

THE TEACHER AND STUDENTS' TALKS IN ENGLISH FOR YOUNG LEARNERS' CLASSROOM SITUATION

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Abstract

The objective of study is to identify and describe the types of talks practiced by a teacher and her students in an English class. This is a descriptive qualitative study that observed a classroom instructional practices involving a teacher and 30 students at a private Elementary school in Indonesia. The data were obtained through instructional practices recorded and posted in a Youtube Channel with introducing animals as the topic of the meeting. The obtained data were then analyzed by using Flender's Interaction Analysis Categories (FIAC) that focuses on types of talks between a teacher and students. The steps like transcribing, coding, and analyzing the findings were interpreted in descriptive form. The finding shows that every type of talks was practiced by the teacher and the students. On the types of the talks, it was revealed that asking question, giving direction, and praises or encourages are the most frequently-used types by the teacher and on the types of students' talks, giving response, silence or confuse were dominant. These types of talks conclude good interactions between the teacher and students particularly on the types of talks that are they used. Through this study, the writer wish that can useful in giving a contribution in English classroom interaction.

Keywords: *Classroom interaction, Teacher and Students' Talks*

INTRODUCTION

In the globalization era, language has occupied a very important role as the function of language itself is a means of communication. One of mostly-used language in the world is English. In Indonesia, English is informally introduced since Elementary school. Linfors (1987) as cited in Didi (2015) suggests its introduction to begin in Elementary school.

In English learning and all classes learning, communication between teacher and students occurs. It means a process of sharing the information, thoughts, ideas, advices, and experiences occurs. It suggests the significance of communication between teacher and students in classroom context (Sukmawati, 2018). It is fundamental in fostering students to achieve the goals of learning English. Teachers can observe their students' development in learning through the interaction quality between teacher and students and between student with their classmates. Brock (1986) as cited in Shomoossi (2008) argues that classroom interaction can facilitate (foreign) language learners to improve the quantity

and quality of their language easier and faster. It indicates that an interaction can impact toward their language.

Interaction refers to a cooperative process in exchanging thoughts, feelings, or ideas. It sometimes toward the relation between teacher and students or students and other students to produce a reciprocal impact on each other (Brown, 1994). To be specific, interaction in English class is a process of learning about vocabulary, pronunciation, reading, writing, speaking, and understanding the material in the classroom.

The significances of observing talks in classroom context had some researchers to conduct studies on (1) teacher talks such as Arrumaisa, Rusmanayanti, Arapah, & Mu'in (2019) and Kim (2007) (2) teacher and students' talks such as Husna, Hartono, & Sofwan (2015) and Sukmawati (2018). However, studies on teacher and students talks were conducted by permanent teachers. This situation triggers mainstream effect towards the interaction. This study focuses on the interaction between a guest teacher and the students. The interaction patterns represented by the talks of both parties are contributive toward studies on talks in classroom contexts.

In conducting the study, the writers use interaction anylisis as an observation tool. According to Jordan & Henderson (1995), interaction analysis is an interdisciplinary method to empirically investigate interactions of human being with each other and with objects in their environment. To formulate, this study concerns with the following problems: (1) what are the types of teacher's talk in teaching English in the elementary school? (2) what are the types of students' talk in learning English in the elementary school? (3) what is the most prominent type between teacher and Student's talk that appeared in the elementary school?

REVIEW OF LITERATURE

Language is very important in human life. It is a tool that humans communicate, share ideas, and exchange information to each other with. Wardhaugh (2006) mentions that language is basically a collection of items, and Hudson (1996) mention linguistic items that consist of phonology, morphology, syntax, semantics, pragmatics. Psycholinguistics, and sociolinguistics. Further, language and society are related to each other and cannot be separated. A language should have a good structure to easier to understand by society. The scientific study of language and society calls sociolinguistic

Sociolinguistics

Sociolinguistics consists of two elements. They are socio and linguistic. The term of socio refers to everything related to society. We know also the term sociology, it is a study to learn about humans in society, institutions, and social process in society. Meanwhile, linguistic is the study of language. Particularly in elements of language from the lowest layer to the highest one.

Sociolinguistics is branch of Linguistics. It viewed and placed language with language use in society. Holmes (2001) states that Sociolinguistics chains language in a social context. Yule (2010) believes Sociolinguistics is a term in general used for the study of language and society. Holmes and Yules are respectively popular with their books on Sociolinguistics.

Classroom interaction

In classroom, students spend their time with other students by doing some activities such

as playing, joking, and interacting. Interaction holds pivotal role in boosting students' achievement in addition to teacher's role, student's role, teaching methodology used, duration learning, and visual aid.

Actions that involve teacher and students in classroom-situated context is called classroom interaction. The interaction occurs for some purposes like questions and answers, turn-taking, interpret meaning and critic (Choudron, 1988). It is a systematic process which involves collaboration between teacher and students. Sometimes they can be speaker or listener for mutual sharing the ideas, messages and interprets the meaning expressed in either verbal or non-verbal form.

Teacher talk

Talk is one of the essential factors for the teacher performed in classroom-situated context. Teachers transfer information, or manage the behavior of students in the learning process through talk. Allwright & Bailey (1991) mention that talk is a medium for teachers and one of the significant ways to deliver information and control their students' learning behavior.

Teacher talk, therefore, occupies an important role in teaching-learning process. It has a deep effect on classroom interaction occurs with the students. Yanfen & Yuqin (2010) even argue that appropriate teacher talk could create a positive atmosphere for both teacher and students in the classroom and make a relationship between them friendly.

On the other hand, it is evident that teacher talk tends to be relatively dominant. It can be mostly especially seen in activities that relate with explanation and evaluation during instructional practices, thus limit students talk in terms of both quantity and meaningful purpose (Sukmawati, 2018). Impactfully, students spend more time listening to teacher talk than engaged in active language interaction with the teacher and other students. (Carole, 1998 as cited in Sukarni, and Ulfah, 2015)

As the statements before, teacher talk and student talk are the important factors that determine classroom interaction. Ideally, both of them must be equally dominant. If the teacher takes too much talk than students do, it will impact for the students to be passive and static, and if the students are a lot of talks than the teacher, it also will come the impact for the students such as they are not getting enough knowledge and also they cannot improve their English acquisition from the teacher. Therefore, it is wrong that only assess by reference to the quantity of teacher talk, and ignore to assess the quality of teacher talk as an important role. As Nunan states that in English as a foreign language classroom. (Gebhard, 2006)

In interaction with the students, the Teacher's talk has two categories of actions toward the students. As (Flender, 1989 seen in Nur Azizah, 2019) there is teacher response to the students and the teacher initiates the interaction with students in the classroom. It means direct and indirect influence. In direct influence consists of four types. They are first, *accepts feeling*: it means that the teacher's attitudes of the feeling of students in a non-threatening manner. It may be positive or negative feelings. Predicting and recalling feelings is included. Second is, *Praises or encourage*, that is the teacher praises or encourages to student action or behavior, For example, when a student question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'excellent,' etc. Besides, jokes that release tension, but not at the expense of another individual: nodding head, or saying 'uh-huh?' or 'go on' are also included. The third is, *Accepts or uses the idea of students*. The teacher in building or developing his/ her

ideas is recommended by a student. The teacher continues of student's ideas are included, but the teacher brings more of his own idea. And fourth is, *Asks questions*. It is the teacher that asks a question about content or procedure based on teacher ideas, and expects an answer from the students. Sometimes, the teacher asks the question however, the teacher carries on his teaching without receiving any answer, then such questions are not included in this category.

Another type of teacher talk is initiate in the talk. It is also called indirect influence. They are teaching, giving direction, and criticizing or justifying authority. It continues from the before categories. The fifth is teaching, the teacher gives facts or opinions about the content or procedures: expressing teacher's ideas, giving a teacher's explanation, or citing an authority other than a student. Then, the sixth type is *Giving direction*. The teacher gives directions, commands, or orders to which a student is expected to comply. and the last one is seventh, *criticizing or justifying authority*, this is intended to change students' behavior from non-acceptable to acceptable pattern when the teacher asks the students not to interrupt with foolish questions, this behavior is included in this category. The teacher says 'what' and 'why' come under this category.

Student Talk

Student talk refers to an utterance that is used by the student to express their ideas, initiate a new topic, and develop their own opinion. As the result, their knowledge will develop and it shows in their activity in the classroom. Student talk is useful for achieving their education achievements in the school.

In the progress, Students have enhancement of their language in learning English as a foreign language in the classroom. It reached by steps, first, they emulate by teacher's talk, and they need more time to record every teacher's talk that it's called the silent period, and then, start to practice in expression their own idea, do discussion and the result is they can get their communicative competence. (as cited in Sukarni & Ulfah, 2015)

Student talk can be called student's speech, they can imitate his or her teacher's, such as expresses their ideas or gives comments and criticism in the classroom. as (Prabu, 1991) argues that students have an effort in learning the languages, Nevertheless, this effort can not be separated from the teacher's role. Therefore, the success of language is created by their collaboration language used in the classroom. (As cited in Sukarni & Ulfah, 2015). In interaction with the teacher, students also have types of talk as in Flender Interaction Analysis Categories (FIAC, 1989), that Student's talk is classified into three categories, they are student talk-response, student talk-initiation, and silence or confusion. The first is student talk-response, Talk by students in response to teacher. The teacher initiates the contact or solicits student statements or structures the situation. Freedom to express own ideas is limited. The second is student talk-initiation, talk with students which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions: going beyond the existing structure. And third is silence or confusion, the students' pause in talk, or short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

METHOD

The writer uses the descriptive qualitative method because the goal of this study is to describe types of the teacher and student's talk in Teaching English of grade one at SD Lab

school UNESA Surabaya. Generally, descriptive qualitative use in the social phenomenon, the one of a social phenomenon is related in classroom interaction. It is called the descriptive qualitative method Because the writer will describe and interprets base on phenomenon or condition. (Creswell, 2012).

The writer takes from the video recording of Pendidikan Indonesia on youtube. the video is chosen because it contains some interaction between teacher and student in the English classroom. It is limited only to the type of teacher and student's talk. The tenth of types are used as in Flender Analysis Interaction Categories (FAIC) are accept feeling, Praises or Encourages, Accepts or uses the ideas of the student, Asks the question, Teaching, giving direction, Criticizing or justifying authority, Student talks-response, Student talk-initiation and Silence or confusion.

In collecting data and data analysis is cannot be separated, because they both take place simultaneously. The process is cyclical and interactive not linear. As (Miles and Huberman, 1992 cited in Rijali, 2018) describes three plots activities as follow;

1. Data reduce is defined as an election process. In this step, the authors made a summary, coded, and categorized the data. Data reduction is part of the analysis. It can be interpreted as a form of analysis that sharpened sorts, focuses, discards, and organizes data in such as way that a conclusion can be drawn and verified.
2. Data display is an action when the group of information is arranged so that gives the possibility of concluding and takes action. Form of data display can be narrative text in field notes, matrix, graphics, network, chart, and table. These forms combine the information that is arranged in a unified form and easy to reach. Therefore, the writer uses the table to make it easy what is happening and determined to conclude.
3. Conclusion drawing and verification is action from the intact configuration. the writer begins to see what is in the data. The writer examines all entries with the same code and then merges these categories and finding the connection among categories.

FINDINGS AND DISCUSSION

Findings

The data of this study are taken from a video recording of classroom interaction at one time of the meeting. The duration of the video is 38 minutes. There is one video analyzed using the theory of teacher and students' talk by Flender (1989). From the video that had been analyzed by the writer, Types of teacher's talk in the classroom interaction found in the video are (1) accepts feelings, (2) praises or encourages, (3) accepts or uses the ideas of students, (4) ask questions, (5) teaching or lecturing, (6) giving directions, and (7) criticizing or justifying authority. Furthermore, the types of students' talk found were (8) student response, (9) student initiation, and (10) student silence or confusion.

Almost all types of teacher and students talk in the classroom interaction were found in the video. However, the amount of each type is different. The types of teacher talk dominant in asking questions and the types of students' talk dominant in a student response. The order types from the most dominant to the least asked the question, student response, giving direction, praises or encourages, accept feelings, teaching or lecturing, criticizing or justifying authority, student initiation, student confusion, accepts or uses ideas of students.

Teacher's talks in English Classroom Interaction

Table 1. The Teacher's Talks

Flender interaction Analysis Categori (FIAC)		
TEACHER'S TALK		
Types of TT	Result of observation	Total
Indirect influence	1. AF 10,21,25,56,94,277,244,346,352,356,358,262,272,274,277,311,321,327,331,333,334,347,428,435,448,460,475,482,485,488,499	30
	2. PE 32,38,35,38,42,44,47,52,60,63,66,132,135,141,165,166,171,188,204,233,278,285,288,291,399,425,444,457,466,479,496	31
	3. AU 298	1
	4. AQ 5,7,9,13,14,16,18,19,22,23,26,32,33,36,39,42,45,48,50,54,57,58,61,64,67,69,71,73,79,81,83,92,95,97,99,101,103,105,107,109,115,117,119,121,123,125,127,130,133,136,138,142,145,148,150,152,154,159,161,164,169,172,174,176,178,182,184,189,194,196,198,200,202,206,208,210,220,225,235,237,248,254,259,265,267,270,275,280,282,286,289,294,300,302,305,309,314,316,339,351,361,363,372,380,383,391,393,395,397,406,409,412,415,420,421,426,429,433,437,439,440,449,452,455,458,473,477,483,488,497	130
Direct influence	5. TE 29,77,85,87,111,113,156,163,180,382,396,399,307,313,323,329,341,365,374,431,480,486	22
	6. GD 30,75,91,102,103,305,312,218,219,222,224,231,239,247,260,264,269,279,282,308,319,347,349,353,359,363,66,369,375,378,385,388,389,399,402,404,418,422,430,445,453,463,467,468	43
	7. CJ 120,214,216,241,242,250,304,336,367,358,369,378,382,385,388,402,408,411,414,417,463	21
Total		278

Table 1. shows that the most dominant type of teacher's talk in indirect influence was asked questions (AQ). The total of ask questions (AQ) was 130 acts. From the total of ask questions (AQ) above, this type becomes the most dominant type of teacher's talk in indirect influence. Furthermore, the lowest interaction type of teacher's talk in indirect influence was accepted or uses ideas of students (AU). The total of AU based on the observation is only 1 act.

The most dominant type of teacher's talk in direct influence was giving direction (GD). The total of giving direction (GD) was 43 acts. And the lowest type of teacher's talk in direct influence was criticizing or justifying authority (CJ). According to the table above, the total of justifying authority (CJ) was 21 acts.

Asking questions was became the most dominant in the type of teacher's talk. It has been the most dominant of teacher's talk with the total of AQ was 130 acts, and the contrary is the lowest type, it was found in accepts or uses ideas of students (AU) with only have 1 act.

From the table, the ask questions have been the most dominant type in teacher's talk. It would be the important thing in the classroom interaction in the teaching-learning process. It means that the teacher not only gives the theories to the students in the teaching-learning process nevertheless, the teacher involving the students to be active in speaking through asking questions.

1. Accepts feelings

The first type in responding to the students' talk in the Flender system was accepted feelings. Through this method, the teacher accepts and clarifies an attitude or the feeling of the student in a non-threatening manner. During the observation and video recorded, the teacher never ridicules or refuses the students' unacceptable behaviors in a threatening manner. Accepts feelings in this case, Through the video recording in one observation of meeting. There were found 30 acts.

T: No, write down here! mouse! Ehh noo oooh aaa. mouse! (GD)

S: M O U S I (Haidar's writing) (SR)

T: no "E", oke that's oke (*Accepts feelings*)

This case shows that the teacher accepts and feelings by using that's oke, yes, no problem, etc. It means that the teacher always respected and appreciated the student's efforts, although the answer was uncorrected. It even helps the students to got answer corrected,

2. Praises or encourages

A reward is one of the means in education. Generally, a reward can be categorized as a means to make the students interested in learning activities. The reward can be defined as a form of appreciation for students from their actions in the class. Then, Purwanto (2017) argues that reward is applied to boost spirit and motivate the student to improve their achievement in learning (as cited in Hartika,2020). There are many ways of giving rewards to students. As an example by saying ‘good’, ‘that’s right’, ‘great’, etc.

T: How is it? "f-i-s-h"

S: f-i-s-h

T: yes, perfect! (*Praises or encourages*)

In this case indicates that the teacher gave the rewards by using “perfect”, it makes the students sensed happy in learning. when the teacher asked them, they were could answer correctly, then the teacher appreciated the corrected answer by gave the rewards.

3. Accepts or uses the ideas of students

The third method of responding to student’s talk was accepted or using the ideas of students. Through this way, the teacher clarifies, builds, interprets, summarizes, and builds ideas suggested by a student. The ideas must be rephrased by the teacher, but still recognized as being student contribution.

In this study, the type of accepts or uses of the ideas of students is rarely occurred by the teacher use. In this case, based on the data that has been found by the writer in the analysis, the writer was found that the students use their ideas after the teacher asks the question to them.

T: Sadewa kucingnya ada berapa? Kucing kamu ada berapa?

S: banyak

T: hah banyak... oke, Sadewa has five (Writing on the whiteboard)

S: Ten

T: oke, Ten! Banyaknya yah (*Accepts or uses the ideas of students*)

T: ten cats. With S yaa!

In this case, the teacher gave the student question, and then the student answer it incompletely and the teacher accept the students’ answer by developing the students’ answer to became an example in the learning process. The teacher only tried to develop a question from the student’s answer. In this study only one act.

This type was the lowest type than other types. It seldom exists during the observation. This condition is caused by the student’s competence to express their ideas. They are still afraid or shy to talk.

4. Asks questions

The fourth method in responding to the student was asking questions, Asking question has two types. As Long and Sato, argue (cited in Chaudron, 1988), there are two types of teachers’ questions. The first type is a referential or genuine question. It is aimed at searching the genuine information. The teacher does not know the fixed information she wants. The second type is display question. It is bringing students to think about the subject under discussion. Display questions are commonly used by the teacher.

Asking questions is the top type in this study, Almost always the teacher was applied

asking questions in the classroom, most students' talk begins when the teacher asks them.

T: do you know what is this? (show picture card) (*ask questions*)

T: do you know what is this? (*ask questions*)

S: Monkey! (SR)

In this case, ask questions was the most exist in classroom interaction. The teacher used asks questions to developing the students' active in speaking and make the students did not shy or afraid to talk in the classroom.

5. Teaching or lecturing

The fifth of teacher's talk is teaching or lecturing. This is a way for the teacher to giving information, facts, opinions about the contents or procedures, expressing her ideas, and giving own explanation. In this context, teaching is often used by the teacher. It occurs when the teacher gives information or an explanation about something related to the content of the lesson.

T: What can you see? And you answer, I can see a monkey! (*Teaching*)

T: I can see a monkey (*Teaching*)

S: I can see a monkey (repeating by follow the teacher said).

In this case, teaching or lecturing rarely exists in classroom interaction, the reason is the teacher wants to the students more active and enthusiastic in English classroom interaction. Therefore, the teacher was transformed from teaching to gave the questions to the students. In this way, the students wanted a lot of responses to the teacher's questions.

6. Giving direction

The teacher has an important role in the classroom. Among the many roles of the teachers, one of some roles as a director. The function is to keep the process of teaching and learning flowing smoothly and efficiently. Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity. Here the teacher gave directions, requests, or commands to the students. This happened such as when the teacher showed the student about the topic that wanted to learn, the teacher asked the student to command the students, to make some example after the teacher explains the material and asked the students do the work in front of the class.

T: You write the name of Animals which alphabet has been written here!. Jadi, anak anak menuliskan nama nama binatang yang hurufnya sudah ada disini. (*giving direction*)

S: Oke (SR)

Mostly the teacher gives direction or command in procedure text. In this case, the teacher gave the clues of the game's procedures to each student in wordplay or usually called "scrabble" in the classroom, and then, they do it funs in front of the class.

7. Criticizing or justifying authority

The last category of teacher talk is criticizing. There are two types of criticizing: first, the teacher criticizes student behavior such as; rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, and annoyance with what the student is doing. In the second type, the teacher criticizes student responses by; telling the student his response is not correct or acceptable. In the transcript, the teacher

uses both of them. The teacher tries to change the non-acceptable behavior of the student like says “ssssttt”, “hey”, “listen” or says “sit down?”.

S: Saya! Saya! (They wants to ask a pen) (SR)

T: duduk dulu, (sit down first) what is the pen for? The pen is for writing.
(Criticizing)

In these cases, the teacher was criticized the student’s attitude, when the students over-enthusiastic in learning. so that, they grabbed to get the market. The teacher using by “sssssssssssssst and duduk dulu”. It means that the teacher wanted the students to keep calm in the teaching and learning process.

In this study, justifying or criticizing often exists in the English classroom interaction because the level education of students is still elementary school, they are not always paid attention to the teacher, somehow the students busy with themselves and make a noise in the classroom. Moreover, the teacher-centered the students in the classroom. So, the students often not paid attention to the teacher.

Students’ talks in English Classroom Interaction.

The analysis of students’ talk is focused on three types. There are students’ talk responses and student’s talk initiation, students’ silence or confusion. The model of analysis applied in analyzing these categories is based on Flanders Interaction Analysis Categories (FIAC). The description as follows:

Table 2. The Data of Students’ Talks

Flander interaction Analysis Categoris (FIAC)		
STUDENT'S TALK		
Types of ST	Result of observation	TOTAL
1. SI	271,273,297,322,324,326,328,332,346,349,354,356,358.	13
2. SR	8,11,17,20,24,27,31,34,37,40,43,46,49,51,55,58,59,62,65,68,70,72,74,78,84,86,89,93,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126,128,131,134,140,147,151,157,160,162,164,168,170,173,175,177,181,185,187,195,197,199,201,203,211,215,217,221,223,228,230,232,234,236,240,243,249,255,257,261,276,281,284,287,290,295,303,306,310,312,318,330,352,366,371,373,377,381,384,387,404,407,410,413,416,422,427,430,434,441,443,447,456,467,472,474,476,478,481,484,489,491,498,500.	127
3. SC	6,15,76,80,82,137,143,149,153,155,183,190,207,226,238,251,266,268,315,436,438,459,461.	24
	Total	164

Table 2 shows that types of students’ talk in the classroom interaction were dominant in student response (SR). The total of student responses was 127 acts taken from one observation. The student has been active in response to the teacher during the teaching-learning process moreover when the teacher gave them questions. Almost all students paid attention to the teacher, although, sometimes they were not understood the theories. Students gave the response to the teacher; it might be positive or negative.

Table 4.2 also found that the types of students’ talk in the classroom interaction with the lowest total of the act were in student initiation (SI). The total of the student initiation was only 13 acts. Almost all students still afraid to talk they initiations during the teaching-learning process. The student’s just response to what they understood and they did not ask some initiation over the theories. So those, the total of student initiation were lowest in types of students’ talk.

1. Student - response

The first category of students’ talk is responding. It is used in responding to the teacher within a specific and limited range of available or previously shape answers. Reading aloud is also included.

After the observation, the writer found that students always respond to the teacher's statement and teacher's questions. Most of them are answering the question and reading aloud. Ask questions and students' responses were the most exists in the classroom interaction. As the acts below these,

T: do you know what is this? (showed the picture cards)

T: do you know what is this?

S: Monkey! (*Student response*)

The cases shows that the students always gave the response to the teacher when the teacher asked them the questions. The result is the class would be interactive. Because the teacher and students have interacted in the classroom. It creates be active in the class. Student response being the most exist in type of student talk. it was caused by the teacher always tried for the students to be active through asking the questions.

2. Student initiation

Another kind of student's talk is initiated. It appears in responding to the teacher with student's ideas, opinions, reactions, and feelings.

S: apa itu? (*Initiation*)

T: This is a board yah. (TE)

In the transcript, there are 13 acts initiation exists. This condition is caused by the teachers' initiation. The more teachers initiate the conversation, the fewer students initiate the interaction.

3. Student - Silence or confusion

The last category of students talk is silence or confusion, as the name of this category is a time where the students are silent and confused in the class. In this study, student silence occurred when the student cannot answer the teacher's question or they were confused about what the teacher says at that time. The student silence or confusion rarely exists in the classroom interaction.

T: What can you see? Apa artinya?

S: Heumm (*Silence or confused*)

T: apa apa artinya ? apa bahasa indonesianya

S: gak tau

T: Apa yang kau lihat?

S: ooooooh

This case showed that the teacher asked the students a question, however, the student could not answer the question by using "Hmmmmmmmm", it means that, they were confused about what the teacher said, then the teacher helped them, in understanding the question or material through translation.

Discussion

Based on the data found, the writer was found all types of teacher and students' talks that occurred in English classroom interaction. In this study, asking questions becomes the dominant type than other types. It happens 130 acts were emerged by teacher's talk through asking questions. The teacher was considered successful in making the students' attention, involving students in interaction, extending the material, and introducing new materials without directly teaching the students. that is in line from the study by Nur (2019), Diana

(2015), and Semi Sukarni, Siti Ulfah (2015).

In line with the study from Nur Azizah (2019), and Sukarni, Ulfah (2015). In students' talks, student response is the most appear type than other types in students talk. it can be seen on the result of the data finding before, in this case, which is 127 acts exist in English classroom interaction. The students more interactive in responding to the question when the teacher asked them. So that, the atmosphere of the classroom is very interested and fun.

In this case, the teacher's talk was occupied 278 acts whereas, the students' talk has appeared 164 acts. As a result, teacher's talk becomes dominant in English classroom interaction. In a line with the study by Nur (2019), and Diana's (2015). In Ami Fatimah's study (2013) was mentioned that the teacher role during interaction is most dominant is the teacher as director, manager, and facilitator. So that, it becomes something natural during in teaching-learning process.

CONCLUSIONS

This study concludes some points to highlight that all typical teacher talks were used by the teacher with asking question as the dominant one. The teacher uses asking the question in teaching to create two-way interaction between teacher and students, so that, the interaction in the English classroom becomes active and fun. On the other hand, the dominant types of talks uttered by the students is giving responses. It causes the teacher to always starts the conversation by asking the question in their interaction. Overall, teacher talks are more dominant than students talks in the instructional practices. Some suggestions are proposed for better in English interaction classroom as the following points: (1) the teacher's role is as an asset to manage them to speak in classroom interaction; (2) the teacher should give more praises and encouragement to the students to stimulate their speaking enthusiasm and build their self-confidence in speaking up their thoughts; (3) to encourage student initiation, the teacher should give rewards for those who ask the question.

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