

The Analysis of Teachers' Talk during Classroom Interaction in English Class Using Flint Category

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Abstract

Interaction in the classroom has been a real concern in teaching English. The configuration in which language learning proceeds is one that encourages student participation, collaboration, and communication among students as well as between students and teachers. This study used the FLINT category at junior high schools in Padang with the goal of analyzing teacher talk during classroom interaction in English lessons. This research is descriptive in nature. Teachers from junior high schools were chosen as participants in this study. During the teaching and learning process, the researcher observed how teachers and students interacted. The researcher collected all data from observation (by means of video recording, audio recording, and field notes). Then, transcribe and code the data. The researcher identified teachers' talk types based on FLINT analysis. According to the findings of this study, the teacher continued to control the conversation in class. The teacher was more caught up in the class than the students were. The majority of the student talking time was devoted to answering the teacher's questions and responding. To teach her / his students, the teacher used direct influence almost as much as indirect one.

Keywords: Teacher Talk, Classroom Interaction, FLINT

Introduction

One of the most essential issues of the language learning process is the interaction between a teacher and their students as well as between students and their peers. Many ESL instructors use different communication patterns to alter the tone of their courses. By switching up these significant variations, you can adjust and enhance the learning environment for languages. Furthermore, it's crucial to understand that some of these patterns are student-centered, and others are teacher-centered. When learning patterns are teacher-centered, the teacher can readily exert control over them. Students are given more freedom to practice the language when the patterns are student-centered, on the other hand.

The fundamental of learning a second language is interaction, which involves students working to develop both their own communicative and social skills (Brown, 2000). As a result, the teachers can change their use of these interactional patterns to not only adequately teach the content but also to create an environment that is conducive to learning the target language. Teachers who are aware of these patterns of interaction know how important each one is to their students' involvement with the lessons or activities and to the dynamics of the classroom. Teachers' inquiry - based learning or questioning students is one of the most common methods for students to interact in the classroom. Teachers' questions are a crucial part of classroom engagement in second-language classrooms and have drawn a lot of attention from researchers and scholars. According to the Foreign Language Interaction Analysis (FLINT) methodology proposed by Moskowitz for classroom interaction analysis, teachers' questions are a component of the teacher's talk.

The Foreign Language Interaction System, according to Brown (2001), is one of the principles for assessing interaction activities. This analysis method offers a number of potential benefits. It aids in the

development of interactive language teaching because it provides a framework for evaluating and refining the teaching, a taxonomy for the teacher to use when observing other teachers, and it fosters an environment that is conducive to interactive teaching. This interaction analysis can be employed to observe interactions in classrooms. To determine whether a teacher is more direct or indirect in their instruction of students, FLINT also classifies teacher discussion into direct and indirect effects. Jokes, praises, expressions of feelings, utilization of student ideas, verbal repetition of student responses, and question-asking are all examples of teacher interaction that has an indirect impact.

The researcher discovered certain issues based on early observations made in several junior high schools in Padang. In accordance with the researcher's observations in the classroom, the majority of the students were still reluctant to speak up in class because they were concerned about making mistakes and lacked English speaking confidence. Throughout one class, the teacher's talk was still prevalent. When the teacher pushed and prompted the class to communicate, the students took part. Yet another student declined the opportunity to respond when the teacher requested them to do so. Some respondents answered simultaneously when the teacher asked the class as a whole to do so, but when the teacher asked a single student to respond again, many of them remained quiet. The teacher has made an effort to attract the students by encouraging them, inviting them to speak, and asking them some questions. The researcher observed that classroom interaction was still inadequate.

Classroom Interaction

Any interaction among students or between the teacher and the class should be regarded as a classroom interaction. The phrase "classroom interaction" refers to how students interact with the teacher who is teaching them as well as with their classmates. Existing studies on the second language (L2) classroom interaction predominantly focused on the language that the teacher and students employed, the relationships they formed, and how certain interactions benefited L2 learning. The cooperative exchange of thoughts, sentiments, or ideas between a number of individuals that have an effect on both parties is referred to as interaction, according to Brown (2000). Whether studying a language or any other subject, practice is what makes learning more effective. Interaction between students and teachers is crucial because it helps establish a positive learning environment trajectory of student academic progress and also a social improvement.

Wang and Castro (2010) were using a pre-test and post-test methodology in their study, "Classroom Interaction and Language Output," to examine the impact of classroom interactions on the acquisition of passive voice during language intake and output interventions among 28 adults L1 Chinese EFL learners. The study discovered that interactions in the classroom help students learn the desired form. Additionally, it demonstrated the favorable effects classroom interaction had on language learning by enabling the learner to recognize the target form.

According to the other study, classroom interaction is the behavior between both the teacher and the students during a classroom activity by Sari (2018). The English classroom interaction is one of the main ways that learning is accomplished in the classroom. They connect with one other for a variety of various reasons and continuously throughout the school day. It involves both the teacher and the students working together. Classroom interaction refers to how students socialize with one another and with the teacher, both of which have an impact on language learning.

Teacher Talk

Talk is a crucial component of classroom instruction. Talk is a tool that can be used to produce decisions and behaviors, as well as alter attitudes. Talk serves a variety of social purposes in addition to serving as a tool for introspection and meaning-making. The language that teachers and students use to communicate with one another in a classroom setting is known as "teacher and learner speak". Additionally, Rod Ellis claims that when teaching L2 students in a classroom, teachers adopt a distinct language known as "teacher talk." Studies on teacher speak can be classified into two parts: those that look at the language teachers use in language classes and those that concentrate on the language they use

in topic lessons. Teachers see the language they use to speak to L2 learners as a register with its own unique formal and linguistic characteristics (Ellis, 1985). As a result, teachers interact with students in the classroom using a language called "teacher talk". Furthermore, when students communicate in the classroom, the teacher speaks more. It is definitely logical considering that 70% of the words said in the majority of classrooms are directed toward teaching under the overall direction of the teacher. The following three major components of the turn-taking process in classroom interaction serve as a clear illustration of this:

- a. Initiation. By asking the students to perform a task the teacher takes the initiative. The teacher takes the initiative to initiate the exchange.
- b. Response. Whatever is expected of them, the students respond to the inquiry. As a result, the students follow the teachers' lead in the move.
- c. Feedback. The teacher does not begin another action directly but instead evaluates the students' replies to determine whether they are appropriate or not.

FLINT (Foreign Language Interaction Analysis)

The FLINT System teachers' classroom covers all of the essential elements for teaching and learning. The Foreign Language Interaction (FLINT) approach combines teacher talk with student talk, which deals with emotions or embraces feelings, compliments or encouragement, jokes, accepts or incorporates students' ideas, expresses verbally their remarks, invites students to answer open-ended questions, provides information, rectifies without rejection, gives directions, critiques students' behavior, and critiques students' responses (students replies). Direct influence and indirect influence are the two sorts of teacher speaking that are distinguished.

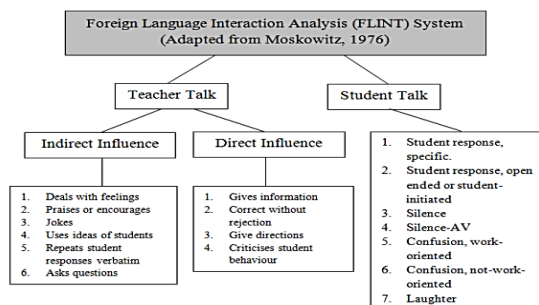


Figure 1. Foreign Language Interaction Analysis (FLINT) System

Below are variety of teacher talk that described as part of this indirect effect (Brown, 2001).

- a) Deals with feelings
- b) Praises or encourages
- c) Jokes
- d) Uses ideas of students
- e) Repeats student response verbatim
- f) Asks questions

The teacher's talk is influenced directly as well. Motivating students to actively engage in the teaching and learning process is the intention of direct impact. The following features are listed:

Gives information: giving information, facts, own opinion, or ideas

- a) Corrects without rejection
- b) Gives directions
- c) Criticizes students' response or behavior

Methods

This study was descriptive qualitative in design. With regard to the issues being studied that occur in the field, various conditions, scenarios, and data are investigated, documented, and summarized in descriptive qualitative research. The researcher watched as teachers and students interacted during the teaching and learning process. The data was collected using the Foreign Language Interaction (FLINT) Analysis System. The researcher was able to use the FLINT Analysis System to explain the findings of their study by presenting classroom interactions such as student and teacher traits during classroom interaction. English teachers from Padang's junior high schools participated in this study. In light of PISA Because young people in the majority of OECD nations are drawing close to the conclusion of compulsory education, the age of 15 was chosen. Consequently, the grade IX teacher from those institutions was chosen.

As the research instrument, the observation log was used. Any significant occurrences that were connected to the FLINT system categories were noted on an observation log. By using the Foreign Language Interaction (FLINT) System Categories, the data were examined. The researcher not only observed but also spoke with a teacher of English and students about how they interacted in the classroom. For the purpose of analyzing the data, many procedures were taken. The initial stage was gathering all observational data (by means of video recording and field notes). Coding and transcription of the data were the next steps. Transcribing was done for all recorded information, including audio and video recordings of classroom interactions. Teachers' statements received a T code, but students' statements received an S code. The third step involved analyzing the information. Using FLINT analysis, the researcher determined the different talk patterns of teachers.

Results and Discussion

Teacher Talk Analysis

The FLINT System teachers' classroom primarily uses the teaching and learning process. Teacher talk comprises two distinct sorts of discourse: that which has a direct impact and that which has an indirect impact.

a. Dealing with Feelings

It deals with understanding the sentiments of the students in the past, present, and future through acceptance, discussion, and communication in a non-threatening way. The teacher talked with the pupils and solicited their thoughts before to beginning the teaching and learning activity in this field. The teacher also made sure students' condition before starting the lesson. For example:

T : Good morning, students!

S : Good morning too ma'am!

T : How are you today?

S : I am fine. Thank you and you ma'am?

T : I am good. Thank you

The teacher took the attendance list after confirming the students' health. When a teacher asks the class, "How are you today?" and sometimes they just chuckle or remain mute, the teacher encourages them to respond. You can say great, "so-so", I'm great, and so forth the teacher remarked. The students were then asked to say it by the teacher. To help comprehend the students' circumstances that day, it was carried out. The teacher enthusiastically complimented the student when he or she made progress on his or her in-class work. In the course of the observations, it was found numerous times.

b. Praises or encourages

It covers instructor activities including praising, complementing, notifying students when they made a nice comment, encouraging them to keep talking, confirming when they had the right answer, and

building their self-confidence. During the class discussion, the teacher encouraged and praised the students. Praise and encouragement will also make them feel more at ease when talking. The teacher provides the children with raise and encouragement in light of the observation. For illustration:

T : Today, we are going to learn about fairy tale. According to what you have known, what is fairy tale?

S : Apa boleh disebutkan dalam Bahasa Indonesia buk

T : Ya, silahkan. Menurut kamu apa itu fairy tale?

S : Fairy tales itu cerita khayalan atau tidak nyata buk. Biasanya cerita fairy tales itu tentang putri dan pangeran di suatu kerajaan.

T : Alright, Good. What else?

S : The story that happened in magical and fantasy world.

T : Excellent! Fairy Tales children's story about magical and imaginary beings and lands. It might be the story that takes place in the fantasy world.

It demonstrates that the instructor motivated pupils to respond briefly to the question once they had successfully answered it. The teacher can give the kids more confidence to respond to questions by praising and encouraging them. Praising and motivating students can have a beneficial impact on them, give them the confidence to speak up, and encourage them to participate in the teaching and learning process.

This category is crucial since it can foster better communication between teachers and students. The teacher acknowledged the student's willingness to participate in an activity by remarking, "Good! Of sure, I say. The student and his classmates found this to be a good source of motivation. It was exceedingly uncommon for a student to volunteer without the teacher immediately calling.

c. Uses ideas of students

It focuses on the teacher's role in using, interpreting, summarizing, and repeating students' verbal responses as well as clarifying their ideas. The instructor accepted each student's individual thoughts during the class discussion. Every student had an opportunity to take part in the group discussion. The teacher next went over the appropriate responses that resulted from the student's responses. Based on the data gathered by the researcher during classroom observations, it was discovered that the instructor used the students' suggestions after soliciting them as shown below:

T : Is there anybody who knows what is fairytales?

S : Children story

T : What else?

S : Magical,

T : So, according to your friend fairy tale is a Children Story and magical. Is there anyone who wants to give more information about fairytales?

S : Fairy Tales children's story about magical and imaginary beings and lands in a fantasy world

T : Excellent! Fairy Tales children's story about magical and imaginary beings and lands. It might be the story that takes place in the fantasy world.

The teacher clarified a point based on the students' description of their argument during the discussion. The teacher explained and condensed the students' explanation into a sentence after hearing it. It is assumed that the instructor made an effort to solicit ideas from the students and encourage participation in the lesson.

d. Repeating student responses verbatim

The majority of student comments are repeated verbatim, repeating the participants' precise words.

T : Alright! You have read the story. I am sure that you have known the story. Kamu sudah tau alur ceritanya. What is the story about?

S : There is a king yang punya beautiful daughter yang ditangkap oleh seorang ogre.

T : Okay, once there live a king with his daughter, and ugly ogre captured the beautiful princess, and then the king and queen was sad dan mereka akan memberikan sebagai hadiah sayembara bagi yang menemukan putri nya?

S : A bag of gold Ma'am

After the students had finished speaking, the teacher recited the word. The teacher made an effort to get ideas from the pupils and encourage participation. The instructor also recited a student's response or term.

e. Asks questions

It deals with teacher questions delivered to students which trigger students to answer the question.

T : And dragon flew to the tower and blew away the ogre and save the princess. They flew back to the castle. What will the dragon and princess do?

S : Flew back to the castle

T : Do you have any other ideas? What about you?

S : They went back to the castle? And get married?

T : Do you think that they will get married? Do dragon and princess able to get married?

S : Yes

T : Do you all agree that?

S : Tidak Ma'am, mereka hanya balik ke kerajaan dan melapor ke pada raja. And the princess says thanks to the dragon

T : What about the king do to the dragon? Because the dragon has saved his daughter

S : Give him a bag of gold

The teacher frequently singled out one student while posing a question to them or answering one. The teacher talked about a conversation and a picture. When a student had a question regarding unclear writing, the teacher immediately responded and provided an explanation. The teacher always jotted down the key elements when outlining the subject. When a student raised a question that wasn't clear, the teacher gave a direct response. In the classroom, copying from the teacher's writing became a crucial task. The teacher should check that the student's writing is accurate. The lessons the students had written for the class helped them.

"Do you understand?" was a common question the teacher used to gauge the student's comprehension of the subject matter and instructions. "Do you catch the point," the teacher asks the class once he or she has finished introducing and directing the topic.

f. Gives information

It discusses the teacher's role in providing instruction, facts, personal opinion or thoughts, lecturing, posing rhetorical questions, correcting students' responses without discounting them, and informing students of their errors in response without making judgments. When the teacher was talking about something relevant to the course content and then posed a question to the students, information was just being shared. After the students have given the question their best shot, the teacher corrects any wrong responses. Information and an explanation were given to the students in Indonesian by the teacher. Information-sharing comprises providing the students with information, facts, and the teacher's personal viewpoint.

g. Gives directions

It relies on teacher behavior when instructing, pleading with, and ordering students to follow the instructions, drill directly, and assist all of the students in the classroom. The teacher guided the students

through a variety of exercises while also leading the class in whole-class or small-group activities. When the teacher wanted the students to accomplish anything, the teacher gives them guidelines.

T : Why was Akbar amazed with the bear response?

What was his questions before?

S : How many cows are in his kingdom Ma'am

T : What the bear said?

S : There are 195.463 cows in the kingdom.

T : Are you sure? That much? You can see here in this paragraph how many are they?

S : Maybe yes ma'am. There are 195.463 cows in the kingdom.

When a teacher works as a director who directs the students in a classroom, the category of imparting direction is frequently used. When the teacher guided a class activity, she or he gave the students guidelines so that they would know how to verbalize their own thoughts.

h. Criticizes student behavior

It emphasizes on how teachers criticize students' inappropriate behavior, including attempting to change students' unacceptable behavior and expressing impatience, displeasure, and disapproval with students' behavior. Additionally, critiquing students' poor responses are covered. In order to discover a solution to a problem and create positive contact with students, teachers need to know how to convey the emotional atmosphere in the classroom. Students must be informed of appropriate or inappropriate responses in a constructive manner to avoid losing their enthusiasm for studying. Most of the teacher's judgments about the behavior of the students were made in an attempt to control the classroom and keep the student's attention and focus on the teacher at the moment.

T : So, what are the generic structure of Narrative?

S :

T : You have seen the material that I have sent to you last week, right?

S : Yes ma'am

T : Then, what are they?

S :

T : Benar tidak ada yang tahu?

S :

T : Makanya lain kali kalau guru kita memberikan materi, materi nya di baca dan juga you have seen them too in the slide that I presented before. So please pay attention to the teacher instruction and teacher explanations. Okay?

Due to low levels of detailed and open-ended or student-initiated student responses, teacher talk was nevertheless more prevalent than student discussion. According to the FLINT categories system, providing information, providing guidance, and asking questions were the three main types of classroom interaction that took place in the class. The teacher uses these categories in the classroom. The teacher periodically delivered information in Bahasa Indonesia with the intention of assisting with comprehension and preventing misunderstandings.

The results of this study were consistent with those of Sukarmi and Ulfah (2015:23), who discovered that teacher discourse in the classroom was 78.15%, with the two most common types being addressing (921.63%) and providing instructions (20%). Numerous studies have found that teachers who talk for an extended period of time negatively affect students. Alwright (in Davies 2011:98) asserted that teachers who put excessive amounts of time in the classroom were ineffective educators. A good language teacher ought to be capable of motivating their students to complete more assignments during class time. Student Talking Time (STT) should take place more frequently than Teacher Talking Time (TTT), following Hammer (2007:76). The rationale is that when students are involved more in TTT, they use the target language less. Collectively, teachers and students, therefore, provide a valuable resource for organizing

classroom interaction and learning opportunities. By allowing the students to explore language via its use rather than by being instructed about it, the teacher can better reinforce the concept of intrinsic motivation.

Conclusion

This study's findings lead to the conclusion where the teacher predominated during classroom. During classroom activity, the teacher was more engaged than the students were. The majority of the student talking time was consumed by answering the teacher's questions and responding. The teacher talked to and directed her students during the teaching-learning- learning activities, exhibiting direct influence over them in addition to indirect influence.

Correspondingly, there was an imbalance in the classroom's use of English and Indonesian languages when the teacher and students interacted with one another. When describing the materials, it was evident that the teacher spoke more Indonesian than English. In light of those, it is recommended that the teacher promote interaction to make the classroom vibrant and not dull. Teachers were urged to develop and improve their communication skills, questioning strategy, and ability to offer constructive criticism to students in English classrooms. Therefore, it is reasonable to assume that with each type of talk, the interaction between both the teacher and the students will expand and evolve. The teacher must be a powerful motivator and collaborator for the students throughout English class. In order for students to experience the ambiance of the language and have the opportunity to utilize the target language they are studying, it is also suggested that the teacher use English in the classroom more frequently.

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