THESIS

TEACHER TALK MODIFICATION STRATEGIES IN EFL CLASSROOM INTERACTION

Written and Submitted by

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ENGLISH LANGUAGE STUDIES

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Thesis

As a partial fulfillment to achieve Master Degree

Program

English Language Studies

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to

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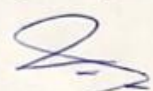**ANDI MUHAMMAD SYAFRI IDRIS**

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committee which was formed in order to complete the study
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was the result of my own work.

If it is proven that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.
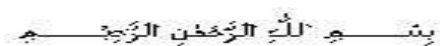
Makassar, 23 June 2021

The Researcher

Andi Muhammad Syafri Idris

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Makassar, 23 June 2021
The Researcher

Andi Muhammad Syafri Idris

ABSTRACT

ANDI MUHAMMAD SYAFRI IDRIS. *Teacher Talk Modification Strategies in EFL Classroom Interaction* (Supervised by Abdul hakim Yassi and Ria Rosdiana Jubhari)

This research aims to explore: (1) the aspects of teachers' talk proposed by the teachers (2) the teachers' strategies in modifying their talks and (3) the reasons why strategies modification are used by the teachers in senior secondary schools context.

This was the qualitative research to explore the modification strategies of the teachers' talk phenomena in EFL classroom interaction involving three English teachers in two different school, SMA Negeri 17 Makassar and SMA negeri 1 Makassar. Data were collected through the online classroom observations entailing the audio recording and interviews. The data were then analyzed based on the conversational analysis framework.

The data analysis reveals that EFL teachers regularly modify their talks through the aspect modifications uses involving: (1) the grammar simplification, (2) vocabulary and pronunciation simplification: (a) slow rate of talks, (b) stress, and (c) clear articulation in teaching and learning processes. The teachers' strategies in modifying their talks include: (1) the paraphrases, (2) clarification requests, (3) confirmation checks, (4) repetitions, (5) translations (code-switching or code-mixing). Moreover, the modification strategies occur based on three reasons, namely: (1) emphasising on materials presented, (2) providing understandable inputs, and (3) modelling the students to the target language. Therefore, the phonological modifications are taken into consideration to accelerate students' comprehension regarding their classroom interactions.

Key words: Teacher talk, EFL classroom interaction, modification strategies

ABSTRAK

ANDI MUHAMMAD SYAFRI IDRIS. *Strategi Modifikasi Bahasa Guru dalam Interaksi Kelas* (Supervised by Abdul hakim Yassi and Ria Rosdiana Jubhari)

Penelitian ini bertujuan untuk mengeksplorasi (1) aspek tuturan guru yang dikemukakan oleh guru (2) strategi guru dalam memodifikasi tuturannya, dan (3) alasan mengapa modifikasi strategi yang digunkan oleh guru pada konteks sekolah menegah atas.

Peneliti menerapkan metode penelitian kualitatif untuk mengeksplorasi modifikasi strategi fenomena pembicaraan guru dalam interaksi kelas bahasa inggris yang melibatkan tiga guru bahasa Inggris yang mengajar di dua sekolah yang berbeda, SMA Negeri 17 Makassar dan SMA Negeri 1 Makassar. Pengumpulan data dilakukan melalui observasi kelas daring berupa rekaman audio dan wawancara, kemudian dianalisis berdasarkan kerangka analisis percakapan.

Hasil analisis data menunjukkan bahwa guru EFL secara teratur memodifikasi pembicaraan mereka melalui penggunaan modifikasi aspek yang melibatkan (1) penyederhanaan tata bahasa, (2) penyederhanaan kosakata dan penyederhanaan pengucapan yang meliputi; (a) kecepatan bicara yang lambat, (b) tekanan, dan (c) kejelasan artikulasi dalam proses belajar-mengajar. Strategi guru dalam memodifikasi pembicaraan mereka meliputi (1) pemarafrasean, (2) permintaan klarifikasi, (3) pemeriksaan konfirmasi, (4) pengulangan, dan (5) penerjemahan (pengalihan kode atau pencampuran kode). Selain itu, modifikasi strategi ini terjadi dalam tiga alasan, yaitu (1) menekankan pada materi yang disajikan, (2) memberikan masukan yang dapat dipahami, dan (3) memodelkan siswa pada bahasa target. Oleh karena itu, modifikasi fonologis diperhitungkan untuk mempercepat pemahaman siswa tentang interaksi kelas mereka.

Kata Kunci: pembicaraan guru, interaksi kelas EFL, strategi modifikasi

TABLE OF CONTENTS

x

List of Tables

List of Figures

List of Appendices

CHAPTER I

INTRODUCTION

A. Background

Communication refers to the information exchange among various people. This implies that ideas, thoughts, imagination, conduct, and written content are all included. Communication can simply be defined as the flow of information from one location to another through a variety of methods and processes. Specific communication is extremely beneficial when learning a second language. Communication is an important aspect of learning a second or foreign language for learners.

The use of classroom interactions in English as foreign langauge was critical things to students of English as foreign language students. EFL classrooms are educational establishments where students can practice their languages. Practicing English as a foreign language is typically done in a classroom setting. Because they don't have a companion to practice English with outside of the classroom, they rarely practice. Yuanfang (2009) asserted that in the classroom, English as a foreign language does not play a social function in EFL students' daily lives. It indicates they would have a difficult time learning a language outside of the classroom because they do not have a partner with whom to practice. EFL teachers must consequently give opportunities for their students to practice their language in class in order to improve their learning and communication skills.

The use of language in any classroom is interesting from an educational standpoint, according to (Behnam & Pouriran, 2009: 118), because education is mostly carried out through language media. Rather than learning the language, the students are required to practice it in class. It indicates that the more they practiced, the better they became at utilizing the language and the more self-assured they became. The goal of teaching and learning a language is to be able to communicate. True, the educational institution values the EFL students who are learning a foreign language.

According to Brock (1986, as cited in Shomoossi, 2008), increasing the amount of classroom interactions will aid (foreign) language learners in learning the target language fast and readily. This implies that acquiring a second language is simple if we make it a habit to communicate with one another in it. People will usually jump in and help you use the second language to create a daily language. Interaction is a collaborative exchange of thoughts, feelings or ideas between the teacher and the learner or the learner and the other learners, resulting in a reciprocal influence on each other (Brown, 2000:41). As a result, engagement in a language classroom is a process of language learning.

In addition, Mouhanna (2009) also claims that she speaks in her mother tongue in her own language. The classroom was a divisive topic in pedagogy. As a result, many EFL professors do not encourage students to improve their language skills in the classroom. As a result, teaching and

learning a meaningless language will become impossible. However, encourage EFL students to practice the language that is important to them. It will familiarize students with the use of English. As a result, teaching and learning the language is more enjoyable.

In this study, the intended classroom interaction was to see what kind of teachers and student conversation would take place in the classroom interaction. In reality, supplying teacher speech used by the teachers and students is dominating in classroom engagement, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) mentioned in Tuan & Nhu (2010).

Interaction is a communal exchange of thoughts, feelings, or concepts that occurs between a teacher and a learner or another learner, it is an important success story in teaching learning methods. Interaction in a language classroom is thus a form of language learning. In order to make a link, the teaching method allows students to ask questions, make educated guesses, think about, and analyze course material. An important success story in teaching learning approaches is interaction, which is a community exchange of thoughts, feelings, or concepts that occurs between a teacher and a learner or another learner. Language learning is thus a sort of interaction in a language school.

In the classroom management, it involves the whole classroom activity including verbal and non-verbal communications. The verbal interaction takes place because the teacher and the learner are

communicating, while the non-verbal interaction involves the teacher and the learner's activity or facial expressions as they communicate without using words. Richard (1992) points out that the contact in the classroom is a pattern of verbal and non-verbal communication and the forms of social interactions that exist in the classroom.

Implementation of good interaction during the process of teaching learning it is meaningful to support the learner participation. Through meaningful of interaction, the English teacher should provide opportunity for the learner interaction or activity that students are in a group or individually work. In addition, class interactions may encourage students to speak because it is useful to encourage students to think, understand, and respond to a given stimulus. Thus, the classroom as a place of communication and the language classroom must be a place where all students can practice the communicative skills they need to use in real interactive situations. Rivers (1987) explained that interaction was the essence of communication. Communication itself, both oral and written, is the main goal of learning a foreign language. To achieve this goal, students must cooperate and interact with each other, between them and the teacher, or between them and some other existing body that is knowledgeable about language learning. In short, communication comes from interaction, where there must be interaction between humans in communication that has something to share.

4

Obviously, it is not enough to just teach one modified aspect of the teacher's speech. EFL teachers should encourage their students to develop all aspects of these communication competencies. Therefore, in this modification aspect, the researcher is interested in exploring the modification of teacher speech and its strategies. It aims to explore the ways teachers modify their speech, structure, vocabulary, and discourse. Based on the researcher's view, three aspects of modification are the main thing in the mastery of the target language because phonology is related to sound patterns, syntax is related to sentence structure, and lexis is related to the use of vocabulary. Meanwhile, the strategy used by the teacher to change the agreement of his lecture with paraphrasing, translation, requests for clarification, checking for confirmation, and repetition is to provide input that can be understood by students. They can serve as language models for sound and language structure, so all aspects and strategies are considered important sources of language input.

Furthermore, interaction is the most important activities during the teaching and learning process, and there must be interaction between teachers and students, both of whom must be active in the classroom, to avoid empty moments during the teaching and learning process. As a result, dynamic curriculum teachers are now used in Indonesian formal schools, and students are required to participate actively in class. This emphasis is placed on the learners' ability to learn and apply their skills,

with the teacher acting as a facilitator. Teacher-centered learning has evolved into a student-centered learning environment in the modern era, in accordance with the times and needs provided by the curriculum. Teachers, on the other hand, remain a point of reference when it comes to interacting with students during the learning process, and they need some strategies for changing the language they use in order to speed up the learning process.

It is clear that better results in teaching English, especially in senior secondary schools, need to be developed by improving the quality of teachers and speech to students because they will control the behaviour of the classroom. Therefore, the researcher interests for analysis on teachers' talk modification strategies in EFL classroom interaction.

B. Research Questions

Based on the background of the study, the researcher formulates the following research questions as follows:

1. How do the teachers modify their talk in classroom interaction in senior secondary school?
2. What are the strategies in modifying their talk?
3. Why do teachers modify their talk?

C. Research Objectives

1. To identify the linguistics aspects of teacher talk in modifying their talk.
2. To find out the strategy of the teachers.
3. To explore the reasons of the teachers.

D. Research Significances

For teachers, students, and other researchers, the study is expected to produce significant results in both theoretical and practical aspects. Theoretically, this research should improve the theory of teacher talk simplification in classroom interactions by providing teacher speech. Aside from that, this study should hopefully serve as a model for other researchers who want to conduct similar research.

Practically, this research aims to give teachers a broad overview of the investigation of teacher talk in classroom interactions during the learning and teaching process. It's also crucial for teachers to recognize their teaching activity while interacting with students during the learning and teaching process in the classroom.

E. The Scope of the Research

To avoid the research broadening, the researcher makes the limitation of the research. The scope of the research is covered or limited to some following issues:

1. By disciplines, this research is in educational research and applied linguistics. For teacher talk modification, it is under linguistics terms especially sociolinguistics studies. This research is restricted to situation in classroom interaction.

2. By content, this research focuses on identifying the teacher talk modification strategies in classroom interaction providing by the teachers.

3. By activity, this research takes subject of the research from the English popular teachers in senior high school at Makassar. The data was analyzed by using models from Miles, Huberman and Seldana (2018: 14).

4. By location, this research takes locating from school in senior secondary school in Makassar such as SMAN 17 Makassar and SMAN 1 Makassar.

F. Key Terms Definition

The researcher formulates the definitions of the key terms as follows in order to avoid misinterpretation or misunderstanding by the readers:

1. Teacher Talk is a term that refers to the special language that teachers use in the classroom when speaking to students who are learning a second language (Ellis, 1985). Furthermore, teacher talk refers to the types of language that a teacher uses to communicate with their students or learners in the classroom.

2. Modification is that in order to progress and learn the language, learners must comprehend what the teacher is saying. (Walsh, 2013). Modification also refers to simplification, which is the language used by the teacher to make the language easier to comprehend for the students.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The problematic of classroom interaction becomes major topic of teacher, students and school or institution. Its importance is increasing continuously in the future since many researches have been conducted by the expert for indicating the significance of classroom interaction.

There are six researchers who have studied teacher talk modification, and their findings are as follows:

Rahayu (2013) in her research *Language Modification and Supportive Actions by an English Teacher at an Eyl Classroom.* Based on the findings, the result shows that the teacher tends to modify their talk by using the repetition of the utterance. In addition, the teachers used paralinguistic features especially gesture or body language for supporting their talk. The relationship between this research and previous research is both the research focus on the teacher talk modification in classroom interaction. However the current study has different focus concerning with the object being observed. The previous study focuses on the teacher talk by supporting nonverbal features in classroom. Then, the current study analyze the teacher strategies in modifying their talk in classroom interaction.

Yousofi & Bahramlou (2014) in their research The Effect of Teacher Talk Modifications on Second Language Learners' Comprehension and Acquisition. Based on the findings, the results shows that after the message is changed and must be made understandable, students can pay attention and then use the new language items contained in the message. The relationship between this research and previous research is both the research focus on teacher speech modification providing the EFL teachers. In addition, this previous research and the current study has similar research with the same field of the research. However, the current study has different focus concerning with the object being observed.

Al-Ghamdi & Al-Bargi (2017) in their research The Impact of Teacher Speech Modification on the Quality of Interaction and Learning: An Analysis of Spoken Discourse in Saudi EFL Classrooms. Based on the findings, the result shows that the teacher used several strategies in teaching in the Saudi EFL context by using paralanguage features and nonverbal features in order to make interaction with the students can be easier to understand. The relationship between this research and previous research is both the research focus on teacher speech modification strategies providing the EFL teachers. In addition, this previous research and the current study has similar research with the same field of the research. However, the current study has different focus concerning with the object being observed.

Muhayyang (2018) in her research Phonological Modification on Teachers' Instructional Talk for Secondary School Students. According to the findings, the teacher always modified their speech when it came to the front, central, and back vowels. Furthermore, in the teaching and learning process, teachers must provide modifying their talk as a communication bridge in order to achieve successful interaction. Both the current and previous studies analyze the teacher talk modification in classroom interaction, which is the link between the current and previous studies. The current study, on the other hand, focuses on the object being observed in a different way. The most common talk modification by the teacher in classroom interaction was discussed in the previous study. The current research focuses on the teachers' and students' speech modification strategies in classroom interaction.

Hamzah (2019) in her research Phonological Modification of Teacher Talk in the Indonesian EFL Classroom. According to the results of the survey, the teacher proposed four ways in which they could modify their talk in class interaction by conducting the three reasons. The current and previous studies have a connection in that they both modify and explore the teacher's talk in classroom activities or interactions. In addition, the current study has a similar focus on the object being observed. The previous study, on the other hand, focused on how teachers modify their speech in the EFL classroom. The current study

focuses on teachers' and students' strategies for providing speech in classroom interactions.

Reliubun (2019) in his research Comprehensible Input in Teacher Talk and Its Implications on Students' Vocabulary Acquisition. Based on the findings, the result shows that there are differences way for teachers use the features in the teacher talk category. The relationship between current research and previous research is both this research focuses on teacher talk providing the EFL teachers. In addition, this previous research and the current study has similar research with the same field of the research. The current study, on the other hand, has a different focus in terms of the object being observed or viewed.

Based on the explanation above, the six researchers discussed teacher talk modification in classroom interaction, as can be seen from the previous findings. In focusing on the teacher talk, the first three researchers discuss how to modify teacher talk. The fourth researcher focuses on the teacher's strategy for modifying their speech in the classroom when instructing students in the learning and teaching process. In summary, the four findings are similar to the current study in that they discuss the modification of teacher talk in classroom interactions when teaching and learning are taking place. Furthermore, the differences are observed in the focus, which includes teacher talk modification strategies.

B. Theoretical background

1. Teaching and Learning Process

Teaching guides and facilitates learning, enables learners to study, defines learning conditions. The teachers must be a facilitator to provide convenience to students in the learning process. The teachers had to choose teaching materials related to the needs of the student. Richards et, al. (1992: 7) suggest that the principles of developing teaching materials are:

a. Careful selection of what to teach

b. Increase the boundaries of what you need to teach

c. List what you need to teach in terms of four skills.

d. Evaluate materials from simple to complex

Teachers must be able to choose effective methods in teaching to expose each material, because all methods have advantages and disadvantages. There are a lot of different language teaching methods, but there is no one-size-fits-all method of teaching.

Learning, on the other hand, is the process of acquiring knowledge or skills through the process of learning. Learning a language is a process. A child gradually learns his first language. He didn't go to school when he was younger, so he learned his first language through experience rather than formal instruction. Experience and concept development language go hand in hand. Brown (2000: 8) Learning, according to this definition, is the

process of gaining or acquiring knowledge of a subject or skill through study, experience, or instruction. Learners can acquire knowledge or skills about the use of language through classroom learning or life experiences, according to this definition. During the learning process, there is a change in the behavior of students. They will gain knowledge or skills that they have never had before as a result learn. Kimbley and Garmezy, as Brown (2000: 7) put it, Learning, they explained, is a "relatively permanent change in behavioral patterns" that occurs as a result of improved training. The efforts of both teachers and students will determine changes in student behavior and knowledge. It will be easier for students to learn the material if the teacher employs the appropriate teaching method.

From the explanation above, the researcher can conclude that teacher and students become the important parts of learning and teaching process including interaction or communication in classroom interaction.

2. Theory of Language Learning in the Classroom

When two or more people exchange ideas, feelings, or ideas reciprocally during the teaching-learning process, this is referred to as a class interaction. Communicative skills emphasize the importance of interaction because humans use language to 'negotiate' or simply state their ideas, to get one idea out of their heads and into the heads of others, and vice versa, in various contexts. From the very beginning of learning a language, the classroom provides the interactive skill, Rivers (1987) in

Brown (1994: 159) states that the interaction of thoughts, students can improve their language retention by listening to or reading authentic linguistic material, or even peer-to - peer discussion results, skills, joining problem-solving tasks, or dialog journals. Students can use everything they process from language in interaction-everything they have learned or absorbed in a casual way-in real-life exchanges.

Language learning, according to these statements, refers to the use of language by both teachers and students to interact with one another in the classroom during the learning process. In this case, speech is given precedence in language instruction. The spoken language is primary, according to one of the principles of language teaching, and this should be reflected in the methodology of the spoken language. This principle is supported by Byrne (1999), For many people, the classroom is a convenient place to distribute information and develop educational skills, but our primary concern as language teachers is to develop our students' ability to use the language for various communicative purposes.

Based on that explanation above, the researcher can conclude that students must first learn the spoken form in language learning before learning how to write forms, it is necessary to speak in class because they used to interact with each other, with their ferocious functions.

3. Teaching English as a Foreign Language in Senior High School

It is critical that we teach English because many people use English to communicate with people from all over the world. English is taught as a compulsory subject in Indonesian schools from kindergarten to high school, and even at some university levels. For Indonesian students, English is a foreign language, and they find it difficult to learn. Another reason is that they speak their previous language in their native tongue, which would cause confusion with their new language. The tendency of students to transfer native language rules to the new language they are learning demonstrates this. When you consider the differences between the two languages, it's easy to see why students have trouble with vocabulary, structure, spelling, pronunciation, and other issues.

Between the ages of 10 and 18 the middle and middle range of boys' and girls' school years are passing from childhood to young adulthood. Not surprisingly the adolescent life is so full of complexity and puzzles. It's a tricky business to grow up. Teens are torn apart by a lot of conflicting things and many moments of doubt. As stated in Harmer (2001: 39) Adolescence is a time when someone is looking for identity and this search presents this age group with a major challenge. Identity must be forged among friends and classmates.

The fact that high school student characteristics don't necessarily apply to every teen boy or girl complicates adolescent diagnosis. Because each person's characteristics are so diverse, these teenagers can sometimes cause discipline issues and distract in class. If they seek challenges, it is due to the boredom and happiness they are experiencing. However, As Ur in Harmer (2001: 43) argues, teenage students are in fact the best language learner overall. Adolescents have a great learning capacity, an extraordinary creativity, a passionate commitment to the things that interest them, and a high level of solidarity among classmates. As a result, they have distinct characteristics. Teachers must be able to use those characteristics and explore their potential in a supportive and constructive manner, so that they can be morally good students while also meeting the needs of their students in the teaching and learning process.

Adolescent students have a high capacity for learning, a high potential for creative thinking, and a strong desire to pursue something that interests them. Adolescence is also linked to the need for identity and self-esteem, according to Harmer (2007: 15). This is frequently the result of a student's position in their peer group, rather than a significant teacher approval.

From the explanation above, the researcher can conclude that both teachers and students need to become the majority of target language

learning and teaching. Teachers and students must be factors that support the learning process that occurs in the classroom.

4. Classroom Interaction

Interaction between classes is defined as the exchange of thoughts, feelings, or ideas between two or more people that has a reciprocal effect on each other in other ways that interrelate the teacher's and students' actions during instructions.

The noun is defined as "reciprocal action or influence" in the English New Oxford Dictionary. As a result, interaction is more than just an action followed by a reaction. This includes acting in a reciprocal manner on one another. According to Chaudron (1998: 10), class interaction includes behaviors such as taking turns, asking and answering questions, negotiating meaning, and providing feedback. Furthermore, Brown (2001: 165) defines interaction as "heart communication, which is what communication is all about." Interactions happen anywhere and at any time, including in the classroom, as long as people communicate with each other, taking action and receiving reactions.

From the explanation above, the researcher can state that interactions in the classroom are needed and very influential on the learning process that occurs between teachers and students.

a. Interaction in EFL Classes

Interactions take place every day in class activities between teachers and students. Managed not only by teachers, but also by students. Class development and success depend on greater interaction between teachers and students (Tsui, 1995). Interaction is a collaborative exchange of thoughts, feelings, or ideas among two or more people. Through interaction with teachers, students can increase their retention of languages and use all the languages they have. Interaction is therefore an important concept for English teachers. Long (1996) argues that interactions facilitate acquisition because of conversational and linguistic changes that occur in discourse and provide learners with the input they need. Through these interactions, students have the opportunity to understand and use incomprehensible languages. In addition, they can have more input and more output opportunities. Van Lier (1988) points out that interactions are important for learning the language that occur in and through participation in speech events, namely, talking to other people, or talking to others.

In addition, Allwright and Bailey (1991) stated that through class interaction, plans produce results (input, practical opportunities, and acceptance). The teacher has to plan what he or she wants to teach (syllabus, methods and atmosphere). These interactions provide opportunities for students to find input or to practice L2. It also creates a

'state of acceptance' which is defined as' active openness, willingness to deal with language and culture. So that the importance of class interaction has an important role in the teaching and learning process which can be seen from the picture below:
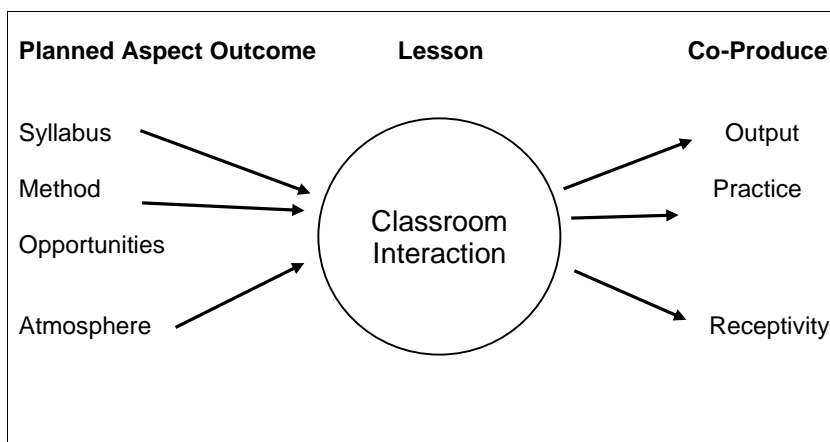
Planned Aspect Outcome	Lesson	Co-Produce
Syllabus Method Opportunities Atmosphere	Classroom Interaction	Output Practice Receptivity

Figure 2.1The relation between plans and outcomes (Allwright and Bailey, 1991)

Furthermore, Rivers (1987) contends that in the teaching and learning process, teachers should seek out the most appropriate approach, design, or material, or set of procedures in a given situation, rather than focusing on the best method. Teachers are adaptable while focusing on interaction: teacher-student interaction, student-student interaction, student-text writer interaction, and student-linguistic community interaction. As a result, in the classroom, teachers should avoid being overbearing and directive. It cannot be a one-way interaction, but it can be two-way, three-way, or four-way. When students are given numerous opportunities to interact in conversation, they learn more effectively.

20

From explanation above, the researcher can state that the interactions that occur in the classroom that are related to the language used by the teacher, be it a second language or a foreign language, play an important role in the process of interaction that occurs in the classroom.

b. Teacher's Role in Teaching Learning Process

The teacher's role as a whisperer needs to encourage students to excel, to provide a little bit of information or language to help them continue. That way, the teacher is going to invite students to think creatively. Other times, they may need to act as feedback to help students evaluate their performance or as assessors to tell students how well they have performed or rated them. There are times when a teacher takes part in an activity not only as a teacher, but also as a participant. He or she can act as a student while studying as a participant. Participating is often more instantaneous than acting as a resource. The role of the teacher as an observer can function well here, especially in oral communicative activities. Observing success often gives teachers different levels of how well students are doing.

Cameron (2001) provided an overview of teaching. He emphasized that teaching is a process for creating opportunities for learning and helping learners to take advantage of them. As a result, in the teaching and learning process, the teacher must be able to help students develop an understanding of the lesson. Holtrop (1997) details the role of teachers

in the teaching and learning process, namely: demonstration, listening, empowering, and lecturing. Demonstration, allows students to experience more information and concepts that the teacher wants to convey during class. Even though the teacher is still the center of action and the spreader of knowledge, students can more easily see what they need to know and more efficiently relate to previous knowledge in their own way. Students better remember what they hear and see (or even touch, smell, or taste). Listening is a very important teacher's role, something we usually don't think about in relation to the role of a lecturer. Listening is essential for assessment of learning (checking for understanding and the appropriate level of challenge), for collaboration between teachers and students (practicing not just assessing), and for giving students a real sense of ownership of classroom activities and for enabling students to articulate and internalize the learning process. Nunan (1989) stated that only one in every forty minutes of the class is devoted to student participation. This statement shows that the type of teaching that is most active in the classroom at this time is the teacher telling stories and the students listening, the students telling information about written tests and the teacher evaluating them. More progressive teaching is seen when the teacher's strategy and knowledge model creates a context for task completion, and then students try to do the task as the teacher does (Wilhelm, 2001).

In addition, Chaudron (1988) states that there are two kinds of teacher constitutions in the teaching and learning process, namely: (a) Teacher-centered: do not speak unless spoken; (b) Student-centered: if you have something to say, say it. This type of interaction is negotiable, depending on the teacher's rules of speech. Teachers behave in different ways, so there are different types of classroom interactions. When the teacher speaks, commands, restricts the freedom of speech of the student, the teacher is centered. When the teacher allows students to talk, ask questions, and receive ideas and stimulate their participation in class activities, the teacher is student-centered. The lecture is another role of the teacher. The traditional view of a teacher is one who shares knowledge; someone who gives lectures, tells stories, feeds, distributes, covers materials, and teaches subjects more than students. Students are passively sitting while the teacher is performing. The desks in a row and the blackboard and the podium at the front are the settings designed for a teacher's role. However, lecturers are effective in providing brief interactions, background information, guidance or other information needed in a short period of time (e.g. before working on a class project, practicum or group activity).

From the above statement, the researcher proposes that interaction in the classroom is fundamental, because without it the teaching and learning process in class there will be no. Good interaction will make message delivery successful create a good interpersonal relationship

23

between teachers and students, so that Student achievement in language acquisition can be improved. Finally, it can be concluded that the interaction is systematic and collaborative activities that require the giver and receiver to exchange ideas or message and negotiation means using verbal or non-verbal mean.

5. Aspect of Classroom Interaction

a. Teacher Talk

Ellis (1998: 96), In language teaching, what the teacher's speech claims is language commonly used by teachers in communication Teacher Talk is important and important, not only for the organization and for management of the classroom but also the acquisition process. According to Richards (2002) stated that Teachers also simplify or modify their speech throughout the teaching process, including many of the features of strangers' speech, such as speaking slowly and louder than regular speech, using or choosing simplified vocabulary and grammar, and recurrent themes or topics. According to Moskowitz"s FLINT (Foreign Language Interaction) analysis system in Brown (2001:177), teacher talk has eleven categories or features which enable to be identified and analyzed in classroom interaction. The category of teacher speech is divided into two forms of influence; indirect and direct influence.

Indirect influence is the influence that is guided by students to become warm classroom atmosphere and trying to break the ice to

encourage them participate and learn in class interactions. Category teacher talk is included in this indirect effect which are: (Brown, 2001: 170)

1) Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.

2) Praise or encouragement: praise, praise, and tell students what they are doing have said or done is appreciated, encouraging students to keep trying to give they are confident, making sure that the answers are correct.

3) Jokes: kidding, joking, making puns, trying to be funny, provides jokes not at anyone's expense (unintentional humor is not fall into this category).

4) Uses ideas of students: clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.

5) Repeating student responses verbatim: Repeating the student's words correctly after they participate.

6) Asking questions: Asking questions whose answer is anticipated (rhetorical questions do not fall into this category).

Another influence in teacher lectures is a direct influence. Direct influence is carried out which aims to encourage students to be directly

involved in teaching and learning activities. Its features are described below:

7) Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

8) Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

9) Provide direction: provide directions, requests or orders that students expected to follow; directing various exercises; facilitate the whole class and small group activity.

10) Criticizing student behavior: rejecting student behavior, trying changing unacceptable behavior, communicating anger, displeasure, distraction, dissatisfaction with what students are doing.

11) Criticizing student responses: letting students know their responses are not correct or acceptable and communicate criticism, displeasure, annoyance, and rejection with words or intonation.

b. The Categories of Teacher Talk

Brown in Malamah-Thomas (1987: 25) states that there are several categories of teacher speech, namely: (1) response, i.e. action that is directly sought by other speakers; (2) socialization, which is any action for

the formation or maintenance of interpersonal relationships; (3) organizing, that is to say, any activity that functions to organize tasks or learning environments without contributing to the teaching-learning task itself; (4) directing, that is, any action that encourages non-verbal activity as an integral part of teaching and learning tasks; (5) presenting, that is, any action that presents information directly related to learning; (6) assessing, that is to say, any action by assessing other verbal actions positively or negatively; and (7) any action designed to generate verbal reactions from others.

Hughes (1978) also refers to a number of language functions, in particular those related to classroom management. In his category, he describes the different language functions described by some of his proponents. This category includes: (a) organization; (b) interrogation; (c) explanation; and (d) interaction. The organization consists of providing instructions, ordering and monitoring. In providing instruction, the teacher may provide appropriate instructions on repetitive classroom activities, control student behavior through commands, requests and suggestions, vary the form of instruction in order to demonstrate various possibilities in a foreign language, and offer alternative courses to students.

Flanders (1970: 34) uses the term Flanders Interaction Analysis Category (FIAC) to describe the categories of teacher speech. He divided teacher talk into seven categories. The first four relate to how teachers