

<https://jurnal.unigal.ac.id/jeep/article/view/17393>

P-ISSN: 2460-4046 E-ISSN: 2830-0327

Journal of English Education Program (JEEP), Vol. 12 No. 1, January 2025

AN ANALYSIS OF TEACHER AND STUDENTS' TALK IN THEIR ONLINE PUBLIC SPEAKING CLASS INTERACTION VIA ZOOM CLOUD MEETING (QUALITATIVE RESEARCH)

Ine Nurfitriani

English Education Program, FKIP, Galuh University, Ciamis, Indonesia

ine.fitriani98@gmail.com

Didih Faridah

English Education Program, FKIP, Galuh University, Ciamis, Indonesia

didihfaridah@gmail.com

Dedeh Rohayati

English Education Program, FKIP, Galuh University, Ciamis, Indonesia

dedehrohayati2017@gmail.com

APA Citation: Nurfitriani, I., Faridah, D., & Rohayati, D. (2022). An analysis of teacher and students' talk in their online public speaking class interaction via Zoom Cloud meeting (Qualitative research). *Journal of English Education Program (JEEP)*, 12 (1), 34-39. doi: 10.25157/(jeep).v12i1.17393

Received: 15-5-2022

Accepted: 1-6-2024

Published: 1-1-2025

Abstract: The phenomena of Covid-19 challenges the government in carrying out the classroom activity; for this reason, the government issued a policy to change studying activities which are commonly achieved in the classroom into studying from home throughout the Covid-19. This research discusses teacher and students' talk in their online public speaking class interaction via zoom cloud meeting. The purpose of this study was aimed to find out the types of teachers and students chatting in their online interaction via zoom cloud meetings, the types of classroom interaction in public speaking class via zoom cloud meetings, and to find out students' perceptions toward their teacher talk through zoom cloud meeting. The present study used a qualitative paradigm with the type of intrinsic case study. Thirteen students from a 2C public speaking class in an English education program, and an English lecturer participated in this research. The data taken from observation aims to find out types of teacher and students talk in public speaking class via zoom cloud meeting, and types of classroom interaction in public speaking class. Meanwhile, a set of questionnaires was employed to collect data about the students' perceptions toward their teacher talk through zoom cloud meeting. The data from observation were proceeded by means of FLINT System to interpret teacher and students' talk; regarding the type of classroom interaction was adapted from Malamah-Thomas (1987 as cited in Alifea Asanuary Sharliz, 2017). The questionnaire data were analyzed using the Likert Scale measurement. The findings revealed that the types of teachers and student talk and the types of classroom interaction that occurred in class 2C were dominated by the teacher talk. Although students prefer to talk a lot in class, the results of this study indicated that the teacher talks more in class. The researcher suggests for the public speaking teacher to make changes in classroom activity for the coming semester, i.e., the teacher facilitates students to talk a lot during the process of teaching and learning.

Keywords: *Classroom Interaction; FLINT System; Public Speaking; Student Talk; Teacher Talk; Zoom Cloud*

INTRODUCTION

In the field of second language acquisition (SLA), interaction has long been taken into consideration as important in language studying (Hall, 2000). Meanwhile, classroom is a place for communication between teacher and students. Classroom interaction is a room to improve the development of speaking and listening among learners and teacher which is the two very important language competencies. Particularly, in optimizing students' speaking skills, teachers worked hardly to deliver the material in a new learning model to optimize students' speaking skill (Sutrisno, Rohayati, & Irianti, 2024). Therefore, the teachers must encourage themselves to activate classroom interaction during the teaching and learning process.

Currently, the world is faced with phenomena related to health problems, namely the Corona virus or COVID-19. However, the central and regional governments issued a policy to change studying activities which are commonly achieved in the classroom into studying from home throughout the Covid-19 pandemic length (Sari et al., 2020). To decrease the pandemic effect on education and control the unfold of the pandemic, online teaching has come to be a necessary method to restore the normal teaching order in this special period (Chen et al., 2020). A new original and unique software-based convention room solution is Zoom technology (Guzacheva, 2020).

The teacher and the student carried out classroom interaction during teaching learning (Ellis, 1994, p. 565 as cited in Sukarni & Ulfah, 2015). Also, Sundari (2017) said that "in the classroom, the bound between teacher and students is asymmetrical, during the whole-class interaction, the students face confines in their spoken proficiency". So, teachers are supposed to have potential in managing classroom to encourage students to participate in helping the development of their spoken language.

The language spoken by the teacher or teacher talk is important that effects the success of English learning process (Wasi'ah, 2016). The objective is to commit the communication with students and improve students' foreign language performance. Consequently, the interaction among students must be good to get a good response. Student talk may be defined as student's speech when he talks after his teacher's examples, expresses his insights or comments and criticism about something in the classroom, because Pujiastuti (2013) said that "Teacher talks helps student talk in learning the language".

Public speaking is different from general speaking activity. It is the speaker talks about his or her opinions in front of a larger audience and often experiences apprehension and nervousness before and during the presentation (Gareis, 2006, 3, as cited in Endahati & Purwanto, 2016). Similarly, Public speaking is a compulsory subject taken that the students of English Education Study Program must take.

Previously, utilizing a typewritten script of an audio-taped lesson of the communication, Gharbavi, & Irvani, (2014) reveal that the teachers' talk was hurtful and stressful leading to the learning opportunities that could blocked. Similarly, Huriyah & Agustiani (2018) report that through the descriptive study, the English teacher talk were dominated by asking so many questions using Indonesian language mostly so that the students have less chance to explore and practice their English. Using correlation method, Tao & Chen (2024) study the relationship between dialogic teacher talk and students' achievement that was moderately correlated. However, teacher and students' talk studied in an online public speaking class interaction via zoom cloud meeting is still sparse. Therefore, the present study is aimed to find out 1) the types of teachers and students chatting in their online interaction via zoom cloud meetings; 2) the types of classroom interaction in public speaking class via zoom cloud meetings; and 3) students' perceptions toward their teacher talk through zoom cloud meeting.

METHOD

Related to the research questions and research purposes, the researcher conducted a qualitative approach with the type of intrinsic case study. A "case" may be chosen for the research

because it is uncommon and beneficial as well as of itself. When the case itself is of interest, it is called an intrinsic case (Creswell, 2012). The good research setting enables the observer obtains access easily, establishes quick rapport with informants, and collects data directly according to the research interests (Taylor, 2016, p. 32). This study was conducted in Galuh University, Ciamis involving a lecturer and 13 students in public speaking class especially class 2C. The sampling technique used in this study was purposive sampling. To answer the research questions of the study, data collection was chosen by means of observation (non-participant) & questionnaire (close-ended). This study used zoom cloud meeting as a tool for online observation. The questionnaire is given to class 2C at the second year of English education program consisting of 10 statements.

A detailed description of the data analysis was taken from all data collection from observation and questionnaire. After the observation result was recorded and transcribed, there were 4 steps in proceeding the data in this study, namely: 1) rereading the recorded data of teaching and learning process; 2) coding the data based on Teacher Talk and Student Talk classification according to FLINT theory; 3) coding the data based on kinds of classroom interaction; 4) displaying the data in table and chart; and 5) making conclusion based on the transcribed data. The questionnaire data were analyzed by means of close-ended questionnaire and the percentage computation as recommended by (Lazaraton, 1991, p.136).

FINDINGS AND DISCUSSION

As previously mentioned, this study investigated a teacher and students talk in the public speaking classroom interaction. Particularly, this research objective was investigating the types of teacher and students talk in their online interaction via zoom cloud meeting, what types of classroom interaction identified in public speaking class via zoom cloud meeting, and finding out students' perceptions toward their teacher talk through zoom cloud meeting. This research used a case study which was conducted at Galuh University, Ciamis. The findings will be elaborated in the following organization:

The Types of Teacher and Students Talk in Their Online Interaction Via Zoom Cloud Meeting

The results of the classroom observation from the meeting is to answer the research question number one, as follows: "What types of teacher and students talk are identified in their online interaction via zoom cloud meeting?" There are six categories of teacher talk that occurred in meeting as described in Figure 1.

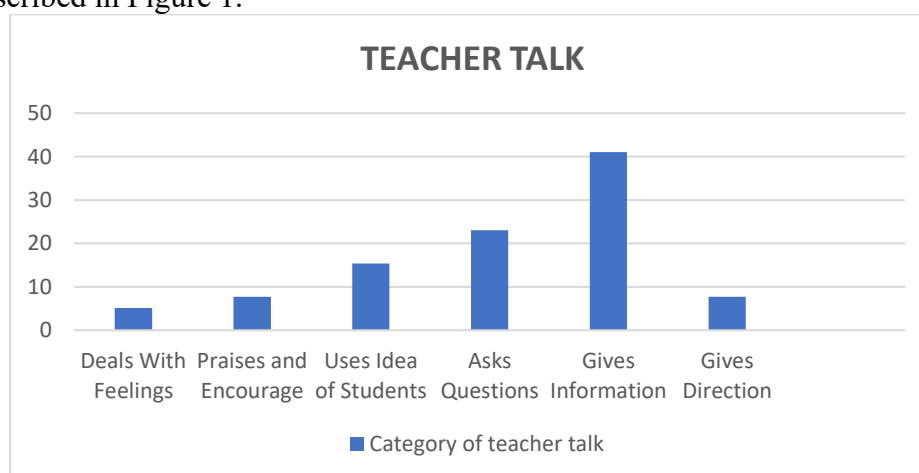


Figure 1 The Category of Teacher Talk

As given by Figure 1, the category of “gives information” was dominantly applied by the teacher in the classroom. The observation produced the finding that 6 categories of teacher talk and 4 categories of students talk as stated in FLINT Sytem Moskowitz (1971, p. 123 as cited in Brown, 2000, p. 170) had been used by the subjects. The “gives information” category was mostly spoken by the teacher and “students’ response” category was dominantly spoken by students.

Types of Classroom Interaction Identified in Public Speaking Class Via Zoom Cloud Meeting

The second result of the question number two deals with ” What types of classroom interaction are identified in public speaking class via zoom cloud meetingwas based on the data from observation on March 8 that occurred in class 2C public speaking class. The researcher found that there are only 2 types of classroom interactions as mentioned Malamah-Thomas (1987 as cited in Sharliz, 2017) that occurred at Galuh University, for example, teacher speaking to the whole class. This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time. Student speaking to the teacher is the kind referring to the students begin to start the interaction with the teacher. In the part of student talk, there were four categories (the first categories until the last categories) that will be described in Figure 2.

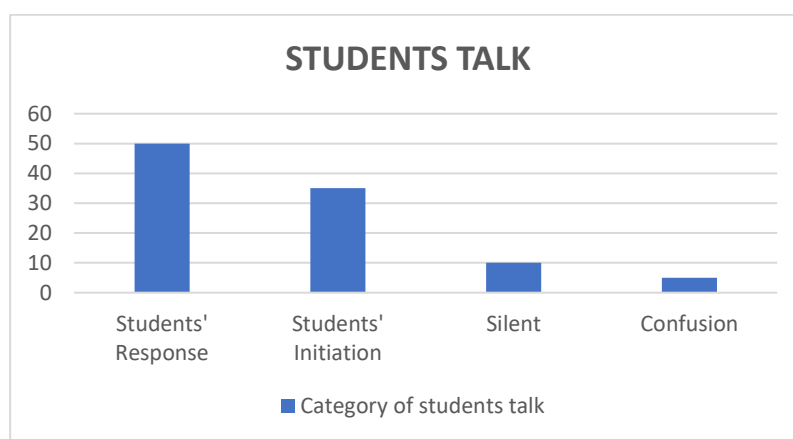


Figure 2 The Category of students talk

VBased on the Figure 2, the “students’ response” category was dominantly used by students in classroom. Furthermore, only 2 kinds of classroom interactions occurred at 2C public speaking class, i.e. students’ response and students’ initiation.

Students’ Perceptions toward Their Teacher Talk Through Zoom Cloud Meeting

The last findings of the study for answering the third research question is “What are the students’ perceptions towards their teacher talk during zoom cloud meeting?” The researcher analyzed the students’ perceptions by giving the close-ended questionnaire that consists of 10 statements. The questionnaire had been shared to 13 students participated in the class 2C English Education Program Galuh University. The results showed a various answer in each statement. According to the results, the researcher analyzed that the most of students agree with “I prefer to talk a lot in a class related to the theory in students’ language development. It is very clear that students wants to talk a lot in a class and the most students neutral with I prefer my teacher to talk a lot in class. This means that the teacher must give or allow students to be more involved actively in speaking which is related to the theory Linse and Nunan, (2005, p. 47 as cited in Hamsia, 2018) In the development of students language, one of the vital aspects is speaking which means that the students are supposed to learn the elements of speaking like grammar, vocabulary, pronunciation, and fluency.

To interpret the data, the researcher analyzed the data answered by the participants. The researcher then summarizes the data which are presented in the percentage within the statements as given in Table 3:

Table 3 Students' Questionnaire

No	Statement	SD	D	N	A	SA	Total
1.	Teacher deals with feeling	7,69% (1)	0% (0)	15,38% (2)	69,23% (9)	7,69% (1)	100% (13)
2.	Teacher compliments or motivates	0% (0)	0% (0)	7,69% (1)	23,07% (3)	69,23% (9)	100% (13)
3.	Teacher uses students' ideas	0% (0)	0% (0)	53,84% (7)	46,15% (6)	0% (0)	100% (13)
4.	Teacher gives question to the students	0% (0)	0% (0)	7,69% (1)	38,46% (5)	53,84% (7)	100% (13)
5.	Teacher gives information to the students	0% (0)	0% (0)	0% (0)	15,38% (2)	84,61% (11)	100% (13)
6.	Teacher gives direction to the students	0% (0)	0% (0)	7,69% (1)	30,76% (4)	61,53% (8)	100% (13)
7.	Teacher criticizes student behavior	0% (0)	7,69% (1)	23,07% (3)	61,53% (8)	7,69% (1)	100% (13)
8.	Teacher criticizes student response	0% (0)	0% (0)	69,23% (9)	30,76% (4)	0% (0)	100% (13)
9.	I prefer to talk a lot in a class	15,38% (2)	0% (0)	7,69% (1)	46,15% (6)	30,76% (4)	100% (13)
10.	I prefer my teacher to talk a lot in class	7,69% (1)	0% (0)	46,15% (6)	30,76% (4)	15,38% (2)	100% (13)

In the results of the questionnaire given in Table 3, students prefer to talk a lot in class, while from the results of this study the teacher talks more in class. Thus, the public speaking teacher is able to make changes for the coming semester; that is the teacher facilitates students to talk a lot.

To summarize, this current study aims to find out talk spoken categories applied by teacher and students based on FLINT system Moskowitz (1971, p. 123 in Brown, 2000, p. 170)/ kinds of classroom interaction taken from Malamah-Thomas (1987 in Sharliz, 2017). Student's perception toward their teacher during zoom cloud meeting. The findings showed that during interaction in Public speaking class, the teacher talks more in public speaking class.. Meanwhile, students prefer to talk a lot in class in research question no 3 about students' perception. The students are expected to show up themselves. They should improve their talk in the class particularly in speaking English leading to develop their self-confidence envelope.

CONCLUSION

The conclusion shows that two patterns during the teaching-learning process occurred in the class. The first was the teacher speaking to the whole class. The last was the student speaking to the teacher. The teacher spoke mostly in English but students only spoken English when teacher asking question about material. This fact recommends the teacher to involve the feeling because it is important to tighten up the relationship between a teacher and students. The understanding from teacher and the good way of overcoming students feeling will enable the teacher-students have good comfort during interaction in the classroom. This research has actually some problems dealing with coding data, collecting the theories, and describing findings and discussion. Thus, it is recommended for the further study to manage the better research. There were some scopes in classroom interaction that are worth to be studied; so it is useful to do the same study with another framework, for example, teachers' ways in questioning to give better contributions in the teaching and learning process.

REFERENCES

- Brown, H. D. (2000). Teaching by principles an interactive approach to language Pedagogy. (p. 249). (*z-lib.org*)
- Chen, T., Peng, L., Jing, B., Wu, C., Yang, J., & Cong, G. (2020). The impact of the COVID-19 pandemic on user experience with online education platforms in China. *Sustainability (Switzerland)*, 12(18), 1–31. <https://doi.org/10.3390/SU12187329>
- Creswell, J. W. (2012). Planning, conducting, and evaluating quantitative and qualitative research.
- Endahati, N., & Purwanto, E. (2016). Analysis of the effectiveness of public speaking subject module Information-Technology (It) based. *Ahmad Dahlan Journal of English Studies*, 3(1), 17. <https://doi.org/10.26555/adjes.v3i1.3622>
- Gharbavi, A., & Iravani, H. (2014). Is teacher talk pernicious to students? A discourse analysis of teacher talk. *Procedia-Social and Behavioral Sciences*, 98, 552-561.
- Guzacheva. (2020). Zoom technology as an effective tool for distance learning. *Bulletin of Science and Practice*, 6(5), 457–460.
- Hall, J. K. (2000). Second and foreign language learning through classroom interaction.
- Hamsia, W. (2018). *Developing students' speaking ability through story completion*, 5(1).
- Huriyah, S., & Agustiani, M. (2018). An analysis of English teacher and learner talk in the classroom interaction. *Linguistic, English Education and Art (LEEA) Journal*, 2(1), 60-71.
- Lazaraton, E. H. and A. (1991). Research design and statistics for applied linguistics. In *TESOL Quarterly* (Vol. 19, Issue 1). <https://doi.org/10.2307/3586777>
- Pujiastuti, R. T. (2013). Classroom interaction: an Analysis of teacher talk and student talk in English for Young Learners (EYL). *Journal of English and Education*, 1(1), 163–172.
- Sari, I., Sinaga, P., Hernani, H., & Solfarina, S. (2020). Chemistry learning via distance learning during the Covid-19 pandemic. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 155–165. <https://doi.org/10.24042/tadris.v5i1.6346>
- Sharliz, A. A. (2017). Classroom interaction in English speaking class: A naturalistic study at queen English course Karanganyar Submitted. *Occupational Medicine*, 53(4), 130.
- Sukarni, S., & Ulfah, S. (2015). An analysis of teacher and student talk in the classroom interaction of the eighth grade of SMPN 18 Purworejo. *Vision: Journal for Language and Foreign Language Learning*, 4(2), 261. <https://doi.org/10.21580/vjv4i21594>
- Sundari, H. (2017). Classroom interaction in teaching english as foreign language at lower secondary schools in Indonesia. *Advances in Language and Literary Studies*, 8(6), 147. <https://doi.org/10.7575/aiac.all.v.8n.6p.147>
- Sutrisno, T., Rohayati, D., & Irianti, L. (2024). Teachers' Challenges in Optimizing Students' Speaking Skills by Using Flipped Classroom. *Journal of English Education Program (JEEP)*, 11(2), 175-184.
- Tao, Y., & Chen, G. (2024). The Relationship Between Teacher Talk and Students' Academic Achievement: A Meta-Analysis. *Educational Research Review*, 100638.
- Taylor, S. J. (2016). Introduction to qualitative research methods.
- Wasi'ah, N. (2016). A study of teacher talk in classroom interaction at an Islamic Senior High School. *OKARA: Jurnal Bahasa Dan Sastra*, 10(1), 29. <https://doi.org/10.19105/ojbs.v10i1.809>