

TEACHER TALK AND THE PATTERN OF ENGLISH CLASSROOM INTERACTION IN TEACHING ENGLISH

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ABSTRACT

The aim of this research was to explore the teacher talk and the pattern of interaction that occur during in the teaching - learning process. The researcher applied qualitative study in English Zone, a Course Institute in Makassar. The data sources were a teacher who has got her BA degree in State University of Makassar two years ago. There are four teenager students who participated in the class. The technique of data collecting consists of doing observation by recording audio-lingual data of the process of teaching English. While, technique of data analysis consist of transcribing data from recorded classroom observation into written text, classifying the types of teacher talk that occurred in the class, identifying the patterns of interaction occur during in the teaching – learning process and concluding the finding from all of the collected data. In brief, it could be concluded that the teacher employed ten from eleven categories of teacher talks, there are: there are eleven types of teacher talks namely dealing with feelings, praising and encouraging, joking, using ideas of students, repeating students’ response verbatim, asking question, giving information, correcting without rejection, giving direction, and criticizing the students’ response. While there are four patterns of classroom interaction that were applied in the study are: Interactions among students or student – students interactions that happened during the small group discussion and during in the classroom discussions teachers – whole class interactions that happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students, Interactions among teacher – group discussion that happened during the small group discussion when the teacher clarifies the students’ difficulties with the task given. Therefore, it was suggested for the teacher to conducted group disuccion that did not occur in class interaction to improve the students motivation and willingness to work together.

Keywords: Teacher talk, the Pattern of Interaction, Interaction

INTRODUCTION

Since English becomes an International Language, it is important to learn and to teach. Teaching English has developed dramatically in the recent year because of the globalization impact. As an international language, it has important role in the world. Most people use English to communicate among people with different background of language from many part of the world, as a mean to gain knowledge, information, science, technologies and other (Pratama, 2015). Many people race to master this language because in all of life aspects, it has become a requirement to obtain many things like going abroad, continuing study, even looking for a job where this era there are many company that asked English as the requirements. Thus, it is not wonder, if there are many people use

this opportunity to build some course institutes that give chance for many people like students, employees, or jobless to learn English.

Every course institute sets some rules in order the goal to master English by the students can be reached. One of them is the teachers' professionalism. It means that the teacher does not only master the materials but also all of classroom aspects must be set well in teaching process, one of them is interaction between the teacher and students in the classroom (Pratama, 2015).

Based on Cambridge Dictionary (2017) interaction is an occasion when two or more people or things communicate with or react to each other. In the class, the people who conducted interaction are the teachers and students. They have their own role in constructing the lively learning process whether verbally or non-verbally. The verbal way that they can use to interact each other by talking each other. It has been known from Vygotsky's suggestion in (ASCD, 2008) that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech—talk—is the representation of thinking. So, both teachers and students must create talk in the class to explore their thinking what we called as classroom interaction.

However, the figure that has big role in creating the interaction in the class is prominent must be conducted by the teacher. The teachers focus to build the good interaction in order to fulfill the needs of their individual students. They should not only focus on material achievement when teaching, they should also be able to treat the student individuals by the language used or "Teacher Talk". Thereby they can encourage and motivate their students to accomplish their proficiency in all skills of English such as reading, writing, speaking and listening skills.

Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn (Yanfen & Yuqin, 2010). Weddel in Fikri, Dewi, and Suarnajaya (2014) reveals that the language that teachers use in class, or "teacher talk," can have a tremendous impact on the success of interactions they have with students. The kind of language used by the teacher for instruction in the classroom is known as teacher talk (Yan, 2006). While Nunan in Lasantu (2012) argued that teacher talk has crucial importance not only for the organization of the classroom but also for the processes of the acquisition. Based on the definition above, it can be concluded that teacher talk is the language that the teacher use in the classroom to build interaction with the students. It is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for the learners. It is magical thing. It can probably change everything in the classroom.

While the students, they also opportunity to explore their idea through interaction. Because basically, teaching process actually gives a chance for learners to ask, to guess, to think and even to discuss the course material in order to make an interaction between students (Pratama, 2015). Classes where students have opportunities to communicate with each other help students effectively construct their knowledge (Teach to Earth). In this case the teachers who convey talks must be able stimulate the students to convey their idea whether in written or spoken form.

That the teacher conducts to the students can create a deep communication between them whether in verbal or nonverbal way. Unfortunately, the interactions in the language classroom seem difficult to use the target language all the time, especially in learning process that is conducted in English Zone Course because it has set role that the students must speak English in course institute environment, in the class or the outside. But the students, especially children and teenagers still cannot implement the role well. They still always use Bahasa when they speak with the teacher or their friends.

Based on elaboration above, the researcher will observe the students of teenagers' levels. It has been known that, teenagers have their own word in studying. Sometimes they are playing, making gossip, play headphone in the class, or imagining uncertain thing. So the researcher will observe the magical of teacher talk that can result the students respond in classroom interaction at teenagers level in English Zone.

REVIEW OF LITERATURE

In learning process there must be an interaction between the teacher and the students. Interaction is a verbal or non-verbal relation to communicate meaning between one person to another or one person to group of people and vice versa or among groups of people (Sofyan & Mahmud, 2018). According to Brown in Sagita (2018) also explains that: Though interaction, students can increase their language store as they listen to read authentic language material, or even the output of their fellow students in discussion, skins, join problem-solving task, or dialogue journals. In interaction, students can use all they possess of the language—all they have learned of casually absorbed-in real-life exchange.

Interaction can be seen if the teacher can demonstrate some talks in the class that will give a big effect for the students improvement. Rod Ellis in Nurpahmi (2017) states that Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. In talk that supports learning, participants share information, invite contributions from others, build on each other's utterances, question and challenge each other and seek to synthesise information to develop meaningful connections (Hennessy et al., in Rodnes dkk., 2020).

According to Brown in Sofyan & Mahmud (2018) Teacher Talk in Foreign Language Interaction (FLINT) System categories as:

a. Deals with feeling

In dealing with students feeling, it is also important to communicate students past feeling. It is important because their experiences shaped their minds, the reason behind their feeling in present time, and it helps teacher avoiding students' trauma. The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom.

b. Praises and encourages

Teacher activities are not only conducting lesson plan and develop teaching material but also motivate students to raise their motivation so they can find and develop their language skill.

Motivation for students must be done as well so the objectives of the lesson are achieved like the way it planned. In doing their daily activities in the classroom, teacher can support students with praising, complimenting and tell the students that their ideas and works are valuable. Students may feel stuck or blank in the middle of their speaking performance.

c. Uses ideas of students

Teacher's attention to students' contribution is a great appreciation for students' works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. Teacher can start a discussion based on students' ideas by rephrasing them but still recognized as students' contribution.

d. Asks questions

As it brought before in previous pages, questioning in interaction is a way to stimulate students speaking up their thoughts. There are many ways to classify the kinds of questions for classroom effectiveness. The questions can be categorized by the level of the students. Teacher usually begins with display questions which the answers is common knowledge. The display questions can be used to provoke the contain of students' ideas and their language form.

e. Gives information

Giving information is a classic teaching method where teacher gives information, facts, personal opinion, or ideas about a topic. It is simply giving students the lecture or asking rhetorical questions. Nowadays, this method is considered as out-of-date method for teaching and learning process because students should be active in the classroom. To avoid this kind of method, it does not mean that the teacher leaves the whole classroom activities to the students. Teacher should conduct lesson plan and develop material so he/she can stimulate students' behavior.

f. Gives directions

Students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. They expect some direction or command from their teacher. So, teacher should direct the various exercises and facilitate them by giving a whole-class or small-group activities.

METHOD

In this study the researcher tried to analyze the teacher talks in classroom interaction, and the patterns of interaction occur during in the teaching – learning process in English Zone, a Course Institute in Makassar during nine 90 minute sessions of instruction through observation. Some sessions were audiotaped, and were later transcribed by the researcher for the purpose of data analysis.

The participant was a teacher in a course institute in Makassar who has got her BA degree in State University of Makassar two years ago. There are fourteenager students who participated in the class. They were studying the last about Country and its season.

The technique of data collecting consists of doing observation by recording audio-lingual data of the process of teaching English. While technique of data analysis consist of transcribing data from recorded classroom observation into written text, classifying the types of teacher talk that occurred in the class, identifying the patterns of interaction occur during in the teaching – learning process and concluding the finding from all of the collected data.

FINDINGS AND DISCUSSION

Types of Teacher Talks that Occur in Interaction Between the Teachers And Students in the Classroom

It has been known that interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Rhamli, 2016). One of component that conducts interaction in the classroom is the teacher. Mercer in Creese (2005) argues that teachers use talk to do three things:

1. *Elicit relevant knowledge from students*, so that they can see what students already know and understand and so that the knowledge is seen to be ‘owned’ by students as well as teachers. Teachers elicit knowledge through the use of cued and direct elicitation.
2. *Respond to things that students say*, not only so that students get feedback on their attempts but also so that the teacher can incorporate what students say into the flow of the discourse and gather students’ contributions together to construct more generalized meanings. Teachers respond to what students say through the use of confirmations, rejections, repetitions, elaborations and reformulations.
3. *Describe the classroom experiences that they share with students* in such a way that the educational significance of those joint experiences is revealed and emphasized. Teachers achieve this through the following means: ‘We’ statements, literal recaps and reconstructive recaps.

In this section, the researcher gives the example of teacher talk used by the teachers and also explain each type. The teacher performed all types of teacher talk in the meeting. Before explaining each type, the researcher is going to present the frequency of types of teacher talk. According to Brown in Lasantu (2012) there are eleven types of teacher talks namely dealing with feelings, praising and encouraging, joking, using ideas of students, repeating students’ response verbatim, asking question, giving information, correcting without rejection, giving direction, criticizing students’ behavior, and criticizing the students’ response.

Dealing with feelings

The smallest frequency in types of teacher talk that occurred in the class was dealing with feelings. The teacher produced this type of teacher talk in order to help the students to understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their

emotions (Lasantu, 2012). The example of teacher talk deal with feeling made by the teacher is provided below.

T : Okey ASSALAMU ‘ALAIKUM WR WB.
 S12 : Good afternoon
 T : **Okey, good afternoon, and how are you toda:::y?**
 S1 : [°°I am Fine°°]
 S2 : [°°I am Fine°°]
 T : **Fine. It’s rainy in the outside, right? Okey**

From the transcript above, it can be seen that the teacher open the class by asking the students condition by saying *Okey, good afternoon, and how are you toda:::y?* and also asking about the condition the outside by saying *It’s rainy in the outside, right?*. This talk is produced by the teacher to make them, the teacher and students feel close each other.

Praising or Encouraging

Praising and encouraging were teacher’s statements carrying the value judgment of approval(Lasantu, 2012). According to Burnett in Intervention Central The power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations.Praising and encouraging is like reinforcement that the teacher gave after the students explore their idea or opinion. The teacher often gives praise and encourage to the students during the class interaction. The teacher’s purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. In this meeting, the researcher find 6 utterances as praising and encouraging talk from the teacher like the example below:

T : Oke:y (1.0) So, > Do you still remember < our last meeting? What did we (talk)? In the last meeting.
 S2 : I
 T : **I’d like to pla↑y**
 S2 : Cheese.
 T : Che:ese. **I’d like to play che:ese.Okey.** Why do the people use would you?
 S1 : Would you?
 T : Ye::s (2.0) When they- (1.0) ask about-
 S1 : Someone
 T : Wishes in the- futu : : : re. For example. > Can you make example using would you<
 S1 : would you like- mmm would you like- **would you like to make a cake?**
 T : **Would you like to make a cake?**
 S2 : **would you- would you like- to play a che:ese?**
 T : **would you like to play a che:ese? O:key.** Yes I would, OR °No I-wouldn’t°. O : key (3.0) What page↓ are you open? (2.0) O : key > now open your book page Thirty:: two < What would you like to go↑ What does it mean what would you like to go.
 S1 : [Dimana kamu mauuu pergi]?
 S2 : [**Dimana kamu mauuu pergi**]?
 T : **Ye:ah di mana kamu mau::: pergi. O:key** E::m Nida, > could you please < read me the spring and summer↑

From the transcript above, it can be seen that teacher always said **Okey** after the students answer her question. The word **Okey** means that the students answer is correct. Even though the teacher always mentioned the word **Okey** in the other utterances, but in this case, it can be concluded that the word **Okey** actually used to praise the students or to substitute the word **good**. Another that the teacher repeated the students answer, it means that the teacher appreciate the students answers. Those teacher talks can make the students to be more active in the class because they will think that their answer is appreciated by the teacher, thus they will not be afraid to make mistakes in the next section. It is like the statement from Gartrell (2014) who said that if the teacher gives praise and encouragement in the class it means that they have learn that all children in the class deserve full acceptance and support and work for a community in each every young child feel like a winner.

Joking

In order to make the classroom interaction relax, sometimes the teacher made a joke. According the Director of the Institute for Emotionally Intelligent Learning and consultant to schools for both character and social, emotional learning (SEL) in the present environment of high stakes testing, budgetary challenges, increased demands on educators and competition for students’ attention, everyone in the school benefits when humor is part of the pedagogy. Humor builds a learning relationship through the joyful confluence of head and heart." He points to a growing literature on how humor reduces stress and tension in the classroom, improves retention of information, and promotes creative understanding (Edutopia, 2014). The teacher can use humor to reduce the students anxiety and they feel relax during the learning process. There were 1 utterances of joking that produced by the teacher during the classroom interaction. This type of teacher talk occurred in both of class. The teacher performed a joke in order to make the student enjoy in classroom activities. The following is an example of joking that occurred in the class.

- S1 : Kia is very beautiful and Nida is very smart but
- T : **Kia and Nida ee**
- S1,S2,T : ((laughter))
- T : Okey start from kia

Using Ideas of Students

In a classroom interaction, sometimes the teacher was using ideas of students. This type dealt with the teacher responses toward the student’s idea. Using the students idea can make them feel be respected by the teacher. Create the culture of respect for other views and ideas within the class that is necessary for the students to collaborate with others (Blauman & Burke, 2014), by the teacher and the other students. The teacher purpose in use idea of student was to develop the student’s idea become clearer. The following are the examples of using ideas of students produced by the teacher.

The first data

- T : and then you say I go to school with my mother=
- S2 : = **and**
- T : **and-** (2.0) and then you continue then.....

The second data

S1 : **Come** bukan came. anu Came itu verb anu (*come is not came. Came is verb...*)

T : two. **Come**, yes. You're and your is different. Okey. Your kepunyaan and you're you: Are. Fnish Zainab? Any Question?

From the transcript above, it can be seen that the teacher use the students idea and opinion in order to appreciate them. By using their idea, the students will not be afraid to explore their opinion in the other chance. It can be found when the teacher said *and then you say I go to school with my mother*=directly the students continue the teacher talk by saying *and*, at that time the teacher directly use the word that mentioned by the student. The other example can be seen in the second data, the students conveyed her opinion by saying **Come** bukan came. Came itu verb anu (*come is not came. Came is verb...*), the teacher replay the students idea by saying two. **Come**, yes.

Repeating Students Response Verbatim

During the classroom interaction, students often responded the teacher's talk. Regarding to it, the teacher sometimes repeated students' response verbatim. The teacher repeated the students' responses, in order to give information that the students' answer was correct. The example of repeating students response verbatim found in all meetings is provided below.

S1 : would you like- mmm would you like- **would you like to make a cake?**

T : **Would you like to make a cake?**

S2 : **would you like- would you like- to play a che:ese?**

T : **would you like to play a che:ese? O:key.** Yes I would, OR °No I-wouldn't°. O : key (3.0) What page↓ are you open? (2.0) O : key > now open your book page Thirty:: two < What would you like to go↑ What does it mean what would you like to go.

S1 : [Dimana kamu mauuu pergi]?

S2 : [**Dimana kamu mauuu pergi?**]

T : **Ye:ah di mana kamu mau::: pergi. O:key** E::m Nida, > could you please < read me the spring and summer↑

From the transcript above, it can be found that the teacher repeated the students' answer. It seems like the second types of teacher talk namely praise and encouragement, the teacher repeated the students' answer because she *appreciated* the students' opinion. Consider in the S1 opinion, when the teacher asked her to make sentence, she said *would you like to make a cake*, directly the teacher said *Would you like to make a cake?* That is the repetition of the S1 sentence. The teacher clarified that the S1's opinion was correct and must be appreciated. It is just like the second data, the teacher always repeated the students even though just one word.

Asking Questions

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it (Cotton). According to Filippone in Arslan (2006) The greatest attribute of questioning is that it stimulates

thinking in the classroom Asking questions were the second most frequently types of teacher talk that occurred in the class. Asking question can provoke students' critical thinking. The can elaborate the idea in their mind if they are given question. The example of asking question made by the teacher is provided below.

The first data

- T : Oke : y (1.0) So, >**Do you still remember < our last meeting? What did we (talk)?** In The last meeting.
- S2 : I
- T : I'd like to pla↑y
- S2 : Cheese.
- T : Che : ese. I'd like to play che : ese. Okey. **Why do the people use would you?**
- S1 : Would you?
- T : Ye::s (2.0) **When they- (1.0) ask about-**
- S1 : Someone
- T : Wishes in the- futu:: re. For example. >**Can you make example using would you<** would you like to play a che:ese? O:key. Yes I would, OR °No I- wouldn't°. O:key (3.0) What page↓ are you open? (2.0) O : key > now open your book page Thirty:: two < What would you like to go↑ **What does it mean what would you like to go?**
- S1 : [Dimana kamu mauuu pergi]? (*where would you like to go?*)

The Second data

- T : **what is spring**↑
- S1 : [()]
- T : **WHAT IS SPRING**↑ ((Laughter))
- S1 : Ittu:, nda tau. Musim spring. (*that is, I don't know, spring weather*) and spring weather continues until June.
- T : Spring, musim semi.
- T : **What is is east?**
- S1 : selatan,
- T : **and South?**
- S1: ehh south selatan east u: u: u: uta[ra, timur
- T : [**What about north**]?
- S1 : hahhhh
- S2 : north utara

The third data

- T : Imagine you want to visit Canada, **when and where would you go?**
- S1 : [()] maunya: pergi sekarang. (*I want to go now*)
- T : oke: y you want to: go: in winter- (.) **why?**
- S1 : because, eee I want try (the ski in the snow)[()]
- T : **you want to: - (2.0) ski?**
- S1 : hmmm No
- T : **No?**
- S1 : yah mau mau. (*Yes I want*)
- T : Okey what about you Kia- (2.0) **When do you want to go to Canada and where**
- S2 : ehh- (2.0) Canada?
- T : ehhh it is Canada- (1.0) (all there) **When?**

S2: ehh at sno:w
 T : Snow too? **Why?**
 S2 : Because I want to see snow.
 T : you want to see snow. Okey- (1.0) Zainab?=
 S3 : =same
 T : Same snow, **why?**=
 S3 : =because I want see: and I am interest about ice

The forth data

T : Okey, Wait for Wulan prepare- (8.0) Writing an email to a friend. **What is the meaning Writing an email to a friend?**
 S3 : e:: ini e::(*that is...*)
 S1 : Menulis email untuk seorang teman.

The fifth data

T : okey the last, zainab
 S1 : ((laughter))
 S3 : Korea
 T : Korea, huuh **you want to see lee min ho?**

From the transcription above, it can be seen that teacher often produce this utterance. It is used to refresh the students' memory when the teacher said *Do you still remember < our last meeting? What did we (talk)?in The last meeting.Why do the people use would you?,Can you make example using would you<(in the first data) Because sometimes the students will forget the previous material that had been given, whereas it is still related with ongoing material on the day, so that teacher question will make the students remember the last material and it easy for them to connect with ingoing material.*

While when the teacher said *what does it mean what would you like to go, What is the meaning Writing an email to a friend?*this kind of question is an introduction of the material that will be learnt. It is also useful because, before learn about the lesson deeply, the students must know the title or the meaning of sub title that will be learnt. Another example of question that can be seen is in the second data, the teacher said *what is spring↑, What is is east?, [What about north]?, and South*. This kind of question is delivered by the teacher because she wanted to remind the students about their previous knowledge that the stduents forget. While when the teacher said *when and where would you go? why? When do you want to go to Canada and where?*, actually she wanted the students explored their idea about their planning. It is useful for the students to explore their own idea. This kind of question will make the practicing their speaking ability.

Giving Information

Based on the observation, this type of teacher talk was very often produced by the teacher. In classroominteraction, the teacher often gave information to the students. Theexample of giving information made by the teacher is provided below.

The first data

T : my pet is cute its really rally funny and adorable I. **Actually my it's like this**

T : **I want to continue with its name, namanya because its. For example. Use he, he is my brother- (1.0) His name is bla bla- (.) She is my sister- (.) Her name is bla bla. That's my pet. Its name is bla... [bla]... gitu. Its for it. Its name is bla bla bla**

The second data

S1 : In British Columbia↑ di British Columbia↑ you can kayak- apa itu kayak?
 S3 : bangsa kayak kayaknya deh (*maybe Kayak people*)
 S1 : oh: bisa:: (*Oh can*)
 T : **Kayak ((Laugter)) Semacam sampan**(*kayak is like sampan*)

The third data

S1 : hahhh↑ A: (Spring itu terjadi) di bulan e::: february di Victorian ehh: and west. Ehh west, eh anu: west itu utara atau barat?
 T : **wets is Barat.**
 T : so eats↑
 S1 : timur(*east*)
 T : **east timur.** (*east is timur*) **SELATAN IS SOUTH** ((Laugter))

 S2 : Miss, apa sampai?(*Miss, what is English Sampai*)
 T : Sampai what?
 S2 : sampai di sana:
 T : **Arrived there-** (13.0) I wish you are fine. Whay I forget ((Whisper))- (6.0)
 S3 : What is miss eee terutama?(*Miss, what is English Terutama*)
 T : **especially**
 S3 : Specially or especially?
 T : **Especially-** (110.0)
 S4 : sudah
 T : Finish? Okey you (wait your friends)- (18.0)
 S2 : Miss berbelanja?(*Miss, what is English Berbelanja*)
 S1 : Shopping or (buying)
 T : **shopping or buy souvenir-** (4.0) you write your name where you are finish
 S2 : V or f
 S3 : Souv.. V. Souvenir- (56.0)
 T : hshs (12.0) Nida Finish?- (16.0)
 S1 : Miss::, kalo Ramah apa?(*Miss, how about Ramah*)
 T : Ramah what?
 S1 : Ramahhh
 T : Oh ramah, **friendly**
 S1 : Friendly- (56.0)
 S2 : Miss apa keadaan? Situasi(*Miss, what is English Situation*)
 T : **the atmosphere-** (7.0) **you also can say situation,**
 S2 : (situation)

From the transcription above, it has been found in the first data that the teacher said *Actually my it's like this, I want to continue with its name, namanya because its. For example. Use he, he is my brother- (1.0) His name is bla bla- (.) She is my sister- (.) Her name is bla bla. That's my pet. Its name is bla... [bla]... gitu. Something like that). Its for it. Its name is bla bla bla.* In this case, the teacher explained

or gave information to the students about the use of it is and its. Because in the class, the students still did not know how to differentiate between two cases.

In the second data it can be seen the teacher said *Kayak ((Laugter)) Semacam sampan (kayak is like sampan)*. Here, she give information about the students' misunderstanding about the meaning of Kayak. The students thought that kayak is a nation or race in Canada, but actually Kayak is like sampan. The teacher gave information in order the students know that kayak is a thing that the people use to across the lake.

While the other information that the teacher gave in the class is about the meaning of certain vocabulary the students still did not know. Actually there are many utterances about this kind of information (see in appendixes 1), but the researcher just show some samples above as representation.

Correcting Without Rejection

During teachingprocess, the teacher sometimes corrected the students' answers or responses without rejection. The example of correcting without rejection made by the teacher is provided below. Second Meeting Regular Class There only seven utterances of correcting without rejection found in this meeting. The following is one of the examples.

The first data

S2 : the people, the people ee is very . the people very. The people eee busy and
 tell: the people are very busy and
 T : are

The third data

S3 : <I can wait for you to visit South Korea. And also don't forget to bring
 some **cots coats**>
 T : Coa[ts

It can be seen from the transcription above that the teacher just corrected the students answer if they were wrong. When the students said "*the people is*" directly the teacher corrected it by saying "*are*". In this case the teacher corrected the *grammatical form* of the students' sentences. The other example can be seen when the students said (Coats) / Kots. The teacher corrected it by saying "*Kowts*". In this case, the teacher corrected the students' way in reading the text or pronunciation.

Giving Direction

Giving direction was one type of teacher talk that also occurred in this study. Giving direction was one types of teacher talk that frequently occurred during four meetings.

T : Fine. It's rainy in the outside. Right? Okey- (5.0). Okey, Todai::: we are
 going to play:::(10.0) it is (2.0) Only (3.0) two of you, I will (2.0) join the
 game, Okey. So what are you going to do?- (.)**is you will make <as long
 as sentence> Okey? >For example like this< I start with I-(.) you say
 another word >you say like this< I say I- (.) I you say (Pointed S1) I
 go- (.) and then you (Pointed S2) I go to- (.) and then I (pointed herself)
 <go to School> and then you- (.) I go to school with- (.) you I go to
 school with my- (.) I go to school with my mother- (.) and then you say
 I go to school with my mother=**

S2 : = and
 T : and- (2.0) **and then you continue then. Okey when you stuck you friend will get points- (.) Okey. I mean You have you don't have idea to continue this sentence. Your friend Will get point. Okey- (.) If I, if it stuck eee in me you both will get point. Okey - (.) Can we start? Start from?**

Some directions that the teacher mentioned in the transcription above (bold sentences) is a kind of teacher talk that is very useful for applied in the class. It can help the students to accomplish the instruction well.

Criticizing Student Behavior

Criticizing student behavior was types of teacher talk that never produced by the teacher in this study. Because in the class, the students were four girls who were polite and they listen the direction from the teacher well. Thus, the teacher did not criticize the students' behavior.

Criticizing Student Response

Criticizing student response is one type of teacher talk that also occurred in this study. It can be seen from the transcription, teacher sometimes criticized student response when the students made a mistake. The example of criticizing student response made by the teacher is provided below.

T : Visit. Okey. You write down the place where do you want to go:, and then: you fill this one, when would you like to go:: ee why would you like to go there::: and what would you like to do there=
 S1 : =kalo 2 hh hh (*How if I write down two*)
 T : **e::: maybe you can choose one- (1.0) Only one**
 T : [behind it. Oke:y please replay the letter
 S1 : kalo singkat padat jelas ((*laughter*)). (*Can I write as short as possible?*)
 T : **No:: make it long too. Like-(.) when you write it**

From the transcription above, it can be seen that the teacher sometimes criticize or reject the students willing. When the S1 said =kalo 2 hh hh (*How if I write down two*) the teacher answered: *e::: maybe you can choose one- (1.0) Only one*. Actually the teacher had reason why she did not allow the S1 to write down two. It can be because the limitation of time that they have. The other example, when the S1 said *kalo singkat padat jelas ((laughter)). (Can I write as short as possible?)* the teacher directly said *No:: make it long too. Like-(.) when you write it*. It means that the teacher wanted the students explore their idea in the written form, not only in in speaking form.

The Patterns of Classroom Interactions

In ELT interaction patterns are the different ways learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims (Teaching english, 2009). Based on the observations during the teaching learning process in the classroom, it was found that the pattern of classroom interaction was *individual work* rather than group work or group discussions. It was proven that the teacher gave the students assignment to write an email to their friends and replay an email for their friends. Besides, the teacher also asked

the students one by one about their planning *where they would like to go*. In this case, the students explore their idea one by one in front of the teacher.

In individual work, the students finish the assignment by themselves. It made them *Easy to focus*. When you are alone doing a job, it becomes more convenient for one to concentrate properly. Interruptions are as well, much less, when the person works alone. It becomes easy to focus. If in a group, one could get easily carried away while conversing. Work also becomes less productive as the group gets more involved in chatting, gossip sessions and so on (Sravanl, 2017). If the students work in group, it will make them interrupt each other, because they will talk the out of the topic in the lesson. It can be seen in learning process; the students think seriously to write down their idea in an email. At once they asked the teacher about vocabulary that did not understand like the transcription below

- S4** : Miss, What is pemerintah= (*Miss how to say in English pemerintah?*)
T : =Government
S1 : eeh: kalo fasih berbicara (*How about fasih berbicara*)
T : Speak fluently . Fasih berbicara

Another that by finishing the assignment individually, the students will be independent. They will finish their task by themselves without bothering the other friends, even though they still needed the other friends and the teacher's help at once.

However, work individual like occurred in learning process that has been observed will give disadvantages for the students like needed Long time to finish it. The person might take longer to complete or to do the job, rather than when in a group (Sravanl, 2017). It can be proven from the result of observation when the students finished writing an email; they need thirty minutes to finish it. If they work together, they will finish it soon.

Beside that the researcher also notice that the four patterns of classroom interactions (Lasantu, 2012). Those patterns were:

Interactions among students or student – students interactions

That happened during in the learning process and often in individual activity, such as when the students find some difficulties in understanding the material or sometimes did not know the meaning of a word in English, they chose to ask their friend like the example from the transcript below:

- S2** : Miss what is beradaptasi?
S1 : adaptation hh [hh]
T : [adapt] a-d-a-p-t- (4.0)

From the transcript below, the S1 (friends/the other students) answer for the S2's question. But it was false. Thus, the teacher corrected it.

Teachers – whole class interactions

That happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students. And these patterns are the most common used in the classroom when they did the interaction.

- T** : Oke : y (1.0) So, > Do you still remember < our last meeting? What did we (talk)? In The last meeting.

S2 : I.
T : I'd like to pla↑y
S2 : Cheese.
T : Che : ese. I'd like to play che : ese. Okey. Why do the people use would you?
S1 : Would you?
T : Ye::s (2.0) When they- (1.0) ask about-
S1 : Someone
T : Wishes in the- futu::re. For example. > Can you make example using would you<
S1 : would you like- mmm would you like- would you like to make a cake?
T : Would you like to make a cake?
S2 : would youl- would you like- to play a che : ese?
T : would you like to play a che:ese? O:key. Yes I would, OR 'No I-wouldn't'. O:key (3.0) What page↓ are you open? (2.0) O : key > now open your book page Thirty:: two < What would you like to go↑ What does it mean what would you like to go.
S1 : [Dimana kamu mauuu pergi]?
S2 : [Dimana kamu mauuu pergi]?
T :Ye:ah di mana kamu mau::: pergi. O:key... E::m Nida, > could you please <read me the spring and summer↑

The transcript above showed the teacher whole class interaction, where the students can give response from the teacher's explanation.

Interactions among teacher – group discussion

That happened during the small group discussion when the teacher clarifies the students' difficulties with the task given. But based on observation, this pattern of interaction did not occur in learning process, because the students work individually.

Teacher – individual students' interaction

That happened when the teacher do closed interaction with one student, such as answer the student question when one of them got some difficulties. This type of classroom interaction pattern always occurred. It can be seen in the transcription below:

S3 : Miss, what is aku harap kamu baik
T : a::: I wish or I hope you- (6.0)
S3 : (good)
T : No no- (1.0) I forget- (5.0). I forget- (1.0) I ww wish you- (1.0). Good. No I think that one. I wish you are good, I wish you are fine
S3 : well
T : well- (2.0) well- (2.0) I wish you are well- (2.0) I wish you are fine=
S2 : Miss, apa sampai?
T : Sampai what?
S2 : sampai di sana:
T : Arrived there- (13.0) I wish you are fine. Why I forget ((Whisper))- (6.0)
S3 : What is miss eee terutama?
T : especially
S3 : Specially or especially?
T : Especially- (110.0)
S4 : sudah
T : Finish? Okey you (wait your friends)- (18.0)

S2 : Miss berbelanja?

S1 : Shopping or (buying)

T : shopping or buy souvenir- (4.0) you write your name where you are finish

S2 : V or f

S3 : Souv.. V. Souvenir- (56.0)

T : hshs (12.0) Nida Finish?- (16.0)

S1 : Miss::, kalo Ramah apa?

T : Ramah what?

S1 : Ramahhh

T : Oh ramah, friendly

S1 : Friendly- (56.0)

S2 : Miss apa keadaan? situasi

T : the atmosphere- (7.0) you also can say situation,

S2 : (situation)

CONCLUSION

Concerning with the result of the finding and the discussions of the study, it can be conclude that the classroom interaction that occur during the teaching learning process is generally run well. The teacher and students can conduct their role components of learning process in the class. Besides, the teacher employed ten from eleven categories of teacher talks, there are: there are eleven types of teacher talks namely dealing with feelings, praising and encouraging, joking, using ideas of students, repeating students' response verbatim, asking question, giving information, correcting without rejection, giving direction, and criticizing the students' response.

While there are four patterns of classroom interaction that were applied in the study are: Interactions among students or student – students interactions that happened during the small group discussion and during in the classroom discussions teachers – whole class interactions that happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students, Interactions among teacher – group discussion that happened during the small group discussion when the teacher clarifies the students' difficulties with the task given. But base on observation, Interactions among teacher – group discussion did not occur because in class interaction, there was no group discussion, but work individually.

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