TEACHER'S TALKS IN CLASSROOM INTERACTION AT BANI ADUNG ISLAMIC BOARDING SCHOOL BANTEN

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Abstract: The objectives of this research are to find out the categories and students' perceptions of teacher's talks that were applied by the English teacher in the teaching and learning process at Bani Adung Islamic Boarding School based on the framework Flander's Interaction Analysis Categories (FIAC), and to know the students' perceptions about the teacher's talks. The participants of this research were the English teacher and the eight grade students of the setting. The method of this research was qualitative descriptive method, and observation sheet, audio recording and questionnaire were used for data collection. The data taken from the teacher's talks applied by the teacher in classroom activities were analyzed qualitatively. The result showed that the most dominant category was *giving directions* (29%), followed by *asking the questions* (27.5%), and the last category was *accepting or using ideas of students* (2.9%). The indirect talks were lower than direct talks. As a result, the teacher-centered method was found to be the most prevalent during classroom interaction. Students also preferred to be praised or encouraged, and effective language in the classroom was required. It is recommended that the teacher use all types of teacher talks in the classroom. They should, however, be based on the needs of the students.

Keywords: *classroom interaction, teacher's talks, Flander's Interaction Analysis Categories, students' perception*

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INTRODUCTION

Interaction has been started as the collaborative process of communication between two or more people to affect each other's experiences, or interaction can be a collaborative exchange of thoughts, feelings or ideas (Brown, 2007, p.2). Teaching and learning process in the classroom definitely has an interaction inside. It involves interaction between teacher and students which they can influence each other. In

classroom interaction, teacher's talks usually happen when a teacher delivers the material and student's talk is usually when students give a response to the teacher's talks.

In addition, Yanfen and Yuqin (2010) argue "the success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students"(p.76). In teaching and learning process, the teacher usually provides some instructions, lectures, or an appraisal to the students. When interaction happens, teacher may easily check their students' proficiency in language and students can increase their language mastery during classroom activities such as discussion, listening, reading, and doing some dialogue.

Most teachers do not realize the importance of teacher's talks and teachers know very little about the form and function of teacher's talks. Thus, it is not surprising if there is a different teaching way among the teachers. For example, there is a teacher who uses a lectures method, so during lessons the teacher only explain without allowing the students to do interaction. Meanwhile, there is a teacher who always asks the students to be active and the teacher just sits passively on a desk in front of the class. Teachers can use teacher's talks for stimulus to their students, such as asking questions and giving feedbacks. In some situations, sometimes when teachers apply their teacher's talks, they face unresponsive or uncooperative classes. Therefore, in other words, platforms for the anonymous voicing of students concern and perception were necessary, even less most students of English classes are not willing or able to communicate their opinions or perceptions freely to their teachers. Moreover, most of students in Bani Adung Islamic Boarding School did not get English lessons in their primary school.

Teacher talks in classroom interaction had been conducted by some researchers, in different sites and with different participants. Mahmud and Sofyan (2012), for instance, used Foreign Language Interaction Analysis (FLINT) based on Moskowitz (1971) in their study. Their study used a qualitative descriptive method through observation, video recording, and interview to collect data. This current research is a bit different from Mahmud and Sofyan (2012), as the guideline used to analyse the interaction activities was Flanders Interaction Analysis Categories (FIAC). In addition, their research was limited to the categories of teacher's talk. Meanwhile, this present research investigated the students' perceptions to support the analysis of the teacher's talk.

The researcher is interested in conducting this research in Bani Adung Islamic Boarding School to know the categories of teacher's talks that used by an English teacher during the classroom interaction in the eighth grade and describing the students' perceptions about teacher's talks. The teacher's talks in classroom interaction were analyzed by using qualitative descriptive method through observation, audio recording, and questionnaire based on Flanders Interaction Analysis Categories (FIAC), which the combination of the previous study's technique above.

Based on the explanation above, the problems of the research formulated in following questions:
1. What are the categories of teacher's talks used by the English teacher during the classroom interaction at the eighth grade in Bani Adung Islamic Boarding School?

2. How is the students' perception about teacher's talks during classroom interaction at the eighth grade in Bani Adung Islamic Boarding School?

Concept of Classroom Interaction

Chaudron (1998) explains that classroom interaction covers classroom behaviour such as questioning and answering, negotiation of meaning and feedback, and turn-taking (p.10). It means that interaction helps the teaching and learning process work smoothly and it can intensify learners' communication. Teaching is an interactive act, whereas interaction is the communication among teacher and students which happen continuously as responsive acts. Classroom interaction is a practice that enhances the development of the two very important language skills, namely speaking and learning among the students. Classroom interaction is a reciprocal and meaningful interaction between the teacher and students that happens in the classroom. By interaction, the students develop their language ability. It is in the interaction in which communication is found. In interactive classes, students can join a discussion, problem-solving tasks, or dialogue journals.

In addition, classroom interaction will help students to share the information that they get from materials with each other. Radford (2011, as cited in Julana (2018, p.9) states that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding with each other. It means that classroom interaction makes the students brave to share the students known and they can learn from each other.

Types of Classroom Interaction

The interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Seliger in 1989, despite the need for the whole class teaching and individual work in language classrooms, it has often been emphasized that without other kinds of interaction, students are deprived of many useful and motivating opportunities for using and learning the new language (pp. 30-31). Dagarin (2004) mentions that there are five types of interactions that occur in the classroom (p.129): teacher-students, teacher-a group of students, student-student, students-students, and students-teacher.

Teacher – students are established when a teacher talks to the whole-class at the same time. The teacher takes the role of the leader or controller and decides about type and process of the activity in the classroom. The primary function of such interaction is controlled practicing of certain language structures after the teacher (the model). This type of practice is also called "drill". Teacher-students is widely used in teaching and learning process which teachers use more narrative as the main medium of learning. In this context, of course the teacher is actively speaking; and students listen to or pay attention to the teacher. This type of lecture is widely used in Indonesia because this type is the earliest method used in the teaching and learning process. This method can be used, both with and without media.

The Role of Teacher

Teacher is one of knowledge transfer's tools to improve the student quality. They are not only teaching but also as second parents for students. Brown (2001) mention seven roles of an interactive teacher. They are the teacher as the authority figure,

leader, knower, director, manager, counsellor, and guide (p.200). In addition, Harmer (2001) mentions five roles of teacher too (p.25). They are controller, prompter, feedback provider, tutor, and resource. Thos roles are described as follows:

a. Teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be a little change for students to take much responsibility for their learning.
b. Teacher may need to be prompters, encouraging students, pushing them to achieve more, feeding a bit of information or language to help them processed.
c. At other times, the teacher may need to act as feedback providers to help students to evaluate their performances or as assessors to telling students how well they have one or giving them grades.
d. Sometimes, teacher needs to act as a language tutor, which is an advisor who responds to what the student is doing and advice on what to do next.
e. The teacher also needs to be able to function as a resource for language information when students need to consult.

Teacher's Talk

Since the English learning process in classroom in Indonesia is done through guidance of the teacher, the interaction between teacher and students also takes an important part in speaking procedural learning. The communicative teacher talk is also needed as the component of classroom interaction which plays an important role in achieving the objectives of the speaking procedural learning process. Teacher talk is the situation when a teacher uses a special way of teaching language in order that the students to understand what the teacher means (Ellis, 1994, p.145). The teacher should be an example for the students to use English fluently without any hesitation. Al-Otaibi claimed that teacher talk is the language used by the teacher that is very important and a source in language learning process (p.1). Moreover, Yan (2006) stated that in teaching and learning, teacher's talk process has an important place in accordance with its function for interaction and to develop students' language skills (p.5). It means that while the teaching process, the interaction between teacher and students runs continuously in the classroom.

Teachers can use teacher's talks for stimulus to their students, such as asking question and giving feedback. Teacher's talk also plays a very important role in the teaching process as an interactive device (Yanfen & Yuqin, 2010, p. 77). It means that during the teaching process, the interaction between teachers and students happens constantly in the class. They are giving information, correcting without rejecting, giving directions, criticizing student's behavior, criticizing student's responses.

Flanders' Interaction Analysis Categories (FIAC)

Interaction is a complex process that involves many elements. It is an interrelated process. There are some instruments that can be used to analyse classroom interaction. One of the instruments is Flanders' Interaction Analysis Categories (FIAC). Flander Interaction Analysis Categories (FIAC) is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom (Amatari, 2015, p. 44). The Flanders' Interaction Analysis Categories consist of ten categories of communication which are said to be inclusive of all

communication possibilities. Flander combined a politically powerful idea with very practical simplicity. The strong idea was that the teaching was more or less effective depending on how 'directly' or 'indirectly' teachers influence learner's behaviour.

Table 1. Flander Interaction Analysis Categories

Types of Interactions		Categories
Indirect Teacher Talk	1.	Accepts Feeling Accepts and clarifies an attitude or the feeling tone of a student in a non-threating manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
	2.	Praises or Encouragements Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.
	3.	Accepts or Uses Ideas of Students Clarifying or building or developing ideas suggested by student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
	4.	Asks Questions Asking questions about content to procedure, based on teacher ideas, with the intent that student will answer.
Direct Teacher Talk	5.	Lectures Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.
	6.	Gives Directions Directions, commands or orders to which a student is expected to comply.
	7.	Criticizes or Justifies the Authority Statements intended to change student behavior from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is during, extreme self-reliance.
Student Talk	8.	Student Talk – Response Talk by students in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.
	9.	Student – Initiation Talk by 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.
	10.	Silence or Confusion Pauses, short periods of confusion in which

Types of Interactions	Categories
	communication cannot be understood by the observer.

The first is seven categories belong to teacher's talks that have been bifurcated into indirect talk and direct talk. The next categories belong to student's talk. Then, the last category includes the small spans of silence or pause or confusion. Due to the time constraint, the researcher limited the scope of her study only to analysing the teacher talk in classroom interaction. The theory by Flander was used to analyse teacher's talk in classroom interaction because it is appropriate with the research objective.

Students' Perception

Perception is a word that is closely related to human psychology. There are many experts who have defined students' perception. "The perception is defined in accordance with the opinions and views of someone" (Unumeri, 2009, p.18). Students' perception is students' impression toward something that runs in the learning process in class and produced it by arguments or suggestions for teacher or classmate to increase learning process (Shidu, 2003, p.15). Adediwura (2007) says that students' perception of teacher' knowledge of subject lesson, attitudes to work and skill of teaching is absolutely dependent on the fact that students have been taught by the teachers under evaluation and familiar with them (p.165).

From the definitions above, the researcher takes a note that students' perception is how students think to respond about what they have done or about what they learned. Perception may be energized by both the present and past experience, the individual attitude at a particular moment, the physical state of the sense organ, the human interest, the level of interest, and the interpretation of the perception. Students' perception can be understood as the students' skill to justify their own point of view and distinguish it from research being presented in the classroom.

According to Walgito (2003), the perception is influenced by factors that have been classified (pp.54-55) as follows:
a. External, namely the stimulus and traits that stand out in the neighbourhood behind the objects that constitute a determination or unity subtle, among others: social and environmental,
b. Internal, it is the factors that are related to the ability of self that comes from a relationship with facets, mental, intellectual, and bodily.

METHODOLOGY
Design
Qualitative descriptive method was used to conduct this study. A descriptive study is a type of research in which the investigator examines and reports on things in order to understand and explain them. In this study, data on the types of teacher's talks in classroom interactions and students' perceptions of teacher's talks were collected.

Site and Participant

Site of the research was Bani Adung Islamic Boarding School. The participants were limited to one of the English teacher who has initial AR and the students at the eighth grade of C at this school.

Data Collection

The data were collected using observation, audio recording, and questionnaire.
a. During observation, the researcher became passive participant by sitting in the back of the classroom, so it will not influence the data. The researcher observed the classroom interaction in three meetings.
b. Through audio recording, the researcher obtained the data related to the categories of teacher's talks. The interaction was recorded during 2-hour lessons or 40 minutes.
c. Through questionnaire, the researcher used a close-ended questionnaire with five degrees of agreement in the questionnaire based on Likert scale, and the questionnaire consisted of ten statements. The purpose of this method is to know the students' perception of teacher's talk. It was distributed by the teacher to the students after the third meeting of observation.

Data Analysis

This research was analysed by using qualitative data analysis from Miles and Huberman (1984) which consisted of three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification (p.21). In data reduction, the researcher obtained all the data of the teacher's talk types that had happened in the classroom during the teaching and learning process. The data, then, were reduced in order to get the applicable data. The researcher classified the data by following their respective categories to make the data analysis easy. In data display, the data were presented in an organized manner, and conclusions were drawn from the data or information. After reducing the important data in the first step, the data from the observation were also analyzed. Then the audio recording was also analysed by using steps adapted from Suherdi (2009) as follows:
a. Transcribing the audio
b. Coding the data
c. Calculating the data
d. Interpreting the data

Then, the last steps of Miles and Huberman's model, conclusion and verification, was carried out . This final step served as the answers to the research goals at the beginning of the research. All of the data were needed to verify to make the result of this research valid and reliable. All the data found as the result of observation, video recording, and questionnaire were described in elaborating or works.

Credibility of the Data

In qualitative research, there is a general technique called triangulation to develop research data validity. Its purposes are to increase the credibility and validity of data

findings. This technique is used to refer to the observation of the research issue from (at least) two different points called "triangulation" (Flick, 2004, p.178). The aim of triangulation was to develop one knows of whatever being investigated.

The data that has been gained should be accurate. There are four techniques in triangulation (Gautier & Rockwood, 2005), namely: source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation (p.61). According to Tavakoli (2012), methodological triangulation is a type of triangulation which uses similar method on a different time or different method on the same object of the study (p.358). The figure below shows that the data of research question number 1 and 2 were validated using methodoligical triangulation method.
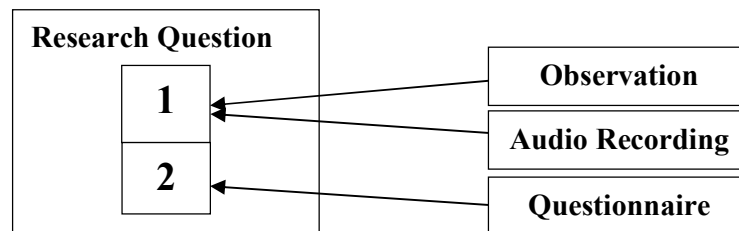

Figure 1. Triangulation

FINDINGS AND DISCUSSION

The results are presented in two sections. The first section was observation and followed by audio recording. The teacher began the classroom activity by greeting the students, checking their attendance, and informing them of the material as well as their achievement. The teacher then began teaching the lesson. The teacher then asked the students to complete some assignments to assess their comprehension of the learning material. As the lesson came to an end, the teacher double-checked that the students had understood it. When the time was up, the teacher offered some advice to the students on how to improve their learning. Finally, the teacher concluded the classroom activity by greeting the students.

Throughout the classroom activity, it was found that all types of teacher's talks based on the framework of FIAC (*Accepts Feeling, Praises and Encouragements, Accepts or Uses Ideas of Students, Asks Questions, Lectures, Gives Directions, and Criticizes or Justifies the Authority*) were applied by the teacher in all meetings.
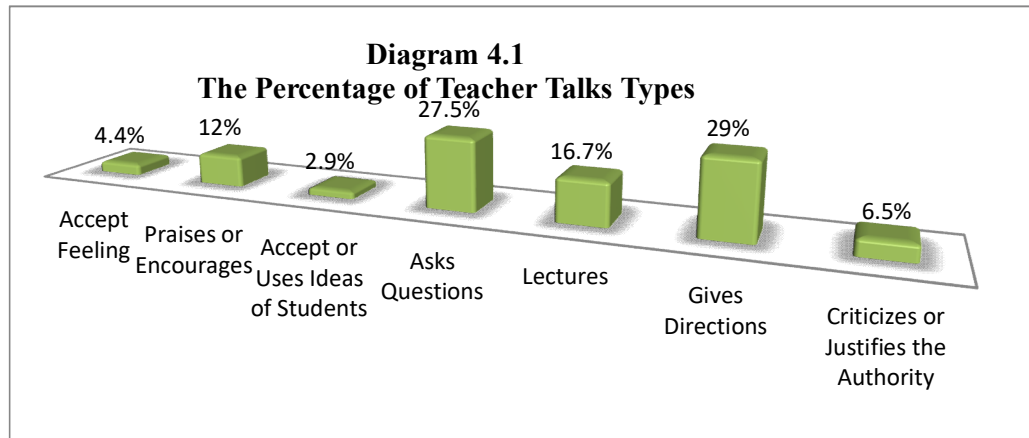
Figure 2. The Percentage of Teacher's Talk Types

From the results, *Giving directions* (29%) was the most dominant teacher's talk type which was used by the teacher. Then, the second mostly used teacher's talk type was *Asking questions* (27%). *Lectures* (16.7%) was the third mostly used type of teacher's talks which the teacher applied. Then, the teacher used his/her talks for P*raising or encouraging* (12%), *Critisizing or justifying the authority* (6.5%), *Accepting feeling* (4.4%), and *Accepting or using ideas of students* (2.9%).

Here some attachments from the observation:

Accepts feelings
S : I'm fine, and you?
T : *I'm well, thank you*

Praises and Encourages
S : Menurut saya pondok pesantren bani adung ini bersih, teman-teman dan guru-gurunya juga baik
T : Menuruut saya itu bahasa inggrisnya "in my opinion", jadi "in my opinion, Bani adung boarding school is clean, friends and teachers are kind"
T : *okay, good job. Thank you siti sarmilah*

Accepts or Uses Ideas of Students
T : Ada yang tau gak "new" itu artinya apa?
S : Baru
T : *Tuh, new itu baru*

Asks Question
T: *okay, tadi kan miss udah tanya nih sama sarmilah, aang, ridwan. Ada yang tau gak kita mau belajar apa?*
S: pendapat bukan miss?
T: iya hafidz, betul sekali

Lecturers
T: *sick, okay kalo bahasa inggrisnya sick ya*

T: *jangan keliru kalo sick itu sakit, kalo six itu enam. Pengucapan diujugnya beda ya. Kalo enam itu bunyi belakangnya ada s nya.*
S: menurut saya pondok pesantren bani adung ini bersih teman-teman dan guru-gurunya juga baik.

Gives Direction
T: *Kokom, come here please!*
T: *please write this dialogue on a whiteboard!*
S: okay miss

Criticizes of Justifies the Authority
T: *Stt… keep silent Rizal!*
T: *Darimana aja kamu Daerobi, Habib. Ya ampun jam segini baru masuk kelas*

The second section was questionnaire. The questionnaire in this research refers to a list of questions for 18 students. There are ten questions on the list. Based on the questionnaire, students had many kinds of perceptions toward their English teacher talks. The table below is the result of the questionnaire.

Table 2. Result of questionnaire

Types	Statement	SA	A	N	D	SD
Accepts Feeling	I'm happy when the teacher ask the condition (*Saya merasa senang ketika guru menanyakan kabar*)	10	8			
Praises or Encouragements	When the teacher praises me, I am encouraged to answer next questions (*Ketika guru memberikan pujian, saya lebih bersemangat dalam menjawab pertanyaan berikutnya*).	9	9			
	I am motivated to answer questions when the teacher gives me clues. (*Saya termotivasi untuk menjawab pertanyaan ketika guru memberi kata kunci atau clue-clue*)	6	5	7		
Accepts or Uses Ideas of Students	I don't like it if the teacher summarize my answer *(Kebiasaan guru merangkum jawaban yang sudah saya sampaikan membuat saya tidak senang)*			5	9	4
	Saya lebih suka ketika guru menanyakan pendapat atau opini saya (*I like it when the teacher asks for my opinion*)	2	11	5		
Asks Questions	I understand the teacher's questions			3	10	5

Types	Statement	SA	A	N	D	SD
	in English. *(Saya paham ketika guru bertanya menggunakan Bahasa Inggris)*					
	I do not like it when the teachers asks a question which I already know its answer. (*Saya tidak suka ketika guru bertanya yang jawabannya sudah saya ketahui*)			2	7	5
Lectures	I like it when the teacher gives correct information when my answer is wrong.(*Saya suka ketika guru memberikan informasi yang benar ketika saya menjawab salah)*	11	5	2		
Give Directions	I do not like it when the teacher gives me many assignments (Saya merasa tidak suka ketika guru memberi banyak tugas)	11	7			
Criticizes or Justifies the Authority	I feel happy when the teacher critisizes my wrong answers. (Saya merasa senang ketika guru mengkritik jawaban saya yang salah)	5	8	4	1	5

Discussion

Types of Teacher's Talks

The result of this research showed that the most proportion of direct teacher's talks was higher that the indirect teacher's talks. Overall, 52,2% of teacher talking time during classroom interaction was used for direct teacher talk. It reflects that the teacher did more direct talking time in *giving directions, lectures, and criticizes or justifies the authority.* The result of direct talk use can be seen in Figure 3.

52.2%   47.8%

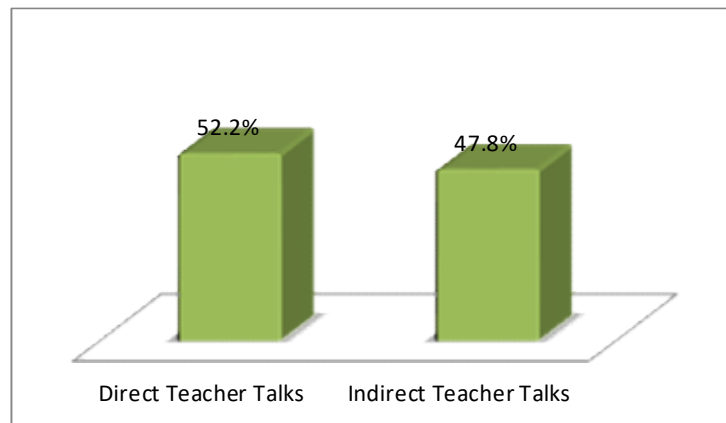Direct Teacher Talks   Indirect Teacher Talks

Figure 3. The percentage of direct and indirect teacher's talk

Compared to the proportion of direct teacher's talks before, it was found that the indirect teacher's talks percentage was a bit lower. It means that the model of teaching and learning process in this study still focuses on the teacher as known as teacher-centred activities. The result shows the proportion of indirect teacher's talk was 47.8% which means that the teacher spent less indirect talking time such as *accepting feelings, giving praises or encouragements, accepting or using ideas of students,* and *asking questions.*

Students' Perception

According to the result of the questionnaire, when the teacher used *accepting feelings, giving praises or encouragements,* it was shown that the students agree if the teacher asked about their condition and students felt happier when the teacher gave them praise and encouragements if they can answer correctly. In teaching and learning process, it is very necessary for the teacher to give praises or encouragements for well-doing from students so they keep trying to do better, for example, when the teacher smiles or says the words "good" to students who can do good homework, it will have a big impact on students. Students will feel satisfied and feel accepted for the results achieved, and other students are expected to do so.

Moreover, when the teacher used or summarized students' idea, it can make them motivated and interacted during the classroom, but some of them took it for granted. It may happen because sometimes the teacher ignores the answer and asked other students to get another or different answers when the students answer the question incorrectly. Schunk (1989, as cited in Irons, 2007, p.37) suggests that positive response will enhance students' confidence in their academic ability and such as improve academic performance as students developed confidence in their academic abilities. It means that with a good response or praise and encouragement from the teacher, students will not be afraid of trying to answer the questions, although they do not believe in their answer.

Related to the observation and questionnaire, students did not agree if the teacher applies more English language in explaining the material to them during teaching and learning process. Moreover, when the teacher asked in English, they felt afraid to answer because they did not understand what the teacher said. Thus, it would be better if the teacher translates English into the Indonesian language in some sentences that students were not used to hearing.

Many tasks make students lazy and bored in class, so the class may become ineffective, as Schaufeli & Enzman (1998) stated that indicators of the boredom of learning is emotional exhaustion, cognitive fatigue (inability to concentrating, unable to do complex tasks, loneliness and decreased endurance in the face of frustration felt), loss of motivation (p.21). To decrease the un-conducive atmosphere, the teacher should apply more the types of teacher's talks; *Gives Direction* and *Lectures* category. Directing various drills such as ice-breaking or games is the better choice to do.

CONCLUSION AND SUGGESTION

This research aimed to find out the categories of teacher's talks as suggested by the framework of Flander Interaction Analysis Categories (FIACS). Based on the result, the teacher applied all of the categories of teacher's talks according to FIACS.

Moreover, it showed that teacher-centered was still dominant, it was proven from the most dominant category of teacher talks which was *Giving Directions*, and the lowest frequency was *Accepting or Using Ideas of Students*. Generally, the students received well the teacher's talks in classroom interaction, but the un-conducive atmosphere could be decreased if the teacher uses more *Lectures* and *Gives Direction* category with various drills by using games or ice breaking, so the teacher can get more attention the learning process become fun.

For the teacher, it is recommended that the English teacher should use all categories of teacher's talks evenly on the students' need. Although it is in online or offline classes, the teacher should be aware of making students be more active in learning process. For the other researcher, in this research, there are weaknesses that could be seen. Therefore, further research can be conducted with another research design, for example, by using open-ended questionnaire to collect the data and by focusing on teachers' and students' talks to different participants.

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