

STRATEGIES APPLIED BY ENGLISH TEACHERS IN EXPANDING STUDENT TALK IN CLASSROOM INTERACTION

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Abstract

One of many roles of English teachers in the classroom is facilitating communication. An indication that communication has been facilitated is the expansion of student talk. Expansion is a type of clause complex in logio-semantic relation of Systemic Functional Linguistics (Halliday and Matthiessen, 2014). However, in spite of many theories which promote the importance of student talk, classroom discourse is still dominated by English teachers. Phenomena which commonly found are the English teachers use mother-tongue language with the students, talk too much, and do not provide students sufficient time to response their statements and questions. Consequently, students use their mother tongue freely and give a single word or phrase in responding the teacher. However, brighter phenomena happened in two senior high schools in Tanah Datar Regency. Expanded student talk could be observed because the English teachers applied certain strategies. This paper aimed to describe strategies applied by English teachers in expanding student talk in classroom interaction. This paper employed qualitative method. The data were taken from interview result from 14 students 3 English teachers from two state senior high schools in Tanah Datar. To check the data trustworthiness, the source triangulation was employed. The result of this study revealed that there were eleven strategies applied by the English teachers: (1) Giving motivation, (2) Stating expectation, (3) Establishing rapport, (4) Giving meaningful feedback, (5) Holding discussion based activity, (6) Using interesting material, (7) Using understandable English language, (8) Asking referential question, (9) Establishing supportive environment, (10) Using body language, and (12) Extending wait time.

Keywords: *Teacher's Strategies, Student Talk, Expanding Language, Classroom Interaction.*

1. INTRODUCTION

Studies on classroom communication and interaction have repeatedly shown that classroom interaction is often dominated by teacher. Precisely, teacher talk makes up for about 70 % of classroom talk (Nunan: 1991, Xiao-Yan: 2006). Excessive amount of teacher talk can result some negative effects on students. If the teacher spends large amount of time for talking, students become passive and student talk will be restricted (Xiao-Yan, 2006; Kareema, 2014).

Meanwhile, it is crucial for students to get ample opportunity to use the target language in English as Foreign Language (EFL) classroom. In case of students, since they do not live in an English-speaking environment, they only use English in the classroom, and the language is not used at their home. Therefore, students should be provided an environment in which students can contribute to learning activities and maximize their use of the language. The potential environment and perfect chance to practice the target language is in the classroom interaction.

However, preliminary research conducted in some senior high schools in Batusangkar has not yet showed expansion of student talk. Students rarely raised hands to answer teacher's question or even proposed questions to the teacher. If a question was given by the teacher, the question was translated to Bahasa Indonesia soon without giving students time to think it in English and the English teacher even answered his own questions. Therefore, student talk that could be observed

during the class was only chorus answer resulted from teacher's close ended question or one single word or phrase which was resulted from teacher's question in Bahasa Indonesia.

Another observation in SMA X in Batusangkar, Tanah Datar regency, showed inverse phenomena. During an English class, it could be observed that the students could expand their talk. It could be seen from students' willingness to speak English, students' frequency in proposing questions in English to their teacher, students' courage to answer questions from the teacher, and students' participation which was almost even. The most important thing is they could elaborate their talk by using conjunctions and details. The most common conjunctions used by the students are: *and, also, but, I mean, for example*, and etcetera.

The researcher also had taken note on the students' name who have been expanded their talk. After the class, the researcher interviewed them one by one. The researcher asked them what make them could elaborate their talk. From the result of interview, the researcher got an interesting result. The students kept on mentioning the way of their current English teacher in teaching English as a factor that make them talk more in the classroom. Because of this repeated answer, the researcher is eager to know about what strategies applied by this English teacher in expanding student talk in classroom interaction. Therefore, this research investigates strategies applied by english teachers in expanding student talk in classroom interaction that may initiate students to use English actively in the classroom.

2. REVIEW OF RELATED THEORIES

Expansion System of Student Talk

Boyd and Rubin (2006: 2) define student talk as student's oral output or a student's verbal production. Meanwhile, Mulyati (2013: 3), defines students talk as the language that is used by the children to interact with the teacher or their peers in classroom interaction. In conclusion, student talk can be defined as student language which is meant to converse or discuss with their teacher or peers in the classroom interaction which is done for educational purpose.

Expansion system is a type of clause complex in logio-semantic relation of Systemic Functional Linguistics (Halliday and Matthiessen, 2004). There are three ways of expanding the language. They are elaboration, extension, and enhancement of the language which is realized through conjunction system. In this study, the expansion systems are used as theoretical based for finding out the lingusitic features of how student talk has been elaborated, extended, or enhanced.

The main idea of elaboration is one clause elaborates on the meaning of another by further specifying or describing it (Halliday and Matthiessen, 2014: 460). Indication of elaborated language is the use of: *in other words, that is (to say), I mean (to say), for example, for instance, thus, at least, by the way, anyway, in particular, to resume, briefly, and actually*. In extension, one clause extends the meaning of another by adding something new to it (Halliday and Matthiessen, 2014: 471). The conjunctions that commonly appeared in extended conversation are *and, also, moreover, in addition, nor, but, yet, and on the other hand*. In enhancement, one clause enhances the meaning of another by qualifying it in one of a number of possible ways: by reference to time, place, manner, cause or condition (Halliday and Matthiessen, 2014: 476). The commonly found conjunctions in enhanced student talk are *then, next, afterwards, until, at the same, before, after, a while, likewise, similarly, in a different way, so, then, therefore, consequently, hence, because of that, for, in consequence, as a result, if, it, not, otherwise, yet, still, and even though*.

Teacher's Strategies in Expanding Student Talk

Jones and Barlett (n.d. :164) state that teaching strategies refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction. A various number of teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of expanding student talk are: supportive environment strategy, expectation strategy, discourse strategy, and body language strategy.

1. Establishing Supportive Environment

Learning environment can be conditioned, for that reason teacher can make some efforts to provide best setting for student learning to take place. The seating best arrangement which accommodates students for talking is semi-circle, U shape, circle, or anything similar (Haggarty and Postlethwaihe, 2007; McGraw, 2015; St. Louis, 2013; Garcia, 2012; Chong, 2012). Besides the classroom seating, teacher position is also important since teacher trying to be 'with' the students. Teacher can sit with the students to encourage peer-to-peer discussion (Haggarty and Postlethwaihe, 2007: 459), stay centralized (Chong, 2012: 2), seat on the side of the seminar table (McGraw, 2015: 1), or move the chair to the end of the class (St. Louis, 2013: 2). Furthermore, having related vocabulary or sentence frames where they can be easily accessed is critical to increase student talk (Garcia, 2012: 3).

2. Stating Expectation

This strategy suggests the teacher to uphold high expectations for student participation (Mohr and Mohr, 2012: 10). The teacher should make clear from the beginning that he expects anyone to contribute. The next, the teacher should also consider whether he will assign a grade to student performance in discussions so that they understand the importance of participating. If the teacher determines to do so, the important things to be considered is the evaluation of frequency and quality of student contributions, and the effectiveness of student respond to each other (St. Louis, 2013: 2).

3. Using Discourse Strategy

Discourse strategy can be defined as verbal strategies that people employ to understand each other within the context of a particular conversation (Gumperz, 1982). In classroom context, discourse strategy refers to particular strategy employed by a teacher in their classroom talk which is used in asking, responding, evaluating, conversing, or discussing with students. There are five major strategies recommended by Gibbons (2002): (1) Discussion-based activity; (2) authentic questions; (3) extended wait time; (4) good rapport; and (5) meaningful feedback. In other words, discourse strategies that can be applied to expand student talk are: conducting a pair work, small group work, or whole-class work, give extended wait time since it is not realistic to expect every student to reply promptly and accurately, create warm atmosphere with establishing appropriate relationship with their students, and give variation in giving feedback: keeping the error correction to a minimum in oral fluency practice activities (Anderson, 2012: 2), and uptake that involve restating student response or turning it into questions in order to encourage further elaboration (Aisah and Hidayat, 2012: 45).

4. Using Body Language

Using non verbal strategy in enhancing student talk in the classroom is as important as using the verbal one. For that reason, teacher's body language in the classroom is crucial. This strategy promotes certain behaviors which can be practiced by the teacher to value, and enhance student talk. Giving eye contact, smiling, and affirmative nods while interacting with students is strongly suggested (Haggarty and Postlethwaihe, 2007; Mohr and Mohr, 2012). The teacher can also try sitting down or squatting to be on the same level as the student when speaking to students on one-to-one basis. St. Louis (2013: 4) also suggests to move to a part of the room where quiet students are sitting; smile at and make eye contact with these students to encourage them to speak up. Moving from the front of the classroom is also encouraged (Watson, 2014: 2). It means teacher should not stay on the same place, for instance near the board or even behind his desk all day because it will not encourage student talk.

3. METHOD

Participants

This research was a qualitative research. The participants of this research were students and the English teachers at two state senior high schools in Tanah Datar Regency. The number of the participants was 17 (14 students and 3 English teachers). All the participants of this research were the English teachers who applied certain strategies in expanding student talk in their classroom interaction and the students who has been taught by these English teachers.

The student informants were selected through classroom observation. Therefore, the first informant in this research was the students who had been observed in the classroom and were known to be able to expand their talk in the classroom interaction. Then, the first teacher informant was the English teacher who taught these students. Other teacher informants were decided by the use of snowball sampling. For applying this method, the researcher asked the current informant at the end of the interview to suggest the researcher another informant who applied certain strategies in expanding student talk in their classroom interaction.

Procedure

The data were collected over one week on February 2016 through interview. The interview was done in students' mother tongue (Minangkabau Language) and Bahasa Indonesia. To check the data trustworthiness, source triangulation was employed. Furthermore, in order to check the credibility of the data, the researcher compared the result of interview from both teachers and students. The data of this research were analyzed by using three activities: data reduction, data display, and data conclusion and verification.

5. DATA ANALYSIS AND DISCUSSION

After analyzing the data, the researcher found that there were eleven strategies which were applied by state senior high school English teachers in expanding student talk in classroom interaction. Those strategies are: giving motivation, stating expectation, establishing rapport, giving meaningful feedback, holding discussion based activity, using interesting material, using understandable English language, asking referential question, establishing supportive environment, using body language, and extending wait time. Those strategies were described as follows:

1. Giving Motivation

In the classroom interaction, some English teachers were known to give motivation to their students. This verbal motivation, according to the students, made them expand their talk. The researcher also interviewed I.3, which was also a student of I.5, on Monday, February 15th 2016 in X IPS 2 Classroom at 10: 40 a.m. The result was:

Informants	Excerpts
I.3	<p><i>"Karena I.5 itu terus memberikan motivasi. Dia bilang kalau ingin diterima di perguruan tinggi itu nilai Matematika sama Bahasa Inggris harus tinggi. Ee, yang pertama kali dilihat oleh universitas itu nilai Bahasa Inggris sama Matematika."</i></p> <p>[Because I.5 keeps on giving motivation. She said if we want to be accepted in the university, the Math and English grade should be high. Ee, the first subject which is ranked by the university is the math and English grade]</p>

It was shown in the result of the interview above that the student could expand his talk because he was given motivation verbally. The English teacher reminded the student about the enrollment of a university. She said that if they did good jobs on English subject, they would get a better chance to enroll to a university. By giving motivation, the student will feel motivated in expanding their talk. Motivation can be given orally during classroom interaction. The English teacher can remind students about the importance of English, promise a better grade, or tell students that English will ease their way to enter a university.

2. Stating Expectation

This strategy suggests the teacher to uphold high expectations for student participation (Mohr and Mohr, 2012: 10). The teacher should make clear from the beginning that he expects anyone to contribute. The result of interview with I.5 on Monday, February 15th 2016 in Vice Head Master Office of SMA X at 03: 05 a.m. revealed:

Informants	Excerpts
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I.5	<p><i>“Yang pertama, supaya mereka lebih aktif, walaupun nanti mereka disuruh untuk kerja kelompok, tapi penilaiannya tetap, kalau untuk berbicaranya tetap seseorang, personal”.</i></p> <p>[The first, to make them more active, even though later they are asked to do a group work, but the assessment for speaking is for individual].</p>
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It is clear from the result of interview that the English teacher stated her expectation at the beginning of the learning process. She clearly stated that she would assign grade for individual. For example, even though the students had a group task in doing presentation, she would grade them individually. Consequently, the students should make their best effort in participating in the classroom and expanding their talk. In conclusion, in applying expectation strategy, the English teacher can make learning contract at the beginning of the semester, assign grade for individual, and assign grade for each participation.

3. Establishing Rapport

To expand student talk, english teachers should also create good relationship with the students. Some excerpts of interviews which promote the strategy are displayed in the table below:

Informants	Excerpts
I.1	<p><i>“Gurunya itu gak seluruhnya serius, diajaknya bercanda kak, jadi nggak terlalu tegang sama guru itu.”</i></p> <p>[The teacher is not always serious, we are involved to joke around, so we do not feel tense with the teacher]</p>
I.12	<p><i>“Jadi yang kita harapkan dari dia itu sudah ada kemauan untuk berbicara dalam Bahasa Inggris dan tidak ada perasaan malu dan takut didengar oleh orang bahwasanya itu mereka berbuat salah dalam speaking. Itulah tujuannya. Sehingga kita mendekatkan diri dengan mereka”.</i></p> <p>[So what we expect form them is they alreedy have willingness to speak in English and there is no feeling of shy and fear that their English will be heard by other people in making mistakes in English. That is the goal. So we should be closed with them]</p>

From the excerpts of interview, it can be concluded that rapport can be achieved with some strategies. When the English teachers knew their students’ name, listen to students, give the same chance for each students to talk, use proper amount of joke to reduce rigid atmosphere, it means the English teacher already had rapport strategy.

4. Giving Meaningful Feedback

Previous research has focused on some variety in giving feedback: keeping the error correction to a minimum in oral fluency practice activities is to reduce interruption and ‘maintain the flow’ (Anderson, 2012: 2), and uptake that involve restating student response or turning it into questions in order to encourage further elaboration (Aisah and Hidayat, 2012: 45). Some excerpts of interviews are displayed in the table below:

Informants	Excerpts
I.5	<p><i>“Setelah mereka selesai presentasi baru diterangkan, dikasih tahulah oo pronounciationnya itu seperti ini, tapi tidak selalu fokus ke pronounciation, kita lebih fokus kepada speakingnya kalau ada hal yang seperti itu”</i></p> <p>[After they do presentation, the students are informed the correct presentation, however, we do not always focus on pronounciation, we more focus on the speaking activity]</p>
I.12	<p><i>“Kalau dia salah, tetap saja kita beri ‘very good’, ‘very good’ itu tujuannya untuk mereka sudah mau bicara dan sudah mau mengungkapkan. Nanti</i></p>

	<p><i>kesalahan mereka itu kita perbaiki bersama kembali.”</i></p> <p>[If the student is wrong, we still say very good’, ‘very good’ is meant to their willingness to talk and express their ideas. Later, the errors will be corrected together]</p>
I.13	<p><i>“I.17 tu apresiasinya ke kami itu bagus kak. Hampir gak pernah I.17 itu menjatukan muridnya, I.17 itu selalu mengasih semangat kepada muridnya.”</i></p> <p>[I.17 gives good appreciation to us. It almost never I.17 makes the students down, I.17 always gives spirit to his students]</p>

To sum up, one strategy which was applied by English teacher in expanding student talk is using meaningful feedback to students. Ways to give meaningful feedback is to focus the correction on the message of student talk rather than their grammatical error or mistake and give positive attitude or words given by English teacher even though the student had talked something wrong.

5. Conducting Discussion Based Activity

Discussion-based activity is an activity which sets the classroom as social interaction and ensures all students are given opportunities and support to speak and think (Moore, 2013; McGraw, 2015, St. Louis, 2013, Pesce, 2014).

Informants	Excerpts
I.5	<p><i>“Sebetulnya yang pertama mereka disuruh bekerja dalam kelompok, mereka diskusi kelompok, itu juga berbahasa inggris dan setelah itu semua siswa secara bergantian disuruh presentasi dan menjawab pertanyaan yang diajukan oleh temannya tentang presentasi tersebut”.</i></p> <p>[Actually for the first the students are asked to work in group, they have a group discussion, that is all in English and after that all students are asked to do presentation and answer the question which is proposed by their friend about the presentation.]</p>

In conclusion, one strategy which was applied by English teacher in expanding student talk is holding discussion based activity such as asking the students to do presentation, having discussion with their chair mate, having group discussion, and etcetera.

6. Using Interesting Material

This strategy suggests English teachers to use interesting material in expanding student talk. The interesting materials can be defined in many ways; it can be something that is close with students’ life, something new, something peculiar, or something that they like.

Informants	Excerpts
I.4	<p><i>“Guru tu ngajarinnya pandai. Trus materinya tu menarik dan nggak membikin ngantuk dalam pelajaran.”</i></p> <p>[The teacher is good in teaching English. Then the material is interesting, and it it doesn’t make us become sleepy in learning].</p>
I.5	<p><i>Kalau mau menarik, jadi mungkin gerakannya ada, kemudian materinya juga dicarikan yang lebih menarik.”</i></p> <p>[So, to become more interesting, there is certain movement, but the materials should be given the interesting one]</p>

7. Using Understandable English Language

This strategy encourages English teachers to make their language in English understandable enough for the students so that they can expand their talk in responding what the teacher has said.

Informants	Excerpts
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I.8	<p><i>“I.12 itu memberikan suatu kalimat, kalimat itu terkadang siswa itu nggak mengerti, nggak tahu apa yang harus dijawab, jadi I.12 itu memberikan contoh lain, jadi siswa itu terpancing, menjadi lebih mengerti, dan mengeluarkan pendapat mereka.”</i></p> <p>[I.12 gives a sentence, the sentence sometimes cannot be understood by the students, the students don't know what to answer, so I.12 gives another example, so the students are stimulated, they become better in comprehending the sentence, and express their opinion]</p>
I.13	<p><i>“Karena kosa-kata yang digunakan tidak terlalu tinggi, udah biasa diucapin jadi udah biasa aja gitu.”</i></p> <p>[Because the vocabulary is easy to understand, familiar, so we are able to comprehend that]</p>
I.15	<p><i>“Terus I.17 menyuruh kita mencari kosa kata bahasa inggris, jadi nggak I.17 yang menunjukkan. Terus kita yang mencari. Kalau nggak dapat, I.17 mendiktekan sesuatu yang mendekati kalimat tersebut. Misalnya kata buku, bahasa inggrisnya book, kan? I.17 bilang: yang bisa kita tulis? Yang dijual di kopsis? ooo jadi didiktekan dulu. Jadi nggak ditujukan dengan langsung. Jadi paham.”</i></p> <p>[Then I.17 asks us to search English vocabulary, so I.17 don't tell us. We should search it. If we don't get the meaning, I.17 dictates something which indicates to the sentence. For example, the word <i>buku</i> in English is book, isn't it? I.17 says: what is thing that we can write? What is sold in student's shop? So we were dictated first. He don't show us the meaning directly. So we can understand.]</p>
I.17	<p><i>“Menggambar itu karena teksnya, karena sebahagian anak tidak mengerti sehingga membantu anak. Oh ini yang namanya collision namanya, tabrakan. Ada anak yang lemah, ada anak yang cepat, jadi agar lebih mudah diberi gambar. Itu juga agar anak lebih mengerti.”</i></p> <p>[Drawing is because of the text, because some students cannot understand so we help those students. Oh, this is what we call as collision. There is slow learner as well as fast learner, so to ease us we draw. It is aimed to make students understand]</p>

Therefore, using understandable English language emphasizes the use of comprehensible language in interacting with the students. There are some ways to make English teacher's language can be comprehensible, which are: using examples, using picture, using familiar vocabulary, and giving series of question.

8. Referential Question

There are two kinds of questions: display questions are questions that teachers know the answer, and referential questions are the questions that teachers do not know the answers to. Asking referential question will require longer answers, while asking display or close-ended questions the teacher basically will get *yes*, *no*, or *maybe* answers (Faruji, 2011; Chong, 2012; Darn, 2009; Pesce, 2014; Walsh, 2006; Moore, 2013; Mohr and Mohr, 2012; McGraw, 2015).

Informants	Excerpts
I.3	<p><i>“Who, why juga, how kadang-kadang”</i></p> <p>[who, also why, and sometimes how]</p>
I.8	<p><i>“Kadang-kadang kan kenapa. Kan awalnya ‘apa’ terus ditanya sama murid, trus baru ditanya ‘kenapa jawabannya itu’”.</i></p> <p>[Sometimes is why. In the beginning is ‘what’ then it is asked to the students, after that the students are asked ‘why is that the answer’]</p>

To sum up, one strategy which was applied by English teacher in expanding student talk is using referential questions to students. Referential questions which were used by the English teachers are often started with “Why” and “How”. By using referential question, the english teachers can expand student talk rather than using yes/no question.

9. Establishing Supportive Environment

This strategy is actually based from the notion that a comfortable environment should be provided for the students to support their engagement and therefore increase their willingness to expand their talk in the classroom. Learning environment can be conditioned, for that reason teacher can make some efforts to provide best setting for student learning to take place. There are three aspects that should be emphasized according to this theory: student seating arrangement, teacher’s position, and the placement of visual aid (Haggarty and Postlethwaihe, 2007; McGraw, 2015; St. Louis, 2013; Garcia, 2012; Chong, 2012).

Informants	Excerpts
I.5	<p><i>“Didepan kelas, dipantulkan ke papan tulis, kemudian siswa presentasi memakai in focus”.</i></p> <p>[At the front of the class, it is projected to the white board, then the students do the presentation by using in focus]</p>

The strategy above is supported by (Garcia, 2012: 3) which states that having visual aid where they can be easily accessed is critical to increase student talk. Here, the students could easily see the slide even though they sat at the back row. Therefore, they could use the visual to talk about the material being discussed.

10. Using Body Language

Body language strategy in verbal interaction with students is important. Giving eye contact, smiling, and affirmative nods, try sitting down or squatting to be on the same level as the student when speaking to students on one-to-one basis, moving from the front of the classroom are some body language suggested by experts (Haggarty and Postlethwaithe, 2007; Mohr and Mohr, 2012; Louis, 2013; Watson, 2014).

Informants	Excerpts
I.6	<p><i>Gerakan tertentu? Mungkin agar murid berbicara, I.12 akan menghampiri bangku murid tersebut. Sehingga dengan gerakan seperti itu siswa merasa lebih wajib untuk menjawab pertanyaannya.”</i></p> <p>Certain movement? Maybe when the student istalking, I.12 will approach student’s chair, so that the student feels answering the question is a must]</p>
I.7	<p><i>“Iya misalnya dengan gerakan tangan gitu lah kak, kedipan mata juga kak”</i></p> <p>[Yes, for example with hand movement and also winking eye]</p> <p><i>“Bicaranya itu gak loyo, pakai mimiknya itu enak juga”</i></p> <p>[The way of speaking is not weak, the facial expression is good too]</p>
I.17	<p><i>“Gerakannya tidak, hanya I.17 berusaha untuk lebih ceria saja,</i></p>

	<p><i>sehingga anak pun menjadi lebih bersemangat. Tadi kita kan belajar jam dua, kan jam mengantuk, jadi gimana caranya berkeliling dikelas, kadang pegang bahu, kadang nunjuk tangannya, kadang menggerakkan meja, gitu caranya agar mereka bersemangat”.</i></p> <p>[There is no movement, I.17 just try to be more cheerful, so the students can have high spirit. We studied at two p.m., it is an hour for sleeping, so I walked around the classroom, sometimes touched student’s shoulder, moving the table, anythingthat make them have high spirit]</p>
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In conclusion, one strategy which was applied by English teacher in expanding student talk is using body language. Body languages that can expand student talk are: smiling, using hand movement, approaching student’s chair, and so forth.

11. Extending Wait Time

Wait time is teacher wait between asking question and getting a response. This pause time is important since it is not realistic to expect every student to reply promptly and accurately. It is actually the case because students need time to understand and process what the teacher has said or asked (Pesce, 2014: 1).

Informants	Excerpts
I.9	<p><i>“Menunggu dulu. Paling lama tu sekitar 10 menit kak. Pernah dihitung, hehe”.</i></p> <p>[Wait first. The longest wait time is about ten minutes. I have ever counted it, hehe]</p>

From the result of interview above it can be concluded that the english teacher waited for students’ answer so that they have time to think and can elaborate their talk.

6. CONCLUSION

Based on the data collection, it was found that there were eleven strategies applied by state senior high school English teachers in expanding student talk in classroom interaction. They are: (1) giving motivation, (2) stating expectation, (3) establishing rapport, (4) giving meaningful feedback, (5) conducting discussion based activity, (6) using interesting material, (7) using understandable English language, (8) asking referential question, (9) establishing supportive environment, (10) using body language, and (11) extending wait time.

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