Lecturer's talk in Classroom interaction in Listening class: A case study

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Abstract: The aim of this research was to find out the category of lecturer's talk in classroom interaction in learning listening. The method used a case study which applied observation and interview. It aimed to gain the data that were observed during Teaching and learning process and interview the lecturer and learners. The data were presented by analyzing the lecturer's talk. The source of data was the lecturer who teaches listening in TBI program. The instrument of this research were observation where the researcher saw or watched the teaching and learning process after that transcribing the lecturer's talk and interview where the researcher used recorder. This research instrument was applied to acquire the data about lecturer's talk used by the lecturer. The result of the research showed that there were some categories of lecturer's talk performed by the lecturer during classroom interaction, the lecturer applied categories based on FIAC System, and they are: accept feeling, praises and encourages, accepts and uses idea of students, asks questions, lecturing, giving direction, and criticizing or justifying authority. Most frequent category of lecturer's talk were asking the question, giving direction, praise or encouraging and lecturing.

INTRODUCTION

Interaction is an important part of an effective learning process; interaction is a collaborative exchange of thoughts, feelings or ideas between the lecturer and the learner or the learner and the other learner resulting in an impact on each other. In fact, the teaching process gives learners a chance to ask, guess, think and even discuss course materials in order to make interactions between students (Yanfen & Yuqin, 2010).

Through the implementation of interactions during the learning process, the participation of learners is encouraged. Through good interaction, the lecturer can provide an opportunity for the learner to interact (Szendrıi, 2010).

One of the main problems faced by the lecturer in teaching English is the lack of responsiveness of the learners (Punch & Oancea, 2014). They prefer to be passive rather than active in the learning process. This is common in some universities, because English is a foreign language that is rarely used by students outside the classroom.

In order to achieve an effective teaching and learning process in classroom interaction, the lecturer should take their talk as a central point (Harmer, 2002). Wood, as quoted in Cameron (2001, p.8-9), makes it clearer that the

lecturer's talk is very effective in scaffolding young learners in a variety of ways, and they'll have to manage their talk in order to become meaningful, encouraging and use a lot of key language repetitions their skills in the target language. Lecturer's talk is used in class when lecturer are conducting instructions, cultivating their intellectual ability and managing classroom activities. Lecturer adopts the target language to promote their communication with learners. In other words, learners can practice the language by responding to what their lecturer says.

Analyzing the lecturer's talk on the basic principle of realist theory can confirm that it will be a key factor in the success or failure of students in teaching in the classroom. In the meantime, lecturers should continue to develop awareness of their teaching practices and ways to avoid over-long instruction or refine their methods of questioning and explanation when teaching in the classroom (Hotaman, 2012).

Furthermore, it provides the lecturer with a framework for evaluating and improving his or her own teaching, and also provides valuable input to English lecturers in cases where it may be better to analyze their own teaching performance, observe their behavior in the classroom, and then plan and conduct interactive verbal classroom interactions (Larsen-Freeman, 2014).

To conduct this research, the present study focuses on the lecturer's talk in the classroom. The researchers applied based on FIAC Category System as the instrument to process the information.

THEORETICAL SUPPORT

Classroom language that takes up a large portion of the time spent in the classroom to ask instructions, describes actions, and conceptual comprehension (Ellis, 2010).

Teacher talk refers to how much the teacher talks during a lesson (Yanfen, 2010). However, this will vary according to the stage of the lesson. The teacher needs to speak more when providing explanations of and examples for the target language early in the lesson (Brown, 2001).

Thus, Teacher talk is an important input in teaching and learning process. It is because teacher should offer enough high-quality English language input and offer more opportunities for students to use the target language. Teacher's talk is aimed to establish and maintain good communicative practices, takes a great proportion in the classroom. Therefore, through investigating interaction in classroom, teacher will be able to develop their awareness of appropriate teacher talking in teaching.

Interaction is a process that teacher influences the students; students also interact with the teacher. Interaction takes place among the students themselves also. It means, in the process of teaching, everybody interacts with every other person involved in the process, teacher influences students through lecture, ask questions, criticizing, giving directions and the student's reacted to the teacher's lecture and questions, they give responses (L.R., 2006).

Brown (2001, p.165) 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. Thus, Interaction between students and teacher is fundamental to the learning process.

Classroom interaction is a verbal communication that includes teacher and students in a turn taking during the learning process (Mustapha, 2010). The interaction in the classroom has an important role in learning process, because, via interaction the teacher can exchange ideas or information, sharing feelings or experience and also socializing (Mertens, 2014).

Interaction analysis has been made to investigate the performance of teacher

and students as well as the role of input and interaction (Sert, 2013). The most famous and widely used one was proposed by Flanders in the 1960s. Flanders Interaction Analysis Categories (FIAC) is an analysis of teacher and student talk consisting of category system (SXCE, 2017).

1. Teacher talk
   a. Response

   This category is subcategorizing into four: accepting feeling, encouragement, accepting or using the ideas of learners.

   1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner.
   2. Praises or Encourages: praises or encourages student action or behavior. Joke that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included.
   3. Accepts or uses the ideas of student: clarifying, building or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.

   b. Initiation
   Initiation is another sort of teacher talk, which is categorized into three classifications: Asks the questions, lecturing, giving directions, and criticizing or justifying authority (SXCE, 2017)

   1. Asks the questions: asking a question about content or procedure with the intent that a student answers.
   2. Lecturing: giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions.

   3. Giving direction: commands or orders to which a student is expected to comply.
   4. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher's doing what he is doing; extreme self-reference.

2. Learners' Talk
   a. Learner talk-response. Talk by learners in response to teacher. The teacher initiates the contact or solicits learner statement or structures the situation. Freedom to express own ideas is limited.
   b. Learner talk-initiation. Talk with learners which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought.

METHOD

This research is a qualitative method, implementing characteristics of a case study in which the researchers investigated the lecturer's talk in classroom interaction (Mackey, 2015). The data collecting technique in this research are observation and interview. In this research, the researchers used technique of purposive sampling to take the participants. Purposive technique sampling is one of the techniques used to determine the participants by using considering something (Sugiyono, 2010).The participant of the research is one of English lecturer who teaches on critical listening at TBI 2 of the fourth semester IAIN Bone. The main components of their analysis are data reduction, data display, and verification data.

RESULT AND DISCUSSION

The findings of this research were obtained through classroom observation

and interview. Classroom observation was done three times meanwhile interview was done at the last meeting. The data from classroom observation was used to identify types or category of the lecturer's talk used by the lecturer in listening classroom interaction while data from interview was used to find out the influencing of lecturer's talk to learners in learning opportinities in the classroom interaction.

The lecturer' talk identified the utterance that produced by the lecturer during do the interaction or the language typically used by the lecturer in their communication. It was divided into two types, the indirect influence and direct influence. The indirect influence is included: asks the questions, lecturing, giving directions, and criticizing or justifying authority while the direct influence is included category into four: accepting feeling, encouragement, accepting or using the ideas of learners.

1. The category of lecturer's talk in classroom interaction.

a. Accept feeling

Accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. As an example, in the transcript:

L   : Nurul Asmi
S   : Yes
L   : *have you been health today?*
S   : Yes mam

b. Praises and encourages

Human being are universally driven to act, or behave, by the anticipation of some sort of reward-tangible or intangible, short term or long term- that will ensure as a result of the behavior (Skinner, cited in Brown, 1994). There are many ways in giving the rewards for learners. As an example by saying 'good', 'that's right', 'great', etc. Those are categorized as immediate reward. In this case, lecturer likes to give immediate verbal praise to learner after they answer the teacher's

question. As an example, in the transcript:

L   : What do you say if you meet with someone and then you want to end the conversation?
Ss : see you again, nice to meet you.
L   : what else?
Ss : bye bye
L   : *okay good.*

c. Accepts and uses idea of students

The third method of responding learner talk is accepted or using the ideas of eared. By this way, the teacher clarifies, builds, interprets, summarizes and develops ideas suggested by a learner. The ideas must be rephrased by the teacher, but still recognized as being learner contribution. As an example, in the transcript:

L   : Okay, who wants to answer number one?
        (Students raise hand), okay Lidia:
Lidia : He said the appartement is very small but comfortable, it has a room, and he sleeps in living room.
L   : How about the other?
Ss   : Same
L   *: Okay, so number one, the apartement is very small but comfortable, and it has a living room, no bedroom.*

d. Asks questions

According to Long and Sato as cited in Chaudron, (1988), there are two types of the teachers' questions. The first type is referential or genuine question. It is aimed at searching the genuine information. The teacher really does not know the fixed information he wants. The second type is display question. It is bringing learner think about the subject under discussion. Display questions are commonly used by the teacher. They mostly exist in the transcript on the

appendix. As an example, in the transcript:

L   : *okay students, I want to ask you, what do you say if you meet with someone for the first time?*
Ss   : How do you do.
L   : How do you do? For the first time even though you have met before yah.
Ss   : nice to see you. Long time no see you
L   : Long time no see. What else? *Okay. What do you say if you want to end the conversation?*
Ss   : See you again, nice to meet you.

e. Lecturing

The fifth category of lecturer's talk is lecturing. This is a way of teacher giving facts, information, or opinions about the content or procedures, expressing his own ideas and giving own explanation. In this context, lecturing is often used by the teacher. It occurs when the teacher gives information and explanation about something that related to the content of the lesson.

L   : Nurfadhilah how about you?
Nurfadilah : She have two bedrooms,
L   : *She has (she + V1/s or es)*
Nurfadilah : She has two bedrooms, living room and huge kitchen.

f. Giving direction

The lecturer plays many roles in the class. The first role is director. In the classroom setting, teacher directions are very important to keep the process of teaching and learning flowing smoothly and efficiently. Mostly the lecturer gives direction or command in directive sentences. In this case, the lecturer orders each learner to pay attention to the native speaker.

L: *Okay. Next, listen carefully what does the speaker say and then follow!*
(Playing the audio)
L   : what does the speaker say?

L   : *listen the instruction. The instruction is you have to write down.*
Some points of information about this conversation and you have to answer after listening.

g. Criticizing or justifying authority

The last category of lecturer's talk is criticizing. There are two types of criticizing: first, the lecturer criticizes learner behavior such as; rejecting the behavior of learners, trying to change the non-acceptable behavior, communicating anger, displeasure, and annoyance with what the learner is doing. The second type, the teacher criticizes learner response like; telling the learner his response is not correct or acceptable. In the transcript, the lecturer uses both of them. The lecturer tries to change the non-acceptable behavior of the learner (see appendix transcript). As an example, in the transcript:

L   :Next, number two?
(Students raise hand), seperti biasa ya..saya kasi poin bagi yang menjawab. (as usual, I will give point who answers), okay marisa
Marisa : She loves her apartment; her apartment is big and have two bedrooms, living room and kitchen.
L   : and it has two bedrooms. How about the others?
Ss : same.

2. ***The influence of lecturer's talk to learners' oppurtunity in learning***

Based on the interview the lecturer and some learners when conducted by the researchers after learning listening, most frequent category of lecturer's talk were asking the question, giving direction, praise or encouraging and lecturing; as an interview the lecturer:
"*There are many activities that used in classroom interaction especially in critical listening. The first, explaining*

the material, giving example, asking question to the learners and asking to the learners to speak based on the topic".,

"I always balance with the learners, when I ask to the learners and they answer the question, I always give opportunity to the learners to speak in the classroom.

" I usually give reward to the learners to motivate them in learning listening. And I always give joke to the learners. For example: if the learner did not pay attention in the classroom".

As an interview the learners:

"The lecturer is pleasant in teaching listening. She divides activity with three parts. 1. She explains about the topic, 2. She gives question. 3. She asks to discuss with friend based on the topic".

"The learners are given a chance. For example: after listening the audio, the lecturer asks to the learner what the speaker says".

" The effectiveness in teaching listening when the lecturer can explain well".

" when we are true to answer the question, the lecturer asks to give applause or present and usually the lecturer gives conclusion at the end of meeting".

The researchers noticed that the lecturer always asks the learners to answer the question or repeat what the speaker say, discuss or speak in pair that had been given by the lecturer. By speaking in pair with his/her friend, the lecturer hoped that they can do discussion, exchanging opinions between one another in solving the problems in the work. And by implement this pattern of interaction the classroom would be conducive and make the learners would be more active and interactive in the talking, questioning and also giving instruction ask the learners after listening the audio.

The researchers found 2 patterns of interactions that lecturer used in the classroom. They are: 1. Lecturer – whole class interaction, 2. Learners – Learners' interaction. First for lecturer – whole class interaction happened when the teacher coveys the topics discussions such as giving questioning the learners and also gives instruction to the Learners when they didn't understand what the native speaker said, they don't know the meaning in English or find the difficult words. Second for the Learner – Learner's interaction this pattern happened such as when the Learners were asked to discuss with their friend during the small group discussion or in pair.

It can be concluded that they feel their classroom is building good atmosphere of interaction, it can be seen from the verbal interaction both of them. Although it was begun from the lecturer's talk but after that the learner also takes their turn in interaction. Such as they always answer questions from the lecturer, on the other hand they are also frequently do discuss in the small group or speak in pair. It was intended in order they can share each other and exchange their opinion. It hopefully the classroom is would be effective, and the interaction to be more effective. Here, the lecturer always gives opportunity to the learners 'talk. It means in listening class both of them, they can establish the effectiveness and interactivity in communication in the classroom.

CONCLUSION

The category of classroom interaction that occurs during the teaching learning listening process is generally run well.

The lecturer applied categories based on FIAC System, they are: accept feeling, praises and encourages, accepts and uses idea of students, asks questions, lecturing, giving direction, and criticizing or justifying authority. Most frequent category of lecturer's talk were asking the

question, giving direction, praise or encouraging and lecturing.

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This pattern happened such as when the Learners were asked to discuss with their friend during the small group discussion or in pair. The researchers noticed that the lecturer always asks the learners to answer the question or repeat what the speaker say, discuss or speak in pair that had been given by the lecturer. On the other hand, the lecturer always gives opportunity to the learners to talk when the teaching and learning listening. It means that both the lecturer and learners were cooperative to build the interactive condition in the classroom interaction.

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