



STUDENTS' PERCEPTIONS TOWARDS TEACHER TALK IN ENGLISH CLASSROOMS

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Abstrak

Penelitian ini meneliti persepsi siswa terhadap tutur guru Bahasa Inggris. Ini bertujuan untuk mengetahui jenis dan dampak pembicaraan guru yang digunakan oleh guru Bahasa Inggris terhadap proses belajar mengajar Bahasa Inggris. Kemudian, harapan siswa akan tutur guru Bahasa Inggris yang ideal juga penting untuk diselidiki agar bisa melakukan yang lebih baik di masa depan. Data dikumpulkan dari wawancara 16 siswa dari seluruh program yang tercatat dan kemudian ditranskripsikan. Data tambahan tentang jenis pembicaraan guru yang digunakan oleh guru Bahasa Inggris diambil dari observasi kelas. Karena penelitian ini mengeksplorasi persepsi siswa yang berasal dari pengalaman siswa, pendekatan kualitatif dianggap sebagai desain penelitian yang tepat. Hasil penelitian ini disajikan secara deskriptif untuk mengungkap persepsi siswa secara komprehensif. Ditemukan bahwa dalam memberi pertanyaan, siswa lebih memilih pertanyaan referensial untuk pertanyaan 'display'. Padahal, guru lebih sering menggunakan pertanyaan 'display' daripada pertanyaan referensial untuk memprakarsai siswa. Dengan cara memberi umpan balik, ketika siswa menghasilkan jawaban yang salah atau tidak, guru biasanya menggunakan informasi untuk mengikutinya. Namun, siswa lebih suka didorong oleh guru. Saat siswa menghasilkan jawaban yang benar, mereka tetap memilih untuk diringkas, bukan sekadar memuji.

Kata kunci : persepsi siswa, tutur guru, pembelajaran Bahasa Inggris

Abstract

The present study investigates on students' perception toward English teacher talk. It aims to know what the kinds and the impacts of teacher talk used by English teacher to English teaching learning process. Then, the students' expectation of an ideal English teacher talk is also important to be investigated in order to conduct a better one in the future. The data is collected from interview of 16 students of any programs which is recorded and then transcribed. The additional data about kind of teacher talk that used by English teacher is taken from classroom observation. Since this research explores the students' perceptions which come from the students' experience, qualitative approach is considered as an appropriate research design. The result of this research is presented descriptively in order to reveal the students' perception comprehensively. It was found that in giving question, students prefer referential question to display question. In fact, teacher more often used display question than referential question to initiate students. In ways of giving feedback, when students produce incorrect or no answer, teacher usually used informing to follow them up. However, students prefer to be encouraged by the teacher. When students produce correct answer, they still prefer to be summarized, rather than being just simply praising.

Keywords : students' perceptions, teacher talk, English classroom



INTRODUCTION

An interaction between teacher and students establish the success of teaching-learning language. In the English Foreign Language (EFL) classroom, teachers have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students' understanding in using the target language (Sinclair & Brazil cited in Yanfen & Yuqin, 2010: 77). The students' interaction is also important. When they give the appropriate response to the teacher talk, it means that they understand the language that teacher use.

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the student is one of definition of teacher talk. It is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk does not only determine how well they make their subject, but also assure how well the students will learn. Therefore, teachers can use stimulus to their students, like asking question, invitation and giving direction. With giving feedback to the students' response, the active participation of student in the classroom also increases.

Teachers use question more often to initiate class interaction than other initiating activities. Asking questions have the specific function of maintaining interaction by ensuring that the interlocutor the same assumptions and identification of references (Chaudron, 1993:130). These are comprehension checks, confirmation checks, and clarification request. Therefore, to make interaction in the classroom, many questions are needed.

Besides initiating question, providing feedback to the learners' performance is another important aspect of teaching (Richard & Lockhart, 1994:188). Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build supportive classroom climate. In language classroom, may be a response either to the content of what student has produced or to the form of an utterance.

Such appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and student, and consequently create more opportunities for students to participate actively during the language learning process. Both using variety question to initiate students' responses and giving feedback to the students' performance,



are expected to increase the quality of teacher talk in the classroom interaction.

However, in fact, there are many teachers in EFL classroom who lack to close pay attention to their talk during the classroom interaction. Many of them more often ask the question just to check the students understanding of the lesson, but not to guide the students to have opportunities using the target language practically. Giving inappropriate feedback also happened so that make the students fear to use the target language. This phenomenon often occurs in most of English as a foreign language, included Indonesia.

For senior high school students, English should not only be knowledge but also be communicative language during the classroom interaction. With their skill in English, teacher should give more opportunity to them to use their target language in the classroom interaction. So that, the English teachers have more challenges to create their talk in more variations to invite the students actively using the target language. From that perspective, the English teachers in Senior High School are assumed to understand more to manage their talk in English classroom interaction. Understanding the students' need is also required. Therefore, the writer is interested in understanding how are the

students' perspectives toward the teacher talk in the English classroom.

Based on the background of study above, some purposes of the present study can be identified as follows:

1. How are the students' perceptions about kinds of English teacher talk?
2. What kinds of teacher talk are used by teacher in English classroom?
3. What are the impacts of students' perception toward English teacher talk in teaching learning process?
4. What are the students' expectations about an ideal English teacher talk?

THEORETICAL REVIEW

Adediwura and Tayo (2007:165-167) in their academic journal elaborate the theories of perception by taking some experts' explanation. First, they take the theories as postulated by Allport (1966) who defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, a perception influences the information that enters working memory. This theory is strengthened by the next



statement from Glover et al. (1990). They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research findings have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne (1991) explain it as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example, the emotions or feelings. Students' perception according to McGoldrick and Caffrey (2009, cited in Akande, 2009: 32), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them.

Review of Teacher Talk

1. Kind of Teacher Talk

Teacher talk is the language in the classroom that take up the major portion of class time employed to give direction, explain activities and check students' understanding (Sinclair & Brazil, 1995 cited in Yanfen & Yuqin, 2010:77). As an indispensable part of foreign language teaching, Teacher Talk has own

features in that both the content and the medium are the target language. The language employed by teachers in language classes is served as the source of input of language knowledge, and also use to instruct language communication and organize classroom activities.

In the process interaction between teacher and students, there are two kinds of teacher talk, i.e. giving question and giving feedback to students' responses (Richard, 1994:182).

a. Question

Question is a request for information and it is commonest and most straightforward way to make student to talk according classroom observation (Yanfen & Yuqin, 2010:79). Questioning is one of the most common techniques used by the teachers. In some classroom over half of class time is taken up with question-answer exchange (Gall, 1984 cited in Richard & Lockhart, 1994:185). By asking questions to students, it can motivate and stimulus them to active during teaching learning process. Chaudron argues (1988:127), teachers' question behavior has been examined in a few second or foreign language studies concern with the extent to which teachers' questions might facilitate either target language production or correct and meaningful content related responses by



students. Long (1981, cited in Chaudron, 1998: 127) augments that questions probably facilitate interaction by clearly establishing both the topic and who is expected to speak next. Teachers' questions construct a primary means of engaging learners' attention, promoting verbal responses, and evaluating learners' progress, although there is considerable database as to whether language teaching methodology requires this sort of interaction. Typically, a question is the initiation of the three part solicit response-evaluate sequence of moves typical of classroom, for example (Chaudron, 1998: 127):

1) The function of Question

1) Types of Question

Based on Sinclair & Brazil (1982, cited in White & Lightbown, 1984 in Richard & Lockhart, 1994: 185-187), there are three kind of teachers' questions:

- (a) Procedural Question.
- (b) Convergent and Display Question
- (c) Divergent and Referential Question

2) Modification of Question

Teacher can modify his talk in order to make the understandable question for the students. Based on Chaudron (1988:127-129), there are four factors that possible teachers use in their question.

(a) Repeating or Rephrasing

(b) Aiding with The Clue

(c) Alternative or "or-choice" questions

(d) Giving a wait-time

3) Questioning Pattern

The practice of teaching is considered at times to involve a structuring of information for the learner, either as a direct presentation of information or as the facilitation or generation of a dialogue between a source of knowledge (teacher, book, material) and the learner (Hyman, 1974 cited in Chaudron, 1988: 129).

b. Feedback

Instructing students and providing on performance are probably the two most commonly conceived classroom function of teachers. However, giving students feedback after they did something is also important. Based on Chaudron (1988:132), feedback is the notion of error correction. Based on Richard and Lockhart (1994: 188), feedback can be either positive or negative and may serve not only to let learner know how well they perform but also can increase motivation and build a supportive classroom climate. There are more specific feedbacks that usually found in the language classroom, they are:

1) Feedback to incorrect and no response

- (a) Inform:
- (b) Prompt
- (c) Encouragement:



(d) Criticizing

(e) Ignoring

2) Feedback to correct response

Richard & Lockhart 1994: 189-191 propose feedback consist as follows:

(a) Praising

It is refers to the very brief feedback from the teacher in response to correct answer, such as: “OK, good!”, “That’s right!” “Yes, an excellent answer!”. Furthermore, Yuqin and Yanfen (2010: 81) said that praising is like acknowledgment or comment. Comment of some kinds are given by the teacher sometimes to encourage the students providing answer, and sometimes to let others notice what is given by the students, and sometimes to encourage others as well.

(b) Summarizing

When the student answers the correct answer, sometimes the teacher repeats the student answer with different words or sentences, i.e. using synonym. It means that teacher try to make the students’ answer more effective so that they can learn more. They can learn how to make effective sentence, vocabulary and also how to pronounce correctly.

1. Style Of Teacher Talk

According to Harrel (1992: 17), a crucial aspect of teaching English as second language is the nature of teacher talk. He also mentions that there are two styles of teacher

talk which is commonly found in language classroom.

a. Teacher Talk in Teacher Fronted Classroom

The basic idea behind this approach is “equality” which is intended to present information to all students in uniform manner. The teacher stands as the central figure in the classroom, which has the power to control students. The content in teacher-fronted classroom is frequently based on following the textbook, often reading sections aloud and completing exercises. Students understand that the teacher is familiar with the answer and the goal of question is merely to check students’ knowledge.

Flanders as cited in Harrel (1992: 21), states that teachers speak up to 75% of the time, learning little time for students’ expression. Five major features characterized teacher talk in frontal situation:

- 1) Teachers speak a lot.
- 2) Teacher lecture.
- 3) Teachers ask short question.
- 4) Teachers use correction extensively.
- 5) Teachers give instruction and command frequently.

b. Teacher Talk in Cooperative Classroom

Unlike the previous one, this approach is based on interaction among group members. The teacher acts as facilitator of learning,



approaching the group when necessary. In addition to social advantages, cooperative learning results in greater academic achievements when compared with frontal teaching. However, cooperative learning is used for implementing a communicative approach to teaching English for non-native speaker.

Four major features characterized Teacher Talk in cooperative learning classroom:

- 1) Teachers speak little.
- 2) Teachers provide broad questions to challenge thinking.
- 3) Teachers assist students with the learning task rather than providing error correction.
- 4) Teachers give few commands, imposing less disciplinary control.

RESEARCH METHODOLOGY

This research is conducted to reveal students' perception toward English teacher talk that occurred in English classroom interaction. Moreover, the present research also gave explanation about the impact of teachers' talk in English teaching learning process. The perception itself needs to be presented comprehensively in order to get deep explanations of the real condition. For this reason, the writer applies descriptive qualitative study as the research design as the most appropriate one in exploring kind of

teacher talk, students' perceptions and the impact both of them in English teaching learning process. In addition, the problems which observed in this research were not definite, holistic, and dynamic. A list of numbers would not be adequate enough to represent it. It needs a deep analysis to find hidden reason and meaning behind the problems.

In accordance with the use of qualitative research, the analysis approach of this research depends on the descriptive one, a research that describes phenomenon, facts, and events of individual or groups systematically and accurately (Zuriah, 2007: 47).

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a qualitative research, data can be taken from archival documents, written or oral expressions of people or their behavior, etc (Moleong, 2010:157). Thus, the methods that were utilized in the process of gathering the research data could be categorized as follow.

a. Interview

The kind of interview that used in collecting the data was a semi-structured interview. Through this kind of interview, the interviewees were expected to express their



opinions and ideas so the issue could be explored more openly. The interviewees of this research were the third year students of language class in *SMA Negeri Sekaran* in the academic year of 2015/2016. There were sixteenth students who should answer the same questions from all classes. Those students consisted of 10 females and 6 males. The researcher used mobile phone as instrument to record the data from the interviewees. Note taking technique also used as other instrument to get addition information during the interview.

After the data had been collected, the researcher grouped the students' perception into students' opinion and students' preference toward their English teacher talk. Every student who chosen one kind of teacher talk were calculated with total of students, so there were found percentage in every kind of teacher talk.

b. Observation

The researcher calculated the percentage of every kind of teacher talk based on the frequencies of each teacher talk then divided with total of the teacher's question or teacher's feedback.

The researcher used recording and note taking as the technique in collecting data during the observation. Videotape recording (VTR) was used to record the

information. Besides, note taking technique was also used. The advantage by using videotape was providing an opportunity for informant to share directly his or her reality and creative in that it captures attention visually.

FINDING AND DISCUSSION

1. Students' perception

Based on the interview conducted by researcher, students had many kinds of perception toward their English teacher talk. Either when their teacher gave question or feedback to them.

a. Students perception toward teachers' question

The researcher found that 16 students had different perception about the question type that usually used by their English teacher. Based on the students' preferences, there was found that 10 students (62.5%) preferred referential question to display question (6 students, 37.5%).

1) Referential Question

The students stated that when the teacher invited them having an argument, they felt more challenging and could think more. Although, they faced difficulty to arrange the sentences and choose the suitable vocabulary, they felt challenged to use their English. When they were stimulated to argue, they said



that they could express everything in their mind, such as ideas, opinion and knowledge.

However, some students considered that referential question was difficult question to be answered. They should think harder, thinking about how arrange the sentences, how to choose appropriate vocabularies and how to pronounce well in a long sentences. This question also made them nervous to answer. As the result, they could not find the words in their mind and became speechless.

b. Students' Perceptions toward English teachers' feedback

Teacher talk in the feedback move is relatively important, since it is not only a summary about the interaction, but also effects students' interest to interact in the next interaction. From the students' perspective, they said that their English teacher always gave them feedback after they had done the teachers' request or instructions.

1) Teachers' feedback to correct answer

Based to the students' opinion, when they answered correctly, English teacher used to appreciate them using encouraging word, such as "Good", "Nice", "Good job" or "Great" but English teacher used summarizing infrequently. This perception was agreeable with the students' preference. When they answered correctly, 9 students (56.25%)

preferred summarizing from the teacher to praising (7 students, 43.75%).

a) Praising

According to students' statement, praising was kind of positive appreciation that should be given by teacher to their students, especially in language class. They assumed that praising could prove teachers' respect to their existence. Some of them also felt proud of their self and then motivated to answer continuously.

2. Kind of Teacher's Talk Used by English Teacher

a. Teachers' Question

Based on the students' opinion, 10 students said that in conversation class, teacher more used referential question than display question. In conversation class often make arguments and then play game. This opinion is inappropriate with the classroom observation. English conversation teacher observed more frequent used display question (67%) than referential question (33%) to initiate the students' response.

b. Teachers' Feedback

Almost all of students (15 students, 93.75%) said that their teacher more often used praising as positive feedback when they answered correctly. "Good" and "Great" were common encouraging words



This opinion was suitable with the real condition in the classroom. English teacher observed always used this feedback in the classroom (90.9%). To follow students up, the teacher used some words such as “Ok. Good!”, “That’s good.”, “Ok. Thank You.”, “Nice!” .

Whereas, when the students could not answer or answer incorrectly 10 students (62.5%) said their teacher usually informed the correct answer directly.

Two students (12.5%) considered that their teacher used criticizing, and 4 students (25%) argued that their teacher ignored their incorrect or no answer. However there were nobody said that their teacher used prompting and encouragement to response their no and incorrect answer. In the classroom observation, English teacher observed used five kind of feedbacks to incorrect or no answer. She more frequent used informing when the students could not answer or answered incorrectly (34.6%). She informed directly what the correct answer is. Encouragement (30.8%) and prompting (23.1%) were also used by English teacher frequently to motivated students incorrect answer. However, criticizing (7.7%) and ignoring (3.8%) were infrequent applied by English teacher in the classroom.

3. Impact of Teacher’s Talk in English Teaching Learning Process.

Based on the observation and interview, the researcher observed what the impacts of different teacher talk were during the teaching learning process. In fact, researcher showed that during the classroom observation; when the students’ perception was suitable with the teacher talk used by English teacher and when the students’ perception was not suitable with the teacher talk used by English teacher, they had different impact.

a. Students’ oral production

The first impact of appropriate teacher talk was about students’ oral production. Students’ oral production increased when teacher used the students’ preference teacher talk during the classroom interaction. When teacher gave the appropriate question or feedback to students, this could motivate students to answer the question even they made error or incorrect answer. In addition, when they difficult to get vocabularies to make sentences, they did have any fear to make the sentences. Although they should mix English and *Bahasa* or ask the teacher again, they seemed try to answer.

In other sides, when teacher used question or inappropriate feedback with students’ perception, students just kept silent or spoke little. This situation made students to practice



their English infrequently. Moreover, based on the students' perception, they would be lazy to speak up.

b. Students' understanding

Students' understanding about material teacher explained can be influenced by the way teacher talks to them. When teacher used suitable question or feedback, students seem understand well about what teacher spoke. In addition, the students said while their teacher used appropriate question with their preference, they could enjoy answering the question. They were not nervous or fear, so that they could understand well what the teachers said.

In contrary, when teacher used unharmonious feedback, such as ignoring and criticizing, students seemed nervous and then locked their mouth. They said that the vocabulary missed suddenly and they could understand what the teacher said.

c. Students' participation

Kind of teacher talk that used by teacher had impact toward students' participation in the classroom. When teacher used referential question, students were motivated to raise their hand and then speak up. They were also seemed focusing on the topic that discussed. They tried to ask teacher or friends if they did not know about vocabularies to arrange the sentences to answer the question.

Students' participation also increased when teacher applied students' preference feedback to response the students. The suitable feedback when they answered correctly could make them confident to answer again and again. They also argued when they answered incorrectly and then the teacher gave them appropriate feedback, this made them challenged to attempt more in the next time.

d. Harmonious classroom interaction

When teacher used appropriate kind of question and feedback during the teaching learning process, this could create harmonious atmosphere in classroom interaction. For example, when students had perception that referential question was more important to improve students' abilities in English and the teacher also used it frequently in the classroom, the interaction between teacher and students or students and students seemed harmonious. If students made mistake, their teacher were never angry to them.

She used to ask them to sit down or inform the correct ones to them.

Teacher also used joke as her way to criticize students' incorrect answer. Moreover, teacher and students could laugh together because teacher's way to give critique. This way made the students fearless to ask or respond the teacher. Therefore, not only teacher who enjoyed interact with the students in the class



but also students had confidence to response teacher talks.

4. Expectation of An Ideal English Teacher's Talk

a. Students' expectation toward English teacher's question

1) Challenging Question

Challenging question means kind of question which able to invite students interest for answer using English longer. They considered that kind of question such argument and opinion would be challenging question for them. In the future, they expected English teacher could pay attention to kind of question which she used in order to help students explored their ideas, opinion and argument using English.

2) Comprehending Question

Besides challenging question, students expected teacher used question which did not deviate from the previous material. This means that they had comprehended that question and answer. They argued when teacher used question with predictable answer, they could answer easier than question that different with the previous material. They should think twice, thinking of what the correct answer and how to arrange words into good sentence. Thus, the comprehend question would motivate them to use their English.

3) Question from native speaker

The question from many kinds of resources was hoped by student, such as the question from native speaker. Although they could not meet and learn directly from native speaker, at least their teacher could use international broadcasting such as VOA to train students to listen English from native speaker. The students said that when they learned from native, they could learn how to pronounce well.

b. Students' expectation toward English teachers' feedback

1) To correct answer

a. Giving applause

Variation ways can be done by teacher to give feedback for the students when they answer correctly. Based on the students' expectation, they felt very comfortable when the teacher gave them applause after they answered. Moreover when teacher asked other students to give applause too, students considered that their friends also acknowledge them. Therefore, they would be satisfied in answering the question.

b. Acknowledgment

Acknowledgement refers to the very brief feedback from teacher in response to correct answer, such as: "Ok, good!", "That's right!" (Richard & Lockhart, 1994: 189). Although English teacher often used this



feedback in the classroom, students expected she still used it when they answered correctly. They felt respected in the class so that they were not fear and shy to answer the question.

c. Paraphrase

Summarizing on the students' answer with other ways became students' expectation when they answered correctly. After they succeeded to answer, they wanted the teacher paraphrased their answer. This way was very useful for students did not only to enrich their vocabulary mastery, but also gave them example how to make effective sentence.

2) To no and incorrect answer

a) Giving advice and solution

When the students could not answer or answer incorrectly, they wanted hear advice and solution from the teacher. With giving those feedbacks, they were not fear to answer in the next time. They would feel more confident in spite of they ever made mistake in the past. Advice could encourage students to get solution of their problem, especially in learning language.

b) Motivating

Sometimes, the students would not like to speak even they knew the answers, just out the fear of making errors, the fear of losing face and losing self-esteem, etc. That condition made the students kept silence. For this reason, students wanted the teacher gave them

motivation. Students said that motivation was very humanistic. It would build their self confidence. In addition, motivating could anticipate the students' hatefulness of English lesson.

c) Soft intonation

Some students said that anything feedback from the teacher did not become the big problem. Although the teacher throw the question to others when they could not answer, that was also fine. However, the problem arouse if the teacher used excessive intonation to response students' answer. Students wanted the teacher used wise intonation when gave feedback to them, especially when they answered incorrectly. Therefore, they would not be timid to their friends when they wanted to answer.

d) Peer help

Peer help was one kind of alternative feedback that students expected. When they could not answer, they hoped teacher asked them politely to inquire to their friends who could help them. With this way, students could work together with their friends to get the solution. They could help each other.



CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis and the results of the study, the following conclusions are drawn:

1. The students' perceptions toward English teacher talk are very various. They have their own opinion with its strong reasons. For some students, referential question is more challenging than display question. Referential question not only help them to increase their English speaking ability but also can express their mind, ideas, and opinion. Although display question are considered easy question but does not sufficient for increasing their English since they just recall or read the answer from text or previous material.
2. In giving question, referential question is the frequent question used by English teacher based on the students' opinion. In fact, display question is more frequent applied by English teacher in class. In ways of feedback, when students produce an incorrect or no answer, teachers usually use ways of informing to help students. However, when students have provided the expected answer, teacher use praising to follow student up more frequently.
3. The kinds of English teacher talk that used by teacher and students' perception toward

English teacher talk have many impacts in teaching learning process. Based on the observation and the interview, there are four impacts, students' oral production, students' understanding, students' participation and harmonious classroom interaction.

4. Regarding the kind of question and feedback that used by English teacher, the students expect that English teacher can use many kinds of question and feedback. Based on the students' expectation there are three kinds of question and seven kinds of feedback that can English teacher used to train students' English skill. They are:

a. Question:

- 1) The question that can challenge their interest, such as opinion and argumentative question.
- 2) The question from previous material or question that have been comprehended by students.
- 3) The question from many resources, especially from native speaker.

b. Feedback to correct answer:

- 1) Giving applause
- 2) Acknowledgment
- 3) Paraphrase to students' answer

c. Feedback incorrect and no answer

- 1) Giving advice and solution
- 2) Motivating



- 3) Using soft intonation
- 4) Asking students to discuss with their friends first (Peer help)

Suggestion

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers to use their talk in classroom interaction:

5. Teacher talk plays an important role in provoking interactions between teachers and students. The teacher should understand what the students' perceptions about her teaching. English teacher is expected to understand what languages would be more efficient in creating an environment in which students feel more comfortable and confident and become more involved in interactive activities in language classroom. Therefore, English teacher can make self-reflection about their teaching, such as record their teaching, make observation and teaching journal, and can also apply surveys and questionnaires.
6. Referential question is on the second place after display question. It is better for teacher to increase the number of referential question in class because referential question can increase students' interest in using English.
7. Prompting is low percentage applied by English teacher in the class. In fact,

students prefer this feedback when they produce incorrect or no answer to other feedbacks. For this reason, English teachers should try to increase the number of prompting when they response the students' answer.

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