

AN ANALYSIS OF TEACHER'S TALK IN CLASSROOM INTERACTION AT SMPN 5 KOTA SERANG IN ACADEMIC YEAR 2018-2019

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Abstract

The main objective of this research is to shed light on the the categories of teacher's talk that occur in English teaching and learning process at grade VIII-B of SMPN 5 Kota Serang based the framework FIACS (Flander's Interaction Analysis Categories System). The students of VIII-B and an English teacher of VIII-B class at SMPN 5 Kota Serang were chosen as participants of this research. In this research, the researchers used qualitative descriptive method in collecting the data. The instruments of this research were observation sheet and video recording. Moreover, the teacher's talk during the classroom activity was the main data of this research. The findings reveals that the most dominant type used by the teacher is lecturing (29.8%), followed by asking questions (22.8%), giving directions (21.1%) and the last category is criticizing or justifying authority (3.5%). In the classroom activity, the indirect talk is lower than direct talk. The teacher tended to choose direct talk, so called: lecturing, giving direction, criticizing or justifying authority in delivering the materials to the students

Keywords: Classroom Interaction, Flander's Interaction Analysis Categories System, Teacher's Talk.

Introduction

Interaction has been stated as the collaborative process of communication between two or more people to affect each other's experiences or intentions; that can be a collaborative exchange of thoughts, feelings or ideas (Brown, 2007, p.2). The way employed by speakers to their interlocutor is the key for the success for the interaction (Sukma & Utomo, 2016; Taping, Juniardi, & Utomo, 2017). Teaching and

learning process in the classroom definitely has an interaction inside. It involves interaction between teacher and students which they can influence each other (Dagarin, 2004). It was so-called classroom interaction. In classroom interaction, the teacher 's talking time focuses when giving a lesson and students talk is usually giving a response to the teacher's talk.

Moreover, Nunan (1989) has been argued that teachers' talk affects the result of the teaching and learning process. In teaching and learning process, the teacher usually provides some instructions, lectures or an appraisal to the students. Cook (2000:40) stated that teacher talk is particularly important in teaching the language. It means that teacher talk can be expressed as the source of interaction inside the classroom. Therefore, teacher talk during the teaching and learning process is important to make students language mastery. According to Flander (1970, cited in Walsh 2006) stated there are ten categories in classroom interaction, including three subdivisions. First, teacher talk that divided into two influences; indirect influences (Accepts Feelings, praises or encourages, Accepts or Uses ideas of Students, asks questions) and direct influence (lectures, gives direction, and criticizes or uses authority). Second, students talk (response and initiation). The last is silence (period of silence or confusion).

However, based on the pre observation done by the researchers, it shows that the percentage of students' participation during teaching and learning process is still low. They tended to keep silent although the teacher asked them in proper way during English classroom activity. So, it is important to know how the teachers control the speech during classroom activity in managing the student. Therefore, the researchers focused on analyzing the teacher's talk categories that is used by the teacher in VIII-B Class of SMPN 5 Kota Serang. As the research significant in this research hopefully gives valuable contribution for English teachers so they can be better analyze their own teaching performance, also they can motivate

their students to actively participate during teaching and learning process in the classroom.

To put it in a nut shell, through this research, the researchers try to seek answers to the following question “what are the types and dominant type of teacher’s talk used by the teacher based on Flander’s Interaction Analysis in the eighth grade of B Class students at SMP N 5 Kota Serang”.

Theoretical Foundation

Classroom Interaction

According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of the interactions that occur in the teaching and learning process.

In addition, classroom interaction will help students to share the information that they get from materials at each other. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding from each other. It means that classroom interaction makes the students brave to share what they have known and learn from each other.

Teacher’s Talk

Teacher talk is the language employed in the classroom that takes up a major portion of class time to give directions, explain activities and check students’ understanding (Yanfen & Yuqin, 2010, p.77). Teacher talk is really important in the teaching and learning process, not only for the management of the classroom but also for the process of acquisition. In the teaching and learning process, teachers usually simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, simplify the vocabulary, grammar and the topics are sometimes repeated (Richards, 2002).

Flander's Interaction Analysis Categories System (FIACS)

Flander's (1970, in Prameshwara, 2015, p.1) develops the Flander's Interaction Analysis Category System (FIACS). This system has been widely used for observing classroom interaction and become the basis of many other systems developed later on. Flander's Interaction Analysis Categories (FIACS) is a system of classroom interaction analysis which consists of seven categories of teacher's talk. It means that Flander's Interaction Analysis helps the researchers to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher's talk.

Adapted from Flanders (1970 cited in Hai and Bee 2006)

Teacher's Talk	Indirect Influence	Accepts Feelings
		Praise or Encouragement
		Accepts or Uses ideas of Students
		Asking Questions
	Direct Influence	Lecturing /Lecture
		Giving Direction
		Criticizing or Justifying Authority

The FIACS technique covers the interaction between teacher and students. Inamullah (2008) maintains that FIACS can change the teacher teaching style. It means that when the teacher knows how much they spend their time in talking during the classroom activity, they will know their quality in making the students actively giving high participation in the classroom interaction. The teacher has to create and design materials that make classroom interaction are dominant by students.

Moreover, the effect of FIACS feedback on the verbal classroom interaction of teacher focuses on their use of certain types of interaction. It means that teachers who received feedback will be different in their use of certain categories of interaction. According to Flander (1970 cited in Richards, 2003), teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more

positive reinforcement after teacher-initiated student talk, useless corrective feedback, criticize students less, ask more questions, useless lecture method, give fewer directions and less teacher-initiated talk. It means that it will be different from those who did not receive feedback.

Research Methodology

Qualitative method is used to find out the result of this research. Sugiyono (2010: 15), explained that qualitative is a research method based on positivism philosophy, used to examine natural object conditions where the researchers is a key instrument, purposive and snowball sampling of data sources, triangulation collection techniques, data analysis is inductive/qualitative, and the results of qualitative research are more pressing on meaning than generalization..

The researchers analyzed the teacher's talk in classroom interaction based on the real situation that happened in the eighth-grade students of B Class at SMPN 5 Kota Serang. In this research, the researchers uses some instruments; observation sheet by using FIACS guidance and video recording. The researchers transcribed and coded the data from video recording, then calculated the amount and the percentage of each category of teacher talk based on the result of the video. Chambliss and Schutt (2013) put forward a way of calculating the percentage, which is dividing the frequency of cases in a particular category by the total number of cases and multiplying by 100. The quantification of the findings displayed in the form of the figure below:

$$\text{Proportion} \frac{\text{High Category}}{\text{Total numbers in every category}} \times 100\%$$

Findings and Interpretation

The teacher began the classroom activity with greeting, checking the students' presence, telling the learning material and achievement. Then, the teacher started to give the lessons to the students. Next, the

teacher asked students to do some assignments to check the students' understanding of the learning materials.

Approaching the last minutes, the teacher making sure that the students have understood about learning materials that day. When the time was over, the teacher gave some suggestions for students to make them better in learning. Then, she closed the classroom activity with the greeting and parting to the students.

During the classroom activity, the researchers found the teacher applies all types of teacher's talk based on the framework of FIACS (Accepts Feelings, Praise or Encouragement, Accepts or Uses ideas of Students, Asking Questions, Lecturing/lecture, Giving Directions, and Criticizing or Justifying Authority) in which the amount of each type was various.

Table 4.1

No	Teacher's Talk	Frequency	Percentage
1	Accepts Feelings	4	7.1%
2	Praise or Encouragement	6	10.5%
3	Accepts or Uses ideas of Students	3	5.2%
4	Asking Questions	13	22.8%
5	Lecturing /Lecture	17	29.8%
6	Giving Directions	12	21.1%
7	Criticizing or Justifying Authority	2	3.5%
<i>Total :</i>		57	100%

Based on the table above, the researchers interpreting the data from the highest category to the lowest used by the Teacher in VIII-B Class of SMPN 5 Kota Serang.

1. Lecturing/ Lecture (5)

The most dominant type used by the teacher in VIII-B class at SMPN 5 Kota Serang was Lecturing/lecture. Lecturing is the most important part of the teaching and learning process because it is where all the information is given to the students. This category used by Mrs. UH for 29.8%. Correspond with that lecture is defined as a method of teaching which the teacher gives oral presentation of facts or principles to the students (Good and Merkel, in Kaur, G., 2011).

P	Utterances	Code
T	Ya, this is the example of simple past tense. (Point to the student's example).	3
T	<i>Ini apa tandanya, lost. Kemudian ni ada signal time nya yaitu last week.</i>	5

From the excerpts above, the teacher firstly asked for the example of simple past sentence from the students then wrote it on the whiteboard. The way the teacher delivers the information in line with Sampath's (1987) statement as cited in Kaur (2011, p.2) that many facts can be delivered in short amount of time and impressive way in which the teacher refer to the example from the student.

2. Asking Questions (4)

In the second place, there was Asking Questions. It was about 22.8%. It means that the teacher dominated the classroom by asked more questions to the students. The teacher usually asked some question related to the material that was intended to gain the student's answer and responses. This finding was quite similar to Wardana (2016, p.36), he points out that asking question appeared as one of the dominant types of Teacher Talk that is used by the teacher.

P	Utterances	Code
T	Today we will learn about simple past tense.	5
T	Who knows what is the meaning of simple past tense?	4
T	Raise your hand please!	6
T	Who knows? (teacher write on the board)	4
Ss	Kejadian yang sudah dilewati	

From the excerpts above, the question was asked to assist students in getting the notion of the material. The teacher asked the students to elaborate instructions and their basic knowledge which is in line with Brown (2001) that asking the question is a way to stimulate students in speaking up their thought.

3. Giving Direction (6)

The third dominant type of teacher talk that is used by Mrs. UH was giving direction for 21.1%. Giving direction is one of the teacher's talk categories which indicated through close supervision, direction and also compliance. Giving direction was provided to guide students doing given assignments. As Brown (2001) stated that students need directions and facilitations regarding how they should demonstrate the whole ideas they own systematically.

P	Utterances	Code
T	There are some verbs of verb 2. Now I want you to make the sentence using verb two on your book.	6
T	I want ten students to write on the whiteboard. Ten students please make some sentence of simple past tense. Contohnya (berdasarkan) based on the first (example). Boleh bebas, yok.	6

From the excerpts above, it shows that the teacher gave no pressure to students in performing the activity. The teacher always gives direction

clearly and subtly. This is in line with Sofyan and Mahmud (2014, p. 56) as they suggest that giving direction will provide students with the opportunity for practicing their capability in the English language.

4. Praise or Encouragement (2)

Praise or Encouragement was the fourth type of teacher's talk that is used by Mrs. UH in VIII-B Class during classroom interaction. It can be inferred from Table 4.1 that the teacher was giving appraisals and encourages the students which took up 10.5%. Due to this category, Crespo (2002) stated that the teacher should not praise deliberately but provide a spontaneous reaction to students' behavior. This category is employed to invite students' participation during the teaching and learning process in the classroom. At some points the teacher gave encourages to ensure students have the confidence to convey their thoughts.

P	Utterances	Code
T	Can you mention the example of simple past tense?	4
S	Yesterday, I went to the mountain	
T	(The teacher write the student's example) okay, good.	2

From the excerpt above, the teacher gives appraisal to the students' for his participation in giving example spontaneously. Crespo (2002) also stated that encourages and praises will help students to build their self-esteem.

5. Accepts Feeling (1)

Accepts feeling was used by the teacher in VIII-B class took up 7%. It was also in line with Wardana (2016, p.33), he assumed that its occurrence was because the teacher felt that the student deserved to express his feeling on what he was facing during the learning process. In classroom

interaction, teacher acceptance can be seen both from his verbal and non-verbal actions as proposed by French and Galloway (1968)

P	Utterance	Code
T	Come on, Rian!	6
T	<i>Okay, thank you Rian.</i>	1
T	Good job. Kalimatnya sudah benar, yang lain ada pertanyaan?	2

From the excerpts above, the teacher said “thank you” to the student who has given his participation in teaching and learning process. The teacher’s action showed that the teacher was aware of the student’s feeling. This kind of action makes the students feel accepted as Rothenberg (2006, as cited in Putri 2014) stated that teacher should provide a safe environment for learning and it includes accepting student’s feeling.

6. *Accepts or Uses ideas of Students (3)*

This category took up 5.2% on the average of the whole lesson. This category is indicated by rephrasing students’ answers or ideas, making inferences from students’ ideas or answers, using their ideas to solve the problem.

P	Utterances	Code
T	Nah, jadi simple past tense itu digunakan untuk kegiatan atau kejadian yang sudah lampau.	5
T	Nah, contoh kata nya apa?	4
S	Kemarin	

T	<i>Nah, kemarin in English is yesterday.</i>	3
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From the excerpt above, the researchers found that from the student's answer, the teacher gives more information related to the material. In line with that, French and Galloway (1968) stated that it can be observed through students' statement which is modified using the teacher's word and build or develop the ideas given by the students.

7. *Criticizing or Justifying Authority (7)*

The last type that is used by Mrs. JH in VIII-B class was Criticizing or Justifying Authority which took up 3.5% on the average from the whole lesson. This category was one of the least types used by the teacher by the teacher. From the recording, the researchers found that the teacher is likely to employ this category only when she needs the students' attention because they are being noisy during the classroom activity. This category shows that the teacher has the capability to manage the teaching and learning process. However, the teacher should keep in mind that critics given should not be harsh as it can leave a bad effect for students (Gharbavi and Iravani, 2014).

P	Utterances	Code
T	Adalah contoh kata yang menunjukkan simple past tense.	5
T	<i>Ari, can you give me your attention please?</i>	7
S	Yes Miss.	

From the excerpt above, the teacher criticizes the student's behavior with an impressive way so it did not leave a bad effect for the student. The teacher criticizes the student to ensure that the students are listening and comprehending the lesson. In line with this, Amidon (1996, p.2) stated that criticism or justified authority is utilized typically to change pupils' behavior.

The teacher showed that classroom management is needed to conduct a successful teaching and learning process.

In addition, according to the discussion above, it can be drawn that the teacher was the center of the teaching and learning process in VIII-B Class of SMPN 5 Kota Serang. Moreover, she used more direct talk (lecturing, giving direction, and criticizing or justifying authority) to communicate with students than indirect talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions).

In line with the statement above, Brown (2001) states that direct talk happens when teacher curtails the students' talk or response. Direct teacher talk comes when the teacher increases the active control of her teaching and often aims at conformity and compliance. It tends to increase the teacher talk and restrains the students response. The more teacher used direct talk, the more domination of the teacher in classroom interaction, in this case, if the teacher used more direct talk, the students become passive and dependent on her.

On the other hand, Brown (2001) also states that indirect teacher talk takes place when teacher intentionally decides to let the students respond verbally and encourages them to do so. Indirect teacher talk results in a minimum teacher talk and maximum students talk. In other words, indirect teacher talk encouraged student's participation in classroom verbal interaction. The more teacher uses indirect talk, the more the students will actively participate in the classroom interaction.

Conclusion and Suggestion

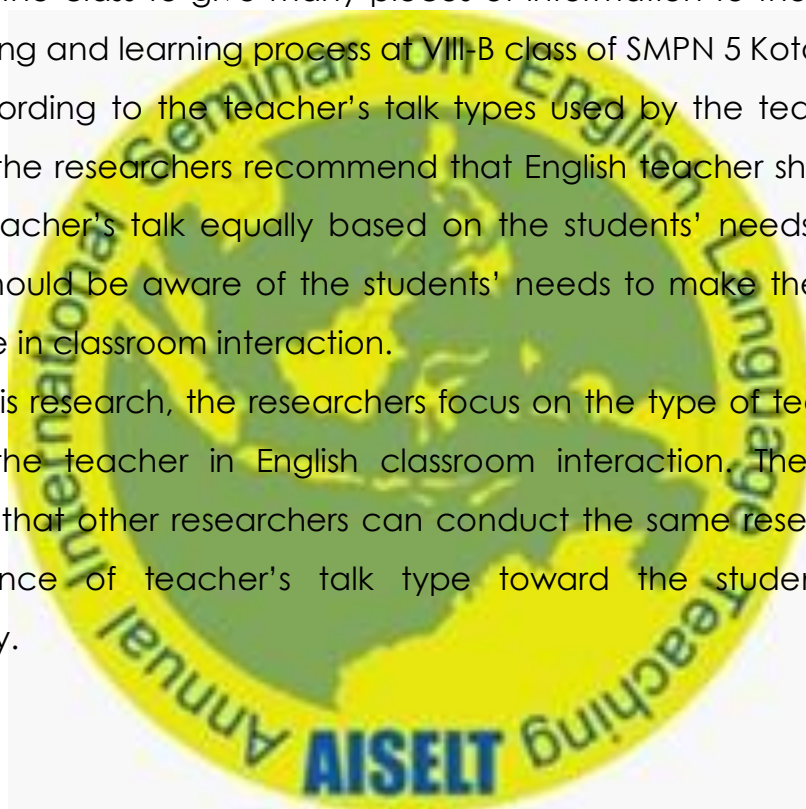
This research is aimed at finding out the types of teacher's talk as the framework of Flander's Interaction Analysis Category that is used by the English teacher in classroom interaction at SMPN 5 Kota Serang. From the observation and findings, the teacher used all of categories of teacher's talk according to FIACS i.e Accepts Feelings, Praise or Encouragement,

Accepts or Uses ideas of Students, Asking Questions, Lecturing/lecture, Giving Directions, and Criticizing or Justifying Authority.

In addition, based on the result from video recording, it shows that teacher-centered was dominant. It is proven from the most dominant type of teacher talk was Lecturing, and the lowest frequency of teacher's talk was criticizing or justifying authority. However, the teacher has tried to provide her teaching effort to give beneficial lesson to the students because from all the teacher's talk types, the teacher used Lecturing to dominate the class to give many pieces of information to the students in the teaching and learning process at VIII-B class of SMPN 5 Kota Serang.

According to the teacher's talk types used by the teacher in this research, the researchers recommend that English teacher should use all type of teacher's talk equally based on the students' needs. Then, the teacher should be aware of the students' needs to make them actively participate in classroom interaction.

In this research, the researchers focus on the type of teacher's talk used by the teacher in English classroom interaction. Therefore, it is expected that other researchers can conduct the same research about the influence of teacher's talk type toward the students' English proficiency.



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