

## Impacts Of Teacher Talk On Students' Interaction In Efl Classroom

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### Abstrak

Penelitian ini bertujuan untuk mencari tahu dampak dari Teacher Talk terhadap interaksi siswa di salah satu Sekolah Menengah Pertama di Tasikmalaya. Penelitian kelas dilakukan untuk menyelidiki sebuah fenomena dikelas mengenai dampak Teacher Talk terhadap partisipasi siswa didalam proses belajar dan mengajar. Penelitian ini melibatkan tiga puluh dua siswa. Empat siswa dan guru Bahasa Inggris dijadikan sebagai responden. Metode pengumpulan data yang digunakan berupa observasi dan wawancara yang bersifat semi terstruktur kemudian data di analisis secara tematik. Hasil analisis menunjukkan bahwa Teacher Talk dapat membuat siswa secara aktif berkomunikasi dan terlibat dalam proses belajar dan mengajar. Melalui Teacher Talk, pertanyaan dan instruksi, para siswa dituntun untuk memberikan respon untuk membagikan ide-ide mereka dan mengikuti instruksi untuk mencapai tujuan pembelajaran. Karenanya mereka dapat memiliki interaksi kelas yang mendukung mereka dalam proses pembelajaran.

### Abstract

This research paper was intended to investigate the impacts of teacher talk on students' interaction in one of the Junior High School in Tasikmalaya. Classroom research is chosen to investigate a classroom phenomenon about impacts of teacher talk on students' participation in teaching and learning process. This research involves thirty-two students. Four students and an English teacher become to be interviewed. The data collection used is observation and semi-structured interview then the data analyzed thematically. The result shows that teacher talk can make students actively communicate and involve in teaching learning process. Through the teacher talk, questions and instructions, the students are led to give responses to share their ideas and follow the instructions to achieve learning objectives. Hence, they can have classroom interaction which supports them in the learning process.

### Keywords

Classroom Interaction;  
Teacher Talk;  
Students' Participation

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## Introduction

Encouraging students to participate in classroom becomes a challenging point for teachers in EFL classroom. In addition, it requires the teachers to facilitate the students to interact during teaching and learning process. It is explained that the happening of interaction is affected directly by ways of teacher talk (Yanfen & Yuqin, 2010). Accordingly, when a teacher tends to talk more than students, the students lose their chance to participate more in the teaching learning process. As a consequence, they cannot have opportunities to practice the language in the classroom, as the device of communication.

Teacher talk cannot be separated from students' classroom interaction. The students interact each other in the classroom during teaching and learning process because of the teacher talk demanding them to do so. It is explained that "the happening of interaction is affected directly by ways of teacher

talk" (Yanfen & Yuqin, 2010). As far as the teacher talk consists of language related to learning materials, the students will behave in two ways, listening to the talk and doing what the talk asks them. Hence, the existence of the teacher talk can trigger the quality of the students learning.

Teacher talks definitions have been compiled by some previous researchers. The first ones state that "teacher talk refers to the language used by the teacher when addressing L2 learners in classroom interaction" Ur, 2000, as cited in Liu & Zhu (2012). The language itself is related to utterances expressed by a teacher to students during teaching and learning process. The utterances enable the teacher to give instructions about what the students need to do and how they do it during the teaching and learning process. As a consequence, the students can have good interaction in the classroom.

There are some features of teacher talk which occur in English language teaching. Adopted from Cullen (1998), here are the features;

1. The use of referential questions. This kind of talk occurs when teachers ask students something the teachers do not know the answers. It has a genuine communicative purpose. For instance, when the teachers ask the students ('what did you do at the weekend?'), the teachers surely do not know what the students really did and it make them communicate naturally.
2. The use of content feedback. This one is used by the teachers when the teachers respond to the content of what the students says rather than the correctness of grammar or pronunciation.
3. The use of speech modification, hesitation and rephrasing in the teacher's own talk. This third feature appears when the teachers explain learning materials to the students, asking questions to them about it, and giving instructions.
4. Attempts to negotiate meaning with students. The last feature of it comes up when the teachers request to the student's clarification and repetition on what the students have said and give the students opportunity to interrupt the teacher and do the same.

Based on the previous explanations, it is constructed that the teacher talk refers to utterances of an English teacher during teaching and learning process to students in a classroom. The teacher talk provides useful information about the language learned. In addition, it enables the researcher to give instructions related to the language learning in the classroom. As a result, the teaching and learning process of the language can run well.

Teacher talk and interaction of students in a teaching and learning process in a classroom are related each other. When a teacher talks, the students do. It is explained that "the happening of interaction is affected directly by ways of teacher talk" (Yanfen & Yuqin, 2010). It is also supported that "in classroom interaction, teachers' role as key player is dominated by teacher talk" Tsui, 1995, as cited in (Zulfah et al., 2015). For instance, students having a good group discussion in a learning process will show good interaction among them. It happens because a teacher talks to them about instructions to do so or at least, the students can know what they will do in the learning process after listening to the teacher talk. Teacher talk led the students to follow all the instructions given by the teacher. Consequently, teacher talk has paramount impacts on student interaction and learning outcomes in the teaching and learning process because it supports the students' activeness during the teaching and learning process. Hence, the more appropriately the teacher talk with the teaching and learning of the language, the better the students will interact each other.

A previous study revealed that talk is a key component of teaching and learning and teacher talk is an important part of how a teacher teaches (Glover, 2018). In addition, it discovered that a focus on

the categories of Elicitation, Response and Description in teacher talk can help to develop an understanding of how classroom interaction can be more effective (p. 509). Therefore, by considering the phenomenon and the findings of the previous studies, the researcher of the current study believes that it is necessary to investigate impacts of teacher talk on students' interaction when learning English in a classroom.

## Methodology

The research design used in this research was classroom research. Classroom research helped the researcher investigate a classroom phenomenon about impacts of teacher talk on students' participation in teaching and learning process. It is supported that the research design tries to look at classroom phenomena (e.g., teacher talks, students' talks, teacher-student interaction) without providing any pedagogical treatments in the classroom (Puji Widodo, n.d.). One of the Junior high school in Tasikmalaya is chosen for conducting the present research. The participants of this study are 32 students. They are male and female with the age of 13 and 14 years old. In addition, the data collected by using observation and semi-structured interview and then analyzed thematically (Braun & Clarke, 2006).

## Findings and Discussion

### Findings

The findings of the research are teacher-students active communication and students' active involvement in learning as the impacts of the teacher talk on the students' classroom interaction. The findings were obtained from the results of the data analysis by using the thematic analysis technique adapted from Braun and Clarke (2006).

#### A. Teacher-Students' Active Communication

The active communication appeared after the teacher initiated asking questions to the students about the learning materials. Questions proposed by the teacher were then followed by the students' answers. After having the students' answers, the teacher gave feedback to it. As a consequence, the teacher talk could encourage the students to have classroom interaction with the teacher.

**Table 1.** 1<sup>st</sup> Observation. Researcher translation

T	Go to the next paragraph! (The teacher reads the second paragraph of the text) His behavior always makes everyone laugh. Rafa is twenty-five months old. He is my sister's first son. Rafa was born at the 1st April 2017. Rafa is my cute nephew. He has a small fat body. So it is describe that his body was short and fat. What in this part is called?
Sm	Description.
T	Description. in this part described in more specific about how was his body, hair and so on. What does this text describe about? Is it about thing, people, or place?
Ss	People
T	Yes, it is about people. Who is described in the text?
Ss	Rafatar

**Table 2.** Teachers' Interview. Researchers translation

Researcher	What is your purpose in asking students questions about their activities before learning begins?
Teacher	My purpose is to brainstorm about the material that will be discussed.
Researcher	What did the students answer?
Teacher	They answered my question about the text that I read, what type of text and which part is the element of the text.
Researcher	What is your purpose in asking students questions about their activities before learning begins?
Teacher	My purpose is to brainstorm about the material that will be discussed.
Researcher	What did the students answer?
Teacher	They answered my question about the text that I read, what type of text and which part is the element of the text.

During the teacher-students active communication, one vital point as finding of the research was the students' responses. Having active communication meant that the students actively responded to the teacher's questions about the learning materials. The responses given by the students kept the communication run smoothly. Henceforth, the teacher talk facilitated the students to have classroom interaction during the teaching and learning process.

## B. Students' Active Involvement in Learning

The second impact of the teacher talk on the students' classroom interaction discovered was the students' activeness in learning. It can be seen from their collaborative work and learning participation. Both occurred in teaching and learning process because the teacher gave instructions to the students to make groups, do assignments and perform in front of the class. The students then followed the instructions. Hence, by following the instructions, the students were involved in the learning process.

**Table 3.** 2<sup>nd</sup> Observation. Researcher translation

T	I have another text. You have to arrange the text into the correct arrangement. The text is about My Mother. So what is the text about?
Sm	My Mother
T	Yes the text is about my mother. Please arrange it and discuss with your group. You have known which one is the first paragraph. So what you have to do first?
Sm	I have to arrange the text into the correct arrangement
T	Yes arrange it. I will give you ten minutes. if you do it more than ten minutes I will punish you. Please do it with your group!
Ss	(The students do their works in groups)
Ss	(The students discuss in groups to get the correct arrangement about the text)
T	(The teacher goes to each groups to check their works)
Ss	(The students share their ideas and ask each other to find out the correct arrangement about the text)
Ss	(The students glue the text which has been arranged in groups)

**Table 4.** Students' Interview. Researcher translation

Researcher	When your teacher gives a question about learning material, what interaction occurs between you and your friend at that time?
Ss	We discussed each other about the material

R	What did you discussed with your friend?
Ss	We discussed to find out the correct arrangement about the text, we glued it on the paper and then we presented the result of the discussion.

In the core activity of the teaching and learning process, the teacher instructed the students to do an assignment about arranging texts into the paragraph. Before the assignment was done, the teacher divided the students into groups in order that the students were easier to complete the assignment. After the students were ready in their own group, the teacher gave necessary explanations about the assignment and directed them to start doing it as instructed. The students then worked collaboratively with their group members. Hence, the teacher talk appeared at that time led the students to have classroom interaction with the other students.

## Discussion

### A. Teacher-Students Active Communication

The findings explained previously were in the line with the classroom interaction concept proposed experts. It was affirmed that “interaction usually occurs when the teacher asks questions and one student answers the question” (Al-Zahrani & Al-Bargi, 2017). In addition, “typical classroom interaction patterns, of which the most widely known is the Initiation-Response-Feedback/Evaluation (IRF/E) sequence” Cazden, 1986, 1988; Mehan, 1979, Sinclair & Coulthard, 1975; as cited in (Kumpulainen & Wray, n.d.). The findings were also supported by similar concept of classroom interaction of Hyman 1966, as cited in (Alijani & Barjesteh, 2018), the classroom interaction includes initiation, response, and feedback. Therefore, asking questions became the teacher talk which impacted on the students' classroom interaction. It is in the line with Long's 1996, as cited in Yanfen & Yuqin, (2010) statement that “interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need”. In addition, interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people” (Yanfen & Yuqin, 2010). It can be seen when the teacher asked questions about learning materials, it gave the students chance to express their own idea. As consequence, by asking questions, the students were motivated and stimulated to participate and it helped them learn materials well.

### B. Students' Active Involvement in Learning

Based on the findings, the teacher talk could lead the students to have classroom interaction. It is asserted that “teacher talk plays an important role in provoking interactions between teachers and students” (Yanfen & Yuqin, 2010). When the teacher talk consisted of the instructions for the students, the students were required to follow it. It is in the line with Yanfen & Yuqin's (2010, p. 77) explanation that the language employed by teachers in language classes is served as the source of input of language knowledge, and also used to instruct language communication and organize classroom activities. Hence, the teacher talk could make the students participate in the learning process. It can be seen when the teacher asked students to present their result discussion, it lead them to participate and share knowledge from the others to have better understanding about learning materials.

## Conclusion

To conclude, teacher talk could make students actively communicate and involve in the teaching and learning process. Through teacher talk, questions and instructions, the students are led to give responses to share their ideas and follow the instructions to achieve learning objectives. Hence, they can have classroom interaction which supports them in the learning process.

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