TEACHER TALK AND STUDENTS TALK IN EFL CLASS ACTIVITY: SECONDARY SCHOOL CONTEXT

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ABSTRACT

The study focuses on the dynamics and types of teacher and student talks in EFL classrooms. It highlights whether teacher or student talk dominates class and impacts students' language acquisition. It was conducted in an Eastern Indonesian secondary school and employed exploratory sequential mixed methods. The data were collected from an English teacher and 32 students through interviews and observations. Thematic analysis and relative frequency distribution table were used for data analysis. The findings showed that teacher talk dominated classroom activities and made student-centred learning lacking, thus affecting students' language acquisition. Various teacher and student talk categories were identified using the Flander Interaction Analysis Category (FIAC) framework. Teacher Talk (TT) involved indirect influences such as accepting feelings, praises or encourages, using students' ideas, and asking questions. The direct influence includes lecture, giving directions, and criticizing students' behaviour. While Student Talk (ST) had students' responses, students-initiated silence and confusion. Implications suggest enhancing teachers' conversation management skills and fostering a more student-centred approach to facilitate students' language practice and participation. Additionally, future researchers who wish to conduct similar research can develop deeper by looking at other aspects that positively impact interaction in the English language classroom.

INTRODUCTION

The interaction between teachers and students plays a key role in teaching English as a Foreign Language (EFL). According to Adriosh and Osmana (2022), this relationship is crucial for effective learning and provides clear input. It is also important to consider how the teacher's speaking time (TT) helps students understand explanations and use the target language. Malik et al. (2023) emphasize that teacher-centred classes are less productive than student-centred ones. Therefore, teachers should minimize TT and increase STT, giving students opportunities to practice the target language, which can improve their understanding of the subject.

Two previous studies offer contrasting perspectives on Teacher Talk (TT) and Student Talk (ST) in EFL classrooms. The first previous study by Winanta et al. (2020) showed that the teacher mostly dominated the classroom dynamics. However, although the teacher claimed to direct the students more, indirect communication was higher than direct talk. It can be concluded that the teacher effectively conducted student-centred teaching and learning activities. On the other hand, Ahmad et al. (2020) showed that TTs have been observed as obstacles instead of facilitators in the EFL learning process. The high number of TT, frequent use of content-based closed questions, and teacher interruptions hindered teacher-student, student-teacher, and student-student interaction and negotiation in the classroom. Teacher talk was found to dominate in the classroom, convergent questions were asked in the highest percentage, and teacher talk proved to be a barrier to language learning.

Based on the information, there appears to be a contradiction between the conclusions of these two studies. The first research reveals that the instructor efficiently used student-centred instruction, but the second study suggests that teacher talk (TT) hampered the learning process. Moreover, they both underscore the importance of understanding the role of Teacher Talk and student talk in EFL classrooms. In summary, these studies encourage educators and researchers to consider the difference between Teacher Talk and Student Talk, which is more centred on student-centred learning and creates an optimal learning environment that promotes language acquisition.

Having reflected on the previous studies, a preliminary investigation of teacher and student talk and the interaction between them was observed. In one of the schools in eastern Indonesia, the study examined how the teacher and students talked during English class. The researcher found that the class was interactive. However, the study also showed that students spoke more in their first language, Bahasa Indonesia. This indicates a potential imbalance in teacher-student interaction that may impact language acquisition. Therefore, there is a need for research that proves that when one of the teachers and students dominates the classroom conversation and the use of the target language, it will affect the students' language acquisition process.

Based on previous research, there is an interesting gap in the area of Teacher Talk (TT) and Student Talk (ST) in EFL classrooms. The dynamics of teacher-student interactions have yet to explain how this affects students' language acquisition. Therefore, this study aims to uncover further teacher and student talk dynamics to improve English learning and teaching and the types of teacher talk (TT) and student talk (ST). Hopefully, this study will identify the importance of teacher and student talk dynamics based on the types of teachers and student talk during classroom interactions and how it implies the acquisition of the target language.

LITERATURE REVIEW
Classroom Interaction

Classroom interactions between teachers and students are an essential focus, as Some-Guiebre (2020) emphasized, as they play a crucial role in forming practical communication skills in the target language. According to Lestari (2021), this interaction creates a positive learning environment that motivates students to

become proficient communicators in a foreign language through active participation in discussions and problem-solving tasks. The importance of interaction is also emphasized by Erlinda et al. (2022), who highlighted the teacher's role in encouraging students to ask questions, share ideas, and discuss. In this context, finding a balance between the teacher's role and student participation is critical, creating a fun and stimulating environment for effective English language learning.

Types of Classroom Interaction

According to Pratiwi (2019), classroom interaction is like teamwork, where teachers and students share thoughts, feelings, or ideas, and it has a give-and-take effect on everyone involved. This means that in the learning process, the teacher is not the only significant player; students are equally important. There are several types of classroom interaction.

1. Teacher-Student Interaction:
   Teacher-student interaction means that the teacher talks and works with the students, and there is a mutual interaction where the teacher discusses the lesson, asks questions, and provides guidance.
2. Student-Student Interaction:
   Student-student interaction means students interact with each other. This interaction can happen in group projects, small discussions, or pairs. This is beneficial for learning and self-study.
3. Teacher-Whole Class Interaction:
   Teacher-whole class interaction means the teacher engages with the whole class. The teacher initiates this interaction by asking questions, and students respond. This is important as it encourages communication and helps the teacher control what is happening in the classroom. Teachers need to use language that everyone can understand and pay attention to how they speak to make sure everything is clear.

Teacher and Students Centered in Classroom Interaction

a. Teacher-Centred
   The teacher-centred approach is a learning system where the teacher is the main focus (Hurynovich, 2018). Students are considered passive recipients of information, with the teacher as the main source, and student interaction is limited due to the dominance of the teacher's role.
b. In contrast, student-centred learning places students as the centre of attention (Partanen, 2020). Teachers guide students individually and in groups, encouraging active participation in the learning process. It creates an interactive classroom and is customized to students' needs. Students centered.

Teacher Talk
Definition of Teacher Talk

Teacher talk is any words or sentences the teacher says during the interaction in the teaching-learning process. According to Stojchevska and Popovikj (2019), the amount of class time spent by the teacher speaking to the class as part of a lecture or in discussions is referred to as teacher talking time. Impactful Teacher

Talk occurs when teachers use a language level that students already know to give instructions, interact, and minimize their talk.

Type of Teacher Talking Time
a. Accepting feelings

Accepting feelings in the classroom is all about creating a safe and friendly space where teachers can openly acknowledge, discuss, and understand students' emotions from the past, present, and future without making them feel uneasy. It is not just about dealing with what is happening now but also recognizing and respecting what students have felt. Example of accepting feelings:

> *S: We cannot finish it. The questions are difficult, Miss.*
> *T: I understand, but it will be interesting when you play the game later.*

b. Praises or Encourages

Praise or encouragement means encouraging students in class, including giving them confidence and recognizing their efforts. This is also supported by Nur and Siregar (2020). When students answer questions from the teacher, the teacher provides positive reinforcement by saying words such as "*Very good, good, very good, right, and so on."* By praising and appreciating students during daily activities, teachers communicate that their ideas and efforts are valuable, making students more likely to enjoy the classroom environment. By praising and appreciating students during daily activities, teachers communicate that their ideas and efforts are valuable, making students more likely to enjoy the classroom environment.

c. Uses Ideas of Students

The teacher clarifies, uses, interprets, and summarizes students' ideas. The teacher must rephrase the ideas but be recognized as student contributions. If a student makes suggestions, the teacher may summarize them in their own words or style. Example:

> *S: Miss, the boys shall be with the boys, and the girls, too.*
> *T: Yes, you will be divided into two boys' groups and two girls' groups*

d. Asks Questions

This means the teacher asks questions about content or procedures and expects students to respond. When a teacher asks a question but continues their lecture without receiving an answer, such questions are not included in this category.

Meanwhile, the following are types of Direct Influence:
a. Lecture

A lecture is a traditional teaching approach where the teacher shares information, facts, personal opinions, or ideas. As Flanders (as quoted in Nur & Siregar, 2020) explains, during a lecture, teachers convey knowledge, express their views, or pose rhetorical questions like *"What is...?" "When does...?" "Where is...?" "How does...?" and "Why is...?".* It is a straightforward way for teachers to share insights and guide students in understanding specific content or procedures within the classroom.

b. Giving Directions

For students to effectively showcase their ideas, they need clear guidance and instructions from their teachers, as highlighted by Flanders (1970, as quoted in Nur and Siregar (2020). Students typically look to their teachers for direction and expect specific guidance on presenting their thoughts systematically. Therefore, teachers must provide clear and effective instructions, ensuring classroom activities proceed smoothly. Offering concise directives, such as *"Please, open your book to page...,"* is an example of how teachers can facilitate a positive teaching and learning process by giving students the guidance they need.

c. Criticizing Student Behaviour

This type is intended to change student behaviour from negative to positive. Teacher criticism is essential for students' leadership development. When teachers instruct students not to interrupt with silly questions, this behaviour falls into this category. For example: *Be quiet! You always come late. Where have you been?*

The importance of Teacher Talk in classroom interaction

Teacher talk is crucial for English learners in Indonesia because the environment does not promote English as a daily language. Since students primarily rely on teachers for English knowledge, teacher talk becomes their primary input source. This makes English teachers for foreign learners more significant in this context than native learners.

Student Talking Time
Definition of Student Talk

Student Talk (ST) is the time students spend in classroom interactions, either answering questions, asking questions, or providing arguments for the lesson. Student talk is very important for students learning English as a foreign language as it allows students to explore themselves to produce the target language (Ashari & Budiartha, 2016).

Types of Students Talk

Flanders (1970) has shown that students' talk is divided into three aspects, namely:

a. Students Response

Student response means when the teacher gives feedback and asks questions, and then students respond to the teacher by providing opinions or answering questions (Nur & Siregar, 2020). This means the teacher offers expectations for student responses related to what is discussed in class. Example of Students response:
T: So, is the map right or wrong?
S: Wrong
T: Well, do you understand the role of this activity today?
S: Yes, mam, I Understand

b. Students Initiated

They are giving one from among many possible answers that have been previously shaped but from which students must now make a selection and

initiate participation. Furthermore, Nur and Siregar (2020) state that they initiate talking with students. They express their ideas, initiate new topics, and are free to develop opinions and trains of thought, such as asking thoughtful questions. Example of Student Initiated:
T: What is the pattern of simple past tense?
S: S + Verb 2

c. Silence and Confusion
    Pauses in the conversation. Silent intervals without verbal communication also defined silence and confusion as short periods in which the observer cannot understand communication.

The Dynamics of Teacher Talk and Student Talk

According to Sahriatih (2013), in a language classroom, both teachers and students should actively participate. Teachers play an essential role by providing quality English input and offering students more opportunities to use the target language. The way teachers distribute talk time is crucial for effective language learning. However, spending less time explaining and guiding, as highlighted by Sahriatih (2013), can limit students' participation and hinder their language development. This affects students' ability to learn a second or foreign language. To overcome this, teachers are encouraged to ask more questions, encouraging increased student talk time (STT) and reduced teacher talk time (TTT). This improves language skills and triggers more interest in the subject matter among foreign language learners.

RESEARCH METHOD

The researcher used a mixed method (Exploratory sequential mixed method design) to do this study. In other words, the researcher acquired qualitative data in the first phase and then evaluated the data. The results directed the second quantitative phase, a survey or another kind of quantitative data collection. The research took place at a secondary school in Eastern Indonesia. The participants of this study were an English teacher and 32 Students.

In this study, two instruments were used for data collection: interviews and observations. The interviews helped gather information about how teachers and students talk in English classes. It used open-ended questions to get detailed answers. After the interviews, observations were done using a structured approach. This helped categorize what was seen, and tally marks (|) were used to keep track. The tallies in each teacher's talk and student talk category were counted and put on a list. Audio and video recordings were also used to capture what happened during the English class.

The data were analysed using the thematic analysis method for qualitative data. According to Braun and Clarke (2019), there were six steps in conducting a thematic analysis: Data Familiarization, Initial coding generation, Search for themes based on initial coding, Review of themes, Theme Definition and labelling, and Report writing. The quantitative data was gathered through structured observation by the researcher. The data in a frequency table (tallying) will be analysed using a relative frequency distribution table. The data can be calculated using the formula from Wirawan (2016). The formula is as follows:

$$F_r = \frac{fi}{n} \text{ x}$$

Notes:
F_r = percentage of the category to be calculated
Fi = Frequency of the category to be calculated
N = the Total number of talks.

FINDING AND DISCUSSION
Finding
The dynamics of Teacher Talk (TT) and Students Talk (ST)

The findings of Teacher Talk and student talk dynamics were calculated from the direct observations and the video recordings. Then, the data is shown as a percentage based on the types by FIAC Analysis. Overall, from the two meetings observed, it was found that the teacher dominated all conversations. However, when the FIAC analysis compares teacher talk's indirect and direct influence, both observations have a more significant indirect influence than the direct influence. The results of the first and second observations of indirect influence were 39,8% and 32,8%. The percentage for direct influence was 21,6% in the first observation and 27% in the second. The results from the first and second observations are that the category of teacher talk that dominates indirect influence is asking questions. This means the teacher was more active in indirect than direct influence, and the students talked in observations. ST was divided into three parts: *students' response, initiation, and silence or confusion.*
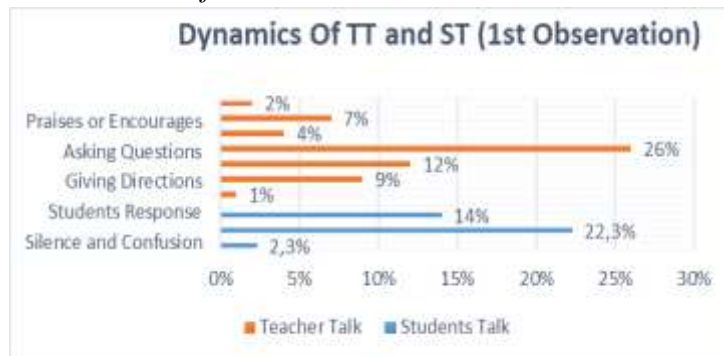

Figure 1. The distribution of the percentage of TT and ST in the first observation

Figure 1 indicates that the asking question type is the most frequent type of teacher talk found in this study, which took up 26% of all talk done by the teacher.
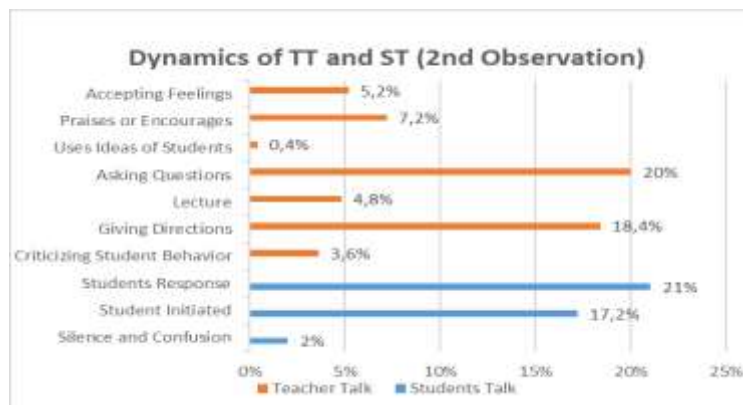

Figure 2. The distribution of the percentage of TT and ST in the second observation

This category occurred the most due to teachers' attempts to stimulate and invite students to participate in the learning process and to ensure students cognize the notion of the lesson. As for the Type of Student Talking Time, students initiated as many as 22,3% in the first order. Meanwhile, the second observation was conducted. Teacher Talk also takes the highest percentage of 59.8% while 40.2% for student talking time.

The TT and ST dynamics table in the second observation shows that asking questions is also the most dominant type of Teacher Talk in EFL classroom interaction, with 20%. For Students Talk, Students responded in the first place with 21%.

Furthermore, the researcher found in the observations that there was the use of Target Language (L2) and First Language (L1) in the interaction process between teacher and student talking time. The results showed that using Bahasa as a first language in class is higher than target and mixed language. Overall, it was found 123 (The teacher: 63, The students: 60) utterances of using English, 353 (The teacher: 216, The students: 137) utterances of using Bahasa, and 102 (The teacher: 87, The students: 15) utterances that mixed the two languages. It can be seen that the English teacher often used Bahasa rather than English in the interaction.

Teacher talk (TT) and student talk (ST) appear in EFL class activities.

1. **Types of Teacher Talk (TT)**

    During the two meetings, it was found that all Teacher Talk types based on the Flanders Interaction Analysis Categories (FIAC) were used in the classroom interaction process. The observations were transcribed and coded after being observed and analyzed using video recordings. In addition, in this second research question, the observation data collected is supported by interview data. This type includes the indirect influence (*Accepting feelings, praising or encouraging, using students' ideas, and asking questions*) and direct influence (*Lecturing, giving directions, and criticizing students' behavior)* of the teacher. Indirect influence refers to the type of TT that requires a more specific response from the student-initiated by the teacher. On the other hand, direct influence is a type of TT directly stated by the teacher to provide certain things to students that do not require specific responses.

    a. Accepting feelings

    Based on the observation results in the first and second meetings, during the learning process in class, it was found that in the first meeting, there were 8 occurrences (2%), and in the second meeting, there were 13 occurrences (5.2%).

    One of the examples on the observation is as follows:

    > *T: Please tell me what a personal letter is but in your language. In English, you can, and in Bahasa, you can too. However, which language is better?*
    > *S: English Miss*
    > *T: Yes, Smart*
    > *T: Anyone, so Miss, can make sure that you understand what a personal letter is.*

> *T: No need to be afraid of being wrong. It is okay. We are learning together.*

(Notes: Inside the brackets is the result of the translation while the outside is the original sentence, 'T' deals with the English teacher, and 'S' belongs to the student)

In the excerpt above, the teacher permits students to respond to her questions. The teacher's action demonstrated that the teacher knew the student's feelings.

b. Praises or Encourages

In the first observation, there were 24 occurrences (7%), and in the second observation, there were 18 occurrences (7.2%). The teacher in the class often responded well to students' answers.

c. Using Ideas of Students

Using students' ideas, this category appeared less frequently in the second meeting, with 1 occurrence (0.4%), compared to the first meeting, with 15 occurrences (4%). This category is shown by restating students' answers or ideas and making inferences from students' ideas or answers. The teacher repeats more in the observations, and 44 makes conclusions from students' ideas or answers.

d. Asking Questions

This category, asking questions, occurred the most in the observed classes. It occurred in all meetings. This category occurred with 87 occurrences (26%) in the first meeting and 50 occurrences (20%) in the second meeting. From classroom observations, teachers question students' understanding of a problem.

e. Lecture

The teacher applied the lecture in the classroom interaction for 42 occurrences (12%) in the first observation and 12 occurrences (4.8%) in the second observation. Lectures, information or facts, opinions, etc., are in this category.

f. Giving Directions

Based on the observation result, this category of teachers' talk took up 29 occurrences (9%) for the first meeting and 46 occurrences (18,4 %). In this class, the direction was provided to guide students in doing given assignments or projects and inviting students to do something.

g. Criticizing students' behavior

The teacher rarely used the results of observations at the first and second meetings of this category of teacher talk. In the first meeting, there were 3 occurrences (1%), and in the second meeting, there were 9 occurrences (3.6%). In this class, the teacher tends to use this category only when students are noisy and when she needs to gather students' attention.

2. **Types of Students Talk (ST)**

The type of ST is also classified into three categories that focus on the student's response in the classroom. They are *students, students initiated, and the researcher did silence and confusion. The observation* was to see

the types of students talking in the classroom. Furthermore, the interview helped the researcher collect the students' conversations in the classroom.

a. Students responses

In the first observation, there were 49 occurrences (14%), and in the second meeting, there were 53 occurrences (21.2%). Students used Students talk responses for one purpose, according to classroom observations. The goal was to answer questions about the lesson. They have already learned or when the teacher attempted to review the previous lesson. The way students responded to the teacher's verbal interaction was also limited to yes or no answers. The observation results in the first and second meetings showed that students responded to their teacher when the teacher asked or gave instructions.

b. Students Initiated

In class interactions in the two meetings, it was found that students often answered the teacher's questions with a slightly longer answer, asked questions because they did not understand, or asked questions for confirmation from the teacher. In the first meeting, there were 76 occurrences (23%), and in the second meeting, there were 43 occurrences (17.2%). The students preferred talking about their ideas rather than simply repeating what the teacher said. This happened when the teacher gave questions about the material, and the students gave answers to the teacher; they answered those questions about what they knew and what they thought.

c. Silence and Confusion.

The last type of student talks about silence and confusion. Based on the results of observations, it was found that the rate of silence and confusion in the first meeting was 2.3%, while in the second meeting, it was 2%. This result shows that the silence and confusion in the conversation class are very low. This means there needed to be more clarity in communication during the class over a short period.

Discussion
The dynamics of Teacher Talk (TT) and Students Talk (ST)

The first research question of this study was to explain the dynamics of Teacher Talk (TT) and Student Talk (ST) in EFL Classroom Activities. The results showed that Teacher Talk (TT) was higher than student talk (ST) during classroom activities in the first and second observations. This is because the material the teacher gave was new, so the teacher had to explain and introduce the material to the students more. As a result, students become passive learners because they are not given more opportunities to gain experience, practice, and the ability to express their thoughts. The higher the TT, the lower the ST because students spend less time practicing, speaking, asking questions, answering, discussing, and actively participating in class. Osmana and Adriosha (2022) said that when students have adequate time to talk, they can practice, remark, ask questions, and engage in all class activities.

However, the current study contradicts research conducted by Ashari and Budiartha (2016), who investigated the portion and relationship of TTT and STT in English for Academic Purposes (EAP) classes through observation, video recording, and interviews. The results showed that STT was more dominant than

TTT in EAP classes. The thing that makes STT more dominant is the teacher's goal, who wants to create an interactive lesson that focuses on student-centred activities; the teacher also asks some trigger questions. The results also showed that teachers asked more questions during the learning process. Teachers ask more questions to encourage students to speak up about their opinions in the classroom. As stated by the teacher in the interview process:

(Teacher AE, 6th February, 2023 - Translated)
"I usually ask them questions in the activity and ask them to answer them."

Besides that, a good language teacher should get the students to do more work in the classroom. This is because the less students practice the target language, the more TTT they receive. Teachers and students are together contributing sources in managing classroom interaction and simultaneously managing learning opportunities. Instead of lecturing students about language, the facilitator-teacher should emphasize the concept of intrinsic motivation by allowing students to use language. The use of L1 obtained from this research showed that the teacher did not optimize the use of English in her classroom, which can reduce the exposure to the target language.

As for the conclusion, the observation results showed that the percentage of Teacher Talk (TT) in the classroom significantly dominated the EFL classroom activities, so the class is teacher-centred. This substantially impacts Student Talk (ST) or the need for a student-centred approach. Therefore, the Students centred Learning system model should be implemented in EFL classrooms. In addition, in language learning, teachers should provide more English language environments to students so that they become accustomed to actively acquiring their language acquisition.

Types of Teacher Talk (TT) and Student Talk (ST)
The second research question was to identify types of Teacher Talk (TT) and Student Talk (ST) in EFL Class activities. To identify the types of Teacher Talk (TT) and Student Talk (ST), the Flanders Interaction Analysis Categories (FIAC) were adopted. All types of Teacher Talk and Student Talk were applied during the teacher-learning process. However, the most dominant of Teacher Talk is Asking Questions, while Students Talk is Student Response and Student Initiated. The researcher wants to clearly explain each type of teacher talk and Student Talk.
a. Accepting feelings
    The first type of teacher talk is Accepting feelings. Based on the data, the teacher tried to make the student feel comfortable by accepting her expression without threat in classroom activity. When teachers try to construct a classroom environment to be more comfortable, it properly affects students' concentration, making them more relaxed during the learning process.

b. Praises and Encourages
    Furthermore, there are Praises and Encourages. Based on the observations made in the EFL Class activity, in this type, the teacher often responds well to students' answers, such as saying "Good," "Nice," etc. This causes students to be more enthusiastic about learning. As stated by students during the interview:

(Student 2 RFH, 6th February 2023 -Translated)
"In addition, I am also excited and motivated to be active in the learning process when the teacher gives praise such as the words "Good," "Nice try," and so on."

Consistent with Nasir et al. (2019), teacher support through Praise and appreciation enhances students' enjoyment of the learning process, emphasizing the value of their ideas and work.

c. Using ideas of students

The next type is using the ideas of students. One way to encourage students to be confident and demonstrate the value of ir ide ideas is to use them in classroom discussions. According to Nasir et al. (2019), teachers' agreement helps students develop confidence in expressing their ideas. In the observation, the teacher used students' ideas to clarify and interpret. For example, from the observation, the example sentence found for this type is *"Okay so, Cilla (pseudonym) said that a personal letter, a letter written to friends and family."*

d. Asking questions

Asking questions is the type of teacher talking time with the highest percentage among other types. In this type, the researcher found that the purpose of the question was to confirm or clarify the students' understanding of the day's content.

The following three categories of the FIAC system are considered to influence classroom interactions directly.

e. Lecture.

In the observations, the teacher provided information at the beginning of the lesson to help students understand the subject matter they would be learning, namely "Personal Letter." The first observation showed that the lecture type percentage was higher than the second. The thing that made the presentation of the first observation higher than the second observation was that the material taught by the teacher was new; students needed to gain more knowledge of the material, so the teacher dominated it in explaining the material. This will make teacher-centred more applied than student-centred and will have an impact on students' language acquisition.

f. Giving directions

The next type is Giving directions. Instructions, guidance, orders, or teacher requests are all examples of directions students are expected to follow. Based on the observation, this type of teacher talking time often appears in class. The results showed that the second observation was higher than the first observation. This is because, in the second observation, the class process made personal letters, so the teacher gave more instructions to the students.

g. Criticizing students' behaviour

Based on the observation, the teacher acts as a classroom controller who uses her authority to positively evaluate and criticize student behaviour. However, teachers must convince students that their actions are for their good.

Next is the type of student talk that appeared during the observation.

a. Students Response

The first one is Students' responses. Based on the results, although teacher talking time dominated the class overall, the researcher saw that the students were active since they spent most of their time talking. This is proven by the number of students' responses in the second observation, which is higher

than the types of teachers talking time. Students respond to the teacher when the teacher gives instructions or closed questions that do not require long answers. Usually, in this type, students use Target language for simple words such as "Good," "yes miss," etc.

b. Students Initiated

The second is Students Initiated. During the teaching and learning process, the students responded to the teacher and most actively Initiated their opinions. Students' talk initiation and response were the two types of talk in the classroom. There is a high proportion of students who can talk about their ideas. In other words, the students were confident and brave enough to initiate the interaction with the teacher and the students in the classroom. This statement was supported by Nurhasanah (2013), who concluded that teacher and learner talk categories are essential to classroom interaction and have more advantages than disadvantages.

c. Silence and confusion

The last type of student talk was Silent and needed clarification. This last type shows the least amount of student talk types. According to Nur and Siregar (2020), silence and confusion are brief periods where communication is incomprehensible to the observer. Based on classroom observations, the researcher found that students were active in class by answering and responding to the teacher. Things that make them silent or confused when asked are caused by several factors, such as students becoming confused when the instructions given by the teacher are difficult to understand. In addition, the teacher writes something on the blackboard or prepares material to be taught in front of the class. Students can maximize their speaking time in class so that it is student-centred. However, this also has a negative impact because there is no L2 oral practice. Therefore, it is necessary to pay attention to the amount of silent time, whether it supports the teaching and learning process or not, especially in foreign language classes.

CONCLUSION AND IMPLICATION

Based on the data analysis and discussion results, the researcher comes to the following conclusions: Firstly, the dynamics between Teacher Talk (TT) and student talk (ST) in EFL class activities at a secondary school in Eastern Indonesia is dominated by Teacher Talk. This significantly impacts Student Talk (ST) or the need for a student-centred approach. By putting the students at the centre of the learning process, a student-centred approach to language learning can help students develop the target language and confidence they need to become lifelong learners and successful communicators in the language they are studying. Besides the dominant Teacher Talk in the classroom, the use of language in the interaction process will also affect the students' target language acquisition process. Using more Bahasa in interaction makes students lose the opportunity to improve their target language skills. Secondly, all types of Teacher Talk and student talk adapted from Flanders Interaction Analysis Categories (FIAC) were applied during the teacher-learning process. Teacher Talk (TT) types include Indirect Influence and Direct Influence. Indirect influence categories are *accepting feelings, Praise or encouragement, using students' ideas, and Asking Questions*. The direct influence

categories are *Lectures, giving directions, and criticizing students' behaviour.* Student Talk (ST) type is also classified into three categories that focus on the student's response in the classroom. They are *students' responses, students initiated, and silence and confusion*. However, it is essential to acknowledge the limitations of this study. The research was conducted in a specific EFL classroom in eastern Indonesia, and the findings may need to be more generalizable to other contexts. Additionally, the study focused on the dynamics of Teacher Talk and Student Talk. Still, it did not explore other aspects of classroom interaction that could impact language acquisition and student-centred learning. Based on the findings, The implications of this study show that the basic skills of teachers and students in managing conversations and providing feedback help students develop and improve their target language. This study recommends that teachers improve their conversation management abilities, adopt a more student-centred approach, and make students more aware of opportunities to practice their target language skills and participate in learning activities. In addition, future researchers who want to conduct the same research can develop this study deeper and broader by looking at other aspects that can positively impact interaction in the English language classroom.

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