

# An Analysis of Teacher Talk in a Senior High School in Palu, Central Sulawesi through the Use of Self-Evaluation of Teacher Talk (SETT)

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**Abstract:** This present research tended to analyze the teacher talk performed by the English teachers in a Senior High School in Palu, Central Sulawesi through the use of Self-Evaluation of Teacher Talk (SETT). This research employed a case study research design, in the nature of qualitative research. Random sampling technique was used in determining the research's participants. From the results of the research, it was found that the English teachers implemented all of the fourteen interactional strategies of SETT. Besides, the teachers and students' perceptions were also investigated.

**Key Words:** classroom interaction, teacher talk, interactional strategies, self-evaluation of teacher talk, perception

**Abstrak:** Penelitian ini bermaksud untuk menganalisis perkataan guru yang dilakukan oleh guru-guru bahasa Inggris di sebuah Sekolah Menengah Atas di Palu, Sulawesi Tengah melalui penggunaan *Self-Evaluation of Teacher Talk (SETT)*. Penelitian ini menggunakan desain penelitian studi kasus, yang berada di dalam naungan penelitian kualitatif. Teknik *random sampling* digunakan untuk menentukan peserta penelitian. Berdasarkan hasil penelitian, ditemukan bahwa guru-guru Bahasa Inggris melakukan ke-14 strategi berinteraksi yang ada pada *SETT*. Selain itu, persepsi-persepsi guru-guru dan siswa juga diselidiki.

**Kata kunci:** interaksi kelas, perkataan guru, strategi berinteraksi, *self-evaluation of teacher talk*, persepsi

## INTRODUCTION

In order to maintain interaction in the classroom, the great effort from the teachers is needed. Teachers are required to be creative and active when they lead the classroom, instead of lecturing all of the time. It means that the teachers should always try to find the way to make the class becomes interactive. An interactive teaching method suggests the students to be involved in the learning process and reflect on what they know and what they are thinking (Giordze & Dgebuadze, 2017). Teaching creatively and actively will facilitate students to have the opportunity to learn in a meaningful way, particularly in learning English.

The kind of language used by the teacher in the classroom is simply known as teacher talk. It is different from the talk outside the area of classroom. Teacher talk is specifically occurred in the process of teaching and learning. Teacher talk in the classroom

is usually being simplified and modified based on the students' need in order to help them achieving the learning goals. Sinclair and Brazil (1982) in Yanfen & Yuqin (2010) define teacher talk as "the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding". From this definition, it can be seen that teacher talk is considered as the main source of all information that students acquire in English language teaching and learning. For every teaching method that the teachers apply in their classroom, mostly, teacher talk takes a big portion. It occurs because the role of the teacher as the leader in the classroom.

Meanwhile, Krashen (1981) implies teacher talk as "the classroom language that accompanies exercises, the language of explanations, in second language and in some foreign language classrooms, and the lan-

guage of classroom management”. It is clear that teacher talk becomes the central of the teaching and learning process as it is used to explain materials in the classroom as well as managing the learning activities.

Teacher talk holds important role in English language teaching and learning. The quality of teacher talk determines the quality of teaching, as Nunan (1991) states, “teacher talk is of crucial importance, not only for the organization of classroom but also for the processes of acquisition”. He further explains that it is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans. So, as the main medium to transfer the knowledge to the students, teacher talk remarks a vital role in achieving the goals of teaching and learning. As a teacher, controlling the implementation of teacher talk as effective as possible could be the key success for him/her in teaching.

Self-Evaluation of Teacher Talk (SETT) is one of tools that is often used as reference to analyze interaction in the classroom. SETT was firstly developed by Walsh (2011), a professor of applied linguistics at the University of Newcastle. The main purpose of SETT is to recognize the quantity of interaction specifically in the scope of classroom. Besides, SETT enables the English teacher to discover exactly what kind of verbal interaction they use and how much they use it. The result of the interaction analysis by using SETT could be beneficial for the teacher, as he/she may develop the effectiveness of their talk in the classroom.

There are 14 features of verbal interaction provided by SETT. Those features are scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, form-focused feedback, and confirmation checks. The Table 1 is the complete list of SETT features proposed by Walsh (2011).

Regarding to this, this present research tended to analyze the teacher talk performed by the English teachers through the use of SETT. The research took place at one of the senior high schools in Palu, Central Sulawesi, Indonesia. The researcher was interested to have the research in there because of their high achievements in English. Relying on the data from Education and Culture Office, Palu City (2017), the researcher found that the students’ English scores on national examination in this school was considered as the best scores among other senior high schools in Palu. Table 2 and Table 3 present the English scores at Senior High Schools in Palu in the last two academic years.

However, the high achievement on English which are accomplished by the school seems are not really clear. Little is known about how English language teaching and learning is actually implemented there. The provided data are only served statistically, not descriptively. Based on the data, public just assumes that this school could be categorized as a model school for other senior high schools in terms of English language teaching and learning, without recognizing the detail information about the teaching and learning ac-

**Table 1. Self-Evaluation of Teacher Talk (SETT)**

<b>Features of Teacher Talk</b>	<b>Description</b>
1. Scaffolding	a. Reformulation (rephrasing a learner’s contribution). b. Extension (extending a learner’s contribution). c. Modelling (providing an example for learner(s)).
2. Direct repair	Correcting an error quickly and directly.
3. Content feedback	Giving feedback to the message rather than the words used.
4. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
5. Referential questions	Genuine questions to which the teacher doesnot know the answer.
6. Seeking clarification	a. Teacher asks a student to clarify something the student has said. b. Student asks teacher to clarify something the teacher has said.
7. Extended learner turn	Learner turn of more than one utterance.
8. Teacher echo	a. Teacher repeats teacher’s previous utterances. b. Teacher repeats a learner’s contribution.
9. Teacher interruptions	Interrupting a learner’scontribution.
10. Extended teacher turn	Teacher turn of more than one utterance.
11. Turn completion	Completing a learner’s contribution for the learner.
12. Display questions	Asking questions to which teacher knows the answer.
13. Form-focused feedback	Giving feedback on the words used, not the message.
14. Confirmation checks	Confirming understanding of a student’s or teacher’s contribution.

**Table 2. English Scores in Academic Year 2014/2015 at Senior High Schools in Palu**

Name of Schools	Lowest Score	Highest Score	Average Score
School 1	42,00	93,90	63,91
School 2	32,70	90,00	63,64
School 3	38,00	85,70	58,46
School 4	51,00	90,00	74,91
School 5*	65,30	94,00	85,36

**Table 3. English Scores in Academic Year 2015/2016 at Senior High Schools in Palu**

Name of Schools	Lowest Score	Highest Score	Average Score
School 1	32,00	80,00	59,96
School 2	16,00	78,00	50,50
School 3	32,00	78,00	56,26
School 4	34,00	84,00	65,48
School 5*	58,00	92,00	72,20

Source: *Dinas Pendidikan dan Kebudayaan Kota Palu, 2017.*

\*The school where the research took place

tivities in the classroom. Thus, a further study is needed concerning with this case in order to describe the real situation happening in their English classroom, especially the description of classroom interaction between the teacher and students in the process of teaching and learning.

Some previous studies were done by several researchers in the field of classroom interaction. The first research was conducted by Wasi'ah (2016) entitled "A Study of Teacher Talk in Classroom Interaction at an Islamic Senior High School". The setting of the research is taken in *MAN Insan Cendikia* which is located in Jambi city. The research data are in the form of observation and interview. In analyzing the teacher talk, Wasi'ah was also used SETT as the main reference which is also going to be used in this present research. The result of this research indicated that the English teacher performed ten interactional features out of thirteen in the classroom. The features were scaffolding, direct repair, content feedback, extended wait-time, seeking clarification, teacher echo, teacher interruption, extended teacher turn, display question, and extended learner turn. There were three features of teacher talk which were not performed by the teacher, namely referential question, turn completion, and form-focused feedback.

Secondly, a descriptive qualitative research was conducted by Shamsipour and Allami (2012) entitled "Teacher Talk and Learner Involvement in EFL Classrooms: The Case of Iranian Setting". This research was intended to specifically investigate the ways through which the teacher talk can create opportunities for learning in an EFL classroom. Added to this, this study was also attempted to identify how the teacher talk can lead to more and more learner in-

volvement in an EFL context. This research also utilized SETT as the main instrument to analyze the teacher talk. In categorizing the research data, the researchers put the features of the teacher talk into 'positive' (the features that create the learning opportunities) and 'negative' (the features that hinder the second language learning). The result of the research showed that nine features of teacher talk were regarded as 'positive' features. Those features were 'scaffolding' (9.8%), 'direct repair' (5.2%), 'content feedback' (2.8%), 'extended wait time' (18.8%), 'referential question' (3.7%), 'seeking clarification' (6.2%), 'extended teacher turn' (12.7%), 'display questions' (9.1%), and 'extended learner turn' (31.7%). Meanwhile, three features of teacher talk were categorized under the 'negative' effect. Those features were 'teacher echo' (56.4%), 'teacher interruptions' (37.3%), and 'turn completion' (6.4%). Unfortunately, the discussion under the 'positive' and 'negative' effect of the features was not articulated comprehensively in this study. The researchers merely described them in general.

Third research was done by Almira (2016) entitled "An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 28 Bandar Lampung". This research took setting in a junior high school which is located in Bandar Lampung. The findings showed that the teacher talk plays dominant part in classroom interaction. The teacher talk had the greatest percentage, which were about 54.7% and students talk has 45.2%. This research suggested that the English teachers should create positive atmosphere in the classroom, so the students will more enjoy taking a part in the teaching-learning activities. The way teachers act,

talk, teach, and communicate should be considered.

In reference to those studies, it is evident that none of them are specifically analyzing the pedagogical implications of each feature of teacher talk comprehensively. Most of the studies concerning with classroom interaction put their focus on finding out the features of teacher talk performed by the teachers and put them in percentages. Thus, this present study is conducted to offer a more comprehensive description. In analyzing the classroom interaction, besides finding the features of the teacher talk performed by the teachers, this research is also intended to discuss the pedagogical implications of each feature of teacher talk by showing how each feature of teacher talk affects the development of the students' language learning. The analysis of the pedagogical implications of each feature of teacher talk is specifically based on the recordings of each meeting of the classroom observation.

Other than that, in this research, the researcher is also investigating the English teachers' and students' perception on classroom interaction which is performed in the classroom. The perceptions of both parties are very important for the development of their English language teaching learning in the classroom as it may fill the gap between them.

Finally, the findings of this present study can be the comparison between the classroom interactions which was conducted in several areas as well as enrich the data about interactional strategies performed by English teachers in Indonesian context. Besides, as the most important point, this research is intended to investigate the implementation of English language teaching and learning in one of the senior high schools in Palu by describing the performed classroom interaction. Thus, the research questions are formulated as follows. (1). What are the features of teacher talk performed by English teachers in the process of English language teaching and learning? (2). What pedagogical implications are provided by the features of teacher talk in the process of English language teaching and learning? (3). How is the classroom interaction implemented by the English teachers? (4). How is the students' view towards the classroom interaction implemented by the English teachers?

## METHOD

This present research dealt with case study research. Yin (2014) defines case study as 'an empirical inquiry that investigates a contemporary phenom-

enon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident'. Case study research is on the field of qualitative approach. According to Johnson and Christensen (2014), qualitative research is used when little is known about a topic or phenomenon and when one wants to discover or learn more about it. They further explain that qualitative research is commonly used to understand people's experiences and to express their perspectives.

The research took place at one of the senior high schools in Palu. The main sources of the data were collected from three English teachers who teach grade X, XI, XII respectively and the students of each grades since they were categorized as the subjects of the research. The sampling technique used in this research was random sampling technique. The subjects of the research were taken randomly, which means that there were no specific English teachers and classes chosen.

In conducting the research, the researcher put himself as 'indirect observer', which suggested the researcher to observe by seeing and noting the description of English teaching and learning process without involving in some communicative events between the English teacher and students. Wahyuni (2012) states that non-participant observation may be a good choice for researchers who want to examine the details of how people talk and behave together. Therefore, the indirect observation was chosen by the researcher as it was suitable with the objectives of the research.

The research data were taken for almost two months. It was started in March 12<sup>th</sup>, 2018 until May 8<sup>th</sup>, 2018. Actually, the implementation of the research would not take that long. The implementation of the research was often delayed by the school, as there were some exams that the school needed to conduct at that time. Such exams were *USBN (Ujian Sekolah Berstandar Nasional)* and *UNBK (Ujian Nasional Berbasis Komputer)*. The implementation of those two exams took one month in time. This time constraint drove the researcher to reduce the number of the observation meetings that had been planned before as well as the research participants. Thus, the observations meetings only took five times and two teachers who teach grade X and XI were taken as the research participants.

The research data were mainly taken by recording. The researcher worked together with his collaborator to record the process of English language teaching and learning at the school. After finishing the re-

ording process, the researcher then transformed all of the results of the recording into the form of transcripts. From the transcripts, the researcher analyzed the classroom interaction by using SETT grid. The researcher categorized every single utterance produced by the English teachers in accordance to the SETT grid. All of the research data from this process then were bundled in the form of percentages, lists, and descriptions.

Secondly, the researcher conducted the interviews to both English teachers and students to find out their perceptions about the implemented classroom interaction. For the teachers, a Semi-structured Interview was held. The semi-structured interview allows for probing of views and opinions where it is desirable for respondents to expand on their answers (Gray, 2009). Meanwhile, for the students, the researcher conducted a Focus Group Interview (FGI). FGI provides the researcher with rich information about an issue under investigation because participants are much more comfortable in expressing themselves in groups than they are being interviewed individually (Creswell, 2012). In this case, the researcher picked six to eight students to be the participants of the FGI. The discussed issues in the FGI concerned with their self-opinions with their respective English teachers.

Furthermore, this present research adopted two kinds of research data, namely quantitative data and qualitative data. The quantitative data, in this case, represented the percentages of features of teacher talk performed by the English teachers. In order to analyze the data quantitatively, the researcher adapted the formula proposed by Sa’dulah (2012), as follows:

$$N = a/b \times 100 \quad (1)$$

a = The numbers of teacher talk in each feature.

b = The total of teacher talk performed by teacher.

N = Percentages of teacher talk in each category.

On the other hand, in analyzing the data qualitatively, the researcher adopts the interactive model proposed by Miles, Huberman, and Saldaña (2014). Such model included three steps, namely data condensation, data display, and conclusions: drawing or verifying. The illustration of the model can be seen in Figure 1.

First step is data condensation. ‘Data condensation’ refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles et al., 2014). Second step is data display. ‘Data display’ is an organized, compressed assembly of information that allows conclusion drawing and action (Miles et al., 2014). Last step is conclusions: drawing or verifying. In drawing the conclusions, it should be based on the findings that the researcher obtained. In this case, the researcher took conclusions about the implementation of classroom interaction based on the observations in the classroom as well as from the result of interviews.

In this present research, triangulation, expert judgment, and respondent validation were carried out to maintain the trustworthiness of the research data.

## RESULTS AND DISCUSSION

### The Features of Teacher Talk performed by English Teachers and its Pedagogical Implications

The results of the data analysis obtained from the two teachers were showed in the Figure 2.

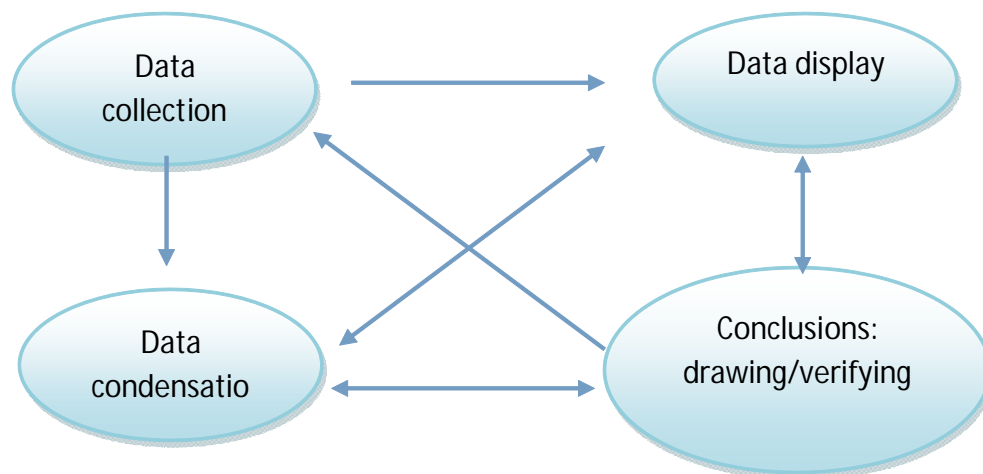


Figure 1. Interactive Model Analysis (Miles et al., 2014)

## The Features of Teacher Talk performed by English teachers (in percentages)

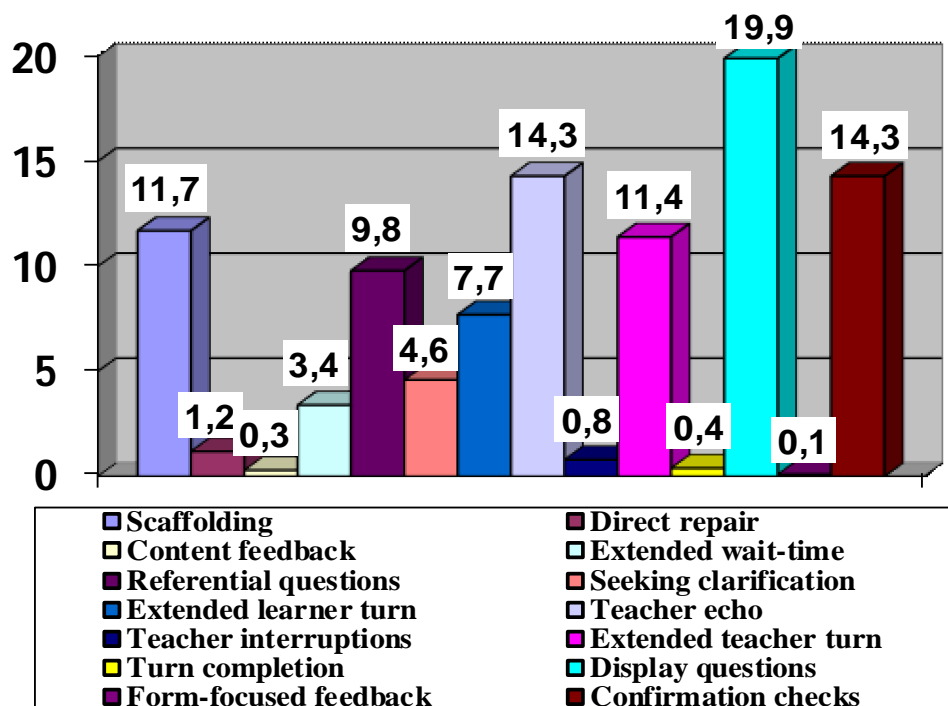


Figure 2. The Features of Teacher Talk performed by the English Teachers in the form of Chart

Data in Figure 2 showed that all of the features of teacher talk in SETT were performed by the English teachers. 'Display questions' strategy took the highest percentage in this occasion, which was valued at 19.9%. The two other strategies, 'teacher echo' and 'confirmation checks' took the second, which both of them were valued at 14.3%. The third and fourth position were taken by 'scaffolding' and 'extended teacher turn', which both of them nearly had the same percentage, which the former valued at 11.7% and the latter at 11.4%. The rest of them were 'referential questions' (9.8%), 'extended learner turn' (7.7%), 'seeking clarification' (4.6%), 'extended wait-time' (3.4%), 'direct repair' (1.2%), 'teacher interruptions' (0.8%), 'turn completion' (0.4%), 'content feedback' (0.3%), and 'form-focused feedback' (0.1%).

In the next section, as previously stated, the researcher would like to describe the pedagogical implications in sequence, one by one. The results of the analysis are described as follows.

### *Scaffolding*

The combination between 'reformulation', 'extension', and 'modelling' in the 'scaffolding' strategy

was really useful in assisting and facilitating the students in learning English. 'Reformulation' was able to make the students to be more aware and accurate in using English, by realizing their mistakes in formulating a sentence and trying to avoid it later on. In other words, reformulation strategy drove the students to give a more appropriate response. As Walsh (2006) puts it, 'reformulation' is used to rework the learner's contribution by using language which is more appropriate.

'Extension' was able to create a pleasant situation for the students, as the teachers, somehow, agreed with their efforts. By extending the students' effort, the students' motivation to learn English would be improved. Moreover, extension was really helping the teacher to give clearer information for all of the students about the issue concerned at that time. This finding resonates well with Walsh (2006), who states that the 'extension' strategy is needed by teachers in order to make the students' utterances become more comprehensive and more comprehensible to other students.

The last one, 'modelling', was undoubtedly a very important strategy in English language teaching and

learning. Giving explanation to the students would become useless if it was not accompanied by models or examples. By performing ‘modelling’ strategy to the students, the students would be able to connect between the ideas or the explanation that they had received with the models or the examples that the teacher provided. As Rosenshine (2012) puts it, the most effective teachers ensured that students efficiently acquired, rehearsed, and connected knowledge. Added to this, the finding is also in the same vein with Walsh (2011), who emphasizes that ‘modelling’ strategy is used when the teachers are intended to introduce the new language to the students by articulating a particular word, phrase, or structure with correct pronunciation, stress and intonation. This strategy is important for the learners if they are to acquire the new language (Walsh, 2011).

### *Direct Repair*

‘Direct repair’ strategy was very helpful for the English teachers to correct the students’ error or mistakes in grammar, word-choice or diction, and pronunciation. ‘Direct repair’ had a high chance in preventing the continuously errors made by the students in language learning. Repair the errors or mistakes directly to the students would lead them to remember their errors or mistakes so that they always tried to avoid them in the future.

However, apart from that, it is also found that the implementation of direct repair strategy interferes the flow of classroom interaction. Some of the students tend to miss some of their ideas to deliver when the teachers directly correct the error they produce. Dealing with this, Walsh (2011) suggests that the use of direct repair should be minimal, as there is a certain logic in keeping error correction to a minimum in order to reduce interruption and ‘maintain the flow’. With the value only at 1.2% of the usage, it can be said that the English teachers have been successfully minimized the use of direct repair strategy in English language teaching and learning.

### *Content Feedback*

The use of ‘content feedback’ was effective to create a comfortable situation in the classroom. Giving feedback on the message that the students conveyed, moreover, by joking, was able to make the fun learning for the students. Learning in fun way was greatly reduced the students’ pressure in learning, so that they could enjoy the learning process and also became easier to understand the learning materials. This finding is

attested by the results of the study conducted by Tunçay (2007), who found that through the use of humor, the whole atmosphere in the class is relaxed so that the implementation of jokes in teaching may help teachers to create a more appealing atmosphere.

### *Extended Wait-time*

‘Extended wait-time’ strategy was a useful strategy for the English teachers to give spaces for the students to answer their questions as well as to deliver their ideas in front of their friends. After being provided some time by the teacher, the students would have more time to think and elaborate their ideas. As a result of that, the students’ response would be longer, more proper, and more understandable for the listeners. Such finding is in the same row with Nunan (1991) who states that the issue of wait time is obviously important in language classrooms as it provides a greater processing time required to comprehend and interpret questions in a second or foreign language teaching. Added to this, Walsh (2011) views that extended wait-time is not only increases the number of learner responses, but it frequently results in more complex answers and leads to an increase in learner/learner interaction. In this case, the teachers are required to adjust the way they extend the wait-time, in accordance to the classroom situation. Extending wait-time or not, as appropriate, is one part of a toolkit for improving the quality of classroom dialogue (Ingram & Elliott, 2015).

### *Referential Questions*

‘Referential questions’ strategy was fruitful for the English teachers to dig comprehensive information from the students. ‘Referential questions’ were usually performed when the teachers had doubts in their minds and wanted to know the specific information from the students in a situation in which they probably, had no ideas about it. By performing ‘referential questions’, the teachers were easier to collect the information that they needed and used such information for the sake of their teaching development in the classroom. Such finding is in line with Walsh (2011), who regards the ‘referential questions’ as the genuine questions that provide the real exchange of information. Referential questions result in more ‘natural’ responses by the learners (Walsh, 2011).

### *Seeking Clarification*

‘Seeking clarification’ strategy was usually used by the English teachers when the students delivered

their ideas. In delivering their ideas, the students sometimes spoke too quiet and also their ideas sometimes were too vague to be understood by the teacher and the other students. Teachers need to pay attention to students' unclear utterances and use appropriate negotiation moves, such as asking for clarification, asking for confirmation, and asking for repetition so that the students are given opportunities to modify their utterances (Suryati, 2015). Clarifying what the students just said would give the clearer description for the teachers about the things that were actually wanted to be delivered by the students. In other words, the teacher would easily recognize the real intention behind every students' utterances.

This finding is in line with Breen (1998) as quoted by Walsh (2011) who stated that by seeking clarification, the teachers are able to ensure that the students will not get lost in the process of learning the material. In addition, clarification requests are extremely valuable in promoting opportunities for learning since they 'compel' learners to reformulate their contribution, by rephrasing or paraphrasing (Walsh, 2011).

#### ***Extended Learner Turn***

The implementation of 'extended learner turn' would give huge spaces for students to participate in the process of teaching and learning. The students got high chances to deliver their ideas to the teacher as well as to interact with their classmates. The involvement of the teacher was very limited in this strategy. In other words, this strategy had been successful in ruling out the traditional way of teaching, which was the teacher fully dominated the talk in the classroom and let the students became passive. The finding is in accordance with Walsh (2012) who states that the teachers can maximally utilized the interactional space by giving spaces to the learners to participate in the discourse, to contribute to class conversations and to receive feedback on their contributions. The use of 'extended learner turn' strategy is also encouraging the students to become the autonomous learners. As Walsh (2012) puts it, this strategy may facilitate practice opportunities and give learners a chance to work independently, it will not, in itself, necessarily result in enhanced learning.

#### ***Teacher Echo***

The use 'teacher echo' was really useful for the English teachers to emphasize and underline their ideas or the students' ideas so that every student in the classroom could get it. Performing 'teacher echo' was also indicated that the discussed things were really impor-

tant for the students' learning. This is correlated with Walsh (2006) who underlines that 'teacher echo' strategy serves several functions such as amplifying a learner's contribution for the rest of the class, confirming correctness, and acknowledging the relevance of an utterance. With the value of 14.3%, 'teacher echo' strategy almost become the most applied strategy found in this research. However, such finding is quite contradictive with the theory. Although providing some benefits, teacher echo strategy may hinder the learners' involvement. Walsh (2006) believes that the over-used of teacher echo strategy can disrupt the flow of the discourse and reduce learners' interactional space. To make sure that the information could be caught by the students, the teachers needed to raise up their intonation in echoing the students' utterances.

#### ***Teacher Interruptions***

The use of 'teacher interruptions' strategy might lead to positive and negative impacts for the students. The positive impact was the 'teacher interruptions' strategy might help the students to extend their ideas. In other words, it drove the students to give more precise and clearer ideas for the other students after receiving some interruptions from the teacher. As Walsh (2012) puts it, the use of 'teacher interruptions' strategy is able to 'oil the wheels' of the interaction and help to prevent trouble from occurring. Further, in this research, it is also be used when the class is dealing with time constraints. The use of 'teacher interruptions' also signifies that the teachers have already understood about the direction or the intention of the students' utterances even before they finish it. This finding is in line with Walsh (2012) who labels such strategy as 'deliberate' strategy, which gives vital clues to speakers that they are being understood and that something is being communicated.

The negative impact was the 'teacher interruptions' strategy might breakdown the students' explanation. It could disturb the students' concentration in speaking, that probably made the students forget what they were trying to deliver at that time. This finding resonates well with a study conducted by Yataganbaba & Yýldýrým (2016) who found that teacher interruptions obstruct the learner participation and learning opportunities as well as it inhibits learners from contributing in the following turns. As it is only touched 0.8% in total, which is a low percentage, it can be assumed that the English teachers have been successfully minimize the negative impact of teacher interruptions strategy in the classroom.



### ***Extended Teacher Turn***

'Extended teacher turn' strategy was undoubtedly becoming one of most the important strategies in English language teaching and learning. As the leader, instructor, and facilitator in the classroom, the teachers needed to extend their ideas whenever they were giving explanation related to the materials, giving explanation about the tasks the students should do, or even commenting the students' efforts in the classroom. The main purpose of 'extended teacher turn' strategy was to make everything related to classroom discussions became clearer and understandable for the students. In this research, the percentage value of the use of 'extended teacher turn' is higher than 'extended learner turn'. This finding is confirmed by Walsh (2011), who strongly points that even in the most decentralized and learner-centered classrooms, teachers decide who speaks, when, to whom, and for how long. It is the teacher who 'orchestrates the interaction' Breen (1998) as quoted in Walsh (2011). From such statements, it can be concluded that the teachers' turn, in most EFL classes, get higher portion than learners' turn.

### ***Turn Completion***

The use of 'turn completion' strategy was useful for the teachers to complete the students' contribution in the classroom. Of course, in many ELT classrooms, there are some students who cannot speak English fluently. They badly needed assistance from the teacher or the other students to finish their utterances properly. 'Turn completion' strategy could be the one of the most effective strategies in order to deal with kind of problem in the classroom. This finding is in the same line with the study conducted by Walsh (2002), who formulates that the use of 'turn completion' strategy is able to fill the gaps and smooth over the discourse in an effort to advance the discussion.

### ***Display Questions***

The use of 'display questions' was really helpful for the teachers to test the students' understanding about the materials. By performing 'display questions' to the students, the teachers were able to recognize how far the students understood about the materials and also at what part of the materials the students still lack of. The answers from the students would highly determine the steps that the teachers should take in their teaching. This finding resonates well with Walsh (2011), who states that the defining characteristic of display questions is to check or evaluate: understand-

ing, concepts, learning, previous learning and so on. As previously mentioned, with the percentage value of 19.9%, 'display questions' strategy became the most used strategy found in this present research. Such finding is supported by Walsh (2011), who claims that classroom discourse is dominated by question and answer routines, with the teacher asking most of the questions, while learners ask correspondingly few questions. It is by asking questions that teachers are able to control the discourse, especially given that they know the answers to most of the questions they ask (Walsh, 2011). In addition, the result of this research is also confirmed by a study conducted by Long and Sato (1983) and White and Lightbown (1984) as cited by Wright (2016) which suggests that, unlike interaction beyond the classroom, teacher talk in class is characterized by the predominant use of display questions.

### ***Form-Focused Feedback***

The use of 'form-focused feedback' strategy was important for students' learning. It was able to assist the students to use English properly. In other words, it was able to improve the students' sense of word-choice or diction in English. As Walsh (2006) puts it, the 'form-focused feedback' strategy is focusing more on 'correctness' rather than content. The use of direct repair and corrective feedback are the examples of the ways in which teachers can help learners monitor, reflect on and self-correct their (learner) contributions (Walsh, 2006). By using the proper English, the students would be able to deliver the real intention of their messages and also could avoid miscommunication between them and the listeners.

### ***Confirmation Checks***

The application of 'confirmation checks' strategy was really helping the English teachers to recognize whether the explanation that they deliver to the students was successfully received or not. The use of 'confirmation checks' also got an important role in examining how far the students understood about the presented materials. If some students still got some problems with the material, the teacher then needed to re-explain that material before moved to the next material. In this research, confirmation checks were always performed in the form of questions. Questioning has been considered as one of the most essential and important techniques in language teaching as it uncovers the students' understanding, enhances students' involvement, and promotes students' creative thinking (Ma, 2008).

In addition, this confirmation checks were usually used by the English teachers to ensure that the students get the similar understanding with them about the issues that are discussed in the classroom. To mark the similar understandings with the students, the English teachers use words like 'yes' and 'right'. Such words are regarded as 'backchannels', which are the discourse markers that refer back to a previous contribution in spoken interaction (Walsh, 2011). Walsh (2011) states that 'backchannels' are very important in all human interaction since they tell the speaker that the listener has understood and is following what is being said. This is also including the classroom interaction, which has the teacher and the students as the performers.

### **The English Teachers and Students' Perceptions about Classroom Interaction**

#### ***English Teachers***

English language teaching and learning at this school, most of the times, the researcher finds that the implementation of classroom interaction performed by the English teachers is intense. The process of exchange with the students is occurring in every teaching phase that the teachers implement. It starts from the opening, main activities, and closing.

In maintaining the classroom interaction, the English teachers view that the teacher should be the facilitator in the classroom. It means that the teacher should try to maintain interaction with the students in all occasions, even in the moment when the students do their assignments. Teachers need to go around the classroom and ask if the students have some problems in doing the exercises. This perception clearly indicates that the English teachers at this school are actively engaged in classroom interaction.

There are some considerations that the English teachers should take into their accounts, for the sake of the effectiveness of their teaching and learning. One of the English teachers emphasize that interaction is really important in English language teaching and learning. By having interaction with the students, the teacher may build the emotional bonding with the students. According to the teacher, this 'emotional bonding' should be built in the early meetings of learning. It has purpose to decrease the students' anxiety in learning English. Moreover, it is also leading the students to form a friendship with the teacher. If the friendship between the teacher and the students are

successfully formed, the teacher then easily to control the students in the classroom as well as to assess the students' learning progress as the students will not be afraid to express their feelings to the teacher.

The other English teacher explains the three considerations that she takes into accounts in having interaction with the students, namely to have the students' attention, to make sure that whether the students understand or not and to encourage the students to speak. From this finding, it can be concluded that the teacher has good interactive decisions. In other words, the teacher serves pedagogical implications in every consideration she takes in interacting with the students. This behavior of the teacher is really good for the students' learning, as the teacher with good decision-making is believed to be able to maximally exploit the benefit of teaching and learning. Thus, such positive condition leads to the effectiveness of teaching.

Unfortunately, the implementation of classroom interaction is not always as supposed to be. The English teachers also face some difficulties in implementing it. According to the findings, both of the English teachers have the same problem, it is about the students' speaking skills. They feel difficult to interact with the passive or the reticent students, as they tend to be silent rather than speak or participate in classroom discussion. According to the English teachers, students' passive attitudes is happened because the students are too shy and also too afraid of making mistakes.

In order to deal with reticence, both of the English teachers have the very similar ways. After recognizing the students' characteristics, in this case is recognizing the active and passive students, both of them try to give more attention to the reticent (passive) students than the active ones and usually approach and discuss with them personally about the problems that they face. The purpose of this approach is to get the clear problem faced by the students as well as to reduce their anxiety in facing the English classes. This kind of strategy suggests the teacher to create a friendly relationship with the students, especially the passive ones. Friendly relationship has a great role to decrease the students' anxiety in learning, and presumably, it can lead them to be more actively involved in the process of teaching and learning.

#### ***Students***

There are diverse perceptions delivered by the students at this school about the English teachers as well as the classroom interaction. Some students are pro and some are cons. From their general perceptions

about their English teachers, almost all of the students believe that their English teachers are the good teachers for them. ‘Good teachers’ here portray the way of their English teachers teach in the classroom, which is related to the way of implementing the fun English learning.

Based on the findings, the students prefer to learn English in fun way. They said that they would easily understand the materials and improve their English skills if the teachers implemented the fun English learning. Besides, they argue that learning in fun way may eliminate the boringness of the lesson. One of teachers’ ways in implementing the fun English learning is through games. This perception indicates that games has a positive impact to the development of the students’ learning. It can be said that the fun-filled environment is able to explore the students’ English learning potentials.

Other than that, the students regard their English teachers as the ‘good teachers’ because of their discipline behaviors, as both of the English teachers oblige all of their students to speak English 100% in the classroom. Fortunately, the students have positive reactions toward this rule. They said such rule will habituate them to speak English and indirectly, will improve their English skills. From these views, it can be concluded that the teachers have been successfully guide their students to speak English 100%, although there are still some students who cannot. At least, the teachers are successfully convincing the students to speak English 100 %, as such rule provides a great opportunity for them to articulate their English.

Not only pros arguments are expressed by the students in the interview, but there are also some cons regarding to the students’ perception about their English teachers. In other words, there are some negativity as well voiced by the students about their English teachers. One of the students reveals that their English teachers sometimes are quite unfair in the classroom. She states that in teaching and learning process, the teachers differentiate their attention to the students in the classroom by giving special treatment to the students who have a close relationship with her. The student believes that every student in the classroom deserves the same treatments. This perception suggests the English teachers to pay more attention to the students’ diversity in the classroom. As previously explained, different students have different characteristics. The degree of the relationship with the students should not be the benchmark to differentiate the treatment towards the students. In this case,

the teacher should behave as a good ‘model’ for their students, by balancing the treatments they provide in the classroom.

Besides, one of the students also voices his cons about their English teachers. He said that the English teachers sometimes are being too serious in the classroom, which is resulted to the intrusion of their moods to study. The student views that the teachers need to reduce their seriousness in the classroom since it may grow up the students’ anxiety in learning. In other words, the student encourages their teachers to promote a more relaxed atmosphere. This perception is actually in the same line with the other student’s perception previously, who encourages the English teachers to implement fun English learning rather than the serious ones, as fun English learning has a better chance to improve their English than learning in serious way.

In relation to the classroom interaction in English language teaching and learning implemented by the English teachers, the findings indicate that most of the students are really satisfied with it and regard their English teachers as the ‘communicative teachers’. The perceptions of the students about the classroom interaction are similar with what the English teachers have done in the classroom. The students emphasize that their English teachers maintain interaction in every teaching phase they do. Even when the students are doing the exercises, the English teachers are always trying to interact with them and try to overcome every single problem they face in doing the exercises. Having such good communication skills like that is really important for teachers in managing the classroom, as it becomes the foundation of the success of students’ academic achievements.

## CONCLUSIONS

In English language teaching and learning at this school, the English teachers perform all of the fourteen interactional strategies contained in SETT, an instrument to specifically be used to analyze the classroom interaction. There are total of 762 features of teacher talk found in this research. The classroom interaction in English language teaching and learning in this school is dominated by questions and answers. It can be recognized from the research findings which assign the ‘display questions’ strategy as the most used strategy in this research. Each of the feature of teacher talk performed by the English teachers has its own pedagogical implications and most of them provide

the positive impacts to the development of the students' learning.

Both English teachers and students voice their own concern about the implementation of classroom interaction. The voices contain pros and cons voices. Such voices are really fruitful for them in order to fill the gap they found in their teaching and learning process.

The researcher recommends the English teachers to study the findings of this research and try to evaluate their own talks in the classroom. One of the ways is to balance the usage of the features of teacher talk provided by SETT as each feature contains its own pedagogical implications that can boost the improvement of students' learning achievement.

After receiving the voices of both parties (teacher and students), the researcher suggests the both parties to fill the gaps between them so that the process of teaching and learning in the classroom can be significantly improved.

The researcher also suggests the future researchers to conduct the relevant research by adding some new aspects into it. The aspects can be expanded in terms of the method used, number of research variables, research participants, etc.

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