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Certified Teacher Beliefs on The Use of Teacher Talk

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Abstract—Teachers' belief is becoming important to research as it reveals the decision made by the teachers in teaching learning process. It will also explain the way the teacher behave and talk with it. This research will explore 1) whether or not the certified English language teacher beliefs on the use of Teacher Talk (TT) show parallelism with their actual practices, and 2) the contribution of English language teachers' experiences to the construction of their beliefs regarding the use of Teacher Talk. Mixed research method was implemented to explore the quantitative and qualitative inside of the topic. This way was considered to be effective to meet with the expected answer for this research. Taking place at a suburb area, group of certified teachers became the subject for the research. The researcher utilized questionnaire, observation checklist, audio-video recording, interview guide and, document as the instruments. The result shows that the more the teachers' beliefs on the TT, the more practices of TT in the teaching learning process. Another finding reveals that particular teachers' experiences contribute a positive impacts on the construction of teacher beliefs dealing with the management of TT in the class.

Keywords—Certified Teacher, Teacher Talk, Teacher Belief

1. INTRODUCTION (HEADING 1)

Dealing with the role of TT as the target language input, it is generally assumed that TT contributes a comprehensive source of target language input for EFL learners. It is strengthened by some researchers who stated that TT is the focal source of target language input (Linawati, 2013; Liu & Zhu, 2012; Wangru, 2016; Yan, 2006). Based on the important roles of TT, the existence of professional EFL teachers, who have good ability in applying the appropriate TT for the success of better teaching, is really expected.

Apart from those two important roles in language teaching, TT also holds a crucial role for students' character building. Teachers have a duty to pay attention on their own attitudes and talks in teaching. Triyanto (2012) asserted that teachers' attitude determines students' action in the class. He also emphasized that every teacher's utterances during the teaching and learning process will have an impact to students' behavior. The way the teachers speak in the class also reflects their attitude. Hence, a professional teacher needs to select an appropriate TT in order to maximize the teaching process and also to transfer good attitude example for students' positive behavior.

Although Nunan theory postulated two important functions of TT, some problems related with the function of TT still appeared in some English language-subjects which are taught

by Indonesian teachers. The preliminary study result reported that the duration of TT was more than the students talk time (STT). They also use Indonesian language or even native language more than English language in teaching and learning process. These facts are strengthened by Ginting (2016) who found that the result percentage of classroom interaction proved that teacher talks is dominant than students talk at SMPN 1 Bernatagi. Ginting (2016) also reported that the TT types which are used by teacher are limited on command, direction, questioning and lecturing. Yet, Purwadi (2016) exposed that the most frequent language which is used in teaching English language at SMPN 2 Jaten Karanganyar is Indonesian language. Hence, starts from the problems related with the function of TT which are happened, the researcher focuses this study for solving the problems of functional features of TT involving the amount of TT, TT types and language use for TT.

To solve a number of problems related with the function of TT in Indonesia setting, the researcher tries to formulate a study on teacher beliefs which underlie the teacher's decision in employing certain TT. According to Rokeach's theory which is cited in Hawani (2012), the behavioral component, one of three components of belief, potentially lead a person to perform a particular action. It means that behavioral components of belief takes its role for helping someone in the process of decision-making which then lead her/him to do a particular action based on her/his decision. It is also strengthened by Adhiani (2014) who argued that teacher beliefs give great contributions for shaping teachers' mind in deciding their behaviors in the classroom. In sum, teachers' beliefs influence the decision which is made for the teaching and learning process, including the way how the teachers behave and talk in it.

Even though the theory stated that teacher beliefs is essential in decision-making, the issue of consistency and inconsistency of teacher beliefs and the real classroom practice is still debatable among several researcher. Pepek (2013) notified that there is contradiction between teacher beliefs and their actual practices, particularly about the use of questions and negotiation strategies. The finding of Shul'in (2013) study presented that teachers' teaching practice sometimes does not match with their beliefs about peer-feedback in L2 writing at China. In contrast, Mokhtar (2015) found that the teacher beliefs on the use of code-switching are consistent with their real practice. Dealing with that problem,

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the researcher argues that clarifying the relationship between English language teacher beliefs and the real practice dealing with the use of TT is necessary.

Learning the experienced English language teachers' beliefs is indeed beneficial for evaluating and developing pre-service and prospective English language teachers' beliefs. In this case, the experienced teachers refer to the English language teachers who have been standardized by the Indonesian government and possessed the certification for guaranteeing their professionalism. The Law of Republic of Indonesia Government (UU) (2005) numbers 14 article 2 states that the recognition of the teachers' position as professionals as referred in article 1, should be proved by educator certificate. Thus, it is generally assumed that certified English language teachers are expected to possess qualified teacher beliefs which underlie their ability in conducting a well-managed teaching process. Therefore, the researchers attempted to investigate certified English language teacher beliefs on the use of TT for facilitating English language teachers in developing their professionalism through learning certified English language teacher's beliefs.

II. EASE OF USE

A. Teacher Talks (TT)

Teacher talks (TT) refers to language which is typically used by teachers for ordering the instructions in classroom activity. Yan (2006) asserted that any kinds of language which is used by teacher for classroom instruction is known as teacher talks. TT has a vital part in organizing classroom instruction for maximizing the interaction. Yanfen and Yuqin (2010) argued that TT is an essential part for teaching English as a foreign language in managing classroom activities. They also assumed that the way a teacher speaks not only determines how well they handle their teaching, but also guarantees how well students will learn. In other words, the teacher has an authority control on the classroom interaction. A teacher may apply many kinds of TT for controlling the pattern of communication. He/she may apply questioning, invitation and direction for initiating the interaction. He/she also may vary his/her TT in order to make the interaction effective.

B. Teacher Talks (TT) Features

TT has many aspects which are involved in it. Those aspects are classified into two features. Yan (2006) classified the aspects of TT into two features of TT; formal features and functional features. Formal features of TT refer to several aspects related with the linguistic adjustment of TT. Linguistic adjustment of TT means the modification which is hold by the teacher based on linguistics side like the phonology, syntax, and semantic of their talk. Chaudron (1988) stated that to comprehend the language used in TT, some modifications which are proposed in the teacher's speech are rates, pauses, pronunciation, vocabulary level, degree of subordination, kinds of statement used (the use of declarative statements),

and teacher self-repetition. In conclusion, formal features of TT refer to speed, pause, repetition, and modification of TT.

Furthermore, functional features of TT cover some aspects related with the functions of TT; helping the teacher in organizing classroom interaction and providing target language input for students. It is strengthened by Yan (2006) who asserted that functional features of TT are language features which are related with the quality of target language input from TT, the way the teacher organize classroom interaction with TT and also the amount of TT. Due to the function of TT, it might be said that the aspects of TT functional features include the amount, types and the language used of TT. The explanation about functional features of TT will be stated in the following points.

C. The Types of Teacher Talks

Since the interest to the TT increases rapidly, many experts try to construct classroom interaction analysis systems. There are various interaction analysis systems which have been broadly applied by many researchers. Some of interaction analysis systems that have been used by several researchers are Flander's Interaction Analysis Categories (FIAC), Foreign Language Interaction System (FLINT), and also system that have been produced by Yanfen and Yuqin.

The first famous interaction analysis system was produced by Flander. Flander (1970) proposed Flander's Interaction Analysis Categories (FIAC) into ten categories of talk such as (1) clarify feeling constructively, (2) praise or encourage, (3) clarify, develop or use the students' ideas, (4) ask questions, (5) give lecturing, (6) give directions, (7) criticize, (8) student talk in response to the teacher, (9) student talk initiated by the student, (10) silence or confusion. The categories from number one until seven are involved in kinds of TT. Number eight up to ten belongs to student talk (ST). It means that FIAC consists of seven categories of TT and three categories of ST.

FIAC analysis system has been reconstructed and revised by Moskowitz (1971) into Foreign Language Interaction (FLINT) analysis system. Seven types of TT in FIAC analysis system are broadened into seven types of TT with four sub points. It means that the total numbers of TT types in FLINT is 11 types. The next three types of student talks (ST) in FIAC developed into seven types of ST with two sub points. In other words, Moskowitz (1971) formulates nine types of ST for FLINT analysis system. To conclude, FLINT analysis system has 20 types of talks which are divided into 11 types of TT and nine types of ST. Those types of talks are cited in the Table 2.1 (see Appendix 1).

From those 20 types of TT types, there are several additional TT types of FIAC which is listed in FLINT analysis system. Jokes, repeats students' response verbatim, corrects without rejection are the additional TT types from TT types of FIAC. Moskowitz (1971) also break the TT type 'criticize' into criticize students' behavior and criticize students' response. Besides, there are several additional types of ST in FLINT, such as silence-AV, laughter, use native language, and nonverbal.

Yanfen and Yuqin (2010) modified the 'IRF' theory into ten types of TT which is involved in initiation and follow-up move. There are three types of TT which is involved in initiation move. The rest of types are categorized into follow-up move. The table 2.2 shows the classification of TT which is concluded from Yanfen and Yuqin (2010).

Table 2.2 Types of Teacher Talks (Yanfen and Yuqin, 2010)

Initiation	Follow-up	
	To no and incorrect response	To correct response
Questioning	Inform	Acknowledgement
Invitation	Prompt	Comment
Direction	Encouragement	
	Criticizing	
	Ignoring	

D. The Definition of Belief

The use of term 'belief' is still debatable among several researchers. Many of them applied this term interchangeably with the other terms like knowledge and perception. Hawanti (2012) reinforced that various terminology arise when discussing belief and prove that belief is hard to define because of its complex set of overlapping terms. Furthermore, she assumed that different terms referring to beliefs may be found in distinguished discipline especially when the researchers have different focuses of interest. Therefore, the researcher needs to highlight the difference between the definition of belief, knowledge and perception.

The term perception, knowledge and belief have a different definition. According to Lindasy and Norman (1977), human perception means the mechanism that operate upon sensory information (gained by seeing, hearing, touching, tasting and feeling), interpreting, classifying and organizing arriving information. In line with that statement, Zamzami (2016) asserted that perception is the organization, identification and interpretation of sensory information which is useful for representing and understanding something. Yet, Hawanti (2012) stated that the term knowledge refers to an individual's cognitive or mental store of information or can be understood as evidenced belief. Besides, Borg (2001) argued that a belief is someone proposition which may be consciously or unconsciously held, accepted true and stand as a guide for his/her thought and behavior. Due to the different definitions, it is generally assumed that the term perception, knowledge and belief are different each other.

The term teacher belief has the stronger effect to the teaching practice than teacher knowledge and perception. According to Pajares (1992), some people argue that the teachers' beliefs affect their perceptions and judgments, which in turn, have an impact to their behavior in the classroom. It means that belief is the root of teacher behavior in the classroom. It is strengthened by Hawanti (2012) who asserted that belief can guide an individual to make a decision about

his/her actions, behavior or attitudes. Furthermore, Hawanti (2012) assumed that knowledge cannot be simply understood as true beliefs; beliefs also need justification to be considered as knowledge. It means that human belief stands as the root for both human knowledge and human perception. Thus, the researcher tends to analyze teacher belief rather than teacher knowledge and perception.

E. Teacher Beliefs

Considering the role of teachers as the practitioners brings insight pivotal role of teachers' beliefs in relations to their teaching practices. Borg (2001) stated that the term teacher belief refers to the teachers' pedagogical beliefs or those beliefs that associated with someone's teaching. Zheng (2009) defined teacher belief as a substructure of teachers' general belief system which is formed by experiences and underlies planning, decision making and behavior in the classroom. Based on those definitions of teacher beliefs, the assumption can be shaped that teaches' beliefs are important concepts for understanding teachers' thought process in relation with their planning, decision-making, speech and behavior in their teaching practices.

F. Teacher Beliefs on the Use of TT

There are a number of general topics that might be analyzed in the teacher beliefs research. According to Fives and Buehl (2012), six topics that could be framed as a teacher beliefs research are beliefs about self, context or environment, content or knowledge, specific teaching practices, teaching approach and students. Researches that might be hold for beliefs about self are self-efficacy, identity and the role of teacher. In teacher belief about context, the researcher may analyze school climate or culture. Teacher beliefs about content refer to teacher beliefs dealing with the different field of knowledge that they teach like mathematics, science, psychology and so on. For beliefs about teaching practice and approach, some topics like teaching technique, approach, method, classroom management, and everything that related with how the teacher interact and behave in the teaching process are encountered. The studies that researchable in the last topic, student, are language proficiency, diversity, language differences, learning strategies, and learning development.

The current study is aimed in investigating teacher beliefs regarding the use of TT. It is involved in the general topic about specific teaching practice. Since the researchable topic around TT is very broad, this research is intended to investigate only teacher beliefs regarding the use of TT in relevance with the amount of TT, the effective types of TT, and the language used for TT.

G. Teacher Beliefs and the Actual Practices

Nowadays, the analysis on the teacher beliefs related with their classroom practices is still gained wide attention from several researchers. Many researchers try to discover the relationship between teacher beliefs and their actual practices

in the teaching process. Investigations on teachers' beliefs and practices have been conducted by the amount of previous studies. A lot of studies had been conducted in various fields of teacher beliefs like teaching beliefs about teaching English to primary school children (Shinde & Karekatti, 2012); teacher beliefs in teaching writing (Farida, 2016); teacher beliefs and the implementation of scientific writing (Surayya, 2015) etc. But, there is still limited study conducted for analyzing teacher beliefs specifically about the use of teacher talks in the classroom.

The researcher who concerns their study in the relationship between teacher beliefs and their actual practices should pay attention about two points. First, the study about the consistency of teacher beliefs and their actual practice will not valuable enough when it is limited in proofing the consistency or inconsistency of the teacher beliefs and the practice without any explanation about the degree of its consistency or inconsistency. Next, if the result of the analysis shows inconsistency relationship between teacher beliefs and practice, investigating the reason of its inconsistency is needed. It is underlined by Five and Buehl (2012) who argued that considering why beliefs and practices are incongruence may be more useful. So, for the researcher who concerns their study in the relationship between teacher beliefs and their actual practices, it is suggested to provide the degree of consistency or inconsistency and the reason of inconsistency if the finding shows inconsistency result.

III. PREPARE YOUR PAPER BEFORE STYLING

The researcher employed the explanatory design for this research. This decision was underlined by Fraenkel and Wallen (2009) who asserted that explanatory design happens when the two types of data are analyzed separately and the results of the qualitative analysis are employed for expanding the results of the quantitative one. The first research question (RQ) was answered quantitatively in order to measure the consistency between the teacher beliefs and the real teaching practice. Yet, the next RQ was explored qualitatively to expand the result of the first RQ with the additional information about the teachers' experiences that affect the consistency of the teacher beliefs with the real practice. So, the researcher expected that the explanatory design was the appropriate design for the present study.

A. The Setting and Participants of the Study

This research took place in Magetan region. The researcher needed to apply a sampling technique which may represent the condition of all certified English language teachers in Magetan. Since every teacher in every school has different condition from one another, the researcher employed stratified purposive sampling in order to represent all conditions of the teachers. Mertens (2010) proposed that the combination of stratified sampling and purposive sampling strategy mean when subgroups are chosen based on specified criteria and then a sample of cases selected from those strata. In sum, the

researcher employed stratified purposive sampling for determining the research participant.

To choose the representative participants for this study, the researcher determined three criteria for grouping the representative of the whole certified English language teachers. The first criterion belonged to qualified certified English language teachers who teach high-level competencies students. Second, qualified certified English language teachers who teach low-level competencies students. The last criterion belonged to less-qualified certified English language teachers who teach low-level competencies students. Those three criteria led the researcher to find three subgroups of participants.

The researcher used some measurements based on those three criteria in order to find the most authoritative participants from those three subgroups. The researcher measured the teachers' qualification through the result of the last Teacher Qualification Examination (UKG), the teachers' teaching experience and their achievement in literacy. Qualified certified teachers who stood as participants in this research were certified English language teachers who had the last result of UKG 86-100, teaching experience more than 20 years and ever wrote at least an article for any local publisher. Furthermore, the quality of students was measured by the result of National Examination (UN) from elementary students who were accepted in the certain junior high school. In contrast, the characteristics of less-qualified certified teachers were having the last result of UKG 70-85, had the teaching career more than 20 years and never produce any educational scientific writing. The researcher found that 4 teachers of SMPN 1 Magetan fulfilled the first criteria and two teachers of SMPN 1 Sidorejo and SMPN 2 Plaosan were appropriate to stand as representative of the second and the third group. The last, the researcher determined certified English language teachers of SMPN 1 Magetan, SMPN 1 Sidorejo and SMPN 2 Plaosan as the representative of each subgroup.

B. Data and Source of Data

For the purpose of answering the research questions, it is essential for the researcher to collect the combination of both quantitative and qualitative data. Numeric data were used in this study for the teachers' beliefs description and the correlation between teachers' beliefs with the actual practices. Besides, text data were also applied for supporting the description of teachers' beliefs and the compilation of the teachers' story about their experiences that positively affected their beliefs about the use of TT. In short, both numeric and text data were necessary to serve the results of this study.

The main data were gathered from certified English language teachers in SMPN 1 Magetan, SMPN 1 Sidorejo and SMPN 2 Plaosan. The result of interview and observation was then analyzed through the coding process, dividing the text into small units and assigning a label to each unit. Creswell and Clark (2007) proposed that coding is the process of grouping the data and labeling it so that they reflect a comprehensive understanding. Then, SPSS was employed for processing the quantitative data and the coded data for qualitative phase was categorized into several meaningful

classifications. In sum, the prepared data was analyzed through item analysis, coding process and SPSS.

IV. USING THE TEMPLATE

The result of the teacher questionnaire and student questionnaire were used for measuring the relationship of both variables in the current study. Table 4.1 presented the description of teacher beliefs on the use of TT. The researcher divided the quality of teacher beliefs and the teaching practice into three categories such as low, medium and high. Table 4.1 showed that no one of the participants who had low belief on the use of TT. It was also revealed that four teachers (57%) of the participants had medium belief and three teachers (43%) of all the English teachers in this study had high belief on the use of TT. The information about that can be seen in Table 4.1.

Table 4.1 Teacher Beliefs on the Use of TT

Category	Score	Teacher Talks	
		f	%
Low	31 – 72.6	0	0%
Medium	72.7 – 114.3	4	57%
High	114.4 – 155	3	43%
Total		7	100%

The overall students' questionnaires were also classified into three categories in order to classify the quality of TT usage in the teaching process. The result of the teaching description presented that 97 students (56%) of the observed students described the teaching of their English language teacher in the medium category. 75 students (44%) of them reported the teaching of their teacher in the high category of TT practice and no one of them who categorized their teachers' teaching practice in low category of TT practice. Table 4.2 serves the data related to that classification.

Table 4.2 The Use of TT in the Teaching Process

Category	Score	f
Low	31 - 72.6	0
Medium	72.7 - 114.3	97
High	114.4 - 155	75
Total		172

Pearson Product Moment formula was posed for determining the degree of correlation between teacher beliefs on the use of TT and the use of it in the teaching process. SPSS had been applied to find the result of it. Table 4.3 reported the correlation analysis of the teacher beliefs on the use of TT and the practice of it in the teaching process.

Table 4.3 Correlation between Teacher Beliefs on the Use of TT and the Teaching Process

Variable	Coefficient correlation	Probability value	Explanation
Teacher	0.191	0.012	Significant

Beliefs on the Use of TT Teaching Practice

t

Table 4.7 shows that the coefficient correlation between the teacher beliefs on the use of TT and students' appraisal about the use of TT in teaching process was 0.191. The result of SPSS showed that the significance or probability value (p-value) of data was 0.012 (see appendix 11). In other words, there was a significant positive relationship between the two variables because the p-value was less than 0.05 at the level of significance ($p < 0.05$). Thus, the consistency between teacher beliefs and its actual practice in the real teaching process was clarified due to the result of data analysis which reported that the higher the teacher beliefs on the use of TT, the better the use of TT in the teaching process.

The researcher also presented the result of the observation and the interview for triangulating the finding of the first RQ. The data were reported in three sub-points based on the functional features of TT, such as Teacher Talks Time (TTT), types of teacher talks and the language used of TT. Further explanation is conveyed in the following points.

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