Supportive Teacher Talk Features to Promote Students' Responses in EFL Classroom

Irmayani[1*], Uzlifatul Masruroh Isnawati[2]
[1]Universitas Islam Darul 'Ulum Lamongan
[2] Universitas Islam Lamongan
[1]irmayani@unisda.ac.id,[2]uzlifatulmasruroh@unisla.ac.id

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 32 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 study's subject was an excellent English teacher who taught second-year students at a public senior high school in a range of English abilities. Field notes and recordings of classroom interactions on audio and video were used to gather the data. 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: supportive teacher talk; students' responses; classroom interaction

Abstrak: Tutur guru sama pentingnya dalam mengajar bahasa Inggris sebagai bahasa asing seperti halnya dalam mata pelajaran lainnya. Tutur guru seharusnya menjadi paparan maksimum bahasa target di ruang kelas sebagai fungsi pedagogik utama yang digunakan sebagai media penyampaian metabahasa (Ellis, 2008). Melalui observasi kelas dengan 32 siswa, penelitian ini menyelidiki unsur-unsur pembicaraan guru yang mendukung yang menginspirasi siswa untuk menjadi responsif. Mereka adalah 1) jenis fitur pembicaraan guru yang mendukung untuk mempromosikan tanggapan siswa di Kelas EFL; 2) jenis fitur pembicaraan guru yang mendukung apa yang mendorong tanggapan siswa di Kelas EFL; dan 3) bagaimana tanggapan siswa terhadap fitur ceramah guru yang mendukung di EFL Classroom. Subjek penelitian ini adalah seorang guru bahasa Inggris yang sangat baik yang mengajar siswa tahun kedua di Sekolah Menengah Atas (SMA) negeri dengan beragam kemampuan bahasa Inggris. Catatan lapangan dan rekaman interaksi kelas berupa audio dan video adalah instrument penelitian untuk mengumpulkan data. Temuan mengungkapkan bahwa dalam lingkuppengorganisasian kelas, pembicaraan guru yang mendukung di kelas EFL adalah dalam bentuk fungsi bahasa kelas, yaitu organisasi, interogasi, dan interaksi. Bentuk dominan dari pembicaraan guru yang mendukung yang munculnya tanggapan siswa di kelas EFL adalah interogasi atau pertanyaan. Sedangkan respon siswa muncul terhadap tutur guru paling sering terjadi ketika guru mengajukan pertanyaan kepada mereka.

Kata kunci: tutur guru yang mendukung; respon siswa; interaksi kelas

INTRODUCTION

Many studies were conducted regarding teacher talks in different levels of education in Indonesian contexts starting from primary schools, junior high, senior high, vocational high schools as well as students with visual impairment to higher education levels. The results of the studies are various and unique. Thosestudies 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 al.* (2021); 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 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.

İn some rural area in Indonesia, the situation of English classroom may be a nightmare for students. Therefore, an English teacher must have 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. The teacher talk is to serve as wellspring of contribution to language learning in additionto teaching correspondence and composing classroom exercises(Sinclair and Brazil, 1982).

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.

The current research's aims posed in the study were formulated as follows:
1. What is 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?

Those above questions will be previewed by the use of uncomplicated theory of classroom language proposed by (Hughes, 1991, p. 2) who offers a few groupings of instructor talk as classroom talk to be specific. It is due that the condition of a particular situation of English classroom being observed consisted. The categories of classroom language are: 1) Organization; is the way a teacher gives instructions which covers command and suggestion, giving sequence and supervision, 2) Interrogation; a teacher must raise some questions to stimulate students' interaction, 3) Explanation; the teacher can produce and get the pupils translate, paraphrase,

summarize, define, or make the correction, 4) Interaction; including teacher's expression of feeling such as anger, interest, surprise, sympathy and also for social ritual such as greetings, thanking, leaving, etc.

METHOD

This study explores the supportive teacher talk to promote the students' 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. In order to answer the research questions, the author made use of tabulation to classify and compute the data.

With over ten years of experience in the classroom, two excellent English instructors from a state senior high school were carefully selected to be the subject of this study. They were chosen based on the criteria of qualified English teacher and they both were the best two distinctive English teacher in Lamongan regency. Firstly, the researcher asked names of exemplary teachers from local Education and Culture Department as it has the list of excellent teachers of those who are usually assigned as the representatives of any teachers' competence contest in province level. Secondly, the researcher selected the English teachers only which then were examined to be the exemplary teachers. Thirdly, before deciding which teachers to be the subjects of the study, the researcher interviewed some principals of state senior high schools about English teachers' competence and performance English classrooms as they were recommended by the principals. Most of the principals explained that they are the English teachers that are usually called for any teacher workshops and training carried out by both local government and province government. The teachers have good competency based on their teaching length of time and professional development background. All those mentioned-procedures were only the first stage of the preliminary study. After being observed for a couple times, the writers chose the best two teachers that reached the most English teachers used at maximum exposure of teacher talk in English classroom. Afterwards, the two exemplary English teachers were more observed and recorded both visual and audio for three following months to gain teacher talk. The data computation was made possible by tabulation that classified the data and the descriptive statistics to obtain answers to the study's research questions. The information was gathered by classroom observations which were followed by audio-visual recordings, which were then transcribed.

Accordingly, data collection was made from two-time classroom observations prior to transcription of the audio-visual recordings. Following the transcript analysis was the identification and classification of all the teacher talk classroom language using the functions of classroom language posed by Hughes (1991). Subsequent to this, the author was examining 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 to 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.

RESULT AND 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 in the initial stage to encourage students to speak in a foreign language comfortably and to have them begin to "think" in the language (Mohanna *et al.*, 2016).

Departing 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. The first finding was to describe the categories of teacher talk that was used in classroom as the input of English language.
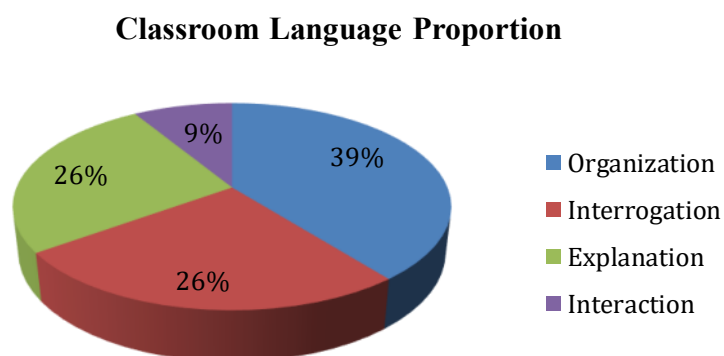
Classroom Language Proportion

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 offering 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 were 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 adaptively 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. While good questioning is a methodology, it is essentially an art that calls for teachers' knowledge of what and 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 the process of teaching and learning, interaction between teacher and students are expected to 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.

In addition, Hartono *et al.* (2021) found eleven features on teacher talks, namely scaffolding, extended teacher-turn, turn completion, display question, form focused feedback, confirmation

check, teacher echo, form feedback and teacher interruption. Solita *et al.* (2021) point out that the high occurrence of teacher talk category was asking questions that amounted to roughly 55.6%. In contrast, the least of teacher talk categories include correcting without rejection and criticizing students' behavior. This indicates that the teachers tended to choose indirect influence over direct influence.

With respect to the second purpose of the present study, the upcoming figure is presented to display the result.
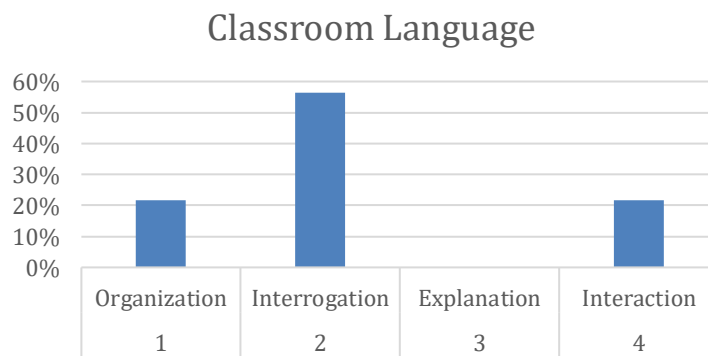
Classroom Language

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 are focused on the explanation of vocabulary acquisition amounting to 57%.

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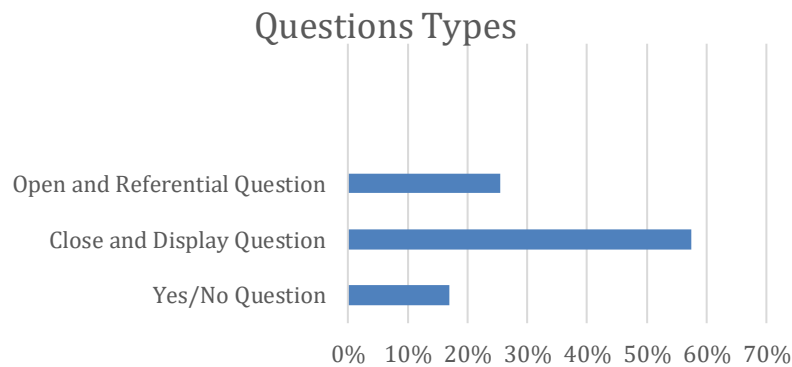
Figure 3. Questions that promote students' responses

As shown in Figure 3, there are three different types of questions used in teacher presentations. Open and referential questions made up the first category. From the overall number of questions, the display questions constituted 33% and the referential 78%. The six times occurrence of the question "Where did the story take place?" in the display questions composed 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.

The teachers subsequently posed similar questions to different students for several times. Presented in yes/no questions, the display question of '*Is it happy ending or sad ending?*' occurredmore than three times. The teacher kept reiterating the same question for the purpose of eliciting the students' responses. On the other hand, the last display question was in the form of a statement. The questions include '*The ending is sadness or happiness?*' and '*In the picture, Mr...?*'. These questions highlighted the teacher's effort to verify the students' comprehension of the reading text. While the teacher already had the answers, it is imperative that the students be questioned to promote better comprehension and awareness of the material described 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 queries. Referential queries in the Wh-question form included such inquiries as "Who presented yesterday?" "Where is your friend?" "What is your full name?" etc. Given that the queries 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.

Open-ended questions based on the potential responses provided by the students also made it obvious. 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 closed-ended questions took the form of a WH-question. 11 instances of queries including "What is the title?" were discovered. It was possible to occur because groups of students presented different theme or topic or title during the classroom instructions. It was reasonable that the teacher finally came to ask question for more than five times consecutively.

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 question. The question "On

your own or in pairs?" was organized as a closed-ended statement. The teacher anticipated that the students would only be able to respond briefly, either "on my own" or "in pairs." Because the intended response was so limited, it was directed towards the aforementioned kind of query. On the other hand, there was 72% of open-ended question in all forms. There was 11% in Wh-question form and only 3% in statement question. '*How to deliver the speech?*' is the sample of open-ended questions in WH-question form. The teacher wanted to know if the pupils knew how to deliver a speech that 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 discovery confirms the conclusion made by Long and Sato (1983, p. 217), Pica and Long (1986) and Zhao (1998). However, the finding is quite different from that offered by Zhou & Zhou (2022). In the study conducted by Long and Sato, Pica and Long and Zhao, it was revealed that teachers use more display than referential questions in the classroom. Long and Sato (1983)reached the conclusion that the second language classroom offers less opportunities for the learner to practice genuine communicative usages in the target language. Pica and Long (1986)came to a similar conclusion that there was less negotiation of meaning in classroom settings. As a result, they suggested, 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 that 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 and 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 using the native language to the target language either in terms of management talk and instructional talk. This is validated by Gharbavi and Iravani's (2014) finding that indicated that the teacher was not successful to produce genuine or authentic communication in the target language. Further, they assert the talk was hurtful and stressful that 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. Confirm
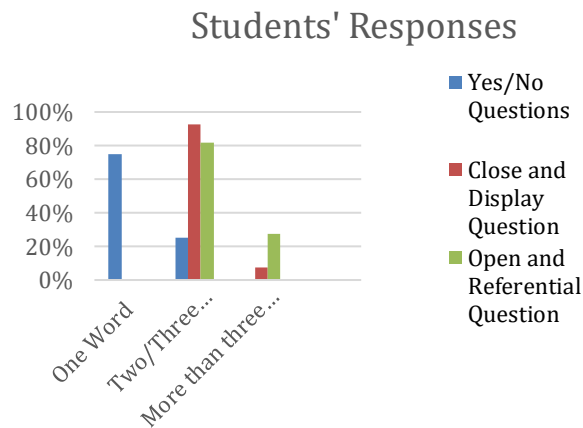
Students' Responses

Figure 4. The Students' Responses towards Supportive Teacher Talk

Based on the Figure 3, 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 were 75% students responded only in one word and another 25% in two or three words.

In response to 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 an absolute minimum regardless the kind of questions the teacher posed to them.

Chaudron (1988)also describes 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).

The implication of this research that the classes under this investigation are still teacher-dominated class. Influenced by Javanese culture, the teacher plays the authority role and consider less the learners' needs. Having the student-centered classroom can provide more opportunities for students to practice the target language, thus can better prompt English language learning and teaching. This current study gives an opportunity to practicing teachers to have a better understanding of the characteristics of teacher talk and the importance to evaluate their teacher talk that could give students' opportunity to talk.

CONCLUSION AND SUGGESTIONS

Supportive teacher talk is a type of talk teachers utilize 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 included 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: 1) to stimulate and preserve students' interest; 2) to embolden students to reflect and focus on the content of the lesson; 3) to verify what a student has uttered; 4) to obtain a specific structure or vocabulary item; 5) to confirm students' understanding; 6) to promote students' participation in a lesson; and 6) to monitor students' activity progress.

In terms of furthering research, the current study employed the exemplary teachers from the recommendations, educational background, teaching experience and a preliminary classroom observations. To develop the result, the result of English Proficiency Test must be an essential factor to be a consideration to enlarge the criteria of research subjects. Furthermore, the length of classroom observation in multi modal EFL material must be taken into account with some challenging strategies and conditions of EFL classrooms.

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