



ELS-JISH

ELS Journal on Interdisciplinary Studies on Humanities

Volume 3 Issue 3, 2020

ISSN (print) : 2621-0843

ISSN (online) : 2621-0835

Homepage : <http://journal.unhas.ac.id/index.php/jish>

Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level

Ardesia Winanta¹, Dewi Rochsantiningih², Slamet Supriyadi³

¹ardesiawinanta@gmail.com

Abstract

The study on teacher talk has been considered as a crucial aspect in EFL classroom interactions due to it assists teachers to build interactive teaching-learning activities. The present study attempts to scrutinize talk types of an in-service teacher in an EFL classroom interaction based on the Foreign Language Interaction (FLINT) system proposed by Moskowitz (1971). It was conducted qualitatively through the lens of a case study by involving an experienced female EFL teacher at a senior high school level. The data were collected through several procedures consist of direct observation, audio recording, and interview section. The result disclosed that from 12 talk types in the FLINT system, 9 types were used by the teacher. One of them 'praises or encourages' took place as the highest type. It denoted that the teacher really appreciated the students' effort to boost their learning motivation. Meanwhile, the least type used by the teacher was 'criticizes student behavior'. According to the interview result, the teacher rarely used criticism because she tried to keep the students' feelings and mental. Thus, this study is expected to provide a new reference especially for EFL teachers as a consideration in using talk to get students' attention and participation during the learning process.

Keywords: EFL Classroom Interaction, Teacher Talk, FLINT System

How to cite: Winanta, A., Rochsantiningih, D., & Supriyadi, S. (2020). Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(3), 328-343. DOI: <https://doi.org/10.34050/elsjish.v3i3.11061>

1. Introduction

Teacher talk is a crucial aspect in foreign language teaching and learning which is very influential to the students' success in learning a target language (Mu'in, et.al, 2018). The term teacher talk has much been defined by researchers worldwide in different perspectives. One of the definitions comes from Sinclair & Brazil (1982), who argued that teacher talk refers to language which is applied by teachers as a tool for managing learning activities in the classroom including giving directions, defining activities, and checking students' comprehension. Another definition has also been stated by Wasi'ah (2016) as an Indonesian scholar, who mentioned that teacher talk can be used to lead the learning process, construct a relationship between teacher and students, and deliver the material to the students.

^{1,2,3}Universitas Sebelas Maret, Indonesia

The study on teacher talk was exactly started in the last three decades in the 1970s. Pioneered by Flanders (1970) and developed by Moskowitz (1971), it had received much attention from scholars across the world such as Yanfen & Yuqin (2010), Walsh (2011), Wang (2014), Amatari (2015), and Ahangar (2018). Their studies were mainly discussed about the interaction pattern in the EFL classroom to provide a much larger concept of teacher talk. Recently, many Indonesian scholars have also conducted researches in the similar topic such as Nisa (2014), Suryati (2015), Aisyah (2016), Sundari, et.al (2017), Rustandi & Mubarak (2017), Eisenring & Margana (2018), Nasir (2019) and Arif, et.al (2019). Their studies were mostly focused on the investigation of teachers' behavior in using talk in EFL classroom interactions.

In Indonesia, interaction in EFL classrooms has become a prominent aspect since the emergence of foreign language teaching which requires teachers to create interactive interactions. Concerning the importance of interaction, Yanita, et.al, (2016) argued that one of the key successes in teaching and learning depends on how well teachers build interactions with students in the classrooms. In relation to the statement, Rustandi & Mubarak (2017) argued that interaction facilitates teachers to transfer a new language to students. Besides, it helps students to practice their language input to the teachers or the other students. It can be inferred that interaction is considered as a meaningful way in EFL classrooms to create a relationship between teachers as a source of knowledge and students as a receiver to process the knowledge.

According to Nasir, et.al (2019), an effective classroom interaction should give students more chances to develop their target language. In this situation, teacher talk is considered as a pivotal device that can be used to scaffold the interaction process. As stated by Afifah, et al (2017), the best way to make an interactive interaction in the EFL classroom is by using a well-organized utterance which is known as teacher talk. Therefore, teachers should be able to organize their talk appropriately not only for delivering material but also for engaging students in the interaction process (Yanfen & Yuqin, 2010; Giorgdze & Dgebuadze (2017). However, there are so many obstructions in making interactive interactions in the EFL classroom. According to Sofyan & Mahmud (2014), many English teachers especially in Indonesia do not remember the specific content and several important activities in the classroom when they are asked to make a reflection on their talk performance.

In accordance with the phenomena, some studies have been widely conducted by several researchers particularly in Indonesia to investigate teacher talk in the field of English as Foreign Language (EFL) classroom interactions. The first previous study conducted by Nisa (2014), who investigated the interaction in EFL speaking classrooms at the university level by using Foreign Language Interaction (FLINT) by Moskowitz (1971). The results showed that the dominant type of teacher talk is 'gives information'. It indicates that the teacher spent most of the time by lecturing. Therefore, the teacher was suggested to use the category of 'praises and encourages' more often to reinforce the students' confidence in developing their communicative skill of English.

The second previous study was done by Sundari, et.al in 2017. She analyzed the interaction pattern in the EFL classroom at lower secondary level in Jakarta. The results showed that the category of 'asking questions' and 'giving directions' was frequently used by the teachers. Asking questions was used to stimulate the student's interaction. Meanwhile, giving directions was applied to organize the whole classroom activities.

The third previous study was held by Nasir, et.al in 2019. It was aimed to find out teacher talk type in the EFL classroom interaction at high education level in Aceh Tengah based on the Flander Interaction Analysis Category System (FIACS) framework by Flanders (1970). The findings showed that all the talk types in FIACS were used by the teacher whereby 'giving directions' was determined as the highest type. Meanwhile, 'accepts or uses ideas of pupils' and 'accepts feelings' were found as the least type of talk used by the teacher. It happened because the students' participation in stating their thoughts and feelings were less. Based on those previous studies above, it proves that most of the interaction process in EFL classrooms in Indonesia is still much dominated and controlled by teachers.

Drawing from the results of some previous studies above, it can be concluded that the observation process was mostly conducted in some schools which have some problems dealing with teachers and students. Also, none of them specifically conducted studies in reputable schools by involving experienced English teachers. Regarding the reference of the previous studies, this present study was aimed to analyze the talk of an in-service English teacher in a senior high school level in Pacitan, East Java. It belongs to the most favorite senior high school which is supported by English teachers who have expertise in ELT. Heretofore, there is no related publication research which has been taken place in this school to do investigations, especially about teacher talk. Therefore, it has been considered as the most ideal research setting to study further about the use of talk by an experienced English teacher in EFL classroom interaction.

Concerning the descriptions above, the research question of the present study can be formulated as follows: What are the types of talk used by the teacher in the EFL classroom interaction based on the Foreign Language Interaction (FLINT) framework during the teaching-learning process? The results of the present study are expected to provide a much bold concept about the implementation of teacher talk in organizing an ideal classroom interaction.

Accordingly, to analyze the type of teacher talk in the EFL classroom, a Foreign Language Interaction (FLINT) system was deemed as an appropriate framework to be applied in this study. It was officially developed by Moskowitz in 1971 with more categories from new dimensions as a further elaboration of the previous framework namely Flanders Interaction Analysis Category System (FIACS) proposed by Flanders (1970). Therefore, it was systematically employed in this study to help the researchers in analyzing the teacher's verbal behavior in using talk in the EFL classroom. The teacher talk types in the FLINT system are elaborated in the table below:

Table 1. Teacher talk in Foreign Language Interaction (FLINT) system

No	Teacher Talk Type	Description
A. Indirect Influence		
1	Deals with Feelings	<ul style="list-style-type: none"> • Agree with students' feelings without threatening them. • Communicate by understanding the past, present, or future of students' feelings. • Feel that the students should not be punished for expressing his/her feelings. • Feelings may be positive or negative.
2	Praises or Encourages	<ul style="list-style-type: none"> • Encouraging students to continue. • Giving confidence to students. • Confirming that the answers are correct. • Giving positive reinforcement words to students' actions such as 'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc.
2a	Jokes	<ul style="list-style-type: none"> • Making an intentional joking, kidding, and making puns that are attempted to be humorous. • Providing a joke without anyone's expense. • Unintentional humor does not belong in this category.
3	Uses Ideas of Students	<ul style="list-style-type: none"> • Similar to the first category, it accepts the students' ideas in which it does not include their feelings. • Clarifying, applying, analyzing, and summing up students' ideas. • The ideas should be paraphrased but it is still recognized as the students' contributions.
3a	Repeats Student's Response Verbatim	<ul style="list-style-type: none"> • Repeating the specific words from students after they participate. • The students' responses should be in verbal communication.
4	Asks Questions	<ul style="list-style-type: none"> • Asking questions to the students about the material being learned in which the answer is already anticipated. • Rhetorical questions do not belong to this category.
B. Direct Influence		
5	Gives Information	<ul style="list-style-type: none"> • Giving information and facts about the material being learned. • Asking rhetorical questions based on the teacher's ideas.
5a	Corrects Without Rejection	<ul style="list-style-type: none"> • Revising students' mistakes or errors with positive responses. • The responses should not contain words or intonations which indicates criticism.
6	Gives Directions	<ul style="list-style-type: none"> • Giving directions, requests, or commands in which students are expected to comply with. • The teacher should firstly give initiation to be followed by the student such as 'read the following sentence!'
6a	Directs Pattern Drills	<ul style="list-style-type: none"> • Giving statements in which students are expected to repeat precisely or to make substitutions (substitution drills). • Giving statements in which students are expected to change from one form to another (transformation drills).
7	Criticizes Student Behavior	<ul style="list-style-type: none"> • Rejecting students' behavior. • Using intended statements to fix or change the unacceptable students' behavior. • Communicating anger with high intonation, expressing displeasure, annoyance, and dissatisfaction toward students are doing.
7a	Criticizes Student Response	<ul style="list-style-type: none"> • Rejecting students' response. • Telling a student that the response is incorrect or unacceptable. • Communicating by words or intonation of criticism. • Expressing displeasure, annoyance, rejection.

Source: Moskowitz (1971)

In the FLINT system, teacher talk is divided into two types consist of indirect influence and direct influence. Indirect influence relatively occurs when students become the center of learning. In this situation, teachers tend to scaffold the learning process by following the students' interaction. Meanwhile, direct influence frequently happened when teachers become the center of learning. It generally occurred due to the students' participation is less, so it makes teachers more aggressive and proactive. Consequently, teachers prefer to lead learning activities and more initiate the interaction process to appeal students' confidence.

2. Method

This study was designed qualitatively in the form of a case study by Yin (2018). It was attempted to investigate an in-service EFL teacher talk in the EFL classroom interaction to be analyzed in-depth based on the research question. The participant of the study was selected based on the researchers' judgment by using purposive sampling. Thus, it consists of a female EFL teacher in a senior high school in Pacitan who has expertise and experience in ELT more than 20 years.

To reduce the subjectivity from the researchers' interpretations, the data were collected through multiple data sources. The first is by doing direct observation. It is considered as the most suitable technique to help researchers in exploring the actual event by probing particular subjects in real situations (Yin, 2018). Accordingly, the observation was held in one basic competence consists of two meetings for approximately 180 minutes. Besides, an audio recorder was also employed to support the observers in scrutinizing the flow of classroom events systematically, thoroughly, and objectively.

The second is by doing an interview section to the English teacher which was lasted for approximately 30 minutes. A semi-structured interview model was applied as the procedure to obtain the data from the teacher's perspective. It allows the interviewer to modify the protocol format including the instruction, questions, and language based on the real condition to get the expansive answers from the interviewee (Ary, et.al, 2010). By so doing, the interview protocol of this study was designed into Indonesian Language to ease the teacher in interpreting the meaning of the question.

The data had been analyzed qualitatively through the interactive models from Miles, Hubberman, & Saldana (2014) that consist of data condensation, data display, drawing, and verifying conclusion. The first step is data condensation. It refers to a process of selecting, focusing, simplifying, and transforming the data from observation, interview, document, and other empirical sources by making a specific keyword or symbol based on the category. In so doing, the data of teacher talk from the direct observation were simplified and classified based on the FLINT system (see Table 1) to be presented as excerpts.

The second step is a data display. It can be defined as a well-organized presentation of compilation information into a matrix, graph, and chart. After simplifying and classifying the data into the FLINT system, it was then calculated to find the total of each talk type in form of percentage based on its

occurrences. Hence, a simple descriptive statistic was obviously needed. The detailed formula proposed by Chambliss and Schutt (2013) is elaborated below:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage of the category to be calculated

f = Frequency of the category to be calculated

N = Total number of talk

The results from the calculation were then presented into a chart. By so doing, the highest and the lowest frequency of teacher talk type had also been revealed.

The third step is drawing and verification conclusions. As the data had been shown in a chart (data display), it was necessary to be verified. Therefore, all the data collected from the direct observation were supported by the data transcription from the audio recording and the interview section. These were matched and compared to crosscheck the validity and trustworthiness of the data. Henceforth, the conclusion can be drawn by interpreting the findings based on the perspective of the researchers and the teacher.

3. Findings and Discussion

The findings of teacher talk from the direct observation and the audio recording were calculated and shown in the form of a percentage (see Figure 1) based on the type by FLINT system. It revealed that praises or encourages took the highest percentage as the most dominant type used by the teacher in the EFL classroom interaction with 21 occurrences (25.3%). Then, it was followed by gives directions with 18 occurrences (21.7%), asks questions with 13 occurrences (15.7%), gives information with 9 occurrences (10.8%), repeats student's response verbatim with 8 occurrences (9.6%), corrects without rejection with 6 occurrences (7.2%), uses ideas of students with 4 occurrences (4.8%), deals with feelings with 3 occurrences (3.6%), and the least type of teacher talk was criticizes student behavior with merely 1 occurrence (1.2%).

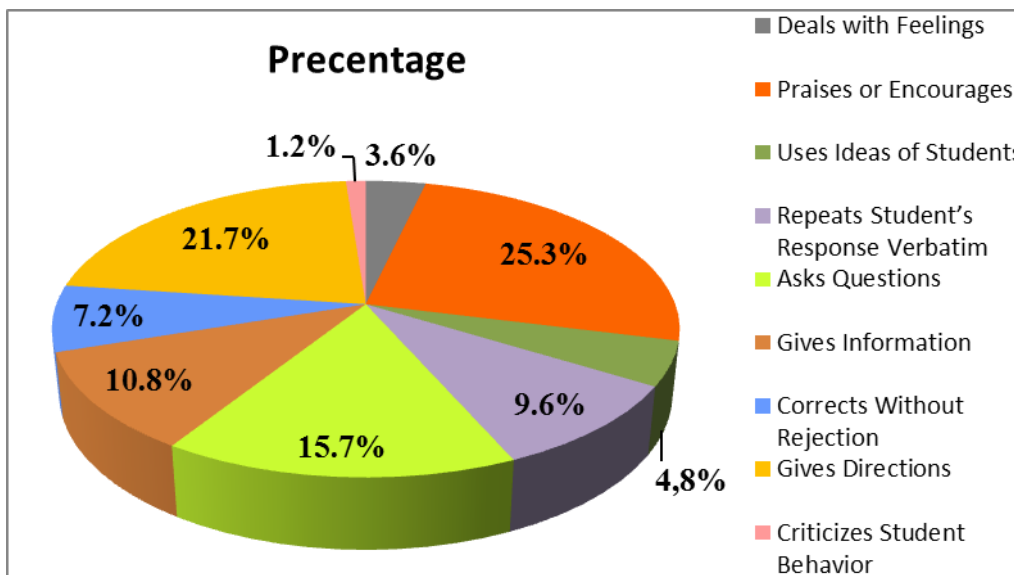


Figure 1. The frequency of teacher talk types

Table 2 further describes the proportion between indirect talk and direct talk used by the teacher in the EFL classroom interaction process. It showed that the proportion of indirect talk was higher than direct talk with 49 occurrences (59 %). It indicated the teaching and learning model employed by the teacher in the classroom was focused more on the students, or commonly called a student-centered model. Consequently, the teacher tended to become a facilitator to scaffold the learning process such as deals with feelings, praises or encourages, uses ideas of students, repeats student's response verbatim, and asks questions.

Table 2. The percentage of indirect influence

Types of teacher talk	Percentage	Total Percentage
Indirect Influence	1. Deals with Feelings	3.6%
	2. Praises or Encourages	25.3%
	3. Uses Ideas of Students	4.8%
	3a. Repeats Student's Response Verbatim	9.6%
	4. Asks Questions	15.7%
		59%

Compared to the proportion of indirect talk in Table 2, it can be seen that the percentage of direct talk was a bit lower (see Table 3). The talking time of the students was more dominant than the teacher. It signified that the teacher was able to organize the classroom activities with balance interaction by providing more opportunities to the students to develop their target language. Thus, it made the teacher used talk more to follow up on the students' participation than initiate them to talk. Consequently, the direct talk such as gives information, corrects without rejection, and gives directions and criticizes student behavior was used by the teacher in a particular situation only.

Table 3. The percentage of direct influence

Types of teacher talk	Percentage	Total Percentage
Direct Influence	5. Gives Information	10.8%
	5a. Corrects without Rejection	7.2%
	6. Gives Directions	21.7%
	7. Criticizes Student Behavior	1.2%
		41%

Furthermore, from the results above, it proved that the teacher used indirect talk more frequent (59%) rather than direct talk (41%) due to the learning activities were dominated by the students. Nonetheless, from the observation results, it also discovered that not all teacher talk types in the FLINT system were applied by the teacher during the teaching-learning process in the classroom interaction including jokes, directs pattern drills, and criticizes student response. The next following sub-sections describe teacher talk types with further discussion based on the data.

3.1. Praises or Encourages

Praises or encourages were determined as the most frequently applied types of teacher talk with 25.3%. According to the audio recording, it was found that the teacher often giving praise or encouragement to the students which were presented in Excerpt 1 ('T' deals with the English teacher and 'S' belongs to the student).

Excerpt 1

T: *"It is a good paragraph. Nice story from group three."*

As the most dominant type, praises or encourages can be defined as brief feedback to evoke students' willingness, enhance the students' confidence, and respect students' respond by giving reinforcement statements. From the statement in Excerpt 1, it can be captured that she appreciated one of the students' essays in making recount text. It is in line with Diaz-Ducca (2014), who asserted that giving positive feedback toward the students' responses is necessary to boost their motivation and interest to learn better. Furthermore, Ferguson (2013) also mentioned that praise attempted for students' effort is more beneficial than praise for students' capability or performance. Accordingly, teachers were highly suggested to be selective in giving praise or encouragement to the students. So, they do not feel manipulated or controlled in the classroom.

Despite, this finding was different from Nisa (2014) who reported that the teacher was rare to provide praise or encouragement to the students in her study. Therefore, she suggested for the teacher to reinforce the students' confidence in developing their speaking skill by providing praises or encourages more frequent. The researchers assumed that this difference was influenced by the students' proficiency level of English. In her study, the students had some problems in speaking English which made them difficult in giving responses. Consequently, it made the teacher spent her times mostly in giving information. Meanwhile, in this present study, the teacher often gave praise or encouragement to the students' response because of their communicative competence of English as a target language was really adequate.

3.2. Gives Directions

At 21.7%, gives directions appeared as the second dominant type of talk used by the teacher. It belongs to instructions, guidance, commands, order, or requests from teachers whereby students are expected to comply with. In this study, the researchers examined that the teacher intentionally gave directions which should be followed by the students as illustrated in Excerpt 2.

Excerpt 2

T: *"Now, please make a group that consists of five students! Every student will get a turn to come forward, so please decide the order of play!"*

In Excerpt 2, the teacher gave directions to the students at the beginning of the lesson. It indicated that the teacher wanted to maintain the learning activities by involving the students' participation. Similarly, giving direction was also found in the study from Nasir (2019) as the type which was dominantly applied by the teacher in the EFL classroom under her study. She argued that it often occurred since learning a foreign language definitely required more guidance and commands to control the learning process.

3.3. Asks Questions

Asks questions were at the third order with 15.7% of occurrences during the learning process. According to the observation result, the teacher

intensively asked questions to the students in order to check students' understanding of the material that had been learned. The example of this type is shown in excerpt 3.

Excerpt 3

T: *"What is the appropriate verb to complete the first sentence?"*

S: *"It should be completed by using "were" ma'am."*

From the example in excerpt 3, it denotes that the question was intended to confirm or clarify the students' comprehension about the concept of English grammar. According to Aisyah (2016), asking questions was able to assist teachers in measuring students' competence of a lesson whether their concepts of English are on the right track or not. Sundari, et.al (2017) further mentioned that asking questions was also able to stimulate and initiate students' interaction to participate in the lesson. Therefore, in this study, the teacher frequently asked questions to the students by using display questions. It was typically applied to recall students' knowledge in which the answers had already been anticipated by teachers (Suryati, 2015; Wright, 2016; Afifah, et al. 2017).

3.4. Gives Information

Gives information was used by the teacher with 9 occurrences (10.8%). It was applied for delivering materials and knowledge to the students based on the objective of the lesson. The example of this type was illustrated in excerpt 4 below.

Excerpt 4

T: *"Today, we are going to learn about recount text. When you tell about your personal experience in the past to your friends or the other people, thus it belongs to recount text."*

According to the example in Excerpt 4, the teacher gave information at the beginning of the lesson to build students' insight about the material which was going to be learned namely 'Recount Text'. This situation was commonly found in some EFL classrooms in Indonesia. Mostly, teachers used their talking time in the classroom for giving information since it did not need any effort in the teaching-learning process (Maulana et al, 2012; Suryati, 2015). Besides, it happened due to the students' interaction in participating during the learning process was lack (Nisa, 2014). Though so, compared to the previous studies, the condition in this present study was surely different whereby giving directions was not employed dominantly but also it was only used to give a brief explanation about the topic of the lesson.

3.5. Repeats Student's Response Verbatim

From the data, the teacher repeated the student's response verbatim with 8 occurrences (9.6%). It showed that the students were quite active to give responses during the learning process. An example of this type of talk (see Excerpt 5) showed a case when there was a student state her answer related to the teacher's question, and then the teacher repeated it precisely.

Excerpt 5

S: *"The subject should be added by S."*

T: *"Yes right, the subject should be added by S."*

In Excerpt 5, it was clear that the teacher applied this type to repeat the student's response completely without changing and developing the words. It is frequently used when the students were able to provide correct answers. This type was very beneficial for English teachers to underline or highlight the main ideas of students' response by articulating a certain word, phrase, or sentence with correct structure, good pronunciation, clear intonation and appropriate sound (Walsh, 2011; Wang, 2014; Eisenring & Margana, 2018). In the vein with Rosenshine (2012), this type was also useful for students in acquiring, rehearsing, and connecting a new language from the teachers.

3.6. Corrects without Rejection

Correcting without rejection occurred for 7.2% as the fourth least type of used by the teacher. Based on the data, the researchers revealed that this type appeared since the teacher revised the students' mistakes or errors without containing word or intonation of criticism. The example of the type was presented in Excerpt 6.

Excerpt 6

S: *"When I was a junior high school, I was a very diligent student."*

T: *"You should change the article 'a' into preposition 'in'. But it's okay. It's only a little mistake."*

Excerpt 6 shows that the teacher accepted the student's assignment since it was merely a little mistake that should not be rejected. As stated by Walsh (2011), who asserted that teachers should be diminished the use of direct correction toward the students' responses to reduce interruption which eventually disturbs the learning flow. Besides, teachers should be wise in responding to the students' answers by providing meaningful feedback instead of rejected their mistakes or errors. Thus, it was attempted to keep students' motivation and willingness in learning a foreign language. With only 6 occurrences (7.2%) in the classroom, it indicates that the teacher had been successful in maintaining this talk type into adequate proportion.

3.7. Uses Ideas of Students

As the third least type of talk in the data, using ideas of students was employed by the teacher with 4 occurrences (4.8%). It usually happened when the teacher agreed with the students' thoughts as illustrated in Excerpt 7.

Excerpt 7

S: *"Ma'am, what if the group member is based on the attendance list?"*

T: *"Okay no problem, so I will divide you into 6 groups based on the attendance sequence number."*

Excerpt 7 depicts when a student stated an idea, then it accepted by the teacher. As stated by Nasir (2019), teachers' agreement is beneficial to grow up students' confidence in stating their ideas. In Excerpt 7, the teacher followed the

student's idea about the group member selection by paraphrasing the words without changing the main idea. Such a strategy was considered to improve students' language input by adjusting the talk quality based on students' proficiency level (Wang, 2014). Therefore, in using the students' ideas, the teacher always gave clear explanations with her own words to be easily understood by the students.

3.8. Deals with Feelings

Deals with feelings appeared as the second least type of talk with 3.6%. Similar to the previous type, it occurred when the teacher in the same sense with the students' feeling. Excerpt 8 illustrates when a student devoted his feeling to the teacher about the condition in the classroom.

Excerpt 8

S: *"Ma'am, the room is dark; I cannot see the sentence on the whiteboard. May I turn on the light?"*

T: *"Yes please, just do it."*

In Excerpt 8, the teacher tried to make the student feel comfortable by accepting his expression without any threat. Thus, it denoted the teacher's empathy toward what she was facing in the classroom. When teachers try to construct a classroom environment to be more comfortable, it properly affects students' concentration that makes them more relaxed during the learning process (Yanfen & Yuqin, 2010; Sundari, et.al, 2017). Concerning the situation, the teacher had made a wise decision by providing an enjoyable learning environment which also gave more advantages to the other students.

3.9. Criticizes Student Behavior

Criticizes student behavior was found as the least type of talk used by the teacher that only appeared with 1 occurrence (1.2%). It was used by the teacher to fix or change the inappropriate students' behavior by expressing displeasure, annoyance, disagreement, and dissatisfaction. The example is demonstrated in Excerpt 9 as follows:

Excerpt 9

T: *"For the students in the back row, please pay attention! Listen to your friend's explanation! If you do it again, I'll give you an additional assignment."*

From Excerpt 9, it can be captured that the teacher played as a classroom controller who employed her authority to judge students' behavior in a positive manner. Accordingly, Sofyan & Mahmud (2014) reminded teachers to be more careful in providing criticisms to students in order to keep their feelings of being hurt. Regarding the statement, this type was used by the teacher in low frequency which is only touched 1.2% of the total percentage. Thus, it can be assumed that the teacher's threat was very effective to get students' attention in the classroom. In so doing, the expression of criticism can be reduced to avoid the negative impact on students' feelings.

In strengthening the data from direct observation, the researchers also interviewed the English teacher as the subject of this study. Several questions were given to the teacher related to the teacher talk type which the most frequently and the most rarely applied during the learning process. Moreover, we also asked about the reason behind the use of those types of talk based on the teacher's perceptions.

According to the teacher's views, gives directions were more frequently employed than other types. Besides, criticize student's behavior was considered as the least types used by the teacher, as stated in IE1 (IE defined as interview excerpt). Meanwhile, the data from audio recording showed that praises or encourages was noted as the most employed type by the teacher during the teaching and learning activities. Even though based on the teacher's perception, praises or encourages was not considered as the most dominant types, but it frequently occurred in the classroom. So, it does not significantly affect the trustworthiness of the data.

IE1: *"Pada pembelajaran ini, saya mencoba fokus pada siswa karena saya menilai bahwa penguasaan Bahasa Inggris mereka cukup baik. Agar semua siswa berpartisipasi selama kegiatan pembelajaran, saya membagi mereka menjadi beberapa kelompok. Oleh karena itu, saya sering memberi arahan kepada siswa agar mereka mengerti apa yang harus mereka lakukan."* [In this lesson, I tried to focus on the students because I considered that their English proficiency level was quite good. To involve the students' participation during the learning activities, I divided them into some groups. Therefore, I often gave directions to the students to make them understand what they have to do.]

IE2: *"Selain itu, saya juga sering merespon jawaban siswa dengan memeberikan pujian dan motivasi. Menurut saya, hal ini sangat perlu sebagai sebuah bentuk apresiasi terhadap usaha mereka dalam melaksanakan tugas. Pujian saya berikan ketika siswa mampu menjawab dengan benar, sedangkan motivasi digunakan pada saat siswa belum mampu menjawab dengan tepat."* [Besides, I also often responded the students' answers by giving praises and encourages. In my opinion, those were very necessary as an appreciation toward their efforts in doing the assignments. I gave praise when students were able to answer correctly, whereas motivation was applied when students had not been able to answer appropriately.]

In IE1, the teacher asserted that she wanted to organize the learning process by focusing on the student-centered model due to she has already known the students' competence in English. Moreover, the teacher organized students by focusing on group discussions to get their participation cooperatively. Similarly, Sofyan & Mahmud (2014) also stated that the group or pair discussion was applied to make an effective talk with balance interactions between a student and other students. Accordingly, the teacher gave direction intensively to maintain and control the learning activities based on her instruction.

To create a reciprocal relationship with the students, in IE2, she provided praise or encouragement intensively to respect their struggle in accomplishing the assignments. The significant aspect of EFL classroom interaction that should be considered by teachers is not only teaching and managing the classroom but also evoking the relationship to their students (Amatari, 2015; Sundari, 2017). Thus, it indicates that gives directions was also able to generate the students' engagement under the teacher's control. Meanwhile, praises or encourages was used by the teacher as a good manner to provide positive feedback toward the students' efforts as well as to trigger their willingness to learn better. She also mentioned that:

IE3: *“Saya lebih suka untuk memberikan respon yang positif dengan pembicaraan sopan dan intonasi yang tepat agar siswa merasa nyaman. Untuk itu, saya jarang mengkritik perilaku maupun respon mereka. Meskipun kritikan penting untuk membangun sikap dan perilaku siswa, namun hal itu dapat menjatuhkan mental dan semangat mereka jika diberikan secara berlebihan”* [I preferred to give positive responses through polite talk and appropriate intonation to make the students relax. Therefore, I seldom criticized their behavior or response. Although criticism was important to build students' attitudes and behavior, but it could let down their mentality and motivation if given excessively.]

According to the data in IE3, the teacher informed that she rarely used criticism because it affects the students' psychology. As supported by Sofyan & Mahmud (2014), who stated that criticism is necessary to develop students' leadership, but it potentially aborts the students' passion when it was given inappropriately. To overcome this situation, she tended to maintain her talk with proper sound and tone when doing interactions. It coincides with the findings by Wang (2014), who discovered that one of the ways to make a relaxing and lively condition in the classrooms is by creating a dialogical relationship with appropriate talk adjustment.

From those explanations, it can be inferred that the teacher focused more on student-centered learning. Therefore, she intensively gave directions before starting the lesson to ensure the students what they have to do. Besides, criticism was used in an urgent condition only to keep the students' feeling of being hurt. Instead, she tended to use praises and encouragements to motivate the students to learn rather than criticized them with threat statements.

4. Conclusion

From 83 frequencies of teacher talk found in two classroom meetings, the results disclosed that praises or encourages (25.3%) and gives directions (21.7%) were mostly employed, these were followed by asks questions (15.7%), gives information (10.8%), repeats student's response verbatim (9.6%), corrects without rejection (7.2%), uses ideas of students (4.8%), deals with feelings (3.6%) and criticizes student behavior (1.2%). During teaching and learning activities, praises or encourages was mostly used as the teacher's response to the students' answers. Meanwhile, criticizes student behavior was the least type applied by the teacher since it potentially affected the students' feelings.

Although the teacher claimed that she had dominantly given directions to the students, but the use of indirect talk was higher than direct talk. It can be concluded that the teacher had been successful in organizing teaching-learning activities by focusing on the students (student-centered). She mentioned that this success was influenced by her strategy to give more opportunities to the students to involve in the learning process by making group discussions. Perhaps, this is one of the major factors which causes passive interactions in some EFL classrooms in Indonesia due to teachers did not give enough chances for students to develop their target language. Therefore, for English teachers, they are highly recommended to reduce their talking time and give students more opportunities to develop their target language.

We recognize that our study was only attempted to investigate the talk of an experienced English teacher in an EFL classroom interaction in two class meetings. Accordingly, for future researchers who want to conduct a study on a similar context are highly suggested to take a larger area by comprising more variable participants with different gender, teaching experience, culture, and educational level to get much richer data. In so doing, the conclusions drawn from the present study can be continued and developed in a bigger scope.

Acknowledgments

I would like to express my big thanks to the English Education lecturers of Universitas Sebelas Maret, especially to my supervisors for their valuable contribution and constructive advice in this study. My best regards are also extended to an in-service EFL teacher in one of the senior High Schools in Pacitan for her willingness in giving time and cooperation to become a participant in this study. Her kindness for the realization of this study is very much appreciated.

References

- Afifah, N., Yusnilita, N., & Resiani, V. R. (2017). An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 8(2), 7–28.
- Ahangar, S. U., Nadeem, N. A., & Khan, M. A. (2018). Interaction Analysis of Classroom Behaviour of Effective and Ineffective College of Education Teachers. *International Journal of Academic Research and Development*, 3(2), 1630–1639.
- Aisyah, N. (2016). An Analysis of Teachers' Talk in an EFL Classroom. *Journal of English and Education*, 4(2), 63–79.
- Amatari, V. O. (2015). The Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. *International Journal of Secondary Education*, 3(5), 43–49.
- Arif, Q; Zaim, M; & Refnaldi. (2019). Analyzing Teacher Talk in Classroom Interaction at Junior High School. *Advances in Social Science, Education and Humanities Research*, 301, 311–318.

- Ary, D., Jacobs, L., & Sorensen, C. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth: Cengage Learning.
- Chambliss, D. F., & Schutt, R. K. (2013). *Making Sense of the Social World, Methods of Investigation* (4th ed.). Thousand Oaks, CA: SAGE Publication.
- Diaz-Ducca, J. A. (2014). Positive Oral Encouragement in the EFL Classroom: A Case Study. *Revista de Lenguas ModeRnas*, 21, 325-346.
- Eisenring, A. A., & Margana. (2018). An Analysis of Teacher Talk in a Senior High School in Palu, Central Sulawesi through the Use of Self-Evaluation of Teacher Talk (SETT). *Jurnal Pendidikan Humaniora*, 6(4), 188–200.
- Ferguson, M. (2013). Praise: What Does the Literature Say? What Are the Implications for Teachers? *Kairaranga*, 14(2), 35-39.
- Flanders, N. A. (1970). *Analyzing Teacher Behavior*. New York: Addison-Wesley Publishing Co.
- Giorgdze, M., & Dgebuadze, M. (2017). Interactive Teaching Methods: Challenges and Perspectives. *IJAEDU-International E-Journal of Advances in Education*, 3(9), 544–548. <https://doi.org/10.18768/ijaedu.370419>.
- Maulana, R., Opdenakker, M. C., Stroet, K., & Bosker, R. (2012). Observed Lesson Structure During the First Year of Secondary Education: Exploration of Change and Link with Academic Engagement. *Teaching and Teacher Education*, 28(6), 835-850.
- Miles, M.B., Huberman, A.M. & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd Edition). London: Sage.
- Moskowitz, G. (1971). *Interaction Analysis—A New Modern Language for Supervisors*. *Foreign Language Annals*, 5(2), 211-221. DOI: 10.1111/j.1944-9720.1971.tb00682.x
- Mu'in, F., Arini, D., & Amrina, R. (2018). *Language in Oral Production Perspectives*. Bandung: CV Rasi Terbit.
- Nasir, C., Yusuf, Y. Q., & Wardana, A. (2019). A Qualitative Study of Teacher Talk in an EFL Classroom Interaction in Aceh Tengah, Indonesia. *Indonesian Journal of Applied Linguistics*, 8(3), 525–535. DOI: 10.17509/ijal.v8i3.15251
- Nisa, Sinta. H. (2014). Classroom Interaction Analysis in Indonesian EFL Speaking Class. *Journal of English Education*, 2(2), 124–132.
- Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36(1), 12–39. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>
- Rustandi, A., & Mubarak, A. H. (2017). Analysis of IRF (Initiation-Response-Feedback) on Classroom Interaction in EFL Speaking Class. *EduLite: Journal of English Education, Literature and Culture*, 2(1), 239–250.
- Sinclair, J. M., & Brazil, D. (1982). *Teacher Talk*. London: Oxford University Press.

- Sofyan, R; & Mahmud, M. (2014). Teacher Talk in Classroom Interaction: A Study at an English Department in Indonesia. *Journal of English Language Teaching*, 1(1), 59–70.
- Sundari, H., Rafli, Z., & Ridwan, S. (2017). Interaction Patterns in English as Foreign Language Classroom at Lower Secondary Schools. *English Review: Journal of English Education*, 6(1), 99-108.
- Suryati, N. (2015). Classroom Interaction Strategies Employed by English Teachers at Lower Secondary Schools. *TEFLIN Journal*, 26(2), 247–264. <http://dx.doi.org/10.15639/teflinjournal.v26i2/247-264>
- Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. New York: Taylor and Francis Ltd 5. <https://doi.org/10.4324/9780203827826>.
- Wang, H. (2014). The Analysis of Teacher Talk in "Learner-Centered" Teaching Mode. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 8(4), 1172–1174.
- Wasi'ah, N. (2016). A Study of Teacher Talk in Classroom Interaction at an Islamic Senior High School. *OKARA: Jurnal Bahasa dan Sastra*, 1(1), 29–43.
- Wright, B. (2016). Display and Referential Questions: Effects on Student Responses. *Nordic Journal of English Studies*, 15(4), 160-189.
- Yanfen, L., & Yuqin, Z. (2010). A Study of Teacher Talk in Interactions in English Classes. *Chinese Journal of Applied Linguistics*, 33(2), 76-86.
- Yanita, F., Yusuf, Y. Q., & Gani, S. A. (2016). "Oke, Any Questions?" The Questioning Interaction in an EFL Classroom. *Proceedings of The 6th Annual International Conference Syiah Kuala University (AIC Unsyiah) in conjunction with The 12th International Conference on Mathematics, Statistic and Its Application (ICMSA)* (pp. 328-333). October 4-6, Banda Aceh, Indonesia.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed). Thousand Oaks, CA: Sage.