# Teacher-student interaction in English classroom setting

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**Abstract –** This study aims to find the types of teacher talk and learner talk that occur in the classroom. The research design was a descriptive qualitative method. The data source of this method was the English teachers who teach ninth-grade students of 176 Junior High School Jakarta. The data collection technique of this research was doing observation classroom and carrying out an interview. The purpose of this study was (1) to discover the different types of teacher interaction that occur in the classroom and (2) to discover the different types of student interaction that occur in the classroom. This study applied observation and interviews in gathering the data. The findings of the study showed the teacher-student interaction was interactive. The teacher talks to deliver material to the students, and students responded to the teacher. The aspect of teacher talk employed 3 categories, and the students employed 3 categories in the classroom interaction. Teacher talk occurs in the classroom by lecturing, specifically providing facts or thoughts concerning content procedures and explaining them. Student talk occurs in the classroom as students talk about initiation, especially expressing their own ideas, and the interaction between teacher and students in the classroom creates good interaction.

**Keywords:** classroom communication, critical discourse learning strategy, English, materials and content for teaching, teacher-student interaction

## 1. Introduction

Classroom interaction is one of the most crucial aspects of the process of teaching and learning in the classroom. Classroom engagement is critical to the success of both the teaching and learning processes. Classroom interaction analysis is a technique that entails observing classroom occurrences objectively and methodically.

Classroom interaction is critical in education as a tool for improving learning. According to Rivers, as cited in Lestari (2021), interaction is significant because students can increase their language store as they listen to others, including both teacher talk and the output of their fellow students in discussions or problem-solving tasks. They can use everything they have learned in real-life exchanges to express their views and use the language for communication. Students get to practice the language in this manner.

The number of people paying attention to classroom interactions involving teachers and students increases. Class interaction is seen as a means of obtaining an impartial evaluation of teacher-student interaction in the classroom and an examination of successful teaching (Tsui, 2008). The physical surroundings, social and cultural backgrounds of students, as well as their psychological characteristics, all have an impact on this process. This demonstrates that all actions in the teaching-learning process will provide a variety of outcomes in terms of communication between teachers and students.

Many kinds of studies have supported the idea that teachers have significant responsibilities when applying teaching strategies in the classroom. The teaching and learning process will be carried out utilizing various teaching and learning approaches, and the stages represent the steps in the development of teaching-learning. An approach is a name given to the method (Arora, 2017). Teachers must perform particular roles to support students in their classroom tasks. The significance of a teacher's participation in the teaching-learning process has also been discovered (Astuti, 2016).

English has been taught formally in Indonesia, even though many schools have taught it since elementary school, from the first year of junior high school to the university level. Most English teachers in Indonesia use pre-existing teaching resources such as textbooks, CDs, and videos accessible in bookstores and on the internet for their pupils. Few teachers plan their teaching materials depending on their instructional objectives (Harsono, 2017). This issue demonstrates how difficult it is for English teachers to create learning materials for their students, including planning and producing appropriate EFL learning materials that reflect changing contexts and aims.

A range of diverse, prospective viewpoints on the nature and purposes of language teaching meet and interact in the classroom, where the teaching-learning process is carried out. As a result, it may be essential in achieving the instruction's aim (Prabhu, 1992). The objectives of language teaching and learning and the function of the classroom in the teaching-learning process. First, increased international interactions boost demand for language instruction and raise concerns about developing practically useful communication skills. As a result, the concept of language as a linguistic system was challenged by the concept of language as a medium of communication and self-expression (Dornyei, 2003)

Classroom interaction is an important and effective educational approach for improving learning. In the process of learning a second language, the notion of classroom engagement is essential. Indeed, scholars in this subject have been increasingly interested in the importance of interaction in learning because it allows the classroom community to build knowledge and skills. In terms of speaking skills, we will attempt to throw some light on this talent, which most SL learners consider the most desirable ability to perfect.

Based on the researcher's previous experience as a student in senior high school, the researcher has discovered that classroom interaction is very poor. The teacher presents several hypotheses to the students without fully explaining them. A typical failing in learning English is a lack of contact between the teacher and the students. According to Brock, as cited in

Shomoossi et al. (2008), increasing classroom engagement will aid (foreign) language learners in learning the target language simply and rapidly.

It is also reinforced by Ellis et al. (1994), who state that instructor speaking, which has been believed to be significant for L2 learning, has attracted much attention from researchers because it influences students' understanding. As a result, The teacher's role in creating good classroom engagement is critical.

A collaborative exchange of thoughts, feelings, or thoughts shared by a teacher and a student, or a student and other students, with a reciprocal influence on each other, is referred to as interaction (Brown, 2001). Interaction in a language classroom is thus a language acquisition process.

Brown (2007) described the interaction as a collaborative sharing of ideas, sentiments, or ideas shared by two or more individuals (students and instructor, or teacher students and students) that have a reciprocal influence on one another. In many circumstances, the function of language usage to negotiate mean human life is emphasized in communicative competency theories. Put it another way, obtain an idea from someone else's thoughts and vice versa. These interactions in a language school are part of the language learning process. Socialization, classroom management, negotiating exercises, feedback, subject discussion, explanation of phenomena, tale-telling, anecdotal comments, and the delivery of directives are examples of communication (Nunan, 2003).

To create interaction amongst students, the teaching method allows students to ask questions, make educated guesses, think about the information, and even discuss it. The term "classroom interaction" refers to the entirety of the activities that occur in the classroom, both verbal and nonverbal, and this is where the verbal exchange takes place.

Unfortunately, it appears that using the target language all the time in the language classroom is challenging, especially in the English as a Foreign Language (EFL) classroom. The instructor serves as the focal point for pupils to ask questions about whatever they can not comprehend is being taught and learned to children.

According to Sugiartha (2021), learning a language is one of the most crucial aspects of human life. It helps and makes it easier for people to communicate and interact with each other. Language training aims to improve students' capacity to produce grammatical sentences and their communicative function. As a result, the teacher's role as a classroom manager should make it mandatory for students to participate in classroom discussions. As a result, this research emphasizes the interaction between teachers and students in the classroom.

## 2. Method

2.1 Research design

This study used a descriptive research design with a qualitative approach, with data obtained via personal notes and classroom observation. The goal of the qualitative study was to depict the empirical reality of the phenomena in Perth in a precise and complete manner. In this study, the researchers collected and accumulated the basic data.

2.2 Participants

This study's participants were English teachers and students at 176 JHS, with a generalization of 36 students at 176 JHS Jakarta. There was just one class, namely 91, and two teachers. The current study utilized purposive sampling, and it is used to pick the criterion sample that is appropriate for this study. The researchers chose this class because it met several of the criteria that were changed in this study. The requirements were specialized experience and a mix of instructor and learner languages in the classroom setting. The sample of this research was the students of IX-1. The sample was 36 students, with only one English teacher in the classroom.

2.3 Data Collection

The present study's data were collected through the two following methods: observation in the classroom and conducting the interview.

(1) Classroom Observation

Observation is a data-gathering approach in which a researcher goes out into the field to observe what is happening. According to Ary et al. (2010), observation is a core strategy for acquiring data in qualitative research. Qualitative research aims to provide a comprehensive account of behavior in a given situation rather than a numerical summary of observed actions' frequency or duration.

While the teaching-learning process took place, the observer directly watched the classroom and made notes on the pertinent events. Meanwhile, a video recording of the entire procedure was created to obtain more detailed information regarding the classroom process. The study used non-participant observation to gather information.

Classroom observation was the most extensively used instrument in collecting data about all sorts of classroom verbal and non-verbal behavior, was used to gather data regarding instructor speak and learner talk in the classroom interaction. As Halim et al. (2018) stated, classroom observation frequently exposes teachers to new teaching approaches that they may not have considered previously. As a result, observation is essential at all stages of a teacher's profession. Furthermore, even experienced teachers are not always aware of the nature of their interactions with specific students. One of the most essential goals of classroom observation is to help teachers improve their classroom instruction.

(2) Interview

An interview is a data gathering procedure in which an interviewer and interviewee conversation regarding the observation's subject. They can corroborate observations or offer information that cannot be gained from observation. It may be utilized to validate the date from the observation based on the study purpose. There are several types of interviews, including the following:

a. An unguided or unstructured interview. In this strategy, the interviewer interviews without using a systematic set of questions as a guideline.
b. A structured interview. The interviewer conducts the interview using a collection of questions that have been planned out methodically as a guideline for doing the interview.
c. Unrestricted guided interview. The interviewer asks a series of questions, each one carefully crafted to elicit specific information.

The present study utilized a free guided interview based on the above interview strategy. In this research, the researchers introduced a broad notion by asking certain questions prepared ahead of time. Before the interview, the framework of the interview was established.

For the instrument of data collection, the researchers created an interview guide. An interview guide is a set of questions created by a researcher to get information for a study through an interview between the interviewer and the interviewee. The researcher enlisted the expertise of an expert instructor to assess the interview guide to ensure its authenticity and reliability.

2.4 Data Analysis

(1) Describing

The researchers began by describing the various types of teacher and learner interactions that occur in the classroom, which may be obtained via observations and interviews, and then explained the entire participant, the environment, and the interaction between instructors and students in the classroom.

(2) Classifying

The researchers' second stage is to define varieties of teacher and learner speak in classroom interactions into sentence forms to analyze or categorize them based on the research objectives.

## 3. Results and Discussion

It can be seen from the result of both the observation and interview. Below are the detailed answer to the research questions:

**a. Types of Teacher talk occur during interaction in the classroom**

There were three parts to the forms of teacher talk: teaching, offering guidance, and criticizing. Instructor talk refers to the utterances made by the teacher throughout the teaching-learning process. The researchers' observations on the various types of teachers' talk in the classroom. Furthermore, the interview assisted the researcher in gathering instructor conversations in the classroom. The type of teacher talk utilized by the instructor, such as lecturing, giving guidance, and criticizing, was discovered after analyzing the observation and interview.

**b. Lecturing**

Teaching, offering guidance, and criticizing were three types of teacher talk. The utterances made throughout the teaching-learning process by the teacher were recognized as teacher talk. The researchers conducted observations in the classroom to determine the various types of teacher discussions that occur. In addition, the researcher was able to capture instructor conversations in the classroom thanks to the interview. The instructor utilized the sort of teacher speak, such as lecturing, giving guidance, and criticizing, which was discovered after the observation and interview were reviewed.

As a result of the observation and interview, the teacher's lecturing was the most occur interaction in the classroom. The most crucial aspect of teaching and learning is lecturing, where all the information is being conveyed to learners. Lecturing teachers gives information based on facts, which can be another input for learners' understanding.

> "*Contohnya tadi adalah car, car yaitu kata benda. Jadi jika di tambahkan a new car barulah bisa di jelaskan itu car, dia akan berfungsi untuk menjelaskan, A new itu kata sifat dan tempatnya kata sifat di depan kata benda, barulah bisa di jelaskan. Kemarin suda saya jelaskan*".
> (*"The example was a car. The car is a noun. So if you add a new car, then you can explain its car. It will serve to explain, A new is an adjective, and the place is an adjective in front of a noun. It can then be explained. Yesterday I explained."*)

To make learners understand the information, the teacher explained to the learners every sub-theme and then gave some examples to the learners and the end of the lesson. The teacher also clarified the learners' answers and gave addition about more detailed information or explanation on the topics that have been discussed. The teacher will review the explanation to check learners' understanding.

> *"Masih berkaitan dengan simple present tense, tetapi ini di buat dalam bentuk negative. Coba silahkan buka kembali catatannya tentang pola present tense dalam bentuk negative, Apakah ada yang bisa bantu sebutkan? Subject + Do/Does + Not + V1 + O/C (5) adalah komplement. Baiklah saya akan berikan contoh dan kaliantinggal menyempurnakan kalimat yang sudah disediakan (*I turn on radio every morning but sometimes to it*.). Apakah ada yang bisa menjawab*?"
> (*"It remains associated with the simple present tense, but this is made in a negative form. Please, please reopen the note about the present tense pattern in negative form. Can anyone help mention it? Subject + Do/Does + Not + V1 + O/C (5) are complements. OK, I'll give you an example, and*

*you just need to complete the sentences provided (I turn on the radio every morning but sometimes too it.). Can anyone answer?")*

When the teacher found a learner who misunderstood what they had been discussing, the teacher gave more attention to the learner who did not understand. The teacher repeated the explanation and gave the learners an example that was easier to understand: "*huruf akhirnya ditambah,* Big *menjadi* Bigger *kemudian* Biggest. Kita buat contoh sama-sama." " Ahkam smarter than Basri".

Table 1 Lecturing

| Num | Question | Answer |
|---|---|---|
| 1 | What do your students think of the method you use? | The students more like cooperative learning, Because if they don't understand the material, they will asktheir friend |
| 2 | How do you understand the learning characteristicof each student in the classroom setting? | The students' characteristics are a variety. For Example, Discipline, Responsibility, and  honest |

### a.  Giving direction

The teacher mostly used the giving direction throughout the teaching-learning procedure. This occurred when the teacher started the classroom and asked learners " *open their book",* to make some examples after the teacher explained the material, and to make learner did submit their tasks to the reason was mainly that the teacher focused on the lesson and tried to make learners understand with the explanation about the lesson. The learner was nice the followed all  the teacher's directions. To the lesson activity by themselves, the teacher also will repeat if she found out the teacher did not understand the  long direction in doing the activity.

> "*Lelaki itu menyukai film tetapi mereka....... saya artikan dulu  yah anak-anak, silahkan kalian tulis kata kerja beserta artinya, eat: makan, practice: praktek, complain: mengeluh, go: pergi, drive: mengemudi, have:mempunyai, wear menggunakan, meet:bertemu, want:ingin, read:membaca. Silahkan di lanjutkan di kerjakan activity 8".*
> *("Men like movies, but they... I mean it first, kids, please write the verbs and their meanings, eat: eat, practice: practice, complain: complaint, go: go, drive: drive, have:    to have, wear to use, meet: to meet, want: to want, read: to read. Please continue to do activity 8 ").*

The teacher asked the learners to check learners understanding and then gave commands and directions before learners solved the activity. The aspect of giving directions was giving commons which a student expected to comply was 9 utterances, and giving direction expected to comply was two (2) utterances.

Table 2 Giving direction

| Num | Questions | Answer |
|---|---|---|
| 1 | What   method   do   you   use   in teaching? | I usually apply Cooperative Learning and Based Learning Project |

### b.  Criticizing

The teacher spent some time critiquing. The teacher chastised every learner's conduct, such as remaining silent and paying attention to the teacher, when they engaged in non-acceptable behaviour, such as learners being boisterous. The rule was already mentioned in the classroom at the start of the course. When the students misbehave in class, the instructor will remind them of the rule. There were some criticizing utterances found in the classroom.

Table 3  Criticizing

| Num | Question | Answer |
|---|---|---|
| 1 | What are the difficulties experienced by students in the process of learning? | I think the student can speak well about the structure they don't understand. Because the students learn English also in junior high school and senior high school, they only learn the text. |
| 2 | What factors make the difficulties occur? | About the structure, students are not paying attention well. When they learn thetext, they are emphasized to understandfirst even if they don't know the structure |
| 3 | What is students' reaction when they cannot understand the material you conveyed? | Students usually do another activityand do not pay focus to learn |

1.  **Type of Students talk occurs interaction in the classroom**
    The type of learner talk was derived into three aspects: learner talk responses, learner talk initiation, and silence or confusion. The learner talk identified the utterance produced by the learner during the teaching-learning process. The observation was done to see the types of learner talk in the classroom. Furthermore, the interview was meant to collect the learner talk in the classroom. Therefore, after analyzing the observation and interview, the study found out :

a.  **Learner talk response**

    The classroom observation showed that learners used learner talk response with one response. The purpose was to respond to the question about the lesson they had already learned or when the teacher tried to review the previous lesson. The way learners responded to the teacher's verbal interaction was also short, like yes or not.

> " T;  *Apakah kalian sudah mengerti, nak*?" *"L: Sudah mengerti, Sir."*
> *("T; Do you understand, son?" "L: Got it, sir.")*

    Learner talk response happened when the teacher asked the learner whether already understood or not the material that had been studied.

Table 4 Learner talk response

| Num | Questions | Answer |
|---|---|---|
| 1 | What method do you like when the teacher learning in the class forEnglish subjects? | *(Arqan)* Guru memberikan kepada siswa untuk bertanya. |

b.  **Learner talk initiation**

The learner talk initiation is the most occur in the classroom. Mostly, the learners preferred to talk based on their idea instead of just repeating what the teacher had already told them. This happened when the teacher gave a question about the material, and the learner answered the teacher the answered that question about what they knew and what they  thought.

> *"T. Nah, sekarang yang akan kita pelajari dan membahas yaitu tentang adjective. Minggu lalu, saya sudah jelaskan. Apakah adjective itu? Siapa yang masih mengingatnya?" "S: kata yang berfungsi menjelaskan kata benda", "T : kita lanjutkan pelajaran minggu yang lalu tentang simple present tense dalam bentuk Negatif, apa yang membedakan kalimat Negatif dan Positif?" "S: karena kalimat negatif menggunakan Not"*

*("T. Now, what we will learn and discuss is about adjectives. Last week, I already explained. What are adjectives? Who still remembers it?" "S: a word that functions to explain nouns", "T: we continue last week's lesson about the basic present tense in the negative form. What is the difference between negative and positive sentences?" "S: because negative sentences use Not").*

Table 5 Learner Talk initiation

| Num | Questions | Answer |
|---|---|---|
| 1 | What method do you like when the teacher learning in the class for English subjects.? | *(Aldo)* The Teacher alwaysasks about the previous material to know our understandable of the material |

### c. Silence or confusion

The students sometimes became silent when they did not grasp the teacher's question. As a result, the students remained silent to the teacher in any way. By providing a hint, the instructor assisted the student in locating the solution.

Table 6 Silence or confusion

| Num | Questions | Answer |
|---|---|---|
| 1 | What method do youlike when the teacherlearning in the class for English subjects.? | *(Hasriani)* I like the method becausethe students were given some assignments, and then the teacher explained the answer after the test ended. |

The researcher discovered that the pattern of classroom interaction was individual work based on observations made in the classroom while teaching the learning process. The teacher's constant request demonstrated involvement. The classroom interaction between the teacher and the students can be defined as completely interactive, indicating that the instructor and the learner had a positive encounter. Interactions are classified into three categories in the classroom: teacher-learner interaction, learner-learner interaction, and teacher-whole-class interaction (Hidayat, 2019; Murtiningrum, 2009).

a. Teacher-learner interaction

The teacher-learner interaction occurred throughout the teaching-learning process. The teacher interacted in the teaching-learning process with the students using the lecture approach, which caused some students to lose interest in learning. To keep pupils interested, the instructor asked them questions and called their names when the teacher wanted to know if they understood the work or had any difficulty with it.

b. Learner-learner interaction

During the instructional-learning process, learners interacted with one another, and the teacher employed individual work rather than group assignments. When a teacher assigns a job to the students, they may have difficulty understanding the information or not understanding the assignment's meaning in English. Rather than approaching the teacher, they preferred to speak with a buddy.

c. Teacher whole class interaction

The teacher completed the class contact throughout the teaching-learning process when the teacher transferred learning content and provided instruction to the students. These patterns were the most commonly utilized in the classroom when they interacted.

Table 7 (relationship between the instructor and the student)

| Num | Questions | Answer |
|---|---|---|

| 1 | What method do you like when learning in the class for English subjects.? | I like when the teacher gives me questions, and I am searching for an answer. |
|---|---|---|

The study demonstrated the various types of teachers talking in the classroom and the types of learners who speak interacting in the classroom in response to the first study question. The instructor and the pupils both have descriptive interactions for each talk.

**(1) Type of teacher talk occurs in classroom interactions.**

The statistics show that the kind of teacher speaking occurs in students' classroom interactions in the ninth grade at 176 JHS Jakarta. From the speech of teacher speech employed in the classroom interaction speech that includes teaching, providing direction, and criticizing, the teacher's talk in the class includes teaching, giving direction, and criticizing. Teachers commonly utilize teacher lectures to clarify and deliver proper information material over the course of teaching and learning. The results of this investigation were confirmed. According to Brown (2001), a lecture is a formal discourse that limits the flexibility and variety of replies that students may make in classroom interaction. The research findings reveal that the lecture is a type of communication that limits the freedom and variety of responses students can make.

Xiao-hui (2010) added that teacher talk is essential in foreign language learning and second language acquisition for both classrooms teaching structure and students' language learning because teacher talk is a tool for implementing teaching plans. Therefore, Sulaiman and Sulastri (2021) also emphasized that classroom interaction significantly impacts the achievement of learning objectives.

It indicates that the instructor spends more time using lectures in class to convey the content. Then the material explains the material surrounding the teacher, as opposed to Gharbavi and Iravani (2014), who found that "teachers talk detrimentally to the students?" The findings of this investigation supported Setiawati (2012) in her research finding that teachers talking in features, i.e., warm-up, charts, direct interactions, transitions, giving feedback, and checking independent understanding, will avoid monotonous situations in the classroom. This will assist pupils in gaining knowledge.

**(2) Types of learner talk occur in the classroom interactions**

According to the findings, the types of learner talk that occur in ninth-grade classroom interactions are (student talk responses, initiation of student talks, and pauses or confusion), totaling 36 utterances. The findings indicate that students are active, as they spend the majority of their time talking. Students respond to professors, but they also take charge of expressing themselves during the teaching and learning processes. Students who actively participate in spoken language can enhance the target language source while increasing their confidence in English communication. Initiation of discussion is a type of dialogue that occurs in the classroom.

Language teachers consider teacher talk in EFL classrooms problematic (Hidayat, 2017; Huriyah & Agustiani, 2018). Excessive teacher talk will deprive students of the opportunity to speak out in class. Alternatively, teacher talk can successfully facilitate learning and increase communicative engagement within the classroom.

To avoid the overuse of teacher talk, teachers have to maximize student talk time and minimize teacher talk. According to (Harmer, 2015), the most significant lessons maximize student talk time. Getting students to talk to practice the language they are learning is vital for the teacher's job.

This has a high proportion of learners who can articulate their own opinions. In other words, pupils can be self-assured and courageous enough to initiate relationships with the teacher and the other students in the classroom. This remark is backed up by Sari (2018), who claims that the teacher and student speaking category is small, with more benefits than drawbacks.

The outcomes of observations discovered engaging relationships between teachers and pupils. They go through a process of changing their minds. The importance of good classroom relationships in the teaching and learning process cannot be overstated. By interacting and speaking with their pupils, the teacher examines the content. By putting good practices into practice.

This study's findings back up Suryati's (2015) concerns about the usage of teacher interaction tactics in teaching English (ELT) at lower secondary levels. These findings show that instructors spend 93% of their teaching time on teacher-student contact and 7% on student interaction. The contact between the teacher and the pupils was prioritized in the classroom.

In contrast to what Hikmah (2019) claimed in his study, " A descriptive study of classroom interactions in the English teaching-learning process of the eight grand poles in MTS Negeri 8 Muaro Jambi," the findings reveal that the dominating teacher interaction occurs during an interaction. Questions are the most popular category, and English is often spoken.

According to the outcomes of the preceding discussion, the categories of teacher talks that occur in classroom interactions are learning, with a total of 36 utterances, and the types of learner's speech that occur in classroom interactions are initiations of pupils learning with a total of 20 utterances. The interaction between the teacher and the students backs up what Hanum (2009) revealed in his research: the interaction between the teacher and the students was engaging. The relationship between instructor and students supported what Pratama (2015) in his research found, the interaction between instructor and learner is interactive. They used the aspects of interaction in the classroom: teacher talk and learner talk. Meanwhile, the finding related to classroom interaction patterns was teacher-learner interaction, learner interaction, and teacher-whole class interaction. They employ teacher talks and student learning as parts of classroom interaction, while outcomes are connected to patterns of classroom interaction such as teacher-student contact and teacher-teacher interaction.

## 4. Conclusion

According to the findings and discussions of the study, it can be stated that classroom interactions that occur during the process of teaching and learning are typically well-run. The teacher used a variety of communication methods. The instructor also used teacher talk like lecturing, providing directions, and criticizing. The student used learner talk like learner talk response, learner talk response, learner initiate response, and occasionally quiet. The interaction between teachers and students typically went well, implying that both the instructor and the students collaborated to create an engaging environment in the classroom. The study also discovered certain findings that pertain to (1) the forms of teacher speak that occur in classroom interactions (2) the types of learners.

Teachers talk occurs in the classroom in giving special lectures. Factor opinions about content procedures add to give their explanations. Learners' talk that occurs in class is the initiation of special student lectures expressing their own ideas in-class contact between teacher and students.

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