

TEACHER TALK OF PRAISES IN ENGLISH CLASSROOM INTERACTION

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ABSTRACT

This study was conducted at International Elementary School of Bunga Matahari to find out the type of teacher talk in English classroom interactions and the students' responses on teacher talk of praises. The descriptive qualitative design was applied and aimed to analyze the types of talk employed by the teacher in the classroom interaction based on FIAC System presented by Flanders (1970). The data were analyzed using an interaction model of Miles, Huberman, and Saldana (2013) et al. and focused on the teacher and student talk in ICP class. This research employed observation through video recording in order to reach the objectives of this study. The participant in this study were 45 students with 15 students in each class and 3 English teachers. The results showed that by analyzing responses of transcription from the observation, the teacher talk of giving praises is approximately less, giving direction dominates the teacher talk category that consists of direct influence of teacher talk. In addition, the students' response was dominantly toward teacher talk of praises.

Keywords: *English classroom interaction, teacher talk, teacher talk of praise.*

INTRODUCTION

In Indonesia, English is taught in elementary schools as local content (*Muatan Lokal*), so that learning English in the next education levels (which are junior and senior high schools) will be easier, due to

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the fact that English subject is one of the main subjects in high schools. Teachers use English or mix it with Indonesian in explaining lesson. Therefore, teacher talk plays an important part in teaching English for elementary school students.

It is crucial for English teachers to teach English attractively using various teacher talks for every learning activity, so the students can react to the information they learn and can interact with their classmates using English. Brown (2000) stated that interaction is the collaboration exchange of thought, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other. Richard and Rodgers (2001) also emphasized that it is the teachers' responsibility to organize the classroom as a setting for communication and communicative activities. Teachers must have full authority and skill in classroom management to interact with the students, so they respond to the teacher. The teachers are the main figures in controlling the class. Sometime the teachers must exchange thought, feeling or ideas with the students to build a communicative class.

Based on the preliminary research at one of elementary schools in Banda Aceh on Tuesday, November 12th, 2019, researcher found that teacher talk occurred during English lesson was mostly in the English and Indonesian. After observing some classroom activities, researcher noticed that the students lacked confidence in interacting with their teacher and/or their friends. They became hesitant to communicate with each other and felt uncomfortable. Brown (2000) stated that teacher talk can be used to communicate, understand and try to give students more confidence. However, if teacher talk was overly dominant, the communication between teacher-students and students-students could not be built. The teacher played more dominantly of teacher talk in questioning, criticizing students, giving fewer praises and little encouragement. The students did not have enough time to express their ideas or feelings. The use of teacher talk dealing with students' feeling and praise are two categories of teacher talk.

In addition, researcher also learned that the teacher took longer time in transferring information or knowledge to the students through lecturing. As a result, the students might have lost their concentration on the subject. Brown (2000) stated that teacher talk influences the teacher in giving information, facts, own opinion or ideas, in lecturing or asking rhetorical questions. In the school, the teacher dominantly used these categories that made the issues come out.

Based on the explanation above, the researcher tries to expand further study of teacher talk. The researcher focused on analyzing teacher talk concerning to praises that happen during the English classroom interaction at Bunga Matahari International School in 2nd, 4th, and 6th grade. The research question is stated as the following:

“What types of student talk are found in response to praises in English classroom interaction at International Elementary School of Bunga Matahari?”

LITERATURE REVIEW

Definition of Teacher Talk

Teacher plays an important role in teaching learning process. She/he is the one who always controls the class and the atmosphere. Every learning activity is managed by a teacher. Some activities are needed to build an active classroom. Therefore, teacher always becomes a crucial part in teaching learning process, especially in teaching language through his/her talk.

Allwright and Bailey (1991, as cited in Putri, 2015) stated that teacher talk is one of the significant ways that the teachers use to deliver information and control learning behavior of students. Ellis (1985, p.145) has also formulated his own view about teacher talk:

Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher’s language... studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons. ”He commented “the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties.

It is clear enough that teacher talk is always used in teaching especially in teaching language. The teacher must use the language to make the students to communicate using their target language in order to encourage them to achieve their goal.

Moreover, Richards and Schmidt (1992) in *Longman Dictionary of Language Teaching and Applied Linguistics* defined that “variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify

their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learner”.

From the explanation above, teacher talk is defined as mostly all teachers’ languages used in the classroom. This language leads students to interact with each other in the classroom. The talk has direct and indirect influences for students. Therefore, it is divided as direct and indirect teacher talk. However, the focus of this research is teacher talk of praises and encouragement.

Types of teacher talk

It is important for teachers to be aware of using teacher talk. This research will define the types or categories of teacher talk that have been analyzed by Moskowitz. There are seven types of teacher talk that researcher adopted and modified. They are called Flanders Interaction Analysis Categories (FIAC) System by Flanders (1970) (as cited in Brown, 2000), namely:

Indirect influence

1. Dealing with feeling

When a child is in a difficult situation or comes to you distressed, upset or angry, what is the right thing to say? The teacher should be aware of the student’s responses such as accepting their answers or responses, discussing, and referring to the students’ feeling. It proved that the teacher care enough about his/her students. Thus, students will focus on their learning and give more respect to their teacher.

2. Praising or encouraging

The power of praises in changing student behavior both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations (Burnett, 2002). Valuing students by praising, complimenting, and providing a positive word on the students’ work, encouraging students to continue, trying to give them confidence, confirming their answers are correct. Such as “Good job Hany on what you are doing!, congratulation Bob for the winning of this competition!, you are so good girls, I see what you are writing from yesterday!”.

3. Using the students’ ideas

Collaboration is a pillar of the most active learning approaches. Clarifying, using, interpreting, and summarizing the students’ ideas, even though the ideas must be rephrased by the teacher but still be recognized as the students’ contributions. The contribution leads student

to feel prouder and more appreciated. This kind of teacher talk affected students to learn more, and teacher should clarify the ideas are from the students' contribution.

4. Asking questions

We should know all of our students to be able to greatly influence our teaching. We should ask questions to which the answer is anticipated (Rhetorical questions are not included in this category). Question forms such as "*do you know it?, this is a pen, is it?, see, there are a lot of book, is not it?, should I write here?, did she go?*" are all non-rhetorical questions that need non rhetorical answers.

Direct influence

1. Giving information

Giving information is a classic teaching method where teacher gives information, facts, personal opinion, or ideas about a topic. However, this type sometimes makes students bored to listen to the teacher speaking while the information come out so long in one time. Giving information means giving materials to the students. Teacher can modify them by making video, lecturing, or using combination techniques that tend to deliver information.

2. Giving directions

Giving directions, requests, or commands that students are expected to follow; directing various drills; facilitating whole-class and small group activity. There are many activities can be developed in speaking class for classroom interaction. Students have good opportunity to explore their ideas. Students need some direction and facilitation regarding how they should demonstrate the whole ideas they own systematically.

3. Criticizing student behavior

Teacher should know how to communicate the emotion atmosphere in the classroom, so the teacher can find a solution to solve the problem and build a positive interaction with students. Teacher's critics are important for students' positive behavior without letting down the students' passion in learning such as rejecting the students' behavior; trying to change the non-acceptable behavior, communicating anger, displeasure, and annoyance, rejection by words or intonation and dissatisfaction with what the students are doing. For example, "what are you doing Riki? Please behave!, Listen to me, don't waste your time!, Complete this work quickly!.. These sentences lead student to behave after their teacher commenting on their behavior.

Teacher Talks of Praise

In Brophy (1981, p.5), the term “praise” has the same meaning and connotation as it does in everyday natural language: “to commend the worth of or to express approval or admiration”. It can be said that praise is the positive word in giving motivation or reward for others. This term allows people to build a close relationship with each other. This is a good reinforcement for teachers in giving praise to students through teacher talk.

Teacher talk of praise allows teachers in praising students on what they do and valuing it by saying a statement. Words have big impact on the students. As cited in Burnett (2002, Pp 5-8), Tsui (1995) stated “teacher praise contains positive effect and its more intense, detailed response to students’ behavior”. Brophy (1981, p.5) illustrated that “Very good!” stated emphatically and with nonverbal communication of warmth, excitement, or other positive effect) or elaborated (“You have got them all right! and so on) reactions to student behavior needed just to provide feedback about correctness. Those confirmation words mean praise. Teacher can use the words or other positive effects during teaching learning process. The statements give them a big impact on motivation of learning environment.

When to praise

Ginnott (1972, as cited in Hitz and Driscoll, 1988, p.8) pointed out that “ineffective praise can create anxiety, invite dependency and evoke defensiveness”. Sometimes praise can be positive or negative. Teachers can use it anytime and anywhere, but the teacher needs to control how to produce it. Brophy (1981) stated that praise genuine progress or accomplishment when the students may not realize or appreciate their accomplishments, and they respond well to praise.

Based on the explanation above, it can be said that teacher’s awareness of using praise wisely in the classroom in improving students’ behavior is important. Teacher needs to say useful praise to the students.

How to praise

Further, the following guidelines are based on Brophy (1981): praise should (a) be informative or appreciative, but not controlling (b) be contingent upon objective accomplishment (c) specify the particulars of the accomplishment (d) show the variety and other signs of credibility (e) be natural rather than theatrical or intrusive (f) be private (g) be

individualized (h) attribute success to effort and ability and (i) attribute effort expenditure to intrinsic motivation.

Besides, praise also has the ability to improve student academic or behavioral performance-but only if the *student* finds it reinforcing (Akin-Little, Eckert, Lovett, & Little, 2004). It has a power to improve students' academic using oral word or praise. Here are some suggestions that may increase its praise to be more effective in using it according to Wright (2012):

1. Describe noteworthy student behavior.

The teacher needs to expand more words to guide student learning. It will be more acceptable words when the teacher includes another statement such as behavioral element. For example: "you put your book very good in the bookshelf, good job Ratih!," but it will be ineffective for the praise statement such as "good job!" because it lacks behavioral statement. Hawkins and Heflin (2011, as cited in Wright, 2012) stated that a praise statement such as "Good job!" is inadequate because it lacks a behavioral description. Teacher will be able to engage students learning more effective than to only use a "good job!" statement. That means teacher appreciates the students more, so they become active and eager to keep doing their work or task.

2. Praise effort and accomplishment, not ability.

This praise means giving praise for specific students' effort or accomplishment for general ability not for certain ability of certain student. For example, "you are really good in chemistry!". When the praise come out using this suggestion, Wright (2012) stated it can help students to see a direct link between the effort they invest in a task and improved academic or behavioral performance.

3. Match the method of praise delivery to student preferences.

In this term, teacher has many time and ways to give praise to all of students. But Burnett (2002) suggests that middle school and high school student actually prefer to be praised in private place than in public place. Brophy (1981) stated that praise genuine progress or accomplishment when students may not realize or appreciate their accomplishments, and they respond well to praise given. They will be embarrassed to praise given in public places.

Teachers have responsibility in helping learners by giving appropriate motivation through teacher talk of praise. Praise should meet the criteria that provide real reinforcement for some students.

Table 1. The Example of using praise and encouragement

Types of praise	Example
Student Performance: Effort	"Today in class, you wrote nonstop through the entire writing period. I appreciate your hard work"
Student Performance: Accuracy	"This week you were able to correctly define 15 of 20 biology terms. That is up from 8 last week. Terrific progress!"
Student Performance: Fluency	"You were able to compute 36 correct digits in two minutes on today's match time drill worksheet. That's 4 digits more than earlier this well- Impressive!"
Work product: student Goal- Setting	"At the start of class, you set the goal of completing an outline for your paper. And I can see that the outline that you produced today looks great—it is well- structured and organized"
Work Product: Using External Standard	"On this assignment, I can see that you successfully converted the original fractions to equivalent fractions before you subtracted. Congratulations-you just showed mastery of one of our state grade 5 math standards!"

The example sentences of praise and encouragement above are giving encouragement of student effort and accuracy. It calls example of encouragement because it is a new skill to learn and students need to work hard for. Teacher can provide encouragement to the students in the first stage of learning and focus on the student effort. This makes students pursue the goal of learning, and it also supports them continuing learning process.

However, Haring et al. (1978, as cited in Wright, 2012) stated when student has progressed beyond the acquisition stage, the new goal may be to promote fluency. So that teacher can motivate them by giving praise to emphasize them gaining the fluency.

At another time, teacher can praise the students on the hard works they did on their tasks. It can encourage them to keep up the hard work and increase students' motivation to achieve the goal.

The last one, teacher may also use external standard in praising the students' work. The statement describes how closely the students' work met the external standard of the classroom activity.

RESEARCH METHODOLOGY

This study employed qualitative approach in nature. Ary, Jacobs, Sorensen, and Razavieh (2010) explained that qualitative study finds out a phenomenon, a process or particular point of view from the perspective of those involved. In brief, the purpose of this study is to understand the types of praise used by the English teacher in the classrooms.

In terms of design, the researcher used discourse analysis which analyzes the spoken discourse made by English teachers and students at International Elementary School of Bunga Matahari Banda Aceh. According to Jorgensen and Phillips (2002), discourse analysis refers to the general idea that language is structured based on different patterns that people use in different areas of social life. To conclude, the purpose of qualitative approach is to understand, describe and explain beliefs, behaviors and meaning in context-specific settings (Wu & Volker, 2009).

Research Participant

The subjects of this study were 3 teachers and 53 students of 2nd, 4th and 6th grade at International Elementary School of Bunga Matahari Banda Aceh. The teachers were chosen as they are the English teachers for the three classes. The research question is oriented on the teacher talk. The object of this study is all utterances that are made by the teachers and the students during English classes at International Elementary School of Bunga Matahari Banda Aceh.

Research Instrument

The instrument employed in this study was observation. The researcher took note and videotaped the teaching and learning process. In attempt to support the purpose of this study, which is to analyze the teacher talks during the teaching and learning process in International Elementary School of Bunga Matahari Banda Aceh, an observation sheet was used as the instrument. This instrument provided information about the types of teacher talks and student talks about giving praise. The observation guide was Flander's Interaction Analysis Categories (FIAC) system by Flanders (1970) consisting of two major schemes of interaction; teacher talk and learner talk. There are 7 sub-schemes for teacher talk and 2 sub-schemes for learner talk. The teacher talk sub-schemes are dealing with feeling, praising/giving encouragement, using

students' ideas, asking questions, giving information, giving directions, and criticizing students' behavior.

Techniques of Data Collection

The data were collected through observation by note taking and video recording. In this study, the researcher was involved as a non-participant. The non-participant researcher only does observation and look closely at the situation. He/she also takes notes on the phenomena that happen during the teaching and learning process. Sugiono (2006) pointed that this is the condition where the researcher is present in the research location but he/she did not involve in the activity. Observation was applied to know the real teaching and learning activities occurred in the class to gain an understanding regarding the process of teacher talks and student talks.

This means that the researcher participated in the teaching and learning process in a passive way. The researcher was only present to see and observe the interaction between the teacher and the students and between one student and other students during the teaching and learning process. The researcher observed the teaching and learning process and took notes of the teacher talk and the student talk. Since it was hard to keep up with all the conversations occurred during the interaction, the video recorders (XIAOMI REDMI NOTE 4 X and handycam HDR-CX405) were used to record all the activities.

The researcher observed 2nd, 4th, and 6th grades at different time, and it took 80 minutes for each meeting in each class. The observation for the 2nd grade was conducted on Tuesday, February 18th, 2020. the observation for 4th grade was conducted on Wednesday, February 19th, 2020. The observation for the 6th grade was conducted on Thursday, February 20th, 2020. The observation was focused on finding out how teachers talk to the students especially in giving praise and encouragement. It was also to find out the students' talk toward their teacher talk regarding praise and encouragement.

Techniques of Data Analysis

In analyzing the data collected from the video, the researcher used two types of data analysis. First, thematic analysis is a strategy for qualitative data analysis by deliberately separating, rechecking, categorizing, tabulating, and coding the information (Wertz et al., 2011). Thematic analysis permits the researcher to see and understand holistic or shared implications found in the dataset. There are five stages in the

coding procedure; separating the information rechecking the information, giving codes to each datum, tabulating the information into its category; the teacher talk or student talk, drawing conclusion from the data tabulation. Because there is no data display in the coding analysis, the data analysis in this study was combined with interactive analysis as suggested by Miles et al. (2013).

Second, the researcher analyzed the data using techniques the of data analysis concept by Miles et al. (2013). Qualitative data analysis was done interactively and run continuously at each stage to finish a certain research. The data analysis techniques include the following steps:

Data condensation

This step allowed the researcher to reread and look at the data for words, phrases, sentences, and other behaviors considered to display or to reduce. The researcher simplified the data from video recording and field note in accordance with the related issues. After collecting data into video, the researcher played the video in order to transcribe into the written form for more than once. During transcribing, the researcher simplified the data into phrases, sentences, and others related to this theory.

Data display

The data were presented in the form of diagram. Diagram illustrated in the result subchapter. Then the explanation was written clearly in narrative form. After collecting data, the researcher classified the data of teacher talk into the category. In order to make the reader to understand easier, the researcher presented the data into the diagram.

Conclusion/verification

The last step in qualitative data analysis was drawing conclusion or verification. In this step, the result of the data is given the meaning and interpretation to answer all research questions. The conclusion of using teacher talk based on FIAC System. Researcher has to conclude all the data presented in the diagram related to the theory of teacher talk. For sure, the theory had answered research questions and provided more explanation of why it was used.

RESULTS AND DISCUSSIONS

Results

The result of this study was about the teacher talk of praise and encouragement in English classroom interaction at International Elementary School of Bunga Matahari Banda Aceh. The study found that there was a significant number of teachers' talk and the interaction pattern used in the classroom.

Some codes were used to help the readers to interpret the use of teachers' talk and students' talk in the English classroom interaction. They are:

- T : Teacher
- S : Student
- Ss : Students
- MS : Male student
- FS : Female student
- MS1-10 : Male student number /initial
- FS1-10 : Female student number /initial
- MSs : Male students
- FSs : Female students

Results on teacher talk

Based on FIAC system by Flanders (1970), the results of teacher talk in English classes at International Elementary School of Bunga Matahari Banda Aceh is as shown in the figure below:

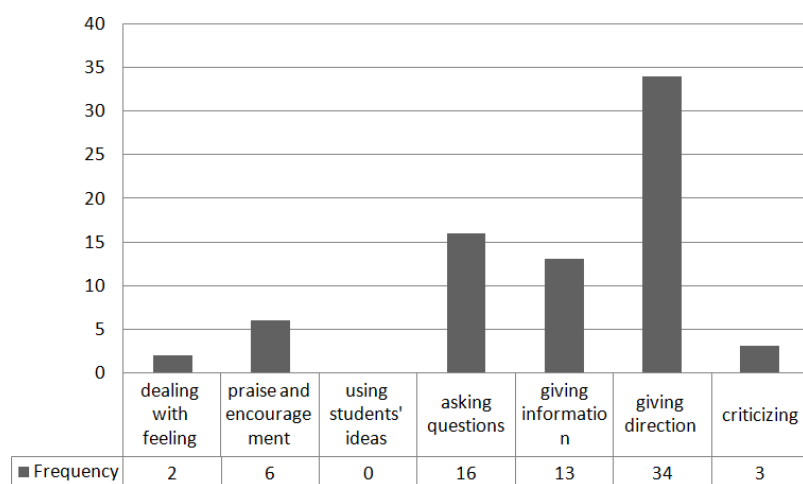


Figure 1. Teacher talk in 2nd grade

From the figure above, it can be seen that the highest frequency of teacher talk used in the classroom is giving direction. These types happened 34 times in 2nd grade where the teacher mostly told students what to do to finish exercises on their textbook. The second one is asking question which happened 16 times. In this case, the teacher asked questions to initiate students toward the exercises on the student’s book. The third one is giving information where the teacher talk happened 13 times. The fourth one is praise and encouragement that happened six times. The praise and encouragement mostly happened when the students finished their tasks. The fifth one is criticizing students’ behavior that happened three times. It happened because there were some students talking during the lesson, so teacher reminded them. The sixth one and the least type that happened is dealing with feeling. It happened only twice.

Next, the result of teacher talks in 4th grade is as shown in in the following figure.

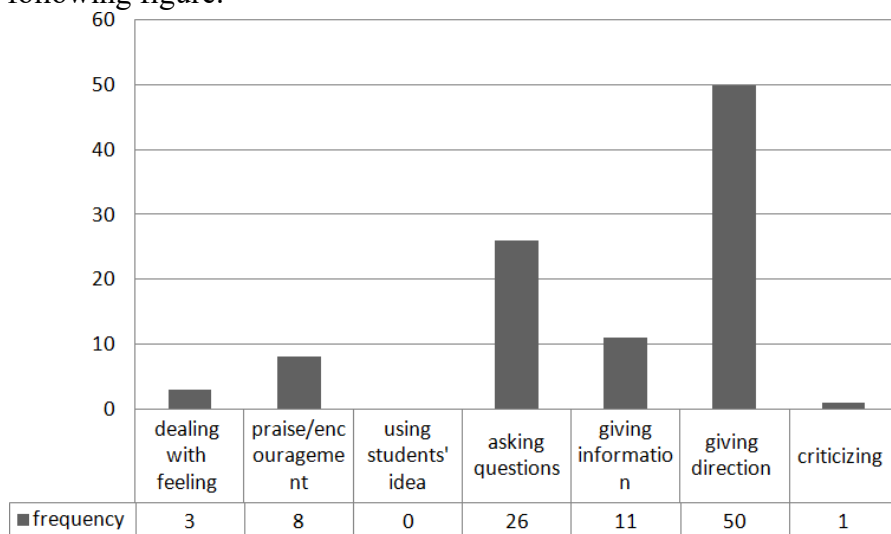


Figure 2. Teacher talk in 4th grade

The figure above shows that the highest frequency of teacher talk happened during the English class in 4th grade is giving direction. It is similar to 2nd grade. However, the frequency in 4th grade is much higher which is 50 times. The second frequent type of teacher talk is asking question which happened 26 times. The third frequent is the type of teacher talk to give information which happened 11 times. The teacher also made praises and encouragement to her students which happened eight times. She also made statements to deal with feeling three times,

and the least frequent type of teacher talk is criticizing the students' behavior which only happened once during the class.

The following is the result on teacher talk made by 6th grade English teacher.

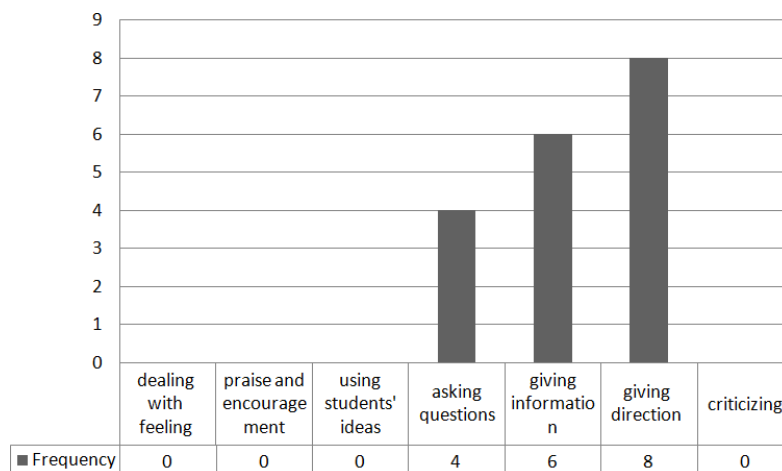


Figure 3. Teacher talk in 6th grade

In the figure above, it can be learned that there are very few teacher talks happened in 6th grade during the English class. This is because the teacher used the majority of the time to let students do their task. So, instead of talking, the teacher was only controlling over the class. The highest frequency happened for the type of giving direction which is 8 times. The next frequent type is giving information which happened 6 times. And the least frequent one is when the teacher asked questions to the students which only happened for 4 times.

The following is the summary of teacher talk in 2nd, 4th, and 6th grades during English classes at International Elementary School of Bunga Matahari Banda Aceh.

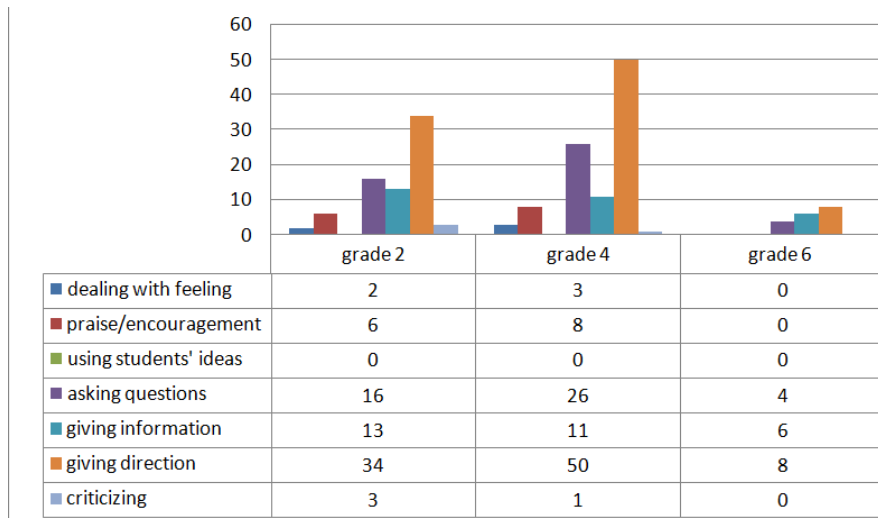


Figure 4. Summary of teacher talk

In the figure above, we can learn that in type of dealing with feeling, teacher in 4th grade used the teacher talk three times, teacher in 2nd grade used it twice, and teacher in 6th grade used none of it. Then, for praise and encouragement, teacher in 4th grade used it eight times and 2nd grade used it six times. Later, no teacher used teacher talk of using students' idea. Next, for asking question, teacher in 4th grade used it 26 times, teacher in 2nd used it 16 times, and teacher in 6th used it only four times. Then highest frequency of all is the type of giving direction which was used 50 times by the teacher in 4th grade, 34 times by the teacher in 2nd grade, and eight times by the teacher in 6th grade. The last and least type of teacher talk used was criticizing students' behavior which was only used once by the 4th grade teacher and three times by the 2nd grade teacher.

Results on student talk in response to praise

This section provided the results on student talk in general and their response to the praise given by their teacher. The following figure shows the student talk performed by 2nd graders.

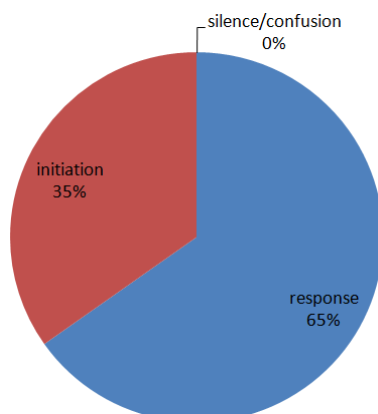


Figure 4.5. Student talk in grade 2

The chart above shows that the 2nd graders used their student talk more to response than to initiate. We can see that the students' response reaches 65% of the whole talk and the initiation is 35% of the talk.

The following figure shows the student talk performed by 4th graders.

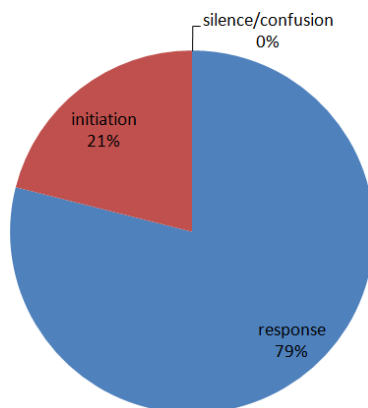


Figure 6. Student talk in grade 4

Somewhat similar to the previous chart, the 4th graders also employed more of their student talk on responding to their teacher rather than making initiation. However, the percentage for responding in 4th grade is much higher compared to the 2nd grade. We can see that the students' response reaches 79% of the whole talk and the initiation is only 21% of the talk.

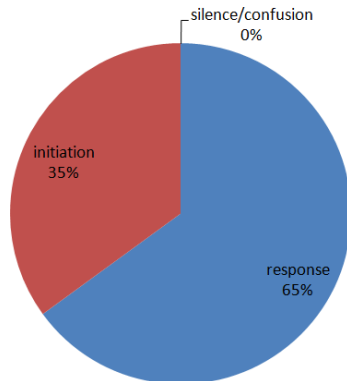


Figure 7. Student talk in grade 6

The chart above shows the response and initiation made by 6th graders. The percentage is identical with of the result from the 2nd graders but the frequency is different. There are a lot of talks in 2nd grade, while there are very few in 6th grade. We can see that the students’ response reaches 65% of the whole talk and the initiation is 35% of the talk.

The following shows the summary of student talk from 2nd, 4th, and 6th graders.

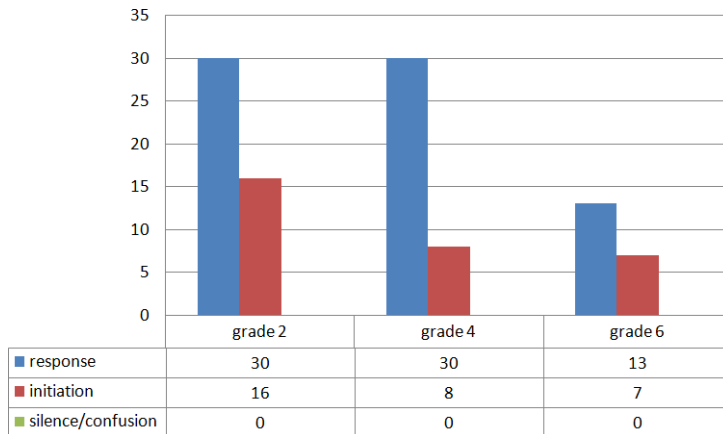


Figure 8. Summary of student talk

From the figure above, it can be learned that the 2nd graders used 30 times of their student talk to response to their teacher and 16 times to initiate questions or comments which are not in attempt to respond to their teacher. Similarly, 4th graders used the student talk to response for 30 times and to initiate for eight times. Meanwhile the 6th graders used the student talk to response for 13 times and to initiate for seven times.

The result on students' talk in response toward the praise or encouragement is as follow.

Table 2. Student talk in response to praises

No	Grade 2		Grade 4	
	Teacher	Students	Teacher	Students
1	that's great.	(SF2 was smiling then getting small jump)	everybody is very clever.	(clap his hand and shout out) thank you thank you... (MS5) (Smiling and getting hurry to write and check their book) yee... (FSs) of course we are (laughing, MS2).
2	that's great syifa.	yes, thank you teacher (SF3)	ok good,	yeeeah (he's smiling and give him five to his group member-MS2)
3	ya, thank you.	you're welcome teacher. (then she's smiling-SF3)	good.	SM2 : yeaahh.. SF1 : ... (smiling) Ss : ... (engaged into learning activity more focus than before)
4	ya great, this is a pencil case.	yees!!! (SF2) emm.. thank you (SM3)	very good.	Ss shouting happily.
5	very good, Jane!	ya, I like you teacher (SF3)	ok good.	thank you teacher (SF2)
6	that's right.	(she's smiling and jumping-SF5)	Ok good. Everybody, I like you.	I like you too teacher SM2 : thank you teacher Ss : (give their teacher best smile)
7			Flavor! good!	SM2 : yee. SF4 : yes. SF2 : emm... I love you teacher

8	Great! Next week I will give you beng beng!!	SM2 : yesyesyes!! SF7 : yeeeeeaaah SF2 : I love you teacher SM5 : teacher teacher I want two bengbeng Ss : yeee..
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In the table above, we can see that the teacher who praised the students are the 2nd grade teacher and the 4th grade teacher. All of the students gave positive responses, either verbal or non-verbal reaction. For verbal reaction, they said *I like you teacher, I love you teacher, yes, thank you teacher*, and so on. For non-verbal reaction, they were laughing, smiling, jumping, etc. It can also be seen in the table that the student who was praised tended to repeat the action of satisfying the teacher so that she/he can be praised again. This is a positive classroom interaction.

Discussion

This section discusses the results that have been found in the previous subsection, and based on the research questions presented in the earliest chapter. The question is as shown in the following:

“What types of student talk are found in response to praises in English classroom interaction at International Elementary School of Bunga Matahari Banda Aceh?”

Concerning to type of giving praise, the 2nd grade teacher made 6 sentences, the 4th grade teacher made 8 sentences, and no praise was made by the 6th grade teacher. Smaller children as 2nd and 4th graders are more prone to praise. When they were praised, they were usually more motivated, and their self-esteem escalates. However, the older children as the 6th graders tended to be praised in private. This is because they think that their teacher did not make any praise because they are already old enough to find their learning motivation.

Concerning the student talk of 2nd, 4th, and 6th graders in the English classes at International Elementary School of Bunga Matahari Banda Aceh, the majority of student talk is response. 2nd graders made 30 responses (65%) and 16 initiations (35%) during the class. 4th graders made 30 responses (79%) and 8 initiations (21%) during the class. And 6th graders made 13 responses (65%) and 7 initiations (35%) during the class. However, there was no silence or confusion found during the

observation. All students are fast enough to ask questions or make clarifications when they felt they needed to.

Regarding the students' talk in response to praise, the result was also presented in the previous sub-section. There were 6 praises found in the 2nd grade data and 8 praises found in the 4th grade data. The students' response was all in positive reactions. They either made expressions such as *Thank you, Teacher!* or *I like you, Teacher!* or expressed their joy using non-verbal action such as hopping, clapping, and smiling as a sign of satiation. Unluckily, there was no praise found in the 6th grade data. Praising students is important, indeed. However, Burnett (2002) suggested that for pre-adolescent and adolescent students, it is better to praise and encourage them in private because adolescent students start to see the difference between praising for effort and praising for ability. Sometimes, when they think their effort is not maximum but the teacher still praises them, they will clam themselves because they prefer not to be praised in public.

For younger students such as 2nd and 4th graders, it is important for the teachers to talk more. Talking more means to initiate students' curiosity. Once they get curious, they will ask question. Because they are still very young, they need the teachers to answer their questions with factual and logical answers. For teachers, there are many ways to do that. Once in a while, it is also important to get the students to talk more about their learning which means teachers must carefully plan the lessons that include more open-ended questions. But before teachers can consistently do that planning, they must navigate a smoother bridging in the learning process. Teachers who usually talk a lot in their classes should reinvent their habit to be a listener and let the students talk. In contrast, those who mostly remain quiet in the class, the teacher should balance the class to be an asker and let the students think and construct further comprehension about what has been taught.

CONCLUSION AND SUGGESTION

Conclusions

Based on the result of the analysis, there are two conclusions that can be drawn. First, all types of teacher talk by Brown (2000) were implemented by teachers in teaching English at International Elementary School of Bunga Matahary Banda Aceh. They are dealing with feeling, praising or encouraging, using idea of students and asking questions. The most frequent type used by the teachers are giving direction, followed by

giving information, and asking questions. However, those types gave direct effect on the students' behavior. Second, the finding also showed that the majority of the student talk was the students' response compared to the students' initiation. There was no silence or confusion found during the observation. Additionally, there were the students' response of teacher talk in giving praise in English classroom interaction. The students' response was the acts of happiness and courage.

Suggestions

Several significant results were found in this study which offer language teachers/lecturers and other researchers some suggestions that a teacher should be aware of using teacher talk to interact with students and some important points dealing with feeling, praising or encouraging, using idea of students, asking questions, giving information, giving direction, criticizing students' behavior. These categories should be implemented in the classroom.

The teacher should balance using all types of teacher talk that serve variety of important function especially praise and encouragement because it will influence students directly in learning activity. Furthermore, this analysis provides opportunity for further research. It may be experimental study to evaluate the effectiveness of teacher talk techniques used in language teaching classroom.

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