

AN ANALYSIS OF TEACHERS' TALK IN AN EFL CLASSROOM

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Abstract: This research was aimed at discovering teachers' talk category occurred the most in an EFL classroom and reasons for teacher in choosing categories that occurred. The data were obtained through observation conducted in the 10th grade of an EFL classroom at BPI 1 Senior High School as well as teacher interview. The observation was conducted in five meetings along with video recording. The data were then analyzed by using framework of teachers' talk proposed by Flanders (1970) namely Flanders Interaction Analysis Categories (FIAC). The findings showed that all categories of teachers' talk occurred in the classroom with varied percentage of occurrence. From those various categories, asking questions was the category occurred the most in the classroom. Nevertheless, the occurred categories happened naturally with the consideration of learning situation that takes place. In addition the analysis of teachers' talk in the classroom would be beneficial for teachers to plan and conduct enhanced learning situation.

Keywords: *Teachers' Talk categories, Flanders Interaction Analysis Categories (FIAC), EFL, Classroom*

Introduction

Interaction is described as the process of communication; it involves acts, actions, or practices of two people or more to affect each other's experiences or intentions (Rummel, 1976; Brown, 2001; Asmara, 2007). Teaching and learning process is an example of interaction, it involves interaction between teacher and students in which they influence each other (Flanders, 1970; Dagarin, 2004) which is called as

classroom interaction. In the classroom interaction it is found that in EFL classroom, teachers' talk is dominating the classroom interaction (Flanders 1970; Inamullah, 2008; Nurmasitah, 2010; Goronga, 2013).

Teachers' talk focuses on the talking time that teacher has in a lesson. Moreover it has a role as an input for students especially in an EFL classroom. Teachers' talk affects the result of the teaching and learning

process (Nunan in Inecay, G, 2010; Yanfen & Yuqin, 2010). For instance, teacher provides instructions, lectures, or even appraisals to the student. Thus, teachers' talk is a big influence in students' understanding and acquisition of a language. Students can learn a lot from the talk that the teacher gives, both in first or foreign language, considering that in our country; Indonesia, which English is rarely used outside the classroom. Teachers' talk can determine the success of a learning process as it is one of the input for students in acquiring language. As the teachers' talk time takes up more time than the students' talk (Flanders, 1970; Nurmasitah, 2010) it is important to know the types of teachers' talk categories occurring in the classroom. Types of teachers' talk occur in the classroom are simply categorized into seven categories by Flanders. Each category carries different functions and gives different impact for students. The right amount of these categories will construct an effective teaching and learning process. Thus, teachers need to find out the categories they tend to use in classroom. By acknowledging the categories they tend to use in the classroom, teachers can design a better teaching and learning process where students can feel at ease and actively

participating. A comfortable classroom environment is associated with students' motivation and involvement (Gharbavi and Iravani, 2014). Hence, the categories occurred the most in the classroom is taking the lead in result of the learning process.

Classroom interaction (Flanders, 1970) can be broken down into two: teachers' talk and students' talk which consist of ten categories of communication. Teachers' talk, has two sub categories: indirect influence and direct influence. Indirect influence is then broken down into: accepting feelings, appraisal or encourages, accepting or using students' ideas and asking questions. Direct influence is divided into lectures, giving directions, and criticizes or justifying authority.

Taken from Flanders (p. 5, 1970)

T e a c h e r s , t a l k	Indirect Influence	Accepts feeling: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included.
		Accepts or uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
		Asks questions: asking a question about content or procedure with the intent that a student may answer.
	Direct Influence	Lectures: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		Gives directions: directions, commands, or orders with which a student is expected to comply.
		Criticizes or justifies authority: statements, intended to change student behavior from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.

- **Accepting feelings**
French and Galloway (1968) asserts that this category (accept feelings) emerge in both verbal and non-verbal phenomena. It

can be seen clearly whether the teacher accept students' feeling or not in both verbal and non-verbal phenomena. Accepting students' feelings can build classroom environments that support the teaching and learning process as well as gives confidence and engage students in the teaching and learning process. Rothernberg (2006), as cited in Putri (2015), affirms that teacher should provide a safe environment for learning and it includes accepting students' feelings. Accordingly, students should not be punished for exhibiting their feelings.

- **Praising or encouraging**
Praises or encourages bring out students' willingness to participate more in class and it boosts students confidence. Studies have found that teachers do not praise deliberately but rather it is a spontaneous reaction to students' behavior and to their subtle demands for praise (Crespo, 2002). On the other hand, Crespo also asserts that learning is intrinsically rewarding and learners should not be bribed or forced to learn. Davies (2011) on his study adds that "praising may cause a change of pace in a lesson, which may result in a loss of concentration." In line with Crespo, Davies states that the negative

effects of giving praise could overpower the positive ones in many situations in this class.

Appraisals are not merely indicated by saying "good job!" or "well done!" but it can be shown in a form of saying "uh huh!" or simply by teacher's repetition of students' answer.

- **Accepting or using ideas of students**

Giving appreciation to students will invite students' willingness to administer their ideas. When students' are feeling appreciated, they will likely have a good time in teaching and learning process, thus creates a comfortable environment. This category can be observed through teacher's confirmation of students' suggestion such as "I understand what you mean." Also through the repetition of students' statement by using his/her own word and build or develop the ideas given by students by having a class discussion as worthy of consideration (French and Galloway, 1968).

- **Asking questions**

Brown (2001) describes questioning in interaction as a way to stimulate students speaking up their thoughts. Questions given can be categorized by students' level. Teacher usually begins with displaying questions which the answer is common knowledge. Ambrosio (2013) found that many studies

affirmed that critical thinking using teacher questions facilitate students to answer questions that will help them in understanding the issues they are experiencing in society. However, there are times when teacher asks questions but they carry on their lecture without receiving any answers, this is not included in this category.

- **Lecturing**

Lecturing is one of the main classroom activities where teacher gives information or instruction to the students. Lecture is defined as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period (Good and Merkel, in Kaur, G., 2011).

There are three major types of lectures: the expository lecture where the teacher does most of the talking; the lecture-recitation where the teacher does most of the talking but habitually stop and asks students specific questions or requests students to read prepared material; and the interactive lecture is where the teacher begins with a 15 to 25 minute mini-lecture and then asks the students to form learning groups and

complete an assignment based on the mini-lecture, then the instructor delivers another mini-lecture (Kaur, 2011). Furthermore, Kaur states that “a good lecture can sometimes motivate students to learn in a way that printed material cannot.”

- **Giving directions**

Brown (2001) states that “students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically.” They expect some direction or command from their teacher and need to be directed in doing some classroom activities in order to prevent misunderstanding. In accordance, Sofyan and Mahmud (2014, p. 56) suggest that giving direction will provide students with opportunity for practicing their capability in English language. Thus, teacher should put an effort in providing good and clear instruction and explanation so that the classroom activity can be maintained. A good direction will lead teaching and learning process into a successful one.

- **Criticizing or justifying authority**

Sometimes in the classroom there are a few students that are difficult to handle as they have some issues bound with their

age which lead to unstable emotion. In the meantime, teacher should be able to communicate anger, dissatisfaction and annoyance with students (Sofyan and Mahmud, 2014). Thus there is a need for the teacher to be assertive in the classroom of what can and cannot be done by students. Critics given should not be harsh and making the students down as it will leave a bad effect for students (Gharbavi and Irvani, 2014). Additionally, most of criticizes that take place are intended to keep the students pay attention and listen to the speaker at the present time (Sofyan and Mahmud, 2014).

A number of studies have been conducted, Nurmasitah (2010) observed that teachers’ talk accounted more than 50% of the classroom interaction with lecture as the most dominating category. On the other hand, Putri (2015), found that the most dominating category occurred in the classroom was asking questions. Additional study was carried by Nugroho (2009) in which it was realized that teachers’ talk almost took up to 50% of the whole lesson and in accordance with Putri, he found that asking questions was the most dominant category occurred. Each study has distinct result regarding the time devoted for teacher’s talk and the most dominant

category used in the classroom. However the rationales of the usage of the category have not been presented.

Methodology

This study employed a descriptive case study that will be analyzed through qualitative methods and a combination of simple quantitative, especially in measuring percentage of each teachers' talk categories. This study was conducted at one of private senior High Schools in Bandung. An English teacher and 30 students of tenth graders were involved in this research along with the consideration that the observation conducted will not hampered their study and the fact that they are not being prepared for national exam. The tenth graders were selected due to their level of proficiency in English. The data were gathered through five classroom observations and an interview with the teacher.

Data Presentation and Discussion

- **Teachers' Talk in the Classroom**

It was found that all categories of teachers' talk from Flanders Interaction Analysis Categories (FIAC) occurred in the classroom, some categories were employed more than others. Flanders Interaction

Analysis Categories were utilized in order to examine the degree of teachers' talk.

In five meetings all the categories were observed and analyzed with the help of video recording that was transcribed and coded. From all five meetings observed, all the talk were dominated by the teacher. One of the reasons is due to the material given by the teacher is in the form writing and reading comprehension. Thus, the teacher does more of the talking than his students.

The most dominant type of teachers' talk found in this study is asking questions which took up 40.77% of the whole talk done by teacher. This category occurred the most due to teachers' attempt to stimulate and invite students to participate in the learning process as well as ensuring students getting the notion of the lesson. It was also found that most dominantly asked questions were close-ended questions in which requires short phrases as a response.

Table 1. Average of Teachers' Talk



Asking questions

Asking questions, this category occurred the most in the classroom observed. It occurred in all meetings frequently, however, on the first session, it was dominated by lecturing. This category occurred up to 40.77% in the average of the whole lesson. This category is distinguished not only by the exclamation mark but also when teacher is waiting for students' response which indicates that the teacher is giving a question. However, if teacher ask question but the lecture is continued, thus, it is not considered as asking question. From the classroom observed the teacher is likely to ask for students' understanding within an issue.

Participant	Actual Classroom Verbal Interaction	Code
T	A thousand pieces of paper cranes. Do you know paper cranes?	5 4
Ss	Origami	
T	Yes! That's origami, colorful paper. Paper cranes as a gift, you know gift?	3 4
Ss	Hadiaaahh...	

In the presented excerpt, question was asked in order to assist students getting the notion of a text. The teacher asked students by saying “*Do you know paper cranes?*” in which account the close-ended questions as students answered with a short phrase “*origami.*” This type of questions is often being administered by the teacher as he always trying to ensure students understand each difficult word in the text.

Questions were not merely given to ensure students' understanding of a text. The teacher also asked the students to elaborate instructions and their progress on the project given which is in line with Brown (2001) that asking questions is a way to stimulate students in speaking up their thought.

Participant	Actual Classroom Verbal Interaction	Code
T	Okay, guys. *clap hands* remember that today is 18 th March and it is the day that you must submit your project. So, how about your movie project? It has been finished or not?	5 4
Ss	Yeah...	
T	So how about your group?	4
Ss	*silent*	
T	Finished, Indah? Finished? So it's ready to submit?	4
Ss	*inaudible*	

As shown in table above, the teacher frequently asked students about the project given as he states “*So, how about your movie project? It has been finished or not?*” in which followed by students response “*yeah.*” Then the teacher did a follow up for each group as he asked the students “*So how about your group?*” This was done to ensure students are making progress and do their task properly.

Lecturing

Lecturing is the most important part in teaching and learning as it where all the information is being conveyed to the students. Correspond with that lecture is defined as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners (Good and Merkel, in Kaur, G., 2011). In the observed classroom, this category took up almost

26.32% on the average from a whole lesson. This category is indicated by lectures, information or facts, expressing opinions so on and so forth. Based on the data analyzed the teacher employed the lecture-recitation in which the teacher does most of the talking but habitually stop and asks students specific questions or requests students to read prepared material.

Participant	Actual Classroom Verbal Interaction	Code
T	Shhh... shhh... so guys, it should be different when you wanna say something. You must know... you must know, for example if you wanna say something with Pak Dalton or somewhere, sometimes you can go to some countries that use English. Then you will say to the ... someone, uuhhh, it comes from the deep of my heart. Deep from my heart but if you say deep from my hurt, no, hurt... sakit ya... hurt. I heart you means I love you. But if you say, I hurt you, different ya, aku menyakitimu. And hard, hard means...	5 5 4
Ss	Difficult	
T	Yeah, it's difficult. This is hard.	3 5
Ss	Keras.	
T	This is hard. Repeat again. Hard. (pointing to the screen)	5 6
Ss	Hard. Hurt. Heart.	

From the excerpt 8, it clearly shows that the teacher employ the lecture-recitation type of lectures proposed by Kaur (2011). As the teacher gave a statement, ““*so guys, it should be different*

when you wanna say something. You must know... you must know, for example if you wanna say something with Pak Dalton or somewhere, sometimes you can go to some countries that use English....” In which followed by a question “*And hard, hard means...*”

Lectures were given then question were administered to ensure students obtain the right picture of the topic being discussed. Furthermore, the teacher provide more information by giving examples using objects around the class as we can see that the teacher knocking the table to illustrate the word “hard.” The way the teacher deliver the information is in line with Sampath’s (1987) statement as cited in Kaur (2011, p.2) that many facts can be delivered in short amount of time and impressive way in which the teacher refer to objects found in the classroom as an example.

Giving Direction

Giving direction is one of teachers’ talk categories which is indicated through close supervision, direction and also compliance. This category of teachers’ talk took up 12.61% on the average from the whole lesson. Direction was provided in order to guide students doing given assignments. As Brown (2001) states that

students need directions and facilitations regarding how they should demonstrate the whole ideas they own systematically. From the observation conducted, the teacher always give a clear instructions for his students as well as making sure they understand each instructions. The instructions were given whenever students are asked to have a group discussions, project or reading a passage.

Partic ipant	Actual Verbal Classroom Interaction	Code
T	Okay. Kita ulang, satu-satu dulu. Satu-satu. The man has many things such as...	6 4
Ss	Company.	
T	His... his what?	4
Ss	Company.	

Partic ipant	Actual Verbal Classroom Interaction	Code
T	Yeah... so who wants to try??	4
Ss	*chattering.*	
T	Onil? Okay, Onil. Let’s listen to the story.	6
S3	One day there was a guy and a girl. One day there were a guy and a girl. The girl and the guy were falling in love each other.... *silence*	

In the presented excerpts above, both shows a short direction given by the teacher. The first excerpt depicts how the teacher asked students to do a review of a story presented in the previous lesson which is shown by the expression of “*Kita ulang,*

satu-satu dulu. Satu-satu.” This shows that the teacher gave no pressure to students in performing the activity. In the latter excerpt, the teacher was asking students to try to re-tell the story using their own language and it is shown that the students were avoiding to do the task by chattering, thus, the teacher appoint a student to re-tell the story to the whole class as he say “*Onil? Okay, Onil. Let’s listen to the story.*” This is in line with Sofyan and Mahmud (2014, p. 56) as they suggest that giving direction will provide students with opportunity for practicing their capability in English language, in this case, students were asked to review a story from the previous lesson. In both of the excerpts presented, teacher always gives direction in a clear and subtle manner.

Accepting or Using Students’ Ideas

This category, accepting or using students’ ideas, occurred less often than the previous category. It takes up 8.67% on the average of the whole lesson. This category is indicated by rephrasing students’ answers or ideas, making inferences from students’ ideas or answers, using their ideas to solve the problem. In line with that, French and Galloway (1968) state that it can be observed through students’ statement which is modified using teacher’s own word and

build or develop the ideas given by students. Nevertheless, utterance such as “I understand what you mean” can be considered as accepting or using students’ ideas. In the observation conducted, the teacher mostly rephrase and making inferences from students’ ideas or answers.

Participant	Actual Classroom Verbal Interaction	Code
T	Yes, you know complication?	4
Ss	Komplikasi jantung	
T	Yah komplikasi jantung and liver... And what does it mean? It’s problem yah?	3 4
Ss	Iyaa	
T	So, good story should have problem not flat. <i>Ga kaya tadi ceritanya flat kan.</i> Yasha went to school. Yasha goes to school every day. In the school Yasha studied hard and then back home. Finish. <i>Ga ada kan,</i> there is no complication and there is no problem. A good story should have problem.	5

From the excerpt above we can conclude that student’s answer lead to a new topic being delivered by the teacher. In this excerpt, the teacher propose student’s answer which was “*Komplikasi jantung*” to be discussed as French and Galloway (1968) pronounce that one of the manners of accepting or using students’ ideas is having a classroom discussion regarding students’ statement. This was followed by teacher’s statement “*“Yah komplikasi jantung and liver... And what does it mean? It’s problem*

yah?” It is shown that the teacher make use of student response and connect that with teacher’s knowledge within the topic. It is evident that students’ answer was not the exact answer desired by the teacher, however, this was overcome by teacher’s logic to correlate students’ answer along with topic being discussed.

Praising or Encouraging

It can be inferred from table 1 that the teacher was giving appraisals and encourages sufficiently as the category took up 5,51% as the average occurrence of the second category in the whole lesson. In accordance with that, Crespo (2002) states that teachers should not praise deliberately but provide a spontaneous reaction to students’ behavior. This category is employed to invite students’ participation during teaching and learning situation. It is indicated by responses given by the teacher to students’ answers. At some points the teacher gave encourages to ensure students have the confidence to convey their thoughts. Correspond with that, Crespo (2002) stated that encourages and praises will help students to build their self-esteem.

Participant	Actual Classroom Verbal Interaction	Code
T	Yeah, illness. You know cancer?	3 4
Ss	Iya... kanker.	
T	Ya, kanker ya. So the illness is cancer. *cont’d reading* illness to be his obstacle.	3 5
Ss	Halangan.	
T	Yeah, very good! Sukar or halangan. Therefore, she had chosen to leave him. So the girl choose to leave. So, because I’m sick I don’t want to be obstacle. I don’t want to become a problem for him. She had wanted her parents. The girl asked the parents to put the paper cranes from the man beside her. Because, if the day comes when faith brings him to her again, he take some of those. So the girl believes that the man can come back again and bring the paper cranes. Understand?	2 3 5 4

The excerpt above showed that the teacher give appraisal to students’ statement. The students disclose the word “*obstacle*” in which the teacher response with appraisal in the form of expression such as “*very good!*” This is in line with Crespo (2002) that praises provided should be spontaneous and not deliberated. The appraisal given was then followed with teacher’s exertion of student’s answer as the teacher said “*sukar or halangan.*” Which then followed by more elaboration.

Criticizing or Justifying Authorities

As we know that feedback is not merely given in the form of appraisal and encouragement, criticizing and justifying authority was also found to be a feedback for students. This category of teachers' talk were rarely employed by the teacher as it took up 4.85% on the average from the whole lesson. The teacher is likely to employ this category only when the students are being noisy, also when he needs to gather students' attention, and criticizing incorrect answers. This category shows that teacher has the capability to manage and be assertive of what can and cannot be done in the classroom. However, teachers should keep in mind that critics given should not be harsh as it can leave bad effect for students (Gharbavi and Iravani, 2014).

Participant	Actual Classroom Verbal Interaction	Code
T	The girl die... <i>di re-orientationnya diceritain lagi, terus gimana dong karakter-karakternya?</i> And then... sssshhh! Listen. And then, Sahili, die. Ujang, die. And Sonia become fish. But in let me love you, the woman didn't go to France but got cancer and passed away. <i>Ya kan?</i> That's the re-orientation and the elderly couple said the truth. So here guys! I really want you to re-construct... Re-construct! Not make again. Not create again. Re-construct. <i>Di construct kembali cerita yang kemaren.</i> Your own story in a group, kemaren. Your own story, please analyze which one is the orientation of your story, okay? <i>Udah buat kan kemaren ceritanya kan berdasarkan lagu.</i> And then, what is the complication, climax, resolution and re-orientation of your own story. You got it?	4 7 5 6 4
Ss	Yeeesss!	

From the excerpt shown above, the teacher is likely to authorize the classroom by saying “*sssshhh! Listen.*” which also ensuring that students are listening and comprehending the lesson. This is employed by teacher in order to create a better classroom environment. Amidon (1966, p. 2) states that criticism or justified authority is utilized typically to change pupils' behavior. The teacher showed that classroom management is indeed needed to conduct a successful teaching and learning.

• **Accepting Students’ Feelings**

In each meetings the category of accepting feeling has the very least proportion compared to all the categories. Each meetings has different number of accepting feelings with the average of 1.08%. In some lessons there were no signs of occurrence from this category. The first meeting showed the highest number of accepting feelings by the teacher which took up to 3.5% of the lesson. This kind of action is indicated by teacher’s acceptance of students’ answer or response. In the classroom observed, the teacher’s acceptance can be seen both from his verbal and non-verbal actions as proposed by French and Galloway (1968). From the observation held, teacher nodded or smiled when he seemed to accept the students feeling. This kind of action occurred whenever students are grumbling or mumbling, giving statement of happiness or other things.

Participant	Actual Classroom Verbal Interaction	Code
Ss	Let me love you, woووو...	
S9	<i>Bacain dong.</i>	
Ss	*laugh*	
T	Okay, so here, as usual I will allow you if you want to read the first paragraph. Of course I will give you additional score. I will give you two scores for those who wants to read and I will give you five scores for those who helps us understand the paragraph. Who wants to read? I will give it to Faza.	1 6 4 6

In the excerpt above, the teacher is giving students permission to read each paragraph of the text. The teacher’s action showed that teacher was aware of students’ feeling. This kind of action makes students feel accepted as Rothernberg (2006) states, in Putri (2015) that teacher should provide a safe environment for learning and it includes accepting students’ feelings. As we can see in the action performed by the students in which student 9 ask the teacher to read the text as he say “*Bacain dong.*” Then the teacher accounts student’s feeling by offering the opportunity for other students to read the text. It is shown in the expression “*as usual I will allow you if you want to read the first paragraph*” stated by the teacher. It implies that the teacher is considering students’ feeling in taking action.

- **Teacher's Interview**

It was found that there are four main reasons for the teacher in utilizing the categories occurred; students' language ability, students' participation, students' motivation and natural occurrence. Each of these reasons will be elaborated below.

Students' language ability

Students language ability is one of the reasons which influenced the amount of teachers' talk occurred in classroom. The challenge derived from classroom condition in which not all students are able to speak in English. The process of stimulating students to talk is engaged by using teachers' talk. This is supported by teacher's statement that *"...but because the condition... not all the students actually can speak in English. The problem is teachers should stimulate the students, so the process of that stimulation is by using teachers' talk. So my work is to stimulate students to speak up. That's it and the fact more than 50% is teachers' talk."* Furthermore, the teacher explained that it is quite challenging to construct a fifty-fifty talk for both teacher and students or grant 50% or more time for students and the remaining for teacher.

Students' participation

Students' participation in the classroom become one of the considerations for the teacher in taking actions including teachers' talk. Moreover, deciding the type of teachers' talk to be administered. The teacher stated that some of the classes he taught do have more students' talk. This happened based on the fact that each class is different, the classes are heterogeneous not homogeneous. For instance, there are some superior classes where the students are active to express their thought in English. On the other hand, other classes have less active students. As he claimed, *"Like in this class, in X-3 class, more... I think some of the students really active to speak up in English and you see from the observation in X-3, the students are active to speak than in X-4 or X-5, and X-2 is active too."*

If the students are remarkably being active, the teacher can decrease their talk. On the contrary, if students are really shy to speak therefore teacher have to provide stimulation. This is supported by Gharbavi and Iravani (2014) who assert that the quality of teachers' talk matter more than the quantity which means the length of teachers' talk does not matter and what matter is the input that students obtain.

Students' motivation

Students' motivation also plays a part in the occurrence of teachers' talk in the classroom. If students are motivated a lot to learn, then they will speak a lot. As he claimed, *"Of course. If students have instrumental or integrated motivation, although it's outside or internal motivation. It will influence for them eh it's really influence to teachers' talk. Students who is motivated a lot to learn, will speak a lot."* Thus, it will decrease the opportunity for the teacher to talk. On the other hand, if the students have less motivation then the teacher should speak a lot in order to stimulate the students to speak. This is supported by his statement, *"But, if, the students have less motivation so the students should... the teacher should I mean, the teacher should speak a lot in order to stimulate the students to speak. It's related to each other."*

Natural occurrence

The last reason is teachers' talk that occurred should happened naturally. The reason is because in learning process we have to take account students' condition. As stated by Ellis (1985, p. 143) as cited in Xiaoyan (2006, p. 13) that "whether it is a subject lesson or a language lesson, successful outcomes may depend on the type

of language used by the teacher and the type of interactions occurring in the classroom." Thus, the language used and types of interactions occurred have to be in accordance with students' need. Especially, it is not possible to make a plan and fix it without considering students' condition. As he states *"So, yeah... so the point is I never make a plan specifically, I just want to make a general plan but the condition in the class it's flowing. Asking... Lecturing... Naturally."* For instance, in the classroom while describing and conducting discussion the teacher is observing students' condition.

Furthermore, the teacher claimed that it was spontaneous along with the consideration of classroom condition. In addition, the teacher stated that *"The condition of the class, like this one, the condition of the class is good."* in which refer to a class where the students are able to speak English well. The teacher emphasizes that the plan for the whole lesson is general not specifically planned for each category to occur in a certain quantity.

Conclusions

This research was conducted with the intention to observe which category of teachers' talk occurred the most in an EFL

classroom as well as finding out reasons for the teacher in choosing categories that occurred in the learning situation. Moreover, the study was conducted in a qualitative design with a case study approach at one of private Senior High School.

Firstly, the findings showed that the category occurred the most proved to be asking questions. All of the teachers' talk categories occurred in the classroom observed with different percentages for each category. This category, asking questions, was distinguished not only by the exclamation mark but also when teacher was waiting for students' response which indicated that the teacher was giving a question. Questions given by the teacher were mostly administered in order to ensure students' understanding within an issue as well as the whole lesson. Types of questions administered varied ranging from yes/no questions, wh-questions, tag questions and so forth. It is one of the ways in engaging students' participation toward learning situation. It was also found that the teacher being observed was aware that he utilized a good many ways of asking questions.

Secondly, from the findings it can be concluded that there were no specific reasons for the teacher to compose a lesson

plan in which the teachers' talk category occurrence was planned. The teacher was interviewed and given number of questions regarding teachers' talk within the topic of this research. The teacher stated that there were no particular reasons for choosing categories that occurred. It all happened naturally correspondingly with the classroom situation. Furthermore, the teacher claimed all categories that occurred was the result of his consideration regarding how the students are responding to the learning process that take place. For example, if the students are being active then teacher will allow more talk time for students and vice versa. The teacher claimed to never make a plan specifically or create a general plan yet take account of the condition of the classroom being taught.

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