THE ANALYSIS OF TEACHER TALK AND LEARNER TALK IN THE CLASSROOM INTERACTION: A DESCRIPTIVE STUDY AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL

Syarifah Aini Harahap[1], Riri Fauzana[2]

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

syarifaharifah78@gmail.com [1], rifa_ii@yahoo.co.id [2]*

ABSTRACT

This study aims to describe the types of teacher talk and learner talk that occur during English classroom interactions at the Eight Grade of Junior High School Al Hikmah Darussalam Boarding School. A descriptive qualitative approach was employed, involving one English teacher and 22 eighth-grade students. Data were gathered through direct observation and in-depth interviews, and analyzed using the Flanders Interaction Analysis Category System (FIACS). The findings reveal that the most frequent type of teacher talk was Asking Questions, followed by Praises or Encourages, Giving Directions, and Lecturing. In terms of learner talk, Learner Talk Response was most dominant, followed by Learner Talk Initiation, with some instances of Silence or Confusion. These results indicate that classroom interaction was primarily teacher-centered, with students showing limited initiative and providing mostly short responses. The lack of student idea contribution led to an imbalanced interaction. This research is expected to contribute both practically and theoretically to the improvement of English language teaching, especially in enhancing classroom interaction to be more communicative and to encourage students to use the target language more actively.

KEYWORDS: Analysis, teacher talk and learner talk, classroom interaction

1 INTRODUCTION

Communication is a process of transferring and exchanging messages, where these messages can be in the form of facts, ideas, feelings, data or information from one person to another. This process is carried out with the aim of influencing and/or changing the information held and the behavior of the person receiving the message (Ruky, 2002).

According to Rogers & D. Lawrence Kincaid (1981) communication is a process in which two or more people form or exchange information with each other, which in turn will arrive at a deep mutual understanding). Communication is a special form of interaction that involves the exchange of information. Interaction can describe any process in which the actions of one participant affect the actions of other participants. Then the interaction can be done in the teaching and learning process (Rogers, 1961).

The teaching and learning process occurs when the teacher interacts with learners in the classroom. In daily activities in the classroom, the teacher always begins his teaching by greeting the learners. This is the first initiation made by the teacher in

interacting with learners. Thus, interaction is very important in the teaching and learning process.

Classroom interaction is one of the most important parts in the teaching and learning process, very important for the success of the teaching and learning process. Poor interaction between teacher and learners is a common failure in learning English. Classroom interaction is mostly focused on whole class interaction between teachers and learners (Zahra, 1996).

The learning process actually provides opportunities for learners to ask questions, guess, things and events discuss the subject matter so that interaction occurs between learners. In class interaction, it includes all events in class, both verbal and nonverbal interactions. Verbal interaction occurs because the teacher and learners talk, while nonverbal interaction is in the form of gestures or facial expressions by the teacher and learners when they communicate without using words.

Classroom interactions between teachers and learners usually occur when the teacher speaks in front of the class, in terms of teaching and using the target language. What and how teacher talk affects the teaching and learning process. The language used by the teacher determines how learners learn, whether they should learn actively or passively.

According to Krashen (2004), the teacher's talk is an important part that must be considered in class interaction because it affects learners understanding of the learning material and reaching the target language. This plays an important role because teachers spend a lot of time in class giving directions, explaining activities, and checking learners' understanding of using the target language.

Junior High School Al Hikmah Darussalam Boarding School is one of the schools in Bagan Batu as a formal educational institution. This school also prefers English as one of the subjects. The curriculum used in this school is the 2013 curriculum and English is taught twice a week with duration of 40 minutes each meeting. This means that learners must study English for 80 minutes a week. The Minimum Achievement Criteria (KKM) for English subjects is 75.

Based on the preliminary research of Eight Grade of Junior High School Al Hikmah Darussalam Boarding School, the researcher found a lack of verbal interaction between teachers and learners in class. This is supported by data that researchers obtained from teachers when researcher conducted classroom observation and interviews with English teacher. Based on the results of observations and interviews with teacher, researcher found several phenomena: some learners were not interested in speak during the teaching and learning process so teacher found it difficult to explain the material, some learners were embarrassed to talk with the teacher so that it is difficult for the teacher to create a pleasant learning process, some learners are passive when the teacher asks questions, and some learners have ideas they want to deliver, but do not know how to speak and deliver it. They are not very active, because they find English lessons difficult. So, they just listen to the teacher and they talk when the teacher asks them. Then they still have difficulty in speaking English because they do not have much vocabulary.

The researcher concluded that both learners and the teacher encountered several issues during classroom interaction. These challenges indicate that the interaction between teacher and learners remains less effective, which hinders the achievement of the learning objectives. To know the categories of interaction between teacher and learners in the classroom, the researcher applied the Flanders Interaction Analysis Categories System (FIACS). FIACS is a tool designed to identify, classify, and observe patterns of classroom interaction systematically.

2   METHODOLOGY

The design of this research is descriptive qualitative research. This study uses a qualitative approach because analyzing qualitative data means describing or explaining the events that occurred. According to Berg (2001) that descriptive design case studies are intended to identify phenomena and answer research questions.

According to Gay (2012) descriptive method is collecting, analysis, and interpretation of comprehensive non-numeric narrative and visual data to get high into specific phenomena based on different beliefs and designed for different purposes than quantitative research methods. Qualitative descriptive method was applied in this research. It could describe the accurate situation based on the fact and give description about the types of teacher talk and learner talk occurs in the classroom interaction.

Creswell (2013) describes a qualitative approach to case studies with investigators focusing on one or more cases over time through detailed and in-depth data collection involving multiple sources of information. These various data sources come in the form of textual, visual, and audio files regarding the case or cases. The purpose of a case study is to provide an in-depth understanding through analysis of data from various sources of information that describes all the details of a case in which a theme or problem was identified by the researcher. The instrument is a very important component in obtaining data.

The instrument is a crucial component in obtaining the data. Sugiyono (2020) stated that in qualitative research, the researcher is the key instrument. That is, the instrument in the qualitative method is the researcher himself. Qualitative researchers as human instruments are: determining the focus of research, choosing informants as data sources, collecting data, analyzing data, interpreting data and concluding all research findings.

The populations in this research are the English teacher because in this grade there is only one English teacher, and 22 learners of Eight Grade of Al Hikmah Darussalam Boarding School. According to Syafi'i (2018) the sample is the population or subject chosen and decided in your research project as the "data information sources" that you need. The population of this research were an English teacher and the eighth-grade learners of which consist of 1 class. The number of learners at the eighth-grade learners of Junior high school Al Hikmah Darussalam Boarding School is 22 learners. There is only one class in each batch, so a total of three classes in Junior high school Al Hikmah Darussalam.

According to Arikunto (2012) if the population is less than 100 people, then the sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% can be taken of its population. Based on this research because the

population is not larger from 100 respondents, the researcher took 100% of the population there were 22 respondents at Al Hikmah Darussalam Boarding School. In this research the researcher used the Nonprobability Sampling method with total sampling technique. According to Taherdoost (2016) In total population sampling, all individuals meeting the selection criteria are included in the sample. This method is most appropriate when the population is small and the researcher wants gain information from every member.

The data of the present study are collected through the two following methods: first, classroom observation: Observation is a method of data collection in which researcher comes to the field to observe what is going on in the field. According to Ary et al. (2010) define that observation is a basic method for obtaining data in qualitative. The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Second, interview: Interview is data collection method in which there is a dialogue between an interviewer and interviewee which talk about the content of observation. That may provide information that cannot be obtained through observation, or they can be used to verify observations. The researcher gave interview to the teacher and to collected data about what were the classroom activities, the teacher talks and the learner talks in the classroom interaction.

The researcher used several steps on analyzing data based on Miles & Huberman (2014) The researcher will used some steps as follows: Data collection,the first stage is to focus on points that are considered important, then look for themes the pattern. This activity will provide an overview clearer, making it easier for researchers to understand collecting data. Data reduction, the researcher identified the learning process including the English teachers' utterances. Then the researcher identified whether the data contain language style or not. The researcher reduced the data threw some unimportant data, and take the important data that will be used as data in this research. Data display, after selecting the data, the next activity is displaying the data. In data display, the researcher used a table to explain the data obtained by checklist that are used by the teacher and the learners in the learning process. Conclusion drawing and verification, on this research, with drawing the conclusion would do by comparing between observation data and interview data. The conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. Observation data will be forceful by interview data as to validating all the data that have been collected. In this research, the researcher makes conclusion from the data display.

3   RESULT AND DISCUSSION

A. Result

- *Types of teacher talk occur in classroom*

In this type of teacher's talk is divided into three aspects, namely: lecturing, giving directions and criticizing. Where the teacher's talk identifies the utterances produced by the teacher during the teaching and learning process. Observations were made by researchers to see the types of teacher talk that occurred in the classroom. Furthermore, the

interviews helped the researcher to collect the teacher's talk in class. Therefore, after analyzing the observations and interviews, it was found that the types of teacher talk used by the teacher were accept feeling, praises or encourages, accepts or uses ideas of learners, asking questions, lecturing, giving directions and criticizing or justifying authority.

a. Result From the Observation

1)   Accept Feeling

These type of teacher talk produced by the teacher in the classes. Teacher create this type of teacher talk to help learners understand their feelings and attitudes by letting them know that they will not be punished when they express their emotion.

Meeting 1

The teacher asked learners' right after she greeted the learners.

T : Good morning everybody, how are you in this morning?

L : We are fine, and you Miss?

T : I am fine too, thank you for asking me

Meeting 2

The teacher closes the lesson.

T : Oke guys, I think enough for today. Have a nice day, see you next week

From the dialog above we can see the teacher know the condition with learners feeling. The teacher stated that it is important to check the learners feeling because the goal of learning depends on learners' responses during learning process and learners' feeling is positive, in interaction created by teacher and learners.

(Source: Observation on February 2nd & 3rd 2023)

2)   Praises or Encourages

It is more be to action and behavior, give support for learners and give awarded for learners when learners understand with, they are learning in the classroom. To respond to learners' achievement, teachers need to appreciate learners' efforts to make them more active and confident. It helps boost learners' confidence and motivation.

Meeting 1

The teacher approved learners' answer when they answered question correctly.

T : Okey before we start our lesson, I will show you a picture. What is this picture?

L : Hamburger Miss

T : What do you think about it?

L : Enak… tapi itu fast food Miss

T : Great

Meeting 2

The teacher approved learners' answer when they answered question correctly.

T : Okay, right guys?

L : Yes Miss

T : Okay, give applause! So, sekarang kita buat dialog terus nanti menampilkannya di depan kelas ya

From a conversation above, the observer sees that teacher gives praise to learners when they can to give an example of asking opinion. The teacher praised learners for their responses, both in English and in Indonesian. This positive reinforcement encouraged students to stay engaged and feel appreciated for their efforts, even if their answers were simple.

(Source: Observation on February 2nd & 3rd 2023)

3)   Accepts or Uses Ideas of Learners

In using ideas of learners, the teacher clarifies using interpretations and summarizes learners' ideas. These ideas must be restated by the teacher but still recognized as learners' contributions. In this case, based on data that has been found by researcher in the class, found that learners use their ideas after the teacher asks them questions.

Meeting 1

The teacher helps to develop ideas learners.

T : let us check together the first activity ya. Oke, the activity number one ya. Grup mana yang mau duluan jawab? Nah grup ini dulu yah, what does the paragraph talk about?

L : It is giving opinion about prohibition on smoking in public Miss

Meeting 2

The teacher helps to develop ideas learners.

T : Okay, there is two questions about this conversation. Number one, what is happening between Kinos and Nobi?

L : Me, Miss

T : Oke, Indah

L : Kinos and Nobi talking Nobi's new style hair Miss

T : Great, tapi bukan style hair yang benar itu hair style ya.

From the dialogue above, the learner gives the idea to the teacher, and then the teacher to try to explain more detail about the material to learners understand and not confusion meaning. The teacher validated the learners' input, then gave subtle corrections. This interaction shows a balance between encouragement and instructional feedback.

(Source: Observation on February 2nd & 3rd 2023)

4)   Asking Questions

Asking questions was the most common thing in the process of interaction in class, most of the learner talk begins when the teacher asks them questions. Asks question was asks content or procedure which related with the material, it is based on teacher and learners to answer the question it. These were the examples from the result of observation:

Meeting 1

The teacher started the lesson by stimulate before explained the material

T : Okey before we start our lesson, I will show you a picture. What is this picture?

L : Hamburger Miss
T : What do you think about it?
L : Enak… tapi itu fast food Miss
Meeting 2
The teacher checked the understanding of the learners
T : Apakah kalian sudah faham dengan materi kemarin?
L : Yes Miss

From the sentence above, the teacher to try asks a question to learners to created interaction and develop learners' knowledge about material learning English. The teacher used a combination of English and Indonesian questions to maintain interaction. However, most of the learners' responses were short and lacked elaboration, indicating limited learner talk development.

(Source: Observation on February 2nd & 3rd 2023)

5)   Lecturing

The learners are considered to have everything to learn. Any prior knowledge they may have, their motivations and their personal plans are not really taken into account. The teacher communicates their knowledge in the form of a presentation, like a university lecture, while the learners take notes. Lecturing is giving facts or information about material learning in the classroom during when teaching process.

Meeting 1
The teacher explained the material.

T : So, today we will learn about asking and giving opinion. So, on this opinion is the way you feel or think about something in our opinion about something or…

Meeting 2
The teacher explained the material.

T : So, today we will learn about make a dialog about asking and giving opinion. You will make peers to make a dialog and then represent it in front of the class. I hope you can represent with no text but if you are not confident, you can use the text in front of the class, it is okay.

From a statement above, the teacher explained or delivered information about the material to learners. The teacher spent a significant amount of time explaining the material. While this is essential, it also reduced the opportunity for learner-centered learning.

(Source: Observation on February 2nd & 3rd 2023)

6)   Giving Directions

Giving directions or orders that are expected to be followed by learners; directing various exercises; Facilitate whole class and small group activities. Here the teacher gives directions, requests or orders to learners. This happens like when the teacher asks learners to make groups, the teacher asks learners to open their books, and the teacher asks small groups to quit their work.

Meeting 1
The teacher asked the learners to did exercise.

T : Okay, is it clear enough right? Okay let us make two group. Now I will give you a LKPD, now you can open your LKPD.

Meeting 2

The teacher asked the learners to did exercise.

T : So, today we will learn about make a dialog about asking and giving opinion. You will make peers to make a dialog and then represent it in front of the class.

From a statement above, the teacher asks learners to make groups and to did exercise. Directions were clear and helped organize classroom tasks. This ensured learners understood what to do, though it was still teacher-led.

(Source: Observation on February 2nd & 3rd 2023)

7)   Criticizing or Justifying Authority

Criticizes is to statement intended to change learners' behavior from nonacceptable to acceptable pattern. The teacher criticized in every learner' behavior such as remained the learners when they do the not acceptable behavior, such as when the learners noisy the teacher asks them to keep silence and pay attention to the teacher.

Meeting 1

The teacher reprimanded learners to use English

L : Miss, boleh permisi ke toilet Miss?

T : In English please, Meilani

Meeting 2

The teacher wanted learners to remain calm

L : (Learners are making noise)

T : Hey keep silent please

From dialogue on above, teacher as a facilitator to manage the class system to lead teacher rule when a learners' in the class.

(Source: Observation on February 2nd & 3rd 2023)

Based on the observation in the classroom, all types of classroom interaction were used during the teaching and learning process, there were 7 types of teacher talk. For the teacher talk, the teacher started the class, explained the lesson, asked questions about the material and to get information and gave instructions to the learners. During the English lesson, the teacher used both English and Indonesian.

The teacher played a central role in managing classroom interaction. Most teacher talk involved asking questions, giving explanations and giving directions. Learners responded briefly and were generally passive, with few instances of spontaneous or learner-initiated speech. This shows that classroom interaction was still teacher-dominated, though efforts were made to engage learners positively.

b. Result From the Interview

1)   Accept Feeling

Based on the interview, How do you accept feelings of learners during the learning process in the classroom? (Bagaimana anda menerima perasaan siswa selama proses pembelajaran di kelas?)

T : Menerima perasaan siswa biasanya terjadi begitu saja seperti pada saat saya masuk kelas kemudian mengucapkan salam, lalu menanyakan kabar siswa dan menanggapi kembali respon mereka.

(Source: Interview on February 6th 2023)

2)   Praises

Based on the interview, How do you give praises to the learners during the learning process? (Bagaimana cara memberikan pujian kepada siswa selama proses pembelajaran?)

T : Dalam proses belajar mengajar biasanya itu akan terjadi ketika siswa menjawab pertanyaan yang saya ajukan dengan benar. Saya akan memberi pujian seperti (Great, Nice, Good job, Well done dll). Bahkan ketika mereka menjawab bahwa keadaan mereka baik baik saja, saya akan memuji mereka dengan kata Masyaallah dan Great.

(Source: Interview on February 6th 2023)

3)   Accepts or Uses Ideas of Learners

Based on the interview, How do you respond to ideas or suggestion given by the learners in the learning process? (Bagaimana tanggapan Anda terhadap ide atau saran yang diberikan siswa dalam proses pembelajaran?)

T : Kalau ini jarang ya, karena hanya beberapa murid yang mau memberikan ide atau saran selama proses belajar mengajar dan jika ada murid nya pasti hanya itu itu aja. Terkadang setika saya meminta saran dari mereka tentang sesuatu, mereka hanya diam dan tidak menanggapinya. Bahkan ya kalau saya bertanya mereka jarang menjawab pertanyaan saya, saya gak tau apakah mereka tidak tau jawabannya atau takut salah.

(Source: Interview on February 6th 2023)

4)   Asking Questions

Based on the interview, How do you ask question to the learners during learning process? (Bagaimana cara mengajukan pertanyaan kepada siswa selama proses pembelajaran?)

T : Kalau dalam memberikan pertanyaan, biasa saya bertanya seputar dengan materi pembelajaran, terkadang saya juga bertanya tentang kosakata contohnya (Apa Bahasa Inggris mengembalikan?) Namun dalam hal memberikan pertanyaan jarang sekali siswa menjawab pertanyaan saya, biasanya mereka selalu gugup dan takut untuk menjawab, siswa seringkali menghindari kontak mata karena takut namanya di sebut untuk menjawab pertanyaan, Adapun yang menjawab pertanyaan hanya satu atau dua orang saja itupun hanya itu itu saja orang yang menjawab.

(Source: Interview on February 6th 2023)

5)   Lecturing

Based on the interview, How do you explain material in the classroom? (Bagaimana cara menjelaskan materi di kelas?)

T : Dalam menyampaikan materi pertama tama saya memakai bahasa yang sederhana agar siswa lebih mudah untuk memahami materi, kemudian setelah saya menjelaskan materi saya akan memberikan contoh yang berkaitan dengan kehidupan sehari hari, terkadang saya juga menggunakan media pembelajaran seperti menunjukkan gambar di proyektor atau buku agar siswa lebih mudah memahami materi

(Source: Interview on February 6th 2023)

6)   Giving Direction

Based on the interview, How do you give direction or commands to the learners during learning process? (Bagaimana cara memberikan arahan atau perintah kepada siswa selama proses pembelajaran?)

T : Biasanya dalam memberikan arahan atau perintah kepada siswa yaitu setelah saya menjelaskan materi kemudian saya menyuruh siswa memberikan contoh mengenai pelajaran setelah saya rasa siswa memahami materi kemudian saya memberikan latihan kepada siswa agar siswa bisa mengerjakan latihan sesuai dengan kemampuan mereka, setelah saya melihat sejauh mana pemahaman siswa terhadap materi, apabila di dapati siswa belum faham saya akan menjelaskan kembali materi.

(Source: Interview on February 6th 2023)

7)   Criticizing or Justifying

Based on the interview, How do you criticize or justify the learners in the classroom? (Bagaimana Anda mengkritik atau membenarkan siswa di kelas?)

T : Mengkritik siswa terjadi ketika saya mendapati siswa melakukan kesalahan dalam proses belajar mengajar, biasanya saya akan membenarkan siswa ketika memberikan jawaban yang salah.

(Source: Interview on February 6th 2023)

- *Types of learner talk occur in classroom*

Learners talk here refers to talks or expressions the learners used in classroom interactions. The talks include learners talk response and learners talk initiation.

a. Result From the Observation

1)   Learner Talk Response

Learners talk response is talking by learners in response teacher at classroom and teacher initiates' contact or solicits learners' statement in the situation. These were the examples from the result of observation:

Meeting 1

The learners responded the teacher's greeting

T : How are you in this morning?

L : We are fine and you Miss?

Meeting 2

The learners answered teacher's questions

T : Okay, what we learn today class?

L : Making dialog about asking and giving opinion Miss

The dialogue above explained the interaction between teacher and learners in the classroom.

(Source: Observation on February 2nd & 3rd 2023)

2)   Learners Talk Initiation

Learners talk initiation is a talk by learners that they initiate, express a new idea, own idea, and develop an opinion. These were the examples from the result of observation:

Meeting 1

The learners initiated to asked question when they did not sure

about what they have to do in the lesson.

        L : Miss, apa artinya prohibition Miss?

           T : Coba liat di dictionary ya, bawa dictionary semua kan?

        L : Lupa Miss

Meeting 2

The learners initiated to asked question when they did not sure about what they have to do in the lesson.

        L : Yes Miss, ini di cocok cocok kan ya Miss ke kalimat yang benar?

        T : Iya nak

From the dialogue above, learners are initiate to ask about the material.

(Source: Observation on February 2nd & 3rd 2023)

3)   Silence or Confusion

Silence or confusion is the conditions of pause, a short period of silence, or confusion in communication that cannot be understood by the observer. These were the examples from the result of observation:

Meeting 1

All learners are silent when the teacher asked the learners.

        T : Jadi setelah kalian baca penjelasan bagaimana memberi, meminta dan merespon pendapat, sejauh ini ada pertanyaan?

        L : (silence)

        T : Nah, kapan kita menggunakan asking and giving opinion?

        L : (silence)

Meeting 2

All learners are silent when the teacher asked the learners.

        T : Okay, siapa yang mau maju?

        L : (silence)

        T : Ayo, kalau gak mau maju Miss tunjuk orangnya

        L : (silence)

From the dialogue above, the teacher giving interaction to learners about the question but the learners not respond or just silent, it is happening because learners do not know about the answer to the question by teacher.

(Source: Observation on February 2nd & 3rd 2023)

Based on the classroom observation, all types of classroom interaction were used during the teaching and learning process. There were 3 types of learner talk found. In learner talk, learners interacted with the teacher by answering questions, sometimes asking about things they did not understand, and sometimes staying silent when the teacher asked questions.

b.   Result From the Interview

1)   Learner Talk Response

Based on the interview, How do you participate during the learning process?

        L 1: Ya gitu kak, kalau misalnya belajar ya belajar kak.

        L 2: Kalau saya kak di tanyak ya saya jawab, kalau misalnya gak

di tanyak ya saya dengarkan aja.

      L 3 : Waktu guru menjelaskan saya dengarkan aja kak.

      L 4 : Ya saya dengarkan aja kak pas guru menjelaskan pelajaran

Based on the interview, How do you respond teacher's question during the learning process?

      L 5 : Biasanya saya jawab kalau saya tau jawabannya kak.

      L 6 : Kurang faham sih saya kak, jadi kalau di tanyak diam aja.

      L 7 : Biasanya kalau soalnya gampang saya jawab kak, tapi kalau gak ngerti ya diam aja

      L 8 : Saya jawab kak kalau di tanya, walaupun jawabannya gak tau

(Source: Interview on February 7th 2023)

      2)   Learner Talk Initiation

Based on the interview, How do you express your ideas or opinion during learning process?

      L 9 : Gak pernah, takut salah

      L 10 : Biasanya yang pintar pintar kak yang ngasih saran

      L 11 : Gak berani kak

      L 12 : Gak faham kak jadi diam aja

Based on the interview, How you ask your teacher to re-explain the material?

      L 13 : Miss, boleh tolong di ulang gak Miss yang bagian itu soalnya saya kurang faham

      L 14 : Tanya yang pinter pinter

      L 15 : Tanya temen

      L 16 : Gak berani kak nanyak, nanti di tanyak balek

(Source: Interview on February 7th 2023)

      3)   Silence or Confusion

Based on interview, Did you ever keep silence or confusion during the learning process?

      L 17 : Seringan bingung pun kak

      L 18 : Kadang bingung kak jadi diam aja

      L 19 : Kalau gak faham materinya saya diam kak

Based on interview, Why are you always silent during the learning procces?

      L 20 : Gak tau

      L 21 : Kadang kalau gak ngerti ya diam aja kak

      L 22 : Gak faham

(Source: Interview on February 7th 2023)

In observations conducted during the first and second meetings, the researcher analyzed the classroom interactions between teachers and learners during the English learning process. The results indicated that Teacher Talk (TT) was more dominant than Learner Talk (LT) in the classroom. The teacher initiated most of the interaction, aiming to stimulate learners to become more active participants in the classroom. Despite this intention, the teacher remained dominant throughout the teaching process. The teacher frequently initiated interaction by managing the classroom environment, explaining grammatical rules, and

controlling learners' speech. This pattern of classroom interaction highlighted the predominance of Teacher Talk (TT) and supported the conclusion that the teacher assumed multiple roles manager, director, facilitator, and controller (Ami, 2013) due to the significant responsibilities held by teachers during the learning process.

B. Discussion

- *The types of teacher talk occur in the classroom interaction*

Based on the result the observation, it can be seen that all categories of interaction analysis such as Accept Feeling, Praise or Encourages, Accepts or Uses ideas of Learners, Asking Questions, Lecturing, Giving Direction, Criticizing or Justifying were applied in the classroom during teacher-learning process. Both the teacher and the learners realized and understood that interaction was important in learning English. They also understood that in order to interact effectively, they needed to practice. However, this understanding was not supported by their actions in the classroom.

The most frequently occurring type of teacher talk in classroom interaction was asking questions. This indicated that the teacher actively encouraged learners' participation through questioning, which was considered an important strategy in creating an interactive learning environment. The questions posed were generally factual and direct in nature, such as asking learners to repeat the material, answer questions based on a text, or provide brief responses. This strategy could have enhanced learners' engagement, although the responses given by learners tended to be short and lacked elaboration.

On the other hand, the least frequently observed type of teacher talk was accepting feeling, which occurred when the teacher acknowledged and responded to learners' emotions. The rarity of this category suggested that the affective aspect of classroom interaction received little attention. In fact, attending to learners' feelings could have contributed to a more supportive and humanistic learning environment. This might have been due to the teacher's focus being more oriented toward academic achievement and content delivery rather than building interpersonal relationships with learners.

As a result, there were not many opportunities for learners to interact with either the teacher or their peers. The learners were not active in practicing their English by asking questions or expressing their ideas and opinions. Furthermore, the classroom conditions did not make learners feel comfortable when interacting in English. A lack of vocabulary, fear of making mistakes, low self-confidence, and feelings of embarrassment served as obstacles that prevented them from engaging in meaningful interaction.

Interaction between teacher and learners was limited and based on activities in textbooks. Reciprocal interaction in the use of English in communication was rare. However, the use of media, such as computer programs and various textbooks, increased learners' motivation to participate in class activities. These media and activities gave learners reasons to interact. English was rarely used for communication in class. Teacher and learners rarely spoke English. Teachers

explained materials, gave instructions, and asked questions using English and then translated them into Indonesian.

Communication between learners was also in Indonesian. The use of English by learners was very limited when they practiced lessons or dialogues requested by the teacher. To make learners more active in class activities, the teacher had to appoint or call certain learners. Only a few learners volunteered to participate in class activities, and only certain learners were given opportunities to participate. The teacher interacted with the whole class by accepting feelings, praising or encouraging, accepting or using learners' ideas, asking questions, giving lectures, and giving directions. The teacher accepted learners' feelings at the beginning and closing of class. The teacher accepted or used learners' ideas when they invited learners to participate in class discussions.

Data was taken in class with recording duration is 40 minutes. The recording turned into a script and researchers found teacher talk in classroom interaction between teachers and learner. From these interactions, researchers found that these interactions were categorized into seven types of teacher talk and the most dominant was asking question and introduce new material.

From the research it was also found that the teacher made every effort to create and maintain active interaction in the classroom. Through various strategies such as giving directions, asking both open and closed questions, offering praise or encouragement, and explaining the material clearly, the teacher tried to build a dynamic and enjoyable learning environment. The teacher also often used gestures, voice intonation, and simplified language to help learners understand the lesson and feel more comfortable participating.

However, despite these efforts, learners' participation remained limited. Many learners seemed reluctant to speak due to a lack of confidence, limited vocabulary, shy and fear of making mistakes. Some learners showed hesitation when answering questions or initiating conversation, indicating anxiety and low confidence in using English. The teacher appeared patient and supportive, often repeating or simplifying questions and giving additional time so that students could feel more ready to respond.

Overall, the teacher demonstrated strong effort and commitment to encourage classroom interaction, but learners-related factors such as shyness, fear, and limited language proficiency remained the main obstacles to achieving balanced classroom communication.

- *The types of learner talk occur in the classroom interaction*

Based on the result the observation, it can be seen that all categories of interaction analysis such as learner talk response, learner talk initiation, and silence or confusion. The type of learner talk that most often occurred in classroom interactions was Learner Talk Response, which was a learner's response to a question or instruction from the teacher. However, based on the results of observations and interaction transcripts, it was found that the form of learner responses was very short, limited, and tended to be less linguistically developed. The most frequent responses given by learners included "Yes, Miss." and "Okay,

Miss." Repeating one word or phrase from the teacher's question, such as Teacher: "What is the meaning of what do you think?" Learners: "Apa pendapatmu, Miss".

These kinds of responses appeared repeatedly throughout the observation sessions. The majority of learners seemed to only provide answers to meet the teacher's request, without any initiative to develop or explain their answers further. Characteristics of Learner Talk that found are minimal spontaneity: there was almost no intervention from learners outside of teacher instructions or questions, closed responses: most responses were yes or no, or just short phrases and no elaboration: learners did not explain reasons, did not provide examples, and did not ask the teacher back.

This situation showed that even though learners technically "talk" in interactions, the quality of the interaction was very low because it did not encourage the development of language competence. The fact that learners only gave responses such as "Yes, Miss" or "Okay, Miss" indicated that they had not been actively involved in meaningful communication in the classroom. This pattern indicated that learners only responded to fulfill the obligation to answer, not because they felt comfortable, confident, or interested in participating in the discussion.

The causes of this phenomenon, based on the results of observations and learner interviews, included the following: Learners were not interested in speaking during the teaching and learning process and had limited vocabulary and sentence structure. Learners might have understood the teacher's questions but did not have enough vocabulary or grammar to provide complete answers. A lack of self-confidence also played a role: learners were afraid of making mistakes, were embarrassed to speak in front of the class, or felt emotionally unsupported to dare to try.

On the other hand, the least frequent type of learner talk was learner talk initiation, which occurred when learners actively initiated a conversation, such as asking the teacher questions or expressing their opinions without being prompted. The low frequency of learner initiation indicated that learners did not yet feel confident or were not used to taking an active role in classroom discussions.

Based on the findings, it was shown that types of learner talk occurred in the classroom interaction at the eighth-grade learners of Al Hikmah Darussalam Boarding School. The learner talk (learner talk response, learner talk initiation, and silence or confusion) from the results indicated that only some learners were truly active, because most of their time was spent talking only when the teacher asked questions.

4   CONCLUSION

Based on the results and discussion, the seven categories of teacher talk in classroom interactions are as follows: Accept Feeling, Praises or Encourages, Accepts or Uses Ideas of Learner, Asking Questions, Lecturing, Giving Direction, Criticizing or Justifying. Furthermore, in the context of classroom interaction, there are three different sorts of learner talk: Response, Initiation, and Silence or Confusion.

The researcher also found several results that can be represented in this thesis about (1) The types of teacher talk that occur in class interaction (2) The types of learner talk that occur in class interaction, as follows: The type of teacher talk that occurred most frequently was "Asking Questions", indicating that the teacher was actively engaged in eliciting responses from the learners. In contrast, the type of teacher talk that occurred least frequently was "Accept Feeling", suggesting a limited response from the teacher to learners' emotions or personal expressions during the learning process. And the type of learner talk that occurred most frequently was "Learner Talk Response"; however, these responses were generally limited to brief utterances such as "yes" or "okay", without further elaboration. Meanwhile, the type of learner talk that occurred least frequently was "Learner Talk Initiation", reflecting a low level of learner initiative in starting conversations or expressing ideas independently in the classroom.

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