The Portrait of Teacher Talk and Language Choices in EFL Classroom: Insights for Children's Language Learning

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Keywords	Abstract
teacher talk, perception, challenge, language choice, primary level	The present study focused on teachers' perceptions of how teacher talk works in the classroom and some challenges they might encounter during initiating interaction to encourage students. A classroom observation was done to portray the data of the learning process and teachers' interview was also conducted to discover insights about teacher talk and the challenges encountered in the classroom interaction. Findings demonstrated that the teachers enacted dominant English communication as the input rather than using students' first language. They felt increasing the use of the target language would be more challenging as it is influenced by some aspects from both teachers and students' motivation, attitude, and proficiency. In addition, teacher talk is varied in some extents based on the teacher and student factors. The findings also showed that teacher talk mostly occurred in the form of asking questions, giving directions, explaining the lesson, and praising the students. In addition, as the students were considered young learners, it was found that classroom interaction and language choice must be adjustable in order to make communication become more effective.

Kata kunci	Abstrak
ujaran guru, persepsi, tantangan, pemilihan bahasa, pendidikan dasar	*Penelitian ini menitikberatkan pada persepsi guru terhadap penerapan ujaran guru dan tantangannya dalam membangun interaksi untuk meningkatkan motivasi belajar siswa. Pengamatan proses belajar selama*

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di kelas dan wawancara kepada guru dilaksanakan untuk menguraikan pandangan guru terhadap ujaran guru dan tantangan yang dihadapi dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa guru lebih banyak menggunakan Bahasa Inggris sebagai input dalam proses pembelajaran dibanding menggunakan bahasa pertama. Mereka berpendapat jika meningkatkan penggunaan target bahasa yang dipelajari akan lebih menantang karena dipengaruhi oleh beberapa aspek dari sisi guru dan siswa di antaranya, motivasi, cara berpikir, dan kemampuan berbahasa. Selain itu, ujaran guru juga dapat bervariasi akibat dari faktor yang dipengaruhi oleh guru dan siswa itu sendiri. Hasil penelitian menunjukkan bahwa ujaran guru yang sering muncul adalah dalam bentuk memberikan pertanyaan, memberikan arahan, menjelaskan pelajaran, dan memberikan pujian kepada siswa. Penelitian ini dilaksanakan dalam konteks pembelajaran untuk anak, maka ditemukan bahwa interaksi di dalam kelas dan pemilihan bahasa harus disesuaikan dengan kondisi kelas agar komunikasi dengan siswa dapat berjalan dengan efektif.

A. Introduction

It is undeniable that interaction becomes pivotal process in teaching and learning activity. One of the most important aspects of teaching and learning process in an EFL classroom is the interaction that occurs between teachers and students (Hai & Bee 2006; Forman 2012; Heriyawati 2019; Nasir et al. 2019; Eisenring & Margana 2019; Havik & Westergard, 2020; Rahayu & Syahrizal 2020; Jayalath: 2021, Yasin, et al. 2022). According to Brown (2007) interaction as a cooperative mental, emotional, or intellectual exchange between a teacher and students or between students themselves that has a reciprocal impact on both sides. The way teachers communicate and interact with the students has big impact on how successful they are at teaching (Jing 2018). In addition, Walsh (2002) pointed out that the ability of teachers to control their language use is equally important as their ability to choose appropriate methodologies, and it has implications for both teacher education and classroom practices. Therefore, teachers need to understand their language when interacting with students in order to enhance students' engagement (Jing 2018). Teacher talk provides a framework for how language and classroom activities interact (Mickan, 2006). As a result, teacher talk plays an important role in the teaching process as an interactive device. The language used by teachers in language classes provides a source of language knowledge input as well as an indication of instructing language communication and managing classroom activities (Nasir, et al. 2019).

It is crucial to pay attention to the types of teacher talk used by the teacher in the classroom in order to create an interactive foreign language classroom (Nasir, et al. 2019). Flanders category can be used to identify teacher talk in initiating classroom interaction. It has is three-category system of classroom communication options. According to Flanders, The FIACS (Flanders Interaction Analysis Category System) consists of ten-category system of communication options. Those categories are teacher talk which

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can be divided into accepting feeling, praising, accepting or using ideas of student, asking questions, lecturing, giving directions, criticizing or justifying authority. On the other hand, students talk can be classified as students talk response and students talk initiation. The last is silence period where the students keep themselves in silence and confusion (Ayunda, et al. 2021).

Since English has grown in popularity and is now in high demand in society, teaching English to young learners would be an important consideration in order to help students develop their language skills. Teaching young learners is different from teaching adult learners as well as building interaction. When teaching young learners, children's basic and psychological needs are being considerable thing. It is crucial that teacher must provide care and instruction in the classroom. Therefore, they have to maintain the good and effective interaction (Nunan 2006). Since they have different and unique characters, dealing with young learners seems trickier. As they have a short attention span, it makes English teachers should use a variety of techniques for short periods of time to keep the children engaged in the English lessons.

Teachers should emphasize the importance of repetition to ensure that students learn English. It is also critical to manage the students, keep them on task, and have a thorough understanding of the language as well as the language teaching and learning process (Cameron, 2001). Additionally, Scott & Yteberg (1990) also pointed out the majority of learning activities, including movement and sense activation, should include them. Teachers require a variety of teaching materials, including pictures, objects, video, and songs. Therefore, as a language teacher for young learners, teachers must provide the students with interesting and engaging activities that can smoothen the learning process as well as help them developing their language proficiency.

Extensive studies on teacher talk at various educational levels and in various subjects have been enacted (Creese 2006; Jing & Jing 2018,). A large number of studies on the use of language to initiate interaction have already been conducted (Rezae & Farazian; 2012, Basra & Thoyyibah; 2017, Yanfen & Yuqin; 2010, Nazir, et al.; 2019. Regardless to the importance of teacher language input, Jayalath (2021) conducted a study about the effect of English as a Second Language (ESL) Teacher Talk in Creating Classroom Interactions. It indicated that classroom observation demonstrates the significance of the teacher's language. It emphasizes how the teacher's use of language to interact with the students determines the success of the lesson. This study also demonstrated how a teacher uses language to explain, review, encourage, give advice, instructions, direction and feedback, and ask questions. In addition, a qualitative study about teacher talk in senior high school level also conducted by Nasir et al. (2019). It was found that giving instruction and asking questions were frequently occurred in the classroom. It showed that teachers take dominant part in the classroom. Then, another study conducted by Rahayu (2020) about analysing teacher talk in young learners' classroom. It is suggested that teachers must provide variety and more meaningful activities to avoid the students' distraction and keep the class on track. In this case, the teacher can use a variety of techniques to elicit a response from the students. Furthermore, facilitating

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group discussions will provide learners with more opportunities to converse with and learn from their friends.

Further studies in the area of classroom interaction are necessary. This present study addressed the teachers' perception about the importance of teacher talk and how they deal with it. As the previous study only focused on how the way teachers initiate interaction without demonstrating the obstacles they might face, to fill this gap, this study also investigated the challenge of providing interaction and how the teachers overcome those problems. The current study aims to answer two research questions;

1. What types of teacher talk are applied in the classroom?
2. What are the challenges encountered by the teachers when managing classroom interaction?

B. Methodology

This present study aimed to investigate the types of teacher talk that are employed in the classroom. In addition, primary school teachers' understanding of teacher talk and the challenges they faced during the learning process were also explored in this research. In order to address the issue, the qualitative method is applied as it was addressed by gathering in-depth data related to the new phenomenon. Qualitative research is aimed at gaining a deeper understanding of individual participants, including their perspectives, opinions, and attitudes (Nassaji, 2015). Here, we used descriptive qualitative for the research design. In relation to this matter, Ary et al. (2010) pointed out that descriptive qualitative was used to describe a phenomenon and seek participants' points of view about the current issues.

This study was conducted in English language teaching for primary school students in the second and fourth grades. Due to young learners have limited and short attention span than adult learners, it is important to bear in mind that initiating interaction through teacher talk is beneficial for primary school teachers to maintain students' focus. So that, the researchers were interested in exploring how teacher talk works and some challenges emerged during the learning process. The participants were two English teachers who obtained their professional training in English language teaching as part of an under-graduate program. They were English teachers in an Islamic Primary School in Batu, East Java, Indonesia. The participants were asked to share their thoughts on teacher talk and how they initiate classroom interaction with the students. They were also asked to present the difficulties in implementing talk as well as solutions to those issues. Moreover, the researchers also took classroom observation to get a depth view of initiating interaction through teacher talk.

To collect the data, observation and interviews were used. In qualitative research, observation is a common way to collect data. However, interviewing is one of the most common and fundamental methods for gathering information (Ary, et al., 2010). In a qualitative study, interviews will be useful for obtaining information or interpretation that cannot be obtained through observation. As the questions or format can be modified

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during the interview, semi-structured interview is used to gather the data. Due to the questions or format can be changed during the interview, this study used Semi-structured interviews to collect data. The researchers conducted observation in the classroom and collected the information from each participant in this study through interviews.

The current study used three stages to analyze the data as described by (Ary et al., 2010). First, the researchers read the interview data to familiarize themselves with the initial themes. Second, to develop a concept from the raw data, coding and reducing were used. Third, the researchers interpreted and represented the information gathered from all of the study's participants during the classroom observation and teachers' interviews.

C. Result and Discussion

1. Results

The findings included the description of teacher talk applied in the classroom during the teaching and learning process, as well as how teachers' insight about teacher talk and the challenge that emerged in the classroom interaction and the way the teachers dealt with it.

a. Teacher talk in the classroom

Based on the observation, the researchers found some kinds of teacher talk in the classroom interaction during learning process. This present study investigated the classroom interaction categorized in the Flanders Interaction Analysis Category System (FIACS).

1) Greeting the students (pre-teaching)

According to the classroom observation, it was found that the teachers greet the students to ensure the readiness of the classroom. Moreover, they greeted the students by saying good morning, good afternoon and asking their condition to show their concern for kindness to the students.

> "Because I want the students to think that the teacher is asking about their condition because the teacher cares about their daily activities and I want to know more whether the students are ready to start the learning activity. Greeting (good morning, how are you?, are you tired?, are you ready?) and saying "Assalamualaikum" also become a culture in this school before entering the class".

By greeting students, it can encourage them to enter the classroom and contribute to smoothen the activity in the learning process. Students will be more successful in the classroom if they put high concentration on the classroom activity. Additionally, greeting can be the tool to make sure that the students are well prepared to join the class. Here, they will be more aware if the lesson is getting started. So that they can realize that they have to get ready to listen and follow the teachers' instruction.

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Table 1 Types of Teacher Talk in Greeting

Teacher 1	Teacher 2
Good morning, everyone! • I am very happy to see you today. How about you? • Are you ready, students? *Yuk kita duduk rapi*	• Good afternoon, students! • How do you feel today? Are you happy? • Are you tired? • Hungry? Sleepy maybe? • Well, let's get ready everyone • Before starting the lesson, let's pray together. • Who wants to lead the pray?

2) Opening the lesson

After greeting the students, the teachers always open the lesson to make students more comfortable in the classroom. Opening the classroom in such interesting and unique way can help students be more aware of the thing that they will learn. So that, the students are expected to be more engaged in the classroom and the effective classroom would be emerged. Based on the data, it is indicated that the teachers make an attempt to open the lesson using interesting way by providing such a kind of story. The teachers told a story related to the topic they would deliver.

In teacher 1's class, the topic is about sea animal. The teacher opened the lesson after greeting students by saying *"well, students. I have a story for you. Kalian mau dengar? Ok. Listen carefully, ya. One day, I go to Jakarta Aquarium and I see 10 dolphins. How many dolphins are there?"* This utterance is indicated as teacher talk in the way how the teacher put her effort to engage students in the classroom. By providing an interesting story rather than only instructing students by delivering *alright everyone, please open your book page ..... today we are going to study about sea animal,* it will increase students curiosity to know what is the next activity that the teacher is going to give.

> "I prefer give my students such kind of short story and scene setting to make them keep on the track. I believe by giving this, they are more excited. Instead of opening the lesson by saying Ok. Open your book page ...... And it works".

To involve students' in the lesson by giving engaging opening can determine the learning process. When the students put themselves in a high concentration at the beginning, it will influence them until the teacher ends the lesson. According to the teachers' interview, students become more excited with the lesson if the teachers provide them with an interesting stories that can make them curious with the lesson. However, this part is the most challenging activity. The teachers must create and bring such a story related to the topic in the classroom. Then, they have to deliver the story in a very simple way to be easily understood by the students.

> "I think the most difficult part is giving them scene setting. I have to make a story about the lesson to start the classroom. This is the way to connect the opening and

the main part of teaching that is explaining the lesson. Although I always need more time to create an interesting story, scene setting really works to make my students get into the lesson."

Table 2 Types of Teacher Talk in Opening the Lesson

Teacher 1	Teacher 2
• Well, students. I have a story for you. *Kalian mau dengar?* Ok. Listen carefully, ya. One day, I go to Jakarta Aquarium and I see 10 dolphins. How many dolphins are there?	• Alright students, what did you do last night? • I have a story for you. Last night, Andy went to the restaurant with his family. What did he do? • Well. From the story that I just told you, what will we learn today?

Based on the data above, it can be said that the teachers try to provide a bridge that is a connection between the opening and lesson. Instead of directly giving the material, they give an opening in the form of telling a story then ask students to predict the lesson. This can help teacher maintain the classroom interaction as the students can be more focus on teacher talk.

3) Explaining the lesson

Explaining the lesson is the most crucial process in the learning activity as it will determine the students' language development. Teachers play significant role in this activity as they are considered as knowledgeable people that can help the students enhance their language skill. It was found that teachers mostly have the main role in the classroom. This is a common activity that the teachers lead the class and have a dominant role to make the classroom run well.

In teacher-centered classroom, the teacher tends to speak a lot and is dominant, especially at the beginner level when the students don't have adequate vocabulary and limited knowledge. However, teachers must take an attempt to handle the class and interaction as the key and core aspect. In line with Alijani & Barjesteh (2018) who emphasized that to promote the teacher's role as a dominant individual who directs learning both inside and outside the classroom is one thing to be considered.

Based on the observation, it was found that the teachers put high effort to explain the lesson and deliver materials using English. They believed that although the students have limited vocabulary, providing language input in the form of target language can't be taken for granted. As the purpose of learning language is communication, it is in line with Nunan (2005) who stated that English teacher must speak English as much as they can.

"I always try to use the language as simple as I can to deliver the materials, because this is the important part in teaching. If I give unclear explanation, of course my students will be in confusion. This is the most challenging part I think. I try hard to use English every time I teach. But, some of the students don't understand it well. Finally, I decide to translate and use first language to help them get better understanding".

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It indicated that the teachers have language choice awareness when they teach English. They though that by giving more target language, it can help the students improve their knowledge. According to Nunan (2005) it is important for the teachers to provide their students with different types of input. Although the students are in the beginner level, a meaningful and understandable input must be delivered.

Table 3 Types of Teacher Talk in Explaining the Lesson

Teacher 1	Teacher 2
• Alright, look at the picture! How many seahorses are there? *Kalau ada* question *seperti ini*, you can answer using "there are ….(how many?) (Good) fourteen seahorses. • Ok. Remember. *Ingat ingat terus ya. Kalau jumlahnya* more than 1, *banyak gitu ya*. You must write s in the end of the word. *Di akhir kata harus ada …. Apanya? s nya ya*.	• Alright, so if the question is "why" or asking for some reasons. You should answer it using "because……." • Alright, now let us talk about past tense of regular verb and irregular verb. I will give you an example, *menonton* in English is "watch", so past form of the verb "watch" is "watched", and it is regular verb. • Then let us move to another material, it is about irregular verb. For your information, for regular verb, you just need to add "ed" for verb 2. On the other hand, ofr irregular verb, the verb 1, verb 2, and verb 3 are different, so you should remember those verb. For example: Verb 1: bring Verb 2: brought Verb 3: brought

4) Asking questions

Asking questions are also indicated as teacher talk. This is teacher and student interaction that facilitate students to develop their skill. Teachers can build students' encouragement to join the classroom. By doing this, teachers can make the students being actively involved in the learning process. Based on the interview, teachers showed a positive attitude on the importance of asking students. They believed that giving some questions they are able to maintain the progress of the students. Moreover, the students understanding also can be clarified by some questions that they deliver to the students.

"I always give them some questions to make sure whether they understand the lesson or not. I also try to ask them in English. Sometimes I find it is not easy to ask them in English and expect them to use English too. Then I try to use code-switching".

It can be said that by giving the students some questions related to the lesson, it can enhance classroom interaction where the students can be actively involved in answering the question and following the teacher. Asking question is also being the way to maintain the teacher and students interaction. When the teachers give some questions to the students and the students can respond it, it becomes the indication that communication occurs. However, delivering some questions to the students can give them more opportunity to speak.

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Table 4 Types of Teacher Talk in Asking Question

Teacher 1	Teacher 2
• Is it correct? • Anyone knows how many sea animals in the sea?	• Ok. Who wants to read the sentence? • How do you pronounce that word? (there are some words) • Who wants to give another example of regular verb? • Alright. I want to ask you something. Are you ready? • How often do you read a book

5) Giving instruction and direction

Initiating interaction can be done by giving instruction and direction. When the teachers deliver the instruction, it can determine the successful learning process. Based on the observation, it was found that the teachers mostly use English to give the instruction in the form of simple language.

"Giving instruction is the most important one. I know that my students will be confused if I don't give them direction. So, this is my job as a teacher to provide them with the instruction to keep the class on track. I always give the instruction in a very simple and clear way. Like listen! Pay attention! That is to make sure that they must be focus in my class"

Table 5 Types of Teacher Talk in Giving Instruction/Directions

Teacher 1	Teacher 2
• Ok. After this we have an activity. *Siapa yang mau* raise your hands! • OK. After this I will give you some papers. *Semuanya akan dapat kertas seperti ini,* ya. Just wait and I will call you one by one. Panggil satu – satu ya. • Alright, Mas Akhtar. This is your paper • *Sudah dapat semua papernya?* Good. All of you • Raise your paper! • I will tell you a story. *Miss akan menceritakan cerita. Kalian dengar baik baik, ya.* Listen carefully! • I will say the animals and the number. Then, you have to show me your paper based on the story. *Nanti kalian angkat kertasnya ya yang sesuai dengan yang dibilang Miss* • Are you ready? • One day, I go to Jakarta Aquarium. I see many animals. There are twelve dolphins. How many dolphins are there? Show me your paper! • Ok. The next story is. Listen carefully! *Semuanya duduk rapi dengarkan. Kemudian* Raise your paper ya (showing gesture) • Then, I walk around and I see fourteen seahorses. • Show your paper!	• Can you say it louder? • Choose the number, please! • Now, I want to ask you to look at the conversation! • Open your worksheet, please! • Be quite, plese! Listen to me, please! • If you have finished, you may come to my table to collect your worksheet and I will see the score • Are you finish? • If you want to answer, raise your hand!

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It can be said that giving direction and instruction mostly occurred in the primary classroom interaction. Since the teachers have dominant role in maintaining the classroom, teachers frequently give command, instruction, direction to control the students during teaching and learning process. Here, it was found that the teachers ask students to finish the worksheet, answer the question and keep focusing to listen to the teachers and other things that expected by the teachers.

6) Praising students

Teachers can give responses to the students in the form of giving positive feedback to them. It is worth applying as it is believed that by giving more praise, it can enhance students' motivation. Students can be more successful in their learning if they put themselves highly motivated. In this study, it was found that the teachers always respond the students' work by giving positive feedback. The purpose of giving feedback is not only to motivate the students, but also to encourage the students to enhance their learning autonomy. Besides, it is also to help students understand their problems in learning the language and how to solve them (Jayalath, 2021).

Table 5 Types of Teacher Talk in Praising

Teacher 1	Teacher 2
• Good Job!	• Good job
• Great!	• Very good
• Very good!	• That's correct, good
• Oke benar	

b. Challenges in initiating classroom interaction

Talking is closely attributed to communication and interaction in the teaching and learning process. Classroom interaction is one of the most important aspects of the teaching and learning process (Ayunda, et al. 2021). Initiating classroom interaction seems more difficult for primary school teachers. As it is noted that young learners have different characters from adult learners, it makes teaching young learners also involves some different approaches. Teachers must provide several activities that maintain the students on the lesson. Indeed, building a positive classroom atmosphere with effective interaction becomes the most challenging part. Teachers must assure the students keep their focus on the teacher talk in order to make the students to be able to respond the instruction easily.

To make the students put themselves on high concentration, modifying teacher talk is required. The way how to deliver the instruction and asking questions must be understandable so that it can draw students' attention. Based on the observation, it can be seen that the teachers provide the teacher talk to make their students involve in the lesson. When the teachers found a student ignored them, they try to get his attention by calling his name, giving ice breaking and asking question. It can be said that the first

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challenge that the teachers might face is coming from the students' condition and character. However, teachers need to pay attention in managing classroom and engaging the students to follow the activity in the classroom.

> "I totally need time to keep my class calm. Sometimes they are in chaos. They don't know what they supposed to do, they just enjoy talking and ignore me. I think this is because they are still young and need more attention".

Additionally, the second challenge is dealing with the language choice to be applied in the teacher talk. According to Nunan (2005) as a language teacher, it is important to give the students opportunity to obtain the input of target language as much as possible. In line with this, Benham (2009) supported that the EFL students who have high practice in the use of English are better than the students who have lack practice of English in their daily communication. In fact, teachers found themselves in difficulty when giving maximum English in initiating students' interaction.

> "I always try to deliver my instruction and direction using English. I also always minimize my first language in my English Class to make them accustomed to communicate using English. Because I think this is English class, so I have to give them more English. But, it is sometimes hard for me. My students don't have adequate vocabulary, less focus and sometimes also demotivated".

Based on the teacher interview, it can be inferred that giving much exposure in English is important although it was challenging. According to Lloyd (2016) using the target language for academic purposes was more difficult. Academic assignments were also said to have a higher number of speech functions, making them more challenging to accomplish in the target language. Due to the students' lack knowledge and low proficiency, initiating interaction in beginner class does not always seem easy.

> "To make my students understand my instruction or direction and anything else, I always use repetition, simplify the language and showing body movement. If they still confuse, I use Bahasa (L1)".

When the teachers deliver the instruction, ask questions and explain the lesson, sometimes, they found their students were in confusion. The students did not understand what the teachers are saying. Therefore, based on the observation it was found that the teachers kept repeating the utterance, decreasing the talking speed and showing some gestures that represent what they said. In line with Mickan (2006) who said that teachers who are sufficiently fluent in the target language change the way they speak to help their students understand what is happening. They alter their speech by choosing well-known vocabulary and sentence and by changing the rate at which they speak.

At last, when the students still do not understand the idea, code-switching is used. Code-switching between the target language and the first language is a common practice in foreign language classrooms that helps teachers create a bridge from the known (the

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first language) to the unknown (target language). The effective use of L1 does support the EFL teaching and learning (Jingxia, 2008; Cahyani et al. 2018). Nevertheless, the use of code-switching in an EFL classroom should be adapted to the needs of the students (Yao, 2011).

2. Discussion

After collecting the data through classroom observation and teachers' interview, it can be concluded from teaching and learning process that consist of pre teaching, whilst teaching and closing, it was found that giving direction and instruction were mostly employed by the teachers. It indicated that instruction helps teachers to handle the classroom in which the students are able to do the activity as the teachers expected. This is in line with the study conducted by Nasir et al. (2019) which stated that giving direction and instruction were the most frequent category applied by the teachers. To ask students do some assignment and answer the questions, teachers gave direction to them. Based on Jayalath (2021) when the teachers give instruction, of course it has direct effect on students learning. Students might be chaos and confused in the class. Sometimes, they don't know what they have to do. Here, the role of the teachers to give instruction must be take into account.

The second teacher talk category that dominantly occurred in the classroom is asking question. In order to ensure that the lesson is comprehensible by students, teachers can give some questions related to it. Such questions also used as clarification and confirmation check. Benhan (2009) pointed out that the most influential teaching act is questioning, and this pattern has remained consistent over time. As reported by Rahayu et al. (2020), the study found that asking question was frequently appeared in the primary classroom. In the field of teaching and learning, teachers have considered that using questions is not only the most common activity, but also the most significant teaching activity that must be employed in the classroom. Based on the teachers' interview, it showed that asking question has significant impact in the learning process. They are able to know how much their students can master the topic and the lesson given in the classroom. Through asking questions, the teacher also can build effective interaction with the students. Students can respond the teachers' questions, so that the communication is well established.

Moreover, based on the observation and interview, it indicated that teachers still have dominant and central role in teaching and learning process. Due to dealing with young learners, the teacher-centered classroom still become recommendation. However, teachers should consider the language they use to ensure effective communication with the students. It was also found that the teachers have unique way to open the lesson by providing a bridge that connect the beginning of the lesson and the material that going to discuss. They give a story to the students and ask them to guess the materials from the story. This is an effective way to attract young learners' attention and maintain their

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focus. By giving an interesting story, they can be more curious and engaged. In conclusion, teacher talk mainly occurred for four specific purposes; (1) managing classroom, (2) giving instruction, (3) building social interaction, and (4) teaching subject content. This is in line with the previous study conducted by Mickan (2006).

Regarding the issues of the importance of classroom interaction, primary teachers also found themselves in difficulties when initiating interaction. As young learners considered having unique characteristics, teachers should modify their language input. It was discovered that teachers put a lot of effort into fostering English habits in the classroom because they have high awareness of the importance of exposing students to the language. Because of the established connections between social practices and language use that allow learners to understand and participate in communication, a teacher's conduct of classroom activities in a target language is potentially a rich source of meaning-making language experiences for learners (Mickan, 2006). In fact, inadequate knowledge and vocabulary is the obstacle that the teachers encountered. When the teachers gave the students English instruction and questions, some of them have difficulties in understanding and responding the teacher. Then, the teachers adjust the utterance becomes slower, simpler and also use body movement and repetition in order to help students have better understanding. If none of these methods are successful, the teachers finally use code-switching to enable students get the idea. As a result, they were able to follow directions, engage in a variety of classroom activities, and comprehend lesson material that might have been too complicated without the use of L1 (Ma, 2019).

D. Conclusion and Recommendation

The study showcases that the teachers were actively handling the classroom to initiate the interaction. Giving direction and instruction mostly occurred in the classroom. Additionally, teacher talk gives numerous advantages in the teaching and learning process. It obviously can help them develop their language skills. Otherwise, the teachers found that it was not easy to build effective interaction using the target language. The obstacles they may encounter are lack of students' motivation, attitude, and proficiency. That is why, teacher talk that brings into the classroom must be adjustable in the form of simple grammar, slow talk, clear articulation, and restricted vocabulary. However, teachers also can use code-mixing, code-switching, and show gestures or body movements to make the talk understandable. This study is expected to give more insight to EFL teachers in order to increase their awareness of initiating interaction. Moreover, it is also hoped that the teachers put their attempt to provide English exposure to the students. By examining the practical implications of this research for English teaching, it is also suggested that teachers should take lesson contents into account when determining how much the L1 is used in various contexts. This will subsequently improve instruction in EFL classrooms with appropriate use of the L1.

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