



Teacher Talk in Classroom Interaction Used by English Tutor in Mr. BOB English Course Kampung Inggris Pare

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ABSTRACT

This paper aims to describe the teacher talk in classroom used by English tutor and the types of teacher talk in classroom interaction used by English Tutor in Mr. Bob English Course Kampung Inggris Pare. The subject of the research is the regular student who take Pronunciation program in Mr, Bob English Course. This research was qualitative research, the data collection is by observation and voice recording. The researcher conducts the observation in classroom and recording when the teaching learning process. The result of the study showed that teacher talk in classroom interaction and the types of initiation and follow up used by teacher talk in classroom interaction. The type of initiation involved; questioning, invitation and direction, the type of follow up involved; inform, prompt, encouragement, criticizing, acknowledgement, and comment.

Keywords: Teacher Talk, Classroom Interaction, Initiation and Follow up

1. INRODUCTION

Classroom interaction is the important factor of the teaching learning process. Zaim and Refnandi (2019) stated that the important factor in order to experience real communicative situations is classroom interaction. Interaction between student and teacher give many effects in teacher learning process. There are factors that affect the success of teaching and learning process such as teacher, student, material, syllabus, curriculum, method, media, evaluation, and interaction (Harmer, 2001). In teaching learning, the teacher has important role on the student's process. The interaction between student and teacher make the teaching learning process more conducive because a good classroom is when the student and the teacher carry out the interaction. As stated by Nunan and Bailey (2009: 340) essentially, excellent teaching and learning process

requires the interaction of current involving all components in classrooms such as students and teachers. In class, both teacher and student must have a willingness to engage in interaction both formal and informal classes. The role of teacher very influential to achieve the result of the teaching learning process itself. Because of it, the teacher must realize that creating and a conducive interaction with the student. By the classroom interaction, the student who active in the class can develop their language and their skill, meanwhile the student who passive in interaction will have less opportunity to learn more.

The teacher also has a role of the classroom interaction condition, it can be conduct by questioning and responding the student and the teacher. As stated by Weihua (2009), class conditions are built by interactions between teachers and students who are involved in the material by carrying out activities such as questioning, responding,

and following up. These are important factor in activities teacher-led class interactions by giving questions to students, responded by students, and followed up by the teacher. It starts with how a teacher gives initiation to stimulate students to respond and then proceed with the way the teacher follows up student responses. Initiation and follow up that used by the teacher is known as a part of teacher talk (Aisyah, 2006). Therefore, the teacher's role in conduct the sequence is very important and influential in the success of students in language learning process.

In the classroom, the language used by the teacher or teacher talk is also the success factor in classroom interaction. Teacher talks is effective in scaffolding learners to improve the skills in the target of teaching learning process (Setiawati, 2012). Teacher talk is very important to language teaching, by language student can understand the meaning of the material and get the purpose of they want in teaching learning process. As Cook (2000), states that teacher talk is particularly important to second language learning and language teaching to the student. The teacher should pay attention to their language interaction with the students in teaching learning process. Moreover, teacher is the first holder in learning process, teacher talk also influences the students' comprehension of course material and affects the students' behavior (Hollo & Wehby, 2017). Teacher talk used by teacher can make the class more affective and commutative. As Azil (2017) states that, Teacher talk is an essential part in creating participative classroom since whatever teacher says will give an impact to the students and the impact could be seen in their participation in the classroom interaction.

Teacher talk is very important, in classroom interaction have a lot of function as like explanation, elicitation, command, confirmation, replies and clarification in teaching learning process (Lucero & Rouse, 2017). Teacher talks are very influential on student participation and understanding of students in class interactions, but the teacher speaks can also be a barrier for students if the

teacher is not aware of the effectiveness of their deep conversation in classrooms, therefore teachers must also pay attention to the way of conveying in delivering a learning (Gharbavi, 2016). It means that the teacher's awareness of how to manage their speech is very required in successful classroom interactions. In fact in the field there are so many teacher that found uses very ordinary interaction with students and do not realize the quality of interaction, to make the students more understand to the material, it is very important to interact with the teacher and students in the classroom. It would be better if the teacher could make an initiation of engagement to involve student responses, and then provide follow-up attention as feedback from student responses, make students comfortable and finally they provide direct responses, so students are more active (Rashidi and Rafieerad, 2010).

Teachers also pay attention to their language in the process of interaction with students, so they can provoke more interaction in the classroom and make students more active in learning and tell stories that are interacting and conducive. Teacher should pay attention to their language in teaching learning process to the student, they have to know the language and the type of teacher's talk. Moreover each category has a different type that gives a varied impact to the students. The teacher must really know the importance of the type and teacher talk categories occurring in the classroom ., by designing better and more interesting teaching and learning processes where students can feel comfortable and active to participating in the classroom environment conducive and generating student's motivation for interacting in the classroom (Gharbavi & Irvani, 2014). The types of teacher talks that occur in class are categorized into two categories by Sinclair and Brazil (1982) that are initiation and follow up. The most important in teacher talks that is initiation and Following up on classroom interaction patterns that can make classrooms more conducive and comfortable. Initiation is made by the teacher through his words or stimulates students to respond to

what he says, and then follow the words obtained from the teacher, namely the student's response to the class interaction (Sinclair and Brazil 1982).

Many research found that teacher talk is very influenced in student interaction in classroom. Such as questioning, responding and comment. Silver and Kogut (2009) conduct a study related with teacher talk. Their research found that teacher talk not only organize the classroom but it is also determined by the other activities, such as undertaken and unfolding. Teacher should understand the types that will give to the study, Sofyan and Mahmud (2014), conduct a research related the teacher talk in classroom interaction at a university in Makassar, the result of the research is the beneficial function of teacher talk in classroom to motivate the student interaction, in their research begin from the lecture asked the questions to the student and the students responded to the lecture, it makes the classroom activities more conducive and the student can get their target of the study.

Teacher talk can help the student to motivate their learning process, Al-Smadi & Raasyid (2019), conduct the research about teacher talk in an English for medical purposes classroom, they found that teacher talk by simple and easy language can make the student understanding the material and facilitate a comfortable learning process, students can comfortably understand everything that is ordered and the word or language that teacher talk to the student. In other study, Zaim and Refnaldi, (2019), found that types of teacher talk used by the teacher in classroom interaction that was very influenced in the student interaction with the teacher in the class. The types that influenced are initiation and follow-up, the teacher is also the domain role in the class and the student is the following. This research makes the student active in learning process.

Based on the previews study above, the researcher also want to conduct research about the teacher talk in classroom interaction, different with the previews, the present researcher will conduct research not to

the teacher but English Tutor, and the present researcher will conduct the research not in formal school but in informal school, the present study conduct a research in Mr. Bob English Course Kampung Inggris Pare, the researcher interest to conduct a research in Kampung Inggris Pare because so many student who study over there. This study concern on teacher talk interaction used by English Tutor in Mr. Bob English Course Kampung Inggris Pare. Based on the problem and the previews study above the present researcher wants to have deeper investigation in teacher talk interaction used by English Tutor in Mr. Bob English Course Kampung Inggris Pare, therefore, the research question are formulated as follow:

1. What are the teacher talk in classroom interaction used by English tutor in Mr. Bob English Course Kampung Inggris Pare?
2. What does the types of teacher talk in classroom interaction used by English tutor and student in Mr. Bob English Course Kampung Inggris Pare?

From the problems stated above there were some objective study they were (1) to describe teacher talk used by English tutor in classroom interaction used by English tutor in Mr. Bob English Course Kampung Inggris Pare, (2) to describe the types of teacher talk in classroom interaction used by English tutor and student in Mr. Bob English Course Kampung Inggris Pare.

2. THEORITICAL FRAMEWORK

2.1 Teacher Talk

Teacher talk is very important in learning process. The teacher's talk is important for behavioral management in the classroom. The teacher should be manage student behavior and actions and late arrivals to make the classroom experience easier and smoother easy language and simple language also makes students better understand the material. Proper classroom management, a strategy that ensures that learning is supported and well organized. Teacher are advised to

guide students well and students follow everything that is instructed by the teacher (Yusuf & Wong, 2017). Teacher talk is the role holder in teaching learning process, teacher should pay attention to make the student more active and interactive in classroom. A

Al-Zahrani & Al-Bargi, (2017), express that the teacher talk is used for questions from the teacher and students' answers that involve investigations that require reasons or justifications, ask questions and students respond with the aim that students can understand what the teacher talk about. The questions that teacher give to the student are the main instruments for knowing how the students understand what the teacher talk about. By questions the teacher and students will interact each other in the classroom and creating classroom interaction. Teacher talk is very influenced in teaching learning process.

2.2 Classroom Interaction

Classroom interaction is very important target in teaching learning process. In a good classroom interaction there is a good teacher. Good teacher talk can manage the student to get their target. The instrument to get the target is interaction, interaction between teacher and student in the class it is call classroom interaction. Astuti (2007), states that interaction is mainly achieved by the teacher talk in the classroom. It is mean that activity between student and teacher in the class is very important, such as, answering questions, responding, and communicating. By the classroom interaction, the teacher and the student will express their idea each other, it help the student to interaction with the teacher and make the teaching learning process more conducive, moreover it help the student's success in learning process. As like Rymes (2009) states that interaction is make the student's success and in most classroom, and the teacher is the one and only central focus of the students' attention.

Classroom interaction that given from teacher to the student should maximum for the student to get their target in their learning process. Brown (2007) states teacher should

that pay attention to students communicative needs, it is very important to emphasize the importance of class interaction in classrooms and must provide students with the maximum exposure to target languages to enhance their learning. An important interaction in the learning process, especially that relevant for teachers to develop communication and atmosphere conducive for students to make them comfortable and understand everything that is ordered by the teacher.

2.3 Types of Teacher Talk

There are two categorize of the types of teacher talk used by the teacher in classroom interaction by Sinclair and Brazil (1982). The two categorize are Initiation and follow up. Initiation is the teacher's way of talk and to stimulate students to understand what the teacher is saying and to encourage students to respond. While, Follow-up refers to students' actions after the remarks produced by the teacher, which occur after the step toward responded in reaction on student responses in terms of the learning process (Sinclair and Brazil, 1982).

Table 1. Types of teacher talk used by the teachers in classroom interaction.

Interaction	Initiation	Questioning
		Invitation
		Direction
	Follow up	Inform
		Prompt
		Encouragement
		Criticizing
		Ignoring
		Acknowledgment
		Comment

The Contain of the table above are Interaction that containing of Initiation and Follow, in term of initiation, the teacher Asking questions to the student will make the class more condusive between teachers and students, they can interact each other and creating good quality of learning process (Yanfen & Yuqin, 2010). Thereby, thr classroom interaction becomes alive more condusive with initiaton by the teacher and follow up the student and the student's respon.

3. METHOD

This study use Qualitative research. Moleong (2010), states that the qualitative methodology is a natural research procedure and presents results with an oral or written description of the attitude and attitude that analyzes. In this research, the researcher analyze the teacher talk in classroom interaction used by English tutor. This research was conducted at pronunciation program by regular student in Mr. BOB English course Kampung Inggris Pare. The researcher choose regular student program in Mr. Bob English Course. The data was collected by observation in the classroom of course and recording. The researcher observed record the teacher talk in classroom interaction to see the kind of teacher talk and the types of teacher talk interaction of English tutor in Mr. Bob English Course Kampung Inggris Pare. The process of Data analysis is beginning by analyzing the voice recording, then the data was made in transcript from voice recording. Then, the transcript was analyzed by bold the word and sentences that showed the finding. The last step, the researcher identifies the transcription data and analyze the transcription based on the context of teacher talk in classroom interaction.

4. FINDINGS and DISCUSSION

The data that have been collected by voice recording and transcript the teacher talk. The data showed that the word, sentences and the types of teacher talk in classroom interaction used by English tutor and student

in Mr. Bob English course Kampung inggris Pare.

4.1 Findings

Types of Initiation

Based on the Observation in classroom interaction, the teacher talk and types of teacher talk in classroom interaction in Mr. Bob English Course Kampung Inggris Pare as follows;

Initiation "Questioning"

Tutor: *kamu sedang belajar apa?*

Student: *I study about THE vowel and Consonant*

From the sentence above, the tutor asked to the student and the student answer the question from the student, it is interaction between student and tutor in classroom. It is in including on initiation and "questioning" types by the tutor, and the student give response to the student. The teacher begin give question in learning process (Sofyan and Mahmud, 2014)

Tutor: *Do you know the meaning of all catch you later?*

Student: *aku akan menangkapmu.*

From the sentence above also, we know that the tutor give question to the student, the tutor used simple sentence to asked the student in starting communication

Tutor: *Vin gimana vin? How vin?*

Student: *yes sir, like that.*

From the sentence above, the tutor asked question to the student and make the interaction both of them more simple and good. Because interaction between student and teacher very important in classroom interaction and the teacher talk is very influence in student's comprehension. .

Initiation "Invitation"

Tutor: *guys, do you know the song one way or another? Who can answer the question?*

Raise your hand, guys. Siapa ayo?

From the sentence above, the tutor use imperative to invite the student. The tutor use raise your hand, in other word like, let's go guys, and answer the question. It is including

on type's initiation "invitation", it mean that the tutor invite the student to do something and the student obey to the teacher. as like Yanfen and Yuqin (2010) states that the teacher's invitation is the best command.

Initiation "Direction"

Tutor: *Because you in pronunciation program you must understand a lot of about English.*

Ketikan ada huruf H maka H didahuui predicted jangan terlalu diperlihatkan, seperti "hermes" suara H.nya ilang guys.

Ada lagi Need you, langsung baca neccu aja.

Student: emes neccu

From the sentence above, the tutor give the direction to the student. The tutor always give direction usually in the middle teaching process. The sentence above is including on initiation "direction". Give the direction to the student is important in teaching learning the direction of the teacher and must be carried out by the student in leatning process (Yanfen and Yuqin, 2010).

Types of Follow up

Based on the types of follow up, the tutor in Mr. Bob English Course Kampung Inggris Pare used some types of follow up, the teacher used some types of follow up which:

Inform
Prompt
Encouragement
Criticizing
Ignoring
Acknowledgment
Comment

INFORM

Tutor: *kamu dan aku Bahasa inggrisnya apa?*

All student: *You and Me*

Tutor: *You and me. Are you sure?*

All student: *yes*

Tutor: *okay guys I will give you some information, ini English guys not English Indonesia*

In English kamu dan aku adalah you and I not you and me. Itu salah. Oke repeat after me.

All student: *you and I*

Based on the sentence above, the tutor give inform to the student. It is including on types of follow up "Inform", because the student give information to the student about something new or their fault. As Yanfen and Yuqin (2010) states that informing can help the student more interact with the tutor and understanding the material and realize their mistake.

PROMPT

Tutor: **what guys?**

Student: **wait wait**

Tutor: **what ? wait?**

Student: **waiting**

Tutor: **wait it up.**

Based on the sentence above, the tutor want to the student give the correct answer by repeat the question, it make the student give correct answer, remember and answer quickly. It is including types of follow up "Trompt". It help the student not to repeat their mistake by pressure of the tutor. Gorsev Incecey (2010) express that prompt makes the student give the correct answer.

ENCOURAGEMENT.

Tutor: *what else?*

Student: *Need you*

Tutor: *what else? Ayo apa lagi ?*

Student: *should you*

Tutor: *apa lagi ?*

Student: *Miss you*

Based on the sentence about, it is including on types of follow up "Encouragement". The tutor make the student to confident and improve their skill. The tutor give motivation and inspiration to the student to encouraging their confident and always believe with their answer.it help the tutor to always motivate the student. As Yanfen and Yuqin (2010) states that, the biggest encouragement and motivation starts by the teacher.

CRITICIZING

Tutor: *I think that your accent is good*

Student: *I always study sir.*

Based on the teacher talk above, it including on types of follow up “Criticizing” because of the tutor give comment or critic to the student, the student give a good critic to the student. In Follow up “criticizing”, the teacher can critic the student style and everything based on the learning process. It help the student to be better in future.

ACKNOWLEDGMENT

Tutor: **My yas. It is right?**

Student: **yes**

Tutir: **are you sure?**

Student: **no bro Dave.**

Based on the teacher talk about. It’s including on acknowledgement. It is the type follow up that teacher give a brief in teaching learning process. It help the student to interact in classroom with the teacher. It’s make the classroom interaction more alive and conducive. Direct acknowledgement n is the best gift to students (Abbasi, et, Al., 2015)

4.2 Discussion

Based on the finding of the research, the researcher found that the teacher talk is very important in classroom interaction. The teacher talk influenced of the student target in learning process in Mr. Bob English Course Kampung Inggris Pare. By teacher talk between teacher and student, it can create interaction each other and create situation and condition in class more alive. The language used by the teacher also influence in teaching learning process. The teacher talk make the classroom interaction more conducive, because by interaction the role of learning process can happen as good as possible.

Based on analysis the of transcription of teacher talk in classroom interaction used by English tutor in Kampung Inggris Pare recording, it was found the Types of teacher talk used the classroom interaction. The types that included on the teacher talk in classroom interaction in Mr. Bob English Course Kampung pare as follows; Initiation and follow up. The kind of initiation is questioning, Invitation, and direction, while the types of follow-up as follows; inform, prompt, encouragement, criticizing, acknowledgement, and comment. All of types in teacher talk is very useful and important in

teacher learning process in classroom interaction. There are some implication in types in teacher talk in classroom interaction used by English tutor in Mr. Bob English Course Kampung Inggris Pare, it suggest conduct for future research about the differential response of teacher talk.

5. CONCUSION

This study showed that the teacher talk in classroom interaction used by English Tutor in Mr. Bob English Course Kampung Inggris Pare. The important of the language used of the tutor. This research also showed that important of teacher talk in classroom interaction toward the student’s achievement. The research also analyzed the types of teacher talk in classroom interaction. This research is very important to teacher and classroom interaction. The teacher talk can motivated and make the student in teaching learning process. Future research can develop the research by the variation and aspects in teacher talk in classroom interaction.

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