Teacher Talk and Student Talk in English Classroom Interaction Analysis: A Literature Study

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Abstract. Talk becomes critical when students discuss tasks, ideas and questions, negotiate to mean, clarify their understanding and make their ideas comprehensible to their partners. During English classroom interaction, students need the effect of teacher talk if they are focused on the English materials. Teacher talk is an important aspect of engaging and facilitating students learning of English. Therefore, it seems important to present a literature review to be considered to analyze the teacher and student talk in the English classroom. This paper presented some questions are: (1) what methods of English interaction analysis the researchers in Indonesia mostly use to analyze teacher and student talk?; (2) what types of teacher and student talk category which are mostly used in teachers and students?; (3) what are the benefits of teacher talk in improving students' English language skills?. This research applied study literature as an approach gained from some articles. This literature study finds that researchers most use the FIAC category system by Flanders and FLINT by Brown to analyze teacher and student talk in the English classroom interaction. Asking questions, teaching, and giving information were most often used by teachers, and initiation and student-talk response in the student talk category. It is a lot of effort for the teacher and student to make classroom language become their daily routine. Teacher talk will be helpful for the students to overcome the difficulties in learning English because it consists of some major aspects, there as psychological, interpersonal, and pedagogical aspects.

Keywords: Teacher Talk, Student Talk, English Classroom Interaction Analysis

1. Introduction

Learning is the process of engaging learners in a learning environment with teachers and learning resources. Learning is a tool used by educators to help students gain information, mastery of skills and habits, attitudes, and beliefs. In other terms, learning is a process that assists learners in learning effectively.

Learning is regarded as a cognitive area that occurs inside the individual and is followed by behaviors in the social dimension. Language learners should be able to use the language in

meaningful engagement with others for learning activities to be more successful. According to Brown (2007:212), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more individuals (teacher and pupils), resulting in a reciprocal influence on each other.

Teachers should be more appealing and develop various ways to help students learn English, one of which is for teachers to improve communication with students. Communication occurs when professors deliver content clearly and are able to comprehend the students. According to Richmond (1990), excellent and efficient communication may assist skilled instructors in developing positive relationships with pupils, as can teacher unavailability and bad communication by teachers.

English classroom interaction is an action that teachers and students engage in throughout interconnected education. They engage with one another for a number of diverse reasons and on a continuous basis throughout the school day. Contact is a crucial feature of classroom pedagogy since everything that occurs in the classroom occurs via the process of person-to-person interaction (Ellis, 1994).

Teachers have a significant role in both teaching and learning. This is seen in instructors' roles in classroom management. Teachers in general play a prominent role in classroom management as class manager, mediator, facilitator, and assessor. The contact between professors and students throughout the teaching and learning process is extremely beneficial in capturing the atmosphere of a dynamic and spectacular teaching and learning process. The capacity to say particular types and functions of clauses when, when, and in what contexts might impact the amount of acceptance of the message being communicated.. For example, interrogative sentences, in situations where teachers should be able to do during the teaching and learning process in the classroom, will be able to help determine the acceptance of the subject matter.

Teacher and student connection are two synergistic elements that might improve communication in the classroom. When the teacher's voice dominates the classroom, the students' voices become passive and stagnant. They cannot freely take input; on the contrary, when teachers speak less, it has a major influence on the student's lack of understanding, which impact should be retrieved from the teacher explanation. Nunan (2002: 2) defined teacher talk as "talk used in class by a teacher to conduct teaching, cultivate their intellectual, and manage classroom activities." A typical failing in English learning is a lack of contact between the teacher and the student. The majority of classroom engagement is centered on whole-class exchanges between the teacher and pupils (Wray, 2001: 1).

Taking into account the explanation above, the writer is interested in analyzing the types or methods of English interaction analysis that are most commonly used by researchers in Indonesia to analyze teacher and student talk, the types of teachers and student talk categories that are most commonly used in teachers and students, and the benefit of teacher talk in improving students' English language skills.

2. Research Method

The technique of data collecting in this study is the study of libraries, and the type of research employed is literature study research. "Literature evaluations serve as a foundation for all forms of study" (Snyder, 2019). Snyder emphasized that a literature review may serve as the foundation for knowledge creation, creating standards for policies and practices, providing proof of the consequences, and, if done well, can give birth to new ideas and directions for a certain subject. Researchers will investigate relevant theories connected to the research issue.

The literature study examines certain material related to a specific topic of research, such as 24 articles from national journals that have been certified by the Ministry of Research, Technology, and Higher Education over the previous eight years (2013-2021), books, and other sources. The researcher reviewed the literature piece, beginning by discussing three concerns, and then presenting the notion of teacher speak and student conversation with English classroom interaction.

The researcher searched for and collected relevant bodies of literature, studied the complete literature, coded the data, blended a few hypotheses, summarized and synthesized the arguments and views of previous researchers, and regulated findings. The findings have been provided as a focus for academic practitioners concerned with the sensible of instructor talk, and it may become one of the techniques to resolving a few challenges related with the problem of teacher talk.

3. Discussion

3.1 The Methods of English Classroom Interaction

Teachers must do considerable effort to sustain engagement in the classroom. Teachers are expected to be imaginative and dynamic after leading the lecture room, rather than lecturing all of the time. It means that academics must always try to figure out how to make the elegance more participatory.

Concerning classroom contact in English language education and knowledge acquisition carried out by the English teacher, the data indicate that the majority of students are satisfied with it and perceive their English instructor as a 'communicative teacher.' The student opinions of the lecture room interaction are similar to what the English professors have done in the classroom. The college students highlight the importance of interaction in each coaching segment they undertake. Even though the students are conducting the activities, the English teachers are frequently attempting to interact with them and strive to overcome every single difficulty they encounter while doing the exercises. Having such appropriate verbal interchange abilities as this is critical for teachers in dealing with the classroom, as it will become the muse of the fulfillment of students' educational accomplishments (Abraham & Margana, 2018).

Many approaches of English interaction analysis are often utilized by researchers in Indonesia to examine teacher and student conversation during teaching and learning activities. Flanders' interaction analysis category (FIAC), foreign language interaction analysis (FLINT), Self-Evaluation of Teacher Talk (SETT), Celcia-teacher Murcia's talk in teaching and learning classroom interaction, Brown's interaction analysis system (BIAS), Chaudron's teacher talk, Walshs' model interaction, and Coulmas are some of these methods.

The result of the data analysis obtained from some articles was shown in figure 1.
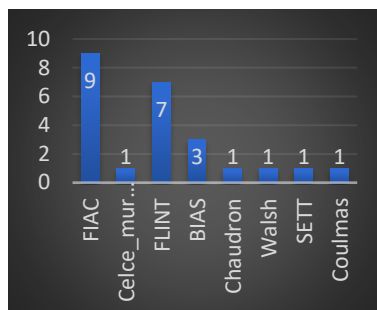
Figure 1. The Features of Classroom Interaction Methods

Flanders' interaction analysis category (FIAC), foreign language interaction analysis (FLINT), and Brown's interaction analysis system were three of the methodologies most commonly utilized by researchers to assess instructor speak and student talk in English classroom interaction, according to data in figure 1. (BIAS).

FIAC and FLINT are the most basic methods for analyzing English classroom interaction. FIAC is a system classroom interaction analyzer with 10 categories that is believed to be inclusive of all communication possibilities. FLINT is a notion that claims that how directly and indirectly teachers impact students' actions determines how successful instruction is.

According to Brown (2001: 168), this technique is useful in establishing interactive language education. For starters, it allows you to observe another teacher's students. Second, it provides a framework for assessing and improving your teaching, such as how to balance instructor and student speaking. Third, the FLINT model, particularly the first seven categories, aids in the establishment of a learning atmosphere conducive to interactive teaching, but BIAS, with just seven categories of behavior, is simpler than FIAC. According to Brown, the first three categories are for instructor speaking, two for student discourse, one for quiet, and one for unclassifiable conduct (1975, 103).

3.2 Teacher Talk in English Classroom Interaction

Teacher speak is the language used by teachers to instruct students in the classroom. In the classroom, teacher speak predominates because it tends to instigate engagement and manage student discourse.

There are many methods to analyze teacher talk in the classroom, and this study showed that the categories of teacher talk are divided influence indirect and direct influences while the other method has consisted of two categories for SETT method, they are a feature of talk in questioning skill and description of the pedagogical goal, three categories from Chaudron such as giving questions, giving feedback, and correct answer.

Management context, content, skill, system, and classroom are the four models. The purpose of the managerial mode is to transmit information about learning management; the material mode is to provide language practice around specific parts of the material; system skills and modes are to provide language practice in relation to a specific language system or skill; and the class context mode is to allow students to express feelings, experiences, attitudes, and so on in order to promote oral fluency. Scaffolding, live improvement, content feedback, extended wait times, referential questions, seeking clarification, extended student turn, teacher echo, teacher distraction, extended teacher turn, turn completion, display questions, form-

focused feedback, and confirmation checks are among the 14 interaction strategies used in fashion. (Suryati, 2015; Walsh).
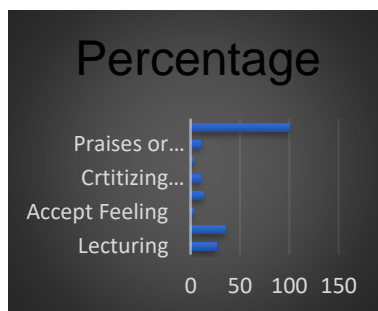

Figure 2. The Features of Teacher Talk

According to the data in Figure 2, of all the aspects of teacher discourse, teaching, or lecturing, asking the question is the most commonly utilized category. It indicates that the instructor is more active in providing content in the classroom and that the teacher has dominance over the class.

3.3   Student Talk in English Classroom Interaction

There will be some conversation between professors and students in each class, and the teachers' conversation will normally take precedence. To have a positive influence on student conduct, teachers should dominate their classrooms during such discussions (Adi, 2013).
Student speak is when students copy their instructor to communicate their ideas or make remarks and criticism about anything after being provided material in the classroom, and a teacher's effectiveness may be measured in the response or feedback from their pupils after being given treatment.

According to Syaiful Bahri Djamarah and Aswan Zain (2006: 106), the learning achievement exam may be used to measure student accomplishment in three ways: (1) formative tests, (2) sub-summative tests, and (3) summative tests.Formative tests are assessment activities that aim to achieve feedback, which can then be used to improve the teaching and learning process that is or has been done. Thus, formative assessments are not only written tests and are only performed at the end of each lesson, but can also take the form of oral questions or tasks given during the lesson or after the lesson is completed.

Talk becomes vital when students debate assignments or ideas and challenge each other, negotiate meaning, explain their understanding, and make their ideas understandable to their partners. In English Classroom Interaction, 8 (eight) approaches performed the characteristics of student discussion.
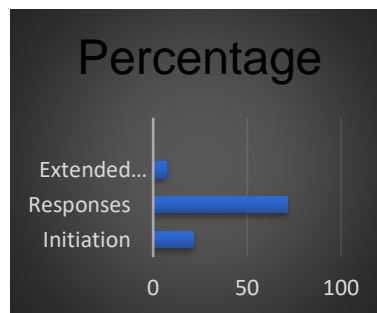
Figure 3. The Features of Student Talk

Based on 8 (eight) methods of student talk who giving by linguists above, initiation and responses are the types of student talk category which are mostly used by students in classroom interaction. It means that although the dominant of teachers talk proportion in each meeting they can make improvements in making the lesson joyful but meaningful, and the students can take more participate in the class so the learning goal could be achieved.

3.4 The Benefit of Teacher Talk in improving students' English language skills.

There are many benefits of teacher talk in Classroom Interaction. Some of these are:
1. The students are happy to joining the classes, therefore the students can study well. The effectiveness of Teachers Talk can make teaching and learning more effective in classroom interaction. The teachers can help to develop their knowledge in learning. Then, for students, they will know their speech in learning. So they can improve it.
2. The questions (teacher talk) given by the teachers will lead the students' interest and curiosity also. It will encourage the students to have some contributions to the teaching and learning process (Adi, 2013).
3. Most students agree if the teacher used the question of the entire types during the classroom interaction such as procedural, referential, and display questions to express their mind, ideas, and opinion.
4. A teacher should be able to balance his speech with the student's speech, situation, and context because it can affect the acquisition of the student talk. Known, the focus of teacher talks is the curriculum, instruction, and evaluation of the content of teaching behavior so that the ability of teachers to combine and apply three aspects in the conversation is needed (Sukarni and Ulfa, 2015: 263). Richard (1990), there are three main aspects of teacher talk, is (a) the physiological aspect. This aspect is about the teacher's voice being produced. The teacher must be able to control his voice as long as he speaks in class; (b) Interpersonal aspects This aspect relates to how teachers speak with appropriately structured speech with the situation to students; (c) Pedagogic aspects This aspect is related to how teachers organize lessons, so as to create good interactions.

4. Conclusion

This investigation will cover a number of topics. First, in accordance with the realization of classroom interaction analysis methodologies, this study discovered that the FIAC category system by Flanders and FLINT by Brown are the most often employed by researchers to evaluate teacher and student discussion in the English classroom interaction. Second, there are

categories for lecturing and asking questions that are commonly utilized by teachers, as well as categories for student answers during teaching and learning activities. Third, teacher speak will assist students overcome challenges in learning English since it consists of three important aspects: psychological, interpersonal, and pedagogical.

During the teaching and learning process, many educational instances occur. As we all know, there have been several incidents of teacher and pupil violence at the school. Aside from the psychological element, communication or language used by the instructor and learner as a cause of the problem, excellent and effective communication may assist a well-trained teacher create positive connections with pupils.

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