

**AN ANALYSIS OF TEACHERS' TALK USED BY ENGLISH
TEACHERS IN THE CLASSROOM**
*(A Descriptive Research at the Eleventh Grade SMA YAPIP
SUNGGUMINASA)*



A Thesis

*Submitted to the Faculty of Teacher training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Recruitment for
the Degree of Sarjana Pendidikan*

ADE NURUL AULIAH
10535564713

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama ADE NURUL AULIAH, NIM 10535 5647 13 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **055 Tahun 1439 H/2018 M**, tanggal 20 Ramadhan 1439 H / 05 Juni 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 07 Juni 2018.

Makassar, 22 Ramadhan 1439 H
07 Juni 2018 M

- Panitia Ujian :
1. Pengawas Umum : Dr. H. Abdul Rahman Kabim, S.P., M.M.
 2. Ketua : Erwin Akib, M.Pd., Ph.D.
 3. Sekretaris : Dr. Baharullah, M.Pd.
 4. Dosen Penguji : 1. Dr. Syamsiarra Yappu, M.Pd.
2. Muh. Astrianto Setiadi, S.Pd., M.Pd.
3. Yasser Mallapiang, S.S., M.Pd.
4. Erwin Akib, M.Pd., Ph.D.


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Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar




Erwin Akib, M.Pd., Ph.D.

NBM : 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **An Analysis of Teachers' Talk Used by English Teachers in the Classroom (A Descriptive Research at the Eleventh Grade SMA YAPIP Sungguminasa)**

Name : **ADE NURUL KULIAH**

Reg. Number : 10535064713

Programmer : English Education Department Strada 1 (S1)

Faculty : Teacher Training and Education

Makassar, Juni 2018

Terakreditasi N-PT

Consultant I

Consultant II

Dr. Syamsiarna Nappu, M.Pd.

Nunung Anugrawati, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 1977 807



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERNYATAAN

Nama : Ade Nurul Auliah
NIM : 10535 5647 13
Program : English Education
TITLE : **AN ANALYSIS OF TEACHERS' TALK USED BY
ENGLISH TEACHERS IN THE CLASSROOM
(A Descriptive Research at the Eleventh Grade SMA YAPIP
SUNGGUMINASA)**

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Yang membuat perjanjian

Ade Nurul Auliah



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERJANJIAN

Nama : Ade Nurul Aulia
NIM : 10535 5647 13
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2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
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Ade Nurul Auliah

MOTTO

**Success needs a process,
Work hard, Play hard!**

Ade Nurul Auliah

ABSTRACT

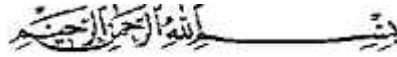
ADE NURUL AULIAH. 2018. *An Analysis of Teachers' Talk Used by English Teachers in the Classroom.* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by Syamsiarna Nappu and Nunung Anugrawati.

This study aimed to find out the kinds of teachers' talk used in English teaching process at SMA YAPIP Sungguminasa. This study used qualitative research design. The instrument which was used to collect the data was observation checklist and video recording. The data were collected from two English teachers who teach in different classes.

The result of the research showed that (1) there were two kinds of teachers' talk used by Teacher A and Teacher B in learning process namely instructional and management talks. Instructional talk used by Teacher A in class XI IPA classified into 5 parts namely; giving explanation, giving direction, giving correction, Asking question, answering question and Teacher B in class XI IPS classified into 4 parts namely; giving explanation, giving direction, asking question, answering question. Management talk used by Teacher A in class XI IPA classified into 11 parts namely; everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, control and discipline, checking the time, stopping work, making announcement, and saying goodbye furthermore Teacher B in class XI IPS classified into 10 parts namely; everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, control and discipline, setting homework, stopping work, and saying goodbye.

Keywords: Teachers' talk, instructional talk, management talk.

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Makassar, February 2018
Researcher

Ade Nurul Auliah

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, and an objective of the research, scope of the research and the significance of the research.

A. Background

In developing countries education is commonly put some steps behinds of others aspects, such as economic. Let us say our country Indonesia. The system of education in Indonesia compared to other developing countries in Asia particularly, needs to be considered. The most common problem in the system of education is human resources, which needs to be exploited, to create reliable human resource, which can be done through education. For this reason teacher plays a big role in developing a country, especially in this coming of globalization era. Educational professions cannot be underestimated. They have to have tough acquirement. That is why English teachers should produce a good quality brand. The quality of a teacher and the qualified method of teaching is a major requirement. Arifin (2015) states that talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior.

Teachers need to be active and talkative in class in stage only to motivate learners. Being passive in teaching English will not help at all. Therefore, teacher talk must be able to express, pronounce and explain English language correctly and efficiently so the learners could get what is best from their teacher. Many

educator and teacher particularly in English not giving attention to the importance of teacher talk, as an input in the acquisition of foreign language teaching. It is suggested that interaction adjustment were made by teacher to make comprehension checks, repetition of student statements, and use of mother tongue.

Among a number of professionals in the fields of second language acquisition, there appears to be an increasing conviction that teacher talk is necessary as facilitations in the English teaching process. In the recent years, many researchers are only focus on the teacher's techniques on teaching through many kinds of methods, somehow teachers' language is much more important to be focus on, but it is rarely found. Teacher's language has become an important issue to investigate and discuss. Chaudron (1988) says that teacher talk is one of major issues in second language classroom research. This is quite true with which many of the classroom language research deal with teacher's language (Ellis, 1990; in Allwright and Bailay, 1991).

Based on the explanation above, the researcher chooses SMA YAPIP Sungguminasa because the teachers here used teacher talk. So, the researcher can analyze teacher talk that use by English Teachers in SMA YAPIP Sungguminasa. Concerning to the facts identification previously, the researcher is interested in conducting a research under the title *“An Analysis on Teachers' Talk Used by English Teacher in the Classroom (A Descriptive Research at the Eleventh Grade of SMA YAPIP SUNGGUMINASA)”*

B. Problem Statement

The problem that investigated in this research was formulated as follow:

“What kinds of teachers’ talk used in English teaching process at SMA YAPIP Sungguminasa?”

C. Objective of the Research

The objective of this research was:

“To find out the kinds of teachers’ talk used in English teaching process at SMA YAPIP Sungguminasa.”

D. Significance of the Research

Theoretically, the result of this research was expected to provided adequate information about the teachers’ talk used by English teachers in SMA YAPIP SUNGGUMINASA. This research was also expected to give a clear reference for English teachers about the use of teachers’ talk inside the classroom. It may serve as a reflection for English teachers to enhance their teaching experiences for the purpose of maintaining the quality of English language teaching inside the classroom. The results also give more information about the kinds of activities that used teacher talk in English teaching process.

Practically, the result of this research was expected to serve as references that are useful and beneficial for next researcher in conducting further research about this study.

E. Scope of the Research

The scope of the research was to analyze the kinds of teachers' talk that the English teachers used in English teaching and learning process at SMA YAPIP SUNGGUMINASA. These kinds' reveals instructional and management in the used of teachers' talk in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings consisting of theories and concepts related to this study, pertinent ideas mainly focuses on teacher talk and English teaching process, resume and conceptual framework.

A. Some Previous Related Findings

In order to make the teaching and learning process more effective, many researchers have been analyzed. The related research has been analyzed and observed by the researcher. Some of related researches are mention below:

1. Astuti (2013) in her article found that some categories of teacher talk beginning from the highest questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Regarding the students talk, this study has shown two types of students talk covering responses and initiation
2. Setiawati (2012) in her article found that the teacher investigated were quite creative in using many kinds of Teacher Talk features, that is warm-up chat, direct instructions, indirect instructions, directions for activities transitions, giving feedback, checking understanding. The use of features will avoid the monotonous situations in the classroom. It will help students get deeper knowledge and insight of the subject learned.

3. Yanfen and Yuqin (2010) in their article investigated ways of teacher talk preferred respectively by teachers and students. It was found that in initiating and interaction, invitation is the first preferred choice by both teachers and students, but the least employed one. Question is more preferred by teachers and the least preferred by students, but it is the mostly used one. Direction is not preferred by teachers but more used, and students prefer them to question. In ways to follow up, when students produce no answer or incorrect answer, teachers usually prefer ways of prompting, and this is what teachers really did in class. However, students prefer to be informed by the teacher. When students provide the expected answer, they still prefer to be commented, rather than being just simply acknowledged. Encouragement is always welcome. It is suggested that teachers should pay attention to their language in the process of interaction with students, so as to provoke more interaction in class.

All of the previous researches have similarity in this study that was the use of teacher talk as the main focus of the research. However, all of the previous research and this study have some differences, those were the setting. The previous research analyzed the kind of teacher talk features, categories of teacher talk, and investigated ways of teacher talk. Besides, the researcher investigated the kinds of teachers' talk which use teacher talk in English Teaching Process.

B. Some Pertinent Ideas

1. Definition of Teacher Talk

Nunan (1992;189) states teacher talk is of crucial importance, not only the organization of the classroom but also for the processes of acquisition. Even though the student in this setting do not have the similar exposure of the languages they follows second language setting, some achievement are similar, teacher talk really a major role the acquisition of a foreign language. In learning English the motives behind the teacher talk is to make the interaction in class comprehensible.

Xiaou-yan (2006) express two opinions about teacher talk. The first is that we can see that one variation of language can be said to be special if the teacher talk is used in the English class, so that the teacher can have its own distinctive characteristics that are different from the others, because of the limitation of physical arrangement. The second we can see that teacher talk is a communicative activity that aims to communicate with students and can develop students' abilities in foreign languages.

Dong-lin (2008) defines teacher talk as a special variety or register of language especially marked by a special set of vocabulary associated with a profession or occupation. It is the oral form of teacher talk instead of written form that is under the investigation. Teacher talk is used in class when teachers are teaching students linguistic knowledge, cultivating their intellectual ability and managing classroom activities. The other statement about teacher talk comes from Osborne's (1999:10) teacher talk is defines as speech used by

teachers that is characteristically modified in four areas: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse.

Krashen in Zaidah (2014:10) defines that teacher is foreigner talk in the classroom, the language of classroom management and explanation, when it is in the second language. He explains that the interlanguage talk has a simple code and one of them is that they get their second language from what their teacher says. In this case the teacher probably will not talk often. However, teachers can find other ways that they can understand it by bringing native speakers into their presence. This method is believed to be very useful in helping them to understand. In addition to experiencing the changes in linguistics, they can also increase their knowledge of the world. So, as more teachers explain using their second language, this will help the students in increasing their knowledge of English.

Nunan (1991) states that teacher talk in second language teaching is a direct input that the students can comprehend. This can be achieved if the teacher talk has the following characteristics:

- Clear

Teacher talk is said to be clear if the students do not find any difficulties to understand it. It should be simple language and should not contain ambiguity

- Effective Efficient

Teacher talk is said to be effective and efficient if the student can use it actively, fluently and correctly after listening to it.

- Appropriate

Teacher talk is said to be appropriate if it is used according to the desired situation and condition (Rasyid, 2013)

Teacher talk is defined as any words or sentences said by the teacher during the interaction in teaching-learning process, including when the teacher gives explanation, feedback, ask question and so on (Mujahidah, 2012). It indicates that any kind of talk spoken by the teacher is called teacher talk. The teacher talk plays an important role in teaching process since it can increase students' language store as they listen to the real authentic material (Rivers, 1987: 4-5). Another importance of teacher talk in the language classroom is that the role of the teacher as the provider of comprehensible input.

It is commonly established that teacher talk plays a significant role to language teaching. It refers to the special language that the teacher uses when interacting with the students in the classroom. Regarding to the definition above, it is somehow obvious that teacher talk dominates the classroom interaction. It is perhaps that talk in classroom is structured differently from other kinds of talk because of the very nature of instruction. Pica as quotes by Goh and Silver (2004:225) has lay out several reasons for this. One is expectations about teacher and learner roles. We expect teachers to ask questions and students to answer. If students ask too many questions, teachers might feel that their authority is being challenged. Also, teachers often make every attempt to ensure comprehension-ability for the students, thus avoiding the need for negotiation for meaning. The teacher talk has seven categories,

namely (1) deals with feelings, (2) praises or encourages, (3) uses ideas of students, (4) asks question, (5) gives information and corrects without rejection, (6) gives direction, and (7) criticizes students' response and behavior (Moskowitz, 1971 as cited in Brown, 2001: 170).

Teacher is one of the main sources in teaching language to students. Although students have a different background in the use of languages, they still use a similar second language. So, teachers have an important role to make the students understand. The teachers' language should be practical and easy to understand by the students, so that students are not confused and able to understand the explanation given by the teacher well.

From the last twenty years ago, most teachers argue that the good lessons when the class is doing more conversations. For example, the more students talk make the better learning. But today, many teachers are worried if they seem to be talking more. So that, teachers focus on students learning. For example, using mode "student-centered" or some group work. At least that's what makes O'Neill (1994) says that some types of teacher talk are bad and some are good; even essential.

O'Neill (1994) says, I personally, have grown more and more suspicious of the assumption that teacher talk is automatically bad. I accept that some, perhaps many teacher talks too much, but also I believe that many teachers do not talk enough. I believe it is wrong judge or asses, teacher-talk only by reference to its quantity. It is just important to assess the quality.

The question is not ‘how much teacher-talk is there in a lesson?’ but ‘what kind of teacher-talk is there?’ There is a slightly different talking? ‘What do they do while they talking to their classes? ‘When they talk, do they engage the attention of the class, present them with comprehensible input and also allow them to interrupt, comment and ask for clarification, and so on?’ ‘Is the teacher checking on comprehension as she/he talks?’ ‘If so what kinds of comprehension checks are they using?’

Teachers should not always talk, that good teaching consists only of talking interactively with the class or individual students. Students should learn through not only comprehensible input but also their own output. Somehow, not all a ‘good lesson’ is one in which students do all or even most of the talking. Some lesson may be good if they are carefully structured in such a way that students do a good deal of the talking and at the same time get a lot feedback, both formally and informally, by using their own language Indonesia or English from their teacher about their performance. However, this is by no means true of all lessons.

There are stages of language-development in which good teacher-talk is probably the single most important kind of input. There are ‘learners’ who are not students that is, ‘learners that have no formal teachers’, it is sometimes believe that it is often better to have no teacher at all rather than bad of foolish one. However, there is lot of evidence that strongly suggests that all learners need ‘input’ and that ‘negotiated input’ is always essential. ‘Negotiated input’ means the kind of conversation, talk or formal teaching in which the teacher

and the student or students together 'negotiate' both what they are talking about and the language that is used to talk about it. Students or learners 'negotiate' by showing whether they understand or not, by asking questions, by showing through body-language, facial expression and verbal means whether or not they are getting tired or find the input too difficult.

Teacher might expect teachers to ask questions and students to answer. If students ask too many questions, teachers might feel that their authority is being challenged. Also, teachers often make every attempt to ensure comprehensibility for the students, thus avoiding the need for negotiation for meaning. This phenomenon certainly brings a bad implication to the students since that there may be relatively few opportunities for them to negotiate meaning which later may be resulted in the student's failure of acquiring the target language. Hence, teacher has to be aware of this phenomenon and consider his talk to be in balance with the students talk and classroom atmosphere for the sake of promoting maximum learning to the students.

During the teaching and learning process, teacher talk provides a considerable input to the students learning. Even though it has already been proven that input in itself may be insufficient to bring about maximum language learning to the students, it is still urgently needed by the students.

Furthermore, O'Neill (1994:2) When, then, is teacher-talk helpful? First, teacher talk is useful when the following conditions are met. These conditions all related to verbal factors.

1. It is broken into sense groups
2. It is simplified but not unnatural
3. It is more redundant than 'ordinary speech' and words and structures are naturally repeated or 're-cycled' at regular intervals
4. It is broken into 'short paragraph' segments to encourage or invite students to interrupt, comment and ask questions
5. When new vocabulary or structure is taught, typical examples are given
6. The teacher gets regular feedback through questions – especially 'open questions' or 'two-steps questions' (closed question + follow-up as bellows:

T: Do you like English food?

S: No

T: Oh? Why?

S: Yes

T: When was the last time you not angry?

And why did you get angry?

7. Teacher uses or devices to get feedback such as
 - Physical response (*touch your left ear*)
 - Using 'parallels to get examples from the class

(I do not like over cooked vegetables. And I never eat rare meat.

Tell the person next to you about a kind of food you do not like or never eat).

8. Variety of elicitation & explanation techniques are used, including
 - Use of context
 - Enactment
 - Illustration
9. There is also a variety of correction techniques, including both covert and overt types.
10. It is between 95% and 85% comprehensible.

However, O'Neill (1994) believes there are also certain conditions about the Para-verbal features of teacher-talk.

- When the teacher talks, she or he maintains eye contact with as many members of the class as possible.
- The teacher uses eye contact and body movement to give emphasis and invite participation (prolonged gaze at different students between some sentences to invite comment, gestures to help explain language, etc.).

Sometimes classrooms and formal teaching – styles are not very effective vehicles for the learning of languages or anything else. Classrooms suffer from some obvious limitations. They do not and cannot offer the same natural profusion of daily occurrences that life in the streets outside offer. This is both limitation and strength, because of their apparent sensory monotony, they make it possible to focus on only one or several things the time. They are, at best 'sheltered environments' and offer opportunities not only for 'uninhibited' but also for sheltered practice. In a way, good teachers are good actors.

2. Kinds of Teacher Talk

Language functions in term of instructional talk and management talk relate to teachers' role in classroom as a teacher and a manager (Brown, 2001). Instructional skill relates to teacher's explanation about subject matter to students, questions, and responses to students' questions and answers; while management skill relates to giving effective direction and controlling students' discipline and behavior such as presence, reprimand, reward, encouraging, and facilitating interaction.

Doff in Muhayyang (2010:31) divides two types of teacher talk, instructional and management. Instructional talk is employed to present the lesson or language content. Instructional talk divided into 5 parts such as giving explanation, giving direction, giving correction, asking question, and answering question. Management talk is used to manage classroom activities. Management talk divided into 20 parts such as entering the classroom, everyday greeting, meeting a new class, talking the register, dealing with lateness, getting down to work, starting something new, making things clear, sequencing activities, checking progress, giving/taking turn, control and discipline, stopping, ending the teaching sequence, checking the time, setting homework, stopping work, making announcement, saying good bye, and clearing the classroom.

1. Instructional talk

Brown (2001) defines Instructional talk is teacher's language relates to transfer of teaching materials. The results of the observation of teachers' talk showed in the following.

- a. *Giving explanation* was giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is... ? (Brown, 1979). The utterances of giving detail information were shown below:
1. *Aliyah* is introduced here (who).
 2. *Everybody, everyone, ladies and gentleman* is used to greet to others. (What).
 3. They are used to greet others *when you meet to one or many people*. (When).
 4. They are used *in meeting*. (Where).
 5. *Enam ratus empat puluh dua rupiah*. How to translate in English? *First, find out English of enam then the English of ratusan.....* (How).
 6. If you don't know English of *ratusan* and *ribuan*, *it is hard for you to understand this lesson*. (Why).
- b. *Giving direction* in this research was instructional direction. Brown in Zaidah (2014) suggests that giving direction will provide students with opportunity or practicing their capability in English language. Thus, teacher should put an effort in providing good and clear instruction and explanation so that the classroom activity can be maintained. A good direction will lead teaching and learning process into a successful one.
- c. *Giving correction* was giving clarification whether the students' work was correct or wrong and giving explanation or direction about the mistakes

and how to correct it. Clarification was divided into: (1) repeat students' answer and (2) giving direct statement and indirect statement.

1. Teacher : What is full name?

Students : Nama lengkap.

Teacher : *Nama lengkap.*

2. Teacher : How old Okta?

Students : Eight years old.

Teacher : How old?

Students : Eight years old.

Teacher : *Eight years old.*

Dialogues above indicated that teacher shows students if their answer was correct by repeating students' answer.

d. *Asking question* was used to check students' comprehension toward teaching materials.

1. Who has not understood?

2. Are you ready?

3. Is it finish?

4. What happen?

5. Where is your work?

6. Where is your book?

7. Where is (Ilyas)?

8. Anymore?

9. Where is your seat?

10. What group are you?

11. Where is your homework?

e. *Answering question* was giving response to students' questions.

Example:

Student : What is this mom?

Teacher : *This is notebook.*

Student : Is it exchanged to other students?

Teacher : *No, I will check it.*

2. Management Talk

The teaching and learning process will be effective and meaningful for the students if the teacher knows the management talk used in classroom activities. Doff 1988 states that management talk is used to manage classroom activities. The language of management in which it is used to manage teaching and learning activities in a well regulated manner.

According to Rasyid (2013) management talk deals with the enforcement of classroom activities, such as entering the class, greeting students, arranging the students' seats, calling the rolls or checking the students' presence, and dealing with lateness. Management talk consists of transactional expressions that are used to manage the interaction in the class from the very beginning to the very end of the class session. Education management talk will touch students' thought and feelings, and will stimulate students to behave as expected.

Hughes and Moate (2007:2-17) classify the teacher talk that can be used by the teacher in everyday classroom routines. It will help the teachers to develop some of the core linguistics skill that the teacher will need to work effectively in the classroom and will carry over into more confident classroom management and enhanced pedagogical skills.

a. Beginning the lesson

Doff in Zaidah (2014:21) The beginning the lesson is a natural motivating opportunity for teacher to help students to get used to listening to English. It is a good idea to remind students that the phrases they are hearing and using at the beginning of the lesson are also useful outside the classroom. Some types of beginning the lesson that can be applied by the teacher in his/her classroom are as follows:

1) Entering the classroom

- a. Let's go in.
 - ✓ *Let's go inside.*
 - ✓ *Let's go to in the classroom.*
 - ✓ *(You can) go in.*
 - ✓ *Go on in.*
 - ✓ *Go in and sit down.*
 - ✓ *I'll open/unlock the door and let you in.*
- b. Come in and sit down.
 - ✓ *Come in and take your seat.*
 - ✓ *In you come (now), Marco.*

- ✓ *(Come) this way, please.*
- ✓ *Please don't slam/bang the door.*
- ✓ *You can leave the door open.*
- c. Hurry up now.
 - ✓ *Hurry up so that I can start the lesson.*
 - ✓ *Try to hurry, please.*

2) Everyday greetings

- a. Good morning, everybody.
 - ✓ *Good afternoon, everyone.*
 - ✓ *Hello, everybody.*
- b. How are you all today?
 - ✓ *How are you getting on?*
 - ✓ *How are things?*
 - ✓ *How are we all doing this morning?*
 - ✓ *How's everyone feeling today?*
 - ✓ *How's it going?*
- c. That's good.
 - ✓ *That's good/nice to hear.*
 - ✓ *I'm glad/pleased/happy/sorry to hear that.*
- d. I hope you all had a nice weekend.
 - ✓ *I hope you all had a good/enjoyable/relaxing holiday/break.*
 - ✓ *I hope you're all feeling well/fit.*
 - ✓ *I hope you've had/you're having a nice/good day so far.*

3) Meeting a new class.

- a. Let me introduce my self
 - ✓ *Allow me to introduce myself.*
 - ✓ *Perhaps you're wondering who I am.*
 - ✓ *Let me tell you something about myself.*
- b. My name is Mrs. Hanson.
 - ✓ *I'm your new English teacher.*
 - ✓ *I'll be teaching you English this year.*
- c. Our lessons are on Monday morning and Wednesday afternoon.
 - ✓ *I'll be teaching you on Tuesday and Fridays.*
 - ✓ *I've got three lessons a week with you.*
 - ✓ *We'll meet three times a week.*
 - ✓ *Our lessons start at 07.30 every Monday and Thursday.*
 - ✓ *From your timetable/schedule, you can see we start at 11.15 on Friday.*
- d. It's nice to meet you all.
 - ✓ *I'm very pleased to meet/see you all (again).*
 - ✓ *I'm looking forward to working with you.*
 - ✓ *I'll be fun getting to know you all.*

4) Taking the register

- a. Let's see if everyone's here.
 - ✓ *I'll just check who's here.*
 - ✓ *I have to take/check attendance.*

- ✓ *I'll mark/take/check the register.*
- ✓ *I'm going to call your names/ the roll.*
- ✓ *Raise your hand and say 'yes /presents'.*

b. Who's absent?

- ✓ *Who's missing/away/not here today?*
- ✓ *Are you all here?*
- ✓ *Is the whole class here?*
- ✓ *Any absences?*
- ✓ *Is anybody whose name I haven't called?*
- ✓ *Did I miss anybody (out)?*

c. Where's Mary this morning?

- ✓ *What's wrong/the matter with Mari?*
- ✓ *Has anybody seen Mari today?*
- ✓ *Does anybody know where Mari is?*
- ✓ *Mari's away. Does anybody know why?*
- ✓ *Is she absent or just late?*
- ✓ *When will Mari be back?*

d. Who wasn't here last time?

- ✓ *Was anybody away/absent/missing last time?*
- ✓ *Who was absent last time*
- ✓ *Who missed last Wednesday's lesson?*
- ✓ *Why weren't you here last time?*
- ✓ *Make sure you bring an absence note.*

e. What was the matter?

✓ *What was the problem?*

✓ *Have you been ill?*

5) Dealing with lateness.

a. You're late.

✓ *Where have you been?*

✓ *We started ten minutes ago.*

✓ *What have you been doing?*

✓ *Why are you late?*

✓ *What do you say when you're late?*

b. That's all right. Sit down and we can start.

✓ *OK/I see. Well sit down and let's get started.*

✓ *Never mind. Let's go on with the lesson.*

✓ *It doesn't matter. Let's get back to what we were doing.*

✓ *Please hurry up and sit down. We've already started.*

✓ *Take a/your seat and we can get on.*

c. But try not to be late next time.

✓ *Try to be here on time next time.*

✓ *Don't let it happen again.*

✓ *Don't let it become a habit.*

✓ *That's the second time this week.*

✓ *I'll have to report you if you're late again.*

6) Getting down to work.

- a. All right. It's time to start our English lesson.
- ✓ *Let's start the lesson.*
 - ✓ *Let's get on with the lesson now.*
 - ✓ *I think we can start now.*
 - ✓ *I hope you're all ready for your English lesson.*
 - ✓ *Now we can get down to (some) work.*
- b. OK, everybody. I'm waiting to start.
- ✓ *Is everybody ready to start?*
 - ✓ *I'm waiting for you to be quite.*
 - ✓ *We won't start until everybody is quite.*
 - ✓ *Stop talking now so that we can start.*
 - ✓ *Settle down, everybody.*
- c. Put your things away and close your desk, please.
- ✓ *Close the lid of your desk.*
 - ✓ *Put your school bag under your desk.*
 - ✓ *Put your geography book away.*
 - ✓ *This is an English lesson, not a biology lesson.*

b. Running the lesson

Lessons usually consist of a number of clearly marked stages. The short phrases that begin and end these stages are important because they give structure to the lesson and help students get used to these phrases quickly because they probably occur in every lesson. This way the teacher helps

students to remember the instruction. Some types of running the lesson that can be applied by the teacher in his/her classroom are as follows:

1. **Starting something new.**

a. Let's speak English.

- ✓ *Let's change/switch (over) to English.*
- ✓ *Now we can use English again*
- ✓ *Let me tell you this in Japanese.*
- ✓ *Now I'll change/switch back to Indonesian.*
- ✓ *The next part of the lesson will be in Indonesian.*
- ✓ *Now, it's English-only time.*

b. Right everyone.

- ✓ *Good/fine/OK/right/now/Now then.*
- ✓ *OK/All right, everybody.*
- ✓ *Quit now, please.*
- ✓ *Stop working now, please, and pay attention.*

c. Let's move on.

- ✓ *(Now) we'll/let's go on.*
- ✓ *On we go.*
- ✓ *Let's move/go on to something else/different.*
- ✓ *Now, we're going to do something else.*
- ✓ *Let's turn to something a little more/less serious.*

d. Now we'll do another exercise.

- ✓ *Now we shall do some group work.*

- ✓ *Now let's have a look at exercise 13 B.*
- ✓ *Now I want you to turn to page 17.*
- ✓ *Now we can relax*
- ✓ *Now I have some music for you.*

2) Make things clear

- a. You have five minutes.
- ✓ *You can spend ten minutes on this.*
 - ✓ *I'll give you five minutes on this/to do this.*
 - ✓ *You'll have to stop in two minutes/minutes' time.*
 - ✓ *Don't spend more than a few minutes on/doing this exercise.*
- b. Is everything clear?
- ✓ *Is that clear?*
 - ✓ *Are you clear about what to do/what I mean/how to do it?*
 - ✓ *Are there any questions (before we start)?*
 - ✓ *Any questions anybody?*
 - ✓ *(has) Anybody got any questions about what they have to do?*
 - ✓ *Have you all understood?*
 - ✓ *(Did) Anybody not understand?*
 - ✓ *Who still doesn't understand what they've got to do?*
 - ✓ *Have you all got that?*
 - ✓ *Did you all follow that?*
 - ✓ *Shall I got over it/the instructions again?*
- c. Right. You can start.

- ✓ *Away/off you go.*
- ✓ *Begin/start working*
- ✓ *Is everybody ready?*
- ✓ *If you're ready, we'll start.*
- ✓ *Let's get to work.*
- ✓ *Get on with it.*

3) Sequencing activities.

a. First, have a look at the text.

- ✓ *Firstly let's run through your homework.*
- ✓ *First of all, (today) we'll listen to the tape.*
- ✓ *To begin with, (this time) we'll check your homework.*
- ✓ *For the first thing, we'll listen to a song.*

b. Next, read through the new words.

- ✓ *For the next thing I would like you to get into threes.*
- ✓ *To continue/go on with, could you take out your workbook?*
- ✓ *And now, we'll try an exercise.*
- ✓ *And now for some grammar/something different.*

c. Last, try to do exercise 3.

- ✓ *Finally today, I want you to copy something down.*
- ✓ *Lastly this time I would like you to work in groups.*
- ✓ *To finish off with, you can do some reading.*
- ✓ *For the last thing today, take out your notebooks.*
- ✓ *Last but not least, how about a song?*

- ✓ *Just before we finish/you go, let's talk about you test next week.*

4) **Checking progress.**

- a. Any problem?
 - ✓ *Are you OK/all right?*
 - ✓ *Is there anyone who needs help?*
 - ✓ *Who can't manage on his/her/their own?*
 - ✓ *Who is finding this difficult?*
 - ✓ *Is there anybody having trouble/difficult eith the exercise?*
- b. Where are you up to?
 - ✓ *How far have you got?*
 - ✓ *Which question are you on?*
- c. What's the matter?
 - ✓ *What's the problem?*
 - ✓ *Is there something wrong?*
 - ✓ *Is everything OK?*
 - ✓ *Is there something/anything the matter?*

5) **Stopping.**

- a. OK, everybody. Two more minutes.
 - ✓ *You will have to finish in a minute.*
 - ✓ *I'll have to stop you in two minutes.*
 - ✓ *(just) a couple more minutes of minutes more.*

✓ *One minutes left/remaining/to go.*

b. Have you finished?

✓ *Are you done/through?*

✓ *Who's/who has finished?*

✓ *Who has done them all?*

✓ *(has) everybody who still hasn't finished?*

✓ *Have you done exercise 7 (yet)?*

✓ *Have you done/completed/managed everything?*

✓ *That was quick!*

✓ *You were fast.*

c. Right. That's enough.

✓ *That's enough for now.*

✓ *That's fine*

✓ *That will do, thank you.*

✓ *You've done enough of that.*

✓ *You've probably had enough of that.*

✓ *We're spent long enough on this.*

✓ *It's time for/you had a change.*

d. All right, stop now.

✓ *Stop what you've doing.*

✓ *Everybody stop what they are doing.*

✓ *Stop writing/working.*

✓ *All right. You can stop now.*

✓ *Your time is up now. I'm afraid.*

✓ *Finish off now.*

✓ *Finish up.*

✓ *Put your pens/pencils down.*

e. We'll have a break before going on.

✓ *You can have/take a two-minutes break.*

✓ *Relax for a moment before we go on to something else.*

✓ *We can take our coffee break now.*

c. Ending the lesson.

Most lesson probably end in the same way. The teacher try to draw things to close, set any homework, possibly review the lesson, and perhaps make a few announcements. The teacher can use the end of the lesson to boost students' motivation and give them a positive sense that they have been active participants in the lesson and are making progress. Some types of ending the lesson that can be applied by the teacher in his/her classroom are as follows:

1) Checking the time.

a. What time is it?

✓ *What's the time?*

✓ *Do you have the right time?*

✓ *Could you tell me the time, please?*

✓ *What time do you make it?*

✓ *What time do you have?*

b. It isn't time to finish yet.

- ✓ *The bell hasn't gone yet*
- ✓ *There are still two minutes to go.*
- ✓ *We still have a couple of minutes left.*
- ✓ *We've/we're almost finished.*
- ✓ *We're not through yet.*
- ✓ *We're almost done.*

c. We have five more minutes.

- ✓ *We have five minutes over*
- ✓ *We have an extra five minutes.*
- ✓ *(it seems) we have two or three minutes in hand/to spare.*
- ✓ *We (seem to) have finished a few minutes early.*

d. Carry on with your work until the bell goes.

- ✓ *Carry on with the exercise for the rest of the lesson.*
- ✓ *Carry on with what you are doing (until the end of the lesson).*
- ✓ *Just finished the sentence you're working on and then you can go.*
- ✓ *sit quietly until the bell goes.*

2) Setting homework.

a. For your homework, please do exercise 27 A.

- ✓ *This chapter/ lesson/ page/ exercise/ dialogue is your homework.*

- ✓ *This is your homework for tonight/ today/ next time/ next lesson/ Monday.*
 - ✓ *As/For (your) homework I want you to...*
 - ✓ *Your homework for tonight is to prepare Chapter 17.*
 - ✓ *Before (the) next lesson I would like you to...*
- b. I want you to finish off exercise 26 c at home.
- ✓ *Finish this off at home.*
 - ✓ *Finish off the exercise at home.*
 - ✓ *Do the rest of the exercise as your homework for tonight.*
 - ✓ *Read the rest of the story at home.*
 - ✓ *Go through this section again on your own at home*
 - ✓ *I'll go through/over it with you next time.*
- c. There will be a test on this next week.
- ✓ *There will be a test on chapter 5 to 8 next time.*
 - ✓ *You can expect a test on this in the near future.*
 - ✓ *I'll test you on the new words sometime next week.*
- d. Don't forget about your homework.
- ✓ *Remember your homework.*
 - ✓ *Do you remember what you have to do for your homework?*
 - ✓ *Are you all clear about your homework?*

3) Stopping work.

a. It's time to stop.

- ✓ *We'll have to stop/finish now.*
- ✓ *I make it almost time. We'll have to finish/stop here/there.*
- ✓ *There's the bell/buzzer/gong, so we must stop working now.*
- ✓ *We don't have any more time.*
- ✓ *It's about time we/you stopped.*

b. So, today we've practiced asking the time.

- ✓ *This time you have learned how to write a letter.*
- ✓ *In this lesson we've begun a new until.*
- ✓ *Let me just remind you/recap/go over what we done.*
- ✓ *Let's just review today's lesson.*

c. We'll finish this next time.

- ✓ *We'll do/read/look at the rest of the chapter on Thursday*
- ✓ *We'll finish off this exercise in the lesson.*
- ✓ *We'll go/carry on with this chapter next time.*
- ✓ *We'll come continue working on this chapter next time.*
- ✓ *We'll come back to this another time/a bit later*
- ✓ *There'll be more on this next time.*
- ✓ *Next time we're going to have a look at your projects.*
- ✓ *Next lesson we'll listen to your presentations.*

d. That's all for today.

- ✓ *That will do for today. You can go now.*

- ✓ *That's about it for today.*
- ✓ *That will be all.*
- ✓ *Right. You may/can go*
- ✓ *You can put your things away and go.*

4) Making announcements.

- a. Wait a moment, please!
 - ✓ *Just a moment/minutes/second, please.*
 - ✓ *Hang on a moment/second.*
 - ✓ *Just hold on a minute.*
 - ✓ *Stay where you are for a moment.*
 - ✓ *One more thing before you go.*
 - ✓ *Don't go rushing off.*
 - ✓ *Back to your place!*
- b. I have something to tell you.
 - ✓ *I have something to say to you.*
 - ✓ *I have some announcements to make before you go.*
 - ✓ *Please listen.*
 - ✓ *Please pay attention.*
- c. Next time we'll meet in room 23.
 - ✓ *Tomorrow we'll meet in room 14.*
 - ✓ *There's come a change of room for next week.*
 - ✓ *We'll be meeting in room 19 instead.*
 - ✓ *I'll see you in room 7 after the break/recess.*

- ✓ *The fourth period has been cancelled next Tuesday.*
- ✓ *There won't be a English lesson on Friday.*
- d. Don't forget the English club meeting this afternoon.
 - ✓ *Please remember don't forget to bring your project folders next time.*
 - ✓ *If you have time. watch Pride and Prejudice on RCTI at nine o'clock.*

5) Saying goodbye

- a. Goodbye, everyone.
 - ✓ *Bye-bye/Goodbye, everyone.*
 - ✓ *Bye now, Mischa.*
 - ✓ *Cheerio, Carmen.*
 - ✓ *See you (soon), Didier*
 - ✓ *So long.*
- b. See you all again.
 - ✓ *See you next class*
 - ✓ *(I'll) see you (all) again the same time next time/Wednesday.*
 - ✓ *We'll meet again the same time next time.*
 - ✓ *The next time we meet be after the holiday*
- c. Have a nice weekend.
 - ✓ *Have a good/nice relaxing holiday/rest.*
 - ✓ *Enjoy your holiday.*
 - ✓ *See you again next year/in the New Year/ in 2014*

✓ *I hope you have a nice vacation*

✓ *Enjoy yourselves.*

6) Clearing the class.

a. Please go out now.

✓ *Will you please go out?*

✓ *Everybody outside!*

✓ *Out you go now.*

✓ *All of you, get outside now!*

✓ *Hurry up and get out.*

b. Go out quietly, please!

✓ *Not so much noise, please.*

✓ *Quietly!*

✓ *Ssshhh!*

✓ *Try not to make any noise as you leave.*

✓ *No noise as you leave.*

✓ *Other classes are still working.*

c. Take all your things with you.

✓ *Don't leave anything behind*

✓ *Take everything/all your belongings with you.*

✓ *Make sure you haven't forgotten anything.*

✓ *Don't forget your stuff.*

d. Could you open the window for me, please?

✓ *Open the window. Let's have some fresh air.*

- ✓ *Put everything back in its right place.*
 - ✓ *Straighten the desk.*
 - ✓ *Put the books on the shelf.*
 - ✓ *Could you clean the board for me, please?*
 - ✓ *Pick up the rubbish, please.*
 - ✓ *Clear everything away.*
- e. Whose book is this?
- ✓ *Has somebody forgotten, their book?*
 - ✓ *Whose is this glove?*
 - ✓ *Who does this pen belong to?*
 - ✓ *who's the owner of this hat?*
 - ✓ *(has) Anybody lost key?*

C. Conceptual Framework

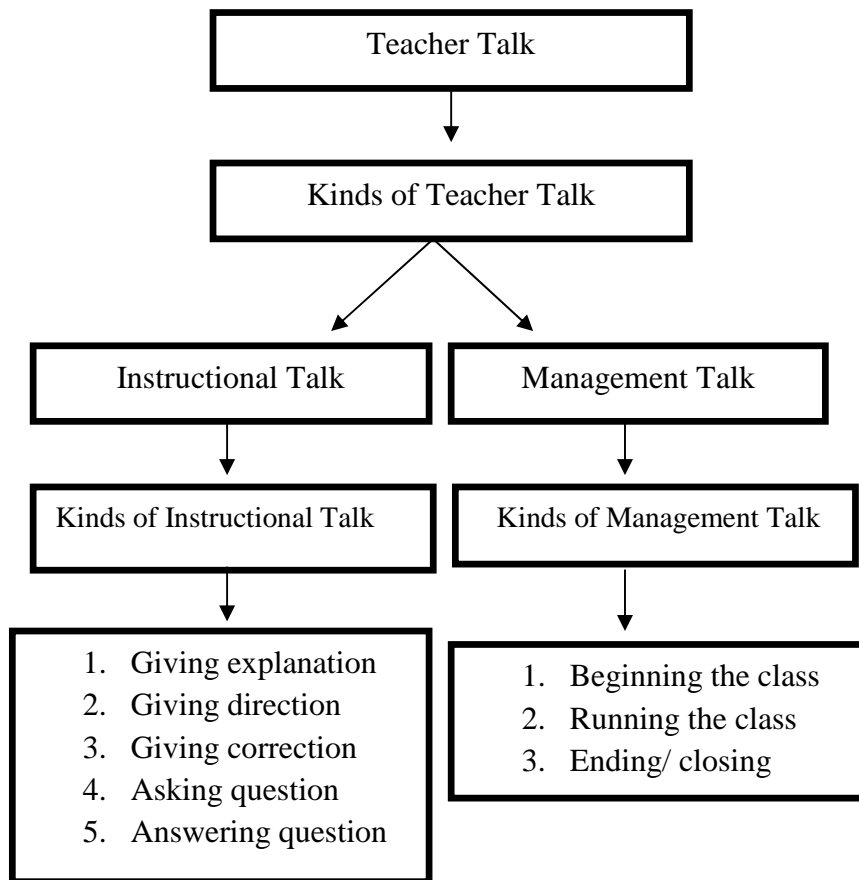


Chart 2.1. Conceptual Framework

The conceptual framework will show the situation of English teaching process. English language teaching for English as Foreign Language students in its process teacher talk usually combined between English and native language to make English teaching process more comprehensible, teacher talk also usually used to do some activities in the classroom. Based on the conceptual framework above, the researcher will analyze management talk that teachers use in teaching and learning process.

CHAPTER III

RESEARCH METHOD

This chapter consists of method of the research, variable and research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

This research used a Descriptive Qualitative Method, To give description about the use of teacher talk in teaching process. Observe its kinds of the teacher talk used by the teacher in the classroom.

B. Variable of the Research

This research has one variable, which was the instructional and management teacher talk used by the teachers in the classroom.

C. Participants

The participants of this research were two English teachers in SMA YAPIP SUNGGUMINASA who teach in different classes. The first participant was Drs. MK, 53 years old, undergraduate degree from IKIP Ujung Pandang, English Education Department as Teacher A. Furthermore the next participant was KK S.pd, 42 years old, undergraduate degree from state University of Makassar, English Education Department as Teacher B.

D. Instrument of the Research

The instruments of the research were observation checklist and recorder. It was intended to know the kinds of activities in teaching and learning English at senior high school. The observation checklist was adopted from discussion of structure of classroom discourse (Mehan, 1979; Sinclair & Brazil, 1982) cited in Yanfen and Yuqin (2010)

1. Observation checklist aimed to gain the data factually based on the observation checklist by looking at classroom situation. The researcher gave code to the observation checklist if saw that teacher used management talk in the classroom.
2. Video recording supported the data from checklist. Recording furthered instrument in this research, it aimed to record all the classroom activities and teacher talks used in the classroom, furthermore recording helped the researcher to avoid mistakes in taking the data.

E. Procedure of Collecting Data

In collecting data, observation of the classroom conducted in naturalistic setting. The researcher came into the class where the teaching and learning process of English subject take place. The researcher observed the whole session of the lesson to English teachers. Using tape recorder in the classroom to record how frequently and for what purpose these teachers used instructional talk and management talk in their teaching process.

The researcher fills out the observation checklist about the teacher activities use of language instructional-talk and management-talk in English classroom. The researcher went into one time meeting for each teacher.

F. Technique of Data Analysis

To analyze the data, the researcher employed the following steps:

1. The researcher recorded all of the learning activities in the classroom.
2. The researcher filled out the observation checklist about instructional talk and management talk used by the teachers while in the classroom.
3. The researcher matched the collected data from observation checklist and video recording.
4. The researcher identified and analyzed the collected data about instructional talk and management talk used by the teachers in the classroom.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings reveal the instructional talk and management talk used by the teacher in the classroom activities, and the discussion reveals some arguments and further interpretation of findings.

A. Findings

The findings consist of the data obtained through classroom observation checklist and the transcript of the video recording. The findings explained the kinds of teachers' talk used in English teaching process at SMA YAPIP Sungguminasa.

1. Kinds of Teachers' Talk

a. Instructional Talk

1. Giving Direction

Giving explanation was giving detail information about teaching materials when the learning process.

Extract 1 (Teacher A):

T : apa itu description.

SS : deskripsi.

T : *iya deskripsi adalah menggambarkan, atau menggambarkan sebuah tempat. Tapi sebelumnya untuk materi ini paling tidak ada 3 hal yang harus kalian tau. Yang pertama, fungsi sosialnya. Tau fungsi social itu apa? Kalau tidak tau saya kasih tau.*

SS : yes sir.

In Extract 1, Teacher A explained the material by saying “*iya deskripsi adalah menggambarkan, atau mengbarkan sebuah tempat. Tapi sebelumnya untuk materi ini paling tidak ada 3 hal yang harus kalian tau. Yang pertama, fungsi sosialnya*”. The expression was classified as giving explanation.

Extract 2 (Teacher B):

- T : Kuncup pe...perasa atau indra perasa. But what mean aaa... kuncup? Kata mana disini yang berarti kuncup?
 S : Bud
 T : Ya buds. *If this words stand-alone sometimes it means kuncup or saraf dikamus bahasa Inggris-Indonesia . But if the same bud it's mean perasa.*
 S : Perasa.

In Extract 2, Teacher B explained the material by saying “*If this word stand-alone sometimes it means kuncup or saraf dikamus bahasa Inggris-Indonesia. But if the same bud it's mean perasa*”. The expression was classified as giving explanation.

2. Giving Direction

Giving direction was provided in order to guide students doing given assignment. From the observation conducted, the teachers always give a clear instruction for the students as well as making sure they understand each instruction.

Extract 3 (Teacher A):

- T : ulangan. Yah ituyah! *Nah saya ingin kalian mencatat dulu materi congratulationya nanti setelah itu baru saya jelaskan . kenapa harus dicatat ananda. Karna baru satu bukunya. Buku ini adalah refisi ujian kurikulum k13. Baru satu yah, jadi nanti kalau sudah banyakmi nanti saya kasih satu-satu untuk dipelajari. Bias yah. Bias dicatat!*
- Ss : iya pak bias.
- T : baik siapa yang bisa mencatat . silahkan

The above Extract 3 shows how Teacher A giving direction. The extract depicts how the teacher asked students to write down the material about congratulation which showed by the expression “*Nah saya ingin kalian mencatat dulu materi congratulationya nanti setelah itu...*”. It shows that the teacher gave direction in a clear and subtle manner.

Extract 4 (Teacher B):

- SS : Yes .
- T : *Students you read the text, there some question, will be discuss and answer together in your groups. Next after reading your text there many question in your text. You must answer with your group. Dear student attention me! this words you can find from or in your text, and maybe this words can help you. I want to ask you again. Students what do you get after discuss?*
- SS : Many sir. Banyak.
- T : hah many? You come here. What words?

The above Extract 4 shows how Teacher B giving direction. The extract depicts how the teacher asked students to do their assignment which showed by the expression “*Students you read the text, there some question, will be discuss and answer together in your groups. Next after reading your text there many question in your text. You must answer with your group. Dear student attention me! These words you can find from or*

in your text, and maybe these words can help you". It shows that the teacher gave direction in a clear and subtle manner.

3. Giving Correction

Giving correction was giving clarification whether the students' work was correct or wrong and giving explanation or direction about the mistakes and how to correct it.

Extract 5 (Teacher A):

- T : mari kita bahas sama.repeat after me. Ulangi setelah saya.
 Congratulation.
 Ss : congrotulation.
 T : *Bukan konro nah. Lain tong itu. Tapi congratulation.*
 SS : Congratulation.

Extract 5 was about giving correction. The expression "*Bukan konro nah. Lain tong itu. Tapi congratulation*" indicated that teacher shows students if their answer was wrong by repeating students' answer.

4. Asking Question

Asking question was distinguished not only by the exclamation mark but also when teacher was waiting for students' response which indicated the teacher giving a question.

Extract 6 (Teacher A):

- SS : yes.
 T : *apa itu description?*
 SS : deskripsi.
 T : iya descripsi adalah menggambarkan, atau mengbarkan sebuah tempat. Tapi sebelumnya untuk materi ini paling tidak ada 3 hal yang harus kalian tau. Yang pertama, fungsi sosialnya.

In presented extract of Teacher A, question was asked in order to assist students getting the notion of a text. The teacher asked students by saying “*apa itu description?*” and the students answered with a short phrase “*deskripsi*”.

Extract 7 (Teacher B):

- SS : Yes sir
 T : *What number?* Please answer and read the question and also read the option, iya number eight.
 S : The sense of smell and sight... answer B. affect the taste if the food.
 T : Ok, you read first all the option, baca dulu semuanya and then you choose the best answer.

In presented extract of Teacher A, question was asked in order to assist students getting the notion of a text. The teacher asked students by saying “*What number?*”.

5. Answering Question

Answering question was giving response to students’ questions. It shows by the teachers’ answer when students asking question.

Extract 8 (Teacher A):

- S : dikumpulki anjo.
 T : dikumpul. Saya mau lihat kepribadiannya kalian bagaimana.
 S : apa itu sepuluh?
 T : *Sepuluh macam data mengenai diri kalian. Cita-cita juga boleh.*

In Extract 8 was about answering question. The expression “*Sepuluh macam data mengenai diri kalian. Cita-cita juga boleh*” mean the Teacher A answer when student asked “*apa itu sepuluh?*”. Answering question is one of the parts of the instructional talk.

Extract 9 (Teacher B):

T : Read the paper students.
 S : Ditranslate pak?
 T : *Yes. Read and translate.*
 SS : Yes sir.

In Extract 9 was about answering question. The expression “*Yes. Read and translate.*” mean the Teacher B answer when student asked “*ditranslate pak?*”. Answering question is one of the parts of the instructional talk.

b. Management Talk**1. Everyday Greeting**

In beginning the lesson, the teacher entered in the classroom and saying “everyday greeting” before the teacher started the lesson.

Extract 10 (Teacher A):

S : sit down please!
 T : *iya, hello everyone how are you?*
 Ss : I’m fine sir.

In Extract 10, Teacher A started the class by saying “*hello everyone how are you?*”. The expression was classified as everyday greeting. It is the parts of the management talk in beginning the lesson.

Extract 11 (Teacher B):

S : sit down please!
 T : thank you very much. *Good morning everybody? How are you?*
 SS : I’m fine.
 T : will still remember our last material. About what? Our last material. We are discussing about what? We still remember about?
 S : yes.

In Extract 11, Teacher B started the class by saying “*Good morning everybody?*”, and “*how are you?*”. The expressions were classified as everyday greeting. It is the parts of the management talk in beginning the lesson. Teacher B repeated the greeting because the teacher wanted the students pay attention.

2. Taking the Register

The teacher was taking the register to know if the whole of class is present or not.

Extract 12 (Teacher A):

T : *Sementara kalian mencatat dengarkan namanya.*
 Ss : iya pak.
 T : Ade putra.
 Ss : tidak adai. Absent.
 T : Amrianto

Extract 12 shows how Teacher A taking the register. The expression “*sementara kalian mencatat dengarkan namnaya*” mean that the teacher want to know who were present or not before studied.

Extract 13 (Teacher B):

T : *Okay students who students absent today? How many student?*
 S : Ardiansyah.
 T : *What about Ardiansyah? He is present? Ardiansyah?*
 S : No.
 T : Taufik Hidayat?

Extract 13 shows how Teacher B taking the register. The expressions “*Okay students, who students absent today?*”, and “*what about Ardiansyah? He is present?*” mean that the teacher want to know

who were present or not. Taking the register is one of the parts of management talk in beginning the lesson.

3. Getting Down to Work

The teacher was getting to work to demand the students started the lesson materials or study together.

Extract 14 (Teacher A):

- S : dua
 T : nah kalian sudah tau bahwa percakapan ini membahas mengenai ungkapan ...
 Ss : congratulation.
 T : *mari kita bahas bersama. Repeat after me. Ulangi setelah saya.*
 Congratulation.
 Ss : congratulation.

Extract 14 shows how Teacher A is getting down to work. The expression “*mari kita bahas bersama. Repeat after me. Ulangi setelah saya*” mean that the teacher demanded the students to read and discussed the material together. Getting down to work is one of parts of the management talk in beginning the lesson.

Extract 15 (Teacher B):

- S : yes.
 T : About the kinds of ... how knows? What is our last material? About?
 S : Piranha fish.
 T : About Piranha fish, okay sit down please. Eee, *today we will discuss about kinds of taste.* And taste is very nice.

Extract 15 shows how Teacher B is getting down to work. The expression “*today we will discuss about kinds of taste*” mean that the

teacher delivered the material will discussed. Getting down to work is one of parts of the management talk in beginning the lesson.

4. Starting Something New

The teacher was starting the class with telling the students to get ready and start the new lesson.

Extract 16 (Teacher A):

- T : ok student, *materi berikutnya yang akan kita bahas adalah Describing*. Hari ini kita akan membahas mengenai wacana deskripsi mengenai tempat tertentu, tempat tertentu yang saya maksud disini adalah tempat wisata. Kalian pernah mendengar isitilah deskripsi.
- SS : yes.
- T : apa itu description.
- SS : deskripsi.

The Extract 16 was about starting something new. In this activity, Teacher A wanted to start new material by saying “*materi berikutnya yang akan kita bahas adalah Describing*”. Starting something new is one of the parts of the management talk in running the lesson.

Extract 17 (Teacher B):

- T : eee ya, *students today we will discuss about kinds of taste*. Jadi how we say in Indonesia? Taste. What is taste?
- S : Perasa.
- T : Rasa... jadi rasa atau indra perasa. Ok dear students look at here.

The Extract 17 was about starting something new. In this activity, Teacher B wanted to start the material by saying “*students today we will discuss about kinds of taste*”. Starting something new is one of the parts of the management talk in running the lesson.

5. Making things Clear

Making things clear was used by the teacher to check students' understanding or make sure anything was clear.

Extract 18 (Teacher A):

- SS : iye pak.
 T : yah pelajari itu karna sudah 2 kali diberikan pembelajaran congratulation. *Ada pertanyaan?*
 SS : tidak ada pak.
 T : kalian sudah catat roster.

Extract 18 was about making things clear. The expression "*ada pertanyaan?*" means Teacher A wanted to check students' understanding or make sure anything was clear.

Extract 19 (Teacher B):

- T : *Are you finish?*
 S : Yes
 T : oh number what?
 S : Ini pak.

Extract 19 was about making things clear. The expression "*are you finish?*" means Teacher B wanted to check students' understanding or make sure anything was clear.

6. Checking Progress

Checking progress was used by the teacher to know the progress that the students found.

Extract 20 (Teacher A):

- SS : Belum selesai pak. See you tomorrow.
 T : See you tomorrow itu sampai jumpa besok. *Berapa orang yang sudah selesai?* Angkat tangan.
 Ss : Saya pak.

Extract 20 shows that Teacher A wanted to know the progress that the students found. The expression “*Berapa orang yang sudah selesai?*” means that the teacher checks the students’ progress.

Extract 21 (Teacher B):

- SS : Iye pak.
 T : *You find difficult words?*
 S : No.
 T : Oh no...*ada kata-kata yang sulit?* Some difficult words.

Extract 21 shows that Teacher B wanted to know the progress that the students found. The expression “*you find difficult word?*” and “*ada kata-kata yang sulit?*” means that the teacher checks the students’ progress.

7. Control and Discipline

The teacher needed to control classes in such way as promote effective learning.

Extract 22 (Teacher A):

- S : iye pak malaska masuk pak.
 T : *kenapa malasko? itu kurangmi catatnmu, tulismi lagi itu baru saya periksa. Sama yang lain juga lengkapi tugas-tugasnya.*
 S : ini saya pak tugasku.

Extract 22 was about control and discipline of Teacher A. The expression “*kenapa malasko? itu kurangmi catatnmu, tulismi lagi itu baru saya periksa. Sama yang lain juga lengkapi tugas-tugasnya*” means that the teacher wanted the students not to be lazy in write down in the material because the notes book are incomplete. The teacher used Bugis pronoun in the sentences.

Extract 23 (Teacher B):

T : You? *Are you sleepy?*
 S : Tidak pak.
 T : Oh saya kira tertidur. Ok come on. Anymore?
 S : nine!

Extract 23 was about control and discipline of Teacher B. The expression “*are you sleepy?*” means that the teacher scolded the student were sleepy when the learning process.

8. Checking the Time

Checking the time was used by the teacher to reminded the students about the time.

Extract 24 (Teacher A):

SS : No. tidak ada
 T : Tidak ada. Baik kalau tidak ada lagi pertanyaan inshaAllah setelah istirahat kita lanjut lagi ke materi yang berikutnya hanya saja kita perlu simpulkan hari ini pertama yang kita pelajari adalah ucapan.
 S : Congratulation.
 T : *Ya kalian bisa isirahat sekarang karena sudah waktunya.*

Extract 24 was about checking the time of Teacher A. The expression “*ya kalian bias istirahat sekarang karena sudah waktunya*”

mean the teacher reminded the students to take a rest because the time to break.

9. Setting Homework

Setting/taking homework was used when the teacher took homework to the students.

Extract 25 (Teacher B):

- S : waktunya habis.
 T : *Ok students please you make a simple text about sense of report, jadi make your task as homework, jadi coba membuat membuat dirumah nanti bacaan tentang report yang menggambarkan, describe about something. Jadi cari text lain yah, yang isinya itu berisikan tentang laporan. Ok the leader please!*
 S : Stand up please! Greeting to our teacher.

Extract 25 was about setting homework used by Teacher B. the expression “*Ok students please you make a simple text about sense of report, jadi make your task as homework, jadi coba membuat membuat dirumah nanti bacaan tentang report yang menggambarkan, describe about something*” means the teacher took the homework to the students.

10. Stopping Work

Stopping work was used by the teacher to stop the lesson because the time was over.

Extract 26 (Teacher A):

- S : Semester 1.
 T : 1 semester ganjil. *Saya kira waktunya cukup nak ya. Sekarang siapkan.*
 S : Attention please! Stand up please. And say greeting to our Teacher.
 SS : Assalamualikum warahmatullahi wabarakatuh.
 T : Waalaikumsalam warahmatullahi wabarakatuh.

Extract 26 was about stopping work used by Teacher A. The teacher used Bugis pronoun by saying “*Saya kira waktunya cukup nak ya. Sekarang siapkan*” to stop the learning processed because the time was over.

Extract 27 (Teacher B):

T : Yes good!
 SS : Alhamdulillah..
 T : *Ok dear students the times over.*
 S : waktunya habis.

Extract 27 was about stopping work used by Teacher B. the expression “*ok dear students the times over*” means the teacher wanted to stop the learning process because the time was over.

11. Making Announcement

Making announcement was used by the teacher to get attention from the students when there were things to be conveyed.

Extract 28 (Teacher A):

S : We dudukko. Duduk.
 T : *Ya duduk dulu semuanya ditempatnya. Ada yang ingin saya sampaikan dulu. Ya, harapan saya setelah materi disatukan semua kalian lebih giat belajar dirumahnya untuk persiapan ulangan nanti.jangan lupa dipelajari nanti yah.*
 SS : Iye pak.

Extract 28 was about making announcement used by Teacher A. The expresion “*ya duduk dulu semuanya ditempatnya! Ada yang ingin saya sampaikan dulu*” means the teacher wanted to announce something to the students because there was something to be conveyed.

12. Saying Goodbye

Saying goodbye was used by the teacher when time was over and wanted to end the lesson.

Extract 29 (Teacher A):

S : attention please! Stand up please. And say greeting to our Teacher.
 SS : Assalamualikum warahmatullahi wabarakatuh.
 T : *Walaikumsalam warahmatullahi wabarakatuh.*
 S : Sit down please!

Extract 29 was about saying goodbye used by Teacher A. The teacher closed the lesson by saying “*Walaikumsalam warahmatullahi wabarakatuh*” to the students.

Extract 30 (Teacher B):

S : Stand up please! Greeting to our teacher.
 SS : Assalamualaikum wr.wb
 T : *Walaikumsalam warahmatullahi wabarakatuh.*

Extract 30 was about saying goodbye used by Teacher B. The teacher closed the lesson by saying “*Walaikumsalam warahmatullahi wabarakatuh*” to the students.

Based on the description above, the researcher concluded that the parts of instructional talk that the Teacher A used in the teaching and learning process were 1) giving explanation, 2) giving direction, 3) giving correction, 4) asking question, and 5) answering question. The parts of management talk that the Teacher A used in teaching and learning process were 1) everyday greeting, 2) taking the register, 3) getting down to work, 4) starting something new, 5) making things clear, 6) checking progress, 7)

control and discipline, 8) checking the time, 9) stopping work, 10) making announcement, and 11) saying goodbye.

Furthermore, the parts of instructional talk that the Teacher B used in the teaching and learning process were 1) giving explanation, 2) giving direction, 3) asking question, and 4) answering question. The parts of management talk that the Teacher B used in teaching and learning process were 1) everyday greeting, 2) taking the register, 3) getting down to work, 4) starting something new, 5) making things clear, 6) checking progress, 7) control and discipline, 8) setting homework, 9) stopping work, 10) saying goodbye.

B. Discussion

It has been presented in findings the question was “*What kinds of teachers’ talk used in English teaching process at SMA YAPIP Sungguminasa?*” could be answered through observation checklist and video recording. Observation done by the researcher to see and observed the learning situation in the class. Therefore, after analyzed the observation checklist and the transcript of video recording, it was found the kinds of teachers’ talk used both of the teacher.

1. Kinds of Teachers’ Talk

a. Instructional Talk

These sessions were the parts of instructional talk used by Teacher A and Teacher B. In extract 1 and 2 showed the Teacher A and Teacher B giving explanation. Giving explanation was giving detail information about teaching materials when the learning process. Teacher A was used the

expression *"iya deskripsi adalah menggambarkan, atau mengbarkan sebuah tempat. Tapi sebelumnya untuk materi ini..."* and the expression *"If this word stand-alone sometimes it means kuncup or saraf..."*. The expression was classified as giving explanation.

Extract 3 and 4 were about giving direction used by Teacher A and Teacher B. It was provided in order to guide students doing given assignment. From the observation conducted, the teachers always give a clear instruction for the students as well as making sure they understand each instruction. The expression *"Nah saya ingin kalian mencatat dulu materi congratulationya nanti setelah itu..."* was used by Teacher A and the expression *"Students you read the text, there some question, will be discuss and answer together in your groups. Next after reading your text there many..."* was used by Teacher B. It shows that the teacher gave direction in a clear and subtle manner.

Extract 5 was about giving correction used by Teacher A. It was giving clarification whether the students' work was correct or wrong and giving explanation or direction about the mistakes and how to correct it. The expression *"Bukan konro nah. Lain tong itu. Tapi congratulation"* was used by Teacher A to indicate that teacher shows students if their answer was wrong by repeating students' answer.

Extract 6 and 7 were about asking questions used by Teacher A and Teacher B. It was distinguished not only by the exclamation mark but also when teacher was waiting for students' response which indicated the teacher giving a question. The expression *"apa itu description?"* was used by

Teacher A and the students answered with a short phrase “*deskripsi*”. The expression “*What number?*” was used by Teacher B to ask the students.

In extract 8 and 9, Teacher A and Teacher B was answering question. Answering question was giving response to students’ questions. It shows by the teachers’ answer when students asking question. The expression “*Sepuluh macam data mengenai diri kalian. Cita-cita juga boleh*” was used by Teacher A. It was mean the Teacher A answer when student asked “*apa itu sepulu?*”. The expression “*Yes. Read and translate.*” Was used by Teacher B. It was mean the Teacher B answer when student asked “*ditranslate pak?*”.

b. Management Talk

These sessions were the parts of instructional talk used by Teacher A and Teacher B. In extract 10 and 11, the teacher entered in the classroom and saying “everyday greeting” before the teacher started the lesson. The expression “*hello everyone, how are you?*” was used by Teacher A and the expression “*Good morning everybody? How are you?*” was used by Teacher B.

Extract 12 and 13 were about taking the register. The teacher wanted to know if the whole of class is present or not. The expression “*sementara kalian mencatat dengarkan namanya*” was used by Teacher A and the expressions “*Okay students, who students absent today?*” was used by Teacher B. according to Rasyid (2012), the teacher can say “Ok. I’m going to call your names. Raise your hand and say: yes/here/present”.

Extract 14 and 15 were about getting down to work. The teacher getting to work to demand the students started the lesson materials or study together. The expression “*mari kita bahas bersama. Repeat after me. Ulangi setelah saya*” was used by Teacher A and the expression “*today we will discuss about kinds of taste*” was used by Teacher B.

Extract 16 and 17 were about starting something new. The teacher was starting the class with telling the students to get ready and start the new lesson. The expression “*materi berikutnya yang akan kita bahas adalah Describing*” was used by Teacher A and the expression “*students today we will discuss about kinds of taste*” was used by Teacher B.

Extract 18 and 19 was about making things clear. The teachers wanted to check students’ understanding or make sure anything was clear. The expression “*ada pertanyaan?*” was used by Teacher A and the expression “*are you finish?*” was used by Teacher B. According to Hughes and Moate (2011), the teacher can say “is everything clear?”, and “is that clear?” if the teacher want to check the students’ understanding or making things clear.

Extract 20 and 21 were about checking progress. It was used by the teacher to know the progress that the students found. The expression “*Berapa orang yang sudah selesai?*” used by Teacher A and the expression “*you find difficult word?*” and “*ada kata-kata yang sulit?*” was used by Teacher B. Hughes and Moate (2011) stated that the teacher can say “what’s the matter” or “what the problem” when the teacher want to check the students’ progress.

Extract 22 and 23 were about control and discipline. The teacher needed to control classes in such way as promote effective learning. The expression *“kenapa malasko? itu kurangmi catatnmu, tulismi lagi itu baru saya periksa. Sama yang lain juga lengkapi tugas-tugasnya”* was used by Teacher A and the expression *“are you sleepy?”* was used by Teacher B.

Extract 24 was about checking the time. It was used by the teacher to remind the students about the time. The expression *“ya kalian bias istirahat sekarang karena sudah waktunya”* was used by Teacher A. Extract 25 was about setting/taking homework. It was used when the teacher took homework to the students. The expression *“Ok students please you make a simple text about sense of report, jadi make your task as homework, jadi coba membuat membuat dirumah nanti bacaan tentang report yang menggambarkan, describe about something”* used by Teacher B. Hugesh and Moate (2011), if the homework is no needed, the teacher can say *“there’s no homework this time”*.

Extract 26 and 27 were about stopping work. It was used by the teacher to stop the lesson because the time was over. Teacher A used Bugis pronoun by saying *“Saya kira waktunya cukup nak ya. Sekarang siapkan”* and Teacher B used English pronoun by saying *“ok dear students the times over”* to stop the learning processed because the time was over.

Extract 28 was about making announcement. It was used by the teacher to get attention from the students when there were things to be

conveyed. The expression “*ya duduk dulu semuanya ditempatnya! Ada yang ingin saya sampaikan dulu*” was used by Teacher A.

Extract 29 and 30 were about saying goodbye. It was used by the teacher when time was over and wanted to end the lesson. Teacher A and Teacher B closed the lesson by saying “*Walaikumsalam warahmatullahi wabarakatuh*” to the students.

Based on the result of discussion above, both of the teachers were used instructional and management talks. Teacher A used 5 parts of instructional talk and 11 parts of management talk. Furthermore, Teacher B used 4 parts of instructional talk and 10 parts of management talk.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

There were some conclusions related to the findings and discussions. The detail description of the conclusions of this research was listed in the following:

1. There were two kinds of teachers' talk that used by Teacher A and Teacher B in learning process such as instructional and management talks.
2. Instructional talk used by Teacher A in class XI IPA classified into 5 parts namely: giving explanation, giving direction, giving correction, asking question, and answering question. Besides, Teacher B in class XI IPS classified into 4 parts namely: giving explanation, giving direction, asking question, and answering question.
3. Management talk used by Teacher A in class XI IPA classified into 11 parts namely: everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, control and discipline, checking the time, stopping work, making announcement, and saying goodbye. Besides, Teacher B in class XI IPS classified into 10 parts namely: everyday greeting, taking the register, getting down to work, starting something new, making things clear, checking progress, control and discipline, setting homework, stopping work, and saying goodbye.

B. Suggestions

After seeing the findings as well as discussion, the researcher gives suggestion may be useful for teachers and also the other researcher who will conduct the same topic in the research:

1. The results of this research can be used by the English teachers as a reminder to apply the kinds of teachers' talk in learning process. As can be seen that all parts of teachers' talk found in the learning process.
2. To the next researcher, the study of teachers' talk can be extended by conducting the research in other different content and setting. The next researcher may investigated the teachers' talk used based on social status or class, occupation, geography, education, gender, and ethnicity.

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Appendices

APPENDIX. 1. 1.

Observation Checklist in the Classroom

Name of teacher: Teacher A

No.	Kinds of Teacher Talk	Yes	No	
1.	Instructional Talk	1. Giving Explanation		
		2. Giving Direction		
		3. Giving Correction		
		4. Asking Question		
		5. Answering Question		
2.	Management Talk	1. Entering the classroom		
		2. Everyday greeting		
		3. Meeting a new class		
		4. Taking the register		
		5. Dealing the lateness		
		6. Getting down to work		
		7. Starting something new		
		8. Making things clear		
		9. Sequencing activities		
		10. Checking progress		
		11. Giving/taking turn		

		12. Control and discipline		
		13. Stopping		
		14. Ending the teaching sequence		
		15. Checking the time		
		16. Setting home work		
		17. Stopping work		
		18. Making announcement		
		19. Saying good bye		
		20. Clearing the class		

APPENDIX. 1. 2.

Observation Checklist in the Classroom

Name of teacher: Teacher B

No.	Kinds of Teacher Talk	Yes	No	
1.	Instructional Talk	1. Giving Explanation		
		2. Giving Direction		
		3. Giving Correction		
		4. Asking Question		
		5. Answering Question		
2.	Management Talk	1. Entering the classroom		
		2. Everyday greeting		
		3. Meeting a new class		
		4. Taking the register		
		5. Dealing the lateness		
		6. Getting down to work		
		7. Starting something new		
		8. Making things clear		
		9. Sequencing activities		
		10. Checking progress		
		11. Giving/taking turn		

		12. Control and discipline		
		13. Stopping		
		14. Ending the teaching sequence		
		15. Checking the time		
		16. Setting home work		
		17. Stopping work		
		18. Making announcement		
		19. Saying good bye		
		20. Clearing the class		

APENDIX 1

Transcriptions of teaching and learning process

Teacher A.

T : Teacher

SS : Students

S : Attention please! Ready. Stand up please. Say greeting to our teacher.

SS: Assalamualaikum warahmatullahi wabarakatuh.

T : Waalaikumsalam warahmatullahi wabarakatuh.

S : Sit down please!

T : Iya, hello everyone how are you?

SS: I'm fine sir.

T : Baik ananda sekalian hari ini adalah pertemuan kita yang terakhir sebelum ulangan semester. Nah apa yang harus saya sampaikan yang pertama adalah hari inikan materi terakhir tapi setiap materi terakhir tapi setiap materi ada tujuannya. Jadi tujuan pembelajaran kita hari ini adalah kalian diharapkan bias memahami sekaligus bias membuat kalimat expresi congratulation. Tau congratulation itu apa? Artinya ucapan apa itu? Ucapan...

SS: Selamat.

T : Iya. Kapan orang diberikan ucapan selamat ananda.

SS: Setelah mendapatkan hadiah atau orang ulang tahun.

T : Ka orang ulangtahun dikasih selamat, dapat pujian. Kenapa orang dikasih pujian...

S : Karna berhasil.

T : Karna mendapat prestasi. Mendapat nilai yang baik. Dapat nilai tinggi pada saat??

S : Ujian!

T : Ulangan. Yah ituyah! Nah saya ingin kalian mencatat dulu materi congratulationya nanti setelah itu baru saya jelaskan . kenapa harus dicatat ananda. Karna baru satu bukunya. Buku ini adalah refisi ujian kurikulum k13. Baru satu yah, jadi nanti kalau sudah banyakmi nanti saya kasih satu-satu untuk dipelajari. Bias yah. Bias dicatat!

Ss: Iya pak bias.

T : Baik siapa yang bisa mencatat . silahkan

(guru meminta siswa untuk mencatat materi dipapapn tulis, kemudian menabsen.)

T : Sementara kalian mencatat dengarkan namanya.

Ss: Iya pak.

T : Ade putra.

Ss: Tidak adai. Absent.

T : Amrianto

S : Present.

T : Arya arman.

S : Absent.

T : Adnan.

S : Hadir, eh present.

T : Amirullah.

S : Hadir. Present.

T : Khaerunnisa.

S : Hadir.

T : Suci.

S : Present

T : Nursanti nur

S : Absent.

T : Reni.

S : Hadir pak.

T : Ikram.

S : Absent

T : Muh. Rasul

S : Present.

(guru mengecek kehadiran siswa satu persatu, setelah selesai, guru berjalan memeriksa buku para siswa yang tidak mencatat.)

T : Mana catatnmu?

S : Mencatatja pak!

T : Kenapa kau pake topi dalam kelas. Eh mencatatmi nak.

SS: Iye pak.

T : In shaa Allah nanti aka nada buku yah.

SS: Iye pak.

T : Selesaimi

SS: Belum selesai pak. See you tomorrow.

T : See you tomorrow itu sampai jumpa besok. Berapa orang yang sudah selesai angkat tangan. Angkat tangan.

SS: Saya pak.

T : Rina menulis atau tidak.

S : Kenapi pak. Menulisja.

T : Iya menulis jaki, kalau yang dikirinya.

S : Saya pak! Menulisja.

T : Bagus. Kalau disampingnya?

S : Sudahmi bede pak.

T : Sudah yah. Ditengah iya.

S : Belum.

T : Belum. Janganko tulis satu-satu huruf dih. Satu huruf berhenti lagi.

S : Tidakji pak.

T : Iya.

S : Tidak begituja saya kodong pak.

T : Patungkulka iya.

S : Sudahma.

T : Sudah.

S : Cippe'-cippe caddi bingkungji.

T : Sudah semua. Ok, sekarang minta pertahtiannya ananda kita akan membahas materi yang ada dipapan. Materi apa ini.

SS: Congratulation.

T : Congratulation. Kalau ada dua orang berbicara apa namanya.

SS: Teks. Eh pidato. Ngapana pidato. Percakapan.

T : Iya percakapan. Bahasa Inggrisnya percakapan apa.

S : Tanyama.

T : Ih.. di.. dialoq.

SS: Dialoq.

T : Kalau pidato masuk huruf.

SS: Dialoq.

T : Mono. Artinya, Dialoq artinya? Dialoq kan lebih

S : Dua

T : Nah kalian sudah tau bahwa percakapan ini membahas mengenai ungkapan ...

SS: Congratulation.

T : Mari kita bahas sama.repeat after me. Ulangi setelah saya. Congratulation.

SS: Congratulation.

T : Bukan konro nah. Lain tong itu. Tapi congratulation.

SS: Congratulation.

T : Apa bahasa indonesianya congratulation.

S : Selamat.

T : Ucapan selamat. Nah kita liat dulu situasinya. Cita has won the first winner pf the story telling competition. Apa itu story telling?

S : Cerita.

T : Yah cerita. Apa itu competition.

S : Kompetisi.

T : Kompetisi atau perlombaan. Perlombaan cerita.

SS: Bercerita.

T : Biasanya lomba berdongeng kalau tadi di kelas B. dia bilang stand up comedy. Ya' itu dikatakan monolog karna satuji yang bercerita. Nah inikan monolog seharusnya karna dia dalam bentuk story competition, hanya saja hasil dari kemenangannya ini dituangkan dalam bentuk percakapan.

S : Dialog.

T : Jadi disini berlangsung telling karna bercakap. Cita, siapa itu cita?

S : Nama orang.

T : Siapa itu cita.

S : Yang memenangkan.

T : Ya, yang memenangkan lomba bercerita. Congratulation for today the first winner. Apa itu first winner.

SS: Pemenang.

T : Dia juara satu. Ada diatasnya juara 1.

SS: Tidak ada pak.

T : Tidak adami. Of the school story telling competition! Cita selamat anda telah menjadi pemenang pertama dari lomba bercerita yang diadakan disekolah. You really did it well. Kamu betul-betul melakukannya dengan baik. Artinya penampilannya bagus sekali. Thanks ditto.

S : Terimakasih ditto.

T : Iya karna orang diberikan selamat tentu saja harus ada respons.

SS: Iye. Yes.

T : Ya, respon yang paling umum adalah terimakasih, thankyou . masa dipujimorang tanpa respon apa-apa. Eh sulham cantiknya tulisannya, yes terimakasih. Ya' ada bedanya antara orang Indonesia. Hey perhatikan, oke perhatikan ananda. Bedakan budaya orang indonesia dengan budaya orang yang menggunakan bahasa Inggris sebagai bahasanya untuk berbicara. Orang barat kalau dipuji. Eh, eh dengar dulu eh bagaimana bias dipahami kalau kalian tidak perhatikan saya. Kalau orang barat dipuji contohnya eh ardiansyah.

S : Wets orang barat.

T : Wih cantiknya sepatunya. Dia akan mengatakan yes thankyou ini adalah sepatu yang paling baru yang saya miliki. Tapi kalau orang Indonesia ditanya ih bagusnya sepatunya. Tidak sepatu lamami ini saya simpan dirumah. Jadi ada perasaan rendah dirinya itu disitu ya. Itu adalah contoh budaya yang beda ungkapannya padahal senang sekali dipuji. Contohnya lagi, nurul. Nurul bagusnya jilbabmu. Eh tidak disetrika ini bukan lagi jilbab baru, jilbab saya pinjamji lagi ini. Padahal itu jilbab pribadi. Kenapa beda seperti itu mengungkapkan respon. Ya, karna beda. Beda budaya, beda Negara, beda posisi dia dibarat kita ditimur.

S : Kenapa beda pak.

T : Orang barat dan timur tidak sama. Orang barat tinggi-tinggi mancung. Orang timur sedang kulitnya lebih gelap. Misalnya amrianto kulitnya hitam. Eh salah.

SS: Haha kenapa tawwa pak. Hitam.

T : Kita lanjut. Apa bacanya ini yang dita. I heard that you will be the respontative of the school in the story telling competetion of our regemcy is it true. Ini sudah bagus membaca dihangat ulang satu kali lagi saya mau dengar.

SS: I heard that you will be representative of the school in the story telling competition of our regency is it true.

T : Iya bagus kompak. Kompak salah dan kompak juga yang benar. Tapi banyak rata-rata yang benarnya. Repeat after me. i heard.

SS: I heard

T : That you will be.

SS: That you will be

T : The representative

SS: The representative

T : Representative of the school

SS: Resentative of the school

T : In the story telling.

SS: In the story telling

T : Of our regency

SS: Of our regency

T : Is it true

SS: Is it true

T : Jadi kalau diartikan saya dengar bahwa kamu bakal jadi wakil dari sekolah kita dipertandingan bercerita ditingkat kabupaten. Iya jadi dia ini utusan sekolahnya kekabupaten is it true. Apakah itu benar. Langsung dijawab yes, youre right. I hope you will win as well in the next competition.

SS: Yes, you're right I hope you will win as well in the next competition .

T : Lanjut lagi ayo baca.

SS: I hope so

T : Listen please. Repeat after me dengarkan saya dan ulangi setelah saya.

SS: I hope so.

T : But I'm nervous

SS: But I'm nervous

T : Saya harap seperti itu tapi saya gugup.

S : Nervous.

T : Ya, ada yang pernah gugup disini.

SS: Saya pak. Semuanya.

T : Sekarang, apa respon tubuh kita kalau kita gugup. Satu.

SS: Malu.

T : Dua

SS: Takut.

T : Tiga

SS: Deg-degkan

T : Apa lagi.

S : Sembarang dilihat

T : Iya' memberanikan diri.

S : Yah cocokmi itu.

T : Siapa yang disini PD (percaya diri) sekali.

SS: Saya pak. Aldi.

T : Jadi saya ulangi pernah pada pertemuan satu bulan lalu saya suruh kalian berdiri kemudian suruh kalian bernyanyi. Menyanyinya itu tidak langsung pandangannya kedepan tapi menunduk. Jadi biarpun kita bergaul setiap hari dengan teman. Tapi kalau sendiri berdiri disini pasti merasa..

SS: Gugup. Takut

T : Yah baik lanjut. Don't worry

SS: Don't worry

T : You're a very good story telling

SS: You're a very good story telling

T : Good luck.

SS: Good luck.

T : Ya next. Lihat disini ada don't worry. Jangan cemas. Nasehat yah nasehat. You're a very good story telling. Ini ada pujian lagi ini juga memuji. Good luck didoakan lagi. Semoga berhasil. Next thanks I'll do my best, wish me luck. Doakan saya berhasil. Ada pertanyaan students.

SS: No. tidak ada

T : Tidak ada. Baik kalau tidak ada lagi pertanyaan inshaAllah setelah istirahat kita lanjut lagi ke materi yang berikutnya hanya saja kita perlu simpulkan hari ini pertama yang kita pelajari adalah ucapan.

S : Congratulation.

T : Ya kalian bisa istirahat sekarang karena sudah waktunya.

(setelah 30 menit beristirahat)

T : Ok student materi berikutnya yang akan kita bahas adalah Describing. Hari ini kita akan membahas mengenai wacana deskripsi mengenai tempat tertentu,

tempat tertentu yang saya maksud disini adalah tempat wisata. Kalian pernah mendengar istilah deskripsi.

SS: Yes.

T : Apa itu description.

SS: Deskripsi.

T : Iya descripsi adalah menggambarkan, atau mengbarkan sebuah tempat. Tapi sebelumnya untuk materi ini paling tidak ada 3 hal yang harus kalian tau. Yang pertama, fungsi sosialnya. Tau fungsi social itu apa? Kalau tidak tau saya kasih tau.

SS: Yes sir.

T : Memberikan informasi mengenai descripsi suatu benda yang dipake orang lain itulah tujuan kita mengarang deskripsi.

S : Oh iye pak.

T : Bias dibaca dan orang paham apa yang kita tulis. Ada informasi tertentu yang didapat. Itu fungsi sosialnya. Yah hari kita akan membahas mengenai sebuah tempat wisata yang ada di Jawa.

(guru menunjukkan gambar yang ada dibuku)

T : Semua yang ada didalam ini kalian catat tapi tidak usah ndigambar, tapi kalau ada yang mau gambar boleh juga. Atau siapa tau ada yang mau cari-cari di google mengenai informasi selain yang ada disini.

SS: Yes sir.

(guru meminta satu siswa untuk membagikan buku)

T : Kita bagi bukunya dulu. Riski bagikan dulu.

S : Iye pak.

T : Materi terakhir yah.

(siswa membagikan buku keteman-temannya)

T : Hal. 78

S : Halaman berapa pak?

T : Hal 78.

S : Semuanya pak.

T : Semuanya.

S : Aduh bias dikurangi pak.

T : Cepat ya.

S : Cama materi yang diatas juga pak.

T : Tidak lain juga itu.

(siswa mencatat)

T : Yang sudah selesai saya periksa catatannya. Bawa kesini kalau sudah.

S : Saya pak.

T : Cantiknya tulisannya tawwa. Siapa lagi.

S : Riski pak na pukulki kepalata.

T : Sini catatanmu.

(semua siswa menunjukkan catatannya kepada guru dan guru memeriksa catatan siswa)

T : Ih kenapa beginiji catatnmu, mana semua semua catatnmu.

S : Iye pak malaska masuk pak.

T : Kenapa malasko itu kurangmi catatnmu, tulismi lagi itu baru saya periksa.
Sama yang lain juga lengkapi tugas-tugasnya.

S : Ini saya pak tugasku.

(setelah kurang 15 menit guru memeriksa catatan siswa, guru memberikan kisi-kisi ulangan semester)

T : Kita menulis kisi-kisi untuk ulangan semester nanti ya. Dicatat saya diketakan.

SS: Tulismi diatas dipapan pak supaya cantik tulisan. Fotomi pak.

T : Di diktemi saja nak supaya cepat.

SS: Iye paeng pak!

T : Yang pertama bacaan. Bacaan yaitu bacaan jenis deskripsi. Itu aka nada 5 nomor bacaannya, kalian tidak usah susah-susah nyontek bacaannya karna adaji didalam bacaan. Bagaimana bacaannya. Saya tidak mungkin beritahu karna merupakan soal rahasia sebelum ulangan. Yang kedua penggunaan to be.

S : Apa pak.

T : Penggunaan to be. Pembelajaran kita diawal-awal itu to be is, are kapan digunakan it is , digunakan are. Iya mudah-mudah kamu tau penggunaanya ke mudian berikutnya. Ini, congratulation, nah nanti disitu ada pertanyaan kalian disuruh merespon ungkapan congratulation yang diberikan kalau responnya apa kira-kira kalau kalian diberi ucapan.

SS: Terimakasih. Thankyou.

T : Duduk dulu duduk dulu.

S : Tidak maui pindah pak.

T : Yang berikut attention yaitu maksud. Tapi saya hanya fokuskan kalian ke congratulation saja ya.

SS: Iye pak.

T : Yah pelajari itu karna sudah 2 kali diberikan pembelajaran congratulation. Ada pertanyaan?

SS: Tidak ada pak.

T : Kalian sudah catat roster.

SS: Belum.

T : Adapi pale baru dicatat.

SS: Iye pak.

T : Itu saja yah hanya 3 saja yang perlu kamu pelajari baik-baik dirumah. Yang jelek nilainya saya akan liat tugas-tugas dirumahnya bagus. Kalau tugas-tugasnya bagus nilainya akan bertambah dari situ. Kalau kalian rajin bertambah juga kalau malas tidak ada tambahan kalau perlu saya kurangi.

SS: Yes sir.

T : Iya, supaya kalian ada perubahan untuk semester depan. Dikelas sebelah belajar?

S : Iye pak matematika.

T : Ya kalau sudah itu pindah kesini tapi saya masih ada waktu 15 menit. 15 menit ini saya akan memberikan tugas langsung kepada kalian. Tulis diselebar kertas.

SS: We kertasmu dulu. Satumo

T : Tulis biodatamu dalam bahasa inggris.

SS: Wets my name.

T : Harus kalian menulis 10 data dimulai dari. Pertama apa?

SS: Nama, sekolah.

T : Keluarga kalian juga. Nama bapak. Nama ibu, berapa saudara laki-laki, berapa saudara perempuan.

S : Bahasa Inggris itu pak

T : Ya Bahasa Inggris.

S : Deh tidak tauka pak.

T : Kerjami boleh pake google. Silahkan.

S : Tidak ada saudaraku pak.

T : Kalau tidak ada yang lainmo.

S : Dikumpulki anjo.

T : Dikumpul. Saya mau lihat kepribadiannya kalian bagaimana.

S : Apa itu sepuluh?

T : Sepuluh macam data mengenai diri kalian. Cita-cita juga boleh.

S : Kertas selemba pak?

T : Ya kertas selemba, tugas terakhir yah.

S : Dimana itu Btn jenetallasa.

T : Tanya saya kalau tidak tau bahasa Inggrisnya.

S : Kalau alamat apa pak?

T : Addres. Kalian boleh mengatakan my addres ya.

S : Oh pak apa itu kalau umur?

T : Umur, Age

S : Tulisannya pak.

T : Eh tiga huruf age.

S : Age?

T : Ya, age.

SS: Age 15. Pak kalau tanggal lahir iya apa bahasa Inggrisnya?

T : Semua saya kasih tau?

SS: Iye pak.

(guru menulis contoh materi dipapan tulis)

T : Ini contoh bahasa Inggrisnya yah, eh jangan lupa cita-cita.

SS: Iye pak. Oke!

T : Duduk dulu semua. Duduk.

S : We dudukko. Duduk.

T : Ya duduk dulu semuanya ditempatnya. Ada yang ingin saya sampaikan dulu.
Ya, harapan saya setelah materi disatukan semua kalian lebih giat belajar dirumahnya untuk persiapan ulangan nanti.jangan lupa dipelajari nanti yah.

SS: Iye pak.

T : Jadi karna hari ini adalah pertemuan terakhir harapan saya bagi kalian yang tidak lengkap tugas-tugasnya saya masih menerima sampai hari sabtu. Sabtu ya. Paling terakhir nanti pada saat ulangan semester bahasa Inggris, itu terakhirmi, setelah itu apa boleh buat tidak apa-apa kosong dulu nilai raport mu.

S : Semester 1.

T : 1 semester ganjil. Saya kira waktunya cukup nak ya. Sekarang siapkan.

S : Attention please! Stand up please. And say greeting to our Teacher.

SS: Assalamualikum warahmatullahi wabarakatuh.

T : Waalaikumsalam warahmatullahi wabarakatuh.

S : Sit down please!

APPENDIX 2

Transcriptions of Teaching and learning process

Teacher B

T : Teacher

SS: students

S : Stand up please! Greeting to our Teacher

SS: Assalamualaikum warahmatullahi wabarakatuh.

T : Waalaikumsalam Warahmatullahi Wabarakatuh.

S : Sit down please!

T : Thank you very much. Good morning everybody? How are you?

SS: I'm fine.

T : Will still remember our last material. About what? Our last material. We are discuss about what? We still remember about?

S : yes.

T : About the kinds of ... how knows? What is our last material? About?

S : Piranha fish.

T : About Piranha fish, okay sit down please. Eee today we will discuss about kinds of taste. And taste is very nice.

(Guru mengambil sesuatu didalam saku celananya)

T : Now I will show something to you. You know what is it?

S : Candy.

T : Can...

SS: Candy.

T : Candy or Taste. How do you feel about candy?

S : Sweet.

T : Sweet. Why do you shame? You say sweet. So candy are sweet. Do you like this? You want?

S : Yes.

T : This is ... siapa lagi mau? You like too?

S : Yes sir hahaha

T : You?

S : Yes Sir.

(Guru membagikan permen kepada siswa)

T : Okay students who students absent today? How many student?

S : Ardiansyah.

T : What about Ardiansyah? He is present? Ardiansyah?

S : No.

T : Taufik hidayat?

S : Absent sir.

T : Absent oh. What about Nur insannur?

S : Hadir pak.

T : Present. Ya ok. Fahri?

SS: Absent.

T : What about Nisa?

S : No.

T: Siti khadijah?

SS: Absent. Eh sick.

T : Any more? Tidak ada lagi? Imam?

SS: Absent. Hikma sir

T : What number?

S : 13 sir.

T : aaa? 13?

Ok dear students listen to me. before our study...

S : Sir ada lagi yang tidak hadir.

T : Who? The name?

S : Sheila.

T : Sheilarika?

SS: Iye. Indah. Indah sari tidak ada juga.

T : Oh indah. Absent or sick?

S : Tidak tau pak.

T : No information

SS: Masih banyak pak.

T : aaa? Ok students. What are you doing? Perhatian dulu jangan ribut.

(Guru menegur siswa yang bermain)

T : eee ya students today we will discuss about kinds of taste. Jadi how we say in Indonesia? Taste. What is taste?

S : Perasa.

T : Rasa... jadi rasa atau indra perasa. Ok dear students look at here.

(Guru menulis materi dipapan tulis)

T : Ok this is our hope today. Jadi we after finishing our material, you can to respond the text of report. Jadi bisa merespon bacaan mengenai report atau laporan about something. Number two to make a simple essay text of report. Iya make a simple text of report. Ok dear student now aaa we have some to group in the class. You turn to you group. Kembali ke grupmu. Grup one, two, three. There four groups. Ok the first of all read the text carefully. Read the text carefully.

(Guru berjalan mengelilingi grup dan memastikan mereka membaca text)

T : Read the paper students.

S : Ditranslet pak?

T : Yes. Read and translate.

SS: Yes sir.

T : Ok finish? Sudah? What do you know in the text? About what? Have you read?

SS: Yes sir.

T : What you get from the text? About what? Iya ok. While you are reading? I would like same typical words here. Look at the whiteboard.

(Guru menulis dipapan tulis beberapa kalimat)

T : perhatikan ini. Jadi ada kata-kata kalimatnya. You find the text, jadi ada kata-kata ini dalam bacaan itu?

SS: Yes .

T :Students you read the text, there some question, will be discuss and answer together in your groups. Next after reading your text there many question in your text. You must answer with your group. Dear student attention me! this words you can find from or in your text, and maybe this words can help you. I want to ask you again. Students what do you get after discuss?

SS: Many sir. Banyak.

T : Hah many? You come here. What words?

S : Ten.

T : Number?

SS: Ten.

T : Number ten. Oh a few second, jadi didalam waktu yang sangat singkat.

SS: Singkat.

T : Anyother words. You don't understand of means? Any others group?

SS: Iye pak.

T : You find difficult words?

S : No.

T: Oh no...ada kata-kata yang sulit? Some difficult words? Are you finish?

(Guru mengecek setiap kelompok dan menanyakan kesulitan apa yang mereka dapatkan selama beberapa menit)

T : Have you discuss?

S : Jawabannya?

T : Are you finish?

S : Yes

T : Oh number what?

S : Ini pak.

T : Discuss it with your friend. You can find answer in the text? What the meaning? You just read and translation.

SS: Kuncup perasa.

T : Kuncup pe...perasa atau indra perasa. But what mean aaa... kuncup? Kata mana disini yang berarti kuncup?

S : Bud

T : Ya buds. If this words stand-alone sometimes it means kuncup or saraf dikamus bahasa Inggris-Indonesia . But if the same bud it's mean perasa.

S : Perasa.

T : compound words. It's means perasa pada lidah.

SS: Lidah

T : you answer. Please read and discuss.

SS: Yes sir

T : Diskusikan yah!

S : Diskusikan we.

T : Group one have you finish number one? Group two number two. Have you finish?

S : Belum pak.

T : Cek anymore and answer

S : Yes

T : What is the meaning? Kita bias merasakan, merasakan apa? Apa yang dirasakan

Yuhu group four? What number you have done?

SS: Belum pak.

T : Group there? What about? Number one have you finish? Number one. The first number yah yang pertama.

S : Iya pak.

T : ya oke please answer this paper you see on it. Have you? What you answer. Not yet? Oke what number you finish? Hello group two can you show me.

S : Ini sir!

T : Please read the question. When...

S : When we eat very hot or cool food?

T : You read option. A,b,c,d,e. all the option you read, please!

S : A. the food will lose its taste, B. the food won't smell good. C, the taste of the food increases. D, the taste buds will be sensitive. E, the taste buds will be very responsive.

T : So, you choice is?

S : A.

T : A?

S : A, the food will lose its taste.

T : The food will lose its taste. Are you sure?

S : Yes sir.

T : Oh yes. Group one number two, have you? Please answer. Please you read now the question and than answer.

(Guru berjalan kesetiap kelompok menanyakan jawaban yang didapat dan memberikan penjelasan)

T : Ok please group thre what number are you finish? What number?

S : Number 7 mi pak!

T : The taste. The taste-buds.

S : Kuncup rasa dilidah, number seven.

T : kuncup rasa dilidah

S : Yes

T : Karna perasa yang ada dilidah, itu tadi yang dipapan tulis. Taste buds artinya perasa pada lidah. Ok

S : Ya cocokmi

T : Ya, not kuncup pada lidah. It's not clear. Ya do you hear the answer from group two? Do you hear it?

SS: Yes sir

T : Number? Please answer and read the question and also read the option, iya number eight.

S : The sense of smell and sight... answer B. affect the taste if the food.

T : Ok, you read first all the option, baca dulu semuanya and than you choose the best answer.

S : The sense of smell and sight. A, increase the taste of the food, B. affect the taste of the food. C, make food more delicious. D, make the food look good. E, make the food affective.

T : Which one?

S : B

T : B? what is B?

S : Affect the taste of the food.

T : Are you sure?

S : Sure!

T : Yakin? Hampir yakin?

S : Yes

T : Why? You must be sure. Ok group two must be sure, not almost sure

S : Nomor 8 pak.

T : Apa? Number 8? Please answer.

S : B

T : Ok same group three. Indra penciuman dan indra perasa. What paragraph you find the answer? Can you show me? cari dalam paragraph jawabannya. Just recheck your answer, untuk mengecek jawabanmu. You can find in the paragraph.

S : Ini!

T : What paragraph?

S : Six

T : You? Are you sleepy?

S : Tidak pak.

T : Oh saya kira tertidur. Ok come on. Anymore?

S : Nine!

T : Number nine?

S : The purpose of the text is...

T : Ya group two. The purpose of the text. Apa jawabannya.

S : B, to give a report about the sense of taste, untuk menjelaskan bagaimana kita bias mencicipi makanan apapun dimulut.

T : A, to explain how we can taste any food in the mouth . B, to give a report about the sense of taste. C, to inform how important the tongue, betapa pentingnya itu namanya lidah. D, to describe the use of the tongue, jadi menggambarkan bagaimana pentingnya itu lidah, pentingnya kegunaannya yah. E, to tell the taste of the food. Please answer, jadi what is purpose to?

S : Maksud tujuan.

T : Apa maksud or tujuan dari bacaan ini. Jadi yang benar adalah to explain how can taste any food in the mouth, jadi untuk menjelaskan bagaimana kita dapat...

SS: Merasakan.

T : Merasakan berbagai macam makanan in the mouth.

SS: Dalam mulut.

T : In...?

S : Untuk membuat laporan tentang ...

T : The sense of taste. Memberikan laporan mengenai indra perasa, and than the last one. What is? Langsung saja jawab.

S : B. the good smell of food.

T : Yes good!

SS: Alhamdulillah..

T : Ok dear students the times over.

S : Waktunya habis.

T : Ok students please you make a simple text about sense of report, jadi make your task as homework, jadi coba membuat membuat dirumah nanti bacaan tentang report yang menggambarkan, describe about something. Jadi cari text lain yah, yang isinya itu berisikan tentang laporan. Ok the leader please!

S : Stand up please! Greeting to our teacher.

SS: Assalamualaikum wr.wb

T : Waalaikumsalam wr.wb.

CURRICULUM VITAE



ADE NURUL AULIAH was born in Ujung Pandang on June 03th 1995. She has one sister, Arwini Ameliah. She is the first child of Hasanuddin and Martini S.Pd. She began her study at SDN Biringkaloro in 2001, and then she continued her study at SMP YAPIP Makassar, Sungguminasa and graduated in 2010. Afterwards she continued her study at SMA YAPIP Makassar, Sungguminasa and graduated in 2013. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. At the end of her study, she could finish her thesis with title “*An Analysis of Teachers’ Talk used by English Teachers in the Classroom (A Descriptive Research at the Eleventh Grade SMA YAPIP SUNGGUMINA)*”.