

Teacher's Talk in English Classroom Using Foreign Language Interaction (FLINT) System

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ABSTRACT

The researcher conducted the research to describe the teacher and student interaction during the teaching-learning process and to analyze the frequent FLINT categories by Moskowitz (1976). The participant in this research was an English female teacher taught in class VII F at SMP Negeri 1 Sungai Raya in the academic year 2022/2023. This research was a case study design that used qualitative method. The data was collected by observing the teacher and student interaction during the teaching-learning process. The researcher used the teacher talk video transcript in analyzing the FLINT categories. The result of the research showed that the teacher's dominant language was Bahasa Indonesia. The teacher's utterances in Bahasa Indonesia appeared 95 times during the teaching-learning process, which means the teacher used Bahasa Indonesia in English lessons. The teacher should be built good oral during the teaching-learning process, not only focus on delivering the material. The frequent categories used by the teacher were giving information and asking questions. Moreover, the rare category the teacher used was the student's ideas. Through analyzing the FLINT system, teacher talk in the classroom was accessible in describing the dominant language performed by the teacher and analyzed frequent categories used by the teacher during the teaching-learning process.

Keywords: Case Study, FLINT System, Teacher Talk, Qualitative Research

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INTRODUCTION

English as a foreign language in Indonesia has become a concern since the 90s era. In Kepmendiknas No. 22 Tahun 2006, English is a tool of communication orally and in writing. Communicating is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture using language. Communicating skill means understanding or producing oral or written texts that are realized in four skills: listening, speaking, reading, and writing. These skills to respond or create discourse in social life, and the students can communicate in English at a certain literacy level. Taking English is used widely to access information in many aspects, including education. Therefore, Indonesia chose to teach English as a foreign language at school.

Teaching English in a non-native language takes work. The teacher faced many challenges teaching English at school, such as limited time to explain the material, the

student's lack of vocabulary or unfamiliar with foreign language, and the teacher often speak in mother tongue during the teaching-learning process. The teacher has a main role in teaching-learning process to give information and knowledge. According to Maftoon and Shakouri (2012), many teachers believe that teacher chatter impedes the teaching and learning process in the classroom. Meanwhile, effective teacher talk can increase a student's language learning opportunities.

Teacher talk is a method of sharing, discussing, or connecting relevant information with pupils about a specific topic. Teacher talk can also criticize students for unacceptably behavior in class (Al-Smadi, 2017). Teacher talk occurs when a teacher speaks in the classroom. The teacher talks to rein in troubled kids and completes the teacher's responsibility as a classroom leader. Teacher talk is important to manage and lecturing the classroom. It will support the students when the class has a good atmosphere and situation.

The FLINT System – Foreign Language Interaction is a system that can help teachers develop language teaching for English as a second language —according to Moskowitz (1976), inspired by Flander's work to make the categories to enable analysis in English classroom observation. There are nine categories in the FLINT system (Moskowitz, 1976). The categories of teacher talk include dealing with feelings, praising or encouraging, using ideas of student, asking question, giving information, giving direction, criticizes student behavior, student response specific, and student open-ended or student-initiated.

METHOD

This research was a case study design that used qualitative method. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2018). Therefore, case study is fit in this research to investigate the language that dominant perfume by the teacher during the teaching-learning process.

Qualitative methods can obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods cited (Chih-Pei & Chang, 2017). Therefore, this method is suitable to analyzed the categories of FLINT system which frequently used by the teacher.

In this research, the subject was an individual English female teacher at SMP Negeri 1 Sungai Raya. The initial was S. She taught in Class VII F. The main reason why the researcher chose the teacher to be the participants was, because the teacher had more than ten years experienced in teaching English. The teacher taught in five different schools in West Kalimantan.

The researcher used three steps to conduct this research. Frist, the researcher transcribing the teacher's talk that recorded through video. Second, the researcher classified the data based on the categories in the FLINT (Moskowitz, 1976). Last, the researcher described the FLINT categories based on the video recorded by the researcher during the observation.

FINDING AND DISCUSSION

Based on the result, the teacher's dominant language was Bahasa Indonesia. The teacher's utterances in Bahasa Indonesia appeared 95 times during the teaching-learning process, which means the teacher used Bahasa Indonesia in English lessons. The utterances of the teacher talked in English appeared 68 times. The teacher talked in English while delivering the material to the students, and she also focused on the material without building good oral interaction with the students. During the teaching-learning process, the teacher dominated the class by her roles. The teacher was the center of the classroom learning, and the students were listeners during the teaching-learning process. The students rarely expressed the idea in the classroom, yet they obeyed the teacher and followed the teacher's instruction. In this research, there were nine categories of teacher talk. Based on the result, the researcher found all the categories of teacher talk in the FLINT system. The frequent FLINT categories used by the teacher were giving information and asking questions. The rare category used by the teacher was using ideas of students. The results of this observation can be seen in the table as follow.

Table 1: Result of Teacher Talk in VII F Using FLINT

NO.	FLINT Categories	Language		Total
		English	Indonesian	
1.	Dealing with Feeling	10	2	12
2.	Praising or Encouraging	16	3	19
3.	Using Ideas of Student	0	3	3
4.	Asking Question	4	25	29
5.	Giving Information	18	26	44
6.	Giving Direction	5	21	26
7.	Criticizing Student's Behavior	0	10	10
8.	Student's Responsive Specific	10	4	14
9.	Student Response, Open-ended	5	1	6
Total		68	95	149

The first category, dealing with feeling. This category appeared twelve times during the teaching-learning process in the classroom. The teacher talked, *how are you today?* To the student it was common thing greet the teacher in the classroom and the student should reply it. It took thirty seconds to greetings. It concluded that the teacher understood how the students felt on that day.

The second category, praising or encouraging. This category appeared nineteen times during the teaching-learning process. The teacher asked about previous material to

students some of them answered correctly. The teacher recalled the student's memory about previous material – parts of the body. The students answered correctly every time the teacher pointed out parts of the body. The teacher often praised the students during the teaching-learning process. The teacher asked the student the English smart, and the student answered smart. The teacher praised the students. Not only did the teacher ask about the previous material during the explanation, but the teacher made sure that understand the material. After explaining the material, the teacher asked the students to make descriptive text about her or his best friend. The teacher asked the student to finish the assignment so the students could read the descriptive text in front of the class.

A female student came in front of the class to read her descriptive text. The teacher encourage the student. For example, "*Oke, we will presentation in front of the class. Siapa yang mau bacakan di depan kelas? Miss kasi nilai. Give applause for Dea.*" The teacher was successfully encourage the student to read the descriptive text in front of the class. The teacher helped the student when she missed the pronunciation in English. The teacher also told to the student to release tension during the teaching-learning process. For example, "*Kayaknya tadi dia mau bilang big, eh jangan lah. Harus bilang handsome ya. Okay very good.*" The students enjoyed the joke.

The third category, using ideas of student. This category appeared three times during the teaching-learning process. The teacher explained the descriptive text to the student. The teacher phrased student's ideas about when they were born. For example, "*Kemudian in di mana lahirnya?*" The student replied, "*Malaysia.*" The teacher phrased, "*Malaysia.*" The student replied again, "*Pontianak.*" The teacher rephrased the student's ideas, "*Pontianak. Ada dari Amerika? Oh sana. Ada orang Barat, ada orang Amerika.*" The teacher phrased the student's idea to ensure the students understood the material. The students were passive during the teaching-learning process. They were active when the teacher asked them to do something in the class.

The fourth category, asking question. It appeared twenty nine times during the teaching-learning process. The teacher often asked the student to link the material. For example, "*Kenapa laki-laki beautiful? Kenapa laki-laki masih pakai she?*" The students reversed the pronouns between her and him in English. The teacher always asked the same question during the teaching-learning process in the classroom.

The fifth category, giving information. It was frequently category that performed by the teacher. This category appeared fourty four times. The teacher gave the information linked to the material. For example, "*Okay sekarang kalian cerita teman sebangkunya. Iya ya siapa namanya? Tanya namanya. What is your name? Where do you live? Sudah belajar?*" After explaining of the material the teacher gave the insctruction the student to made descriptive text. During the teaching-learning process, the teacher explained the material clearly and ensured the students understood.

The sixth category, giving direction. It appeared twenty six times during the teaching-learning process. For example, "*Okay sekarang bikin di buku latihannya.*" The teacher directed to the students to do the assignment on the book. Giving directions helped the students to do the next step after explaining the material.

Seventh category, criticizing student's behavior. It appeared ten times during the teaching-learning process. The teacher criticized the student for not wearing classroom shoes and the trash under the table. The teacher asked the student to clean the class. For example, "*Kenapa tidak pakai sepatu? Pakai sepatunya. Coba lihat di bawah tempat duduknya. Ada sampah, nggak? Buang dulu sampahnya.*" It means the teacher concerned about the environment in the class, not only focused on teaching the students.

The eighth category, student responsive specific. It appeared fourteen times. The students gave the specific response according to the questions asked by the teacher. For example, the pointed her nose, "*What is this?*" The student replied, "*Nose.*" It happened many times during the teaching-learning process. The students rarely asked questions about the material just listen to the explanation.

The ninth category, student response open-ended. It appeared six times. This category appeared only when the teacher asked questions. Mostly the teacher asked the question to check student's understanding of the material. For example, the teacher asked, "*Understand?*" The student replied, "*Yes.*" It means the students understood the material, but the students always reversed the pronouns in English. Then, the teacher explained the material again.

Based on the result of the categories the teacher comfortably used Bahasa Indonesia to the student while explaining the material; the teacher tended to mix the languages. The teacher talked in English while delivering the material the rest of it; used Bahasa Indonesia. During the teaching-learning process, the teacher dominated the class by focused deliver the material without building good interaction and oral with the students. The teaching-learning process should balance, not dominated by the teacher. The teacher acted as a facilitator and managed the classroom during the teaching-learning process. Related to this, Yanfen and Yuqin (2010) stated that teacher talk is an essential aspect of foreign language instruction in structuring classroom learning activities. The interaction between the teacher and student in the classroom could be balanced, not dominated by the teacher talked, and the students also active during the teaching-learning process. This research could help the teacher improve the interaction with the student during the teaching-learning process.

The category of the FLINT system in the teacher's talk was analyzed by ((Moskowitz, 1976b). Foreign Language Interaction is a system that can help teachers develop language teaching for English as a second language. In this research, the teacher frequently used, such as giving information and asking questions. The first category was giving information. The utterances of teacher talked in this category were the highest during the teaching-learning process. The teacher talked a lot about the descriptive text. The teacher should explain the material and make sure they understand. The last category, asking question. The teacher often asked questions linked to the material and checked students' understanding during the teaching-learning process.

CONCLUSION

Based on the result, the teacher's dominant language was Bahasa Indonesia. The teacher's utterances in Bahasa Indonesia appeared 95 times during the teaching-learning process, which means the teacher used Bahasa Indonesia in English lessons. The teacher talked in English while delivering the material to the students, and she also focused on the material without building good oral interaction with the students. During the teaching-learning process, the teacher dominated the class by her roles. The teacher was the center of the classroom learning, and the students were listeners during the teaching-learning process. The students rarely expressed the idea in the classroom, yet they obeyed the teacher and followed the teacher's instruction. The categories frequently used by the teacher was giving information and asking questions. The rare category was using students' ideas. The teacher could phrase student's idea more during the teaching-learning process. It helped the student to know their progress learning a foreign language.

It was essential to provide some of valuable suggestions that would be beneficial for several subjects. First, the teacher. The teacher should be talk more in English. It will help the students get used to with the language. The teacher could talking in English sixty percent and Bahasa Indonesia forty percent during the teaching-learning process. The teacher should be focusing build good interaction and orally with the student in the classroom. Second, the English study program. This research could develop innovation and creativity in science knowledge. Third, other researchers. This research could be one of the sources and references to conduct their research, especially for those with a similar research topic.

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