



Investigating Of Using Teacher Talk Strategy To Build Students' Participation And Motivation In English Speaking Class

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ABSTRACT

Speaking English is about practice. A lack of motivation in learning can become a challenge for both students and teachers. Insufficient participation and interaction between teachers and students lead to an ineffective learning process. Communication is the key to connecting the learning process and its outcomes. Teacher talk is a verbal communication strategy that plays an essential role in the ongoing learning process. This research aims to identify the types of teacher talk frequently used by teachers and the factors influencing student participation and motivation in English-speaking classes. This study used a qualitative approach with a phenomenological method as a research design. The participants of this study were English teachers and seventh-grade students from two different private junior high schools, namely SMP KP 2 Majalaya and SMP Nusantara. The data for this study were obtained from interviews, observations, questionnaires, and documentation. The data analysis technique used was descriptive analysis. The results showed that seventh-grade English teachers at SMP KP 2 Majalaya 100% frequently used the categories of praising, encouraging, and asking. Meanwhile, seventh-grade English teachers at SMP Nusantara 100% often use the categories of giving information and criticizing students. The three highest percentages of factors influencing students' participation and motivation in learning English show that 62% of students are happy with the way teachers give responses, feedback, and corrections. Then 60% of students are happy when the teacher appreciates and encourages students through motivational words and praise. And 55% of students were happy with the way the teacher delivered the material

INTRODUCTION

Language is considered a communication system that uses symbols and words to express meaning, using sounds, ideas, or thoughts (Arif et al., 2019). Language is used as a direct communication tool to connect with many people in the world. In this era of globalization, it is important to learn and speak English as a foreign language. As it is known that English includes 4 language skills namely listening, speaking, reading, and writing (Brown, 2001). By the end of the 20th century, English was well on its way to becoming a lingua franca, that is, a language widely used for communication between people who do not share a common first (or even second) language. English is also the mother tongue for many people in the world, although, as we shall see, such 'native speakers' are increasingly outnumbered by people who take English as a second or third language and use it for international communication (Harmer, 2007a). However, in a large percentage of the world's languages, students learn English to develop speaking skills. Where English proficiency is measured by results in speaking skills or oral communication (Richards, n.d., 2002: 201.).



Speaking is an interactive process that involves the productive formation of meaning by involving the production, reception, and processing of information (Harmer, 2007). The better one's speaking ability, the better one's ability to communicate orally (Handayani et al., 2020). This ability reflects ideas and feelings through spoken words. Most people consider that the ability to speak a language is considered equivalent to having knowledge of the language because speaking is the main basic means of human communication (Harmer, 2007 Hughes, 2002; etc). However, speaking in a second or foreign language is often considered the most demanding of the four language skills (Bailey and Savage as cited in Lazaraton (2001:103). Then, teaching speaking English is one of the process that aims to improve English speaking skills. This includes developing the skills of oral expression, participating in conversations, and delivering presentations effectively (Brown, 2007). It is so important in delivering English-speaking lessons in class, so teachers must be able to know how strategies to communicate the material to be learned by students.

In the context of learning, communication can be seen as the interaction that occurs between teacher and student. The importance of effective communication between the two is that the entire learning material can be conveyed clearly. Effective communication processes in learning involve the transmission of knowledge and technology messages from the teacher to the student, which are then expected to be understood by the student in accordance with the established learning objectives (Soeharto, dkk. 1995 in Nasir et al., 2019). In daily learning activities, the teacher must ensure that every material taught can be understood by the students. Good understanding will surely emerge from effective communication about the material delivered. Teacher talk is a form of communication strategy teaching teachers verbally. Where this strategy is used to describe and to plan classroom activities and teach communication in language (Heath, 1978). Teacher talk is everything the teacher says in the classroom. It includes terminology, tone, context, and topic. Teacher talk is an important tool for inclusive practice as it encourages positive, compassionate and participatory conversations and direction in the classroom, thereby improving student learning outcomes. (Khusnaini, 2019; Webster-Stratton, 2012). Teacher talk is also thought to provide more opportunities for students to interact with each other.

Teaching success depends on the variety of conversations and interactions between teachers and students. And the way teachers talk directly affects how interactions occur (Yanfen and Yuqin, 2010 in Rahayu et al., 2020). Beside that, one of the successes in learning English will depend on the level of student participation and motivation (Englishtina et al., 2021). In other words, the participation of learning process and motivation have a close relationship and influence each other significantly (Ihsan, 2016). Participation includes a willingness.

to pay active attention and participate in an activity. The activity is expressed in giving a reaction to mental stimuli such as answering a question. Student participation can be measured through several indicators, such as expressing opinions, answering questions, asking questions, submitting rebuttals, and working on assignments (Wingkel, 1996 in Chapman & Dimich Vagle, 2011). While motivation is a kind of internal drive that encourages a person to do something to achieve a goal (Harmer, 2007). The role of motivation involves providing drive, direction, and persistence in student behavior. The source of motivation can come from within the individual or be influenced by external factors (Gross, 2006; in Sakka et al., 2022). The ability to motivate students in learning has a very important role. Here teachers must be able to use their creative strategies in managing the classroom and motivating their students (Ihsan, 2016).

Based on initial observations and unstructured interviews with grade 7 English teachers conducted at KP 2 Majalaya Junior High School and Nusantara Junior High School, the teacher mentioned that the center of the problem in speaking English is the interest and motivation of the students themselves. This is evidenced by what was conveyed by English teachers in each of these schools in unstructured interviews, they stated that in the early semesters, students are still adapting to foreign language learning. so that the learning process only goes one way without any response and response from students, because they are still hesitant, confused, and do not know what to talk about. Coupled with the transition of the policy for English language learning being removed from primary schools based on Permendikbud No. 67 of 2013, it creates more challenges for teachers in dealing with students and how to convey it so that it is easy to understand. So, in this case, the strategies and initiatives that have long been implemented by 7th-grade English teachers at SMP KP 2 Majalaya and SMP

Nusantara are focused on the communication strategies of teachers in delivering materials, information, affirmation, and motivating students. Then the focus of their communication strategies is verbal communication. However, they have their variations in applying it.

In junior high school is the difficulty of students' participation and motivation in English-speaking classes, which is often caused by their lack of confidence or reluctance to speak for fear of making mistakes or feeling unsupported (Ayuningsih et al., 2022). This is in line with previous research conducted by Martina et al., (2021) which states that motivation is an important factor that significantly affects the learning process. so this can be the big impact for the development of their English-speaking skills and cause a passive classroom atmosphere. Students' inactivity in speaking not only hinders the development of their language skills but also reduces classroom dynamics, making the teaching and learning process less lively and less interesting. In addition, the lack of constructive and specific feedback from teachers can make students feel unsure of their progress, leaving them unmotivated to improve their speaking. The other research shows that the use of teacher talk has an important influence on the learning process and teacher-student interaction in the classroom (Lestari et al., 2022). This study is related to the aim that is create a more interactive and supportive learning environment, where students feel more confident and motivated to speak in English, thus ultimately improving their overall communication skills. The importance of how teachers communicate English learning through identifying teacher talk strategies builds students' participation and motivation, to create a more interactive and supportive learning environment. By understanding and applying the right strategies, it is hoped that teachers can help students become more active and motivated in learning English.

Therefore, this research was conducted to identify and address the issues that teachers encounter in increasing student motivation and engagement in EFL classroom settings, specifically at SMP KP 2 Majalaya and SMP Nusantara. By highlighting the most often used kind of teacher talk to build students participation and motivation in English learning, the influence of teacher talk strategy to build students participation and motivation in English speaking class, and factors affecting students participation and motivation in English speaking class.

METHODS

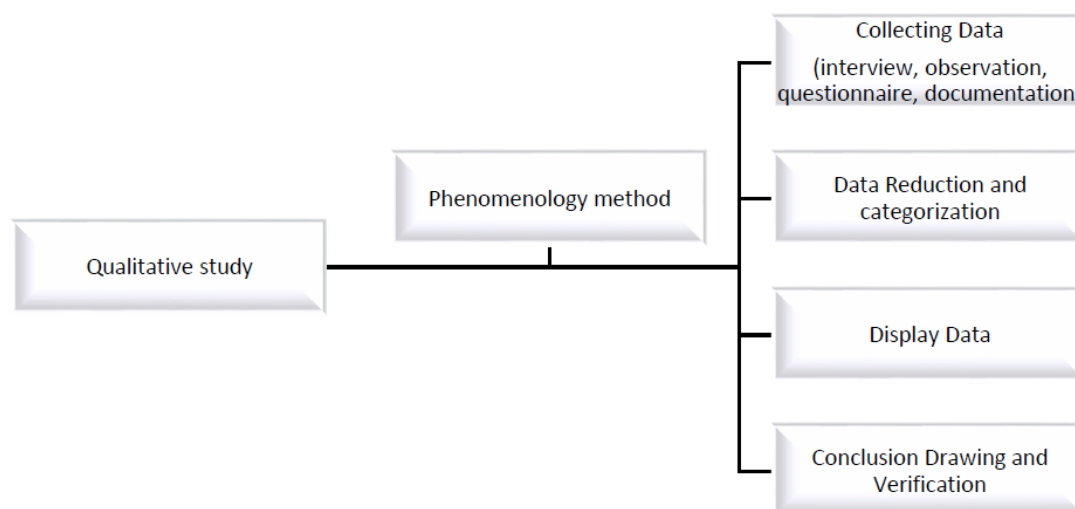
This research used a qualitative approach with a phenomenological method as a research design. a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences, meaning socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative or change-oriented) or both (Creswell & Creswell, n.d., 2007). Qualitative research is a type of research that aims to gain an understanding of certain phenomena. This phenomenon can be in the form of what is experienced by the research subject, such as behavior, perception, motivation, action, and so on, which is comprehensively explained in words. While the basic goal of phenomenology as a research design is to reduce an individual's experience with a phenomenon to a description of its universal essence or a very natural understanding of the nature of things (Creswell & Creswell, n.d. 2007).

The instruments of this study involved four main instruments, namely interviews, observations, questionnaires, and documentation. All of the instruments used for this study refer to the teacher talk category guide in the Foreign Language Interaction Analysis System (FLINT) by Moskowitz in Brown, (2007). Interviews were used to gain an in-depth understanding of teachers' and students' perceptions and experiences related to the use of teacher talk strategies in English-speaking classes. Observations were made to directly observe the interaction between teachers and students in the classroom context, paying attention in detail to the application of teachers' talk strategies as well as students' responses to them. Questionnaires were used as an additional, more structured data collection tool, which allowed the participants to express their views in writing related to their experiences and opinions towards the use of teachers' communication strategies in English language learning. Meanwhile, documentation was used to collect secondary data, such as teaching materials used by teachers, class notes, and student evaluation results, which can provide additional insights into the effectiveness of the use of communication strategies in the classroom. By integrating

these various instruments, this study aims to gain a comprehensive understanding of teachers' use of speech strategies in increasing students' participation and motivation in English-speaking classes.

The data analysis technique used was descriptive analysis. Descriptive techniques are used as part of the data collection techniques. Descriptive techniques involve observing and describing in detail the phenomena observed without manipulating or intervening in the variables involved (Noeng Muhadjir, 1998: 104 in Rijali, 2019). In the context of this study, descriptive techniques were used to describe the characteristics of an English speaking class, including the interaction between teachers and students, the communication style used by teachers, and the level of student participation and motivation (Fraenkel et al., 2012). By conducting an in-depth description of the classroom conditions and dynamics, this study aims to provide a comprehensive understanding of the teacher's use of speech strategies in a real context. Descriptive techniques also allow researchers to identify certain patterns or trends that might affect the effectiveness of communication strategies in increasing student participation and motivation. Thus, the descriptive technique becomes an important instrument in collecting the data needed to achieve the purpose of this study.

Participants in this study were selected using a simple random sampling technique, involving English teachers and grade 7 students at SMP KP 2 Majalaya and SMP Nusantara. Simple random sampling was chosen to ensure that every individual in the population has an equal opportunity to be involved in the study so that the results obtained are more representative and unbiased. This sampling process involved random selection from a list of English teachers teaching grade 7 in both schools, as well as students enrolled in grade 7. With this technique, the researcher hoped to gather a sample that reflected diverse experiences and perspectives in teachers' use of speech strategies in English-speaking classrooms. This approach also allowed the researcher to generalize the findings of the study to a wider population, providing a more comprehensive insight into the effectiveness of teachers' communication strategies in increasing students' participation and motivation.



Picture 1. Research Framework (Miles and Huberman, 1992: 20)

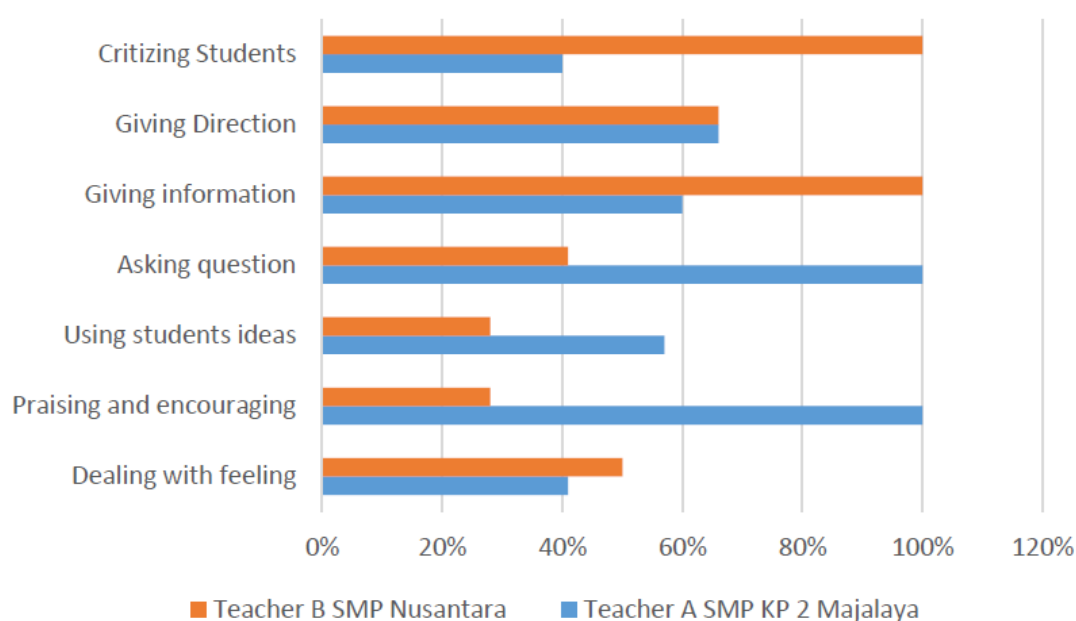
RESULTS AND DISCUSSION

This part discusses the results of the research which are divided into three main parts. Namely, data description, followed by research findings in the field and discussion of research findings. The findings taken and discussed are based on the results of observations, questionnaires and video documentation analysis.

RESULT

Kinds of Teacher Talk is Most Often Used by English Teacher

The first objective of this study was to find out the types of teacher talk most frequently used by English teachers in speaking class by using observation checklists and video documentation. An observation checklist was conducted for 3 meetings to see and observe the learning situation in the classroom by paying attention to the categories of teacher talk used by the teacher.



Picture 2. Percentage of Observation Results

Based on the observation, it can be seen that Teacher A at SMP KP 2 Majalaya Junior High School more often uses the strategy of praising encouraging, and asking questions. A percentage of 100% of the observation results that this category is a teaching communication strategy that is often used by Teacher A at SMP KP 2 Majalaya. While the same percentage of 100% of Teacher B at SMP Nusantara more often uses giving information and criticizing students as communication strategies during English classes.

The Influence of Teacher Talk Strategy to Build Students Participation and Motivation in English Speaking Class

The second objective of this study was to find out how teacher talk can increase students' participation and motivation in speaking class through video documentation analysis. From the video documentation, the researcher found seven types of teacher talk which are divided into two categories: direct and indirect. There are several types of teacher talk that are often used by teachers to build students' participation and motivation in English learning. The following is a further analysis of the types of teacher talk.

1. Dealing with Feeling. This type is shown by the teacher's acceptance of the student's answers or responses feeling of the students.

- TA : How are you in this morning? Are you fine today?
 S : Yes, I am fine. (some students answer No)
 TA : Alhamdulillah, it's okay if you're not fine. Let's have learning fun today
 TB : Hello, Good morning how are you today?
 S : Not fine Miss. Buku ku hilang.
 TB : Oh, really? Don't worry. Kalau mau beli dulu boleh, atau di buku yang lainnya juga boleh. Tapi nanti di salin ya.

The extract from Teacher A at SMP KP 2 Majalaya and Teacher B at SMP Nusantara clearly shows that she accepts the students' feelings that are not fine. The teacher invites students to have fun in learning and the teacher gives students options to overcome their problems.

2. Praising and encouraging. This category is used to see how student participation during teaching and learning situations. This is shown by the response given by the teacher to students' answers.

- TA : Wahh good job. Nice pronunciation. Give applause all
 TB : oke bagus nay. Ayo siapa lagi yang berani kedepan buat mengisi?

The extract above shows that the Teacher A at SMP KP 2 Majalaya is happy with the student's answer gives praise and encourages others to appreciate the student's response. even several times the teacher jokes to break the atmosphere in the classroom. While Teacher B at SMP Nusantara shows the appreciates of her students and encourages others to be brave and confident in coming forward.

3. Using ideas of students. This category is characterized by reformulating students' responses or ideas, making inferences from them, and using their ideas to solve problems. On the other hand, statements such as "I understand what you mean" can be considered as accepting or using students' ideas.

TA : untuk meminta orang melakukan sesuatu, kita gunakan kata apa?

S : Could you or can you.

TA : betul, could you and can you is the word for request someone.

The extract from Teacher A at SMP KP 2 Majalaya shows that she accepts the student's answer and repeats the response by adding emphasis to the material learned. While Teacher B at SMP Nusantara repeats more sentences and responds with "right" and "okay". Teacher B does not use many students' ideas or repeat students' opinions with emphasis on the material.

4. Asking question. This category often occurs in every meeting, at the beginning of the lesson the teacher asks more questions to students to review the previous learning and spark learning discussions. The asking of questions is not only limited

to the use of question words but also when the teacher waits for answers from students, signaling that questions are being asked.

TA : How to say "*bisakah kamu membuka sepatu?*"

TA : How to say "*sepatu*" in English?

TB : coba kalau "*jam setengah 5*" gimana?

TB : What time do you go school today?

Teacher A at SMP KP 2 Majalaya shows that he asked the students and triggered them to speak English with the material being studied. The teacher asked the students and from the response asked back the things that had not been answered. While Teacher B at SMP Nusantara shows that she asks the students questions and triggers them to speak English. Some students who do not understand are invited to come forward and try to say the words in telling time.

5. Giving information. This category is a very important part of the teaching and learning process because the essence of learning is when all information/material is conveyed to students. This category includes lectures, explanations, conveying information or facts, expressing opinions, and so on.

TA : *Jadi sekarang kita akan belajar tentang bagaimana cara meminta seseorang untuk melakukan sesuatu.* in online learning, sometimes our teacher request to do something. For example like turn off the microphone, switch the camera, or be quite. Dalam bahasa inggris *ketika kalian meminta seseorang melakukan sesuatu, kalian harus mengucapkan kata could you... di awal kalimat itu artinya bisakah. Bisakah kamu....*

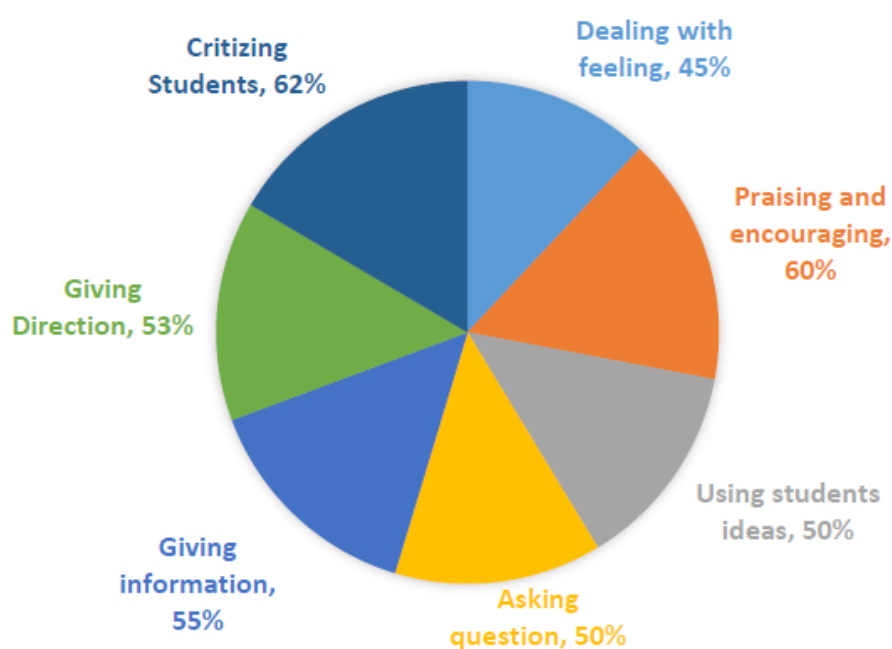
Selain itu kalian juga bisa menggunakan kata 'can you' ada yang tahu artinya apa ? artinya sama yaa bisakah. Hanya saja perbedaannya adalah penggunaan 'could you' lebih sopan dan formal dibandingkan dengan can you. Seperti kepada guru, orang tua, dan orang asing yg lebih tua dari kamu. Begitu pula sebaliknya 'can you' bisa kamu gunakan kepada teman atau adik.

TB : *Kemarin kita sudah belajar basic telling time. Now I'm going to explain another way how to tell the time. Jadi ada 2 cara. Kemarin kita sudah pelajari yang pertama. Sekarang kita lanjutkan. Cara yang kedua ini disebut british style. Cara yang banyak digunakan dalam edukasi pembelajaran bahasa inggris. Kalau british style ini hal yang harus diingat pengucapannya itu menit dulu baru jam. Lihat menitnya kemudian jam nya.*

For example: 10.30 – it is half past ten. 10.15 – It is a quarter past ten.

Just like teacher A, teacher B explains and provides information to students

This extract shows both of the teacher clearly give an explanation and information about the material to the students. And the teacher even goes around to each bench to make sure they are taking notes and receiving the correct information.



Picture 3. Percentage of Questionnaire Result

The graph of the questionnaire results shows that the factor of criticizing students (65%) has the greatest impact on motivating and increasing students' participation in speaking English classes. Praising and encouraging is also significant with 60%, followed by giving information with 55% with a similar difference from Giving direction (53%). Using student's ideas and asking questions had a significant impact (around 50% each). While dealing with feelings is slightly lower (45%). These results show how teacher talk in the classroom plays an important role in building students' motivation and participation in learning English speaking. The third objective of this study was to find out “what factors influence students' participation and motivation in speaking English” which was collected through a questionnaire.

DISCUSSION

After the results of the data analysis process, it was found that teacher talk is a proven teaching communication strategy that can build student participation and motivation in learning English speaking. This is in line with the results of research from Wirza & Sholihah, (2020), that teacher talk help students and encourage student participation through providing initiation to students. In this case, initiation means providing opportunities for students to take action or provide responses in response to the teacher. Student responses are responses that are categorized as student participation in the classroom (Maree & van der Westhuizen, 2021). This is one of the ways teacher talk encourages student participation. It means that teacher talk has an important role in classroom management because language is the main thing that teachers implement their lesson plans successfully or not (Heath, 1978 in Arrumaisa et al., 2019). Based on the results of the explanation above, the significant difference between Teacher A and Teacher B in applying good communication during learning is adjusted to classroom conditions, student needs, student characteristics, and even in terms of the demographics of the school environment. Yanfen & Yuqin, (2010) stated that teacher talk is an indispensable part of foreign language teaching in organizing classroom learning activities. The way teachers talk not only determines how well they deliver the subject matter, but also guarantees how well students learn (Starr, 2017). So teacher talk or the language used by the teacher has an important role that affects the success of English language learning (Yulianawati, 2018).

Based on the result of this study, both of the teachers use direct and indirect teacher talk. Direct teacher talk consists of lecturing, giving directions, and criticizing or justifying students. The indirect teacher talk consists of accepting feelings, praising or encouraging, accepting or using students' ideas, and asking questions (Frazier & Brown, 2001). Teacher A 100% often uses teacher talks with the categories of asking questions and praising or encouraging because she sees students

with sufficient understanding, but lacking in participation and confidence in expressing what they know. Praise from teachers is not given intentionally, but rather as a spontaneous response to students' behavior and their subtle attempts to receive praise (Crespo, 2002 in Afifah et al., 2018). In daily activities, teachers can provide support to students through praise, appreciation, and expressing the value of their ideas and work (Bean & Peterson, 1998 in Davies, 2011). Based on observations supported by questionnaires, this category is really proven to make students more confident and motivated in learning. Motivation is an important factor that significantly affects the learning process (Martina et.al, 2021). motivation has a major influence on the success or failure of the learning process (Noprianti et.al, 2021). Then, asking question between student-teacher interactions are a way to encourage students to express their ideas (Frazier & Brown, 2001). And many studies stating that critical thinking learning that uses teacher questions makes it easier for students to answer questions that help them understand the problems they face in society (Ambrosio, 2013 in Fadillah, n.d., 2020).

Meanwhile, the results show 100% Teacher B often uses teacher talks with the categories of giving information and criticizing students because of the student's lack of understanding of the learning material, but they can express themselves after they understand and know the truth of what they learn. in information delivery to see how little or much class participation there is by asking questions or discussion during the class period (Good and Merkel, in Kaur, G, 2011 in Mellany et al., 2021)). Nowadays, this method is considered an outdated method in the context of learning, given the importance of active student engagement in the classroom (Mellany et al., 2021). But, this is about how the teacher can delivered the material to the students. Therefore, the use of teacher talk is very important to determine the teacher's preference in delivering English learning, especially speaking English. An appropriate teacher talk can create a positive environment in the classroom and can facilitate friendly communication between teachers and students (Yanfen & Yuqin's, 2010:77). Then, Providing correction is clarifying the correctness or incorrectness of the student's work and providing an explanation or hint about the error and how to correct it. Clarification can be divided into repeating students' answers and giving direct and indirect statements (Brown, 2001). In addition, when teachers express criticism, they should, if possible, convey the criticism in a way that is acceptable to students. This is because most criticism is aimed at keeping students attentive to the speaker and continue listening at this point (Abdullah et al., 2012 in Sofyan and Mahmud, 2014).

The finding of the questionnaire results show(Arif et al., 2019) how the factors of using teacher talk to build student motivation and participation in speaking English. The top three categories are the most influential in student motivation and participation in speaking English lessons, including criticizing students (65%) has the greatest impact on motivating and increasing students' participation in speaking English classes. Praising and encouraging is also significant with 60%, followed by giving information with 55%. These categories prove to be the biggest factors that can influence students' participation and motivation in learning speaking English. participation includes a willingness to pay active attention and participate in an activity (Winanta et al., 2020). The activity is expressed in giving a reaction to mental stimuli such as answering a question (Wingkel, 1996) in Chapman & Dimich Vagle, 2011). And also motivation is a kind of internal drive that encourages someone to do something to achieve a goal (Harmer, 2007: 28). There are several factors that need to be considered in teaching and learning interactions, including students' learning motivation and concentration, both before and during the learning process (Gross, 2006 cited in Suryati, 2015). This is in line with the results of observations of the use of teacher talk by both teachers at SMP KP 2 Majalaya and SMP Nusantara which are dominated by the use of teaching communication strategies with the 3 highest categories that affect student participation and motivation in learning English speaking. therefore, the teaching communication strategies or teacher talk used by teachers from SMP KP 2 Majalaya and SMP Nusantara are on the needs and desires of students in learning English speaking.

CONCLUSION

The use of teacher talk can build students' participation and motivation in speaking English. Not only one type of teacher talk indicates that teachers must be able to identify the needs and conditions of students so that the communication strategies applied by teachers can have a good impact. Therefore, it is important to know what kind of teacher talk can be

applied to students in learning English, especially in speaking English. Based on the research results that have been obtained, English teachers from 2 different schools are identified to use direct and indirect teacher talk. Teacher A at SMP KP 2 Majalaya 100% more often uses asking questions and praising or encouraging categories, while Teacher B at SMP Nusantara more often uses giving information and correcting students' categories with 100% percentage. This is proven to be effective in building students' participation and motivation in speaking English which is also adjusted to the conditions and needs of the students themselves.

In addition, based on the results of the questionnaire, the three highest percentages of factors that influence student participation and motivation in learning English show that 62% of students are happy with how the teacher provides responses, feedback, and corrections. Then 60% of students are happy when the teacher appreciates and encourages students through motivational words and praise. And 55% of students were happy with the way the teacher delivered the material. This turns out to be aligned with the type of teacher talk that is most often used by teachers in English learning. Thus, teacher communication strategy in English learning is proven to build students' participation and motivation in speaking English.

The results of this study can be a reference guide or reference for English teachers to implement various types of teacher talk categories which are verbal communication strategies in the learning process. Then it is adjusted to the needs and conditions of the students in the class. All teacher categories were found in the learning process, showing the importance of variety in teacher-student communication. For future researchers, the study of teacher talk can be expanded by conducting research in different contexts and settings. Future researchers can examine teacher talk based on aspects such as social and emotional. This will provide further insight into how these variables affect the dynamics of teacher-student interaction in the context of English language learning especially speaking English.

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