

EMPOWERING STUDENTS' SOCIAL ATTITUDES IN EFL CLASSROOM THROUGH TEACHER TALK

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ABSTRACT

The purpose of this study is to reveal the role of teacher in the form of teacher talk to empower students' social attitudes in EFL classroom interaction as well as the difficulties that teacher faced. Through the qualitative method, this study describes the way English teacher in conveying the teacher talk during EFL interaction. The result showed that teacher used the features of teacher talk in the form of (1) praises and encouragement, (2) accepting students' ideas, (3) asking question, (5) giving information, (6) giving direction and (7) criticizing students' behavior. Moreover, teacher talk also empower students' social attitude of honest, disciplined, responsible, caring, responsive and proactive. Teacher talk also represents the power for controlling students, the power to give the corrective action and the power in providing the supportive action for students. Lastly, this study also described some difficulties faced by teachers in delivering the teacher talk as well as the suggestion for future research.

Keywords: *Critical Discourse Analysis, Power, Social Attitudes, Teacher Talk*

INTRODUCTION

Education is the process of changing the attitudes and behavior of a person or group of people through teaching, training, processes, actions and ways of educating. Attitude competency development are carried out throughout the learning process, and can be used as teacher' considerations in developing student character. Moreover, spiritual and social attitudes become the important aspects in shaping the character of students in classroom context. Social and spiritual attitude can build students' character become faithful, upright, confident, and responsible with social environment (Ekawati, 2017). Spiritual attitude is shown by practicing the religion that students believe in, while social attitudes emphasize on students' behavior as well as the relation with other people. According to Purwanto (2010), in some ways, social attitudes is important to determine the human behavior. Behavior cannot stand alone without the integration of attitudes and social values (Lapsley & Narvaez, 2006). In the learning process, besides to

overcome and prevent the decline of moral values, social attitudes can also increase student achievement and which has a positive impact on academic grades. The previous study from Anderson (2000), Lori & Cleary (2006) and Molnar & Rehage (1997) showed the evidence that developing the social learning in the process of teaching and learning can build the students' character effectively. Thus, social attitude competence can be one of the benchmarks for triggering students' personality.

However, students' social attitudes have not appeared significantly and maximally. The study from Gusviani (2016) showed students' social attitudes only emerged by 6.46% in 2013 curriculum, it was not significantly improved compared by the previous curriculum that students' social attitudes emerged by 5.93%. Next, the study from Ariantini, Suandi, & Utama (2014) also stated that the integration of social attitudes in the classroom could not take place properly in learning activities because students have different personalities that are difficult to be controlled. Furthermore, Fika (2015) mentioned that the dominant students' social attitudes emerge only a disciplined and confident component, even though there are many components of social attitudes must be integrated in the learning process. Furthermore, in order to make the implementation of social attitudes to run systematically and effectively, it needs a teachers' role to integrate social attitude competencies in the learning and teaching process. According to Gusviani (2016), Teachers should understand how to stimulate students in developing social attitudes, by providing stimulus or motivation in learning that can affect students' social attitudes in daily life either provoked by giving problem solving, questions, or inviting students to analyze about a cause and effect on certain phenomena. In addition, the teacher also should integrate the social attitude components and indicators that in the lesson plan as well as applied in the teaching process (Ariantini et al., 2014).

Therefore, teachers' role the teacher's role is very important in shaping students' social attitudes in the classroom environment. It means that teacher have a power or control over students to organize the teaching and learning process. According to Taylor, Vlach, & Wetzel, (2018), power can occur anywhere, including in the class. The components involved in the concept of power are the teacher and students in the use of classroom discourse. In line with this opinion, Foucault in Ball (2012) argues that teacher's control aims to regulate and shape the students to be obedient and disciplined; this is a form of power in the classroom. The practice of power occurs through teacher's talk or speech that can describe, display, represent, dominate, influence students during activities in class (Birria & Mohammadi, 2012). In critical discourse perspective, Dangel & Durden (2010) stated that teacher talk become the powerful classroom tool to convey and construct as well as create meaning for students.

Furthermore, some previous studies discussed the power of teacher talk in classroom interaction. First, the study from Sultan & Jufri (2019) explored how six Indonesian teachers' control the behavior of students in antisocial communication. Sultan & Jufri (2019) showed that teachers empower students in the form of interposing students, imposing explicitness, controlling topics, and giving close-ended questions during the interaction. Second, the study from Bausch & Voorhees (2008) discussed about how teacher talk empower one novice literacy teacher. Through the retrospective discourse, teacher talk can empower novice literacy teacher to solve the complex teaching problem as well as encourage reflective practice. Third, Cohrssen, Church, & Tayler (2014) conducted a study about teacher talk during the mathematic activities in early childhood class. It showed that by using a purpose pause in teacher talk could empower students develop the topic and give children the reasonable access of discourse move. Fourth, the study from Hansen (2004) explored about how teacher talk can promoting the literacy development. The result showed that teacher talk could control children to engage in listening and response the story as well as trigger students to be familiar with text. Last, Robertson (2013) gave the evidence that particular teacher talk could give the power and improving the purposeful strategies instruction and comprehension.

Some of the previous studies described above mostly examined about how teacher talk gave empower students to be active in classroom activity in the certain lesson, such as mathematics, science and literacy class. None of the previous studies that revealed the emergence of power in teacher talks during EFL classroom activity. Moreover, the study from Sultan & Jufri (2019) showed how teacher talk could empower students' behavior to keep of the antisocial communication. However, a few studies explored on how teacher talk empower student's behavior, specifically the social attitude in classroom since it becomes one of the essential aspect to build the students' character and behavior. Besides, the study from Gusviani (2016) mentioned that teacher could provide the stimulus or motivation to affect students' social attitudes. Therefore, the present study aim to fill the gap by examine how teacher empower students' social attitudes or behavior through teacher talk in EFL classroom. This present study also look at the difficulties of teachers in conducting teacher talk since some of the previous studies only focused on results without considering the obstacles experienced by teachers. This current research has two research questions. They are 1) how does the teacher talk empower students' social attitude in EFL teaching process? And 2) What are the teacher difficulties in delivering the teacher talk in EFL classroom?

The purpose of this study is to find out the power that appears in teacher talk as well as find out the teachers' obstacles in empowering the students' social

attitude in EFL classroom. In addition, this paper is organized into five parts. The first part delivers the general idea in conducting this study then followed by the research questions. The theoretical framework that underpins the main concept to guide the writer in analyzing this study is described in the second part. The third part explains the methodological approach to collect and analyze the data. Then the fourth part confers the finding and discussion of this study. Finally, the conclusion and suggestion for the future research is defined in the last part.

LITERATURE REVIEW

Students Social Attitude

According to Purwanto (2010), attitude is the result of internalization and actualization of values and norms that are reflected in social life through the learning process. Social attitudes cause a repetitive behavior towards a social object carried out by individuals (Gerungan, 2010). This means that students already have a social attitude if he has repeatedly committed the same actions to other people, objects, or events. In the school environment, social attitudes are related to the formation of students who are noble, independent, democratic, and responsible. In EFL context, students' social attitudes can be reflected during the learning process or build the interaction with teachers and other friends.

According to the 2016 Minister of Education Regulation No. 24, the formulation of social attitude competence is to show honest behavior, discipline, responsibility, care (cooperation, tolerance, peace), polite, responsive, and pro-active. In addition, students also show social attitudes as part of the solution to various problems in interacting with the community and the environment and placing themselves as individuals who have character. Students' social attitudes can be achieved through indirect teaching, which is an exemplary attitude from the teacher, habituation, and school culture, by paying attention to the characteristics of the subject and the students' needs and conditions. In addition, the development of social attitude competencies is carried out throughout the learning process, and can be used as teacher considerations in further developing student character in direct teaching or doing the interaction verbally with students. It means that the teacher has a role in shaping students' social attitudes in the form of indirect learning and direct teaching. At the end of the lesson, the teacher also gives an attitude assessment to find out the tendency of students' social behavior in learning activities.

Teacher Talk and Its Power

In EFL classroom, the interaction between teacher and students become the essential part in in the process of teaching and learning. Moreover, the components of classroom interaction can be specified into teachers' talk and students' talk (Flanders, 1970). According to Brown (2007) Teacher talk relates

with the way teacher delivering the speech or direction during the learning process for some purposes. One of the purpose of teacher talk is become the tool to give the power for students (Rainer Dangel & Durden, 2010). According to Foucault, teacher talk can attribute the power to control students' behavior to become disciplined and well manner. In other word, the power of a teacher in controlling the class can be seen from the way teacher convey the speech or talk. According to Maftoon & Shakouri (2012), teachers use many kinds of talks or discourses in the process of teaching and learning in maintaining their power. Furthermore, Brown (2007) proposed seven kinds of teacher talk in classroom interaction.

a. Deal with feeling

In this point, teachers need to deal with students' feeling during the learning process. Students need to consider students' condition to avoid the trauma. Interaction can run effectively when teachers use their talk to adjust students' emotion in learning process.

b. Praises and encourages

Teacher talk can be in the form of giving praises or encourage students in the learning process. Teacher can motivate the students by giving the appreciation to students as well as encourage them to be better in learning activity.

c. Accepting the students' idea

Teachers can use their talk to accept the students' idea. Teacher can appreciate students' response or contribution that mark their activeness in classroom. Teacher can ask the students' idea in certain material and recognize it or response with teacher talk.

d. Asking question

Asking the question to students is the basic thing in teacher's interaction but it can stimulate students in learning process. Teacher can provide some question regarding the related material to see how students can participate in classroom discussion.

e. Giving information

Teacher can give their personal opinion, idea, information or showing the fact about the lesson topic. It is used to add the students' knowledge as well as encourage students to think critically with some of the data that provided by teachers.

f. Giving direction

Teacher talk can be used to give the direction to students. Teacher act as the facilitator to guide students in exploring the classroom activity with respect to build the effective and systematic learning process. Teacher can direct the students by giving some exercise or activities to students.

g. Criticizing students' behavior

Criticize the student's behavior become the inseparable part in classroom interaction. It because students have various character and they come together in a class. Due to maintain students' attitude in classroom, teacher can perform their talk to criticize or correct students' behavior that are not in line or not acceptable with the moral value. Teachers' critics is important to build the students' character.

The Concept of Power in Critical Classroom Discourse Analysis

Language has a function as a tool to empower someone in class discourse (Saville-Troike, 1997). The relation of language and power becomes part of the study of critical discourse analysis which views language as a discursive act or social practice including the practice of power (Van Dijk, 2006). The concept of power in classroom is influenced by the certain characteristic of classroom discourse. Fairclough (2013) stated that school has a social and discourse order to fill the structure of social space in school. Moreover, Fairclough (2013) categorize the concept of power into two points. First, power is used as the transformative capacity to give the positive or repressive influence to others. Second, power show the domination of individual in social context. In addition, Stone (1986) added the traditional concept of power to force someone in doing something and make them obey with the order. Lee (2002) developed the traditional concept of power into three points including power can build the pressure or forces, power can create the benefit as well as the principle honored.

In the classroom context, the practice of power in the classroom occurs through teacher speech acts or talks that describe, dominate, influence and force student activities (Biria & Mohammadi, 2012). The power of the teacher in class discourse is used to control student behavior as the party being controlled. Moreover, Robbins and Judge (2013) divided the concept power into five types. First, the power of coercion to bring fear and negative consequences if someone does not obey something. Second, the power of appreciation in the form of one's ability to reward others for their obedience. Third, position power in the form of power possessed by someone who has a higher level over a party whose position is lower. Fourth, the power of expertise that gives influence to a person because of the existence of special expertise or knowledge possessed. Finally, the charismatic power a person has due to an attractive personality style or behavior.

In addition, the concept of critical discourse analysis from the Fairclough (2013) model is used as a theoretical approach to be used to study the practice of teacher power. According to Fairclough (2013), any discourse that appears in texts, conversations, or whatever is not seen as neutral, but is a form of power struggle. The Fairclough (2013) concept consists of three dimensions of analysis. The three dimensions are text, discourse practice, and sociocultural practice.

METHOD

This study used a qualitative approach by describing phenomena regarding social settings (Dörnyei, 2007). This study described a teacher talk phenomenon in classroom settings to reveal the representation of power used by the teacher. One English teacher became the participant of this study. Furthermore, according to Creswell (2017), observation and interview belong to qualitative research to gather the data. In this study, the data was collected by observation completed by video recording to describe how teacher talk empower students' social attitude in EFL classroom interaction. In addition, the writer used conversational analysis to analyze participants' conversations through data that has been recorded and transcribed into a text (Hutchby & Wooffitt, 2008). The writer transcribed the video recording then analyzed the conversation between teacher and students based on the pattern. Next, the writer searched the inductive database to select, simplify and transform the data that are linked with teacher talk phenomena.

Besides, unstructured interview by stimulated recall was conducted to collect the data regarding teachers' difficulties in delivering teacher talk. According to Gass & Mackey (2013), interview with stimulated recall was carried out by showing video recordings back to the participants so that they could recall the related phenomenon. The writer asked the teacher obstacles in delivering certain teacher talk in classroom interaction. Moreover, during the unstructured interview, the writer showed the video then gave the related question as well as taking a note during the interview process. The taking notes data from interview then used to answer the second research question of this study.

FINDING

In this discussion part, the writer described the pattern of teacher talk in building students' social character by attaching some excerpts. In the excerpts, the letter T refers to English teacher and S refers to students. All the excerpts were translated into English language considering that sometimes some students still use Bahasa Indonesia in the classroom interaction. Formerly, after categorizing the teacher talk pattern, then the writer analyzed the power that appears in teacher talk. The discussion part ended with describing the teachers' obstacles in delivering the talk in EFL classroom interaction.

The Way Teacher Talk Empower Students' Social Attitude

The representation of teacher talks to build students' social attitude

In this study, it appears six patterns of teacher talk for shaping students' social attitudes. The patterns of teacher talk are explained below.

Praises and encourages

Some excerpts below show the conversation when the teacher give the compliment and encouragement to students.

Excerpt 1

- T: *In yesterday meeting, I gave you the assignment to make narrative text, right?*
S1: *Yes ma'am, but only the outline*
S2: *Yes ma'am, you just told us to make an outline!*
T: ***That is good! It means you remember with my orders, you can open the outline and we can discuss it together.***

Excerpt 2

- T: *Is there any students that have not complete the outline?*
S: *I missed the end part, Ma'am*
T: ***okay your arrangement is already in line with the direction, just add the conclusions and give the numbered order***

Excerpt 3

- T: *Anisa you can move forward to explain the results of your assignment*
S: *Emm... ma'am...*
T: ***It is ok! Just go ahead! We will correct it together, ok?***
S: *yes ma'am*

Based on the excerpt 1, it shows that the teacher gives compliments to students because they remember and do the homework given. Through teacher talk, we can see how teacher can make students to be honest and responsible for the tasks that have been given. Moreover, in the excerpt 2, teacher also gives the compliment regarding the students' work, also give some suggestion to improve students' task. It supports students' social attitude since teacher reassures them to become responsive to correct their work. Next, the excerpt 3 shows that teacher encourages students to be brave to go forward and explain her assignment in front of their friends. Therefore, teacher shaping students' social attitudes through her talk to become proactive and confident in front of people.

Asking question and accepting the students' idea

Some excerpts below show the conversation when the teacher asking the question and accepting students' ideas.

Excerpt 4

- T: ***What is the value that can be taken from the story of Princess Mandalika?***
S1: *Always brave mom and always be independent in every problem of life*
T: ***Good! We have to be brave in every situation! and what else?***
S2: *Willing to sacrifice for the sake of many people*
T: ***Very nice***

Excerpt 5

- T: ***So Dian, do you think what Princess Mandalika is doing is good or not?***
S1: *Yes, ma'am, but she doesn't have to lie to the prince*
T: ***is she lie to the prince? What do you think Reni?***
S2: *Yeah, she lied to her parents first because she did not want to be married to the prince, ma'am!*
T: ***That is right, both of your answers are correct! Do not lie, especially to parents***

Excerpt 6

T: *You have learn about narrative text about princess Mandalika, anyone, can explain the text organization?*

S: *It starts with opening then raise a problem*

T: *Hmm... Nice! Then? What else?*

At this point, the two features of teacher talk in asking questions and accepting students' ideas are merged into one because those features are related to each other. In Excerpt 4, teacher talk is used to ask the moral values contained in the story, besides teacher also responds positively to students' ideas. Students' social attitude in the form of responsiveness are seen when students are active in answering the questions. Moreover, in Excerpt 5, teacher talk is used to give questions to students and invite them to rethink their answers again. The teacher also gives opportunities to other students to respond. It shows that through teacher talk, teacher can invite students to be active and collaborate with other friends to answer the questions. Next, excerpt 6 shows that teacher invites students to be responsive and develops their ideas further towards the questions given.

Giving information

Some excerpts below show the conversation when the teacher giving the information to students.

Excerpt 7

T: *After you learn about narrative texts, I will give you assignments to create your own version of narrative stories*

S1: *How many words ma'am?*

T: *You can make the outline first because this is part of your final project, so make a point first according to the narrative text organization*

S3: *Yes mam*

T: *You already know that in organizing the narrative text must include orientation for opening, event, complication for raising the conflict and resolution.*

S: *I got it ma'am.*

T: *Do not forget to include the moral value of each story that you make, because that is one form of text reflection*

S4: *How about the deadline mom?*

T: *Do the outline first and I'll check it in the next meeting, make sure you all have done it*

Excerpt 7 shows a long conversation between teacher and students. Specifically, the teacher gives information to students about the lesson material. The teacher also provides some information about the assignments that students have to do. In this conversation, the teacher makes students become responsive and proactive in completing their assignments responsibly.

Giving direction

Some excerpts below show the conversation when the teacher giving direction to students.

Excerpt 8

T: *You can make groups of 3 to analyze the contents of the story entitled Princess Mandalika.*

S: *(Students look for other friends to make groups)*

T: *So each of you need to analyze the orientation, event, complication and resolution sections. Then your group discuss the moral values in this story. Are you understand?*

S: *Yes ma'am*

In excerpt 8, the teacher gives direction to students to work on assignments in groups. The teacher gives direction on how many members are in the group and the type of assignment that need to be discussed. Moreover, teacher talk on this excerpt serves to foster students' social attitude to build the cooperation with other friends as well as developing their caring attitude

Criticizing students' behavior

Some excerpts below show the conversation when teacher criticizes students' behavior in the classroom activity.

Excerpt 9

T: *Has anyone made an outline?*

S: *(all students are silent)*

T: *Who has not made an outline that I gave as homework?*

S1: *I have not made it ma'am because yesterday did not go to school because of illness*

T: *You should be able to ask your friends about the assignment if you are not present in class*

Excerpt 10

T: *You should enter the classroom when the bell rings so you will not be late to class.*

Excerpt 11

T: *This is a group work you should also help your friend finish the assignment. Do not make the crowd in the class!*

In the excerpt 9, the teacher criticizes the student's attitude because they are not proactive and responsible for the homework given. It also happens to the excerpts no 10 and 11, where teacher advises students to be on time and not make noise in class. Moreover, those three excerpts show that teacher through her talk encourages students to be disciplined, honest and responsible. In addition, teacher also gives advice and corrects students' attitudes that are not in line with the value.

DISCUSSION

The representation of power in teacher talk

After categorizing the features of teacher talk in shaping students' social attitude, then the writer defines three kinds of power that appear in teacher talk. First, teacher talk has a power to control students in classroom interaction as Fairclough (2013) mentioned that power could influence others in doing a certain activity. Second, teacher talk has the power to give a corrective action to students since it could foster students to be disciplined and responsible in classroom discourse (Froyen, 1993). Third, teacher talk has the power to give a supportive

action for students that could motivate them in classroom interaction (Slavin, 2019). In addition, those three powers that emerge in teacher talk to build students' social attitude will be discussed further below.

The representation of power to control the learning process

The representation of power appears in teacher talk to control and influence students' social attitude in EFL classroom learning. In excerpt 1, the representation of power to control students appears when teacher reassures students to be honest and responsible with the homework given. Teacher also controls the classroom discussion by giving students some questions that related to the material, it is shown in excerpt 2. Moreover, based on excerpt 7, teacher talk also gives the power to control the information given to students while teacher becomes the facilitator to influence students to be responsive to criticize the information given in EFL classroom interaction.

The representation of power to give the corrective action

. Teacher has the power to give corrective action to students. Excerpt 2 shows that teacher corrects the students' assignment and encourage students to modify their work. Teacher also gives corrective action when students explained a wrong answer by involving and giving a chance for other fellow students to correct, as exemplified in excerpt 5 that shows the corporation attitude between students. Moreover, in excerpt 9, 10 and 11, teacher shows their power to correct students' attitude by criticizing their behavior and give them advice to be disciplined, honest and responsible.

The representation of power to give the supportive action

Supportive action means giving the motivation to students. It becomes one of the representations of power in teacher talk. Excerpt 3 shows that teacher represents the power by giving support and encouraging students to be confident and active in classroom activity. Teacher also gives the supportive action in learning activity by providing the additional information of lesson that students need, as exemplified in excerpt 6. Furthermore, teacher also has the power to give the supportive direction in every learning process, so students become responsive, active and responsible and it is shown in excerpt 8.

Teacher's Difficulties in Delivering Teacher Talk

In conveying the teacher talk, teacher faced several obstacles that affect the learning and teaching process. First, teacher got difficulty in managing the classroom noise caused by the large number of students in one class. Teacher had limited voice and sound in delivering her talk if students making noise in classroom, thus the explanation given is not conveyed properly. Besides, some students that are not actively participating in classroom activity who usually create those noises. Second, some students still lack of confidence in answering the teacher's questions, so teacher created a group in order to trigger them became

active with their friend in a group. However, students who lack the confidence still show a little contribution to the teamwork. Teacher still looking for suitable activities and appropriate realia that applied in the classroom to supports those four competencies.

CONCLUSION

In conclusion, teacher conveys the teacher talk in EFL classroom using six out of seven features. Teacher talks features for building students' social attitudes including praises and encouragement, accepting students' ideas, asking question, giving information, giving direction and criticizing students' behavior. Moreover, teacher talk could empower students' social attitude of honest, disciplined, responsible, caring, responsive and proactive. Moreover, teacher talk in EFL classroom also represents the power for controlling students, the power to give the corrective and supportive action for students. However, teacher also found some obstacles to convey the talk when students making noise in classroom, since teacher needed to handle a large number of students in one class. Besides, teacher had limited sound or voice in delivering the talk if students make noise. Furthermore, teacher still found some students that are not confidence in answering teacher's question.

The result of this study showed that teacher got difficulty to handle the students that are not active in classroom activity while they made a noise with other friends. Besides, it needs teachers' power to force students to participate in the classroom interaction as well as control them to respect teacher and others. Therefore, further study could examine the existence of power to force students to be active in the classroom interaction.

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