

## **The Influence of Teacher Talk toward Students' Attitude to Speak English**

**Ahmad Munawir**  
munawirahmad17@yahoo.com

*Faculty of Social and Political Sciences*  
*West Sulawesi University, Indonesia*

### **ABSTRACT**

This research aimed at identifying the formal and interactional features of teacher talk in the classroom interaction during teaching and learning process. The research employed mixed methods research design. In this case, the researcher applied QUAN-qual model. The subjects consist of two English teachers and the fourth year students of English Education Department of Tarbiyah and Teacher Training Faculty at State Islamic University of Alauddin Makassar. The researcher collected the data using interview, questionnaire, passive participant observation which was analysed by using formal features and interactional features analysis. The research result indicated that the type token ratio of the teachers was low. It revealed that the vocabulary they used in delivering the material less varied. Then, the mean length utterance for Teacher A was 8.85 wpu and for the Teacher B was 12.06 wpu. It meant that teacher A delivered shorter utterances and Teacher B produced longer utterances. The Teacher A and B used more procedural questions than convergent and divergent questions in interacting in the classroom. The teachers provided interactional feedback when addressing students in the classroom. In terms of attitude, the students had positive attitude toward teacher talk. It was highly approved by the result of questionnaire where the students were favourable to the teacher talk. In addition, the students were motivated to speak English if the teacher encouraged them to speak English.

**Keywords :** *Influence, Teacher Talk, Students' Attitude, Speak English*

### **INTRODUCTION**

Teacher plays various roles in academic world, some of them are as mediator and facilitator. As a teacher, it has great important roles and responsibility in the success and the failure in learning process. Because the teacher has great important roles and responsibility, the teacher has to know what is going to do as a teacher in order to successful learning can be achieved. Therefore, the teacher should interact as a communicative as possible to make the students get understood well. In addition, the teacher should convey the message/material as clearly as possible in order to the students get understood what the teacher says. In other word, a good teacher has to know the student's individual differences to determine what language is appropriate to convey. On the other hand, Wang (2001) stated that teacher's linguistic input or teacher talk, perhaps the most significant feature of a teacher, is another issue that has been discussed widely.

In the language classrooms, its functions ranging from classroom management to input in the process of language acquisition cannot be stressed highly. According to Krashen's input hypothesis, teacher talk for the learner is generally recognized as a potentially valuable source of comprehensible input which is viewed as an essential part for language acquisition (Cullen, 1998; Wesche, 1994). Based on Krashen's theory, teacher talk is a main source of acquiring the target language and it has essential role in learning target language. If the input conveyed in sufficient quality and quantity, the learners will understand the message. In addition, the learners can practice the language naturally in their life when they have enough exposure to the comprehensible input.

In teacher-centered learning, the teacher commonly dominates the talk in classroom interaction. This is begun when greeting students, opening class, introducing the new learning material, and asking students. This opinion was approved by Nunan (1993). Nunan has said that the teacher tends to do most of talking.

By considering some statements above, the writer is interested to do a research to know the influence of teacher talk and students' attitude in the classroom interaction. The research focus here is to know whether or not the students imitate the way of the teacher talks (how the teacher produces the words) in their speaking and also use certain words like the teacher always says. In another word, whether or not the students have positive attitude toward teacher talk used by the teacher, so the students will use the words to communicate with the teacher and their classmates.

### **Problem Statements**

Based on the background above, the researcher can formulate the problem statements as follows:

1. What are the teachers' formal features in delivering their speech to the students during teaching and learning process?
2. What are the teachers' interactional features in delivering their speech to the students during teaching and learning process?
3. How is the students' attitude toward teacher talk.

### **Objective of the Research**

In relation to the previous problem statements, the researcher is intended to figure out descriptive accounts of feature of teacher talk by determining the following objectives of the research:

1. To know descriptive accounts about the teachers' formal features in delivering their speech during teaching and learning process.
2. To know descriptive accounts about the teachers' interactional features in delivering their speech during teaching and learning process?
3. To know the students' attitude toward teacher talk.

### **Significance of the Research**

This research is intended to give description, interpretation, and explanation on teacher talk towards students' attitude. This result is expected to be beneficial theoretically and practically to the field of teaching.

### **Scope of the Research**

The analysis of teachers' talk in the classroom is a part of classroom discourse analysis. Teacher talk in the classroom is also considered as input for the students in acquiring language. In other words, input from the teachers' speech plays a part in second language acquisition. Since second language acquisition is subdiscipline of applied linguistics, this research is something to do with discourse analysis. The main focus in this research is the students' attitude toward teacher talk where teacher talk is divided into two types namely formal features and interactional features.

## **REVIEW OF RELATED LITERATURE**

### **Previous Related Findings**

There were some researchers who conducted on teacher talk issues. Interaction in the classroom during learning process becomes interesting research for some researchers. That is why, a number of studies have been conducted on teachers' linguistic input in the language classroom. The aims are to emphasize the aspects of teacher talk that have been analyzed so far and the type of such analysis. One of them is Milal (1993) who conducted a research to describe the characteristics of teacher talk used in interaction with learners of low language proficiency and learners of high language proficiency during language teaching and learning process in English Department of IKIP Malang. The description of teacher talk covered phonological, syntactic, and discourse. The findings of the study showed that there were some significant differences between the teacher talk used in interaction with learners of low language proficiency and learners of high language proficiency during language teaching and learning process. In other word, the way the teacher delivered the materials in low language proficiency class is less varied than in high language proficiency class. This was done to let the students got understood well. The next researcher was Owen (1996). He has conducted a research to find out the ways teachers modify their language in different levels of students' competence: advanced and beginning levels.

The results indicate that the teacher under the study modified her talk for advanced level by increasing the percentage of teacher talk, reducing the number of addresses and increasing the average word length of her addresses. Both of the researchers above had the same researches substantially but with the different subjects. Milal researched the students with low language proficiency and the students with high language proficiency, meanwhile Owen researched beginner group and advanced group. However, either Milal and Owen modified their talk for students who had the higher level than the other class. This was done to make student comfort during learning process. Thus the student got understood wht the teacher conveys.

## **Some Pertinent Ideas**

### **1. Definition of Teacher Talk**

Referring to Osborne (1999), teacher talk can be defined as speech used by teachers that is characteristically modified in four areas: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse. Another expert defined teacher talk as the kind of language used by the teacher for instruction in the classroom. By looking at the both definitions above, the researcher can conclude that teacher talk is the utterance conveyed by the teacher in giving instruction during learning process.

### **2. The Formal Features of Teacher Talk**

#### **a. Type-Token Ratio**

Early (1987: 45) defined type-token ratio as the number of words divided by the number of different words.

#### **b. Mean Length of Utterances (MLU)**

The mean length of utterances is identified by calculating the number of words per utterance. It is used to investigate whether the teacher's speech contained longer sentences or shorter sentences.

### **3. The Interactional Features of Teacher Talk**

#### **a. Questions**

The Longman Dictionary of English language provides the following definition for a question: a command or interrogative expression used to elicit information or a response, or to test knowledge.

#### **b. Feedback**

Teacher's feedback in the classroom can be investigated in various ways. One of them is proposed by Garcia (2005). He promoted interactional feedback which showed a teacher's intention to encourage students to talk far more.

#### **c. Repetition**

Repetition is defined as any utterances that repeat or paraphrase a preceding utterance, which can be treated as an index that reflects language variety.

## **Conceptual Framework**

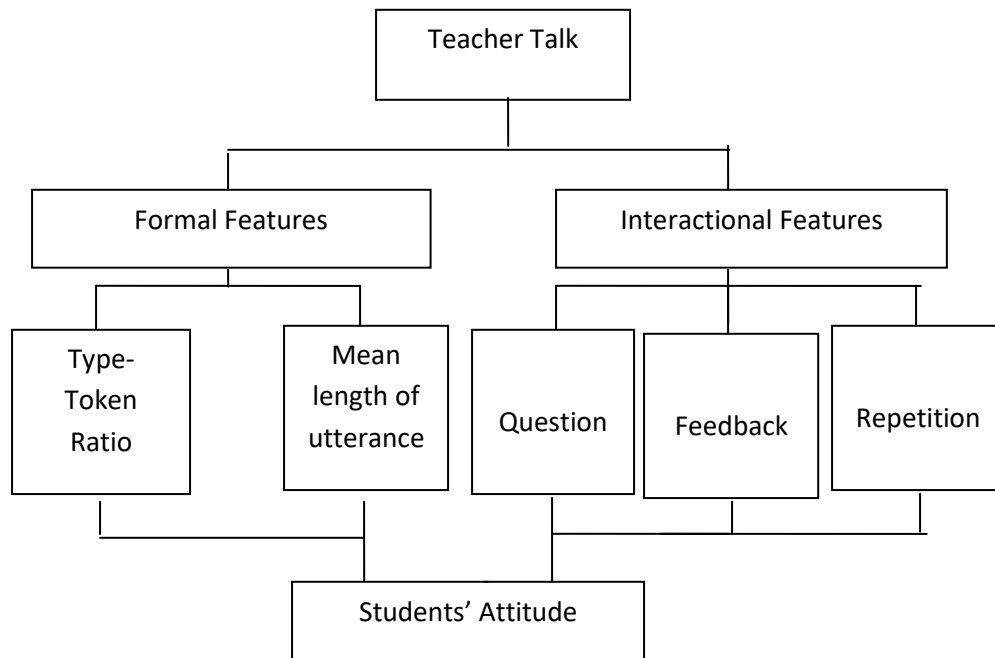
Teacher talk consists of the formal features and the interactional features. The formal features of teacher talk involve type-token ratio and mean length of utterances. The interactional features consist of teacher's questions, teacher's feedback, and teacher's repetition. Both of them cover students' attitude.

## **RESEARCH METHOD**

### **Research Design**

The method chosen for this study is a mixed method involving the combination between quantitative and qualitative methods. A mixed method is taken to make use of the

strengths of each method in order to fully understand the observed phenomena. This is in line with Gay and Airasian (2006:490).



### Subject

The subjects for this study were two English teachers who taught different subjects and Fourth year students of English Department of Tarbiyah and Teacher Training Faculty at State Islamic University of Alauddin Makassar. The first teacher taught Islamic English history and culture and the second teacher taught structure subject. Both of the teachers had experiences studying in abroad. The were given pseudonym. They were teacher A and teacher B.

### Instrument

#### Questionnaire

The questionnaire consisted of twenty items which were divided into negative and positive statements. The students were assigned to select the number responses.

#### Researcher

The researcher recorded the classroom interaction between teacher and students by using handycam **SONY Hybrid** and checked something related to the research by using field note.

### **Passive Participant Observation**

The researcher did not choose active participant observation to avoid the bias data during observation. Therefore, passive participant observation is considered reasonable in this research.

### **Interview**

The researcher used interview to get supporting data about teacher talk. It was designed to the teacher. There are five questions to be asked. In this case, the researcher used structured interview to get data.

### **Procedure of Collecting Data**

In the first meeting, the teachers and students were informed that the study would examine aspects of classroom interaction. During the observation, the researcher acts as an external observer in which he did not directly involve in the situation being observed. In addition, the researcher checked all of aspects related to the research by using checklist guide. The recording equipment was used to collect the data during the observation. This recording was used later to identify and analyze the aspects of classroom interaction and interactional features of teacher talk in teaching and learning process. The teachers were recorded four times. After the observation, the students were given questionnaire. Thus, the total number of meetings were four meetings.

### **Technique of Data Analysis**

#### **Passive Participant Observation**

The utterances produced by the teachers in the classroom were recorded. Then, they were transcribed by the researcher who then analyse the transcript with reference to the aim of the study. The transcription used Brown and Yule method. There are some symbols in transcription as follows;

1. // or / indicates that the next speaker overlaps at this point.
2. An asterisk or right bracket shows the point at which overlap ends.
3. = is used for “latching” to show there is no gap between utterances.
4. + for a short pause, ++ for a somewhat longer pause, +++ for a long pause.
5. Punctuation is used for intonation rather than grammatical function. A question mark, for example, indicates strong rising intonation while a comma indicates a slight rise. A colon means the syllable is lengthened. Multiple colons indicate a more phonological syllable.
6. Uppercase type is used for stress (pitch and volume).
7. <sup>(0)</sup> indicates that the following talk is said softly.
8. (h) indicates explosive aspiration; h without parens means audible breathing.
9. A dot (.) indicates in-breath.
10. Single parentheses is used when the transcriber is unsure of accuracy. Double parentheses indicate nonverbal sounds such as ((cough)).
11. A right arrow or an underline is used to points to parts of the transcript relevant to the analyst’s description.

a. Formal Features Analysis

1) Type-Token Ratio

The type-token ratio was calculated for each class. The ratio was obtained by dividing the total number of different words occurring in the utterances by its tokens (the total number of words). AntConc Software was used to help to know the total number of different words and the total number words in the teachers' speech. Then, the ratio were calculated by using the following formula:

$$\text{TTR} = \frac{\text{Total number of different words}}{\text{Total number of words}}$$

Owen (1996: 34)

To provide definite and operational specification of this feature, and to be able to give more comprehensive and meaningful interpretation, moreover, the criteria of the variety of vocabulary is determined as follows:

1. The variety of vocabulary  $< 0.59$  is regarded less varied
2. The variety of vocabulary  $\geq 0.59$  is regarded varied

2) Mean length of utterances (MLU)

Mean length of utterances were measured in words per utterance. The formula of calculating the words is as follows:

$$\text{MLU} = \frac{\text{Total number of words}}{\text{Total number of utterances}}$$

Lin (2005: 33)

Mean length of utterances proposed by Chaudron (1988) is used for interpretation:

1. The mean length of utterances  $< 9.01$  word per utterance (wpu) shows that the speech contained averagely shorter utterances
2. The mean length of utterances  $\geq 9.01$  word per utterance shows that the speech contained averagely longer utterances.

b. Interactional Features Analysis

1) Questions

The analysis of the questions was done by using the model proposed by Richard and Lockhart (1994). The questions used by the teachers to address the students in the classroom are grouped in three categories: procedural question, convergent question, and divergent question.

2) Feedback

To analyze teacher's interactional feedback, Garcia's model (2005) was adapted. Interactional feedback consists of acknowledging a correct answer, indicating an incorrect answer, praising, modifying a student's answer, repeating, summarizing, and criticizing. In another hand, teacher's corrective feedback is analyzed by using the model

proposed by Tedick and Barbara (1998). It consists of explicit correction, recast, clarification requests, metalinguistic clues, elicitation, and repetition.

### 3) Repetition

The repetitions produced by the teacher are grouped into three types based on Lin's model (2005), they are exact repetition, expansion, and paraphrase.

### Questionnaire

Then the researcher analyzed the data from the questionnaire to see the students' attitude toward the teacher talk during learning process based on Likert Scale. SPSS 17 was used to know the mean score of the students' attitude toward teacher talk. The Likert Scale is used in the following table:

Table 3.5 Likert Scale

| Positive Statement |       | Negative Statement |       |
|--------------------|-------|--------------------|-------|
| Category           | Score | Category           | Score |
| Strongly Agree     | 5     | Strongly Agree     | 1     |
| Agree              | 4     | Agree              | 2     |
| Undecided          | 3     | Undecided          | 3     |
| Disagree           | 2     | Disagree           | 4     |
| Strongly Disagree  | 1     | Strongly Disagree  | 5     |

Sugiyono, 2008:135

The researcher used 10 positive and negative statements in the questionnaire. Therefore the highest score is 100 and the lowest is 20. For each score classification, the interval score is based on the following table:

Table 3.6 The Classification Score for the Questionnaire.

| Score  | Classification   |
|--------|------------------|
| 85-100 | Very Favorable   |
| 69-84  | Favorable        |
| 52-68  | Moderate         |
| 36-50  | Unfavorable      |
| 20-35  | Very Unfavorable |

Sugiyono, 2008:1

## FINDING AND DISCUSSION

### Findings

#### 1. The Formal Features

- a. The Type-Token Ratio in the Teachers' Speech when Addressing Students in the Classroom Interaction.



The average of type-token ratio from the table above in the speech of Teacher A was 0.30. Then, the average of type-token ratio in the speech of Teacher B was 0.39. The type-token ratio indicated the vocabulary diversity. According to Owen (1996: 34) if the ratio was  $< 0.59$ , it indicated that the speech contained less varied vocabulary. In contrary, if the ratio was  $\geq 0.59$ , it meant that the speech contained varied vocabulary. Since the average of type-token ratio in both of the teachers' speech was  $< 0.59$ , it meant that the speech of Teacher A and Teacher B were considered to be less varied.

Table 4.1 : Type Token Ratio

| Observation | Type-Token Ratio                          |  |
|-------------|---|--|
|             | Teacher A                                 | Teacher B                                |
| First       | Types: 321<br>Token: 1337<br>Ratio : 0.24 | Types: 687<br>Token: 1878<br>Ratio: 0.36 |
| Second      | Types: 251<br>Token: 812<br>Ratio: 0.30   | Types: 684<br>Token: 1843<br>Ratio: 0.37 |
| Third       | Types: 318<br>Token: 871<br>Ratio: 0.36   | Types: 558<br>Token: 1275<br>Ratio: 0.43 |
| Fourth      | Types: 503<br>Token: 1526<br>Ratio: 0.32  | Types: 563<br>Token: 1320<br>Ratio: 0.42 |
| Average     | Ratio: 0.30                               | Ratio: 0.39                              |

b. The mean length of utterance in the teachers' speech when addressing students in the classroom interaction.

Table 4.2 illustrates that the utterances of Teacher A was not longer utterances, in other words, the Teacher A produced the shorter utterances during delivering their speech. This provided that the average of the MLU was 8.85. based on the mean length of utterances proposed by Chaudron (1988), he categorized that if the mean length of utterances  $> 9.01$ , it means that the teacher produces shorter utterances. While Teacher B was varied in length going from 9.98 wpu to 12.97 wpu.

It indicated that the delivering speech by Teacher B in classroom interaction categorized longer utterances based on the Chaudron' s category who categorized that if the MLU  $> 9.01$ , the speech is categorized averagely longer utterances. In addition, the speech of Teacher B contains longer utterances than the speech of Teacher A. It is proved by the average MLU of Teacher B which was longer than that of Teacher A.

Table 4.2 : Mean Length of Utterance

| Observation | Mean Length of Utterance<br>( Word Per Utterance)  |  |
|-------------|--|--|
|             | Teacher A<br>(wpu)                                 | Teacher B<br>(wpu)                                 |
| First       | Token: 1337<br>Total Utterances: 159<br>MLU: 8.40  | Token: 1878<br>Total Utterances: 188<br>MLU: 9.98  |
| Second      | Token: 812<br>Total Utterances: 105<br>MLU: 7.33   | Token: 1843<br>Total Utterances: 142<br>MLU: 12.97 |
| Third       | Token: 871<br>Total Utterances: 99<br>MLU: 8.79    | Token: 1275<br>Total Utterances: 99<br>MLU: 12.87  |
| Fourth      | Token: 1526<br>Total Utterances: 140<br>MLU: 10.90 | Token: 1320<br>Total Utterances: 106<br>MLU: 12.45 |
| Average     | MLU: 8.85  | MLU: 12.06   |

## 2. The Interactional Features

### a. The Types Of Questions Asked By The Teachers in the Classroom Interaction

Table 4.3 : Teachers' Question

| Observ. | Teacher A              |                        |                       | Teacher B              |                        |                       |
|---------|------------------------|------------------------|-----------------------|------------------------|------------------------|-----------------------|
|         | Procedural<br>Question | Convergent<br>Question | Divergent<br>Question | Procedural<br>Question | Convergent<br>Question | Divergent<br>Question |
| First   | 18                     | 12                     | 4                     | 1                      | 8                      | 4                     |
| Second  | 17                     | 4                      | 3                     | 7                      | 2                      | 5                     |
| Third   | 16                     | 8                      | 11                    | 1                      | 0                      | 0                     |
| Fourth  | 2                      | 6                      | 10                    | 2                      | 0                      | 1                     |
| Total   | 53                     | 30                     | 28                    | 11                     | 10                     | 10                    |

As Table 4.3 illustrates, Teacher A gave question much more than Teacher B. There is a large majority of procedural questions asked by both of the Teacher A. The total number of procedural questions asked by Teacher A was 53 questions, 30 convergent questions and 28 divergent questions. In contrary, Teacher B on the other hand, asked 11 procedural questions 10 convergent questions and 10 divergent questions to the students during the observation.

Divergent questions which were used to encourage diverse student responses which are not short answers and require students to engage in higher-level thinking were also used by both of the teachers. Teacher A asked 28 divergent questions and Teacher B asked 10 divergent questions during the observation. .

b. The feedback provided by the teachers in the classroom interaction

It reveals from the table that Teacher A and Teacher B provided three types of interactional feedback to the students namely expanding or modifying a student’s answer, acknowledging or praising a student’s answer, indicating an incorrect answer. Teachers also as one kind of interactional feedback. The teacher indicated the student’s answer is incorrect by repeating the student’s answer and raising the intonation. The teacher provided a negative assessment and rejects the student’s response. It indicated that the student’s answer was unacceptable as presented in the examples below:

c. The types of repetition used by the teachers in the classroom interaction.  
indicated an incorrect answer of the students

| Table 4.4 : Interactional feedback               |           |                |
|--|-----------|----------------|
| Interactional Feedback                           | Teacher A | -<br>Teacher B |
| <b>First Observation</b>                         |           |                |
| 1. Expanding or modifying a student’s answer.    | 1         | 2              |
| 2. Acknowledging or praising a student’s answer. | 3         | 2              |
| 3. Indicating an incorrect answer.               | 1         |                |
| <b>Second Observation</b>                        |           |                |
| 1. Expanding or modifying a student’s Answer.    | -         | 1              |
| 2. Acknowledging or praising a student’s answer. | 1         | -              |
| 3. Indicating an incorrect answer                | -         | 1              |
| <b>Third Observation</b>                         |           |                |
| 1. Expanding or modifying a student’s Answer.    | 5         | -              |
| 2. Acknowledging or praising a student’s answer. | -         | -              |
| 3. Indicating an incorrect answer.               | -         | -              |

Fourth Observation

|  |   |   |
|--|---|---|
| 1. Expanding or modifying a student's answer.    | 1 | - |
| 2. Acknowledging or praising a student's answer. | - | - |
| 3. Indicating an incorrect answer.               | 1 | - |

Table 4.5: Repetition

| Obsrv  | Teacher A        |           |            | Teacher B        |           |            |
|--------|------------------|-----------|------------|------------------|-----------|------------|
|        | Exact Repetition | Expansion | Paraphrase | Exact Repetition | Expansion | Paraphrase |
| First  | 2                | 4         | 1          | 2                | 2         | -          |
| Second | 2                | -         | 1          | 1                | 3         | -          |
| Third  | 2                | 4         | -          | -                | 3         | 2          |
| Fourth | -                | 3         | -          | -                | 2         | -          |
| Total  | 6                | 11        | 2          | 3                | 10        | 2          |

As indicated in Table 4.5, the speech of teacher A contains 6 utterances of exact repetition and 11 utterances of expansion and 2 utterances of paraphrase. It was different from the utterances of teacher B which contains 3 utterances of exact repetition, 10 utterances of expansion, and 2 utterances of paraphrase.

It also reveals from the table that Teacher A and Teacher B tended to repeat his utterances by expansion when compared to other categories. It was expansion repetition that they used more to work for their repetition compared to other categories. It was proved by the total number of expansion repetition which was the highest. One of the teacher's expansion repetition can be seen below:

It was also noticeable from Table 4.5 that paraphrase was used by Teacher A and B but both of the teachers used strongly rare. Teacher A paraphrased their speech in two meetings while Teacher B just paraphrased once in one meeting.

**3. The Students' Attitude**

The data were analyzed by using Likert Scale. The results shown that the students had positive attitude toward teacher talk in delivering their speech to the students. The table 4.6 and 4.7 approved the percentage of students' questionnaire as follows:

Table 4.6 The Percentage of Students' Attitude in Teacher A Class

| Category         | Range  | Frequency | Percentage  |
|------------------|--------|-----------|-------------|
| Very Favorable   | 85-100 | 0         | 0%          |
| Favorable        | 69-84  | 22        | 73.3%       |
| Moderate         | 51-68  | 8         | 26.7%       |
| Unfavorable      | 36-50  | 0         | 0%          |
| Very Unfavorable | 20-35  | 0         | 0%          |
| <b>Total</b>     |        | <b>30</b> | <b>100%</b> |

Table 4.7 The Percentage of Students' Attitude in Teacher B Class

| Category         | Range  | Frequency | Percentage  |
|------------------|--------|-----------|-------------|
| Very Favorable   | 85-100 | 1         | 4%          |
| Favorable        | 69-84  | 17        | 68%         |
| Moderate         | 51-68  | 7         | 28%         |
| Unfavorable      | 36-50  | 0         | 0%          |
| Very Unfavorable | 20-35  | 0         | 0%          |
| <b>Total</b>     |        | <b>25</b> | <b>100%</b> |

Based on the result of the percentage of students' attitude on table 4.6 above, there was no student who stated negative statement to the teacher talk produced by the Teacher A but there was no student who was in very favorable category. From 30 students in Teacher A class, 22 students were in favorable category (73.3%) who got the score in interval 69-84 and the rests, 8 students (26.7%) were in moderate category in interval 51-68.

From the students' questionnaire data, the researcher found out that the highest score in Teacher A class was 84 which was categorized as favorable and the lowest score was 63 categorized moderate. In relation to the mean score of the students' attitude for both of classes can be seen on the Table 4.8 and 4.9.

By looking at the result of the mean score from both of classes, the mean score in Teacher A class was 72.33 and 73.22 in Teacher B class. They were classified into favorable category according to the range of students' attitude score. Thus, the students had positive attitude to the teacher talk provided by both of Teacher A and Teacher B.

Table 4.8 The Mean Score of Students' Attitude in Teacher A Class

| Total Respondent | Total of Students' | Score Mean |
|------------------|--------------------|------------|
| 30               | 2170               | 72.33      |

Table 4.9 The Mean Score of Students' Attitude in Teacher B Class

| Total Respondent | Total of Students' | Score Mean |
|------------------|--------------------|------------|
| 25               | 1833               | 73.23      |

## DISCUSSIONS

### 1. The Formal Features

#### a. The Type-Token Ratio in the Teachers' Speech when Addressing Students in the Classroom Interaction

The findings show that the average of type-token ratio in the speech of Teacher A who was 0.30 while the average of type-token ratio in the speech of Teacher B was 0.39. It

indicates that the speech of Teacher B was more varied than Teacher A. However, since the average of type-token ratio in both of the teachers' speech was  $< 0.59$ , the speech of Teacher A and Teacher B which was considered to be still less varied.

#### b. The Mean Length of Utterance in the Teachers' Speech when Addressing Students in the Classroom Interaction

In terms of mean length of utterances for both the teacher's were significantly different. Teacher B absolutely used longer utterances than Teacher A. It is proved by the average MLU of Teacher B (12.06 wpu) which was longer than that of Teacher A (8.85 wpu). Since the average MLU of Teacher A and Teacher B was  $> 9.01$  wpu, it indicates that the speech of both of the teachers contained averagely longer utterances when addressing students in the classroom.

### 2. The Interactional Features

#### a. The Types of Questions Asked by the Teachers in the Classroom Interaction.

The questions asked by the teachers in the classroom consist of three types namely procedural, convergent, and divergent questions. The findings showed that Teacher A and Teacher B asked more procedural question than convergent and divergent question. It indicates that Teacher A and Teacher B preferred to use questions that encourage immediate responses from the students.

#### b. The Types of Feedback Provided by the Teachers in the Classroom Interaction.

Xiao-yan (2006) assumed that providing feedback is an effective technique for increasing motivation of foreign language learning.

A teacher who provides encouraging feedback is much more likely to get students motivated to learn and to participate in class, and will help to create a warm, relax atmosphere in the classroom. It is believed that learners' confidence and courage will be fostered in a friendly atmosphere, and increasing motivation will encourage greater effort on the part of learners and as a result, a greater success in language performance. Garcia (2005) further explained that the interactional feedback made by the teacher may enhance the learner's linguistic production.

c. The types of repetition used by the teachers in the classroom interaction.

The findings of this study showed that the teachers used exact repetition, expansion, and paraphrase in the classroom. However, they used more expansion repetition than the other types of repetition. In contrast with Lin' finding (2005) who found that teacher mostly used exact repetition in the classroom interaction. Urano (1999) stated that with respect to comprehensible input, the more repetition implied the better facilitative teaching. He assumed that too much exact-repetition might backfire the result. That is, expansion and paraphrase would provide a better linguistic input than that of exact-repetition.

The more use of repetition did not necessarily ensure the better teacher input. Its quality largely depended on the type of repetition. If the teacher used Indonesian language in verbal interaction in the classroom, mostly the students gave responses in Indonesian language too. Vice versa, if the teacher used English as a language of instruction the students mostly gave the respond in English too.

### **3. The Interpretation of Data Analysis on Students' Attitude**

The findings show n that the formal and interactional features made the students favorable in learning English. It was highly approved by the data that none of the students in Teacher A and B classes selected negative statements to the delivering speech by the teachers. In addition, none of the students selected very favorable category. In Teacher A class, 22 students were classified in favorable category and 8 students were classified as moderate. The highest score was 84 and the lowest was 63. The mean score was 72.33. Because the mean score was in interval 69-84, so the students in Teacher A class were classified into favorable category.

The different case showed in the raw data of the questionnaire in Teacher B class, in item 2 where 1 student selected disagree and moderate category, 7 students selected strongly disagree and 16 students were in agree category. In item 8 none of the students selected negative statements. It meant that none of the students were categorized in disagree and strongly disagree level. In addition, there 4 students were in moderate category. 7 students were classified as strongly agree and 11 students were classified agree level. The average score in item 8 was 4. Thus, the researcher concluded that the students were in agree level wholly.

In relation to the findings above, the researcher can formulate the hypothesis that the teacher talk in classroom interaction significantly influence the students' positive

attitude. If the students have positive attitude toward the teacher talk, the student will be high motivated in participating in classroom interaction during teaching and learning process.

## CONCLUSION AND SUGGESTION

### Conclusions

1. The formal features divided into two kinds namely:
  - a. Type token ratio  
The type token ratio for Teacher A was classified less varied. His type token ratio was 0.30. The same case was with Teacher B.
  - b. Mean length utterances  
Teacher B got longer utterances than teacher A with 12.06 wpu.
2. Both of the teachers frequently used procedural questions rather than convergent and divergent questions. The result showed that Teacher A delivered 53 procedural questions, 30 convergent questions, and 28 divergent questions.
3. Because the students' positive attitude, they responded to the teacher talk based on the teacher's language option. The more the teacher used English as language instruction the more the students used English to respond to the teacher talk.

### SUGGESTIONS

Based on the data analysis and conclusions, the researcher proposes some suggestions as follows:

1. The teachers are suggested to vary their vocabulary when delivering the material to the students in the classroom in other to the students' vocabulary increased in the same time.
2. The teachers are suggested to give more acknowledging or praising on students' answer. Thus the students motivation will be cultivated, and the student' with high-motivation will participate in the classroom enthusiastically.
3. It is recommended that more studies on this topic but with different points of investigation be performed.

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