

Classroom Interaction analysis by using SETT (Self Evaluation Teacher Talk)

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Abstract: Effective classroom interaction plays a crucial role in facilitating language learning by balancing teacher control and student participation. One widely recognized framework for analyzing teacher talk is Steve Walsh's Self-Evaluation of Teacher Talk (SETT) framework. Overall, the teacher's talk aligns well with SETT principles, ensuring clear structure, active participation, and balanced focus on meaning and form. The integration of cultural and religious elements contributes to a comfortable learning atmosphere, while the scaffolded tasks effectively guide students through language use. By increasing student-led interaction, early target language use, and critical thinking opportunities, the lesson could become even more effective in fostering learner independence and communicative competence.

Keyword: SETT, Classroom Interaction, Classroom Discourse

INTRODUCTION

Effective classroom interaction plays a crucial role in facilitating language learning by balancing teacher control and student participation. One widely recognized framework for analyzing teacher talk is Steve Walsh's Self-Evaluation of Teacher Talk (SETT) framework, which categorizes different modes of teacher interaction to enhance learning experiences. This study examines a classroom sequence through the lens of the SETT framework, demonstrating how various interactional modes contribute to a structured and engaging learning environment. By analyzing the transitions between different modes—Managerial, Classroom Context, Skills and Systems, and Materials—this research highlights how teacher talk can support language acquisition through scaffolding, error correction, and structured student engagement.

The findings underscore the importance of strategic teacher talk in fostering meaningful communication and effective learning outcomes.

Classroom discourse has long been a subject of interest in second language acquisition (SLA) research, with scholars emphasizing the role of teacher talk in shaping student learning experiences (Walsh, 2011; Ellis, 2008). Walsh's SETT framework provides a structured approach to analyzing teacher-student interactions by categorizing them into distinct modes that serve different pedagogical purposes.

The Managerial Mode, which focuses on organizing the lesson and maintaining classroom structure, has been identified as essential for providing clear instructions and setting the tone for learning (Walsh, 2006). Studies indicate that effective classroom management contributes to improved student engagement and participation (Richards & Lockhart, 1994). In this study, the Managerial Mode is evident in the opening and closing sequences, where the teacher's structured interactions create a culturally sensitive and cohesive learning environment.

The Classroom Context Mode emphasizes building rapport and fostering a supportive atmosphere, which is crucial for encouraging student interaction beyond academic content (Mercer, 2001). Research suggests that this mode enhances student motivation and confidence in language learning by promoting a positive classroom climate (Dörnyei, 2007). The presence of this mode in the analyzed lesson—where the teacher inquires about students' well-being—demonstrates its role in facilitating engagement and participation.

The Skills and Systems Mode is central to direct language instruction, focusing on grammar, vocabulary, and pronunciation. According to Thornbury (1999), scaffolding through L1 use in initial explanations aids comprehension before transitioning into the target language. Additionally, corrective feedback methods such as elicitation and reformulation help students refine their language accuracy without disrupting fluency (Lyster & Ranta, 1997). The analysis highlights this mode as dominant in the main learning activities, where the teacher guides students in forming sentences and interpreting pictures.

The Materials Mode, which integrates teaching aids such as visual prompts and structured exercises, has been shown to enhance language learning by reinforcing grammatical structures and vocabulary acquisition (Tomlinson, 2013). This mode emerges in the lesson when the teacher introduces new verbs and encourages students to form sentences, facilitating active language practice.

Overall, the literature supports the significance of varied teacher talk modes in promoting effective language instruction. By applying the SETT framework, this study provides insights into how teacher talk can be strategically utilized to optimize learning outcomes in the classroom.

METHODOLOGY.

This study is qualitative in nature with the teacher interaction as main data. Qualitative approach is used to gain a more complete and in-depth understanding of a phenomenon (Creswell, 2014). The objective of the researcher is to comprehend real-life behavior by gathering data for

analysis. A documentation was employed to identify the frequently used interaction used by the teacher. Additionally, semi-structured interviews were conducted to gain deeper insights.

FINDING AND DISCUSSION

The teacher opens with salam and the students answer teacher's salam. The teacher asks to the student about student's news how its going and the students give a responses. The teacher opens the study with basmalah and the students follow the teacher's instruction. The teacher gives instruction to the students that's explain what the students will do. The instruction of the teacher tells to the students to analyze the picture and explain the picture that's given by the teacher with mother language of the students and the students give explain about it.

When the student gives explanation about the pictures, the teacher gives repair about the student's mispronunciation and miss vocabulary by ask to the students about the vocabulary that they use and the right vocabulary should they say, the function is to recall about the student's knowledge about that word missed. The teacher gives repair to the students perception about the pictures and gives the explanation that make sense and relate to each other pictures and then try to give the students the other picture and explain with the same way like the first picture that given by the teacher. The teacher gives appreciation to the student who can answer the questions.

Afterward, the teacher explains that the material to the students and begs to the students to analyze the sentence that given by the teacher. The teacher gives new verb to the students without full sentences and

begs to the students to make sentences by themselves with teacher's instructions. The teacher gives thankful to the students and gives instruction before close the class they try to make one more sentence to makesure that material is clear and understandable. The teacher close the class with hamdalah and kafaratul majelis

From above sequence, by using Steve Walsh's Self-Evaluation Teacher Talk (SETT) framework, this class sequence demonstrates an effective balance between teacher control and student participation, moving through different modes of interaction to support learning. The Managerial Mode is evident in the opening and closing sequences, where the teacher greets students, initiates the lesson with Basmalah, and provides clear instructions. These structured interactions help create a cohesive and culturally sensitive learning environment The Classroom Context Mode appears when the teacher asks about students' well-being, fostering a supportive and engaging atmosphere that encourages interaction beyond just academic content.

During the main learning activities, the Skills and Systems Mode dominates as the teacher guides students in analyzing pictures and forming sentences. The use of first language (L1) in initial explanations allows students to construct meaning before transitioning into English, which aligns with scaffolding principles Additionally, the teacher's approach to error correction—where pronunciation and vocabulary mistakes are addressed through elicitation and reformulation—helps students refine their accuracy without disrupting fluency. Similarly, the teacher's repair of students' picture interpretations provides a structured way to ensure coherence in their responses while maintaining engagement. The Materials Mode emerges when the teacher introduces

new verbs and prompts students to form sentences, reinforcing grammar and vocabulary development through guided practice.

While the teacher effectively manages discourse and scaffolds learning, some improvements could enhance student autonomy. The lesson is highly teacher-led, and integrating more student-initiated interaction, such as peer discussions or self-correction techniques, could further deepen engagement. Additionally, shifting to English earlier in the explanation phase would increase target language exposure. The teacher could also enhance comprehension checks by asking students to paraphrase instructions or reflect on what they have learned. Finally, rather than solely correcting students' interpretations of pictures, encouraging critical thinking by asking "Why do you think this?" could promote deeper understanding.

Overall, the teacher's talk aligns well with SETT principles, ensuring clear structure, active participation, and balanced focus on meaning and form. The integration of cultural and religious elements contributes to a comfortable learning atmosphere, while the scaffolded tasks effectively guide students through language use. By increasing student-led interaction, early target language use, and critical thinking opportunities, the lesson could become even more effective in fostering learner independence and communicative competence.

CONCLUSION

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