

THE ANALYSIS OF TEACHER'S TALK AND LEARNERS' TALK IN CLASSROOM INTERACTION

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Abstract

This study aimed to analyze the type of teacher's talk that occur in classroom interaction and the type of learners' talk that occur in classroom interaction. The subjects for this research were students in the first-grade of SMPN 1 Majene. Researchers used the descriptive qualitative research as the research method. The research instruments were observation that was used in the classroom observation during the learning process. The results of this study were (1) The type of teacher's talk that occurred the classroom interaction in the first-grade SMPN 1 MAJENE including two influences which are indirect influences including dealing with feelings, praising or encourage, joking, using ideas of students, repeating students' verbatim, and asking questions; and direct influences including giving information, correction without rejection, giving direction, and criticizing students' behavior; (2) The type of learners' talk that occurred in the classroom interaction in the first-grade SMPN 1 MAJENE including response and silence or confusion.

Keywords: Teacher's talk, Learners' talk, Classroom interaction

INTRODUCTION

An essential communication process is that of teaching and learning between teacher and students. For message, such as information or materials that will be well received by the learner, it is advisable to use an effective approach that should involve teacher and student interaction to develop students' skills, especially language skills.

In real-life situations using all of the language, teacher's talk and students' talk are important to be concerned. Teacher talk, as described by Yanfen and Yuqin (2010) in Nasir et al. (2019), is the language that instructors most frequently employ in the classroom to provide directions, describe activities, and gauge students' comprehension of the information being taught and learned. According to this definition, teacher speak, an essential part of foreign language training, has distinctive qualities in both the subject matter and the mode of expression in the target language. The teacher's talk and the students' talk that take place in the classroom

need to be understood. It is possible to learn information about the communication in the classroom between the teacher and the students by identifying the classroom interaction. That information is needed to give knowledge for teacher to improve communication with the students that can help the students to learn the better way.

Based on the preliminary observations, the researchers discovered that the classroom interaction is not simple and straightforward enough to explain the kinds of dialogues that took place there. The children found it challenging to adjust to the teacher's classroom interactions. When the teacher questioned the class about the lessons they had learnt, some of the pupils were perplexed. When the teacher communicated with the class, just a few of the pupils were able to answer.

From the researchers' experiences in the preliminary observation, the researchers saw that there were many students who have obstacles in the learning process while learning a new language from the teacher. Moreover, there were some students who has difficulties in understanding the teacher and even literally did not understand the teacher at all. When the researchers conducted preliminary observation, it was showed that only few students understood the teacher's explanation. The outcome showed that the students needed good guidance from the teacher and good communication during teacher-student interactions in the classroom. This research aims to help teacher and students to have good classroom interaction in future.

The researchers will share his or her understanding of student and instructor conversations in order to enhance interactions between them in the classroom. The researchers will perform the research and examine the teacher's talk and the students' talk in order to learn more about the students' and the teacher's talk. The purpose of this study is to provide teacher and students with knowledge that will enhance classroom engagement. Therefore, the focus of this study is on the conversation between teacher and students in the classroom. Therefore, the title of this research is "The Analysis of Teacher's Talk and Learners' Talk in the Classroom Interaction (A Descriptive Study at the first Grade of Junior High School in SMPN 1 Majene). Ideally, the outcome will be of use to educators, teacher candidates, and students alike.

Based on the background above, the focus of this research were as follows:

1. What are the types of teacher's talk and learners' talk that occur in classroom interactions?
2. How is the interaction between teacher and learner in the classroom interaction?

METHODS

Research Method

In this study, the researchers conducted a qualitative study used the descriptive design method, the goal of qualitative research is to provide a complete and detailed description of the empirical reality underlying the phenomenon. The researchers gathered and accumulated the fundamental data for this study. It documented the circumstances that occurred in the classroom, including the teacher-student relationship, the different kinds of classroom interaction, and the language used during the teaching and learning process at SMPN 1 Majene first grade junior high school.

Research Subject

The data was collected from the classroom observation in SMPN 1 Majene. The classroom observation directly in the classroom when the learning process was conducted and from the recorded video of the learning process to get the data more detail, where in 1 class consists of 29 students and 1 teacher.

Research Instrument

Researchers uses observation as a form of data collecting to watch what is happening in the field. This tool will be used to gather information regarding the teacher's conversation during class interactions. According to Sugiyono (2013), observation is a fundamental technique for gathering data in qualitative research. Instead of providing a quantitative summary of the frequency or length of observed activities, the aim of qualitative research is to provide a thorough account of behavior in a particular situation.

While the teaching-learning process was taking place, the researchers watched the classroom and made notes on the pertinent occurrences. To gather more detailed information regarding the classroom process, a video recording of the entire process was also recorded in the meantime. The research used non-participant observation to gather the data.

The most common method for gathering information on all types of classroom verbal and nonverbal behavior is classroom observation, and this is how the data regarding teacher speaking in classroom interactions were gathered.

FINDINGS AND DISCUSSION

Findings

The research process, which included interviewing and observation, is complete. It is evident from the findings of the observation and interview. The answers from the observation

and interview that helped to answer the research questions are listed below in detail. These are the research queries:

1. The types of teacher's talk that occur in classroom interactions.

There are two types of teacher's talk, that the researchers observed in the classroom, including indirect influence (dealing with feelings, praising or encourage, joking, using ideas of students, repeating students' verbatim, and asking questions) and direct influence (giving information, correction without rejection, giving direction, criticizing students' behavior, criticizing students response). When a teacher speaks, it is clear that they are producing words as part of the learning process. The researchers made observations to observe what kinds of teacher talk took place in the classroom.

a. Indirect Influence

1) Dealing with feelings

Based on the observation sheet, there was a part of the lecturing in the classroom that the students did not confident to speak or doing the practice task from the teacher. To deal with the students' feeling, the teacher tried to encourage the students to practice and doing the task in front of their friends without feeling embarrassed or being shy;

Table 1 Dealing with feelings

Students feeling	Teacher is dealing with feeling
<i>Be Students were being not confident to do the conversation practice.</i>	<i>“Tidak apa-apa kalau salah. Tidak usah pedulikan teman-teman kamu yang lain. Nanti saya ajar cara bacanya.”</i>

By dealing with the students' feeling, the teacher finally could encourage the students to speak. With some corrections, the students keep doing the practice task in front of the teacher and classmates. The teacher also helped the students with the pronunciation correction to keep going on their practice.

2) Praising or encourage

In the classroom, the teacher also sometimes praised the students when they finished giving their answers for the teacher's questions. The teacher usually praised the students to appreciate their answers or responses by saying:

Table 2 Praising or encourage

Students (activity)	Teacher (praises)
<i>(siswa selesai melakukan conversation practice)</i>	<i>“Oke! Good! (sambil mengacungkan jempol kepada kedua siswa tersebut).”</i>

The teacher was rarely praising the students. In one meeting, the teacher only once praised the students after finishing the conversation practice from the materials.

3) Using ideas of the students

According to the observation in the classroom, the teacher used the students’ ideas if they were giving the right response. The interaction is served in the table down below:

Table 3 Using ideas of the students

The students’ ideas	The teacher using the ideas
<i>“good morning”</i>	<i>“siapa yang bisa tulis? ‘good morning’, ‘selamat pagi’.”</i>
<i>“how are you?”</i>	<i>“how are you. Siapa yang bisa tulis di depan?”</i>

From the table, it showed that the teacher using the students’ ideas as a part of the materials that was learned in the classroom. The ideas were written in the white board to show all of the students as the examples that were provided in the materials.

4) Repeating students verbatim

In the classroom interaction, the teacher also usually repeated students verbatim the way to emphasize that the students’ ideas were right. It is also as the teacher’s way to appreciate the students’ participation in the classroom during the learning process.

Table 4 Repeating students verbatim

Students’ verbatim	Repeating students verbatim
<i>“Good night”</i>	<i>“good night, yah. Good night. Siapa yang bias tulis? Coba tulis di depan.”</i>
<i>“Good morning”</i>	<i>“good moorning. siapa yang bisa tulis? good morning, selamat pagi.”</i>
<i>“How are you?”</i>	<i>“how are you. Siapa yang bisa tulis di depan?”</i>

In this kind of interaction, the teacher usually asked the students to write the students’ ideas on the board to show it to the other students. The order was usually given after repeating students verbatim.

5) Asking questions

In the classroom, to make an interaction with the students, the teacher asked some questions. The questions consist of some types of questions according to their purpose. The questions and the responses from students can be seen in detail down below:

Table 5 Asking questions

Teacher (questions)	Students (responses)
<i>"Tulisannya tulis di papan yah. Apa? 'good night'. Apa artinya?"</i>	<i>(sambal menulis di papan tulis) "Selamat malam."</i>
<i>"Siapa yang menulis good night'?.... kemudian, 'selamat pagi', apa?"</i>	<i>"Good morning"</i>
<i>"Siapa yang bias tulis? morning, selamat pagi."</i>	<i>good (Seorang siswa maju ke depan)</i>
<i>"Jadi penulisannya adalah good morning', tapi bacanya tetap 'good morning'... yah! 'good morning'... kemudian 'apa kabar' (sambal menulis di papan tulis). Artinya apa? 'how are....?'"</i>	<i>"How are you?"</i>

Drawn from the data that is served in the table above and the observation sheet, it can be concluded that there were some questions that were asked during the classroom activity by the teacher. Some questions asked for the students' answers and some of the questions asked for the students' participation in an action form in the classroom. For some questions, there was no responses from the students (the students were being silent).

b. Direct Influence

1) Giving information

According to the observation, the teacher gave information in the classroom by explaining about the materials that were taught in the classroom. Some of the information were given in the classroom are served in the table below:

Table 6 Giving information

Some information that were given in the classroom
<i>"Selanjutnya, 'attention, attention, please!, apa artinya? (sambal menulis di papan tulis). Yaitu meminta perhatian."</i>
<i>"May I have your attention, please?... ini salah satu contoh untuk meminta perhatian ,yah.. coba perhatikan. Contohnya saya meminta perhatian kalian."</i>

From the table above, it shows that the teacher just gave short explanation about the material during the class. The teacher did not give the wide and deep information about the materials that was taught in the classroom.

2) Correcting without rejection

In the classroom activity, the students are not always right when they give their idea or sometimes they doubt to give their idea. In the classroom that the researchers observed during the teaching process when conducting the research, the teacher ever correcting the students' response without rejection, as shown down below:

Table 7 Correcting without rejection

Teacher's question	The student's response	Teacher's correction without rejection
<i>"May I have your attention, please? 'artinya?"</i>	<i>"Apakah bisa..."(kemudian diam)</i>	<i>"bolehkah saya meminta perhatiannya?"</i>

in the classroom, the teacher gave the correction, when she saw that the student could not continue her idea and being stop talking. The teacher corrected the student's idea while doing the eye contact to the student who talked.

3) Giving direction

In the classroom, the teacher gave the students some directions before let the students work on the task that was provide in the students' book. The teacher gave the direction in the simple talk to make the student could understand the how to work on the task easily.

Table 8 Giving Direction

Directions
<i>"Disini kalian akan memasang yang mana artinya 'attention, please!..apa artinya... kalian akan langsung memberi tanda penghubung atau sama dengan, misalnya... misalkan jawabannya adalah nomor 5" (sambil memberikan gambaran di papan tulis).</i>
<i>"Eh,, ini yah, kita akan bercakap, berbicara dengan teman sebangkumu. Disini anda akan mempraktekkan pelajaran bagaimana cara kalian berbicara dengan teman sebangkumu dengan..perhatikan... ini adalah salah satu contoh meminta perhatian" (sambil memperlihatkan contoh percakapan yang ada di dalam buku paket).</i>
<i>"Kemudia kelompok dibagi masing-masing 2 orang 1 kelompok."</i>

The directions that were given by the teacher were for 3 different tasks. The tasks were about fitting the phrases and their meaning in English to Indonesian, about conversation practice and to do pronunciation practice.

4) Criticizing students' behavior

In the learning process, sometimes the students' behavior is not always good during studying. The teacher has responsibility to criticize the students' behavior to make the learning process conducted well. These are some students' behavior and how the teacher handle them in the classroom during the class:

Table 9 Criticizing students' behavior

Students' behavior	Criticizing students' behavior
(ada siswa yang menyontek)	"Tidak bias menyontek. Saya mau lihat sampai dimana pemahamanmu tentang greeting"
(siswa rebut di kelas)	"Sekarang kalian dengarkan yah.. sekarang kalian dengarkan! Halo!" (sambil memberikan isyarat untuk diam).
(Kedua siswa memulai percakapan dengan suara yang kecil)	"Kasi bersar suaranya!... lagi sedikit. ... oke, next, bisa?"

According to the table above, not only by speaking, but also using action (giving alert) to the students to handle the students' behavior in the class. The teacher was really passionate in making the class in the good situation to study English.

2. The types of learners' talk that occur in classroom interactions.

The students talk that was occurred in the classroom during the lesson is based on the observation in the classroom and the interview with 10 students after the class. The observation was based on 3 categories which are response, initiation and silence or confusion.

Based on the observation, the students' talk that was occurred in the classroom interaction can be describe for each points below:

a. Response

In the classroom interaction, the students gave responses for the teacher's question. the students just gave a short response or answer for each question. The students did not seem talk much in the classroom that they just repeat the ideas of the teacher and answer the question when the teacher asked a question. The students' response is showed in the table below:

Table 10 Students' response

NO	Teacher's questions	Students' responses
1	"...tolong perhatikan ke depan! Saya ini yah... saya tes dulu ini. Selamat malam. Good..." ["...pay your attention, please! I will... I will test this..good night. 'good...']	"Good night." ["Good night"]
2	"Tulisannya tulis di papan yah. Apa? 'good night'. Apa artinya?" ["The writing is on the board. what? 'good night'. What's the meaning?"]	"Selamat malam." ["Good night"]
3	"everybody! May I have your attention, please?'. Sekali lagi coba." ["everybody! May I have your attention, please?'. Once again."]	"everybody! May I have your attention, please?" (ragu-ragu).

[“everybody! May I have your attention, please? (doubted).]”

From the interaction that is shown in the table above, the students seem to be not having much knowledge about the material that was learned in the class. The students also have no confidence to give their ideas about the materials. Sometimes, even just to repeat the teacher’s talk, the students still doubted to speak.

b. Silence or confusion

Based on the observation in the classroom during the lesson, it shown that sometimes students were being silent when the teacher needed the students’ responses related to the materials. It because the students were not confident to elaborate their ideas or even did not know the answer to response the questions. The interaction that was occurred in the classroom is served in the table down below:

Table 11 Silence or confusion

NO	Teacher’s questions or directions	Students’ responses
1	<i>“Kalian ulangi setelah saya yah! ‘everybody! May I have your attention, please?’ [“You repeat after me! everybody! May I have your attention, please?”]”</i>	<i>: “everybody! May I have your...”(kemudian diam) [“everybody! May I have your...”(then, be silent)]</i>
2	<i>“May I have your attention, please? artinya?” [“May I have your attention, please? the meaning?”]”</i>	<i>“Apakah bisa...”(kemudian diam) [“May I...”(then, be silent)]</i>
3	<i>“Jadi fungsinya adalah asking for attention atau meminta perhatian. Apa lagi contoh yang bisa kita gunakan?” [So, its function is, asking for attention or asking for attention. What else?)]”</i>	<i>...(diam) [....(silent)]</i>

From the table above, it can be seen that the students sometimes doubted to speak and express their idea, that the students just say the half of the response that was supposed to be said. The students also being confused when they were asked about materials that required the to talk more about it and give more about their ideas. It caused the students being silent when they were supposed to give their ideas.

Discussion

In this section, the data from the findings section will be discussed to answer the research questions. Therefore, this section will show the result from the classroom observation that is supported by the interview data about the research question. The first research question is about type of teacher talk in the classroom interaction and the second research question is about the

type of learners talk in the classroom interaction. The data was drawn from the data analysis result that is concluded in the last step of data analysis technique. The teacher talk and learners talk are discussed down below.

1. The types of teacher's talk that occur in classroom interactions.

In the classroom interaction, the teacher was dealing with feelings to encourage students who were not confident to participate in the classroom activity. The teacher also praised the students in the classroom who did the task and practice well during the classroom activity to encourage the students that they can be proud of themselves. During the learning process the teacher likes to make a joke to make the class vibe more comfortable and make the students more relaxed to study in the class. The teacher often used the ideas of students to appreciate the students' ideas. Repeating students verbatim was also done by the teacher to emphasize her appreciation for the students. The teacher also asked some questions to make the class active and try to interact with students.

The indirect influences that the teacher gave in the classroom were dealing with feelings, praising or encouraging, joking, using ideas of students, repeating students' verbatim, and asking questions. This is also supported by Sagita (2018), whose research's findings indicated that teachers were more involved in interactions than students were. Typically, the teacher spoke the most during the lecture. The data that is currently available indicates that the teacher utilized indirect influence of the FIAC category more often than direct influence (lecturing, providing directions, and criticizing), including understanding feelings, encouraging, accepting or using student ideas, and asking questions. It is roughly 16.4% / 49.6%. Therefore, 56.4% of the class period is made up of teacher discussion. The learners responded more frequently than they initiated conversations, with a ratio of 30.4% / 12.4% of the total learner discussion equaling 42.8%.

The direct influence that the teacher gave in the classroom were giving information, correction without rejection, giving direction, and criticizing students' behavior. It was discovered that during class interactions, pupils reacted to their teacher's speech on an individual basis. To support this, (Kirahla & Tyas (2020) discovered direct influence in the classroom interaction that was used in the instructional process and that this teacher talk's use was related to how students responded to it. The teacher gave information in the class by lecturing. The teacher explained about the materials to improve the students' insight and comprehension about the materials. The teacher also corrected the students' responses without rejection to not reduce the students' confidence in giving a response in the class. Before asking the students to do the

tasks, the teacher always gave direction how to do the task to prevent the students misunderstanding while doing the task. The teacher also criticized the students' behavior when they did not act properly in the classroom.

Based on the classroom observation supported by interview with teacher, in the first-grade SMPN 1 Majene the teacher talk more in the classroom than the students. This result of study is supported by the previous study by Mardiana et al. (2019) found that Giving Direction (40.41%) emerged as the most frequently utilized category by the teacher, according to the percentage of all categories. Student Talk-Response, on the other hand, was the most popular category chosen by students (57.60%). Additionally, during classroom engagement in English sessions, teacher talk made up 59.76% of the conversation while student talk made up 36.72% of the conversation. It was evident that during verbal classroom contact, the teacher was more animated and assertive than the students.

While teaching in the classroom, the teacher influenced the students by indirect influences and direct influences. In her study entitled "The Analysis of Teacher Talk and the Characteristic of Classroom Interaction in English as a Foreign Language Classroom" Putri (2015) found several categories of teacher's talk, including indirect and direct influence of the teacher, students' initiation and responses, and silent moments. The purpose of the study was to determine the nature of instructor discussion and the dynamics of classroom engagement in an EFL class at a Bandung vocational school.

2. The types of learners' talk that occur in classroom interactions.

The researchers found that the students were not being active in the classroom. some of the students were silent during the class, and some just gave short responses. Students were not being active in the class due to the knowledge limit and characteristic of the students (introvert). Anyway, in the classroom interaction, the students gave responses to the teacher even to make an interaction in the classroom. In her study, Safitri & Jufrizal (2021) also found that there were teacher questions and students' answer in the EFL classroom interaction. In addition, Altwijri et al. (2022) said that the students exploited three subtype aspects in their responding acts: positive responding act, negative responding act, and temporization. According to the teacher' interview about the students, the students doubt to give response due to the limited knowledge about the materials. Only view students who want to be active in the class. In the classroom interaction, the students also made silence or confusion. Purba et al. (2018) also found silence or confusion (13.17%) in the classroom interaction. When the teacher asked for the students'

responses, the students did not give any response at all because they were confused what to say. Students being passive in the class because of characteristic factor.

3. The interaction between teacher and learners in the classroom interaction.

The interaction between teacher and learners in the classroom was not balanced where the teacher talked more than the learners did. According to the interview with the teacher, the students often do not talk more in the classroom during the class because of lack knowledge, lack vocabulary (while talk in English) and due to the characteristics of the students themselves. This is supported by Sukarni (2015), her research revealed that it indicates that the teacher participated more actively in the conversation. The student was less active than the teacher. She therefore draws the conclusion that the teacher dominated the interactions in the classroom.

CONCLUSION

Based on the data analysis in this research, finding and discussion in the IV chapter, the research can be concluded that types of teacher's talk and the students' talk that occurred in the classroom interaction in the first-grade SMPN 1 Majene; The type of teacher's talk that occurred the classroom interaction in the first-grade SMPN 1 Majene including two influences which are indirect influences including dealing with feelings, praising or encourage, joking, using ideas of students, repeating students' verbatim, and asking questions; and direct influences including giving information, correction without rejection, giving direction, and criticizing students' behavior. The type of learners' talk that occurred in the classroom interaction in the first-grade SMPN 1 Majene including response and silence or confusion. In the classroom interaction, the interaction between teacher and learners were not balanced. The teacher talked more than the learners' talk.

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