

interaction, all the participants involved in the exchange should unite their efforts in a way the interaction was managed by everyone taking part in it and not just by the lecturer. So that, managing classroom interaction and managing learning should come together. Every time the lecturer asks something to certain student, then all the students can pay attention to what happens and learn something from it.

We can conclude that classroom interaction is an interaction between lecturer and students that happens when they participated in the classroom. Therefore, to get a good classroom interaction, it needs to be managed by everyone taking part, by a lecturer and also by students. How the interaction develops, depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes.

2. Lecturer-Students Interaction

The communicative process involves interaction between at least two people (lecturer-students or student-student) who share a list of signs and semiotic rules.³ The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another”.⁴

³ İlknur İSTİFCİ - Ugur DEMİRAY, “Role and function of meta communication concept as nonverbal communication in teaching EFL”, *International Journal on New Trends in Education and Their Implications*. October, November, December 2011 Volume: 2 Issue: 4Article: 10 ISSN 1309-6249. 97

⁴ E.D. Wagner. "In Support of a Functional Definition of Interaction" *The American Journal of Distance Education*. 8(2), 1994. 8

relationship is good, it means that the learning will occur. On the contrary, if it is bad, the process of learning is not occur, it will in less degree and with less stability. From the definition above, it means that interaction has many influences to the leaning process to achieve the goal of learning.

Lecturer-students interaction is of significant importance in foreign language teaching and learning. It is argued that interactions between lecturers and students facilitate language development and lead to better language learning.⁸ This type of interaction as Coulthard mentions has received a great deal from teachers in a wide range of disciplines. It happens between the lecturer and one learner or many other learners, that is to say a lecturer takes a part in such interaction.⁹ It can be said that interaction will happen when the lecturer and the students interact each other. He talks with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.¹⁰ In this case, lecturer talk is important to encourage students to respond lecturer talk. In order to,

⁸ Massoud Rahimpour, "Teacher-Students' Interactions in Task-Based vs Form-Focused Instruction". *World Journal of Education*. Vol. 1, No. 1; April 2011, 171

⁹ M. Coulthard, *An Introduction to Discourse Analysis* (London: Longman, 1977), 45.

¹⁰ M. Coulthard, *An Introduction to Discourse Analysis* (London: Longman, 1977), 45.

Silence	10.	Silence or confusion
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b. Brown Interaction Analysis System (BIAS)

This system was developed by Brown and designed for use by teams of students and lecturers in microteaching.¹² This system is simpler than FIAC, with only seven categories, three types of lecturer talk, two of student talk, one silence, and unclassified. The complete categories and the explanation of each are presented in the following figure:

Table 2.2 Brown interaction analysis system (BIAS)

TL	<i>Teacher lectures</i> , describes, explains, narrates, directs
TQ	<i>Teacher questions</i> about content or procedure, which pupils are intended to answer
TR	<i>Teacher responds</i> , accepts feelings of the class; describes past and future feelings in a non-threatening way; praises, encourages, jokes with pupils; accepts or uses pupils' ideas; builds upon pupil responses; uses mild criticism such as 'No, not quite.'
PR	<i>Pupils respond</i> directly and predictably to teacher questions and directions
PV	<i>Pupils volunteer</i> information, comments or questions
S	<i>Silence</i> . Pauses, short periods of silence
X	<i>Unclassifiable</i> . Confusion in which communications cannot be understood; unusual

¹² Brown, G. *Microteaching: A programme of teaching skills*. (London: Harper & Row Publishing Company, 1975), 66.

- c) **Accepts or uses ideas of pupils:** Lecturer clarifies or builds or develops ideas suggested by students. It only includes acceptance of student ideas. Included here is when the lecturer says, “I see what you mean. That’s a good point.”
- d) **Asks questions:** Asking question about content to procedure, based on lecturer ideas, with the intent that a pupil will answer. This includes only questions from which the lecturer expects answers.

2) Direct Lecturer Talk

Based on Flanders categories, direct lecturer talk is divided into smaller and more meaningful unit.¹⁹

- a) **Lecturing:** Lecturing is defined as the form of verbal behavior used to give information, opinions, or orientation.
- b) **Giving directions:** Directions, commands or orders to which a pupil is expected to comply. This is used only when the student's compliance takes the form of an observable act. An example would be if the lecturer says, "Chad, move to the seat up front."
- c) **Criticizing or justifying authority:** A statement of criticism is one designed to change student behavior from unacceptable

¹⁹ Selvabarady, *Flanders interaction analysis*” (<http://www.slideshare.net/selvabarady/flanders-interaction-analysis>, accessed on April, 23th 2014)

to acceptable. The lecturer says, in effect, “I don’t like what you are doing, do something else.” Another group of statements included in this category are statements of defense or self-justification.

From explanation above, it mean that lecturer talk is important to encouraging students to involve directly in the classroom activity. Thus, lecturer talk can make student to active in classroom activity in order to they accustomed to speak up. When lecturer asked question, uses students idea, and praise students' comment, the teacher can motivate students to active and practice in classroom activity.

Lecturer talk is mostly important to language teaching.²⁰ According to pedagogical theory, the language that lecturers use in classrooms determines the success of a target to be achieved in the lesson. Many scholars found lecturer talk makes up around 70% of classroom language.²¹ In this case, it can be said that lecturer talk is kind of language that used by lecturer that have many function in being making students success in learning. In addition, it is important for lecturers to know the quality of their teaching in order to the teacher can improve her/his teaching. This condition make the

²⁰ Vivian Cook, *Second Language Learning and Language Teaching (2nd Edition)*. (Beijing: Foreign Language Teaching and Research Press, 2000), 144.

²¹ Craig Chaudron, *Second Language Classrooms: Research on Teaching and Learning*. (Cambridge: Cambridge University Press, 1988), 50-85.

According to Ahmad and Aziz, students' perceptions also can give suggestion to the lecturers' development in the future.²⁶ It means that students' perception can help the lecturers build their learning process to be better. From that condition, the researcher wants to know students' perception about lecturer talk in interaction with the students. Whereas the students interesting or not in teaching process.

6. Intensive English Program (IEP) UIN Sunan Ampel Surabaya

Intensive English Program (IEP) is one of program in Foreign Language Competence Development Program (P2KBA) handled by Language Development Center at UIN Sunan Ampel Surabaya. This program created for first year students of UIN Sunan Ampel for all faculties (Faculty of Tarbiyah and Teaching Training, Faculty of Adab and Humanities, Faculty of Da'wah and Communication, Faculty of Ushuluddin and Islamic Thought, Faculty of Sharia and Law, Faculty of Social Sciences and Political Sciences, Faculty of Economy and Islamic Business, Faculty of Psychology and Health, and Faculty of Science and Technology) that concern on psychomotor, cognitive, and affective

²⁶ F. Ahmad - Aziz, J. *Students' perceptions of the teachers' teaching of literature communicating and understanding through the Eyes of the audience*. (The British journal of Arts and Social Science, 1(1), 2011), 70-80.

aspects.²⁷ IEP is held every Tuesday and Thursday morning at 6 a.m. – 7.30 a.m.

Determination of IEP classes is determined by pre-test as placement test for all students to recognize the English competence level of each student. By knowing score of pre-test, the students are placed in class based on their level. It becomes the consideration of the institution to give appropriate material and methods based on each level. This pre-test is conducted in each faculties at UIN Sunan Ampel Surabaya, thus one class there will be a lot of students from different majors, except for students of English education department they are placed in a classroom without being mixed with other majors.

IEP is held for two semester in first year study. In the first semester, IEP is focused on General English but the material emphasized on speaking while in the second semester, students are taught specifically in TOEFL. All students are obligated to attend these classes and are expected to pass the minimum score of 400-both for TOEFL and TOEFL at in the end of the second semester. Students who can pass IEP, they will get certificate. The certificate of IEP becomes a requirement for students who will take a thesis.

²⁷ Pusat Pengembangan Bahasa (P2B). Pedoman Program Kompetensi Berbahasa Asing (P2KBA). (Surabaya: Pusat Pengembangan Bahasa (P2B) IAIN Sunan Ampel Surabaya, 2012), 1-25

B. Previous Studies

The researcher found the similar case of the previous study. This is also the analysis of the teacher talk but focusing in knowledge and understanding teacher talk in EYL classroom under the title “A Descriptive Study on The Teacher Talk at EYL Classroom”. The research findings show that despite the teacher talk’s capability to be good model for young learners, most students found the class more motivating, interesting, and challenging when the teachers minimized their teacher talk and made use not only more constructive teacher talk but also interesting activities.²⁸ But the result of the sample is too low because the researcher only took 18 students in EYL classroom. It is a little a doubt that it cannot be as the representative of interaction.

In addition, another study focusing on the categories of talk, the category that is used to promote interaction and the language that is mostly used during interaction under the title “The Descriptive Study on the Classroom Interaction during the English-Teaching Learning Process at the Eighth Grade of SMPN 1 Banjarmasin”. The result of this research shows that the teacher’s talk achieve 55.5% in VIII B and 53.0% in VIII C. While, student talk achieve 36.4% VIII B and 39.8% in VIII C. Moreover, the

²⁸ Liani Setiawati, *A Descriptive Study on the Teacher Talk at EYL Classroom* (Conaplin Journal: Indonesian Journal of Applied Linguistics, Vol. 1 No. 2, 2012), 3

question by which the teacher led the flow of interaction.³¹ The researcher focused on teacher talk implication on student's motivation and teacher's roles in classroom interaction.

The researcher found the similar topic which has done under the title “An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar”. The research focuses on the effectiveness/ineffectiveness of Teacher Talk and the aspect of Teacher Talk in classroom observation. The researcher found that the teaching effectiveness elements used in the classroom were in the form of academic learning time, the use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching and democratic classroom.³²

Finally, the researcher concludes that those all previous studies significantly have the similarities and differences with this research. However, those literatures influence this research as the foundation. This research focuses on lecturer-student interaction analysis in English intensive class. The researcher states that the different focus of this research with those previous studies is students' perception about lecturer talk.

³¹ Rini Triani Pujiastuti, *Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)* (Journal of English and Education 2013, 1(1)), 163-172.

³² Ni Wayan Widha Astiti. "An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar." *Jurnal Penelitian*. Vol 1, No 2 (2012), 1