

The Analysis of English Teacher Talk in Classroom Interaction at STAI DDI Pinrang

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ABSTRACT

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This study aims to analyze the types and functions of English teacher talk in classroom interaction at STAI DDI Pinrang, focusing on third-semester English students. The research employed a descriptive qualitative design to explore natural communication patterns between lecturer and students in the English classroom. Data were obtained through observation, interview, and documentation. The results show that the lecturer employed various forms of talk such as asking questions, giving directions, praising or encouraging, and correcting without rejection. These patterns of teacher talk promoted student engagement and facilitated interactive learning. The lecturer also used code-switching between English and Indonesian to ensure comprehension and maintain classroom rapport. The findings highlight that teacher talk plays a crucial role in building a communicative and supportive learning environment, particularly in higher education contexts.

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INTRODUCTION

Teacher talk has long been recognized as a key factor influencing classroom communication and student participation in English language learning. The way teachers use language determines not only how students comprehend material but also how actively they engage in learning activities (Cullen, 1998). According to Krashen's

(1982) input hypothesis, comprehensible input delivered through teacher talk provides essential linguistic exposure for language acquisition.

In addition, teacher talk plays a key role in creating a supportive learning environment where students feel comfortable to participate and interact. By using clear and understandable language, teachers can help students understand the subject matter better and encourage them to actively participate in discussions. (Eriz et al., 2025)

In Indonesian higher education context, English teachers often serve as both language models and facilitators of interaction. However, excessive teacher domination in classroom talk may reduce opportunities for students to practice English. Therefore, an analysis of teacher talk is vital to evaluate how interaction patterns contribute to communicative competence.

At STAI DDI Pinrang, English classes are designed to promote student-centred learning in accordance with the principles of the *Merdeka Curriculum*. However, observations indicate that teacher talk remains dominant in guiding discussions and providing instructions. This research aims to identify the types of teacher talk used and how they influence classroom interaction among third-semester English students.

RESEARCH METHOD

This study applied a descriptive qualitative method to describe and interpret natural communication during English classroom sessions at STAI DDI Pinrang. The participants were one English lecturer and third-semester English students selected purposively. Data were collected through classroom observations, semi-structured interviews, and document analysis (lesson plans and recordings).

The data were analyzed following Miles and Huberman's (2014) interactive model: data reduction, data display, and conclusion drawing. Triangulation was used to ensure data validity by comparing findings from multiple sources. The framework of teacher talk classification proposed by Brown (2001)—including praising, giving directions, asking questions, using students' ideas, and correcting without rejection—was employed as the analytical lens.

C. RESULT AND DISCUSSION

The analysis revealed that English teacher talk at STAI DDI Pinrang displayed various communicative functions aligned with Brown's (2001) categories.

1. Asking Questions

The lecturer frequently used both display and referential questions to stimulate students' participation. Examples include "What is the main idea of this paragraph?" and "How do you relate this topic to daily communication?".

This questioning strategy encouraged critical thinking and promoted the use of English expressions. This is in line with the theory that the teacher talk should facilitate students' intellectual engagement and create opportunities for students to be actively involved in discussions. The results from the observation show that the lecturer uses a variety of questioning techniques and adjusts to the students' ability level. This shows that teachers try to build effective and in-depth interactions through directed questions.

2. Giving Directions

Teacher talk often involved guiding students through tasks or group discussions, such as "Please work in pairs and discuss the meaning of the text." This ensured task clarity and smooth learning transitions. Lecturer gives instructions with clear language to direct students' learning activities. Phrases such as "Please work in pairs and discuss the meaning of the text" show that the teacher directs students in performing learning tasks. These instructions are direct and aim to stimulate students' active involvement in the learning process. Observations show that teachers use systematic and easy-to-understand instructions. Providing clear directions helps students understand the tasks and activities they need to perform. Systematic and easy-to-understand instructions encourage students' active engagement in the learning process, which is essential for achieving learning objectives.

3. Praising or Encouraging

Positive reinforcement phrases like "Good answer!", "That's a great idea!", and "Excellent effort!" were observed frequently. Such expressions built students' confidence and created a supportive learning environment. Based on the researcher's observation, the use of praise like this makes students more active and not afraid of being wrong in answering the lecturer's questions. This supports a positive and inclusive learning environment. Giving praise and encouragement to students when they answer correctly or make an effort to answer a question is an effective strategy to boost students' confidence. Praise creates a positive and inclusive learning environment, which encourages students to actively participate without fear of making mistakes. It also supports students' character development at STAI DDI Pinrang.

4. Correcting without Rejection

When students made grammatical mistakes, the lecturer corrected them implicitly, for example:

Student: "He go to campus every day."

Lecturer: “Almost right—remember, we say *He goes to campus every day.*”

This subtle correction helped maintain motivation while enhancing language accuracy. Correcting students’ mistakes without criticizing them is an approach that supports students’ motivation and confidence. By providing constructive feedback, teachers create a learning environment free from fear or embarrassment, which is essential for effective learning.

5. Using Students’ Ideas

The lecturer also developed classroom discussions from students’ contributions, showing appreciation of their input. For instance, when a student related a text theme to social life, the teacher expanded it into a broader discussion. Using students’ ideas in discussions shows that their opinions are valued and considered important in the learning process. It creates a participatory and interactive learning atmosphere, where students feel that their contributions have value. It also encourages students to think critically and engage more deeply in learning.

Additionally, code-switching between English and Indonesian was applied strategically to clarify meaning and manage classroom discipline. This bilingual practice ensured all students could follow explanations, especially when dealing with complex linguistic structures. To clarify or making sure that the students understand about the meaning of the explanation, especially in teaching grammar, the lecturer usually switches the instructional language, that is English into Indonesian and vice verse.

The findings are consistent with previous studies (Goh & Burns, 2021; Lesiana et al., 2023), emphasizing that effective teacher talk not only conveys knowledge but also shapes the interactive climate of the classroom. The lecturer’s talk in this study reflected a balance between instruction and facilitation—supporting both comprehension and communicative competence.

CONCLUSION

Teacher talk plays a fundamental role in shaping classroom interaction and student engagement in English learning. At STAI DDI Pinrang, the English lecturer utilized a variety of communicative strategies: questioning, praising, directing, and subtle correction to foster an interactive learning atmosphere. The combination of English and Indonesian proved effective in ensuring understanding and maintaining motivation.

This study suggests that English lecturers in higher education should be more aware of their speech patterns and maximize opportunities for student talk to promote

communicative competence. Future research may extend this study by comparing teacher talk patterns across different levels or institutions.

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