AN ANALYSIS OF TEACHER TALK IN ENGLISH ONLINE CLASSROOM INTERACTION

Aghisna Zaqiah Humaira, Fachira Rahmatullah Rahadiana, Resa Amelia Putri Adresa

English Education Program, Faculty of Social Sciences Language and Literature, Institut Pendidikan Indonesia

aghinazaqiah@gmail.com , fachira57@gmail.com , Amellyaresha18@gmail.com .

Abstract:

Classroom interaction has been much discussed among scholars. Yet, the discussion of that interaction in another setting; such as in online learning mode is still limited. Hence, this study aims to identify the interaction between teachers and students occurring in the online learning. To fulfil that objective, the data were obtained through observations conducted in a private university in West Java. Then the data were qualitatively analyzed using the framework of Flanders Interaction Analysis Categories (FIAC) which focused on the indirect type consisting of accepting feeling, praising or encouraging students, accepting or using students' idea, asking questions, giving directions, criticizing and justifying authorities. The data reveal that all categories of teacher talk are identified with the similar portion in the stage of classroom procedure/ rule. However, the interaction in the stage of 'knowledge or ideas sharing' is not discovered. To conclude, the quality of interaction should be prioritized by English teachers, especially in cognitive engagement.

Keywords: *FIAC, Indirect type, Interaction, Online Learning, Teacher Talk.*

INTRODUCTION

Teachers and students are a fundamental element of educational interaction and need to be processed into attachments to achieve their goals. Wang, Haertel and Walberg reported student-teacher interaction as one of the three most important factors (1990). The fact is that the way teachers interact with students helps translate into products that are very important for the educational process (Englehart, 2009). To maintain interaction in the classroom, it takes hard work from the teachers. Teachers need to know how to make their students study well. Especially in language learning, teachers must be able to encourage students to be involved in the use of language. The teacher explains a little and students give questions or responses so that an interactive learning process occurs. According to Brown (1994), interaction is an exchange or collaborative ideas between teachers and students or students and other students, so that they influence each other.

However, most of the interactions between students and teachers did not occur. In online learning, the interaction between teachers and students is increasingly limited. The study conducted by Boling et.al (2012) found that most study participants view online courses as individual learning and limited interaction with others. Vonderwell (2003) describes a problem with students not engaging in conversation with one another and perceiving the online setting as impersonal. That is why it is difficult for students to understand what is being taught, as many teachers are not really paying attention. Meanwhile, EFL teachers are learners where they can also make mistakes in acquiring the target language. Ellis (1997) states that in the acquisition of a second language there will often be errors and errors of speakers.

In relation to the problems above, teacher talk is quite powerful in developing teacher and student interaction. Szenndroi (2010) stated that teachers speak as a language that is usually used by foreign language teachers in the teaching process. In expansion, Liu and Zhu (2012) characterize instructor conversation as the major asset of comprehensible target dialect input the learners are likely to get within the remote dialect classroom instructing. Teacher talk is the language in the classroom that takes up most of the class time which is used to give directions, explain activities and check students' understanding. Yanfen&Yugin (2010), Sinclair and Brazil (1982). Meanwhile, Xiao-yan (2006) defines that teacher talk is the type of language used by teachers to teach in class. This is supported

by Allwright (2001) who defines that teacher talk is one of the important ways teachers use to convey information and control student learning behavior. As Walsh (2011) said, teacher talk is more important for language classes than for other classes because in this context the language used by teachers is not only a means to acquire new knowledge, but also a purpose of study. Not only for class organization but also for the acquisition process of Nunan (1991).

From the research that we use as a reference, most of them focus on the pattern type by using one analytical tool so that further research is needed using a different type of analysis. This study exists to analyze Teacher Talk by using two analytical tools. This study aims to analyze how teacher talk contributes to student engagement. However, for this study we aim to focus more on teacher-student interactions. This study aims to analyze how teacher talk contributes to student engagement. But, for this study we aim to focus more on teacher student interactions.

METHODS

As has been mentioned before, this study aims to investigate out the types of the teacher's talk in the classroom. To achieve that aim, question research was used in this study. The choice of this design is parrarel to Creswell (2005) That Qualitative research is best used for "research problem in which you do not know the variables and need to explore". In addition, the design in this study is case study design based on some characteristics. For example, the number of units to be studied is small, it studies a social unit deeply and thoroughly, it is qualitative as well as quantitative, it covers sufficient wide cycle of time, and it has continuity in nature characteristics of case study. The research was conducted on one English teacher and 16 students in one of university, west java. The data was collected from observation. The data were the analyzed through results of the analysis of the conversations spoken by the teacher and students to find the results of the teacher's conversations.

FINDING & DISCUSSION

This part deals with the result of the research which divided into two main sections. Those were the data descriptions, followed by the research findings the types of teachers' talk used by lecturer in learning English and discussion of the research findings based on the research question.

Finding

From the transcribed data obtained in the Second Language Acquisition class, the researcher found some teachers' talk in the learning process. The following are the further analysis of those indirect types of teachers' talk.

1. Accepting feeling

   This is indicated by the teacher's acceptance of the student's statement or response. From the observations made, the teacher said something when he received the students' feelings. Actions like that occur when students ask or convey something.

   Tabel 4.1.1. Accepting feeling 1

Bapak : Bagaimana are you ready? Salma dan Trisia ? TS : Sebentar pak, nunggu dulu salmanya belum join. Bapak : Baik, berarti sudah berkomunikasi dengan Salmanya masih belum siap? TS : Sudah pak, sedang join katanya

   In the statement (1) above, the teacher gave permission to the students to wait for the presentation to start by said that the students are not ready for presentation. The lecturer's actions show that the lecturer is aware of students' feelings when students said to wait a minute for her partner joined the class. This kind of action makes students feel welcome.

Tabel 4.1.2. Accepting feeling 2

> Bapak : Tesya Nabila Zahra?
> Wilda : Katanya belum bisa masuk pak
> Bapak : Oh belum bisa masuk ya
> Wilda : Iya pak katanya dari tadi belum bisa masuk, mungkin karena jaringan

In the statement (2) above, the lecturer gave permission for students to enter zoom late by said she hasn't enter yet. The lecturer's actions show that the teacher is aware of the students' feelings when the students said her friend hasn't been able to enter, because of the network. This kind of action makes students feel welcome.

2. Praising or encouraging students

   This category is used to invite student participation during a learning situation. This is indicated by the lecturer's response to the student's explanation. At some points the lecturer gives appreciation to ensure students feel respected for the explanations that students give and their presence.

   Tabel 4.1.2.Praising or encouraging students

   > TS : ..... This belief and attitude focused them off form and on communication for the teacher-talk, and on form for their use of grammar in exercises.
   > bapak : Thank you so much for your presentation, that's I appreciate to you have given good presentation and thank you for all of participant.
   > TS : Baik sir
   > bapak : Thank you so much for you attention and for your cooperation. Jadi mohon maaf tidak ada tanya jawab karena waktu karena situasi dan kondisi and I appreciate and thank you so much for your attention and we will meet again in the day after tomorrow on Tuesday.

   In the statement above that the lecturer gave an assessment of the student's presentation. When students have presented their work, the lecturer responds with an assessment in the form of expressions such as Thanks for the presentation, and he appreciated the student who gave a good presentation and he thanked to all of the participants. The statement is endeavored to be done to appreciate students and the assessment given must be what it is.

3. Accepting or using students ideas

   This category is indicated by repeating, making conclusions, and using students' ideas to solve problems.

   Tabel 4.1.4.Accepting or using students ideas(1)

   > Bapak : siapa yg bilang jam 8, bapak?
   > TS : kita kan sudah perjanjian di kelas waktu itu buat harinya hari apa sama jam berapa waktu itu
   > Bapak : oh begitu?
   > TS : iya pak, jadi kita waktu itu pilih hari selasa jam 8
   > Bapak : oh mungkin bapak yang salah mohon maaf. Bapak mah dikira sesuai dengan jadwal kuliah jam 7 ternyata tertukar dengan kelas D jadwalnya jam 8.

   In the statement (1) above, we can conclude that the students' answers to the questions posed by the teacher. In this case, the lecturer uses students' ideas. This can be seen when the lecturer said he was wrong, and apologize. About the missed communication.

   Tabel 4.1.4.Accepting or using students ideas (2)

   > Bapak : Baik, sudah komunikasi dengan salma? masih belum siap?
   > TS : udah pak, sedang join katanya pak

> Bapak : oh sedang join?
> TS : iya pak sedang mencoba untuk join
> Bapak : ya jadi memang komunikasi nya tidak lancar mungkin karena jaringannya

In the statement (2) above, we can conclude that the students' answers to the questions posed by the lecturer. In this case, the lecturer uses students' ideas. This can be seen when the lecturer said the communication is not smooth because of the network.

4. Asking Question

   This category appears the most while in class. It happened in all meetings, when the lecturer was waiting for a student response indicating that the lecturer was asking a question. However, if the lecturer asks but the lecture continues, it is not considered a question.

   Tabel 4.1.5.Asking Question

> Bapak : Tuesday untuk kelompok 10 nanti mengenai materinya supaya dikirimkan di wa untuk dibuatkan karena tugasnya. bagaimana ada yang mau bertanya?
> Siswa : I think no sir
> Bapak : enough? oke thank you so much

   In the statement above, questions were asked in order to find out the students' responses with the lecturer said that have a question. [Is anyone still confused or have something to ask] which explains the closed-ended questions that lecturer answer with the short phrase like the student doesn't have question. Questions are not only given to ensure student understanding. The lecturer also asks students to convey what students have not understood so that students understand and train them to be able to express what they think.

5. Giving Direction

   Directions are given to guide students to do the right thing. From the observations made, the lecturer gave clear instructions to the students and made sure they understood each instruction.

   Tabel 4.1.6. Giving Direction

> Bapak : baru ada 13 orang disini, baik absen dulu ya. wahyu absari? Kalau tidak menjawab berarti absent ya
> Siswa : baik Sir
> Bapak : kedepannya kalo ada online lagi kalo telat harus ada informasi lewat wa ya.

   The statement above shows the directions given by the lecturer. The quote describes how the lecturer asks students to contact the lecturer which is indicated by the sentence if in the future they use online learning again, when they are late or cannot take lessons, there must be confirmation via WA. This shows that the lecturer does not put pressure on students when students are faced with obstacles.

6. Criticizing and justifying authorities

   As we know that feedback is not only given in the form of assessment, criticizing and justifying authority is also feedback for students. The lecturer uses this type when the student is noisy, or when he needs to collect the students' attention, and criticizes the wrong answer. This type shows that the teacher has the ability to manage what can and cannot be done in the classroom.

   Tabel 4.1.7. Criticizing and justifying authorities 1

> Bapak : Ini pada belum join ya?
> Siswa : Iya pak, karena teman-teman mengira masuk nya pukul 8 pak

> Bapak : kemarin sudah dikirimkan tugasnya jadwalnya tidak ada yg nanya, pak mengapa berubah jadi jam 7 di dalam tugas. Ko ga ada yang komen ya? Kan tugasnya kemaren sudah dikirimkan ya, nah disana dalam tugasnya jam nya jam 7-jam 8 tapi tidak ada yg komen.
>
> Siswa : iya pak kami kira tidak sesuai dengan jadwal

In the statement (1) above, the lecturer tends to criticize the wrong answer that is when student said they think the class will begin at 8 o'clock, but the lecture criticized that by saying no one commented when the assignment was sent.

Tabel 4.1.8. Criticizing and justifying authorities 2

> Bapak : ini yang lainnya pada kemana belum muncul ya? rafli mana rafli? rafli ketua kelasnya ya belum hadir?
>
> Siswa : belum ada sir.
>
> Bapak : Dengan kls D juga missed komunikasi, pak katanya jam 7 tapi kenapa jam 8, jadi terbalik tadi kelas D katanya itu pada komen. Masalahnya tidak di catat oleh kalian jadwalnya
>
> Siswa : yes sir, I'm sorry. dikirain teh udah kelas c jam 8 sir soalnya waktu di kelas kan udah diskusi gitu sir kalo kelas C zoom nya jam 8

In the statement (2) above, the lecturer criticized the students who were less proficient in managing the class by saying that the D class also experienced miscommunication, which switched hours with the C class. The lecturer gave the message that class management is necessary for the success of teaching and learning. The problem was not recorded by you're the schedule" this is used by lecturer to ensure that students can listen, change behaviour and create a better class.

Discussion

Based on the findings above, there are several discussions. The first is accepting feelings, based on the theory of accepting feelings is that teachers must provide a safe environment for learning and includes accepting students' feelings (Rothernberg (2006) states, in Putri (2015)). In addition, according to Wardana (2016, p.33), he assumes that accepting feeling arises because the teacher feels that the student has the right to express his feelings about what he feels during the learning process. Francis and Galloley (1968) in Ningrum assert that this category appears both verbally and non-verbally. This feeling of acceptance serves to show the teacher's acceptance of everything that is asked or said by students. As with previous research, a feeling of acceptance will always be present, but usually in neither too large nor too much portion.

Second is praising or encouraging students. This category is used to invite student participation during a learning situation. This is indicated by the lecturer's response to the student's explanation. At some points the lecturer gives appreciation to ensure students feel respected for the explanations that students give and their presence. Likewise, Crespo (2002) states that encouragement and praise will help students to build self-esteem. But more important than the amount of praise is how it is praised (Nafpaktitis, Mayer, & Butteworth, 1985 in Ningrum (2018)). Brophy (1981) in Ningrum (2018) believed that effective praise should provide students with information about their abilities and the value of their achievements.In previous studies, praising or encouraging students always had very high presentations.

Third is accepting or using students ideas. This category is indicated by repeating, making conclusions, and using students' ideas to solve problems. In line with that, French and Galloway in Aisyah (2016) state that it can be observed through students' modified statements using the lecturer's own words and building or developing ideas given by students. This is very important because it will make students feel valued and will encourage students to continue to develop. As Hondi Panjaitan said, quoted from the journal The Importance of Respecting Others who said that "respect for others

means encouraging others to develop. Everyone certainly has their own strengths, so if the people around them provide support for their strengths or potential, that person will be more advanced and enthusiastic." In this type, students can pay attention to the model, practice and produce what they have learned to be liked by the teacher, especially in a class where most of the students are learning-oriented. Because when faced with obstacles or opportunities, they tend to keep trying, and their motivation and performance actually increase (Dweck, 1986; Schunk, 1996 in Ningrum 2018).

Fourth is asking questions. In Ningrum 2018, questioning is one of the most commonly used techniques by teachers (Richards & Lockhart, 2000) and serves many purposes as the primary way in which teachers control classroom interactions (Carlsen, 1991). This category mostly occurs in class observations. It often happens in all meetings, but the first session is dominated by lecturing. Asking questions is not only given to ensure students' understanding of a text, but the teacher also asks students to describe their instructions and progress on a given project. In line with Brown in Batara (2013) that asking is a way to stimulate students in expressing their thoughts.

Fifth is giving direction. This category are given to guide students to do the right thing. From the observations made, the lecturer gave clear instructions to the students and made sure they understood each instruction. As Brown in Batara (2013) states that 70 students need direction and facilitation on how they have to show all the ideas they have systematically.

The last is criticizing and justifying authorities. This category shows that the teacher has the ability to manage what can and cannot be done in the classroom. as Amidon (1966, p. 2) said that criticism or justification of authority is usually used to change student behavior.

CONCLUSION

Based on the result of the analysis, there are two conclusions that can be drawn. First, the type of teachers talk in the class is indirect type such as Accepting feeling, Praising or encouraging students, Accepting or using students ideas, Asking Question, Giving Direction, Criticizing and justifying authorities. Second, the teacher only focuses on instruction so that cognitive skills such as dialogue about the material are minimal, so in the future the teacher should consider the content of the talk.

REFERENCES

Aisyah, N. (2016). AN ANALYSIS OF TEACHERS' TALK IN AN EFL CLASSROOM. *Journal of English and Education 2016,* , 4(2), 63-79.

Boling, E. H. (2012). Cutting the distance in distance education: Perspectives on what promotes positive online learning experiences. *internet and Higher Education,* , 15, 118-126.

Brown, H. D. (ei pvm). *PRINCIPLES of LANGUAGE LEARNING AND TEACHING* (Osa/vuosik. V).

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, New Jersey.

Ellis, R. (1997). Second Language Acquisition.

Emidon, E. (1966). Interaction Analysis Applied to Teaching. doi:https://doi.org/10.1177/019263656605031408

Gert Biesta, M. P. (2017). Talking about education: exploring the significance of teachers' talk for teacher agenc. *Journal of Curriculum Studies.* doi:https://doi.org/10.1080/00220272.2016.1205143

Gharbavi, A. (2014). Is Teacher Talk Pernicious to Students? A Discourse Analysis ofTeacher Talk. *International Conference on Current Trends in ELT.*

Irmayani Irmayani, S. R. (2017). Lexical features of teacher talk in English classrooms in senior high schools. *Dinamika Ilmu*, 59-70.

Julya Maulida K, S. S. (2021). AN ANALYSIS OF TEACHER'S TALK IN CLASSROOM INTERACTION AT SMPN 5 KOTA SERANG IN ACADEMIC 2018-2019.

JUSWANTO. (2017). THE EFFECT OF TEACHERS' TALK ON STUDENTS'.

Kari Anne Rødnes, I. R. (2021). Who has power? An investigation of how one teacher led her class towards understanding an academic concept through talking and microblogging. *Teaching and Teacher Education*.

Margaret C. Wang, G. D. (1998). *Laboratory for Student Success.* Washington, DC.: Office of Educational Research and Improvement (ED),.

Min Liu, L. Z. (2012). An Investigation and Analysis of Teacher Talk in College English Class. *International Journal of English Linguistics*.

Moh. abraham Akbar Einsnring, M. (2019). The Importance Of Techer-Students Interactionn In Communication Language Teaching (CLT). *Prasasti: Journal of Linguistics, Vol.4, Number 1*.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teacher.*

Nuri, T. D. (2019). TEACHER TALK IN ENGLISH CLASSROOM INTERACTION: A CASE STUDY AT SMA MUHAMMADIYAH 18 SUNGGAL.

Putri, D. S. (2015). THE ANALYSIS OF TEACHER TALK AND THE CHARACTERISTIC OF CLASSROOM INTERACTION IN ENGLISH AS FOREIGN LANGUAGE CLASSROMM. *Jurnal of English and Education 2015, 3(2), 16-17*.

Sinclair, J. M. (1982). Teacher Talk. *Oxford: Oxford University Press*.

Siti Hanna Sumedi, D. R. (2020). Speech Act Analysis of English Teacher Talk at SMP Negeri 1 Rangkasbitung. *Journal of English Language and Culture*.

Susanto, A. S. (2018). Investigating The Implementation of Indirect Teacher Talk Category by The Subject Teacher in. *RETAIN. Volume 6 Nomor 3 Tahun 2018, 194-201*.

Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: a case study. *Internet and Higher Education*, 6(1), 77-90.

Xaio-Yan, M. (2006). *Teacher Talk and EFL in University Classrooms.*