



## Teacher Talk in Teaching Speaking of English Classroom Interaction Based on Foreign Language Interaction System

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### ABSTRACT

This research is aimed at analyzing the categories of teacher talk in teaching speaking of English classroom interaction based on the FLINT system at grade VIII SMPIT Al-Hijrah Deli Serdang and explaining why teachers realize the categories of teacher talk as the way they do. The research design of this study was qualitative. The data were taken by recording and interviewing the teachers. FLINT system was used to analyze the data that contained eleven categories of teacher talk, namely: deals with feeling, praises or encourages, jokes, uses ideas of student, repeats student response verbatim, asks questions, gives information, corrects without rejection, gives direction, criticizes student behavior, and criticizes student response. The results showed that teacher 1 not applied corrects without rejection while teaching. Meanwhile, teacher 2 not applied jokes and repeats student response verbatim. The most significant difference between the two teachers was the class atmosphere taught by the first teacher was more cheerful than the second teacher. Then, the reasons teachers realize teacher talk categories are because of positive feeling atmosphere, increasing students' enthusiasm, creating a humorous class, developing ideas, emphasizing the words, providing the opportunity to speak, conveying information, building students' awareness, achieving the goals, changing students' non-acceptable behavior, and responding properly.



## INTRODUCTION

Interaction among the teacher and students in the classroom produces through teaching and learning activities. (Brown, 2001) states that interaction is an exchange of thoughts, feelings, and ideas among teacher and students that can produce reciprocity. This interaction can trigger students to improve the quality of their learning while in class because of the exchange of ideas. A common thing that usually happens in foreign language classrooms is a bad interaction among teachers and students due to students' lack of understanding when interpreting what the teacher says. (Siregar, 2020) says it takes the ability to provide understanding to students by increasing the number of class interactions to achieve targets easily and quickly.

(Kalantari, 2009) says that classroom interaction is the interaction that occurs among teachers and students or fellow students in the class. Sinclair and Coulthard (1975) state that the most common type of class interaction is known as Initiation-Response-Feedback (IRF). Usually, the teacher will start the question and will get a response from the students and so on. Teachers must be able to engage students to speak English when interacting in class. In addition, the teacher's role in teaching speaking is very important so that the teaching and learning process in the classroom can run smoothly. Fitri and Harahap (2020) state that students learn how to communicate with others through interaction with teachers and other students in the classroom.

One way to increase the interaction is to apply teacher talk during the teaching and learning process. (Sinclair & Brazil, 1982) argue that teacher talk refers to the language used by the teacher as a tool to provide instructions for managing learning activities in the classroom. In addition, Mu'in, et.al, (2018) say that teacher talk is an important aspect when learning a foreign language and influences its success. The purpose of teacher talk is to trigger students to be more active and critical in giving arguments or asking questions so that they can more easily understand the material being taught. Therefore, teacher talk is important in the learning process in the classroom because it can trigger students to be more interactive. However, (Gharbavi & Irvani, 2014) state that with teacher talk, teacher can provide opportunities for students to participate in interactions in class.

In the interaction that takes place in the classroom, students are expected to participate actively and conductively so that it can be seen that the teacher talk system is running as it should. (Villy, 2018) states that while in class the teacher cannot continue and became dominant to speak during the teaching and learning process. Students are expected to be involved in order to create an interactive classroom. Thus, Teacher talk is considered to have a useful role and can be an input for teachers when applied in good proportions. Villy (2018) again states that creating an interactive classroom by encouraging students to participate is quite difficult. Therefore, teacher must be able to obtain an effective atmosphere by playing a good role in accordance with what is in the teacher talk category. Teacher must be good at considering how to behave because every action and speech of the teacher can affect students' understanding

Teacher talk has 11 various categories in English classroom interaction. According to

Moskowitz's theory of FLINT in Brown (2001), those categories are divided into two influences, there are indirect influence and direct influence. The categories of indirect influence include: (1) deals with feeling, (2) praises or encourages, (3) jokes, (4) uses students' ideas, (5) repeats student response verbatim, (6) asks questions. The categories of direct influence include: (7) gives information, (8) corrects without rejection, (9) gives direction, (10) criticizes student behavior, and (11) criticizes student response. Using the FLINT system in the classroom can help to set a learning environment for interactive teaching (Brown:2001). Each category in FLINT is very useful in inviting students to respond and actively participate in the teaching and learning process, either by direct influence or indirect influence. By implementing this system, the interaction in the classroom will be more effective and conducive.

To analyze each of the categories above, the researcher did observations when conducted Perkenalan Lapangan Persekolahan (PLP) 2 to two English teachers at grade VIII of SMPIT Al-Hijrah Deli Serdang in order to obtain the data to be studied. Here are the observations table obtained.

**Table 1.1 Teacher Talk (TT) Implemented by Teacher 1**

No	Teacher's Utterance	Category of TT
1	Today we will learn about past tense. Last week sir already explained. Do you still remember?	Asks questions
2	<i>Kenapa diam aja? Udah lupa ya?</i>	Asks questions
3	Ok, I will explain it again. (Explaining the material)	Gives information
4	Anyone want to ask?	Ask questions
5	(Write a task on the board) Pay attention to the tasks on this board and work in pairs.	Gives directions

From the observations above, teachers only use three categories. Thus, the class becomes less interactive and some students seem bored while studying. In addition, when the teacher had given the task to the students, the teacher left the classroom and let the students do the assignments unattended. After a long time, the teacher came back and collected the tasks that had been assigned.

**Table 1.2 Teacher Talk (TT) Implemented by Teacher 2**

No	Teacher's Utterance	Category of TT
1	<i>Assalamu'alaikum. Ada yang absen hari ini?</i>	Asks questions
2	<i>Oke, kalau gitu kita mulai belajarnya ya. Hari ini kita akan belajar tentang prohibition. Kakak-kakak, siapa yang tau arti prohibition?</i>	Asks questions
3	<i>Kakak-kakak ga tau artinya ya?</i>	Asks questions
4	<i>Jadi prohibition itu adalah</i> (explaining the material)	Gives information
5	<i>Sejauh ini udah paham?</i>	Asks questions
6	<i>Kalau belum paham, silahkan bertanya dan beritau ustazah bagian mana yang tidak dipahami. Nanti zah jelasin lagi.</i>	Deals with feeling
7	<i>Kalau begitu, silahkan buka bukunya tentang materi "what should I do". Kerjakan task 1 and</i>	Gives direction

	task 2. Kalau sudah selesai kumpulkan ya.	
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From the observation table of teacher 2, it can be seen that teacher 2 only used 4 categories of teacher talk based on FLINT system, namely, asks questions, gives information, deals with feelings, and gives direction. This is a barrier for students to interact with the teacher because there is no opportunity for them to interact intensely with the teacher. From the background above, it can be concluded that the teacher talk based on FLINT theory were still not properly applied in the classroom. Therefore, this study aims to analyze the categories of teacher talk used in the English classroom interaction based on FLINT system and explain teacher reasons realizing the category of teacher talk based on FLINT system at grade VIII SMPIT Al-Hijrah Deli Serdang.

## METHOD

This research used a descriptive qualitative as research design. (Donald, Jacobs, & Sorensen, 2006) Define descriptive research involves describing without modifying variables and raises questions about variables' nature, occurrence, or distribution. In this study, the researcher investigated and analyzed teacher talk categories based on the FLINT system used by two English teachers at grade VIII SMPIT Al-Hijrah when interacting in the classroom. By using descriptive qualitative design, the researcher believed can achieve the research objectives by analyzing and describing the research results to be carried out. In this study, the researcher investigated and analyzed teacher talk categories based on the FLINT system used by two English teachers at grade VIII SMPIT Al-Hijrah when interacting in the classroom. By using descriptive qualitative design, the researcher believed can achieve the research objectives by analyzing and describing the research results to be carried out. The researcher did observation by using recorder during the teaching and learning process and interviews both teachers. The technique of analysis in this research was using Miles, Huberman & Saldana (2014) technique. There are three steps in this technique, namely: data condensation, data display and drawing conclusion.

## FINDINGS

In this study, the findings were teacher talk categories based on the FLINT system which applied when the teaching and learning process took place in the classroom and the teachers' reasons realized these categories. The teacher talk category is divided into two influences, namely indirect influence and direct influence. Both teachers used several categories which can be seen in the table below

### a. The Categories of Teacher Talk Based on FLINT

No	Indirect Influences	Result	
		Teacher 1	Teacher 2
1	Deals with feeling	4	5
2	Praises or encourages	4	4
3	Jokes	2	-
4	Uses ideas of students	2	1
5	Repeats student response verbatim	4	-
6	Asks question	10	3
	<b>Direct Influences</b>		
7	Gives information	5	5

8	Corrects without rejection	-	1
9	Gives direction	11	12
10	Criticizes student behavior	3	2
11	Criticizes student response	3	2
<b>Total</b>		<b>47</b>	<b>35</b>

Then, interviews were conducted by asking the two teachers about the reasons for realizing the teacher talk based on the FLINT system category while in class. Both teacher 1 and teacher 2 had reasons when talking in class according to the 11 categories in FLINT theory. However, there was 1 category which was not applied by teacher 1, namely corrects without rejection. Meanwhile, teacher 2 not applied categories of jokes and repeats student response verbatim. In the table above it can be seen that the category most often used by the teacher is giving direction which by giving directions to students the teacher expects students to achieve learning objectives well. Here are the findings for the interview from both teachers.

**b. Teacher's Reasons for Using Teacher Talk**

No	Categories	Accordance to the theory	
		Teacher 1	Teacher 2
1	Positive feelings atmosphere	√	√
2	Increasing students' enthusiasm	√	√
3	Creating a humorous classroom	√	√
4	Developing students' ideas	√	√
5	Emphasizing the words	√	√
6	Providing the opportunity to speak	√	√
7	Conveying information	√	√
8	Building students' self-confidence	√	√
9	Following the teacher's direction	√	√
10	Changing students' non-acceptable behavior	√	√
11	Responding properly	√	√

The table above shows that the reasons for each teacher were in accordance with the theory about the reasons for applying the teacher talk based on the FLINT system category to the class. Even so, there was one reason that was rarely realized by teachers when teaching, namely creating a humorous class. Teacher 1 believed that creating a humorous class will make the class not conducive, while Teacher 2 believed that this category shows that the teacher was not authoritative when giving humor in class.

**DISCUSSION**

Based on the findings that have been conducted by the researcher, the researcher found that the category of teacher talk based on FLINT that was most used by the two teachers was gives direction. Out of the eleven categories of teacher talk, the category that was not applied by teacher one was corrects without rejection, meanwhile, teacher two not applied jokes and repeats student responses verbatim. Here are the explanation of the findings.

The category most applied by the two teachers was gives direction. The teachers facilitated them by giving direction to whole-class or small-group activities. The teachers gave various instructions to the students during the teaching and learning activities such as opening a book, paying attention when the teacher explains, writing and reading material, going to the library and directing the students to present the moral message about the narrative fable text they have found. This is done by the teacher so that students know what to do and

achieve while studying. This is in line with research by Astutie (2020) which states that students need direction to make them not clueless and some students also expect direction and commands from their teacher.

The teacher talk category that was not applied by the teacher one was corrects without rejection. This category can be used when students answer questions with incorrect answers to the questions given. This is in line with Putri and Putri (2021) state that corrects without rejection is telling students who have made mistakes without using words or intonation which communicate criticism. However, during teaching, some of students already knew the material because they attended tutoring. So, students answer the questions correctly and the teacher develops these answers.

The categories that were not applied by the second teacher were jokes and repeats student response verbatim. Teacher two did not apply jokes because teacher two felt that by applying this category the teacher would have an image that was not serious. Even so, teacher two believed that using jokes when teaching the class atmosphere would be more enjoyable, it's just that teacher two was not too good at making jokes when teaching in class. The teacher joked to make classroom' atmosphere not under pressure (Putri and Putri, 2021). Besides that, another category that was not applied was repeats student response verbatim. The overall of repeats student responses verbatim is repeat the exact words of students after they participate.

Furthermore, in the findings of interviews conducted with two teachers about the reasons for realizing categories of teacher talk based on the FLINT system, it can be seen that the teacher used each category while in class with the reason to involve students to participated and not become dominant. Here are their reasons for using teacher talk, namely, positive feeling atmosphere, increasing students' enthusiasm, creating a humorous class, developing ideas, emphasizing the words, providing the opportunity to speak, conveying information, building students' awareness, achieving the goals, changing students' non-acceptable behavior, and responding properly.

This research was compared to other related studies in order to determine the gap. Solita, Harahap, and Lubis (2021) found that the most category used by the teachers was asks question and the least was criticizes student behavior. They used FLINT to analyzed the research. However, Putri and Putri (2021) researched about teacher talk and student talk. The findings were teacher more dominant during the interaction in the classroom. Nassir, Yusuf, and Wardana (2019) found that gives direction was the most category used by teacher and the least was accepts feelings. Nevertheless, FIACS was the theory they used to analyzed their research.

In addition, when the teachers applied the teacher talk while teaching English in the classroom, the teachers would play an important role so that the class became interactive and the teaching and learning process can run smoothly. This is in line with Brown (2001) state using the teacher talk based on FLINT system in the classroom can help to set a learning environment for interactive teaching.

## **CONCLUSIONS AND SUGGESTIONS**

After collecting data and analyzing it, the conclusion was drawn as follows, the categories of teacher talk consist of deals with feeling, praises or encourages, jokes, uses students' ideas, repeats student response verbatim, asks questions, gives information, corrects without rejection, gives direction, criticizes student behavior, and criticizes student response. Teacher 1 not applied corrects without rejection. Meanwhile, teacher 2 not applied jokes and repeats student response verbatim. By realizing teacher talk, the interaction in the class became more interactive because the teachers invited students to participate to made the teaching and learning process run smoothly.

In the line with the conclusions above, the teachers were suggested to use all of the teacher talk categories in the FLINT system. This will help the teachers so that teaching and learning activities run well. Teachers should involve students more when interacting in class. Moreover, in the process of teaching and learning, students should be more interactive and conducive especially when learning speaking skills. Besides that, the next researchers were suggested to research about classroom interaction with different patterns in order to find different system to make the classroom interactive.

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