

THE CRUCIAL OF STUDENTS' SELF-ACTUALIZATION IN TEACHER TALK FRAMEWORK TO INCREASE THE STUDENTS SPEAKING SKILL

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Abstract: *Every teacher should have an appropriate teaching method, including speaking. One of the indispensable parts of foreign language teaching, especially in speaking skills, is teacher talk. Students need teacher talk that is elaborated with the entire self-actualization in increasing their speaking skill. The research was intended to know how the teacher talk's theoretical framework used by the teacher to increase students self-actualization in speaking performance. This research was descriptive qualitative research because it described teacher talk between the teacher and students in the classroom. The data collection instruments were observation and interview. This research showed that students are more active in expressing their ideas, and the classroom was more harmonious. Some of them also were more confident to convey information to the teacher without asked. It can be concluded that teacher talk is essential in increasing self-actualization to get better performance in speaking English.*

Keywords: *Teacher Talk; Self Actualization; Speaking Skill*

First Received:
(December 21, 2020)

Final Proof Received:
(March 24, 2021)

INTRODUCTION

One of the main points for supporting students' success in the classroom is the teacher. A teacher is expected to give guidance that would lead to better circumstances in the classroom. Students need the self-actualization treatment which is elaborated in the teacher talk (TT) framework (Farrell, 2014). Teacher talk is an indispensable part of foreign language teaching in organizing activities. The way teacher talks not only determines how well they make their lectures but also guarantees how well students will learn. The interaction between teachers and students constitutes a most important part in all aspects (Jørgensen, 2000).

An appropriate teacher talk can construct a harmonious atmosphere and at the same time promote a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students. Cullen stated that in the communicative language era, teaching analyses of teacher talk typically focus on the characteristics that make or fail to make such talk 'communicative'. However, in the perspective of de fossilizing inter-language, it seems the priority and focus of communicativeness can become a hindrance to the improvement of the students' language quality (Cullen, 1998).

Long (1996) argues that the acquisition is facilitated by the interaction because of the conversational and linguistic can provide the needs of learners. Learners can have an opportunity to establish input and output.

There are many studies about teacher talk. It is being studied in speaking and reading. One of the inspiring pieces of research was the study from Rohmah (2017) entitled *A Classroom Interaction in English Language Class for Students of Economic Education*. She analyzed the types of the teacher's and students' talk and the patterns of teaching-learning interaction. She revealed that the teacher produced almost all types of teacher talk and student talk in learning process. Another research was done by Qashoa (2013) entitled *Effects of teacher question types and syntactic structures on EFL classroom interaction*. He analyzed the act of teacher questioning. He revquestionsat teacher's question and students' answer are considered a powerful teaching approach. This study focused on not only one of the types of teacher talk, namely questioning, but also all types of teacher talk. The last research was from Wasi'ah (2016). She analyzed that English teacher's interactional features during teaching the learning process in classroom interaction, how the teacher performed, and how interactional features helped the teacher achieve the pedagogic goal. She found that the English teacher performed eleven instructional features out of fourteen in the classroom. The difference between those researchers with this study is the students' self-actualization through teacher talk to increase students' speaking performance, not only focused on how teacher talk was applied to increase students' speaking skill. The mentioned researchers do not use students' self-actualization as the subject of the research.

Most previous studies focused on teacher talk to increase students' speaking skills (Haqiqiyah, 2020). However, in learning, the English teacher should be concerned with students who have difficulty understanding grammar, vocabulary, and what the teacher said. The teacher also notices the students who are not active in the classroom because they are afraid of their answers are wrong. Based on the above problems, the researcher wants to discuss how the teacher talk framework is used to increase students' self-actualization in 1st-semester students of the Islamic education department in STAI Miftahul Ulum Pamekasan academic year 2019/2020. Hopefully, the result of this research could be applied by another English lecturer who had problems in increasing students' speaking skills in English class.

LITERATURE REVIEW

Self-Actualization

Concerning teacher talk, it will direct to self-actualization, which Abraham Maslow promotes as a psychological expert. He states a theory of self-actualization in which elaborates the human's needs in life. Maslow described self-actualization as the desire to become more and more what one is to become everything that one is capable of becoming

(Maslow, 1981). He also defined that in the organism, there is intrinsic growth. Maslow conveyed that a process of self-actualization enables students to fulfill the needs of self-actualizing individuals. It is appropriate for high learners physiologically.

Teacher talk (TT) theoretical framework will elaborate the entire self-actualization which students need in increasing their speaking skills. Teacher talk is different from another talk which the teacher in any general classroom makes. It will be more from the speed, tone, and diction, and speech structure.

Everyone with self-actualization will be more productive in every ways because they have physiological health, capability, sense of confidence, safety, and competence to meet the challenge in life. Self-actualization needs emerge as primary motivators of behavior. It has an order of hierarchical ascension as follows (Cunningham, 2008).

The first is *the physiological need*. It is the most basic need of human being. It is represented by hunger, thirst, air, and sleep. The most basic motivator of human behavior is considered physiological survival. The second is *safety needs*. The physical safety, financial security, and protection from harm, are considered to be the next human need. It is called safety needs because it involves human yearning in which unexpected and unfamiliar to reflect the needs for security and protection, needs for belongingness and love. The third is *esteem needs*. As human beings, physiological, safety, and love needs are a set of needs relating to esteem and self-respect that emerge as primary determinants. Human needs the desire for high and accurate estimation of the self and the needs for self-respect in appraising the needs of self-esteem. The fourth is *self-actualization*. The reflection of unity, integration, consistency, and coherence are categorized in the normal personality. The natural state and disorganization are involved in the organization. Differentiating of the organism can be analyzed in its parts; in isolation, no part can be studied.

The influence of the external environment on normal development is minimal in applying self-actualization. In an appropriate environment, if it is allowed in organism's potential. The production of a healthy is integrated personality. When the four basic needs have been satisfied, the growth need or self-actualization need arises.

The Characteristics of Self- Actualizing People

There are some characteristics of self-actualizing people. The first is *realistic*. A self-actualizing person has a more efficient perception of reality. They have comfortable relations with it. They have a superior ability, such as reason, to see the truth. They are also logical and efficient. The second is *acceptance*. It refers to the capability to reflect individuals' comprehension of the teacher's opinion in the class. The third is *spontaneity, simplicity, naturalness*. A type of SA results from understanding some ideas involving social norms between students and teachers to get better skill in the class Detachment. The fourth is *the need for privacy*. As self-starters, students' responsibility and other

characteristics become their behavior. The fifth is *problem centering*. An orientation centered on self to solve the problems. This is often a focus in their life. The sixth is *autonomy: independent of culture and environment*. The appreciation reflecting the beauty is emphasized in each moment of life. The seventh is the *reflection*. The reflection of people and things become fresh in motivating students' expression to give their opinion to the teacher. Each moment has a memory itself. The eighth is *peak experiences*. The most important life goals become an indication to express a whole feeling and make an essential identity.

The Teacher Talk Theoretical Framework

Organizing teacher talk refers to the specific language used by the teacher/lecturer. It has a particular function resulting in the difference from the natural language in speed, tone, diction, syntax, and speech structure, which will influence the students' acquisition of language (Ying, 2011). It aims to make the students more active in the classroom because the way the teacher talks, corrects, directs, and informs should be the first model for the students to speak and acquire the language well. Nunan defines that the crucial role of teacher talk is played in the classroom. It is a tool for motoring the classroom and a tool for the organization and the inherent second language process (Nunan, 1991).

According to Brail & Sinclair (1982) teacher talk plays an important role to play language lessons and subject lessons. The teacher can explain the activities and check students' comprehending in the classroom. This is a major portion to motivate students' comprehension of the language (Yanfen & Yuqin, 2010). Similarly, Ellis pointed out that TT is a type of interaction between students and teachers in the classroom that can impact the success of teaching-learning outcomes. Ellis defines that TT serves two essential functions. Firstly, the target language is as input, and secondly, it facilitates understanding of the input and helps learning occur in class as the process of interaction. In TT, the student's success and the harmonious interaction between the teacher and the students can influence the classroom environment.

Mehan Brail & Sinclair (1982) define the framework of teacher talk as two concepts they are initiation and follow up (Yanfen & Yuqin, 2010):

Initiation

Initiation is the important thing in teaching where the lecturer uses activities like asking questions, inviting, and giving directions.

- a. Question. It is the teacher's way of asking students about materials. The purpose is to make students motivated quickly and heatedly in the class.
- b. Invitation. The using of presiding languages, imperative and interrogative sentences can be used to invite students' participation. For example: "Let's welcome your friend to present his presentation!".

- c. Direction. It means the students should obey an instruction. The teacher is having authority in the classroom. There are some examples of directions done by the teacher, for instance: "OK see the text on page 21, I will let someone read the passage, hope you can read it fluently." "Discuss this problem with your partner and present it in front of the class!", "Albie, please come forward and submit your assignment!" Responses show students' performance using initiation by the lecturer.

Follow-up

Follow-up is a kind of lecturer activity that proposes to give students' responses. Students who have different reactions from lecturer would be given different responses. There are two kinds of follow up when the students have no or incorrect answer, the lecturer provides this follow up as follow:

- a. Informing. It is a method used by the lecturer to help students realize their mistakes by giving a definition. There is an example, an explanation, or by signaling the problem. For instance, "You can give an example here!" "Use present tense not past!" etc.
- b. Prompting. It is the way where the correct answer is emphasized to the participant because it can indicate the use of clues in the location and/or the error, asking students' clarification of what they said. For instance: "A verb isn't suitable here" "Are you sure this is the way they do?"
- c. Encouraging. It refers to an inspiring act with hope, courage, or confidence, the behavior of heartening. For instance, "It's OK; I am sure you can manage to make up a more complex sentence next time."
- d. Criticizing. It is to comment on students' incorrect responses severely. For Examples, "You have finished it very badly." "Did you do any reviewing?"
- e. Ignoring. In this activity, there is no attention to students' mistake or turns to another student when the first one cannot answer, such as: "OK, sit down, next one!", "Anyone knows the answer?"

The lecturer can appreciate them with some adoration statements which are acknowledgement and comment. By this talk students feel what they have done are appreciated by the lecturer.

- a. Acknowledgement. It refers to the students' feedback that should be acknowledged from the lecturer in comments to correct answers, such as: "Yes, very good!" "That's correct!" "All right! Sit down, please".
- b. Comment. Lecturer gives comments to students in order that students stimulate the answer or give a note to the students. Examples of comments are: "*You have just explained a detailed opinion of the reasons I appreciate you giving us a good presentation.*"

The Definition of Speaking

Speaking is an interaction which the speakers are readily able to understand and respond to each other (Burns & Joyce, 1997). Speaking involves two or more speakers in which each speaker tries to make the interlocutor understand and comprehend what he/she speaks or talks about. It is a complex process in which the people endeavor to construct the message understood by the interlocutor by using the correct pronunciations, stress, and intonation. It is also a productive skill in which the speaker should put the message together, communicate and interact with other people in which the speaker should pay attention to the semantic and grammatical rules.

Joyce also states that speaking is a way of making conversation by using spoken language for various reasons in daily life (Pressley, Mohan, Raphael, & Fingeret, 2007). It means speaking is sociable. It is used to convey or express the idea with society and exchange new information, which involves an action or event in the past, present, and future.

In conclusion, speaking is an activity of delivering a message from the speaker to the listener whom the speaker endeavors to pay attention to the content of the spoken conveying, semantically and grammatically, and also pays attention to the intonation, the stress, and pronunciation, to make the listener more understand about.

The Aspect of Speaking Skill

Speaking is a complex process that involves developing a number of complex skill and different types of knowledge about how, when, where, and to whom communicate. Lindsay elaborates some skills that should develop to speak fluently and accurately (Sayadi, 2007).

- a. Producing connected skills. In this case, the learners learn to produce their skill dealing with expressing or speaking up and to whom they are talking.
- b. Talking around gaps in their knowledge. The speaker speaks, responds, and uses appropriate language for the situation and the person they are talking. The learner needs to talk around words or expression, then the conversation flows and don't get stuck.
- c. The ability to interact. The speaker needs to be able to train practice in interaction to make the conversation made more vivid.
- d. Balancing accuracy and fluency. The speaker should speak accurately and fluently to make the listener understand and get the speaker's aim.
- e. Speaking in the range of context. The speaker should know about the context, where, when, and how the conversation was constructed.

The Nature of Speaking

In applied linguistics, the way of speaking is discussed. All these perspectives see speaking as an integral part of people's daily life. Speaking is used for many different purposes, and each purpose involves a different skill (Folse, 2006). The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Jack Richards states that there are some natures of speaking needed.

a. The sound of speech

The sound of speech produced by a speaker will directly and automatically give the image for him/her, involving the speed, pausing, and variation in pitch, volume, and intonation.

b. Spoken grammar

Grammar is necessary for conveying the ideas accurately. Insufficient grammar can interfere with communication (Folse, 2006). It means someone mastering vocabulary and phrases is not enough to speak English accurately without using correct grammar because the false grammar of speaking will hamper communication.

c. Spoken words

At the highest level, teacher talk can express one precisely and provide evidence of the richness of one's lexicon. It is included with the description of vocabulary use.

d. Slips and Errors. Normal speech contains a fair number of slips and errors such as mispronunciation words, mixed sounds, and wrong words due to attention.

Teaching Speaking

Teaching speaking for foreign language learning uses the English teachers to introduce the students that language is used for real communication purposes (Rivers, 2018). The teacher is not proposed to teach by giving a repetition of drills and memorization of dialogs only, but the teacher should organize how the students have a clear understanding of the process involved in speech. Through speech, people can express ideas and emotions, communicate their intention, react to other people and situations, influence other people, etc.

Concerning teaching, speaking is essential to communicate that learned in early childhood and developed during adolescence by many kinds of contact (Rivers, 2018). It indicates speaking skill is an important skill which learner should master in early stages. Therefore, Sari Louma defines that one of the important parts of the curriculum in language teaching considering the necessity of this skill is speaking skill (Luoma, 2004).

The teacher has some job organizing the classroom setting to build the students' participation in speaking activity successfully, Penny as the Expert of Language teaching states, some features indicate the success of speaking activity, such follow (Ur, 2012).

- a. Learners talk a lot; the students have a chance to talk and practice as much as possible.
- b. A minority of talkative participations does not dominate classroom discussion and participation; all students get the same chance to speak, and contributions are fairly evenly distributed. High learners should have motivations.
- c. Language is of an acceptable level. The learners could express themselves in utterances that are relevant, easily comprehensible to each other, and of an adequate level of language accuracy.

In reference to the study's background and the literature review, the research was formulated as to how the teacher talk theoretical framework used by the teacher to increase students self-actualization in speaking performance.

METHOD

This research used descriptive qualitative. Field research tried to describe the teacher talk theoretical framework used by the teacher to increase students' self-actualization in speaking performance. It is descriptive because this study observes and finds as much information as possible of the phenomenon (Hadi, 2019). This research was conducted in STAI Miftahul Ulum Pamekasan, in Pamekasan regency, East Java (Kamali, Mansur, Nur Masithoh, Kunaifi, & Sukamto, 2020). This research subjects were the researcher and the 1st-semester students of the Islamic Education Department in English Lesson. Field notes and observation sheets were used as the instruments to collect the data. This class was chosen since the students have low skill in speaking in English lesson. To solve this problem, a classroom research design used in the 1st class of Islamic education in English lessons was observation and interview.

During the research, the observation was conducted until the researcher got enough data and information. In particular, an observation sheet was used to gain data during the observation related to the study object. The researcher used an Observation sheet and field notes to support the data. In an interview, the researcher asked the students about their difficulties in expressing their ideas. Some of the students revealed that they did not understand what the teacher asked, and students also felt a lack of vocabulary to express into sentences. Students who could give perfect answers high have a high score and gave different scores with low speaking capability.

RESULTS AND DISCUSSION

Results

In the class, the lecturer has different ways to increase students' self-actualization in speaking skills. Some of them prefer to choose giving questions, direction, and others. But mostly lecturer chooses giving question, the most used teacher talk theoretical framework. It successfully gains the students' portion in speaking because the new learners are

reluctant to speak without asked. Besides, mostly the entire items of teacher talk were used to make the class condition more harmonious and active.

The following extract is enhanced from the researcher's observation in some teaching and learning processes. And she acquires some talks that involve the entire teacher talk theoretical framework.

a. Question

"Do you ever go to Museum Angkut, Malang?"

The question form besides was used by the lecturer when the student couldn't mention his interesting place. The student stagnated in conveying his idea because he was nervous. Therefore, the lecturer gave a question as a signal that the lecturer needs a response, then the student spoke up directly by answering, *"No, I never go to Museum Angkut, Malang."*

b. Invitation

"OK, give a big applause for them!"

This talk was frequently used by the lecturer in every class for welcoming students' performance, the teacher acted such a presenter who was welcoming the famous guest star, with the loud voice, warm welcome, and spirit applauses. The teacher did this in all classes to appreciate them. Therefore they have more spirit and energy to perform and speak more and more.

c. Direction

"Please come forward!"

The lecturer frequently conveyed this talk to direct the students to come forward to present their presentations. Asking the students to come forward was one way to make the students have more spirit and energy because such a condition forced them to speak. They would feel that everyone would look at them, and all of the audience waited for them to speak in front of the class. Therefore, they must bespeak even a little bit only.

d. Follow-up

Follow-up is also frequently used for giving feedback to the students. There are two kinds of follow up for incorrect and for a correct answer. For wrong answer the teacher provides some teacher talk as follow:

1) Informing

"You can say dinner for eating in the evening."

In this case, the students couldn't state the sentence *"Makan Malam"* in English. He preferred to say: *eating rice in the evening*, it was quite awkward, which made his friend laugh over. Therefore the lecturer tried to keep his talk by informing him the proper way to state. Then he spoke well, such as what the teacher informed.

2) Prompting

"How to say cerah in English?"

This point is a part of the previous talk in which the lecturer inspired the student to talk by giving a simple question. The teacher continued her prompting by giving some inspiration, such as the talk "how to say *cerah* in English?, or "how to say *Jingga* in English" and the other question or the clue which inspired the students to speak up even a few words only.

3) Encouraging

"Just express what you know!"

Here, the lecturer wanted the students to speak; even the students were reluctant to do because they had no confidence to speak. They seemed afraid of having a false talk when conveying their idea in the class. Therefore, the lecturer frequently states the encouragement above to invite the students to speak. The researcher found this talk many times uttered by the lecturer, which helped the students more confident in speaking.

4) Criticizing

"You never practice to read. So that's why you have nothing in your mine to be conveyed".

The lecturer typically used this talk to criticize the lazy students in memorizing vocabulary. The students were frequently having difficulty in conveying a simple idea. They were too lazy to memorize it, therefore, they could say nothing for the present. Holding this case, the lecturer criticized them directly because she had prompted everything to make the students speak well, but they still got confused because the first factor was themselves, who were lazy to memorize the vocabulary. Therefore they had nothing to be expressed.

5) Ignoring

"My Father is off"

Ignoring sometimes very important to confident students. The utterance "my father is off" above means "my father was passed away", the student was lack of vocabulary. Thus he used "off" for "passed away" (*mati*: Indonesia). However, the lecturer ignores the student's fault because she said the most important thing in speaking one was communicativeness, interaction, and confidence.

When the students have the correct answer, the lecturer gives some teacher talk's framework as follow:

1) Acknowledgement

"Excellent, you do it very well."

The lecturer frequently used this talk in every meeting and every class to appreciate the students' speaking-effort. The students were typically proud of themselves when

the teacher uttered this talk because they felt the lecturer awarded them and respected their effort, even though they only presented a little progress.

2) Comment

"Good job, you've proved to me that you'll do the best. You have to train and practice more about it, OK. I believe that you can do more than what you have done today!"

The lecturer always kept her students' promise; the students typically promised the lecturer to be better than before when the lecturer criticized their weaknesses. By this promise, the students would fight to prove his promise and tried hard to realize what the lecturer wanted.

Discussion

Teacher Talk (TT) is the classroom language that takes up a major portion of class time employed to give direction, explain activities and check students' understanding. It has a specific language and a special function that results in the difference from the natural language in speed, tone, diction, syntax, and speech structure, which will exert influence to the students' acquisition of language, besides enhancing the students' self-actualization. Through the question, direction, and invitation, students' interaction will be motivated quickly and heatedly. It will pressure the students to become more active in talking. Giving some information, encouraging, ignoring, prompting, and criticizing are also needed for passive class. They will make students realize their mistakes and try to affirm their performance again. When the students have great feedback in the teaching-learning process, they can use some positive follow-up such as acknowledgment and comment. Those are needed to appreciate the students' effort to have a good performance and be prima to show whatever their skill in speaking. That students feel respected for what they have done well.

The teacher talk theoretical framework used by the teacher successfully increases students' self-actualization in speaking performance. This finding supports other research results, such as Rohmah (2017) entitled A classroom Interaction in English Language Class for economic education students. She analyzed the types of teacher and students' talk and also the patterns of teaching-learning interaction. She showed that the teacher produced almost all types of teacher talk and student talk in the learning process.

The second research is Sitti Nurpahmi (2017). She analyzed that the teacher talk and the speech act used by the informant. She found that there were some types of teacher talk performed by the lecturer during classroom interaction. In Liu Yan Fen and Zhao Yuqin (Yanfen & Yuqin, 2010), the success of teaching speaking through teacher talk occurred between teacher and students. Not all types of teacher talk can be applied by the teacher to increase students' self-actualization. Question was more preferred by the teachers and the least preferred by students. The direction was not preferred by the teachers but more used, and students preferred them to questions. When students provide the expected

answer, they still prefer to be commented to being just acknowledged. But in this study, all types of teacher talk can be applied to increase students' self-actualization in speaking performance. In affecting students' motivation, learning, and performance outcomes, the teachers from low and high-growth classrooms used more mastery-focused talk for students and teachers. There were no differences between high and low growth classrooms for either mastery or performance student recognition or performance-focused student evaluation (Boden, Zepeda, & Nokes-Malach, 2020). As the researcher found in her study, there is no difference in teaching speaking in students with low proficiency in the English classroom. All students get the same opportunities to convey their ideas to the teacher, although they have different utterances. The teacher only lets the students more active and brave in the classroom.

The findings in this research are different from the first research. Because in this study, only the researcher only explored the teacher talk framework, not both of them. In the second study until the last review above, there are similarities in applying teacher talk to increase students' self-actualization in speaking performance. The teacher could encourage a student to think and learn to respond to what the teacher asked, although their answer was wrong. Some students were not confident in conveying their ideas because their utterances were different from the teacher. The difference between the previous one is at the level of education where the method is applied. On the other hand, both pieces have differences, especially in terms of research focuses.

CONCLUSION

The teacher can implement teacher talk can be explored at each level depending on how the teacher initiated the appropriate method. Teacher talk becomes a good choice because it enables students to express their ideas on the public stage. Though students do not have many vocabularies, they could spontaneously give the answers, and the teacher got attention to what students said or responded. In other words, teacher talk tended to use direct influence rather than indirect influence. Teacher talk also can create an interaction between teacher and student becomes more harmonious in the classroom. Therefore, the researcher suggests lecturer use the entire teacher talk to enhance the students' best speaking performance. Through good and harmonious circumstances, students would increase their self-esteem and self-actualization. Therefore, no passive students are found in the teaching-learning process.

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