Lecturer Talks: Classroom Interaction's Identifying

Yunda Lestari
yunda_lestari@fkip.unbara.ac.id
Baturaja University

ABSTRACT
This study aimed to find out what category of lecturer talks applied by lecturers in classroom interaction. This study was a descriptive survey. The participants were chosen by using purposive sampling technique where there were four English lecturers who taught at Second Semester Class of English Department of Baturaja University in the academic year of 2016/2017. The data were taken through observation, questionnaire and interview. Camera recorder and checklist were the instruments used in this study. The data were identified by using FLINT (Foreign Language Interaction) system as developed by Moskowitz (1971). The result of the study showed that the total of frequencies the deals with feeling were 9 or 1.6%, praises or encourages were 57 or 9.9%, uses ideas of students were 42 or 7.3%, asks questions were 199 or 34.6%, gives information were 92 or 16%, gives directions were 151 or 26.3% and criticizes student behavior were 25 or 4.3%. In conclusion, the category of lecturer applied by lecturers was asks questions in classroom interaction that the best ways to develop their role as an initiator and strategies that promote interaction in classroom activity.

Key words: Classroom Interaction, Lecturer Talks, FLINT

INTRODUCTION

Classroom interaction is about the interaction in the classroom, it is not far from the activities among the lecturer and students. In classroom interaction,. lecturer should create communication with their students either in oral or written forms. Communication in the classroom can be built through interaction. To have reciprocal interaction done, there should be an effective interaction between lecturer and students, and among students in improving their knowledge and skills of the target language. In the classroom interaction, the lecturer is key one who will create the interactive classroom. Incidentally, classroom interaction that was intended in this research was how the lecturer and students participate to talk during teaching and learning process. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. Therefore, the researcher would like to identify the type of lecturer talks in the classroom interaction that stimulated the student to participate at the classroom interaction actively and purposefully. Based on the researcher's pre-observation at second semester of English Department of Baturaja University in the academic year of 2016/2017, the researcher found that the lecturers did the interaction during teaching and learning process in the classroom. The lecturer interaction such as: praises, asked question, gave information, gave directions, criticized, etc. These interactions were to stimulate the interaction in the

classroom. That was the basic reason why the researcher wanted to know the category of lecturer talks in the classroom interaction.

Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Brown (2007) defines as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction simply means communication. This includes talking and listening, head nods, gestures, glances, paths on the backs, frowns, and many others behaviors to which people assign meaning (Tubbs & Sylvia, 2001). In addition, Brown (2007) describes the term of interaction "as the heart communication; it is what communication is all about." Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

Classroom interaction happens among lecturer and students. It is supported by Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. Wanphet (2006) who states that a classroom interaction is the activity by teacher questions and students responses. The lecturer is the key one who will make the students participate at the classroom interaction actively and purposefully. Creemers and Kyriakides (2006) mention that classroom interaction is really related to the teacher's style. The correlation appears at the more the lecturer use different teaching style, the more the lecturer knows how to make the students involve in the classroom interaction. A good classroom interaction depends on how the lecturer gives chance to the students to talk at each other. Khan (2009) claims that classroom interaction contributes the students being active in the learning process.

According to Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2007) interaction are divided into two components; teacher talk and student talk. First, teacher talk is any words or sentences said by the teacher during the interaction in teaching-learning process. Those are when the teacher gives explanation, asks questions, give feedback, etc. Lecturer talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated (Richards, 2002). Second, Students talk is the students words use to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity.

LITERATURE REVIEW
Classroom Interaction
Lecturer Talk Categories

Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2007, p.170) lecturer (teacher) talk has seven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk divided into two kinds of influences; indirect and direct influence. The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction.

Categories of lecturer (teacher) talk which are included in this indirect influence are mentioned and described below. (Brown, 2007)
1. Deals with feelings

The understanding from lecturer and the right way of handling with students feeling will comfort the lecturer-students interaction in the classroom. Such as:
a. In a non-threatening way.
b. Accepting: "You can ask to me if you still confused".
c. Discussing.

2. Praises or encourages
Lecturer activities are also motivate students to raise their motivation in doing their daily activities in the classroomso they can find and develop their language skill. Such as:
a. Praising: "You are diligent student".
b. Complementing: "Thank you for you opinion".
c. Telling students what they have said or done is valued.

3. Uses ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. Such as:
   a. Clarifying the ideas of students.
   b. Using the ideas of students.
   c. Interpreting the ideas of students.
   d. Summarizing the ideas of students.

4. Asks questions: Asking questions to which the answer is anticipated (rhetorical questions are not included in this category).
   From the whole classroom meeting, asking question took the most frequent utterance that the lecturer said. Wheter it was to stimulate the students to talk, to get students opinion or eventhough to get information from the students.
   Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows:

5. Gives information: lecturing or asking rhetorical questions. Such as:
   a. Giving information
   b. Facts
   c. Own opinion
   d. Ideas

6. Gives directions: directing various drills; facilitating whole class and small-group activity.
   Students need some direction and facilitation of information on how they should demonstrate the whole ideas they own sistematically. Such as:
   a. Giving directions that students are expected to follow.
   b. Requests that students are expected to follow.
   c. Commands that students are expected to follow.

7. Criticizes student behavior: rejecting the behavior of students, trying to change the non-acceptable behavior.
   In criticizing student behavior, most of the lecturers utterances are intend to manage the classroom, to keep the students paying attention and listening to the speaker at that time. Such as:
   a. Communicating anger with what students are doing.
   b. Displeasure with what students are doing.
   c. Annoyance with what students are doing.

    d. Dissatisfaction with what students are doing.

One of the best ways to develop teacher role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. In second language classrooms, where learners often do not have a great number of tools for initiating and maintaining language, teacher questions provide necessary stepping stones to communication.

This study was focused on the categories of lecturer talk in classroom interaction during teaching and learning process. The data identified based on Foreign Language Interaction analysis (FLINT) category system.

Lectures' Role in the Classroom

Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction were determined by the lecturer's role that give chance the students to talk in the classroom. Equally important, the lecturer was the key one to create the classroom interaction.

The main lecturer's role in classroom interaction was to make the students participate in the classroom interaction actively. Brown (2007) states that some of teacher roles which more conducive to creating an interactive classroom are the teacher as controller, director, manager, facilitator, and resource. In addition, the lecturer's role was related to the important factors in classroom interaction. Preston (2010) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production, and feedback. In input, the students have to participate at learning process. The lecturer's role at this factor is the lecturer persuades the students to participate.

Moreover, the lecturers have to do some ways to make the students participate in the classroom interaction. Palmer (1998) mentions that there are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students' strength to teach the low achieving students; asking the students who are shy in the classroom to speak at the classroom; responding and giving attention to what the students talk since the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material; asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

CONCLUSION

In teaching and learning process in the classroom, the lecturers did many initiation of interaction. The objective of the initiation is to create the interactive classroom. It means that initiation of interaction by lecturer can stimulate the students to talk and participate in the classroom. From the research findings, it concluded that the categories of lecturer talks applied by lecturers were asking questions in the classroom interaction which is being the best ways to develop their role as an initiator and strategies to promote interaction in the classroom activity.

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