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Classroom Interaction: Teacher Talk And Students Responses

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Keywords	Abstract
Classroom interaction; primary school; students' response; teacher talk.	*Many of Primary schools in Banyuwangi don't have adequate number of English teachers, so they prefer to give English subject by classroom teachers. Regarding this, classroom teachers don't have educational English background. It affected the learning process in classroom, especially classroom interaction. The study was conducted to find out the types of teacher talk produced during classroom interaction and students' responses toward it. The method used in this research is descriptive case study. The results of the study were the most type that frequently produced by the teacher was giving information (21.7%) in direct influence and praising or encouraging (15%) in indirect influence. Then, the results of students' responses, it showed that 6 out of 10 types of teacher talk could be responded well by the students. Hopefully, these results would give a great contribution to the enrichment of the classroom interaction by teacher talk and students' responses.*
Kata Kunci	Abstrak
Interaksi kelas; komunikasi; percakapan guru; respons siswa; sekolah dasar.	*Sekolah dasar di Banyuwangi banyak yang tidak memiliki jumlah Guru Bahasa Inggris memadai, sehingga pelajaran Bahasa Inggris diberikan kepada guru kelas. Dalam hal ini, guru kelas tidak memiliki latar belakang Pendidikan bahasa Inggris. Hal tersebut mempengaruhi proses belajar di kelas, terutama interaksi komunikasi di kelas. Penelitian ini dilakukan untuk mengetahui jenis komunikasi percakapan guru yang dihasilkan selama interaksi di dalam kelas dan respons komunikasi siswa terhadapnya. Metode yang digunakan dalam penelitian ini adalah studi kasus deskriptif. Hasil penelitian menunjukkan jenis tuturan komunikasi paling sering diproduksi guru adalah memberikan informasi (21,7%), mengoreksi (9,9%), pengearahan (12,8%) dan mengkritik. Hasil tanggapan siswa menunjukkan bahwa 6 dari 10 jenis komunikasi percakapan guru dapat dijawab dengan baik oleh siswa. Harapannya, hasil penelitian ini dapat memberikan kontribusi sebagai bahan rujukan komunikasi interaksi di kelas antara percakapan guru dan tanggapan siswa.*

Introduction

In July 2013, Education Minister in Indonesia implemented 2013 Curriculum. One of the impacts of this implementation is the English subject in primary level is no longer considered as compulsory subject. It means that the schools have their right to teach English or not by considering their local needs and environment condition. Knowing this condition, the charge is the teachers whether they can have successful teaching and learning process or not.

Teacher as a role model in the classroom is not only seen by his/ her appearance

but also his/ her performance. Learning and teaching happen in a relational cycle. Educational processes demand good interactions, especially between students and teachers. In line with this, the way of the teacher in approaching the students has been given increasingly more importance. One of the ways is through communication. Having good communication is not easy, the manner in which the teachers interact with their students require empathy by establishing a good rapport with them (Harmer, 2007). Then, language used in classroom by teacher and student is also play an important role in engaging the good communication between them.

In decades, studies about teacher talk and classroom interaction were conducted by Xiao-yan (2006) about teacher talk in EFL University class; Ma (2008) covered questioning in teacher talk, Nakamura (2008) studied the co-management of talk-in-interaction between teacher and student in Japan, and Yanfen & Yuqin (2010) found out the teacher talk in interaction of English class.

Regarding several studies covered teacher talk and classroom interaction and having experience as teacher in Primary School for almost 5 years; the researcher found out that the status of English as a supplementary school subject brought about such problems as no official curriculum guidelines, English teachers' quality, and a lack of learning resources and facilities. Many of Primary schools in Banyuwangi don't have adequate number of English teachers, so they prefer to give English subject by classroom teachers. Regarding this, classroom teachers don't have educational English background. It will affect the learning process in classroom, especially classroom interaction.

In the classroom interaction, the researcher wants to know how the teacher talks and students' responses. A model system called Foreign Language Interaction (FLINT) emerged by Brown. FLINT is a system that guides us to analyze the interaction activities in classroom (Brown, 2001). FLINT is consisted of two categories, namely direct and indirect influence.

Concerning on how important classroom interaction towards teachers' talk and students' responses in learning process, two research questions were formulated as bellow.

1) What are the types of teacher talk produced during classroom interaction?
2) How do students respond toward the teacher talk?

• Significance of the study

The results of this study conducted are expected to be useful for non-English teachers and students in Primary Schools which don't have English teacher, especially in Banyuwangi, and for other researchers who have similar interest in this field. These results will show the types of teacher talk used by the teacher and how the students respond to the teacher.

• The Scope of the Study

The researcher conducted the study in one of Primary School in Banyuwangi. The subject of this research is a class of third graders in first semester academic year 2020/ 2021. This research focuses on finding out the type of teacher talk in English subject and students' responses toward it.

• The Definition of Key Terms

Some key terms used in this study are defined as follows:

1.) Classroom interaction: the indicator of the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.
2.) Teacher talk: style of speech used by the teacher in teaching process.
3.) Students' response: the reactions of teacher talk which are given by the students.

Related Research Report

Many studies conducted in coverage of classroom language for teacher and students. The focus of studies can be vary according to researcher interest. Those focuses are teacher talk in classroom interaction, students talk in classroom interaction, teacher talk in EYL class, etc. The results of the studies will be described as follows.

First research was conducted by Afifah, et al. (2017) to find out kinds of teacher talk that used by English teacher during the classroom interaction and to know the students' perception about teacher talk in classroom. The subject research was seventh grade students of SMPN 23 Oku, Indonesia. The results showed that the teacher used all kinds of teacher talk while giving questions and feedback, for the students' perception toward teacher talk used by their teacher, the students agreed that teacher always use all of the feedback except ignoring.

Second research was done by Pujiastuti (2013) to investigate the realization of verbal classroom interaction, types of teacher talk, teacher talk implication on student's motivation, student talk, and teacher's roles in classroom interaction. The subjects' researches were an English teacher for young leaners and 15 primary school students in Bandung, Indonesia. The result indicate that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It is also found that student's initiation plays a significant part in the classroom interaction.

Third research conducted by Setiawati (2012) to find out how teachers make use of their teacher talk naturally in classroom settings. The research findings show that despite the teacher talks capability to be good model for young learners, most students found the class more motivating, interesting, and challenging when the teachers minimized their teacher talk and made use not only more constructive teacher talk but also interesting activities.

Synthesis/Concluding Remarks

Various studies confirmed that the teacher talks had relation with the classroom interaction in class as well as the classroom's atmosphere. Most of the findings showed that the teacher who could use the teacher talk type effectively, would make the students responded well. Then, the classroom interaction could go well and develop the

interesting teaching and learning process.

Research Methodology

• Research Design

The method used in this research is descriptive case study. Descriptive case study described and interpreted the data as what it was .A sign of case study research is the utilization of numerous information sources, a strategy which also enhances data credibility (Patton, 1990; Yin, 2003).

The purposes of this research were gaining the data of teacher talk type and students' responses toward them by online classroom observation in English subject at the third grade students of Primary School.

• Respondent

This research had 27 respondents, 26 students and 1 classroom teacher. The respondent of this research was a class with 26 students and 1 classroom teacher. This class was chosen due to two reasons. First, the teacher who taught English subject was a classroom teacher with no educational English background. Second, this class held the learning process virtual by zoom, so the researcher could directly observe the teaching and learning process.

• Data Collection

In this research, the researcher used several instruments to collect the data needed. The details are below.

Pertama, Online classroom observation: Since this research was conducted during the pandemic era, the classroom observation was done through online by Zoom meeting. The researcher joined the teaching online as an observer.

Kedua, Field notes: It described the teaching and learning process concerning on classroom interactions and some comments about it. The researcher made a field note to record the data.

Ketiga, Interview: The interview was done with students and teacher to get data of classroom interaction. In line with this, the researcher also asks how well the students understand with the teacher talk.

• Data Analysis

Kesatu, Online classroom observation: The data from observation are video and field notes. The conversations in video were transcribed chronologically. While the field notes were written chronologically. The data contained teacher and students' interaction in form of conversation. The results of video transcript and field notes were coded and categorized. The data were then summarized to come up with the relevant data to be presented descriptively.

Kedua, Interview: The results of the interview with the students and teacher were coded and categorized. The data were then summarized to come up with relevant data to be presented descriptively.

Result and Discussion

As mentioned before in introduction part, the researcher found out the type of

teacher talk based on FLINT system. In the observation class online session, the researcher found the data of teacher talk as the table presented below.

Categories	Type of Teacher Talk	Amount of Utterances
Direct Influence	1. Giving information	59
	2. Correcting without rejection	27
	3. Giving directions	35
	4. Criticizing students' behavior	0
Indirect Influence	1. Dealing with feelings	7
	2. Praising or encouraging	41
	3. Joking	11
	4. Using ideas of students	6
	5. Repeating students response verbatim	29
	Total	272

• **Type of Teacher Talk**

The types of teacher talk found in teaching and learning process were analyzed with FLINT system raised by Brown, 2001. So, the types of teacher talk were divided into two: direct influence and indirect influence.

1. Direct Influence:

Direct influence of teacher talk had four aspects, namely: giving information, correcting without rejection, giving direction, and criticizing student's behavior. In the observation class which had done by the researcher, it found out that not all of the direct influences of teacher talk were given by the teacher. Three out of four direct influences were used by the teacher. The division of each part can be seen as follows.

a. Giving Information (21.7%)

The teacher was giving information of the materials, page of the textbook, her opinion toward the material, and asking rhetorical questions. In this class, the teacher gave 59 times information with 21.7%. The extracts below are the example of teacher's utterance in giving information.

T: "Buka buku paketnya page 49 ya, forty nine."

S1: "Halaman 49."

S2: "Sudah ketemu."

T: "Nah, hari ini kita akan belajar tentang form of objects. Nah, yang di halaman 48 itu ada di Subtema 2 Tematik, forty eight."

S: (no response)

b. Correcting without Rejection (9.9%)

The teacher asked the students about their opinion toward the topic discussed, and then the teacher corrected the mistake directly by saying it in the right answer. The teacher talk of correcting without rejection has 27 utterances. The corrections given by teacher were many since the students kept saying the wrong things. Then, the teacher had to correct the answer many times. The extract bellow is the example of correcting without rejection.

T: "Coba sekarang, anak-anak tahu nggak wujud benda ada berapa? Try to mention them!"

S3: "Tiga Miss. Water, solid, and gas."

T: "Good. Ada 3, liquid, solid, and gas."

c. Giving Direction (12.8%)

The next part is how the teacher gave direction to the students when doing the task given by the teacher. This category is usually used when the teacher acts as a director in a teaching and learning process. The extract bellow is the example of giving direction.

T: "Now, sekarang. Prepare your book dan tugasnya yaitu mention 5 things of solid, liquid, and gas. Tapi yang ada di sekililing kalian, bukan terlalu jauh atau tidak ada…"

S: "Handphone, table."

T: "Silakan ditulis dibuku kalian. Di buku tulis. Write in your book."

d. Criticizing Students' Behavior

In this class, the teacher didn't use any utterance regarding criticizing students' behavior. It didn't mean that the teacher didn't pay attention to the students' behavior or less caring but in confirmation with the teacher through interview. She didn't criticize students' behavior because in online teaching by zoom meeting, there was no distraction of students' behavior. It was different with offline teaching when the teacher could directly observe the students' behavior. In front of zoom's camera, the students tend to focus and had good behavior in learning English subject.

2. Indirect Influence

Indirect influence has more aspects than direct influence. They are dealing with feelings, praising or encouraging, joking, using ideas of students, and repeating students' response verbatim. Based on observation done by the researcher, the result of indirect influence can be described as follows.

a. Dealing with feelings (2.6%)

The first category of indirect influence is dealing with feelings. It reflects in communicating with students' feeling in past, present, or future time. The example of dealing with feelings is provided below.

T: "Hello. Assalamualaikum. Good morning, students."

S: "Waalaikumsalam. Good morning, Miss."

T: "How are you? Sudah pada sarapan semua ini?"

S: "I'm fine Miss. Sudaaaah."

S2: "Not good, Miss. Belum sarapan. Lapar Miss. Hehehe."

S3: "I'm full Miss. Sudah tadi Miss habis mandi langsung sarapan."

b. Praising or encouraging (15%)

This category is one of the ways to improve students' self confidence in expressing their ideas. It is also kind of teachers' statement in carrying the judgment and value. Usually, teacher used this expression to response the students' opinions or works. The examples of teacher's praising or encouraging are excerpted below.

T: "Sebutkan 3 wujud benda dalam bahasa Indonesia dulu."

S1: "Padat, cair."

T: "Pinter. Apalagi?"

S2: "Cair."

SS: "Cair, gas."

T: "Pinter. Nah sekarang kalian tahu nggak bahasa Inggrisnya?"

Even though the teacher givesshort praising, the students can continuously response.

c. Joking (4%)

Joking in here include intentional joking, kidding, making fun, and attempting to be humorous. The examples of teacher's joking can be seen below.

T: "Pinter. Nah sekarang kalian tahu nggak bahasa Inggrisnya?"

S: "Solid."

SS: "Liquid, gasses."

T: "Pinter. Pasti buka google semuayaa.Hahaha."

d. Using ideas of students (2.2%)

The teacher can use students' ideas. The ideas have to be rephrased by the teacher but can be still recognize as students' contribution. The example of using ideas of students is excerpted below.

T: "Ciri-ciri bukan perubahan. Ciri-ciri benda padat itu gimana?"

S3: "Gas ke liquid."

S5: "Bisa digenggam."

T: "Bisa dipegang. Terus?"

S2: "Dilihat."

e. Repeating students' response verbatim (10.6%)

This expression is repeating the exact words of students after they participated. The example of repeating students' response verbatim is provided below.

T: "Gifre, coba sekarang Gifre sebutkan benda padat yang ada di sekitar Gifre!"

S: "Kursi."

T: "Kursi. Ok! Kalau in English apa?"

S: "Chair, Miss."

T: "Good."

- ## Students' Response

The students' responses were observed by the researcher to find out whether

they can understand the teacher's talk or not. The students' responses are categorized into two: direct and indirect influence of teacher's talk. The responses are described as follows.

a. Students' response towards direct influence of teacher talk

There are four aspects of direct influence of teacher talk. In each aspect, the students gave different response in one another. The students' responses are extracted in the table below.

Students' Responses	Type of teacher talk	Students' Utterances
	Giving information	T: "Nah, hari ini kita akan belajar tentang form of objects. Nah, yang di halaman 48 itu ada di Subtema 2 Tematik, forty eight." S: <u>(silence)</u> T: "Karakter itu apa sih? Itu yang di halaman 49. Karakteristiknya solid ada yang bisa mengartikan?" S1: <u>"Padat."</u> S2: <u>"Padat, Miss."</u>
	Correcting without rejection	T: Coba sebutkan characteristics dari liquid! S: Air, water. T: Water itu example. Ciri-cirinya apa? S: <u>Ooo… cair Miss.</u>
	Giving directions	T: Silakan tulis di buku kalian. Write in your book. S: <u>(busy looking for the books and pen for the task).</u>
	Criticizing students' behavior	-
	Dealing with feelings	T: "How are you? *Sudah pada sarapan semua ini*?" S: <u>"I'm fine Miss. *Sudaaaah.*"</u> S2: <u>"Not good, Miss. *Belum sarapan. Lapar Miss. Hehehe.*"</u> S3: <u>"I'm full Miss. *Sudah tadi Miss habis mandi langsung sarapan.*"</u>
	Praising or encouraging	T: "*Sebutkan 3 wujud benda dalam bahasa Indonesia dulu.*" S1: "*Padat, cair.*" T: "*Pinter. Apalagi*?" S2: "*Cair.*"
	Joking	T: "*Pinter. Pasti buka google semua yaa. Hahaha.*" S: <u>*"Enggaklah Miss."*</u>

Using ideas of students	T:*"Ciri-ciri bukan perubahan. Ciri-ciri benda padat itu gimana?"* S3: "Gas *ke* liquid." S5: *"Bisa digenggam."* T: *"Bisa dipegang. Terus?"* S2: <u>*"Dilihat."*</u>
Repeating students response verbatim	T: "Gifre, coba sekarang Gifre sebutkan benda padat yang ada di sekitar Gifre!" S: "Kursi." T: "Kursi. Ok! Kalau in English apa?" S: <u>"Chair, Miss."</u>

From some examples provided at the table, not all of the teacher's talk could be responded correctly. It can be seen in the section giving information. The students rarely answered the teacher's information correctly. They tended to be silent or unwanted answer, for example:

> T: "Karakter itu apa sih? Itu yang di halaman 49. Karakteristiknya solid ada yang bisa mengartikan?"
> S1: "Padat."
> S2: "Padat, Miss."

The students' answer didn't really match with the information given by the teacher. Instead of answering the characteristics of solid things, they translate the word "solid" into Indonesian language "padat". It seemed that the students didn't really catch the teacher's information clearly. The data from the interview stated that the students actually didn't know what characteristic is. That's why they kept saying the same words.

Not only giving the information part that got unwanted responses, the praising part was the same. The students said no words after received praising statement from the teacher. When this condition was confirmed by the researcher through interview, some of them stated that praising word itself was kind of confirmation that they can answer correctly. So, they didn't realize that those praising words were given to encourage them to be more active and good in the learning process.

Those were six other parts of students' responses that were delivered in a good way, namely: correcting without rejection, giving directions, dealing with feelings, using ideas of students, joking, and repeating students' response verbatim. The researcher picked one situation as an example:

> T: "How are you? Sudah pada sarapan semua ini?"
> S: "I'm fine Miss. Sudaaaah."
> S2: "Not good, Miss. Belum sarapan. Lapar Miss. Hehehe."
> S3: "I'm full Miss. Sudah tadi Miss habis mandi langsung sarapan."

The students could response well since they could understand what was wanted in teacher talk.

Discussion and Interpretation

The following is the discussion about the teacher-student interaction that happened in the English class. The condition of the English class was quite conducive. The students had good attitude to the teacher. They paid attention to the teacher when the teacher explained the materials. They did the activity asked by the teacher. They also did the activity by answering the question from the teacher.

The students mentioned the kinds of form of objects and confidently mentioned them even when the teacher didn't ask them. They participated in the class discussion. It might be influenced by the use of the textbook that was quite interesting for the students. The numbers of students were quite big so there were enough time and attention from the teacher to be given to all students.

The use of English for communication in classroom was rarely happened. The teacher and the students rarely spoke English. They spoke mostly in Indonesian. The students very rarely communicate in English to the teacher and friends. They use Indonesian more often. The teacher uses Indonesian more in explaining the material and giving example.

In explaining the material (form of objects) the teachers used Indonesian more. When the teacher used English expression, she always translated it. This condition reduced the students' chance to become usual in listening English expression. In this term, the teacher mostly used direct translation method. When the students were asked using English, they couldn't directly reply the question. After the teacher translated it into Indonesian, they could answer the question also in Indonesian language.

In relation to the teacher's understanding about interaction, the teacher understood that in learning English, interaction was very important. To be able to interact well, teachers and students who were active were needed. The teachers were active in practicing English in classroom and giving interactive activity in class. The students were active in practicing their English ability, by asking questions or expressing their idea or opinion. Both the teachers and the students were important actors to make an interactive English class.

The fact in class, few students could express their own idea or opinion and only students who could answer the teacher's questions dominated classroom discussion. Rest of the students relied on the teacher explanation. The communication between the students and the teacher was dominant on translating the words into Indonesian. No students were asking about the material in English. All of the questions were asked in Indonesian. It can be conclude that the students learned English, but they didn't learn to use the language.

The technique used by the teacher to make students more active was pointing out the students to answer or involve in the discussion. When asking the students, the teacher usually gave more chance to the students who had understood the material first. The students were regarded as the model for others.

The result of the observation showed what actually happened in the classroom. It showed how the teacher and the students interact each other and in some cases. The observation was divided into two categories: teacher talk and students' responses.

The teacher talk was categorized into indirect and direct teacher talk. The indirect teacher talk consisted of five parts: dealing with feelings, praising or encouraging, joking, using ideas of students, and repeating students' response verbatim. The direct teacher talk consisted of four parts: giving information, correcting without rejection, giving direction, and criticizing student's behavior.

The most frequent type of direct teacher talk was giving information. It happened because the teacher explained much about the materials and also the activities to be done. The teacher used English then directly translated into Indonesian language. The most frequent type of indirect teacher talk was praising or encouraging. The teacher always praised and encouraged every student who involved in the discussion.

Conclusion

Both kinds of teacher talk, that are direct influence and indirect influence occurred during the research conducted. Even the number of each type of teacher talk didn't occur enough, the students still could response well. The overall of the teacher talk classification, the most type that frequently produced by the teacher were giving information (21.7%) in direct influence and praising or encouraging (15%) in indirect influence. Then, the results of students' responses, it showed that 6 out of 10 types of teacher talk could be responded well by the students. Having a good classroom interaction in teaching and learning process, students have more opportunities to learn which will have a good impact on their learning achievements.

Recommedation

Based on the conclusion above, there are some suggestions for relevant parties to increase the students' response in English classroom interaction. They are as follows:
1. More communicative classroom activities for students. The activities should give students more access to speak and interact with teacher and classmates.
2. The teacher as well as the student develops a classroom situation that makes students feel comfortable in interaction using English.
3. The teacher should be more frequent using English language in classroom.
4. These results, hopefully would give a great contribution to the enrichment of the classroom interaction by teacher talk and students' responses.

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