

## **Students' Responses Towards Teacher Talk**

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### **Abstrak**

Siswa Indonesia mempelajari Bahasa Inggris selama dua belas tahun. Tujuan dari pembelajaran Bahasa Inggris yaitu siswa mampu berkomunikasi menggunakan Bahasa Inggris. Tetapi, banyak siswa memiliki kemampuan rendah dalam berkomunikasi menggunakan Bahasa Inggris. Maka dari itu, hal ini perlu diperhatikan. Cara agar siswa bisa berkomunikasi yaitu dengan interaksi secara terus menerus di dalam kelas. Banyak guru berperan sebagai fasilitator dalam interaksi kelas dengan menggunakan bahasa guru agar siswa mampu berkomunikasi karena bahasa guru sebagai input. Tetapi, guru menggunakannya terlalu banyak tanpa memperhatikan bagaimana siswa meresponnya. Maka dari itu, penelitian ini dilaksanakan untuk meneliti bagaimana siswa merespon guru bahasa dalam hal memahami perasaan siswa, memuji siswa, menggunakan ide siswa, dan bertanya pada siswa. Penelitian ini merupakan penelitian kualitatif. Penelitian dilaksanakan di dalam kelas. Subjek dalam penelitian ini yaitu satu guru dan siswa kelas sepuluh di salah satu sekolah di kota kecil yaitu Lamongan. Data penelitian diperoleh dengan observasi dengan menggunakan rekaman dan catatan lapangan sebagai instrument. Data dianalisis menggunakan empat langkah yaitu menulis catatan dari hasil rekaman, mengkategorikan ucapan berdasarkan system FLINT, mendeskripsikan data, dan menyajikan data. Hasil penelitian ini menunjukkan bahwa siswa merespon bahasa guru dengan beberapa jenis respon. Pertama, siswa merespon guru dalam memahami perasaan siswa dengan specific and open-ended response. Kedua, siswa merespon pujian guru dengan open-ended response and non-verbal response (tersenyum). Ketiga, siswa merespon pertanyaan guru dengan specific response, open-ended response, dan diam. Tetapi, peneliti tidak menemukan respon siswa terhadap bahasa guru dalam menggunakan ide siswa karena guru tidak menggunakannya. Kesimpulannya yaitu bahasa guru yang dapat meningkatkan kemampuan komunikasi siswa menggunakan bahasa Inggris yaitu bahasa guru dalam memuji dan memberi pertanyaan siswa.

**Kata Kunci:** Interaksi Kelas, Bahasa Guru, Respon Siswa.

### **Abstract**

The goal of English language teaching is enable students to communicate using target language. The way to get students enable to communicate is by interaction regularly in classroom. Many teachers has played role as facilitator in classroom interaction by teacher talk to get students communicate since teacher talk played as input. However, the teacher uses teacher too much without paying attention how the students respond. Thus, this research was conducted to investigate how the students respond teacher's feeling acceptance, teacher's praising or encouraging, teacher's students' idea acceptance, and teacher's question. This research used qualitative design. This study was conducted in classroom. The subjects of this study were a teacher and tenth graders students of one senior high school in small city, Lamongan. The data were collected through observation by using recording and field note. The data were analyzed through four steps; transcribing, categorizing the data based on FLINT, describing the data, and presenting. The result of this study showed that the students respond teacher talk in some ways each teacher talk. First, the students responded teacher's accepting feeling by specific and open-ended response. Second, the students responded teacher's praising or encouraging by open-ended response and non-verbal response which is smile. Third, the students responded teacher's question by specific response, open-ended response, and silence. However, the researcher did not find students' response of students' idea acceptance by teacher since the teacher did not apply that category of teacher talk. It was concluded that teacher talk of praising or encouraging and asking question can increase students' communication skill.

**Keywords:** *Classroom Interaction, Teacher Talk, Students' response*

## **INTRODUCTION**

English is learned as foreign language in Indonesia which means the language is learned after first language. Berns (1990) defined foreign language learning as the

language that learned as additional language that is not for communication in daily. Oxford and Shearin (1994) also stated that foreign language is only learnt in formal education. However, the goal of English Language

Teaching in Indonesia is to enable students to communicate using target language. The problem is the students do not have good enough capability in using English to communicate even though they have learned it for twelve years since the learners of foreign language only have a few chances to use the language in communication. It causes the impossibility of using English in classroom all time since the learners have their own native language (Brown, 2001:180). Therefore, this issue needs a big concern in order to make students enable to communicate in English.

Teaching and learning process is important for communication process between teacher and students since the language is used for activity of giving and receiving information occurs in classroom. It deals with principle of language teaching supported by Bryne (1999). He stated that classroom is the convenient place for giving and accepting information, developing skills, and developing students' ability of communication purpose. Moreover, the main objective of learning language is the ability of using target language to communication. This objective can be achieved by practicing target language regularly. Brown, (2001:165) stated that students need to practice communication using target language regularly to be able to communication using target language.

Therefore, Interaction between students and teacher is fundamental to the learning process. Interaction occurs as long as people communicating each other with by receiving or giving action and reaction wherever and whenever, including in the classroom setting. According to Tsui (1995), a classroom is a place where various elements interact. Unfortunately, it is difficult to use target language to interact since the students have their own native language (Brown, 2001: 180). However, it can be reduced by impressing students the importance of the use of target language to communication which is needed to be practiced (Brown, 2001: 180).

According to Allwright (1984), the main fact of classroom pedagogy is interaction because everything happens in the classroom through a process of interaction between person to person. Since teacher has important role to encourage students to communicate, the classroom interaction between teacher and students need to be analyzed. According to Dagarin (2004:28), classroom interaction is a two-way process between the teacher with students or student with students in the learning process which having influences. There are two kinds of classroom interaction namely, non-verbal interaction and

verbal interaction. Non-verbal interaction is related to students' responses through behavior in class, such as a head nodding, rising hand, gestures, or eyes. Verbal interaction is in line with oral or written interaction (Robinson, 1994). Moreover, there are two patterns of classroom interaction, namely IRE (Initiation-Response-Evaluation) and IRF (Initiation-Response-Feedback). The first process of IRE is teacher possess a question to students. Then, the students will respond the teacher. After that, teacher will evaluate their response by saying good, excellent, etc. however, the process of IRF begins by teacher possess a question to students, the students will respond the teacher. After that, teacher will give feedback by giving another question or sentences to be responded by students in order to students talk more.

The analysis of classroom interaction between teacher and students can be analyzed by using FLINT (Foreign Language Interaction) system. This system was proposed by Moskowitz in 1971. According to Brown (2001: 168-169), there are several benefits of this analysis system. First, it helps the interactive language teaching development since it has taxonomy for observing teacher. Second, it has framework which is used to evaluate and improve teaching process. Third, it is used as a tool to set a learning climate for interactive teaching.

There are two aspects of classroom interaction, namely Teacher Talk and Student Talk. Teacher talk is the simple language that the teacher used in teaching language as EFL/L2 to achieve the goal. Krashen and Terrell (1983) stated in Iravani and Gharbavi (2014), they argued that teacher talk is important to provide students language acquisition. Nunan (1991) also stated that teacher talk is important to organize and manage the classroom since through the language teacher can measure his succeed of the teaching learning.

According to Moskowitz (1971) as cited in Brown, 2001: 170, teacher talk is divided into two types, namely indirect influence and direct influence. There are four categories of indirect influence, namely (1) deals with feelings, (2) praises or encourages, (3) uses ideas of students, and (4) asks question. Meanwhile, There are three categories of direct influence, namely (1) gives information and corrects without rejection, (2) gives direction, and (3) criticizes students' response and behavior.

Although teacher talk is important, teacher needs to concern the amount of her/his teacher talk to be able to give chance for the students by responding the teacher (Nunan, 1991 & Allwright, 1982). Thus, student talk is important to respond teacher talk to help them increase their language

learning to produce the language after getting input (Rivers, 1987:4-5). 170). Allwright (1982: 10) claimed that the teacher does not teach effectively if he works too much because a good language teacher is a teacher who gives opportunities for the students to work with language in the classroom. Student talk is the variety of way students share their idea, opinion or asking question of teacher talk within in classroom. Imbertson (2017) defined student talk as the variety of ways students or share ideas within a classroom. According to Moskowitz (1971) there are seven categories of students talk, namely (1) Student response specific, (2) Student response openk-ended or student-initiated, (3) Silence, (4) Confusion, (5) Laughter, (6) Uses the native Language, and (7) Nonverbal.

The importance of teacher talk and student talk in classroom interaction for teaching EFL has been done by many studies. Astuti (2013) found that teacher applied teacher talk by Flanders theory namely giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feeling in learning process. It is in line with Rohmah (2017), she found that teacher applied all types of teacher talk which produce almost all types of student talk in learning process. Moreover, Winarti (2017) revealed that teacher talk and student talk were used in the classroom. However, teacher talk was the most dominant. Trisnawati in 2014 also conducted a study which aims to find the type of teacher talk and aspect of teacher talk that the teacher use in teaching writing hortatory exposition text in eleventh graders in SMAN 1 Grati. This study also conducted to find the students' responses toward the teacher talk to write hortatory text. The results of the study show that teacher used direct and indirect teacher talk, but not all categories of them are used. Nisa (2014) also conducted a study to at analyzing the categories of teacher talk, student talk and classroom interaction types used during EFL speaking class. She found that both teacher and students applied all categories of talk as mentioned in FLINT system and classroom interaction types.

Many researchers found that teacher applied teacher talk in the classroom to promote student talk for students. However, the use of teacher talk too much can decrease students talk. The researcher expects that the result of this research will give present information about teacher talk that can improve student's English communication ability. Therefore, the aim of this study are: 1) To

investigate how the students respond teacher's feeling acceptance; 2) To investigate how the students respond teacher's praising or encouraging; 3) To investigate how the students respond teacher's students' idea acceptance; and 4) To investigate how the students respond teacher's question.

## METHODOLOGY

This study used qualitative approach to answer the research question of the study detailed. Qualitative research is research which focuses on interpretation of social phenomena in their natural setting (Denzin & Lincon, 1994). This research was conducted in classroom. It was in tenth grade class of one of senior high school in small city, Lamongan. This class consists of the teacher who applied teacher talk and the conductive students. There were thirteen male students and fifteen female students. The subjects of this study were all students of tenth graders of one of senior high school in small city, Lamongan. They were chosen as subject since they received teacher talk applied by the teacher. The researcher used all students in the classroom to know the phenomenon of responding teacher talk in classroom setting.

The data of this study were verbal data and non-verbal data. The verbal data of this study were teacher's utterances of teacher talk, namely Accept Feeling, Praises or Encourages, Accepts or uses ideas of pupils, and Ask question. The students' utterances of responding teacher talk were namely student response specific, student response open-ended, silence, confusion, laughter, and using native language was also as the main verbal data of this study. Moreover, the non-verbal data was students' gesture to respond teacher talk.

The data in this research were collected by observation. While conducted observation, the researcher made field note and recorded the learning process. In analyzing the data, the researcher employed FLINT (Foreign Language Interaction) analysis framework adopted from Moskowitz (1971) as cited in Brown, 2010: 170). Firstly, the data were taken by audio recording and field note. Then, audio recording was transcribed.

The second step was categorizing the data based on research question by employing FLINT system. Below is the categorizing of teacher and student talk.

Table 1. Categories of Teacher Talk by Moskowitz

Teacher Talk	Indirect Influence	<i>Deals with feelings: It deals with accepting, discussing, and communicating to understand the students'</i>
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		feeling in the past, present, or future in a non-threatening way.
		<i>Praises or encourages:</i> It deals with activity of teacher which are praising, complimenting, telling students' good statement, encouraging students to continue to talk, confirming students' correct answer, and giving them confidence.
		<i>Uses ideas of students:</i> It deals with teacher' activity of clarifying, using, interpreting, summarizing of students' idea of students' contribution, and repeating students' verbal responses.
		<i>Asks questions:</i> It deals with teacher questions delivered to students which trigger students to answer the question.
	<b>Direct Influence</b>	<i>Gives information:</i> It deals with teacher activity of giving information, facts, his opinion or ideas, lecturing, asking rhetorical question, correcting students' answer without rejecting the answer, and telling students' response mistake without criticism.
		<i>Gives directions:</i> It deals with teacher activity when giving direction, requesting, and commanding students to be followed by students, drill directly, and facilitate all the students in the classroom..
		<i>Criticizes student behavior:</i> It deals with

		teacher's criticizing of students' bad behavior such as trying to change students' non- acceptable behavior, communicating anger, displeasure, annoyance, and dissatisfaction of students' activity. It also deals with criticizing students' incorrect response.
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Table 2. Categories of Student Talk by Moskowitz

<b>Student Talk</b>	<i>Student response, specific:</i> the students respond the teacher specifically and with limitation such as previous practiced answers, reading aloud, dictation, and drills.
	<i>Student response, open-ended or student-initiated:</i> the students respond to the teacher with their own ideas, opinion, reaction, feelings, or giving possible answer with their own initiation.
	<i>Silence:</i> The interaction pauses because the students do not respond the teacher. Moreover, there is no verbal interaction between teacher and students or students and students.
	<i>Silence-AV:</i> silence in interaction because of the use of audiovisual equipment to communicate such as a tape recording, record player, or filmstrip projector.
	<i>Confusion, work-oriented:</i> The students participate more exciting so more than one students talk at same time. It also deals with students who concerned with the task on their hand. Therefore, the communication cannot be recorded.
	<i>Confusion, non-work-oriented:</i> The student has less participation, behave differently, and not concerned with the task on their hand. Therefore, the communication also cannot be recorded.
	<i>Laughter:</i> The students laughs and giggling of certain situation.
	<i>Uses the native Language:</i> the students uses native language to talk.
	<i>Nonverbal:</i> The students or teacher

	use gesture or facial expression to communicate without saying words. This category always followed by the other teacher talk or student talk.
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The third step was analyzing and describing the students' responses based on teacher talk applied by the teacher. Finally, the results of analysis were presented.

## RESULTS AND DISCUSSIONS

The main purpose of this research was to analyze the students' responses towards indirect teacher talk which are students' acceptance feeling, praising or encouraging, uses idea of students, and asking question. Based on the data analysis, there are some findings related to the students' response toward teacher talk that were applied by the teacher.

### Teaching Learning Process in English Foreign Language Classroom

The English class is conducted once a week for main English lesson which is on Tuesday. Teaching learning process runs for ninety minutes in a week. The students consist of thirteen male students and fifteen female students. The class is handled by female teacher who has taught ten years in that school.

There were some facilities in the classroom supported the learning process; such as white board, board marker and LCD. The classroom was conducive enough. The students paid attention to teacher and participate in learning process. However, they were crowded in some cases such as when teacher joked to them the teacher needed to get their attention again to back to the lesson.

First, teacher greeted students by saying *Assalamu'alaikum* and *Good morning* to begin the process of teaching and learning. All students responded her enthusiastically. Then, the teacher asked students feeling to get good atmosphere in teaching learning process. Dealing with teacher talk and students' responses, teacher asked questions mostly to trigger students to be active in communication using target language. Students did not respond it every time, in some cases they kept silent. To solve it, teacher repeated the questions in three to four times until the students understand the questions. Besides, the teacher translated it in Indonesia to make the students understand and answers the questions. However, not all students responded it using English since they have different level of language. In several times, the students responded by native language. To improve student's level English communication, the teacher applied teacher talk and did

repetition and praised their answers to get students' responses

### The students' responses toward teacher's acceptance feeling

Acceptance feeling category is accepting, discussing, referring to or communicating understanding of past, present or future students' feelings. Based on the transcription and the field notes taken in three times, the researcher found the teacher used this type. The students responded the teacher's utterances of asking their feeling. They answered teacher's question by specific response (1) and open-ended response (2).

#### (1) Extract 1

T : How are you today?

Ss : I am fine.

T : who is absent today?

Ss : Riska

T : Why is Riska?

Ss : sick

#### (2) Extract 2

T : good morning students

Ss : good morning

T : how are you today?

Ss : I'm fine. And you?

T : Alhamdulillah, I'm fine.

Today is?

Ss : Tuesday

The underline sentence is teachers' utterances asking students' feeling. The underline and bold sentences is students' responses. In extract 1 is specific response of the students to respond teacher's feeling acceptance. It is applied in first meeting of observation. This categorize of student talk is simple and limited. However, in second and third meeting of observation, the students responded teacher's acceptance feeling by open-ended response. This category means the students respond to the teacher with students' own ideas, opinions, reactions and feelings. It is showed in extract 2. Asking students' feeling is important for classroom interaction to make the students talk more to increase their English. This result is supported by previous studies by Nasir (2019) and Putri (2014) that students felt safe and comfortable in learning process. It also can encourage them to pay attention to teacher.



### The students' responses toward praising or encouraging

The second point of indirect influence of teacher talk is praising or encouraging. It deals with activity of teacher which are praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct. (Moskowitz, 1972). Based on the transcription and observation in three times, the teacher praised the students some times after the students answered her questions correctly. The students' responded the teacher's praising by verbal behavior and non-verbal behavior. Students responded verbally by specific response which are by continuing their answer of other questions simply. They also responded teacher's praising by open-ended response (3). Besides, the students responded non-verbally by smiling or silence (4).

#### (3) Extract 3

T : Meet verb one. Verb twonya?

Ss : *Met*

T : Yes, good

Ss : (talking about the answer)

#### (4) Extract 4

SD2 : (read the question)

*E wirda Mansur*

T : he.e good

SD2 : smile

The underline sentences are teacher's praising of the students. The sentences with underline and bold are students' responses. The teacher gave more praise or encourage to all students than personal. Extract 3 and 4 show that students responded teacher's praising by continuing previous questions simply. Students also responded teacher's praising of students' answer by initiate to find the other answer of questions. It shows in extract 5. The researcher also found that the teacher praised one of the students who answered question correctly. The student responded by non-verbal response. It showed by the students' gesture which is smiling to respond the teacher's praising.

Praising or encouraging students can encourage students to talk more because the good feedback of the teacher. Extract 3 and 4 show that students answered teacher's question confidently. Moreover, the students will happy of the teacher's praising that can make the students talk more in other case. The result of previous study by Nasir (2019) and Diaz-Duca (2014) supported

this research. They found that students will interest and motivated to be active in the classroom by praising or encouraging category.

### The students' responses toward teacher's question

Asking question category is asking a question about content or procedures; based on teacher idea, with the intent that the pupil will answer. Asking question category is the most used by the teacher. Teacher used display and referential questions. Students responded teacher by specific response (5) and native language response (6&7). They also responded by silence since they did not understand the teacher's question (8).

#### (5) Extract 5

T : Next number eight to nine. Messy.

You know messi?

Ss : Yes

T : Who is he?

SC3 : Barcelona palyer

#### (6) Extract 6

T : removed

What is meaning removed?

S : memindah

T : memindah. Reuse?

S : mendaur ulang

#### (7) Extract 7

T : (read text)

Why using began not begin?

Ss : karena narrative

T : iya narrative verb two

#### (8) Extract 8

T : Tadi kita sudah belajar recount, ee berarti untuk minggu depan next week ee we will study about narrative text.

To be nya apa tadi?

Ss : silence

T : Verbny apa tadi?

Ss : was and were

The underline sentences are teacher's asking question. The sentences with underline and bold are students' responses. Teacher asked question in many times to check students' knowledge and understanding. Extract 6 and extract 7 are the teacher's display question. Students responded together in English with simple answer. However, extract 9 is the example referential question. The students most responded referential question using native language because they do not know

the vocabulary. Moreover, students also kept silence when teacher asking questions as showed in extract 8. Silence response is signed by the behavior between teacher and students also students and students which there is no verbal behavior or gestures between them. Ribas (2010) stated on his result that the types of questions, which clearly take up a high percentage of the classroom talk, influence the chances students get to express themselves widely. The use of asking question category of teacher talk can increase students' communication by answering teacher's questions or creating initiation to respond teacher's question.

## CONCLUSION

Based on the results and discussions above, the researcher draws several conclusions. First, teacher applied acceptance feeling category in the classroom. The students responded it enthusiastically. Even though teacher and students used the same expression every meeting, it increased students' motivation and confident. Moreover, students were able to deliver their feeling in common way by specific response. Second, the teacher also praised and encouraged students by praising students' answers. Here, students responded it simply and using gesture. Students encouraged to speak more after teacher' praising. Third, the researcher did not found the application of using students' idea category. As a result, the response of students to this teacher talk was unknown. The last, teacher most applied asking question category to trigger students' responses. Students responded teacher's question by specific response, open-ended response, silence, and using native language. The responses of students depended on the question. Finally, teacher's praising or encouraging and teacher's question are teacher talk that can increase students' communication ability since students responded in some ways.

## SUGGESTIONS

Regarding the finding, the researcher would give some suggestions and recommendations for teacher and future researchers. First, teacher can apply all categories of teacher talk in the classroom to give input for students, especially giving praising or encouraging and asking question.

Second, teacher need to improve her communication skill especially teacher talk to increase students' communication skill by their responding of teacher talk. Teacher must pay attention to the utterance delivered to the students whether it is correct and as trigger for students to response more. Teacher also should pay attention to the students' responses to increase students' communication ability.

Moreover, for future researcher who wants to conduct the similar study, it is suggested to focus on the way students responding to all categories of teacher talk since this study did not find how students respond direct influence teacher talk. Moreover, it wills great if the future researcher conducts a study using the other theory of teacher talk to know what kind of teacher talk can improve students' communication by their responding toward teacher talk.

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