# LECTURERS' TALK IN BUSSINESS ENGLISH CLASSROOM AT THE THIRD SEMESTER OF ENGLISH EDUCATION PROGRAM UNPARI LUBUKLINGGAU

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## ABSTRACT

The purpose of this research was to explain the lecturers' talks in classroom interaction of business English learning. This is a qualitative descriptive research that applied observation and interview in collecting the data. The data source was the lecturers' talks when teaching business English courses in the classrooms. The instrument used in this research were observation using video recording and field note as well as the interview list where the researchers record the answers from the questions the researchers asked to the lecturer. And the results of the research from the researcher's analysis show that there are several categories of lecturers' conversations carried out by the lecturers during the classroom interaction. The lecturers' talks were categorized based on the FIAC System, and they were: accepting feelings, accepting and using students' ideas, asking, and giving directions. The most frequent category of lecturers' talk were asking questions, and giving directions. In conclusion, the category of classroom interaction that occurs during the teaching learning business English process runs well and the lecturers talk had influence in lecturer-students interaction happen in the classroom.

Keywords: Business English Class, Classroom Interaction, Interaction, Lecturer's Talk

## INTRODUCTION

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, Alizadeh, Murphy, Bajestani, & Ferguson, 2015). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Interaction is a process that teacher influences the students; students also interact with the teacher. Interaction takes place among the students themselves also. It means, in the process of teaching, everybody interacts with every other person involved in the process, teacher influences students through lecture, ask questions, criticizing, giving directions and the students reacted to the teacher's lecture and questions, they give responses (Gay, 2006). Brown (2001, p.165) describes the term of interaction "as the heart communication, it is what communication is all about". Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in

one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

The language learning occurred through interaction between teacher and students and also the interaction among students in the classroom. Classroom interaction is one of the crucial points of development in English language learning. Allwright and Bailey (1991) stated that the interaction between teacher and students constructed a common body of knowledge. It also created mutual understanding of their role and expectations of their involvement as members in their classroom. Interaction can develop students' communicative skills and help the EFL students learn the target language easily (Hall, 2001). In view of this thought, the knowledge about student's competence and classroom interaction is an essential point for the teacher, who has the main role of teaching and learning process.

In the language classroom, interaction itself is identified as the process of language learning. Interaction facilitates not only language development but also learners' development. Students acquire linguistic knowledge and ability through the interaction. In the classroom interaction, both the teachers and students can create the learning opportunities, which motivate the students' interest and potential to communicate with others.

In education, interaction is educative with the intention that the interaction takes place in order to achieve the student's personal goals to develop educational potential. So, the interaction in this case aims to help the student's personal development to the maximum, in accordance with his ideals and his life can be useful for himself, society and the country. In that interaction there must be a change in student behavior as a result of learning where students determine the success or failure of teaching and learning activities and the teacher only acts as a supervisor.

Classroom interaction is an interaction between lecturer and student, or between students and students. This interaction occurs because of a problem faced by both, then decides to exchange thoughts or share opinions on a topic discussed. Malamah (2001) defines that Classroom interaction in which there is a reciprocal action between lecturer and students; the lecturer action is influenced by students' reaction. That shows that there must be a reaction that occurs between lecturers and students and vice versa. Because if only the side of the part starts and there is no response, it is not an interaction that should be. Where when a student gives a problem that cannot be solved alone, then the lecturer gives a way or enter the problems faced by students. From there it is said that there is an interaction in the classroom.

A lecturer is someone who stands up in front of a class and gives an organized talk designed to teach you something. There are lots of lecturers at colleges and universities. So in this case it is necessary for Lecturers to have a lot of interaction, and especially in learning business English, because Business English is one example of English for certain purposes, in this case Business English is widely used in international languages. In globally connected world, Business English is becoming more and more important as more and more companies need their staff to be multi-lingual. Teaching Business English (English for Business) requires teacher awareness of the subject matter. At this stage, lecturers are required to be able to adapt teaching skills and strategies for their students teaching Business English. So we can see that lecturer's talk is very important in learning business English class.

Lecturer talk is giving direction to students, explaining learning activities, confirming student understanding to identify the parts of lecturer talk that arise during learning activities take place. In the use of English here the lecturer interacts with

students using the mix language, students become easy to understand and can also follow what is conveyed by the lecturer. Then we can see that the class becomes relevant and also conducive, then the parts of lecturer talk can be used by the lecturer to increase student activity, interact with students, and there is feedback between the lecturer and students in the teaching and learning process.

Based on the explanation above, the researchers conduct this research, present the study focuses on lecturer's talk in the business English classroom.

## RESEARCH METHOD

In this research, the researchers used a qualitative method, implementing the characteristics of a case study in which the researchers investigated the lecturer's talk in classroom interaction. In collecting the data, the researchers applied class observation and interview. In this research, the researchers used a purposive sampling technique in choosing participants. The participant of this research is two of the English lecturers who teach in the Business English class in the third semester. The main components of data analysis are data reduction, data display, and data verification.

## RESULTS

The findings in this research were obtained through classroom observations and interviews. Classroom observation was conducted once while the interview was conducted after the observation through field notes and video recording. The data from this classroom observation were used to identify the category of lecturer's talk used by the lecturer in the business English classroom interaction, while the data from the interview were used to determine the influence of the lecturer's talk to students in learning opportunities in classroom interaction.

The lecturers' talk identifies the utterances produced by the lecturers during the interaction to the students in the classroom. It is classified into two types, namely indirect influence and direct influence. The Indirect influence includes: asking the question, lecturing, giving direction, and criticizing or justifying authority. Direct influence includes four categories: accepting feeling, encouragement, accepting or using the idea of students.

## DISCUSSION

In the discussion section, it will be explained the data correspond to the types of classroom interaction gathered by two lecturers who taught Business English course.

**The Category of Lecturer's Talk in Classroom Interaction**
Lecturer 1:
**Accept Feeling**
Accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. As an example, in the transcript:
    L : How are you guys?
    S : I am great.

**Accepts and Uses Idea of Students**
By this way, the teacher clarifies, builds, interprets, summarizes and develops ideas

suggested by a learner. The ideas must be rephrased by the teacher, but still recognized as being learner contribution. As an example, in the transcript:

L: What about this sentence? Why you don't use the same method with your friends?
A: No, mam. Because I have the reasons why I don't use it.
L: Ok

**Asks Questions**

According to Long and Sato as cited in Chaudron (1988), there are two types of the teachers" questions. The first type is referential or genuine question. It is aimed at searching the genuine information. The teacher really does not know the fixed information he wants. The second type is display question. It is bringing learner think about the subject under discussion. Display questions are commonly used by the teacher. They mostly exist in the transcript on the appendix. As an example, in the transcript:

L : Ok, this tittle refers to what?
S : This method just as ....... For the readers not for .........
L : Are you sure this method is the great way for your topics?
S : yes mam

**Giving Direction**

The lecturer gives the instruction for students to know what their title mean.

Lecturer 2:
**Accepts and Used Idea of Students**

L: What is the different video when you practice?
S: (The students don't raise hand, because they have errors when practice it)

**Giving Direction**

The lecturer plays many roles in the class. The first role is director. In the classroom setting, teacher directions are very important to keep the process of teaching and learning flowing smoothly and efficiently. Mostly the lecturer gives direction or command in directive sentences. In this case, the lecturer asks the problems experienced by students, then answers students' questions. Here is an example, in the transcript:

L: Okay, Who has a problem?
Q: Sir, cara membuat tema? (How do I create a theme? on blog)
L: Eee you just....

**The Influence of Lecturer's Talk to Learners' Creativity in Learning**

Based on the interview the lecturers and some learners when conducted by the researchers after learning business English, there are some important points dealing to learners' creativity in learning Business English.

**Lecturer 1:**

*"I usually use several method to help understand and improve their English especially in Bussiness English they are lecturing group discussion, cooperate learning and presentation."*

*"When my students didn't understand what I explained I ask them several questions and track their attentions, for example: I allow them to speak in Bahasa or mix the language in English to clarify or to comprehend the context of Business English. And if they don't interested the material I ask them to have a class discussion Alhamdullilah they are interested in the material. Because in the beginning for the introduction of the syllabus we discuss the topic and they can choose what they want to learn. This is my way to help them interested in the material. If they discussed it previously they would like this."*

*"There are several in Business English class because this is focusing on Business English of course we are from EESP the focus is on English particularly in Business English. Business English here it is not limited to English context but also informal situation such as education. Some others situation that focusing on formal context."*

*"The way how to track them to improve the creativity idea particularly is Business context. For example: I just give them the concept they can make them interested discussing the topic. They focusing on introduce how to develop their topic. And how to conclude and summing up their presentation by using English politely, because as we know that my students. When they are informal situation they just say. They only know about that but they didn't know. For ex: allow me to... When we use formal language or informal language."*

**Lecturer 2:**
*"In giving lecturing I give this student center. So I just give short explanation and than I ask student to practice more".*

*"For student who didn't understand about the material I give personal chance how to finish her/his task. And then someone who not interested I just give question and what doesn't need. if I got what student need I give task suitable with their need".*

*"Focus I give all sector students be master. Like internet marketing, by creating website, and then they able to create brochure, and they also have experience how to write well in the website".*

*"Lecturer must have an experience related with the material. For example I have an experience at financial office as for 2 years and then in website I develop the materials that have been done and I also have created a blog and promote it in the internet".*

The researchers noticed that the lecturers expect the learners are be able to be more independent in practicing or applying the theory, discussing and solving the problems during the learning process. Some interaction may lead students' creativity in developing ideas as well as sharing theirs to the lecturers and other students.

The researchers found 2 patterns interactions used by lecturers in the classroom. They are: 1. Lecturer- whole class interaction, 2. Learner – Learner interaction. First for the lecturer – whole class interaction occurs when the teacher conveys discussion topics such as asking questions to students and also giving instructions to students when they do not understand what the teacher is explaining. Second for Learners-Learners interaction this pattern occurs as when students are asked to discuss with their friends during the learning process.

The researchers can conclude that during the learning process some good interactions occur. Even though it started from explanation of the lecturer but after that the students also took turns interacting. When they answered the questions from lecturers, on the other hand they also discuss with classmates in order they can share the opinion. Hopefully the class will be effective, and the interactions will be more effective. Here, the lecturer always provides opportunities for students to speak. It

means both business English classes, they can build effectiveness and interactivity in communication in the classroom.

## CONCLUSION

In conclusion, the category of classroom interaction that occurs during the teaching learning business English process runs well. The lecturer applied categories based on FIAC System, they are: accept feeling, accepts and uses idea of students, asks questions, and giving direction. Most frequent category of lecturer's talk were accepting and using idea of students, and asking the question.

The lecturers talk had influence in lecturer-students interaction happen in the classroom. They are indirect influence and direct influence. The Indirect influence includes: asking the question, lecturing, giving direction, and criticizing or justifying authority. Direct influence includes four categories: accepting feeling, encouragement, accepting or using the idea of students.

The researchers noted that the lecturers sometimes ask the learners to answer questions given by the lecturer. On the other hand, the lecturer always provides opportunities for students to be active during the learning process. This means that both lecturers and learners are cooperative to build interactive conditions in the classroom.

## SUGGESTIONS

The researchers noted that the lecturers sometimes ask the learners to answer question given by the lecturer. On the other hand, the lecturer always provides opportunities for the students to be active during the learning process but they do not use this opportunities well. Therefore, the result of the study can be beneficial as the evaluation to create a better interaction in the future teaching and learning activity

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