

ABSTRACT

One important factor in the classroom interaction is the teacher talk. The way the teacher utter and deliver an explanation or instruction affects the students' English comprehension. As the world facing a coronavirus outbreak by the end of 2019, the online learning has become an alternative to continue the education in Indonesia. This study focused on investigating and analyzing the features of teacher talk used by the teacher in an online IELTS Crash Course of Sun English Surabaya. It is aimed to examine classroom interaction through teacher talk. A qualitative approach was applied in this study to gain the insight of an online second language learning phenomenon. The data was collected by doing an online observation using audio and video recording and semi-structured interview. A Self-Evaluation of Teacher Talk (SETT) framework designed by Walsh (2006) was used to determine and interpret the findings. The result of this study revealed that the teacher produced 13 features of teacher talk out of fourteen, they are Referential Questions with 32, 73 %, Extended Teacher Turn with 22, 02 %, and Teacher Echo with 12, 73 %. While the others namely Scaffolding, Extended Learner Turn, Display Question, Confirmation Checks, Content Feedback, Extended Wait-Time, Direct Repair, Seeking Clarification, Form-Focused Feedback and Teacher Interruption are under 10 %. The only feature that was not produced is Turn Completion. The researcher discovered that interactional features used by the teacher were appropriate and helpful for the students' English comprehension and competence.

Key words: classroom interaction, online learning, self-evaluation of teacher talk (SETT), teacher talk.

ABSTRAK

Salah satu faktor penting dalam interaksi kelas adalah teacher talk. Cara guru berucap dan menyampaikan pelajaran serta instruksi sangat mempengaruhi pemahaman bahasa Inggris siswa. Dikarenakan dunia sedang menghadapi wabah corona virus pada akhir 2019, pembelajaran online menjadi alternatif untuk melanjutkan pendidikan di Indonesia. Penelitian ini difokuskan untuk mengamati dan menganalisa macam-macam ujaran guru yang digunakan oleh pengajar di dalam pembelajaran online IELTS Crash Course Sun English Surabaya. Hal ini ditujukan untuk mempelajari interaksi kelas melalui teacher talk. Pendekatan kualitatif diterapkan di dalam penelitian ini untuk memahami fenomena pembelajaran bahasa asing secara online. Pengumpulan data dilakukan dengan cara observasi online menggunakan rekaman video dan audio serta wawancara semi terstruktur. Teori Self-Evaluation of Teacher Talk (SETT) yang dirancang oleh Walsh (2006) digunakan untuk menentukan dan menjabarkan temuan penelitian. Hasil dari penelitian ini menunjukkan bahwa guru menggunakan 13 dari 14 macam ujaran guru, yaitu Referential Questions dengan 32, 73 %, Extended Teacher Turn dengan 22, 02 %, dan Teacher Echo with 12, 73 %. Sedangkan feature yang lain seperti Scaffolding, Extended Learner Turn, Display Question, Confirmation Checks, Content Feedback, Extended Wait-Time, Direct Repair, Seeking Clarification, Form-Focused Feedback dan Teacher Interruption persentase kemunculannya kurang dari 10 %. Peneliti mendapati bahwa macam-macam interaksi yang digunakan oleh sang guru telah sesuai dan bermanfaat bagi pemahaman dan kemampuan bahasa Inggris siswa.

Kata-kata kunci: interaksi kelas, pembelajaran online, evaluasi mandiri ujaran guru (SETT), ujaran guru.