EFL TEACHER AND STUDENTS' TALK IN SPEAKING CLASSROOM INTERACTION

Nira Nurul Hidayat
(niranurulhidayat7@gmail.com)
English Education Program FKIP Galuh University

ABSTRACT

This study investigated the teacher and students talk through Foreign Language Interaction (FLINT) system in the speaking class interaction, and it also analyzed the classroom types. This study aims at analyzing the categories of teacher talk, student talk and classroom interaction types used during EFL speaking class. The research employs a qualitative design and a case study by means of two data collection techniques. They are naturalistic obsrvation and document analysis. The research participants of this research were one English teacher and 28 students at the eight grade of MTs Sidarahayu, Ciamis, West Java. In analysing the data, the researcher trancribed the video displaying the interaction and language done by teacher and students during English speaking class, coding, calculating and analyzed the amount of each category of teacher talk and student talk by using FLINT system from Brown (2001, p. 170), coding, calculating and analyzed the amount of each type of classroom interaction adapted from Mingzhi (2005, p.59) frameworks. The findings revealed that both teacher and students applied all categories of talk as elaborated in FLINT system and classroom interaction types. It recommended the teacher to adapt more categories. Based on the result, it can be suggested for the teacher to increase the effective aspect, give more praises, habituate students to pay more attention to the explanation in English in order that the teacher and the students can interact in target language. Thus, interactive teaching learning can be realized.

Keywords: *teacher talks, students talks, classroom interaction*

INTRODUCTION

Today, interaction in the classroom is very important especially in speaking class. As we know curriculum 2013 hihlights that the students must be active than teacher. It is called by student centre. The problem regarding with the interaction using native language in English speaking classroom can be overcomed if the teacher and students are aware of the importance of interaction in language classroom. Interaction plays significant roles in the language classroom since it can increase students' language store (Rivers, 1987, p.4). Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, p. 213 as cited in Brown, 2001, p.170) means an interaction analysis which is able to be applied in classroom observation. This model is helpful in developing interactive language teaching since it gives the researcher a taxonomy for obeserving teachers, set a framework for evaluating and improving the teaching, and

helps tos et a learning climate for interactive teaching (Brown, 2001, p.168-169). This interaction analysis have two categories to be analysis, namely teacher talk and student talk. It seems difficult to use the target language all the time in the interaction in the language classroom seems difficult, especially in the EFL (English as a Foreign Language) classroom. It occurred since the EFL students have the same native languages (Brown, 2001, p.180). If EFL teacher neglects it, the goal of teaching process then could not be achieved.

Having studied the SLA for many years, Ellis (1985, p.145) has formulated his own view about teacher talk: "Teacher talk is a particular language that teachers use to refer L2 learners in the classroom. He also claimed that the language that teachers address to L2 learner is treated as a register, under specific formal and linguistics features (Ellis, 1985, p.145). In this research, it is the oral form of teacher talk instead of written form that was being investigated. It refers to the language that teachers use in language classrooms rather than in other settings.

According to Halliday, children experience language development during learning language (Halliday, 1986, p.16). It is similar with when they learn foreign language in the classroom. In the beginning, they imitated the teacher talk and need more time to record every teacher's talk called 'silent period', then express their own idea, have discussion, and finally get their communicative competence. Student talk can be identified as student's speech when he or she imitates their taecher examples, expresses their idea, comments and critics about something in the classroom, because Prabhu said that learners so some efforts in the language classroom (Prabhu, 1991, p. 49), but teacher's role cannot be separated from theirffort. According to Moskowitz's (1971, p.213) FLINT in Brown, 2001, p.170 there are six categories of students talk, students specific response, students innitiation, silence and confusion.

Speaking is an crucial skill for the students who learn English as foreign language based on four skill in English: Listening, Speaking, Reading and Writing. Richard and Rodger (1986, p. 19) stated that "the mastery of speaking skills in English is the first priority for many second-language or foreign language learners." Richard's argued that speaking is one of the important skills to be learned and one of students'goals in learning English in order to be able to speak English. Meanwhile, Brown (2001, p. 267) explained that when someone can speak any language, it means that he/she can continue a conversation competently. Moreover, he stated that the standard of sucessfull acquisition of language is almost always the presentation of an

ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, p. as cited in Brown, 2001, p.170) is an interaction analysis which is able to be used for classroom observation. According to Brown (2001, p. 168-169), this model is helpful to improve interactive language and interactive teaching since it provides the researcher a taxonomy for observing teachers, sets a framework for evaluating and improving the teaching, and assists to line set a learning climate for interactive teaching.
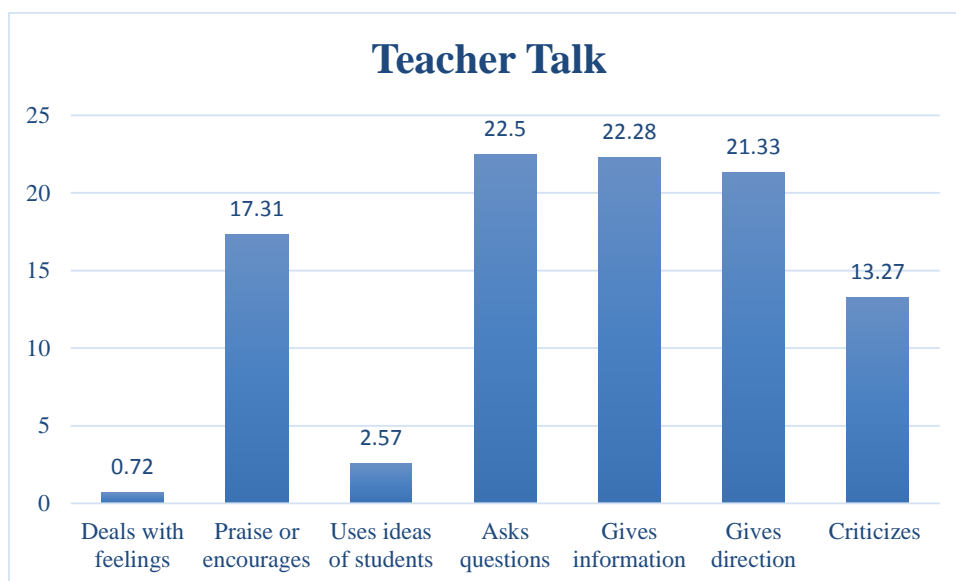
METHOD

This study employed a qualitative approach with case study approach. The study took place in one of junior high schools in MTs Sidarahayu, Ciamis West Java. The population of this study are one teachre and 28 students at the eight grade. In selecting the sample the researcher used purposive sampling because this research based on the teacher consideration at school. Thus, it doesn't disturb fixed lesson schedule at school. The researcher observed one English teacher and students of VIII A. The researcher used two instruments. They are naturalistic observation and document analysis. In analysing the data, the researcher trancribed the video, displayed the interaction and language among teacher and students during English speaking class, coded, calculated and analyzed the amount of each category of teacher talk and student talk using FLINT system from Brown (2001, p. 170). Coding, calculating and analyzed the amount of each type of classroom interaction are from Mingzhi (2005, p.59) frameworks. The findings revealed that both teacher and students adopt all talk categories mentioned in FLINT system and classroom interaction types.

FINDINGS AND DISCUSSION

In this research, every single transcript has been translated into English. Based on three time observation conducted at the eight grade in MTs Sidarahayu Ciamis. It was found that all categories both in teacher talk and student talk as mentioned in FLINT system (Moskowitz, 1971, p.213 as cited in Brown, 2001, p.170) had been applied. The category of "giving information" was mostly used by the teacher and "student talk response" category was most dominant spoken by students. In addition, all types of classroom interaction based on Malamah-Thomas's (1987, p. cited in Mingzhi, 2005, p.59) framework has been implemented, however in this research,

there are only 5 classroom interactions that occurred in the eight grade with "student speaking in the whole class" was mostly applied in the EFL speaking class.

1. **Teacher talk**

Teacher Talk

Category	Value
Deals with feelings	0.72
Praise or encourages	17.31
Uses ideas of students	2.57
Asks questions	22.5
Gives information	22.28
Gives direction	21.33
Criticizes	13.27

a. Dealing with feelings

In this category, the classroom interaction is essential to strengthen relationship between a teacher and students to break the gap because the students feel insecure, especially the first time they meet their teacher. Moreover, the teacher seemed to be aware that she needs to make the students recognize English expression. We can see on the transcrip ("Good morning students", how do you do?") the teacher asked the students affective aspects.

T : *"Assalamu'alaiku Warohmatullohiwabarokaatuh"*

Ss : *"Wa'alaikumussalam warohmatulli wabarokaatuh"*

T : "Good morning students?"

Ss : "Morning.."

T : "How do you do?"

Ss : "I'm fine, and you?"

T : "I'm very well, thank you."

b. Praising and Encouraging

This category is also essential because it determines teacher-students relationship. Moreover, praising and encouraging will assist them to be more confident when speaking. However, the teacher seldom adapt this category in teaching learning process. In this teacher excerpt ("*ada yang mau membenarkan, okey good"*), the

teacher showed that was trying to praise and encourage the students to keep answering the answer. Despite of the short answer, the teacher can make the students response and encourage them talk.

T : "anyone want to correct?
S : "They are studying in this morning"
T : "Okey, good"

c. Using Ideas of Students

Although this category consists of criteria in using idea of students that is described above, in fact that the criteria the writer found only clarifying because the target language interaction was limited and in short range.

T : "What is simple continous tense? *What does it mean?*
Ss : *"that the sentences stated present time, there is a word <u>ing</u>, Miss."*
T : *"Ya, so this sentences present continous tense is* progress of the moment of speaking. *So, in essence, the sentence that explains in the present, what happened in the past."*

In this category of the teacher clarified that the students answer is corret, and repeated over and over to confirm students's answer. This interaction is only clarifying student's ideas.

d. Questioning

In questioning, the teacher often asked the students about their understanding about form, the kind of sentence and alsodetermining the subject. Asking students about those expressions are less proper because they just need simple and polar answers. However, if the teacher is going to check students' understanding, it is better to give knowledge questions.

T : *"what were the characteristics? And what about the formula?"*
Ss : "To be."
T : "yaa, to be, to be it *what's there to be?"*

Ss : "is am are."

T : "yes, what are the subject in English?"

Ss : "I, You, We, They, He, She, It.."

In the interaction of teacher's utterance, direction was given to make the sentence pattern-based on the previous talk. And then the teacher asked them the name of any word pointed on the white board. The students answered comprehensively about subject.

e. Giving information

The researcher found that the teacher's reason of the telling/giving information category is dominated by delivering facts and information that construct part of the teaching content. The transcrip revealed giving information as follows; "Narrative & recount text *hampir mirip. Kalau* recount text *itu menceritakan kejadian yang telah terjadi*. Recount text *itu ada* introducing personal and connection. *Itu saat kalian ingin membuat recount text harus jelas, gunakan 5W 1H, siapa yang mau diceritakan, dimana, kenapa, kapan,. Jadi harus lengkap.")*. the teacher used Indonesian language to make students understand more about materials and avoid misunderstanding.

T : "Narrative & recount text *almost similar. If the* recount text *that   tell what happened. In the r*ecount text *there is a* introducing personal and connection. When you are making a sentence, you are must clearly use 5W 1H, who will be told, where, why, when*, so must be complicated"*

Ss : "Yes."

f. Giving Direction

The following transcript tells about the teacher's giving direction to the students during doing exercise in reading practice. This category of "gives direction" is commonly implemented when the teacher acts as a director to guide the students in doing exercised.

T : "Now please do exercise in reading practice, about reading yaa. There are some picture about animal, and there are also statement. One until five you must answer by mark true or false. You know what is the meaning about true?"

Ss :   "Salahh. (wrong..).."
T :   "Are you sure?"
Ss :   "Eh, correct miss..."
T :   "it's right, if false is wrong. Ready?"
Ss :   "Yes, Miss."

Based on the teacher's utterances, *"Now please do exercise in reading practice, about reading yaa. There are some pictures of animal and also some statements. Number one until five must repond every statement by marking true or false. You know the meaning about true?"* the interaction show that the teacher provided the exercise to the students and direction what the students had to do.

g. Criticizes student's behavior

In this category, there were students who talked together then the teacher and asked them the question. After that, the students paid attention to the teacher. This transcription reveals that the teacher asked a student to be quiet by saying "attention please." It was a kind of students' behavior in the classroom.

Ss :   (talking together)
T :   "Attention please, the one sitting in the back doesn't keep on getting loud. Eko don't invite to play and disturb other friends. You must respect when the teacher explaining the lesson. Please be attention, not only for me, but for all the other teachers who teach. For number 2, please read it."

Ss :   (silent)

Students Talk
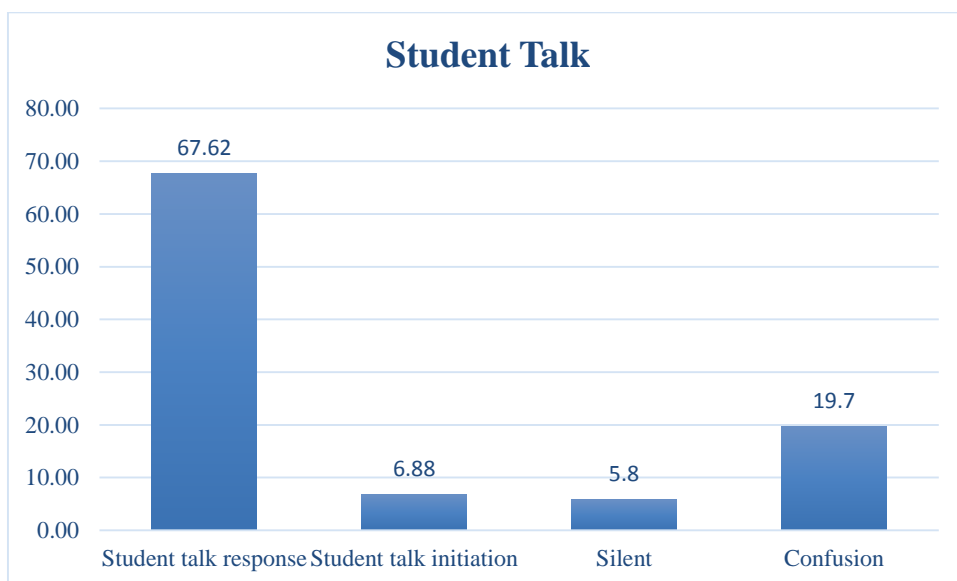
a. Student's Talk Response

The type of students response with limitid and simple respon is found, ("Appositive degree, superlative degree.") this transcription prooved that in responding to the teacher's talk, the student used gesture or non-verbal response. It shows that the student comprehended the teacher's language. However, this response is classified as the simple and limited. as follow :

T :   "Degree comparison there are three types, what are they?"
Ss :   "Appositive degree, superlative degree."

T :   "Okay, before doing our activity, I will give you some materials. Please, Iip, clean the whiteboard!"
S :   (The student got up and did what the teacher was asked)

b. Student's Initiation

This category shows that the students respond to the teacher with students' own ideas, opinions, reactions and feelings. For example in this transcription the teacher asked the students to make some spoken sentences and write down in the white board.

T :   "Please give me a sentence, a example about simple continous tense. Raise your hand.."

Ss :   "Eko, Nanda"
T :   "Yes, please come forward"
S :   "Miss what is the English of Kurma? (the student wrote the sentence of simple continous tense)."

This interaction, ("Miss bahasa inggrisnya kurma apa? (the student wrote the sentence of simple continous tense") showed that the students used their own ideas.

c. Silent

Being silent means that pauses in the interaction during the situation without verbal interaction. This also includes silence with a piece of audio and visual equipment. The "silence" category occurred when the teacher observed the material. During that time, no verbal interaction took place, for example,

T :   "Class discussion. What happens in a class discussion? (the teacher wrote the material on the whiteboard for three minutes and no verbal

interaction) Finish?"

Ss :   "Not yet."

d. Confusion

Confusion means that noise made by one or more person at time talking, so the interaction cannot be audio-recorded. The transcription shows that students at the same time talking and discussing the topic given by the teacher, so the interaction could not be audio recorded. However, the interaction in discussion groups related to the interaction among group members. During group discussion, the students tended to speak with their native language, either in Indonesia, Javanese and Sundanese language, for example :

T :   "Do exercise in reading practice"
Ss :   "(Group discussion was started for more than 20 minutes)"

2. Types of Classroom Interaction

a. Teacher speaking to the whole class

This type of interaction firstly took place when the teacher greeted students in pre-activity and gave the material. Secondly, it was also applied when the teacher gave some feedback over students' performances in post activity. The last, when the teacher gave information about next speaking activities. Furthermore, Mingzhi (2005, p. 59) mentioned that "This type of classroom interaction are classified by the teacher initiation, students response and the teacher follows up pattern namely IRF exchange structure".

b. Teacher speaking to an individual

This type of interaction applied when the teacher checked students' attendance, guided and asked a student in speaking activities such as ice breaking as a part of communication games. Furthermore, it was applied when the teacher corrected students' mistakes in pronouncing and related to grammatical mistakes as well.

c. Teacher speaking to group of students

This type was used when speaking activity adapted seminar as the example of simulation. In this type of interaction, the teacher announced the score of each group and corrected their mistakes.

d. Student speaking to teacher

This type related to students' initiation in asking or interacting with the teacher. It occurred in the last meeting when the students performed their speaking in front of their classmates. Students-teacher's interaction when they present and ask some difficult vocabularies in the target language. Moreover, it was applied when they asked the teacher about speaking activities in the following meeting, and also in this type refers to the student's initiation to ask or interact with the teacher. It occurred in every meeting. The students asked the teacher about the material. But, the students only spoke in mother language.

e. Student speaking to group members

Speaking class applied this type by discussion in the first meeting and communicative games in the third meeting. Unfortunately, they tended to spend their times interacting with their classmates using their own native languages like Sundanese and Indonesian language. Mingzhi (2005, p. 60) states that this interaction "can provide more opportunities for language production".

CONCLUSIONS

This present study aims to discover categories of talk spoken by teacher and students according to FLINT system (Moskowitz, 1971, p. 213 as cited in Brown, 2001, p. 170) and types of classroom interaction adapted from Malamah- Thomas (1987, p.56-62) cited in Mingzhi, 2005, p. 59). The findings revealed that during interaction in EFL speaking class, the teacher tended to act as facilitator which facilitated students to speak with several student-fronted speaking activities, such as class discussion, presentation, simulation and communication games, a director that directed them in implementing speaking activities, and a resource providing information needed by students. In addition, the students had more opportunity to speak and interact in EFL speaking class by doing speaking activities focused on group-work activities and presentation. However, native language during interaction was frequently spoken.

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