

ANALYZING TEACHER TALK IN CLASSROOM INTERACTION AT JUNIOR HIGH SCHOOL

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Abstract

This article was intended to find out, describe, and analyze Initiation and Follow up as part of teacher talk used by the teacher in classroom interaction. It was focused on identifying the types of initiation and follow up used by the teacher in classroom interaction. The research was conducted at SMPN 34 Pekanbaru. The subject of this research were four English teachers who teaches seven grade, eight grade, and nine grade in the school. This research was a descriptive research with the classroom interaction analysis. The instruments used in this research were Video recording and classroom observation sheet. The data in this research was the result of the identification of transcriptions of classroom interaction videos which used to find the types of initiation and follow up. The finding showed that the types of initiation used by the teacher in classroom interaction were display question, referential question, direction, and invitation. While the types of follow up used by the teacher in classroom interaction were informing, prompt, criticizing, ignoring, and acknowledgment.

Keywords: Teacher Talk, Initiation and Follow up, Classroom Interaction

Introduction

Classroom interaction has been considered as an important factor in order to experience real communicative situations. Interaction in the classroom is a type of interaction that occurs between teacher and students and also among the students in the classroom. As stated by Nunan and Bailey (2009: 340) essentially, a good teaching and learning process needs the interaction involving the entire components in the classroom such as students and teacher. In the classroom, both teacher and students should have a willingness to get involved in the interaction. The teachers must realize that creating a good and effective interaction with the students is very influential to reach the purpose of the teaching-learning process itself. It is better for students to learn English effectively if they experience interaction by themselves. It means that if students are engaged in the classroom interaction directly, they will learn better. The students who are active in interaction may develop their language. Meanwhile, those who are passive in interaction will have less opportunity to learn.

A classroom condition is built up by the pattern of interaction between teacher's and students' verbal exchange such as questioning, responding, and follow up (Weihua, 2009). These are important factors in classroom interaction which the question initiated by the teacher, responded by the students, and followed up by the teacher. It begins with how a teacher gives initiation to stimulate students to give their response and then continued with the teacher's way of giving follow up to the students' responses. This exchange sequence is very depending on how well the teacher starts to initiate and, end well with giving follow up to the students. Initiation and follow up that used by the teacher is known as a part of teacher talk (Aisyah, 2016).

One of the success factors of a language classroom used by the students in interaction depends on teacher talk. As a part of teacher talk, initiation and follow up are always used by the teacher in classroom time by time. As Incecay (2010) states that teacher talk can be judged by how effective it is in communicative interaction in the classroom. It can be said that teacher talk is an essential part in creating participative classroom since whatever teacher says will give an impact to the students. The impact could be seen in their participation in the classroom interaction (Azil, 2017).

Good teacher talk can create opportunities for interaction between teachers and students. It means teacher talk should give learning opportunity to make students have the desire to get involved in classroom interaction. In fact, it is still found in the learning process there is no significant progress related to the quality of interaction between teacher and students (Sofyan & Mahmud, 2014). There are only a few teachers who have created interest interaction with students in order to make student actively participate in the

classroom interaction. To get students to participate actively in the classroom interaction, it depends on how the teacher gives initiation to the students so they dare to respond to teacher's initiation. Another factor is how the teacher provides follow up to the students so they stay motivated and confident to keep continued to participate in the classroom interaction.

Teacher talk is very influential for student's participation in classroom interaction, but the teacher talk also could be an obstacle for students if the teacher is not aware of the effectiveness of their talk in the classroom (Gharbavi, 2016). It means that teacher's awareness of how they manage their talk is obviously needed in successful classroom interaction. In fact, in the field still found that the teacher uses very ordinary interaction with the students and do not aware of the quality of the interaction. As Rashidi and Rafieerad (2010) state it will be better if the teacher can create engrossment initiation to engage students' response, and then give attentiveness follow up as feedback of students' respond.

The teacher should pay attention to their language in the process of interaction with the students, so as to provoke more interaction in the class. In learning a foreign language, students sometimes feel that they are not interested in interacting in English because teachers do not facilitate them with interesting interactions it shown in the research conducted by Gharbavi in 2014. The finding showed when students meet uninterestingness, they need to be engaged. The way the teacher engaged the students by pay attention to their quality of teacher talk such as initiation and follow up since it very useful in the beginning until the end of the lesson.

Types of teachers' talk occur in the classroom are categorized into two categories by Sinclair and Brazil (1982). Each category has different types and gives the different impact for students. Thus, teachers need to find out the categories they tend to use in the classroom. By acknowledging the categories they tend to use in the classroom, teachers can design a better teaching and learning process where students can feel at ease and actively participating since comfortable classroom environment is associated with students' motivation, and easy for them to participate in the interaction (Gharbavi & Irvani, 2014). It is important to know the types of teacher talk categories occurring in the classroom. Brazil and Sinclair (1982) state that the initiation and follow up the pattern of classroom interaction are the main types of teacher talk. Initiation is the way a teacher creates his or her utterances or how a teacher stimulates the students to get their response. Follow up refers to utterances produced by the teacher, taking place after the answering move as a reaction to the student's response. The following table is the types of teacher talk proposed by Brazil and Sinclair:

Table 1. Types of Teacher Talk Used by The Teachers in Classroom Interaction .

Interaction	Initiation		Questioning
			Invitation
			Direction
	Follow-up	to no and incorrect answer	Inform
			Prompt
			Encouragement
			Criticizing
		to correct answer	Ignoring
			Acknowledgement
			Comment

In term of initiation, it should be realized that asking questions as part of initiation have a positive effect on the student's participation in interaction. The appearance of questions in the learning process will depend on the way the teacher asks questions. If the teacher's questioning planned well, so the question that asked can bring the students to experience the interaction in English. As Yanfen & Yuqin (2020) state that questions posed by teachers in the learning process can improve the quality of classroom interaction. During the learning process, a teacher should try to help the learning situation in the classroom in a question and answer situation. Such situations may spur students to participate in the interaction process. Thereby, classroom interaction becomes alive. Therefore, the question as an initiation must be well recognized and understood by the teacher.

Another problem is the teacher only give a standard follow up, by saying "good, okay, yes, " to the responses given by the students, whereas there are several others type of follow up that can be used by the teacher. Such follow up do not engage student's desire to get involved in interaction continually, and the teacher sometimes did not give any follow up to the students even though the students gave the better response than other students. This is also due to the teacher who has been accustomed to giving one type of

follow up from time to time without considering other types that may provide opportunities for students to be more interacting in the classroom as Nunung Suryanti (2017) states that not all interactional feedback result in students' uptakes.

Those problems have an impact on students which become less excited and silent more. Since the students feel that the teacher is not fair in giving appreciation to their response. Moreover, this follows up pattern is very influential for student's engagement particularly in classroom interaction to keep maintains students' desire to get involved in the classroom interaction.

Due to the phenomena and the problem above, this research is going to analyze the teacher talk in the process of interactions between teachers and students.

Method

This research was classified into descriptive research. Paltridge and Phakiti (2010) point out that the basic aim of descriptive research is to describe all aspect of social behavior in the social setting such as school, factories, hospital, and so on, which are treated as cultures of activity. In this research, the researcher describes initiation and follow up used by the teacher as the aspect of interaction that occurs in the school, particularly in the classroom. This research has been conducted at eight grades, seven grades, and nine grades in SMPN 34 Pekanbaru. The researchers choose all grades based on the classes that taught by all English teachers at the school. There are two instruments used in this research such as a video recorder and classroom observation sheet that used to collect the data. The data were gathered by recorded classroom interaction. The researcher came to the class then the researcher recorded the classroom interaction by using the video recorder to get authentic situation what really happened in the classroom interaction. After recording the classroom, the researcher transcribed them. Then, the researcher identifies the transcription data and analyzing the transcription based on the context of the interaction.

Results and Discussion

The data that have been collected through video recording and transcript dealt with teacher talk. The data showed that the types of initiation and follow up used by the teachers in classroom interaction at SMPN 34 Pekanbaru. Based on all data that have been collected, there were some findings of this research.

Table 2. Types of Initiation and Follow up Used by The Teachers in Classroom Interaction

No.	Types of Teacher Talk	Types of Initiation	Total	
			F	%
1	Initiation	Display Question	248	78%
		Referential Question	17	6%
		Invitation	26	8%
		Direction	26	8%
			317	100%
2.	Follow Up	Inform	16	20 %
		Prompt	13	16 %
		Encouragement	7	9 %
		Critisizing	6	7 %
		Ignoring	5	6 %
		Acknowledgement	34	42 %
			81	100 %

From the table above it can be seen that the type of initiation which has a high portion in its use is a type of display question as much as 78%. All teachers have a greater portion of the use of this display question compared to other types of initiation, it shows that teachers A, B, C, and D have the same habit of using a display question to get students' responses when interacting in the classroom. This shows that all teachers have the same tendency which is more often using simple questions which also have an impact on students in giving simple answers too, which do not train students' habit in producing their target language in interacting in the class. Then for the type of follow-up that has the most number of uses is the type of acknowledgment,

which is as much as 42%. Based on the number of presentations used by the Teachers A, B, C, and D listed in the table above it can be said that all teachers tend to give a short compliment to students' answers in classroom interaction. This shows that the teacher is not accustomed to using other types of follow-up which more require the teacher to provide a more detailed response to each answer given by the student.

Dealing with tables above, the explanation of each types of the teacher using initiation and follow up when having interaction with the students in classroom interaction can be seen in following explanation.

1. Types of Initiation

A. Initiation

Dealing with the types of initiation, the teacher used some types of initiation which were display question and referential question, invitation, direction.

a) Display Question

The teacher tends to give an easy question to the students in starting the interaction. The following ones are examples of display questions from the observation data: *“what does it mean borrow?”*

b) Referential question

The following ones are examples of display questions from the observation data: *“ya, jalan jalan apa bahasa inggris nya?. Jalan jalan, kamu kemaren ini kan, liburan lama kan holliday, where you go? Kemana kamu pergi?”.*

c) Invitation

The teacher using an imperative sentence to ask the student to do a thing as can be seen from the example as follow: *“who know the pattern negative and integorative? Siapa tau kalimat negatif introgatif nya ni? Raise your hand now, silahkan.”*

d) Direction

The teacher randomly gives the direction to all students or certain student; it depended on the teacher's decision. Form the data found the teacher often direct the students during the lesson or the end of the lesson. The direction given at the end of the lesson can be seen in the data below: *“Nah, your exercise, latihanmu. Aaa latihanmu. Dah kamu analisis, analisis the generic structure, urutkan mana judul mana orientation, mana event one, event two, event three”*

Based on analysis of transcription of classroom interaction recording, it was found the first type used was display question. Dealing with findings of the research, the using of display question was most frequently used by the teacher to ask the meaning of word and asking definition of a topic that learned. The amount of the use of display question is 78%. As found by Sofyan and Mahmud (2014) in their study that the teacher usually begins with display questions which the answers are common knowledge. In line with Sofyan and Mahmud statement, the display question used by the teacher in this research was to know students 'vocabulary knowledge.

The second type used by the teacher was referential question. Benham and Pouriran in 2010 found that the teachers mostly ask referential question before they start to study. These questions usually help the learners warm up for the task, and get familiar with the topic of different parts in the textbook. It means the referential question provides the student's opportunity to the students deliver their idea freely in answering teacher's question. It was also found in this research that the teacher used this question to know students' own idea about something, it was signed by asking the main point of a text or paragraph, or asking student's idea which relate to the topic learned, but the proportion of the use of this question was not large, the number of use is just 6 %. So it can be said that the finding of this research was not in line with Benham and Pouriran's finding.

The third type initiation used by the teacher was invitation. According to Yanfen and Yuqin (2010), invitation is the teacher invites certain student to perform or doing a certain classroom activity individually. The finding in this research was that the teacher tended to use this type of initiation to invite the students read a text from the LKS or the packet book whether it was in front of the class or just read it in their chair individually. It can be said that this finding was in line with statement that found in their study.

The last type of initiation used by the teacher in classroom interaction was direction. According to Yanfen and Yuqin (2010) direction means an authoritative direction to be obeyed. The teacher directs all students in the class in order to make them do teachers' instruction. The students have to do what instruct by the teacher without exception. Relating to the finding of this research, the direction used when teacher instruct the students to do a exercise or direct the students to do classroom activity based on instruction from the LKS or packet book, and the student obeyed to do teacher's direction. So, it can be said that the finding was in line with Yanfen and Yuqin's statement.

2. Types of Follow up

B. Follow up

The follow-up move, which is typically produced by the teacher, takes place after the answering move as a reaction to the student's response. Dealing with the types of follow up, the teacher used some types of follow up which were inform, prompt, criticizing, ignoring, and acknowledgement.

a. Inform

Inform is one of the types of follow up where the teacher gives information to the students to help the students realize their mistake. The information could be a definition or providing the example as can be seen from utterances below:

Teacher : *coba non action, siapa kasih contoh? Non action subject plus tobe,tobe nya apa, was were plus bla bla bla, negative subject tobe not plus bla bla bla. Interogative, tobe plus subject plus bla bla bla. Can you give example? (waiting 4 seconds)*

Student 20 : *he was played tennis yesterday*

Teacher : *dia tidak ada kata kerja didalamnya, played kan kata kerja kan? Dia subject, tobe. Wati was sick yesterday, ada kata kerjanya?*

Students : *enggak*

b. Prompt

Prompt belongs to correction strategy where the teacher attempting to make students provide a correct answer by giving a clue, or repeating students' wrong answer or emphasis on the incorrect part. It can be seen in the following data:

Teacher : *berapa hari? (pointing a student)*

Student 9 : *two days*

Teacher : *two days?*

Student 10 : *three*

Teacher : *three days?*

Student 11 : *three, four, five*

c. Encouragement

Encouragement is utterances given by the teacher to inspiring or encourage students' confidence.

Teacher : **come on Arif** repeat please

Student 6 : A B

Teacher : what else? **Come on!**

Student 6 : S O R B

d. Criticizing

Criticizing belongs to teachers' attempt to criticize students' negative behavior or showing disapproval of students' academic work by showing anger, telling displeasure, or rejection. The example of using this type can be seen in the data below:

Teacher : *apa pengalaman yang pernah kamu alami? (pointing a student while walking closer into him)*

Student 7 : *gak punya pengalaman saya mam*

Teacher : **gak punya pengalaman berarti orang nya apa itu kalau gak ada pengalaman? Gak ada..** (pointing her head)

Student 8 : *otak*

Teacher : **memorinya, gak ada pengalamannya, kosong aja.** Apa? (ask another student)

e. Ignoring

Ignoring belongs to the type of follow up where the teacher pays no attention to the students' mistake or turns another student when the previous student cannot give the answer or correct answer. Ignoring means when the teacher pays no attention to students' mistake and turn to give another question since the first one cannot give a correct answer. The example can be seen from the data below:

Teacher : *coba in indonesia, teks recount itu adalah menceritakan apa itu teks recount?*

Student 5 : *masa lalu mam*

Teacher : **(shaking her head) Mega** (pointing at another student)

f. Acknowledgment

Acknowledgment is the type of follow up where the teacher gives a very brief verbal admission of good work to the students in classroom activity. The example of using this type can be seen from the data below:

Teacher : *dictionories? Is it right?*
Students : *right*
Teacher : *hmm?*
Student11 : *no*
Teacher : *no. Good (give her thumbs up to student 11).*

Dealing with results of the type of follow up used by the teachers above, there were some discussion, first, in using inform the teacher give more explanation or example relate to the topic discussed as attempt to make students produce the correct answer. It was in line with Yanfen and Yuqin (2010) statement that informing is a direct way to help students realize their mistakes. The second type of follow up used by the teachers was prompt. Dealing with finding of the research, the prompt was given by the teachers when the students provide unclear or incorrect response. Mostly the teachers tried to make students produce the correct answer by repeating students' wrong answer in emphasizing intonation. As stated by Gorsev Inceceay (2010) in his finding, prompt is teachers 'attempt to get the students produce the correct answer by the use of a clue to indicate the location or nature of the error, or requesting the student to make a clarification of what he or she has just said, or by the teachers' repeat of what the student has said with an emphasis on the incorrect part. In this research attempt that used by the teachers were by repeating what students said by emphasizing on the incorrect part. So it can be said that the finding was in line with the finding of Gorsev Inceceay.

The third type of follow up used by the teacher was encouragement. According to Yanfen and Yuqin (2010), Encouragement is teacher's utterances that contain act of inspiring with hope, courage, or confidence. In line with the finding of this research which showed that the encouragement given by teacher when there were students who not really sure or not really confidence to give the response. Mostly the encouragement given by teacher emphasizing the students by saying that the most important is they have to be brave to speak their own answer, and strengthening the students that it was oke if their answer was incorrect because at least they had try to be brave.

The next type of follow up used by the teacher was criticizing. Dealing with the finding, the using of criticizing was because the students show their inappropriate behavior in the classroom such as being noisy or when the teacher found the students' low academic work such as cannot give the response when teacher proposed them a question. This finding was supported by finding from Abbasi, et. al., (2015), they found that criticizing is also used to show disapproval of students' academic work or behavior.

The sixth type of follow up used by the teacher was ignoring. According to Yanfen and Yuqin (2010), Ignoring refers to the situation where the teacher pays no attention to students' mistake or turns to another student when the first one cannot give an answer. Related to the finding of the research, it was found that the teachers ignore the students when meeting students' silent or students' incorrect response. The teacher decides to ignore the previous students who cannot answer by moving to ask the response from other students immediately. So it can be said that the finding is in line with Yanfen and Yuqin's statement.

The last type of follow up used by the teacher was acknowledgement. According to the finding of a research that conducted by Abbasi, et. Al., (2015), they state that Acknowledgement is verbal individual motivational and direct response to student academic performance. This is one of the most powerful classroom interventions that teachers can use to foster learning and improve student motivation and achievements. In line with the statement, the finding of this research showed that beside giving utterances such as "iyyaa, oke, good, very good you are, good job" the teacher provide acknowledgement followed her gesture by showing her thumbs up to the students, which mean the teacher tried to make students feel that their answer was really valued by the teacher.

There are some implications that are related to the teacher talk used in classroom interaction. Relating to the initiation used by the teacher in classroom interaction, most of the interaction during the lesson was contolled by questioning given by the teachers, so it was implied that mostly interaction occurred was question and answer. Dealing with the follow up used by the teacher in classroom interaction, mostly the teacher use acknowledgement in responding students' answer, it was implied that the teachers' verbal praise was mostly used to maintain students' participation in the classroom interaction.

Based on the implications of the research above, it is suggested to conduct further research about the differentiation of the impact of using question and referential display on students' interest in interacting in classroom, and what is the teacher's standard criterion in giving acknowledgment to students' response.

Conclusion

To sum up the results, regarding to the initiation, the first type used was display question, this question used by the teacher to ask the meaning of word and asking definition of a topic that learned. The second type used by the teacher was referential. The teacher used this question to know students' own idea about something, it was signed by asking the main point of a text or paragraph, or asking student's idea which relate to the topic learned. The third type initiation used by the teacher was invitation. The teacher tended to use this type of initiation to invite the students read a text from the LKS or the packet book whether it was in front of the class or just read it in their chair individually. The last type of initiation used by the teacher in classroom interaction was direction. The direction used when teacher instruct the students to do a exercise or direct the students to do classroom activity based on instruction from the LKS or packet book, and the student obeyed to do teacher's direction.

Dealing with the types of follow up, the first type used was informed. In using inform the teacher gives more explanation, and example relates to the topic discussed as attempt to make students produce the correct answer. The second type of follow up used by the teachers was prompt. The prompt was given by the teachers when the students provide unclear or incorrect response. The teachers tried to make students produce the correct answer by repeating students' wrong answer in emphasizing intonation. The third type of follow up used by the teacher was encouragement. The encouragement was given by teacher when there were students who not really sure or not really confidence to give the response. This type given by saying that the most important is they have to be brave to speak their own answer, and strengthening the students that it was oke if their answer was incorrect because at least they had try to be brave. The next type of follow up used by the teacher was criticizing. The using of criticizing was because the students show their inappropriate behavior in the classroom such as being noisy or when the teacher found the students' low academic work such as cannot give the response when teacher proposed them a question. The sixth type of follow up used by the teacher was ignoring. The teachers ignore the students when meeting students' silent or students' incorrect response. The teacher decides to ignore the previous students who cannot answer by moving to ask the response from other students immediately. The last type of follow up used by the teacher was acknowledgement. In encourage the students beside giving utterances such as "iyyaa, oke, good, very good you are, good job" the teacher provide acknowledgement followed her gesture by showing her thumbs up to the students, which mean the teacher tried to make students that their answer was valued by the teacher.

Teacher talk plays an important role in provoking interactions between teachers and students, Therefore, teachers should be aware of the using variation of initiation rather than giving question that require students' short response which could be lead the student disinterest to participate in interacting. Furthermore, the teacher should have high variation of giving follow rather than only acknowledgement in order to trigger the students' spirit in classroom interaction.

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