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SUPPORTIVE TEACHER TALK FEATURES TO PROMOTE STUDENTS' RESPONSES IN EFL CLASSROOM

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Abstract

Teacher talk is as important in teaching English as a foreign language as it is in any other subject. Teacher talk is supposed to be the maximum exposure of target language in the classroom setting as a main pedagogic function employed as a medium of imparting metalanguage (Ellis, 2008). Through

classroom observation with 12 students, this research investigates supportive teacher talk elements that inspire students to be responsive. They are 1) what kind of supportive teacher talk features to promote students' responses in EFL Classroom; 2) what is the dominant type of supportive teacher talk features that promote students' responses in EFL Classroom; and 3) how the students' responses towards the supportive teacher talk features in EFL Classroom. The subject of the study was an exemplary teacher teaching English in different materials in a second-year class at a state senior high school. Field notes and transcripts from the audio-visual tapes from classroom observation were analyzed. Findings revealed that in terms of classroom organization, the supportive teacher talk in EFL classrooms is in the form of the functions of classroom language, namely organization, interrogation, and interaction. The dominant form of supportive teacher talk that promotes students' responses in an EFL classroom is interrogation. While the way the students responded to their teacher's talk mostly occurred when the teacher asked them questions.

Keywords: teacher talk features, students' interaction, students' response

INTRODUCTION

A teacher takes on various important roles while teaching English as a foreign language. Students are expected to excel in open and lucrative skills in English, a foreign language that is required to be acquired in Indonesia starting in elementary school as a local language and as a subject in secondary schools. (Depdiknas, 2005). English teachers are exceedingly required to dedicate their endeavors in making students master the English. They are seen to be the fundamental model for students in the classroom as English is deficiently presented to understudies outside the classroom. Having the capacity to be a decent remote dialect demonstrate in the classroom, as Dunn & Griggs(1995) keeps up, is an unquestionable requirement for the English teachers in that they are the main ones the understudies can access in an outside dialect learning setting.

Additionally, teachers are key people that need to pass on information, coordinate the understudies' conduct and teach vocabulary of the classroom. In such manner, educators' teaching ability and substance authority are totally basic. To deliver the material, teachers utilized a particular talk which is commonly known as teacher talk (Sinclair and Brazil, 1982). The talk utilized by teachers in language classes is filled in as the wellspring of contribution of language learning and additionally used to teach

correspondence and compose classroom exercises. Because of the importance of getting to be foreign language contributions to the procedure of second language acquisition, Krashen (1982) states that taking in a moment dialect in the classroom setting intuitively could advance dialect improvement.

Being the single setting of foreign language discovering that students may have, English teachers must have the capacity to be a decent outside dialect demonstrate in the classroom (Dunn & Griggs, 1995) as the discussion created by the English teacher is an essential issue in the showing procedure as an intelligent gadget in the classroom. In English classrooms, educators' dialect is the question of the course, as well as the medium to accomplish instructing objective. Both the association of the classroom and the objective of educating is accomplished through educator talk. It is of urgent significance, for the association of the classroom as well as the procedures of securing. Extensive info is the quality and amount of introduction to the objective dialect contribution for second dialect obtaining, any diminishment of target dialect would then be viewed as a squandered open door for important information (Nunan: 1991).

Keeping in mind the end goal to give profitable info, a teacher gives students chances to speak with the objective dialect in significant, intentional exercises that fortify genuine circumstances. The way teacher talk not just decides how well they make their addresses, additionally ensures how well students will learn. Such suitable teacher talk can make congruous environment and in the meantime advances an all the more benevolent connection amongst teachers and students, and therefore makes more open doors for collaborations amongst teachers and students.

Teacher talk is an exceptional open movement gone for speaking with students and building up students' foreign language mastery. In this regard, Cullen (1998) additionally distinguishes there are a few qualities of educator talk that are open and non-informative. Teachers lead directions, develop their scholarly capacity and oversee classroom exercises. The language the teachers use in the classroom decides if a class will succeed or not. Researchers have discovered instructor converse with rule around 70% of classroom dialect (Chaudron, 1988; Cook, 2000). Subsequently, the over the top teacher talk in English classrooms may decrease understudies' chance to rehearse correspondence (Harmer: 2007, Xie: 2010). In this way, teachers must know about their discussion to be helpful and suitable to connect with students' association which may lead them to a superior comprehension and dialect obtaining.

In the light of past examinations (Mulyadi: 2011, Lasantu: 2012) it is trusted that the components of teacher talk have been inspected from numerous viewpoints and strategies. Be that as it may, the elements that see the formal and useful components teacher talk have been less dismissed and less examined especially in English classrooms in senior secondary schools. In addition, the teachers taken as a specimen of the past research were not picked purposively to achieve some spoke to information onto teacher talk that happen to English classrooms. Since the teachers with such criteria may use many elements of teacher talk, thusly, it is important to look further into how supportive teacher talk utilized as a part of English classrooms.

The present study is not the same as the past investigations in three principle focuses. Initially, the investigation led by Mulyadi (2011) just observes the teacher talk by utilizing Self-Assessment agenda. Lasantu (2012) sees the sorts of teacher talk in English as a particular reason at the college level. In this sense, these investigations only talked about various perspectives on the elements of each approach the examinations use for investigating the formal and practical elements and the viewpoints have a place with both classes. The analyst accept that investigating more for teacher talk components of two major gatherings, i.e. the formal and utilitarian elements of teacher talk may draw teacher talk qualities and shortcomings in English classrooms so as to improve an altered contributions of English classrooms later on.

This aims posed in the study were formulated as follows:

1. What are the supportive teacher talk features to promote students' responses in EFL Classroom?
2. What is the dominant type of supportive teacher talk feature that promote students' responses in EFL Classroom?
3. How are students' responses towards the supportive teacher talk features in EFL Classroom?

Review of Literature Studies

Classroom Language

Teaching English through English requests English teachers to manage classroom talk well to perform both as media of communication and teaching tool. To give helpful words and expressions that is regularly utilized amid an English lesson is one of the approaches to keep students up with target language acquisition. The utilization of classroom talk is more often than not toward the start or closure of a reading material to give understudies a few expressions that might be utilized by English teachers. The utilization of it is a decent starting strides for urging students to feel great with a remote dialect and for them to start to "think" in that dialect.

Hughes (1990:2) offers a few groupings of instructor talk as classroom talk to be specific:

1. Organization

The organization is the way a teacher gives instructions which covers command and suggestion, giving sequence and supervision. The teacher may control student conduct, adjust the format of the education, and offer the students some alternatives while imparting the knowledge. The instructor may also provide the students with suitable directions connected to ongoing classroom activities. The teacher uses a succession of sentences to get the pupils ready for the next part of the lesson or to introduce them to some elements of it. The sequence has several purposes, including getting students ready, determining what level they are at, facilitating student turns, introducing a new activity to the class, and establishing time limitations for various tasks. With the aid of warnings and threats, the instructor can use monitoring to focus students' attention on the lesson's material.

The manner a teacher offers instructions is called organization, and it includes command and suggestion, as well as sequencing and oversight. The teacher may deliver relevant instructions linked to current classroom activities, control the behavior of the students, vary the format of the instructions, and provide the students with some options when giving the lesson. To prepare students or to assign certain phases to students

2. Interrogation

A teacher must raise some questions to stimulate students' interaction. In the present category, interrogation may happen in order to ask for students' opinion and to reply students' question. The teacher can ask questions fluently and flexibly using the various forms available in the foreign language.

To encourage students to interact, a teacher must ask some questions. Interrogation may occur in 5's category to obtain students' opinions and to respond to their questions. Using the many forms accessible in the foreign language, the teacher can pose questions fluently and flexibly. Questions about specific communicative duties, such as giving descriptions, might also be asked by the teacher.

In addition, the teacher can ask questions about particular communicative tasks, such as providing a description, an opinion, a justification, or starting a dialogue. The language used to question students in the classroom is primarily intended to extract facts, thoughts, opinions, and justifications from them. Additionally, it becomes crucial as a catalyst for teachers and students to engage in ongoing, active interactions. It can involve posing questions and answering them. In replying questions about students,

5 the teacher can give verbal confirmation or pupils' replies and/or guide them to the correct reply. In relation to guiding the pupils to the correct answer, the teacher can give encouraging feedback on the controlled or free conversation.

3. Explanation

An explanation that includes the topic, The teacher can then have the students translate, paraphrase, summarize, define, or correct the material. To make the discussion more engaging and simple to follow, the teacher may also offer simple rhetorical tactics. This category also includes speech captions for videos, slideshows, and other visual media that provide commentary on people, places, and events. The explanation language is further divided into the following subcategories: a) meta-language and b) reference.

Explanation; including the subject matter. In this case, the teacher can produce and get the pupils translate, paraphrase, summarize, define, or make the correction. The teacher may also provide basic rhetorical devices to make the commentary more interesting and more easily followed. This category is also a kind of language to give information related to people, place, and events, or a verbal comment

4. Interaction

Interaction; including teacher's expression of feeling such as anger, interest, surprise, sympathy and also for social ritual such as greetings, thanking, leaving, etc. To express the feeling, the teacher uses some functional expressions to reveal his or her affective attitudes as needed in the classroom situation. To improve the naturalness of the conversation, the teacher can use everyday phrases related to particular circumstances. Particularly for interaction, some modifications may be provided by the English teacher as shown in the following part. Two sub-functions from it include a) affective attitude and b) social ritual.

Interaction, which includes the teacher's expressions of emotion such as anger, interest, surprise, sympathy, and social rituals such as welcomes, thanking, and departing, among others. The teacher uses functional terms to reflect his or her emotional attitudes as needed in the classroom context to express the sensation. The teacher can use everyday terms relevant to specific situations to improve the naturalness of the dialogue. Some modifications, particularly for interaction, may be made by the English teacher, as described in the following section. Affective attitude and social ritual are two of its sub-functions.

Teacher talks Across Different Classroom Setting

Many studies were conducted regarding teacher talks in different levels of education in Indonesian contexts starting from primary schools, junior high schools, senior high schools, vocational high schools, students with visual

impairment and at higher education levels. The results of the studies are various and unique. Those studies were conducted using different types of classroom discourse theories. Teacher and students' talk in speaking classroom interaction using FIAC (Flanders Interaction Analysis Categories) studies have been established (Pujiastuti(2013);Guzman.et.al.(2014);Putri,2015;Rahayu & Syahrizal(2020); Khusnaini(2019);Ambarwati (2019);Indriani & Trioktawiani(2019); Mellany *et al.* (2021); Martina *et al.* (2021);Wahyuni,et.at.(2022);Selamat & Melji(2022) covering from elementary up to higher education context.

FLINT (Foreign Language Interaction Analysis), which covers the feeling, praising, and encouraging categories, using student ideas, repeating students verbatim, asking questions, providing information, correcting without rejection, giving rejections, criticizing student behavior, and student response, was also carried out in an Indonesian context. Arrumaisa *et al.* (2019); Nuraeni & Wahab(2020);Aulia & Kuzairi(2020); Astutie(2020). All teachers' talk categories were exist in Arrumaisa's et al and Astutie(2020) study, except for students' response (2019). While, This is inline with study conducted by Nuraeni & Wahab(2020). However not all FLINT's categories occurred in the classroom interaction, as reflected on Aulia & Kuzairi(2020) which show dealing with feelings, asking questions, giving information, and giving directions only.

RESEARCH METHOD

This study explores the supportive teacher talk to promote the students's responses in senior secondary school in Lamongan East Java Indonesia. The study focused on two excellent English teachers from a public senior high school with a combined teaching experience of more than ten years. Information prepared by various media recordings was gathered through classroom perceptions. The author employed tabulation to classify the data and compute the data to get the answers to the study's research questions.

The study's subjects were two excellent English instructors from late senior high school with over ten years of experience in the classroom. The author employed tabulation to classify the data and descriptive statistics to compute the data in order to obtain answers to the study's research questions. The information were gathered by two rounds of classroom observations which were followed by audio-visual recordings, which were then transcribed.

Accordingly, the data were gained from two classroom observations which then the audio-visual recordings, which then the recordings were transcribed. Having analyzed the transcripts by identifying all the teacher talk classroom language and classifying these using the functions of classroom language posed by Hughes (1990), the author then counted the amount of teachers' classroom language category and identifying which category that encouraged students' responses. The frequency classroom language of teacher talk was calculated to draw the result of examination.

The data analysis provided the answers of the purposes of the study. The data analysis was done by collecting the data which were taken through recordings, classroom observations, and taking field notes. They were used to support and clarify the descriptive data. The data analysis used the model of Spradley (1980) beginning the review of the data obtained from the observations in the forms of field notes, recordings and documentations.

The audio recordings of teacher talk were analyzed in the unit of utterances without separating the students' talk. Each lesson was transcribed as a single unit and labeled by #(teacher's initial)(number), e.g. #H1 refers to transcript of teacher H from 1st classroom observation. The steps of data analysis were as follow:

1. All teachers' set of utterances was labeled by number (T1, T2, T3, etc.). The code was repeated the same for each transcript in order not to create too many numbers.
2. An utterance was identified by the unit of talk where preceded and followed by silence.
3. All utterances were identified based on the category of classroom language.
4. Having identified the teacher talk onto some categories, the following action was to classify every similar category of classroom language and identified which category that brings to students' responses.
5. The last activity was to calculate and arrange graph to provide a clear capture of the investigation result.

Those sequences were done and recorded to be further analyzed.

RESULTS & DISCUSSION

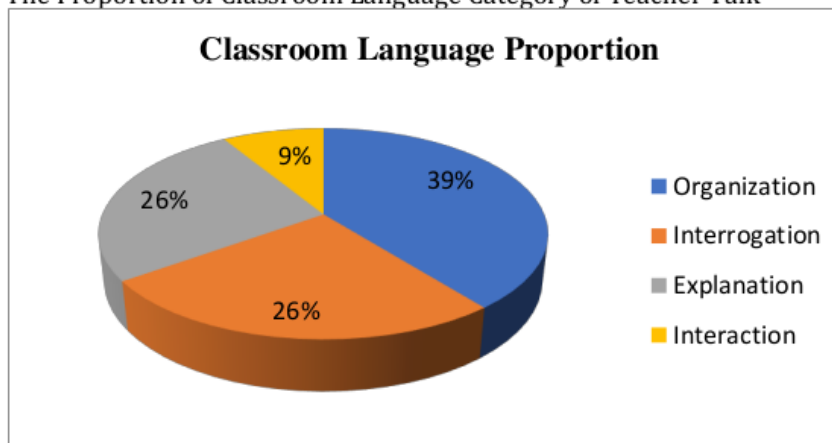
Teaching English in English requires English teachers to have a good mastery of classroom language. To provide useful words and phrases that are often used during an English lesson is one of ways to keep students with target language exposure. Classroom language is usually used at the beginning or at the end of a textbook in order to provide students with some

phrases that may be used by English teachers. The use of classroom language is good at the beginning step to encourage students to feel comfortable in a foreign language and to have them begin to “think” in the language (Mohanna *et al.*, 2016).

Depart from the theory of classroom language presented earlier, there are four functions of teacher talk pertained in learning instructions (Hughes:1991). The writers made such classifications of teachers talk in organization, interrogation, explanation and interaction. The writer attended classroom observations and found the way of the two English teacher were different from one another. Teacher S taught by using media and Teacher N taught speaking material which insisted students to prepare and perform their job. Teacher S rarely explained of the core material while Teacher N was the other way around.

The study's findings, however, came from classroom observations that included audio recordings. Following transcription, the recordings were categorized based on earlier categories. Only teacher talk that was followed by students' responses was analyzed and presented in the present section in order to determine the encouraging teacher speak. The teachers' conversations were recorded and categorized during the classroom observations. Observing the transcripts, it was found the result as seen in Figure 1.

Figure 1
The Proportion of Classroom Language Category of Teacher Talk



The organization was identified when the teacher arrange classroom activities which covers command and suggestion, giving sequence and supervision. The organization was distinguished when the teacher mastermind classroom exercises which covers summon and recommendation, giving arrangement and supervision. In giving the guideline, the teacher may give suitable directions identified with current classroom exercises, control the students' practices, fluctuate the type of directions and offer the students a few options.

In addition, to set up the students or give a few stages to the students to the following phase of the lesson, the teacher gives some succession of expressions in arrangement handle. The elements of the succession are to set up the students' condition, to check what organize the students have come to, to encourage understudies' turn, to acquaint the class with the new action, and to set as far as possible to different exercises. The capacity of supervision is that the teacher can guide students' consideration regarding the lesson substance and give notices and dangers.

As seen in Figure 1, there were 59 utterances (39%) occurred as organization category made by Teacher N and there were 22 utterances created by Teacher S. Therefore, the total utterances that belong to organization category was 81 utterances. The data of utterances were taken from two-time classroom observations which equals 2 x 90 minutes.

The second category that the writer identified base on the classroom language was interrogation. It involved any questions uttered by the teachers either it was in the middle of explanation or in the middle of arranging the classroom. As displayed in the Figure 1 that the interrogation occupied 26%. It was derived from 53 occurrences which 23 was gained from Teacher N and another 30 was from Teacher S. A teacher must bring up a few issues to fortify students' association. In the present class, cross examination may occur to request students' sentiment and to answer students' inquiry (Cotton, 1988).

The teacher can make inquiries easily and adaptably utilizing the different structures accessible in the outside dialect. The teacher can likewise make inquiries identified with particular open errands, for example, giving depiction, sentiment, reason, or animating discussion. The dialect of grilling in the classroom generally goes for inspiring data, thoughts, sentiment, and explanations behind the students. It likewise winds up plainly vital as a trigger to invigorate dynamic proceeding with discussions between the teacher and his/her students. It can incorporate making inquiries and answering to questions. Good questioning is both a methodology and an art, it necessitates teachers to know what and to whom they teach well.

The next category is explanation; including the topic. For this situation, the teacher can deliver and get the students decipher, reword, outline,

characterize, or make the revision. The teacher may likewise give essential expository gadgets to make the discourse all the more intriguing and all the more effortlessly took after. This class is additionally a sort of talk to give data identified with individuals, place, and occasions, or a verbal editorial going with pictures, slides and movies (Çakmak *et al.*, 2009). The talk of clarifying here is at that point sub-ordered into: a) meta-language and b) reference. From the classroom observations, it was found that there were 54 occurrences (26%) of explanation which were made by the two teachers.

The last category is interaction. In teaching and learning process, the interactions between teacher and students expectedly occur to engage positive atmosphere. What teacher interact; including teacher's appearance of feeling, for example, outrage, intrigue, shock, sensitivity and furthermore for social custom, for example, welcome, expressing gratitude toward, leaving, and so forth. To express the believing, the teacher utilizes some useful expressions to uncover his or her full of feeling mentalities as required in the classroom circumstance. To enhance the instinctive nature of the discussion, the teacher can utilize ordinary expressions identified with specific conditions. Especially for collaboration, a few adjustments might be given by the English teacher as appeared in the accompanying part. Two sub-capacities from it incorporate a) full of feeling state of mind and b) social custom (Edwards & Bowman:1996). As seen in figure 1, it was found that there were a little number of the present category, i.e. only 18 occurrences (9%) created by two teachers.

Additionally, Harton *et al.* (2021) found eleven features on teacher talks, namely, scaffolding, extended teacher-turn, turn completion, display question, form focused feedback, confirmation check, teacher ec, form feedback and teacher interruption. Solita *et al.* (2021) assert the high frequency of teacher talk categories was asking questions around 55,6 %, while the least of teacher talk categories were correcting without rejection and criticizes student behavior. This means that the teachers tended to use indirect influence rather than direct influence.

Related to the second purpose of the present study, the upcoming figure is presented to perform the result.

Figure 2. The Dominant Supportive Teacher Talk That Promote Students' Responses

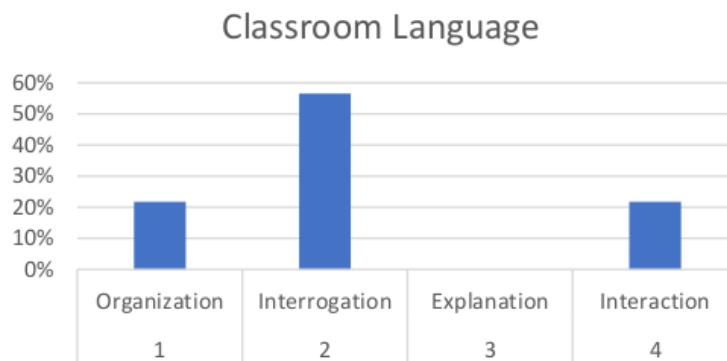


Figure 2 is an inseparable part of Figure 1 which displays the finding result of classroom language categories the writer found in the present study. The supportive teacher talk was taken from the utilization of classroom language which acquired the students' responses. From four categories as displayed, the most supportive teacher talk feature that had students' responses occurred in interrogation. It comes naturally and intuitively to ask questions. From the beginning of the lesson to the end, teachers quiz their students. Every class includes questions because they encourage students to think. Even in lectures, rhetorical questions are used to elicit nods of agreement or to start organizing thoughts into responses.

In order to keep the learning "dynamic," teachers use questions to keep the pupils interested. In order to decide how to structure, organize, and present new information in the most effective way, the teacher often employs questions as a part of the assessment of learning. However, studies have shown that many instructors wait just 0.9 seconds before asking for clarification.

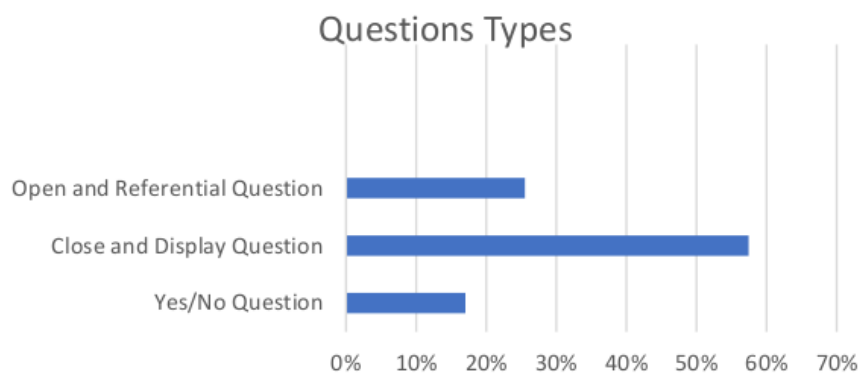
Asking questions is normal and evident. Teachers elicit information from students by asking questions during the entire lesson. Any class should include questions since doing so inspires pupils to think. Rhetorical questions are employed even in lecture-style sessions to elicit nods of agreement or to start gathering thoughts for a response.

Meanwhile, teachers utilize questions to engage pupils and keep the learning process dynamic. In order to decide how they effectively arrange, organize, and deliver new material, the teacher often employs questions as part of the assessment of learning. According to studies, many teachers barely wait 0.9 seconds before seeking an answer.

Creating questioning strategies entails placing a lot more emphasis on the time given for students to think independently, with others, and profoundly in order to enable them to generate and share better answers. Their thinking and involvement will improve as a result. However, the majority of the questions raised during the classroom observations focused on the explanation of vocabulary acquisition, reaching 57%.

Related to the third purpose of the study, the Figure 3 is presented to reveal what kind of question that promotes students' responses.

Figure 3



Three different types of questions are used in teacher presentations, as shown in Figure 3. Open and referential questions made up the first category. From the overall number of questions, the display questions made up 33% and the referential questions 78%. The inclusion of the question "Where did the story happen?" appeared six times in the display questions that made up 15% of the total. The questions indicated that the teacher wanted to assess each student's understanding of the literature under discussion. The question was appropriate for a display question because the teachers already knew the solution.

Therefore, the teachers asked the similar questions for several times and aimed to different students. The display question in the form of yes/no questions were found in such question of 'Is it happy ending or sadness ending?' for more than three times. It seemed the teacher liked to repeat the same question continually to elicit the students' responses. Meanwhile, the

1 last form of display question was in statement question. Those questions were like *'The ending is sadness or happiness?'*, *'In the picture, Mr...?'*. Those questions revealed that the teacher kept asking the students to check their comprehension on the reading text. The teacher himself already knew the answers, yet he had to questioned the students to make them comprehend and aware 17 the material in the text.

The teacher does not know the answers to the display questions because they are referential. 78% of the total questions were answered by the referential question. It demonstrated how the instructor encouraged the students' cognitive processes by posing numerous referential questions. Referential queries in the Wh-question format included inquiries like "Who presented yesterday?" "Where is your friend?" "What is your full name?" etc. Given that the questions did not pertain to the lesson's content, it was clear that the teacher did not know the solution. One strategy the teacher used to foster connection and conversation with the pupils was the current style of question.

It was also made known through open-ended questions based on the potential responses provided by the students. The students' responses to the current question kinds, which were slightly different from the previous two, were evaluated. A limited number of answers were necessary for a closed-ended inquiry. One of the options listed in the question may be a yes-or-no question. Out of all the question types the teacher asked, this one appeared 28% of the time. It was discovered that 45% of the open-ended questions and 1 closed-ended questions took the form of a WH-question. 11 instances of questions like "What is the title?" were discovered. It happened since during the classroom instructions, there were groups of students' performances with different theme or topic or title of the presentation. Therefore, the teacher asked such question for more than 5 times.

Yes-or-no questions are the final type of question. In the current kind specifically, it was determined to be 21% across all forms. It was common to hear inquiries like "Ni'mah, do you carry the ECC book?" Since the teacher only asked a closed-ended question, no lengthy or serious responses were required. The final type of inquiry was an open-ended statement question. The question "Alone or in a pair?" was organized as a closed-ended statement. The teacher anticipated that the students would only be able to respond briefly, either "alone" or "in pairs." Because the intended response was so limited 1 it was directed towards the aforementioned kind of query. Meanwhile the open-ended question was found totally 72% in all forms. In Wh-question form was 11%, and in statement question was only 3%. The sample of open-ended question in the form of WH-question was revealed in such question *'How to deliver the speech?'*. The teacher wanted to

know if the pupils knew how to deliver a speech, so she asked them. As long as it complied with the requirements of the work given by the teacher, the answers provided by the pupils could be complementary to one another.

The finding supports the conclusion made by Long and Sato (1983: 217), Pica and Long (1996) and Zhao (1998), but is quite different from that made by Zhou & Zhou (2002). In Long and Sato's, Pica and Long's and Zhao' study, they found teachers use more display than referential questions in the classroom. Therefore, Long and Sato (1983) drew a conclusion that the second language classroom offered very few opportunities for the learner to practice genuine communicative uses of the target language. Pica and Long (1996) drew a similar conclusion that there was less negotiation of meaning in classroom settings and suggested that, as a result, there was less target language output.

Meanwhile, in the Indonesian context, some similar studies were also conducted in the context of senior high school settings. They applied some analysis categories, such as FIAC (Flanders Interaction Analysis Categories), as conducted by Mellany *et al.* (2021), who established the teacher's support students to actively speak when learning the classroom process and various frameworks in analyzing classroom interaction discourse, which covers different abilities. Meanwhile, Rahayu & Syahrizal(2020) used Flanders Interaction Analysis (FIA), which recommended variety and meaningful activities during teacher talk activities in the classroom instruction. The Self-Evaluation of Teacher Talk (SETT) analysis was implemented by Eisenring & Margana (2018) and found that the English teachers implemented all of the fourteen interactional strategies of SETT. A similar study was also conducted using the SETT framework, Murekson (2017), showing some constructive interactional features emerged. However, there were still some rooms for improvement and the classroom modes of learning in order of generating the most were skills and system mode, managerial mode, material mode, and classroom context mode.

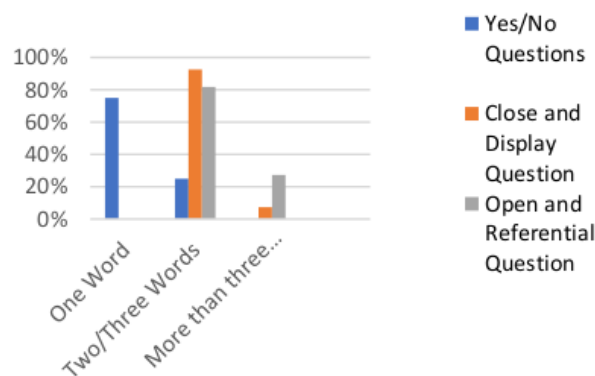
Additional programs at upper high schools were also introduced in a foreign setting. According to a study conducted in a science classroom environment by Hanrahan (2006), adopting hybrid discourse that can advance emancipatory goals is a new strategy to move towards middle school and secondary science curricula that are more socially just. Raja & Selvi (2011) state that the environment was the primary contributor to the difficulties in learning ESL in Tirunelveli. Boys also perceived more problems than girls did. Additionally, rural pupils reported greater issues than urban pupils. Roslina(2021) shows interesting findings that teachers prefer to use the

15

native language than the target language in either management talk term or instructional talk term. This is also in line with Gharbavi & Iravani (2014) finding indicated that the teacher was not successful to create genuine or authentic communication in target language. Further, they assert the talk was hurtful and stressful and it could block the learning opportunities.

To figure out how responses that the students replied, the finding presented in Figure 3 may provide a brief capture.

Figure 4 The Students' Responses towards Supportive Teacher Talk
Students' Responses



Based on the Figure 3, that the most dominant teacher talk feature that gained students' responses, is interrogation. The writers classified the responses based the number of words of students' responses and on what kind of interrogation that the students responded. Derived from Yes/No Question, the students responded mostly in the form of one word and two or three words. It was due to that the Yes/No question did not require longer response to answer. Regrettably that the way the students responded in yes/no question did not use the complete form. Therefore most of the students said only 'yes' or 'no'. it can be verified by the number of responses toward the questions posed by the teacher that there was 75% students responded only in one word and another 25% in two or three words.

In response with closed and display questions, the students responses were mostly obtained in the form of two/three words which was 93%, while it was only 7% who responded it in more than three words. Meanwhile in the form of open and referential questions, it was found that there was 82% of the students' responses in the form of two or three words and it was 27% of their responses was in the form of three words or more. In conclusion, most

of students' responses were so minimalist regardless what kind of questions the teacher posed to them.

Chaudron (1988) also describes The article stresses the value of teachers' asking questions to engage students, improve their vocal responses, and gauge their progress, but cautions that questions by themselves might not always lead to a lot of interaction. He discusses a variety of features of teacher inquiries. For instance, he contends that teachers ask proportionately more showcase questions than referential ones. Additionally, he claims that EFL teachers repeat or restate questions more frequently than professors of classes with native speakers. Additionally, he notes that in EFL classes, clarification queries, confirmation checks, and comprehension question checks are more common. The alterations in the teacher's speech to non-native speakers, he says, "serve the transitory aim of preserving communication-clarifying in formation and evoking learners' replies."(p. 55).

CONCLUSION

Supportive teacher talk is a kind of talk utilized by teacher in classroom instructions. Sometimes a teacher conveys some unnecessary things in the classroom. Although it is known that there is a silence phase in learning activity, moreover when a teacher executes an explanation, students' responses are significant value to gauge the quality of teacher talk. Deriving from the functions of classroom language, it was found that the supportive teacher talk occurred in forms of organization, interrogation and interaction.

The method professors engage with pupils during class instruction is through interrogation. It include putting forward discussion-starting questions, soliciting student opinions, and answering inquiries from students. Using the many forms that are offered in the foreign language, the instructor is able to pose questions with ease and flexibility. In addition, the teacher can ask questions on particular communicative tasks, such as providing a description, an opinion, a justification, or starting a dialogue. The language used to question students in the classroom is primarily intended to extract facts, thoughts, opinions, and justifications from them. It also acts as a catalyst for teachers and students to engage in continuing, active interactions. It can involve both posing and answering inquiries.

Regarding its purposes, there are a number of specific reasons why questions predominate in the current study, including: 1) to stimulate and maintain students' interest; 2) to encourage students to reflect and focus on the content of the lesson; 3) to clarify what a student has said; 4) to elicit a specific

7
structure or vocabulary item; 5) to check students' understanding; 6) to encourage student participation in a lesson; and 6) to monitor students' activity progress.

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