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31 **AN ANALYSIS OF TEACHER AND STUDENTS' TALK IN THEIR  
ONLINE PUBLIC SPEAKING CLASS INTERACTION VIA ZOOM  
CLOUD MEETING**

**(QUALITATIVE RESEARCH)**

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**ABSTRACT**

This research discusses about teacher and students' talk in their online public speaking class interaction via zoom cloud meeting. The objective of this study was aimed to finding out types of teacher and students' talk in their online interaction via zoom cloud meeting, types of classroom interaction in public speaking class via zoom cloud meeting, and to find out students' perceptions toward their teacher talk through zoom cloud meeting. The present study used qualitative intrinsic case study design. Thirteen students from 2C public speaking class, English education program and an English lecturer were participated in this study. The data were obtained through observation to find types of teacher and students talk in public speaking class via zoom cloud meeting, and types of classroom interaction in public speaking class, questionnaire to collect data about the Students' perceptions toward their teacher talk through zoom cloud meeting. The observation data were analyzed using FLINT System to analyze teacher and students' talk, and types of classroom interaction 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 teacher and student talk and the types of classroom interaction that occurred in class 2C were dominated by the teacher talk. In addition, students prefer to talk a lot in class, while from the results of this study the teacher talks more in class. The researcher suggests for the

public speaking teacher is able to make changes for the coming semester. That is the teacher facilitates students to talk a lot.

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

## 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.

1 Classroom interaction is a place that could enhance the development of the two very important language competencies, which speaking and listening among learners and teacher.

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). 27 in order to decrease the effect of the pandemic 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). 36 One of the new original and unique software-based convention room solutions is Zoom technology (Guzacheva, 2020).

7 Classroom interaction is the action carried out by the teacher and the students during teaching learning (Ellis, 1994, p. 565 as cited in Sukarni & Ulfah, 2015).

Sundari (2017) said that “in the 15 classroom, the relation between teacher and students is asymmetrical, when doing whole-class interaction, the students face

limitations in their oral proficiency”. So, teachers are expected to have competence in managing classroom to encourage students to participate in helping the development of their spoken language.

The language used by the teacher or teacher talk has important role that influences the success of English learning process (Wasi’ah, 2016). The goal is to communicate with students and develop students’ foreign language proficiency. So, that the interaction between students must be good to get a good response. Student talk can be said as student’s speech when he imitates his teacher’s examples, expresses his idea or gives comments and criticism about something in the classroom, because Pujiastuti (2013) said that “Teacher talks support student talk in practicing the language”.

Public speaking is different with common speaking activity. It is the speaker says his or her views with 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 subject is a must subject taken by the students of English Education Study Program.

## **METHOD**

### **Research Design**

In conducting this research, related to the research questions and research purposes the researcher conduct a qualitative intrinsic case study as a research method. A “case” may be selected for study because it is unusual and has merit in and of itself. When the case itself is of interest, it is called an intrinsic case

(Creswell, 2012). So, this research does not change anything but has different goals so that this research was an impact in the world of education, in this case for improving the public speaking class.

### **Research Site**

The ideal research setting is one in which the observer obtains easy access, establishes immediate rapport with informants, and gathers data directly related to the research interests (Taylor, 2016, p. 32). This study was conducted in Galuh University, Ciamis. The researcher chose this research site because it has relevant participants as needed by the present study.

### **Research Participant**

The participants of this study were a lecturer and 13 students at English Education Program in public speaking class especially class 2C. The sampling technique used in this study was purposive sampling.

### **Data Collection**

Data collecting technique is important, because data collection is to identify the types of data that will address your research questions (Creswell, 2012, p. 441).

To answer the research questions of the study, data collection was carried out using two techniques, namely: Observation (non-participant) & Questionnaire (close-ended). This study used zoom cloud meeting as a tool for online observation to answer the first and the second research question about what types of teacher and students talk in public speaking class interaction, and What types of classroom interaction are identified in public speaking class via zoom cloud meeting.

Therefore, questionnaire is given to class 2C at the second year of English education program to answer question number three in this research to know their perception towards their teacher talk during zoom cloud meeting, which consists of 10 statements.

## **29 Data Analysis Techniques**

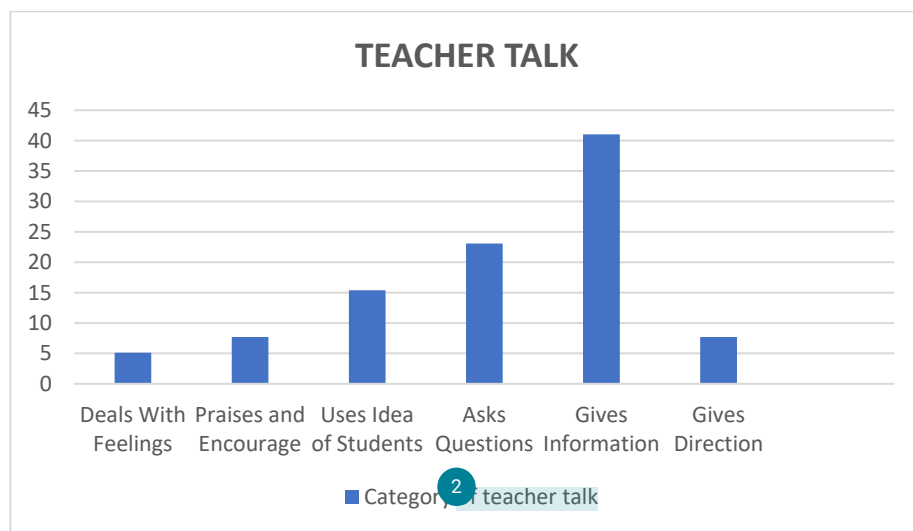
The data analysis is an attempt to converge and form the results and interpretation into information that sheds light on the research problem (Creswell, 2012). This section contained a detailed description of the data analysis that taken from all data collection from observation and questionnaire. The video recording was transcribed, and there were 4 steps in analyzing the data in this study including: (1) rereading the transcribed data of teaching and learning process, (2) coding the data based on category of Teacher Talk and Student Talk according to FLINT theory, and coding the data based on types classroom interaction, (3) presenting the data in the form of table and chart, (4) drawing conclusion based on the coded data in the table and chart developed in step 3. The data from questionnaire was analyzed by using close items on questionnaire and the percentage computation as suggested by (Lazarato, 1991, p.136).

## **FINDINGS AND DISCUSSION**

### **Findings**

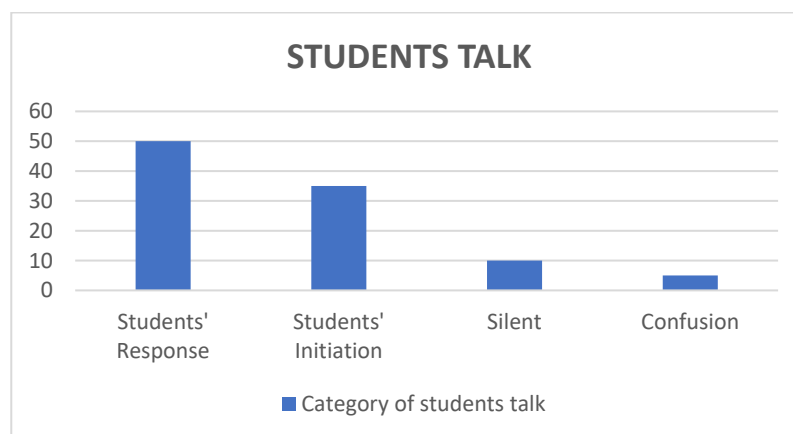
As previously mentioned, this study investigated a teacher and students talk in the public speaking classroom interaction. Particularly, this research was aimed at finding out the types of teacher and students talk in their online interaction via zoom

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.



**Figure 1 The Category of Teacher Talk**

The results of the classroom observation from the meeting to answer the first research question as follow: 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 4.1. The category of “gives information” was mostly used by the teacher in the classroom.



**Figure 2 The Category of students talk**

In the part of student talk, there were four categories (the first categories until the last categories) that will be described in Figure 4.2. The category of “students’ response” category was most dominant spoken by students in classroom. Furthermore, in this research, there are only 2 types of classroom interactions that occurred at 2C public speaking class. Furthermore, the researcher described each type of classroom interaction.

To interpret the data, the researcher analyzed the data answered by the participants. The researcher then summarize the data which are presented in the percentage within the statements as given in Table 4.3:

**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 praises or encourages	0% (0)	0% (0)	7,69% (1)	23,07% (3)	69,23% (9)	100% (13)
3.	Teacher uses ideas of students	0% (0)	0% (0)	53,84% (7)	46,15% (6)	0% (0)	100% (13)
4.	Teacher asks question to the students	0% (0)	0% (0)	7,69% (1)	38,46% (5)	53,84% (7)	100% (13)
5.	Teacher give information to the students	0% (0)	0% (0)	0% (0)	15,38% (2)	84,61% (11)	100% (13)



6.	Teacher give 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)

Table 4.3 indicates the responses of statements from all participants. The researcher calculated that the percentage of each response.

## Discussion

The first result of the study for answering the first research question: <sup>10</sup> What types of teacher and students' talk are identified in their online interaction via zoom cloud meeting?" the researcher got the data from observation on March 8 that occurred in class 2C public speaking class. <sup>2</sup> Based on observation, the researcher found that that 6 categories of teacher talk and 4 categories of students <sup>1</sup> talk as mentioned in FLINT Sytem Moskowitz (1971, p. 123 as cited in Brown, 2000, p. 170) had been applied by the subjects. The category of "gives information" was mostly used by the teacher and "students' response" category was most dominant spoken by students.

The second result of the study for answering <sup>22</sup> the second research question: " What types of classroom interaction are identified in public speaking class via zoom cloud meeting?" the researcher got the data from observation on March 8 that occurred in class 2C public speaking class. The researcher found that there are only <sup>7</sup> 2 types of classroom interactions as mentioned Malamah-Thomas (1987 as cited in

Sharliz, 2017) that occurred at Galuh University. 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, this type refers to the students' initiation to ask or interact with the teacher.

The last findings of the study for answering the third research question: "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 statements. Based on 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 active in speaking in class. It is related to the theory Linse and Nunan, (2005, p. 47 as cited in Hamsia, 2018) in students language development, speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency.

## Conclusions

This present study aims to discover categories of talk spoken by teacher and students according to FLINT system Moskowitz (1971, p. 123 as cited in Brown,

2000, p. 170), types of classroom interaction adapted from Malamah-Thomas (1987 as cited in Sharliz, 2017), and student's perception toward their teacher during zoom cloud meeting. The findings revealed that during interaction in 2C 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.

Based on what happened during the research, it can be concluded that there are two patterns during the teaching-learning process 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.

### **Suggestions**

First, for the teacher it is recommended for the teacher to increase deal with feeling, since it is essential to strengthen relationship between a teacher and students and the understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom.

In the results of the questionnaire, 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.

Second, for the students should not hesitate to show up themselves. The student should increase their talk in the class especially in using English. They also build up their confidence from more and more.

Third, for the other researcher this research has several difficulties in conducting the research, including in data coding process, collecting the theories, and describing findings and discussion. Therefore, it is suggested for the further study to prepare the research well. Classroom interaction has several scopes that are worth to be researched, so it is beneficial to conduct the similar study with different frameworks such as teachers questioning strategies to give more significant contributions in the teaching and learning process.

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