

An Analysis of Teacher Talk in an EFL Classroom Interaction

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Abstract

Teacher talk is important in classroom interaction because it can help students improve their comprehension of the learning materials and encourage them to be more active during the learning process. This research was aimed to analyze the categories of talk employed by the lecturer in the classroom interaction in English teaching and learning process at chemistry education in one private university in Cirebon based the framework FIACS (Flander's Interaction Analysis Categories System). The lecturer at chemistry education in one private university in Cirebon was chosen as participant of this research. In this research, the researchers used qualitative descriptive method in collecting the data. The instruments of this research were observation as well video recording, observation sheet and structure interview. The findings reveals that the most dominant type used by the participant is asking question with 143 occurrences (35.57%), followed by Lecturing category with 98 occurrences (24.50%), accept or use idea of students category with 60 occurrences (15.00%), Giving directions category with 55 occurrences (13.25%), accept feelings category with 30 occurrences (7.50%), Praise or encourages category with 14 occurrences (3.50%), and the last is criticizing or justifying authority with 2 occurrences (0,50%) as the lowest category. According to the interview results, the participants employ those teachers talk categories in the teaching and learning interaction in the classroom to make the lesson more interactive, impressing, and relevant for everyone in the classroom, not just the participant, but also the students.

Keywords: *Classroom Interaction; Flander's Interaction Analysis Categories System (FIACS); Teacher's Talk.*

INTRODUCTION

In teaching and learning process, classroom interaction is the most essential aspect especially in the field of English Foreign Language (EFL). According to (Brown, 2000), interaction between teachers and students is commonly defined as a collaborative sharing of emotions, feelings or ideas. In other words, it can be inferred that classroom interaction is the process of learning. It is also relevant with Fu (2015:8), that an interaction is cooperation between two process. In other words, interaction will happen where there are two intertwined action processes. According to (Wrench et al., 2009), the classroom interaction state that students have a bigger effect on the topic learned by class discussion. In the other words, In

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One of the important things in teaching and learning English is classroom interaction. Classroom interaction underlined in this research refers to how students and teachers relate to the teaching-learning process. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in (Ma'rifah, 2020), teacher talk is dominant in classroom interaction. In other words, interaction happens in classroom interaction learning process are dominated by teacher especially in EFL context. In this case is classroom-centered research which concentrates on teacher and students talk. It is possible that students will be passive in the classroom as long as the teachers talk all the time. Students are passive because teacher talk is dominant in classroom interaction, it is why teacher talk important in learning process. Teacher talk influences success learning process and interaction between teacher and students.

Since teacher talk is crucial as an important point in the learning process which in return will affect the student learning outcome, therefore this study aims to analyze teacher talk as part of classroom interaction by using framework of FIACS proposed by (Flanders, 1963), entitled "An Analysis of Teacher Talk in An EFL Classroom Interaction"

In line with the background aforementioned, this study attempts to address the following research questions are what types of teachers' talk, are identified in an EFL classroom and what the reasons are for the teacher in choosing those teachers talk categories.

Table 1 Teacher Talk adopted by (Flanders, 1963) cited in (Hai & Bee, 2006)

Flanders' Interaction Analysis Categories (FIACS)	
Teacher Talk	
A.	Indirect Talk
1.	Accepts Feelings <ul style="list-style-type: none"> ▪ In this category, teacher accepts the feelings of the students. ▪ He feels himself that the students should not be punished for exhibiting his feelings. ▪ Feelings may be positive or negative.
2.	Praises or Encourages <ul style="list-style-type: none"> ▪ Teacher praises or encourages student's action or behavior. ▪ When a student gives answer to the question asked by the teacher. The teacher gives positive reinforcement by saying words like „good“, „very good“, „better“, „correct“, „excellent“, „carry on“, etc.
3.	Accepts or uses ideas of students <ul style="list-style-type: none"> ▪ It is just like 1st category. But in this category, the student's ideas are accepted only and not his feelings. ▪ If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. ▪ The teacher can say, „I understand what you mean“ etc. Or the teacher clarifies, builds or develops ideas or suggestions given by students.

4.	Asks Questions <ul style="list-style-type: none"> ▪ Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. ▪ Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category
B.	Direct talk
5.	Lecturing <ul style="list-style-type: none"> ▪ Giving facts or opinion about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions.
6.	Giving Directions <ul style="list-style-type: none"> ▪ The teacher gives directions, commands or orders or initiation with which a student is expect to comply with: ▪ Open your books. ▪ Stand up on the benches
7.	Criticizing or Justifying Authority <ul style="list-style-type: none"> ▪ When the teacher asks the students not to interrupt with foolish questions, then behavior is included in this category. ▪ Teacher ask „what“ and „why“ to the students also come under this category. ▪ Statement intended to change student behavior from unexpected to acceptable pattern. ▪ Bawling someone out. ▪ Stating why the teacher is doing what he is doing
Student Talk	
8.	Student talk response <ul style="list-style-type: none"> ▪ It includes the students talk in response to teacher's talk. Teacher asks question, student gives answer to the question.
9.	Student talk—initiation <ul style="list-style-type: none"> ▪ Talk by the students that 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.
10.	Silence or confusion <ul style="list-style-type: none"> ▪ Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

METHOD

Respondents

The researcher was conducted the research in one of university in Cirebon, especially in chemistry education. The reason why the researcher chooses this major because wants to know the types of teacher talk in classroom interaction and chemistry education has different background. So, the researcher has considered that the research is suitable to apply in this apply in this place .The participant of this research was an English lecturer in General English subject at one of university in Cirebon in Academic Years 2020/2021.

Instruments

The data was be attained through Video Recording as well as observation and structure interview. In this research, teacher talk in the learning process in General English subject will be analyzed.

Procedure

In this case, the researcher observed the teachers talk in process in general English subject in chemistry education, to facilitate in analyzing the data, since observation the researcher records the teaching and learning process in the classroom. Recording make the

data accurately. Recording help to know types of the teachers talk during the learning process in EFL classroom. The researcher observed the teacher talk in an EFL classroom interaction using Flanders Interaction Analysis Category (FIAC) System. The observations were happen in twice meetings. Because of pandemic COVID-19 observed was made by zoom platform. After the researcher observation the meeting before, the next technique of data collecting to get more information data about what were the reasons for the teacher in choosing those teachers talk categories was an interview the lecturer by several questions.

Data Analysis

The researcher considered to transcribe as the first thing to do before analyzing the data. (Azevedo et al., 2017) said that transcription comprises close observation of data over repeated careful listening (and/or watching), and this is a significant step in data analysis. In this part, teacher talk based on the video is written down word by word to analyze the language used in the classroom by the teacher.

When the observation was ended and the data were totally transcribed, the next step was classification. Classification was also the crucial procedure in this research since it is inevitable that based on the framework proposed by (Flanders, 1963) and according to Flanders in Arockiasamy (2017:3), teachers talk aspects identified as Flanders Interaction Analysis Categories System (FIACS) consists of 7 categories namely Accept Feelings, Praise or Encouragement, Accepts or Uses Ideas of Students, Asking Questions, Lecturing/ Lecture, Giving Directions, Criticizing or Justifying Authority. Hence, the classification is important to be initiated in order to classify to where each category belongs to.

After the data was transcribed and classified into several categories, the next step was calculating and interpreting the amount and the percentage of each category. In this research was initiating descriptive quantification. Descriptive quantification is necessary to calculate teacher talk types in EFL classroom interaction. This procedure was also beneficial to elaborate, enhance, and illustrate the result this research. After the teacher talk categories was identified and classified, the researcher then initiated the presentation descriptive quantification through the total occurrence and the percentage of teacher talk in an EFL classroom interaction. The quantification was undertaken by using percentage calculation equation as follows:

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

- P = percentage of the category
 f = the frequency of the category
 N = the total number of cases

RESULT AND DISCUSSION

The researcher observed in two meeting, the first observation was made on Monday April 26th 2021, the second observation was made on Monday May 24th 2021 at chemistry education at one private university in Cirebon. Because of pandemic COVID-19 observation was made by zoom platform.

The findings of the teacher's talk based on the framework of FIACS were exposed, measured, and given in percentage through Figure 1 based on observational data obtained from two meetings video recording of the EFL classroom interaction that lasts roughly 45 minutes at each meeting.

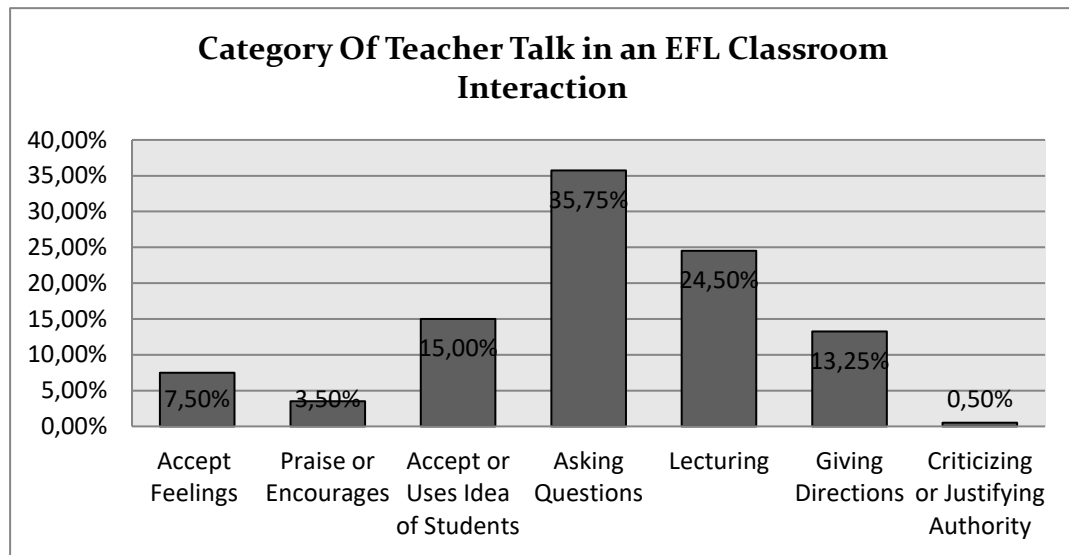


Figure 1. The Result of teacher talk category in an EFL Classroom Interaction

Moreover, from the seven categories of teacher talk as proposed by Flanders (in (Aisyah, 2016), the researcher were found all types in this research: praise or encourage, accept or use students idea, asking questions, lecturing, giving directions, accept Feelings, and criticizing or justifying authority. It was relevant to (Karuniasih et al., 2019), criticizing or justifying authority as the lowest occurrences in the learning process.

Additionally in this research indirect talk more frequently occurred in an EFL classroom interaction, it was asking questions category. It can be seen in Figure 2

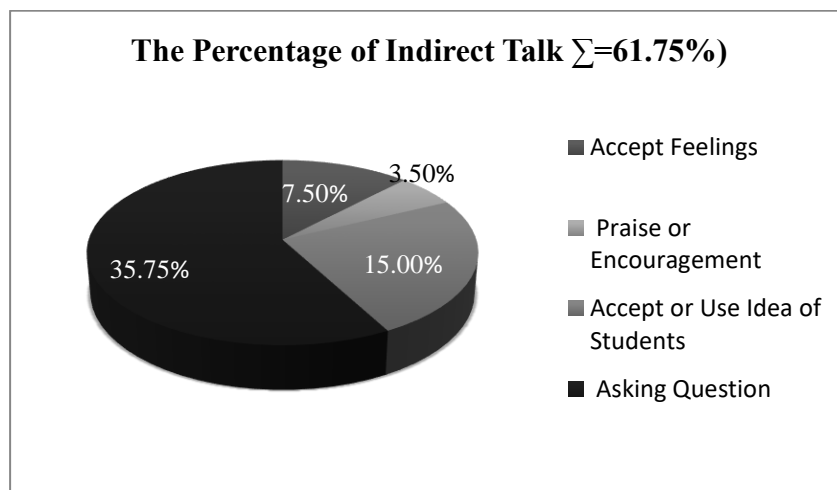


Figure 2. The Result Indirect Talk in an EFL Classroom interaction

Figure 2 shows indirect talk by asking questions as teacher talk that is often used when learning. Figure 3 shows direct talk, which includes giving directions, lecturing, and criticizing or justifying authority. From the two Figure that indirect talk is utilized more frequently than direct talk during learning, especially in asking question

categories. In total of the percentage, indirect talk result 61.75% of the whole teacher talk, whereas direct talk result 38.25% of the teacher talk.

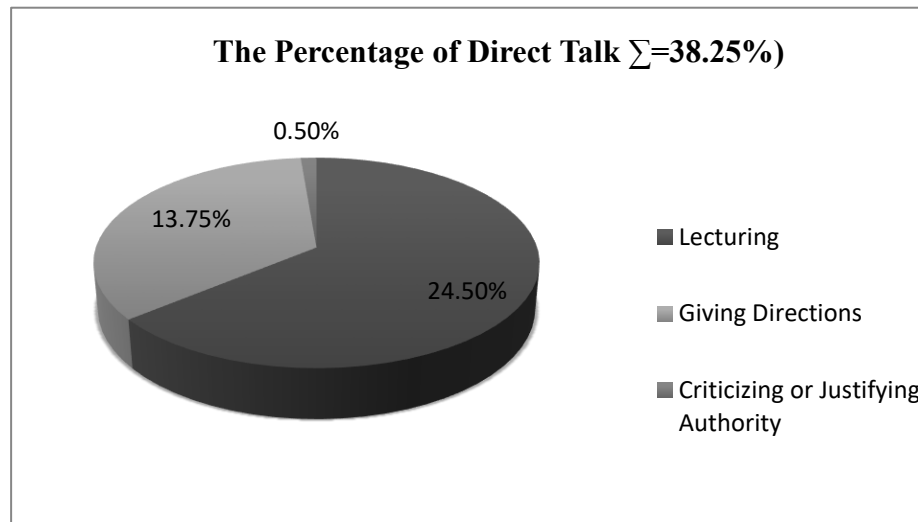


Figure 3. The Result Direct Talk in an EFL Classroom interaction

In this research, the researcher used structure interviews as an instrument to find sporting data on this research. According to interview, there were actually some specific reason for the lecture use those categories, for accept feeling the participant was appreciate student's effort on the learning process, because it was very important to respect one another between the lecturer and student, and it could made students relax comfortable. In addition, praise or encouragement also as important category because appreciate the student's work and effort, which makes them more motivated to learn and improve themselves. The participant also used accept students idea it because try to build critical thinking ability in the classroom interaction, students could get the information from different sources, which it should be valid and it should be trustworthy. Asking question also believe in online learning it develop students to critical thinking especially to encourage them to speak. The based thing for delivered the knowledge as lecturing, because lecturing as also important especially in online learning, so the student could gain new information from the lesson. Giving directions was also important because give clear instruction and the rules in the classroom interaction. Criticizing or justifying authority also important because as an online teacher it has to the identity, authority in the classroom, and students should respect their teacher or lecturer, and they should be aware that there are some rules and codes of conduct that must be followed.

CONCLUSIONS

Finally based on the data, In this research from the seven types of teacher talk as proposed by Flanders in (Aisyah, 2016), the researcher were found all types in this research: praise or encourage, accept or use students idea, asking questions, lecturing, giving directions, accept Feelings, and criticizing or justifying authority. Finally Based on the result interview, the participant used all of those categories, but there was a category of teacher talks that lowest used by the lecturer, that was criticizing or justifying authority categories. This result is consistent with the researcher's

observation that criticizing or justifying authority categories was lowest categories. Furthermore the participants employ those teacher talk categories in the teaching and learning interaction in the classroom to make the lesson more interactive, impressing, and relevant for everyone in the classroom, not just the participant, but also the students.

After the researcher analyzes the research, there were some suggestions for the next researcher is hoped be better to do research because the writer has lack of preparation and limitation of time to do this research. And this research investigated the use of FIACS technique in classroom interaction only in one classroom as the subject. Further For the future researcher, because this research only included one participant, it is recommended that to conduct a research with a wider range of participants to obtain more information regarding the topic.

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