Classroom Interaction Analysis: Teacher Talk and Students' Responses in Hospitality and Tourism Department of Grade x at SMK N 1 Solok Selatan

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ABSTRACT

This study aims to identify the types of Teacher Talk used by the teacher and the corresponding student responses in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan. By understanding the types of Teacher Talk and student responses, this research is expected to provide useful insights to improve the effectiveness of the teaching and learning process in the classroom. This research is a Qualitative Descriptive study. The writer investigated two teachers and their students from class X Hospitality 1 and class X Hospitality 2, selected using total sampling techniques. An observation sheet was used as the research instrument. The results showed that English teacher (A) used indirect teacher talk, including accepting learner feelings, praising or encouraging learners, accepting or using learner ideas, and asking questions, as well as direct teacher talk, including lecturing, giving directions, and criticizing or justifying authorities. Meanwhile, English teacher (B) also used indirect teacher talk, including accepting or using learner ideas and asking questions, as well as direct teacher talk, including lecturing, giving directions, and criticizing or justifying authorities. Additionally, students responded with student talk responses and student talk initiation, and silence.

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INTRODUCTION

Effective teaching not only involves the transfer of information from teacher to student, but also how the teacher delivers the material. One important aspect in this context is Teacher Talk, which refers to the words or sentences spoken by the teacher during the learning process in the classroom (Martina et al., 2021). According to Solita et al. (2021), Teacher Talk is the language used by the teacher to communicate with students in the teaching and learning process. Aliabadi & Weisi (2023) define Teacher Talk as the language used by teachers when teaching.

Although Teacher Talk encompasses various forms of teacher communication, not all words spoken by the teacher in the classroom can be considered as Teacher Talk. Sivaci (2020) defines Teacher Talk as a tool to assess students' understanding, stimulate students' attention, and create a communicative learning environment. Nasir et al. (2019) add that Teacher Talk is the language used by teachers to provide learning information, guide communication, and coordinate students in classroom activities.

Therefore, it is important to understand the urgency of Teacher Talk in the context of teaching, as Teacher Talk is one of the crucial aspects that determine the success or failure of the learning process in the classroom. Winanta (2020) confirm that teacher interactional strategies directly influence students' willingness to participate in communicative activities in the classroom. Sistyawan et al. (2022) also state that the selection of language use by teachers and their ability to regulate language use in classroom interactions are crucial in engaging students. Good Teacher Talk reflects and promotes a more effective learning process (Siti Astri et al., 2020). When teachers understand students' needs and are aware of the impact of Teacher Talk in the classroom, they can help students learn more effectively and support their overall development.

Although Teacher Talk has a positive impact on improving the quality of teaching, there are still challenges that need to be overcome. Some students experience barriers in actively participating in the classroom, despite the teacher using various types of Teacher Talk. Based on preliminary observations conducted by the writer in the Hospitality and Tourism Department of grade 10 at SMK N 1 Solok Selatan, the writer found that the teacher used various types of Teacher Talk, such as phrases like "very good," "excellent," "listen to me," and "repeat after me." The use of these various types of Teacher Talk elicited varied responses from students, where some students participated actively, while others did not. The absence of a comprehensive examination of the forms of Teacher Talk specifically used by the English teacher in the Hospitality Department and the students' responses to that Teacher Talk, therefore the writers propose the following question to guide a comprehensive study.

Based on the problem identification above, the writer formulates the following research questions:

1. What types of Teacher Talk are used by the teacher in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan?
2. How do students respond to the Teacher Talk used by the teacher in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan?

This study aims to Identify the types of Teacher Talk applied by the teacher in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan and Identify the types of student responses to the Teacher Talk used by the teacher in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan.

By understanding the types of Teacher Talk and student responses, this research is expected to provide useful insights to improve the effectiveness of the teaching and learning process in the classroom.

METHOD

Research Design

The research design used in this study is the qualitative descriptive method. The main reason for using a Qualitative descriptive approach is that this method describes phenomena or processes and identifies recurrent patterns or themes (Ary et al., 2010). By employing a qualitative descriptive approach, the writer explores teacher talk and student responses thoroughly, allowing for an understanding of the context, meaning, and social construction behind the interaction.

Data Collection Procedure

The participants selected for this research are based on total sampling. According to Sugiyono (2019), total sampling is a sampling technique where all members of the population are used as samples. Total sampling is appropriate for this research because the writer needs deeper information about Teacher Talk used by all English teachers in the Hospitality and Tourism Department. The writer also seeks information about the forms of student responses toward Teacher Talk. There are 2 classes and 2 English teachers teaching in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan, with approximately 40 students in their English classes. The technique of collecting data that researcher used in this research was observation. According to Ary et al, (2010) Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal was to understand complex interactions in natural settings. During the data collection process, the researcher became non-participant observer by positioning and sitting next to the camera recorder. Camera recorder placed at the back of the classroom, using a camera stand or tripod. Camera recorder used by researcher to record all teacher talk and also students' responses towards of teacher talk that used by the teacher The research instruments used in this study are observation sheets and a camera recorder. First, the observation sheets allow the writer to note all classroom interactions and identify the types of Teacher Talk and forms of student responses toward Teacher Talk that occur in the Hospitality and Tourism Department of grade X at SMK N 1 Solok Selatan. The observation sheets are adopted from Flanders p(1970) and are known as the Flanders Interaction Analysis System (FIACS).

Data Analysis Procedures

To analyze the research data collected, the writer uses the stages of qualitative data analysis proposed by Creswell (2018). The analysis process occurs through five stages: First, Organizing Data and Preparing for Analysis, involves collecting or typing up field notes and sorting the data. The data in this research ware Teacher Talk that used by English teacher, either direct or indirect Teacher talk, and also student responses toward Teacher talk. Second, Reading or Looking at All the Data, Read or look at all the data that has been obtained previously, aims to build a deep understanding of the information acquired in order to reflect the data as a whole. The third step is coding data. Coding data is one of way of grouping data or labeling data. Coding data involves taking text data segmenting sentences, or paragraphs into categories. Forth, generate description and themes, in this step the writer used the previous coding process to create detailed descriptions and identify key themes. The last step is representing the description and themes. In this step, the researcher will create descriptions and themes in a qualitative narrative. This can be a narrative description that mention a chronology of events, the detailed discussion of several themes such as specific illustrations and quotations of utterances that fall into category teacher talk neither direct or indirect Teacher talk, and also student responses towards Teacher talk.

FINDINGS

The finding of this research it was found that there were several teacher talk that already used by English teacher who teaches in hospitality and tourism department of grade x at SMK N 1 Solok- Selatan. Teacher talk used by Teacher A were Accept learner feeling, praise or encouraging learner, accepting or uses learner idea, ask question to the learner, lecturing, giving direction, and criticizing or justifying authorities, more detailed could be seen in table 1.

Table 1: *Categorized of teacher talk that used by Teacher A*

No	Utterance	Category
1	How are you?	Accept learner feeling
2	Ok, good	Praise or encouraging learner
3	Yes, So the purpose is to provide information, based on the context or based on the memo.	Accepting or uses learner idea
4	What do we call "menu penutup" in English?	Ask question to the learner
5	Unlike us, the menu for foreigners is usually divided into several parts, such as appetizer, main course, and dessert	lecturing
6	Now I want to hear one person	Giving direction

	read the answer, the others please listen carefully	
7	Kevin, please take of the hat first. You can use it again later	Criticizing or justifying authorities

Meanwhile teacher B used teacher talk with the type, accepting or uses learner ideas, ask question to the learner, lecturing, giving direction, and criticizing or justifying authorities, more detailed could be seen in table 2.

Table 2: *Categorized of teacher talk that used by Teacher B*

No	Utterance	Category
1	It's more about preparing the items needed for the meeting, Such as proposal that needed in the meeting.	Accepting or uses learner idea
2	Do you know what is schedule?	Ask question to the learner
3	If it's around 11 o'clock, it's no longer considered as breakfast, we call it brunch. It's a combination of breakfast and lunch.	lecturing
4	Help me	Giving direction
5	this phone should be kept away and not used in the class	Criticizing or justifying

The similarities between Teacher A and Teacher B in the use of teacher talk were that both Teacher A and Teacher B used several common categories of teacher talk, including accepting or using learner ideas, asking questions, lecturing, giving directions, and criticizing or justifying authorities. These shared practices suggested that both teachers valued student input, used direct instruction methods, and maintained classroom order through questioning and direction-giving. Meanwhile, the differences between Teacher A and Teacher B in the use of teacher talk were that Teacher A incorporated accepting learner feelings and praise or encouraging learners into their teaching approach. These additional types of teacher talk indicated a more emotionally supportive and motivational approach compared to Teacher B, who did not use these specific methods.

Furthermore it was found that student has used 2 types of student responses called Student talk responses and student talk initiation, more detailed can be seen in table 3.

Table 3: *Categorized of Student Talk*

No	Utterance	Category
1	Teacher: Do you know what is	*Student talk responses*

	schedule? Student: Jadwal, mam. (Sutudent directly answer teacher question with verbal responses)	
2	Teacher: Help me (students responses by immediately do what the teacher tells them to do)	*Student talk initiation*
1.	Teacher: Yes, So the purpose is to provide information, based on the Context or based on the memo (students give a silence response, continue to pay attention to the teacher's explanation)	*Silent responses, and Observing*
2.	Teacher: Hello Fikri (Students respond by immediately returning their focus to the teacher's explanation)	*Following Instruction*
3.	When the teacher explains the learning material, there were still students who respond by showing an indifferent attitude.	*Indifferent Attitude such as Sleeping, chatting, and engaging in another Activities*

Student responses to teacher talk reveal patterns of verbal and non-verbal engagement. Verbal responses, like answering questions, indicate active participation, while non-verbal responses, such as following directions, show students' readiness to comply with instructions. Silent responses, often the most common, suggest passivity or uncertainty, indicating a lack of comprehension or engagement. Observing others can demonstrate attention but may distract from the lesson.

Following instructions is ideal but less frequent, highlighting the need for improved student focus. Some students engage in off-task activities, showing a lack of involvement in the lesson. Indifferent behaviors, like sleeping, reflect disinterest and disrupt the learning process. To maintain a productive classroom, students must actively participate, follow directions, and show respect for both the teacher and the learning material.

DISCUSSION

The results showed that both Teacher A and Teacher B used teacher talk in their teaching, but with differences in approach. Teacher A employed more indirect teacher talk, including accepting learner feelings, praising, and asking questions, fostering a supportive environment that increased student motivation. This aligns with Ambarwati (2019), who found that praise and questions boost student engagement. Winanta et al. (2020) also found that teacher talk focused on praise improves student motivation.

In contrast, Teacher B did not use praise or accept student feelings in her indirect teacher talk. Her approach focused more on developing student ideas and asking questions, but lacked emotional support. This indicates a more limited approach compared to Teacher

Both teachers used direct teacher talk, such as lecturing and giving directions, helping maintain classroom control. Winanta et al. (2020) found that giving clear directions is crucial for involving students in learning. Additionally, both teachers used criticism to correct behavior, though Teacher A used it less frequently, suggesting better classroom order. Ayunda (2021) noted that less use of criticism reflects a more well-behaved class.

Students in both classes responded with verbal responses, initiation, and sometimes silence, indicating different levels of engagement. Ambarwati (2019) supported this finding, showing that students typically respond in specific, open-ended, or silent ways depending on the situation.

The study emphasizes the need for teachers to adopt effective strategies to boost active participation, such as using interactive methods and giving clear instructions. Sivaci (2020) highlights the importance of teachers building positive relationships, offering praise, and giving constructive feedback to increase student motivation and engagement.

The strength of this research lies in its comprehensive analysis of teacher talk, offering valuable insights into how different teaching approaches are applied and how students respond. This can help in understanding the dynamics of teacher-student interaction and comparing different methods used in the classroom. However, a key limitation is the lack of in-depth analysis on the impact of teacher talk on student learning outcomes, making it difficult to assess the effectiveness of these approaches. Additionally, the small sample size and limited scope reduce the generalizability of the findings. Future research should focus on larger sample sizes, longer study durations, and a wider range of educational settings to provide more robust and applicable results.

CONCLUSION

Based on the results of the research and data analysis teacher talk and student responses in the Hospitality and Tourism Department of Grade X at SMK N 1 Solok-Selatan above, it can be concluded that the English teacher (A) in class X Hospitality 1 utilized

indirect teacher talk, including accepting learner feelings, praising or encouraging learners, accepting or using learner ideas, and asking questions. Additionally, this teacher employed direct teacher talk, such as lecturing, giving directions, and criticizing or justifying authorities. In contrast, the English teacher (B) in class X Hospitality 2 also used indirect teacher talk with accepting or using learner ideas and asking questions, as well as direct teacher talk in the form of lecturing, giving directions, and criticizing or justifying authorities. On the other hand, student respond by using student talk responses, student talk initiation, an silence.

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