classroom interaction. The research aimed at finding and analyzing the management talks that female and male teacher use in the three phases of classroom interaction namely: beginning the class, running the class and ending the class. This research employed descriptive qualitative method. The participants of this research were 2 teachers and students of SMP Negeri 6 Makassar. The data were collected through the use of video camera, and then it was transcribed to be analyzed. Besides recording the participants' interaction in the classroom, interview was also conducted to gain the relevant data. The finding indicated that there were sixteen language types of management talk used by the female teacher and there were fourteen languages types of teacher management talk used by male teacher. It was concluded that female teacher gave more response to students by used some management talk while male teacher gave limited response to students during teaching and learning process.

Key words: Management talk, Gender and Classroom interaction

### 1. Introduction

The use of language in a classroom has great important roles in teaching and learning process. Teachers use language not only for sending messages or delivering what in their thought but also for organizing teaching activities, helping students practice, implementing teaching plan and interacting with their students that make the learning and teaching process to be effective. The language used by the teacher called teacher talk. Nunan (1993:189), states that teacher talk is crucial importance, not only for the organization of the classroom but also for the process of acquisition.

Doff in Muhayyang (2010:31) divided two types of teacher talk, instructional and management talk. Instructional talk is employed to present the lesson or language content. Management talk is used to manage classroom activities. Management talk is essential part for teachers. It is used to manage classroom activities, manage time and space, manage students' behavior and encourage all students who are actively engaged in learning. Beside that, management talk replaces the attitude and behavior of the teachers that should be demonstrated to students like encouragement, creating a good learning atmosphere in classroom, making the class interesting, caring, trusting and creating a good relationship to students.

Considering the teaching and learning process, there are three typical phases of classroom activities, namely beginning the class, running the class and ending the class. Related to these points, Rasyid (2013) described these phases, as follows:

1. Beginning the class

The phase covers six classroom activities, namely entering the classroom, everyday greeting, meeting a new class, taking the register, being late and dealing with lateness, getting down to start.

2. Running the class

There are seven classroom activities in this phase, namely beginning with revision, starting something new, telling the objectives, making things clear/checking students' understanding, sequencing activities, checking progress, taking turns.

3. Ending/ closing

This phase covers seven classroom activities, namely checking the time, setting taking home assignment, stopping work, making announcement, ending the lesson, saying good bye, clearing the class.

## **Gender**

gender is an important aspect in social status and also cultural in contemporary society. It is fact that, women are different from men not only in verbal communication but also in nonverbal communication. This includes the language she/he use, and the language used about us. In linguistics and language learning, the label 'language and gender' sometimes causes a bit of confusion because people naturally think of gender as a grammatical category. Therefore, the term gender in this research is defined as culturally constructed male and female identity, and not the differences of biological characteristics between female and male.

## **Definition of Teacher Talk**

Ellis (2003) has formulated his own view about teacher talk: "Teacher talk is the special language that teacher use when addressing L2 learners in the classroom. Studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons.

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Qican, 1999) cited from Yan. Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their

teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a kind of communication-based or interaction-based talk.

### **Management Talk**

According to Rasyid (2013) management talk deals with the enforcement of classroom activities, such as entering the class, greeting students, arranging the students' seats, calling the rolls or checking the students' presence, and dealing with lateness. Management talk consists of transactional expressions that are used to manage the interaction in the class from the very beginning to the very end of the class session. Educational management talk will touch students' thought and feelings, and will stimulate students to behave as expected. Rasyid (2013) described these phases, in the following:

#### **Beginning the class**

The phase covers six classroom activities, namely entering the classroom, everyday greeting, meeting a new class, taking the register, being late and dealing with lateness, getting down to start.

#### **Running the class**

There are seven classroom activities in this phase, namely beginning with revision, starting something new, telling the objectives, making things clear/checking students' understanding, sequencing activities, checking progress, taking turns.

#### **Ending/ closing**

This phase covers seven classroom activities, namely checking the time, setting taking home assignment, stopping work, making announcement, ending the lesson, saying good bye, clearing the class.

Teacher Talk as the time when the teacher is speaking. The kind of language used by the teacher for manage in the classroom is known as teacher talk. It is used to manage classroom activities. In manage the classroom activities; the teacher needs to use language that understandable for students in order to get the learning goals. The way teacher talk can affects students attitude in learning process which is determine the successful learning process.

### **Classroom Interaction**

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one to another for a number of different reason and on a continued basis throughout the school day. According to

Wilson (1997) Interaction between students and teacher is fundamental to the learning process. Same statement that Chaudron (1998) stated about classroom interaction. He said, Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

## **2. Methodology**

This research applied descriptive qualitative method to collect and describe the data. The subjects of this research were two English teachers and 20 students of SMP Negeri 6 Makassar. They were addressed as teacher A and teacher B. Teacher A is a male English teacher and Teacher B is a female English teachers of SMP Negeri 6 Makassar in academic year 2013/2014 who are teaching for grade VII. To collect data from classroom, two of the three main strategies which were suggested by Gay et al (2006:413) would be applied, namely observation and interview. Data analysis was conducted by using the interactive model of Huberman and Miles in Denzin and Lincoln (1998: 429) covering three strategies: data reduction, data display, and conclusion drawing and verification.

## **3. Findings**

### **1. The female's teacher management talk used in classroom interaction.**

The researcher classified the data into three categories namely; beginning the class, running the class and ending the class. The findings that researcher reported in this section was based on the analysis of the data observation. In this research, the observation conducted for three times. The researcher analyzed the number of management talk of female teacher used during classroom interaction. The results of female's teacher management talk can be seen as follows:

#### **a. First observation**

The first observation in classroom activity was recorded on Thursday, May 22<sup>nd</sup>, 2014. The female teacher on this observation used some types of management talk during teaching and learning process.

In beginning the class, management talk that female teacher used in classroom interaction, were: entering the classroom, everyday greeting, taking the register and getting down to start. In running the class, management talk that appeared in classroom interaction, were: beginning with revision, starting something new, Making

things clear/ checking students understanding, sequencing activities, checking progress and taking turn. At the end of the class management talk used of female teacher in classroom interaction, were: checking the time, setting taking home assignment, stopping work, making announcement, ending the lesson and saying good bye.

#### **b. Second Observation**

The second classroom observation activity was recorded on Friday, May 23<sup>rd</sup>, 2014. In beginning the class management talk used of female teacher namely: entering the classroom, everyday greeting, taking the register and getting down start. In running the class management talk that appeared in classroom interaction namely: Beginning with revision, Starting something new, Making things clear/ checking students understanding, Sequencing activities and Taking turns. In ending the class the management talk used of female teacher in classroom interaction namely: stopping the activities, Making announcement, Ending the lesson and Saying good bye.

#### **c. Third observation**

The third classroom observation activity was recorded on Tuesday, May 27<sup>th</sup>, 2014. In beginning the class management talk used of female teacher in classroom interaction namely: entering the classroom, everyday greeting, taking the register and getting down to start. In running the class, types of management talk that appeared in classroom interaction were: Beginning with revision, Starting something new, Sequencing activities and Taking turns. In ending the class, the researcher found types of management talk used of male teacher in classroom interaction such as: stopping the activities, Ending the lesson and Saying good bye.

### **2. The male's teacher management talk used in classroom interaction.**

These data classified into three categories namely; beginning the class, running the class and ending the class. In this research, the observation conducted for three times. The researcher observed and analyzed the data of male teacher and found the number of management talk used during classroom interaction.

#### **a. First Observation**

The first classroom observation activity was recorded on Thursday, May 15<sup>th</sup>, 2014. The male teacher on this observation used some types of teacher management talk during teaching and learning process.

In beginning the class, there were 2 types of management talk used in classroom interaction namely: entering the classroom and everyday greeting. In running the class, there were 4 types of management talk used in classroom interaction namely: Beginning with revision, Sequencing activities, checking progress and Taking turns. At the end of the class, there were 4 types of management talk used in classroom interaction namely: stopping the activities, making announcement, ending the lesson and Saying good bye.

#### **b. Second Observation**

The second classroom observation activity was recorded on Tuesday, June 03<sup>rd</sup>, 2014. The male teacher on this observation used some type management talk during teaching and learning process. In beginning the class, management talk used by male teacher in classroom interaction namely: entering the classroom and everyday greeting. In running the class the used of management talk of male teacher were: Starting something new, making things clear/ checking students understanding, Sequencing activities and Taking turns. At the end of the class management talk of male teacher used in ending the class in classroom interaction namely: stopping the activities, ending the lesson and saying good bye.

#### **c. Third observation**

The third classroom observation activity was recorded on Tuesday, June 04<sup>th</sup>, 2014. In beginning the class, there were 3 types of management talk used in classroom interaction namely: entering the classroom, everyday greeting and taking the register. In running the class, the researcher found there were 5 types of teacher management talk used in classroom interaction namely: checking the time, stopping the activities, making announcement, ending the lesson and saying good bye.

### **4. Discussion**

#### **1. The use of female and males' management talk in classroom interaction.**

It was stated in the findings that the female and male teacher on this observation used management talk consists of three phases in classroom interaction namely beginning the class, running the class and ending the class. This research found 16 language uses for English female teacher in VII grade and 14 languages uses for English male teacher in VII grade.

The language use by female teacher were: Entering the classroom, Everyday greeting, Taking the register, Getting down to start, Beginning with revision, Starting something new, Making things clear/ checking students understanding, Sequencing

activities, Checking progress, Taking turn, Checking the time, Setting taking home assignment, Stopping work, Making announcement, Ending the lesson and saying good bye. While language use by male teacher were: Entering the classroom, Everyday greeting, Taking the register, Beginning with revision, Starting something new, Making things clear/ checking students understanding, Sequencing activities, Checking progress, Taking turns, Checking the time, Stopping the activities, Making announcement, Ending the lesson, Saying good bye.

Based on the result of discussion above, the researcher concluded that there were some management talks that female and male teacher used during classroom interaction. The researcher found there were sixteen types of teacher management talk used by female teacher in three typical phases of classroom activity while male teacher the researcher found there were fourteen language types of teacher management talk in three typical phases of classroom activity. Rasyid (2013) divided teacher management talk into twenty types in three typical phase of classroom activity. The typical phases of classroom activities are beginning the class, running the class and ending the class.

However, management talk has many advantages. The teacher provides many opportunities for language students to develop the idea through focus discussion and practice their speaking skill with their group mates. Students' presentation in front top the class also provides a great chance for students to demonstrate their language proficiency and language fluency. In fact, although the teacher talk was dominate by direct management talk but it was given some benefit for language students to express themselves. It set to the main goal of teacher talk to initiate and maintain interaction between teachers and students which is applicable in different topic and context.

In relation with the management talk, this research also found multi function that appeared in their talk. It can be seen on the example of "But yesterday you write or you draw some sentence *yang didalamnya itu tentang memberikan larangan atau peringatan*" and "Can you mention kind of comment that you someone to do something for you? Like what? *Seperti apa itu commentmu itu pada seseorang?*" Teachers mostly use interpreting/translating language function with other language function that teacher used in classroom interaction. This was because teachers switched their language to transfer what they mean during interaction with their students. She afraid that what she was talking did not get by students. On the other

hand, she usually translated their talk so; she could be becoming habitual in their talk. It can be seen when they translated word form of management talk.

Hoffman (1991:113) explained that code switching could occur quite frequently in an informal conversation among people who were familiar and have a shared educational, ethnic, and socio-economic background. It was avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status, language loyalty, and formality. In relation from this research, the researcher found teachers switched their language to made students understand and get the subject that they explain in front of classroom. This was the formal situation in this case educational process. Quite different with Hoffman (1991) said that code switching avoided for a formal speech situation, while in this case the situation between teacher and students in classroom were the formal situation

## **5. Conclusion**

There were some conclusions related to the findings and discussions they are:

1. Management talk used by English female teacher in VII grade classified into some categories namely: entering the classroom, everyday greeting, taking the register, getting down to start, beginning with revision, starting something new, making things clear/ checking students understanding, sequencing activities, checking progress, taking turn, checking the time, setting taking home assignment, stopping work, making announcement, ending the lesson and saying good bye. This leads to conclude that there were sixteen language types of teacher management talk by female teacher and also she gives more response by using some management talk to the students during teaching and learning process.
2. Management talk used by English male teacher in VII grade classified into some categories namely: entering the classroom, everyday greeting, taking the register, beginning with revision, starting something new, making things clear/ checking students understanding, sequencing activities, checking progress, taking turns, checking the time, stopping the activities, making announcement, ending the lesson, saying good bye. This leads to conclude that there were fourteen languages types of teacher management talk by male teacher, its' indicated that he give limited response to the students based on his management talk during teaching and learning process.

## **6. Suggestion**

Based on the conclusion above, the researcher suggested the following points:

1. Female teacher should consider teacher talk as an important part that contributed to constitute the whole classroom process and not to override its significance by paying attention too much to the materials only.
2. Male Teacher should pay attention to their managerial talk since it would determine the way their students involve in classroom activities.
3. Differences of teacher management talk in classroom process cannot be the only factor influencing classroom process. Context of the classroom, students' and teachers' age, teachers' experiences and other individual personalities may have considerable influences.
4. It is recommended that more studies on this topic but with different points of investigation be performed.

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