

**The Analysis of Teacher Talk And Learner Talk In The
Classroom Interaction**

*(Descriptive Qualitative Research Interaction at the second Students of MTS
Muhammadiyah Tallo)*



A THESIS

*Submitted as a fulfillment of requirment degree at Faculty of
Teacher Training and Education Muhammadiyah University of
Makassar*

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2018



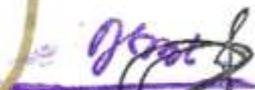
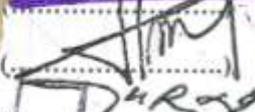
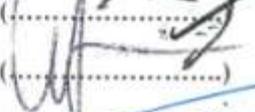
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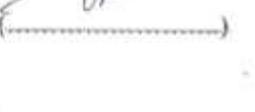
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Makassar, Mei 2018

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MOTTO and DEDICATION

I dedicated this research paper to:

- My beloved dad and mom,
- My beloved brother and sisters,
- My family,
- My true love,
- All my best friends,
- My beloved lectures,
- My almamater.

Indeed, with hardship will be ease, so when
you thou art relieved, still toil and strive to
please thy lord.

~ (QS. Al-Insyirah 6-8) ~

*Intelligence is
not the
determinant of
success, but hard
work is the real
determinant of*

Sciences without religion is lame,
Religion without sciences is blind

~Albert Einstein~

ABSTRACT

Andi Ayu Citra Sasmita Sari. 2018. The title of this research is “*The analysis of teacher talk and learner talk in the classroom interaction*”. A Thesis of English Education Departement Faculty of teacher Training and education of Muhammadiyah Makassar University Guided by Ummi Khaerati Syam and Muh. Arief Muhsin.

The research design was descriptive qualitative method, the data source of this method were the English teacher who teach second grade students of MTS Muhammadiyah Tallo and 29 learners of MTS Muhammadiyah Tallo, the technique of data collection of this research were doing observation classroom and conducting interview.

The objective of this research were (1) To find out the types of teacher talk occur in classroom, (2) To find out the types of learner talk occur in classroom and (3) To find out the interaction between teacher and learner in the classroom interaction?

The result of the research shown the interaction between teacher and learner were absolutely interactive, the teacher used teacher talk to deliver material to the learner and learners gave response to the teacher. The aspect of the teacher talk employed 3 categories and the learner talk employed 3 categories in the classroom interaction while teaching learning process. Teacher talk occur in the classroom is lecturing specially Give fact or opinion about content procedures and Giving His / Her own explanation, Leaner talk occur in the classroom is leaner talk initiation specially Expressing own ideas and the interaction between teacher and learner in the classroom interaction absolutely interactive, they made good interaction each other.

Key words : Teacher Talk, Learner Talk and Classroom Interaction.

ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, should be expressed for the blessings of Allah SWT for guidance and mercy, so the researcher could successfully complete this thesis. Salawat and Salam are addressed to the final and the chosen, religious messenger the prophet Muhammad SAW (peace be upon Him).

The researcher would like to express his deepest appreciation and gratitude to my parents, Andi Palle and Samatang A. Habang, S.Pd, and all his families for prayer, financial, motivation and sacrificed for his success and their love sincerely.

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestions, guidances, assistances, and advices for the completion of this thesis. Therefore he would like to express his appreciation and thanks to:

1. DR. H. Abd. Rahman Rahim, SE, M.M, the rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd, P.hD, the dean of teacher training and education faculty.
3. Ummi Khaerati Syam, S.Pd., M.Pd. the head of English education department of FKIP UNISMUH Makassar.
4. His greatest thanks are due to his first consultant Ummi Khaerati Syam, S.Pd., M.Pd as the first consultant and Muh. Arief Muhsin, S.Pd, M.Pd as

the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.

5. Drs. Anwar,MM the head master of MTSMuhammadiyah Tallo, the students, and the teacher, Andi Sitti Zakiah,SS., MM that gave me time for doing research in MTSMuhammadiyah Tallo, especially for ClassVIII who sacrificed their time and activities for being the subject of this research.
6. His beloved best friends Musdalifah, who had given me support and love starting from the first semester until finish this thesis, for all his beloved friends of class E (CRINEXT)English Department 2013 for their love, support and encouragement to me. They would never be forgotten and would be pleasant memories till the end.
7. Finally, for all everybody that could not be mentioned, thanks for their invaluable help, support, and suggestion. May Allah S.W.T. the almighty God be with us now and forever.

Makassar, Mei 2018

Andi Ayu Citra Sasmita Sari

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CHAPTER I

INTRODUCTION

A. Background

Classroom interaction is one the most important parts in teaching and learning process, It is essential for the success of teaching and learning process. Poor interaction between teacher and learner is a common failure in learning English. Classroom interaction is focused mostly on whole-class interactions between the teacher and students (Wray, 2001).

Brown (2007) defined interaction as collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teacher or teacher students and students), resulting in reciprocal effect on each other. The theories of communicative competence accentuate the role of language use in various contexts to negotiate meaning in human life. In other words, to get the idea from someone's mind into others' mind and vice versa. Thus interaction in a language classroom is a process of learning language. This communication may take the form of socialization, classroom management, negotiating activities, feedback, topic discussion, explanation of phenomena, story tell, anecdotal comments and the issuing of commands (Nunan, 1994).

Teaching process actually gives a chance for learners to ask, to guess, to think and even discuss the course material in order to make an interaction between students. In the classroom interaction, it includes all of the classroom events, both verbal and non-verbal interaction. The verbal interaction take place because of the

teacher and learners talk, while non-verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words.

Unfortunately, the interactions in the language classroom seem difficult to use the target language all the time, especially in the EFL (English as a Foreign Language) classroom.

The interaction plays significant roles in the language classroom since it can increase students' language store. Moreover, while the teaching-learning occurs, interaction is foremost it, avoid the blank moment during teaching learning process, both teacher and learner there must be interaction, both of them should be active in the classroom.

In teaching and learning process, teacher is as the center of the students to ask everything that they do not know. The teacher should not only emphasis on material fulfillment when teaching learning process. They should also be able to treat the student individual by the language use or "Teacher talk". Ellis (2008) formulates his own view about teacher talk "teacher talk is special language that teacher use when addressing L2 learner in classroom". Moreover, Nunan (2002) argue that teacher talk is used in class when teacher are conducting instruction, cultivating their intellectual and managing classroom activity".

Teacher talk and learner talk are two synergizing factors that build classroom interaction both of them should be in balance. When the language teacher comes to dominant the talk, it will make the language learners passive and static. They cannot freely accept input that given in the contrary, when the

language teacher's less, it will have a strong impact on the lack of knowledge by the language learners which impact should be retrieved from the teacher explanation.

Based on the explanation above, the researcher think teacher talk and learner talk in the classroom interaction is very important. In the fact the researcher found out that classroom interaction was very poor in teaching and learning process. The teacher gave many theories to learner, without complete exposition. The teacher should use teacher talk when they are interacting in classroom. It will make themselves as easy as possible to facilitate both of language comprehension and learner production.

This research only focus on the teacher talk and learner talk in classroom interaction. Therefore, the title of this research is "*The Analysis of Teacher Talk and Learner Talk in the Classroom Interaction*" at the second grade students of MTS Muhammadiyah Tallo in academic year 2017/2018.

B. Problem Statements

Based on the background the problem can be stated as follows :

1. What types of teacher talk occur in classroom interaction?
2. What types of learner talk occur in classroom interaction?
3. How is the interaction between teacher and learner in the classroom interaction?

C. Objectives of the Research

The Objectives of the research is stated as follows:

1. To find out the types of teacher talk occur in classroom.
2. To find out the types of learner talk occur in classroom.
3. To find out the interaction between teacher and learner in the classroom interaction?

D. Significance of the Research

1. Theoretical significance:

The result of this research is expected to provide information about kinds of teacher talk and learner talk occur in classroom interaction, so that this research will gain many insight into relationship, which in turn will contribute, even in small scale, to theories of language education, teaching and learning English as a foreign language.

2. Practical significance:

There are three practical significance which are expected by the reseachers as :

1. For teacher, they can develop of their English teaching, she/he should increase indirect-influence talk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective.
2. For learner, they have more opportunities to practice their target language skill when they are in the classroom also outside the

classroom, and also get useful and meaningful feedback from their teacher.

3. For the further researchers the results can be used for the further researchers which focus on developing classroom interaction between teacher and students by using English in the classroom.

E. Scope of the Research

The limit of this research to analyze “The teacher talk in the classroom especially (lecturing/lecture, giving directions, and criticizing or justifying authority), the learner talks in the classroom (learner talk response and learner talk initiation and silence or pause or confusion)in the classroom interaction in the second grade students of MTS Muhammadiyah Tallo in academic year 2017/2018 in Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, the researcher reviews five studies. The researchers who have spent their effort in observing discourse analysis in classroom interaction. Some researchers have conducted research relating to discourse analysis in classroom interaction. They are cited below:

Abdullah Gharbavi and Hasan Irvani (2014), in their research “Is teacher talk pernicious to the students? A discourse analysis of teacher talk’ found that the teacher was not successful to create genuine or authentic communication and he class was anything but bona fide communication. The feedback to the student responses is simply acknowledgement, that is to say, the answer is acceptable or not. In such context, they often begin to talk to each other, flip through the book or even fall asleep in the classroom.

Liani 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.

Nunung Suryati (2015) this article reports a study on teachers' use of interaction strategies in English language teaching (ELT) in lower secondary level of education, the findings show that teachers spent 93% of their teaching time for teacher-students interaction and 7% for student-student interaction. It can be concluded that teacher dominant the classroom interaction. They favour interaction strategies such as teachers' extended turn, asking display questions, echoing students' answers or their own statements, and giving form focused feedback although they did not occur very often and employed IRF format.

Setiawati (2012) conducted a research about a teacher's talk in English class primary level. This descriptive study is conducted to find out how teachers make use of their teacher talk naturally in classroom settings. To gain deeper insight and understanding, both qualitative and quantitative research designs were employed. The qualitative data were obtained through direct observation and teachers – students' interview.

Nurhasanah (2013) has written a research the title is "The Analysis of Teacher Talk and Learner Talk in the classroom Interaction. According to the results, it can be concluded that teacher talk and learner talk categories are important part in classroom interaction and there are found more advantages rather than disadvantages.

Based on the opinions above, the writer can conclude that the teacher talk and learner talk can give a good interaction between a teacher and learner in

teaching and learning process. It is important in teaching and learning process to make instruction and manage the classroom especially in teaching English.

Although there are some researchers who found that teacher talk and learner less effective in use in the original communication but only made some students are not eager in following the learning process.

There is also a finding that the success of teacher talk used interact in the class depends on how a teacher can use the type of teacher talk feature. In addition to the results of some researchers who managed to find that teacher talk and learner talk is an important parts in the interaction in the classroom and more profits than the loss.

Therefore, the researchers conducted this study to find differences in results from previous studies, this study has differences and similarities with previous research. The similarity is that all of the above studies used teacher speech in teaching English in classroom interaction the difference will that the study use different research sites.

B. Pertinent Ideas

In order to avoid misunderstanding of the concepts used in this research, some definitions are provides as the following :

1. Teaching and Learning Process

Brown (2000) teaching is showing or helping someone to learn how to do something, giving instruction guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as the facilitator should give the facility to the learners in learning process. He/she must select the teaching material related to the learners need. In teaching, the teacher should be able to choose effective methods of teaching to expose every material, since all method have their advantage and disadvantage. There are many kinds of methods in language teaching, but there is no best method of teaching that will suit all occasions. While, learning is process of gain some knowledge or skill by study. Language learning is a process.

According to this definition, knowledge or skill about language use can be gained by the learners through the study in the classroom or through experience in his life. From the explanation above, it can be inferred that learning:

1. Is a process of acquiring or getting knowledge
2. Is getting information or skill
3. Involves active and conscious efforts, inside or outside of the classroom
4. Is relatively permanent, but subject to forgetting
5. Involves some for of practice, perhaps reinforced practice
6. Is a change in behavior.

In teaching and learning process, teacher is really needed. According to Johnson as Quoted Richard (1992) there are three major aspect of teacher talk, they are:

- a) Physiological aspect, this aspect related to the voice produced by the teacher. The teacher has to be able to control his/her voice during he/she speaks in the classroom.
- b) Interpersonal aspect, this aspect related to how the teacher speaks with utterance which is structured appropriately with the situation to the students so it can make a good classroom climate.
- c) Pedagogical aspect, this aspect related to how teacher organize the lesson, so it can create a good interaction.

2. Definition of Teacher Talk and Learner Talk

a. Teacher talk

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.

Wang-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). Teacher talk is defined as speech used by teachers that is characteristically modified in four areas: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse.

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:

a. 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.

b. 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.

c. Appropriate

Teacher talk is said to be appropriate if it is used according to the desired situation and condition.

Teacher talk is defined as any words or sentences said by the teacher during the interaction in the teaching-learning process, including when the teacher gives explanation, feedback, asks questions and so on.

(Mujahidah, 2012). It indicates that any kind of talk spoken by the teacher is called teacher talk. 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 detonation 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.. One is ex- potations 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.

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 inter-language 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.

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.

According to Harmer, (2012:108) there are the role of a teacher, they are:

- a) Controller: when teacher act as controller, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.
- b) Prompter: when we prompt, we need to do it sensitively and encouraging but, above all, with direction. If we are too adamant, we risk taking initiative away from the student. If, on the other hand, we are too retiring, we may not support the right amount of encouragement.
- c) Participant: the danger when teacher act as participants, of course, is that they can easily dominate the proceedings.
- d) Resource: when we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon feed our students so that they become over reliant on us.
- e) Tutor: it is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer.

b. Learner talk

Learner talk is repeating teacher talk or peers talk. Learners have language development when they learn language. It is the same when they learn foreign language in the classroom. Firstly when they imitate the teacher talk and they need more time to record every teacher's talk that is called 'silence period', then start to express their own idea having discussion, and finally can get their communication competence.

Learner talk can be said as learner's speech when he/she imitates his/her teacher's examples, expresses his/her idea or gives comments and criticism about something in the classroom.

According to Harmer (2012:82) learners divided into two parts, they are:

- a) Young learner, especially those up to the ages of nine or ten. We have some way from the teaching of young learner. We can ask teenagers to address learning issues directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them.
- b) Adolescents, Adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they engaged, adolescents may well be the most

exciting students of all. Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them.

- c) Adult learner, Adult learner are never entirely problem-free learners, and they have a number of characteristics which are sometimes make learning and teaching problematic. They can be critical of teaching methods, they may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language, and many older adult worry that their intellectual powers may be diminishing with age.

3. Types of Teacher Talk and types of Learner Talk

a. Types of Teacher talk

The teacher should understand about the teacher talk itself. The teacher should know about the types of teacher talk, aspects of the teacher talk, thus they can consider it while in the classroom. Teacher talk is language is typically used by the teachers of foreign language classroom.

Teacher talk also has a special purpose in the foreign language learning. Its goal is to communicate with students and to develop students' foreign language proficiency. Flanders' system is an observational tool used to classify the verbal behavior of teacher and

learner as they interact in the classroom. Flanders' instrument was designed to observe only the verbal communication in the classroom and non-verbal gesture are not taken into account. This research refers to Flanders' Interaction Analysis, which categorized teacher talk that takes place in the classroom. Categorizations are divided into main initiation categories Flanders (1989).

a) Lecturing were giving fact or opinion about the content procedures, expressing his/her own ideas and giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is...

b) Giving Direction were giving direction and giving commands or orders to which a learner is expected to comply.

Please, open your book on page.....,

c) Criticizing was statement intended to change learner behavior from non-acceptable to acceptable.

Don't be noisy!..

b. Types of Learner talk

Learner talk were divided into three aspects namely:

a) Learner talk response was learner give response to teacher.

T: So is the map right or wrong?

S: Wrong

b) Learner talk initiation was expressing own ideas

T: what is the pattern of simple present tense?

S: S+Verb1

c) Silence or confusion was in communication cannot be understand by the teacher.

4. **Classroom Interaction**

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day, and English Classroom Interaction is one of the primary means by which learning is accomplished in classroom.

Moreover, Allwright and Bailey (1991) argue that research in classroom interaction is distinct, for example research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the output from the classroom (learner test scores). Effective classroom interaction has two implications. The first one concerns a pleasure atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one, which is mostly described in the article, encourages students to become effective communicators in a foreign language this can be achieved through various ways: by implementing different student and teacher roles by exposing students to a varied classroom organization, by employing a

variety of activities, by helping students to express themselves and by encouraging their use of communication strategies.

a. **Aspect of Classroom Interaction**

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback. If these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Interaction then is rich of meaning negotiation where the learner can receive feedback from their interlocutors. The main aspects of Classroom interaction, they are:

a. Negotiation of Meaning

Studies on interaction between learner focus on the interactive discourse between learners engaged in second language learning task where negotiation of meaning is the verbal exchange that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction

The main point, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to

send again their misunderstanding, which is sometimes due to problems with language use.

b. The Role of Feedback

In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction. Thus, for some writer attention is very crucial for learning feedback may occur from learners. Learners are able to correct and call each other's attention to the errors in doing so, they very rarely replace their interlocutor's correct form with incorrect form. However, feedback from teachers can be different from the learners' one because teachers employ many types of correction strategies.

Two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech, it is called also meta linguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentences component.

b. Types of Classroom Interaction

Classroom interaction depends on certain type of the teacher talk and learner talk appears in the classroom interaction. The classroom interaction is a conversation between a teacher and learners. It points about how the teacher promotes learners to speak in class and how learners interact among their friends. There are at least three types of interaction frequently occur in classroom interaction as follows:

a. Teacher-Learner interaction

It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiation with his students the contents of the course, asks question, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefits by drawing on the experiences of their teachers on how well to interact in the manner that is most effective.

According to Harmer (2012) teacher should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, teacher should provide an output that is comprehension for the level of all students. Secondly, the teacher must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teacher also should to identify the ways in which they will speak such as the voice, tone and intonation.

b. Learner-learner interaction

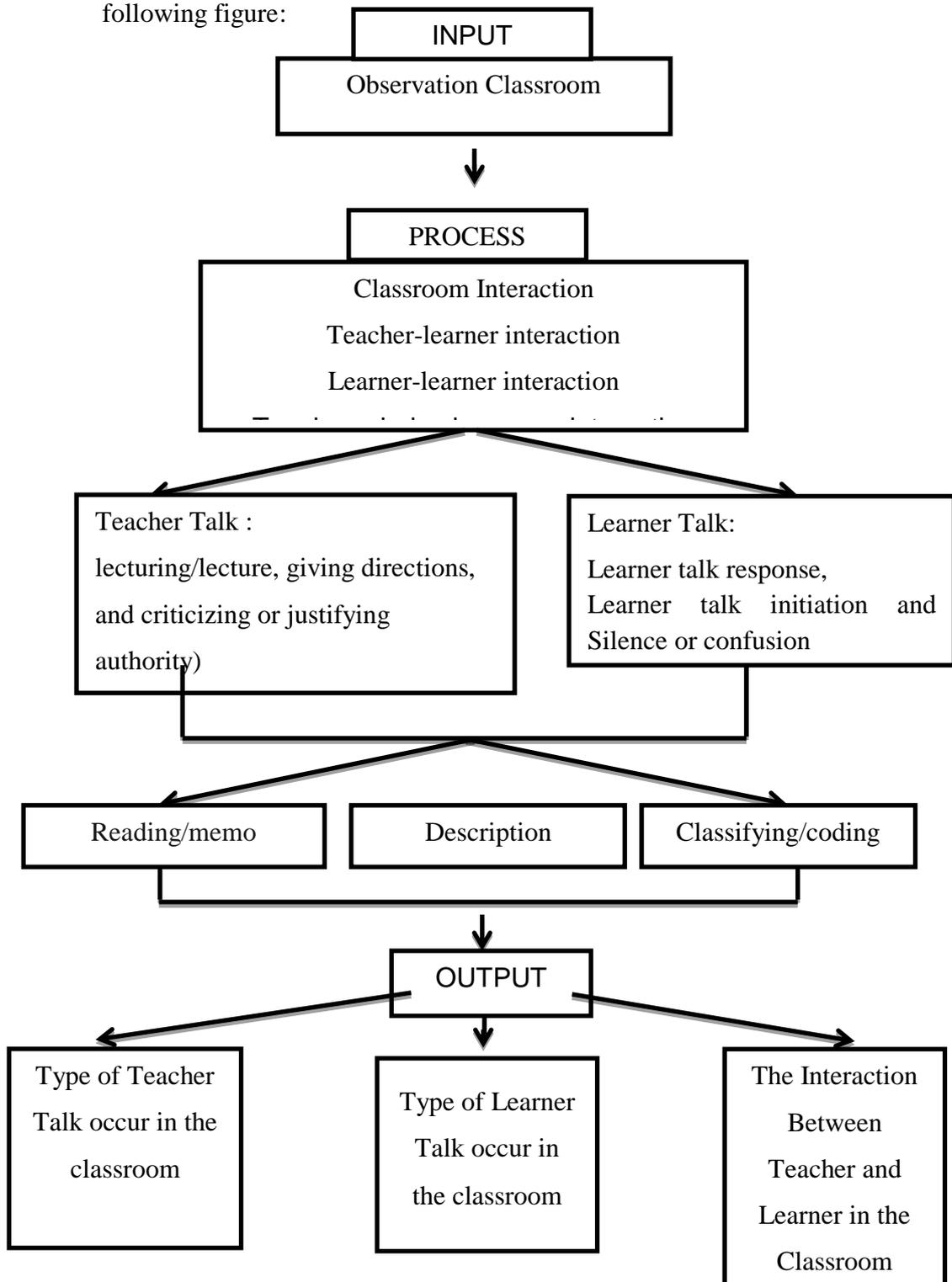
Learner-learner interaction is well structure and managed, then it can be important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capabilities through collaborative works. Therefore, learners will establish social relationship through this kind of interaction, where the since of learning community is promoted and isolation is reduced in the classroom. The teacher, then must encourage such type of interaction between learners because it is the best way, it makes learners active then passive participants.

c. Teacher-whole classroom interaction

In the most EFL (English Foreign Language) classroom context, the teachers always initiate teacher-whole class interaction by asking question and students' responds to the teacher questions. It other word during classroom interaction teacher keeps asking questions orally to the students to stimulate them speak up. Since it commonly occurs in EFL (English Foreign Language) classroom, the researcher concludes that whole class is basic interaction in order to make learner talk.

C. Conceptual Framework

The conceptual framework underlying this research is shown in the following figure:



Based on the conceptual framework, the researcher is focus to analyze the types of teacher talk and learner talk occur in the classroom interaction and how the interaction between teacher and learner in the classroom interaction. In doing this research to get the types of teacher talk and learner talk occur in the classroom, the researcher will do observation in classroom and interview to the teacher. The information that will be processed use analyzing qualitative research data (reading / memo, description and classifying).

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Gay (2012:7) A descriptive method is the collection, analysis, and interpretation of comprehensive narrative and visual non-numerical data to gain in high into a particular phenomenon are based on different beliefs and designed for different purpose than quantitative research methods. A descriptive qualitative method was applied for this research. It could describe the accurate situation based on the fact and give description about the types of teacher talk and learner talk occur in the classroom interaction.

B. Research Participant

The research took the teacher and learners at the second grade of MTS Muhammadiyah Tallo in academic year 2018/2019. The participants involved in this research were one teacher and 29 learners at the second grade of MTS Muhammadiyah Tallo in academic year 2018/2019.

C. Research Instrument

The data for this research gathered through several instruments. They were: Observation, Interview and Documentation.

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 talk and learner

talk used in the classroom interaction. For doing observation the researcher directly observed the classroom while teaching-learning process what was going on in the field. According to Gay (2012:401) observation is the most appropriate and effective data collection approach.

2. Interview aimed to supported both of observation checklist and audio recording in the classroom interaction. The researcher used structured interview to the teacher to collect the data. According to Gay (2012:405) an interview is a purposeful interaction in which one person obtains researcher to obtain important data they cannot acquire from observation alone, although pairing observation and interviews provides a valuable way to gather complementary data.
3. Documentation (audio recording) supported the data from checklist. It aimed to record all the classroom activities and teacher talk and learner talk used in the classroom interaction, furthermore recording helped the researcher to avoid mistakes in taking the data. It was an attempt to helped the researcher collected the data.

D. Data Collection Technique

To get empirical data on the types of teacher talk and learner talk occurred in classroom interaction, the data collected by observed classroom meeting. The procedure of collecting the data as follows:

1) Observation

One of the methods used by researcher in collecting data was to make observation in the class directly, the steps were as follows:

- 1 The researcher came to the class and sit at the back site.
- 2 The researcher prepared guidance of observation checklist and recorder.
- 3 The researcher filled out the types of teacher talk and learner talk that occurred into the observation checklist.
- 4 The researcher put code on the particular types of the teacher and learner talk to get the expected data.

2) Interview

The researcher gave interview to the teacher and to collected data about what were the classroom activities, the teacher talks and the learner talks in the classroom interaction.

E. Data Analysis Technique

In order to answer these questions, (1) what are the types of teacher talk occur in the classroom interaction? (2) what are the types of learner talk occur in the classroom interaction? (3) how the interaction between teacher and learner in the classroom interaction? the researcher used several steps on analyzing data. The researcher used in analyzing qualitative research data from (Gay, 2012:467-468) some steps as follows:

Step 1: Reading/ Memo

The first step in analyzing the data, the researcher read and wrote about all the field notes then put code on the particular types of teacher talk and Learner occurred in the classroom interaction to manage the data that already got.

Step 2: Describing

The next step, was the researcher described the types of teacher and learner talk occurred in the classroom interaction that could be form the results of observation and interviews, and described the whole about participant, the setting and interaction between teachers and learners in the class.

Step 3: Classifying

The last step was the researcher classified or coded the types of teacher talk and learner talk occurred in the classroom interaction into sentence form to analyze or to categorize on the research questions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher is going to analyze the data of the teacher talk and learner talk in the classroom interaction. After identify the types of teacher talk and learner talk occur in the classroom interaction at second grade of MTS Muhammadiyah Tallo and how the interaction between teacher and learners in the classroom. The data collected from one teacher and 29 learners were analyzed into kinds of instrument, namely observation classroom and interview to the teacher.

A. Findings

The researcher has finished the research procedure such as, observation and interview. It can be seen from the result both of observation and interview. Below are the detail answer of the research questions, the answers from the observation and interview lead to answer the research questions. The research questions are:

1. Types of teacher talk occur in classroom interaction

In the types of teacher talk, it was divided into three aspects namely: lecturing, giving direction and criticizing. In which teacher talk identified the utterance that produced by the teacher during teaching learning process. Observations done by the researcher to see the types of teacher talk occur in the classroom. Furthermore, interview was helped the researcher to collect the teacher talk in the classroom. Therefore, after analyzed the observation and interview, it

was found that the types of teacher talk used by the teacher such as lecturing, giving direction and criticizing.

a. Lecturing

Based on the observation and interview, lecturing was the most occur by the teacher in the classroom interaction. Lecturing is the most important part in teaching and learning as it where all the information is being conveyed to the learners. In lecturing teacher gives information based on the fact, it can be another input for learners' understanding "*Contohnya tadi adalah car, car yaitu kata benda jadi di tambahkan a new car barulah bisa dijelaskan itu car, dia kan berfungsi untuk menjelaskan. A new itu kata sifat dan tempatnya kata sifat di depan kata benda, barulah bisa dijelaskan. Kemarin sudah saya jelaskan*". To make learners understand about the information, the teacher gave explanation to the learners every sub theme then gave some examples to the learners and the end of the lesson and the teacher also clarified the learners answer and gave addition about the more detail information or explanation from the topics that has been discussed, teacher will review the explanation to check learners' understanding "*Nah sekarang kita pindah ke Activity 8. Masih berkaitan dengan simple present tense tapi ini di ubah kedalam bentuk negative. Coba buka kembali bukunya tentang pola present tense dalam bentuk negative, ada yang bisa bantu sebutkan? Sub + Do/Does + Not + VI + O/C (5)*"

C adalah complement. Baiklah Saya beri contoh dan kalian tinggal menyempurnakan kalimat yang sudah disediakan I turn on radio every morning but sometimes to it . Ada yang bisa jawab?” When the teacher found a learner who misunderstanding about what they has been discussed, the teacher gave more attention the learner who did not understand, the teacher repeated the explanation and provided an example that easier to understand by the learners *“Huruf akhirnya di tambah 1 Big menjadi Bigger kemudian Biggest. Kita buat contoh sama – sama “Riska smarter than Ilham”*. The aspects of the lecturing including give fact or opinion about procedures was 13 utterances, expressing His / Her own ideas was 6 utterances and giving His / Her own Explanation was 15 utterances.

Table 4.1 (lecturing)

No	Question	Answer
1	When do you need to give explanation to your learners?	Every week we learn about sub-theme so in one day we learn about knowledge. For example this week we learn about simple present tense so one day we talk everything about simple present tense likes pattern and example, in

		<p>the next day we will create example of simple present tense then solve the activity.</p> <p><i>Examples:</i></p> <p>a. <i>Contohnya tadi adalah car, car yaitu kata benda jadi di tambahkan a new car barulah bisa dijelaskan itu car, dia kan berfungsi untuk menjelaskan. A new itu kata sifat dan tempatnya kata sifat di depan kata benda, barulah bisa dijelaskan. Kemarin sudah saya jelaskan?.</i></p> <p>b. <i>Comparatif adalah membandingkan 2 atau lebih orang atau sesuatu yang mempunyai kualitas kerja atau sifat yang tidak sama, dimana salah satunya lebih jika di</i></p>
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		<i>banding yang lainnya.</i>
2	What kind of information that you usually give to your learners?	<p>Usually I give explanation about facts such as teacher personal experience or knowledge to the learners. So it can be another input for students' understanding.</p> <p><i>Example: Huruf akhirnya di tambah 1 Big menjadi Bigger kemudian Biggest. Kita buat contoh sama – sama “Riska smarter than Ilham”.</i></p>
3	How do you make sure that they understand on your explanation?	<p>Usually if we have enough time we will review the explanation in the end of lesson. Or we will review in the next day of lesson to check students' understanding.</p> <p><i>Example: ok silahkan dikerjakan activity 8, sebelum itu saya ingatkan lagi kalau kalimat negative dia menggunakan Do/Does lalu di tambakan Not dan kalau positif dia menggunakan ES/S.</i></p>
4	How if they misunderstanding about your teaching direction?	When the learners do not understand our direction, what

		<p>usually we do is stimulate them to aware their own mistake and corrected by themselves.</p> <p><i>Examples:</i></p> <p>a. <i>Kemarin saya jelaskan kalau Subject He, She dan It itu Verbnya ditambahkan ES/S kemarin sudah saya tuliskan patternnya.</i></p> <p>b. <i>Nah, kalimat negatif itu menggunakan Not, Contohnya "She does not study English everyday", "I don't study everyday".</i></p>
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b. Giving direction

The giving direction was mostly used by the teacher in teaching learning proses, this happened when the teacher started the classroom and asked to learner "*open their book*", to make some example after the teacher explained the material and to make learner did and submitted their task the reason was mostly because the teacher focused on the lesson and tried to make learners understand with her explanation about the lesson, and the learner were nice they followed all the teacher's direction and do the

lesson activity by themselves, the teacher also will repeat if she found out the learner did not understand about long direction in doing activity “*Lelaki itu menyukai film tetapi mereka.....Saya artikan dulu yah silahkan di tulis Eat maka, practice praktek, complain mengeluh, go pergi, drive berkendara, have mempunyai, wear menggunakan, meet bertemu, want ingin, read membaca Silahkan dilanjutkan dikerjakan activity 8*”. The teacher gave questions to the learners to check learners’ understanding then gave command and direction before learners solve the activity. The aspect of giving directions were giving commands which a student expected to comply was 9 utterances and giving direction expected to comply was 2 utterances.

Question	Answer
<p>What will you do to make them understand if they find long direction in doing activity?</p>	<p>When the learner have not understand the direction, we will repeat the direction and explain that one by one.</p> <p>Example:</p> <p><i>Lelaki itu menyukai film tetapi mereka.....Saya artikan dulu yah silahkan di tulis Eat maka, practice praktek, complain mengeluh, go pergi,</i></p>

	<i>drive berkendara, have mempunyai, wear menggunakan, meet bertemu, want ingin, read membaca</i> Silahkan dilanjutkan dikerjakan activity 8
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Table 4.2 (giving direction)

c. Criticizing

In criticizing can be see the teacher spent a little time. The teacher criticized in every learner behavior such as remained the learner when they do the non-acceptable behavior, such as learners noisy the teacher asked them to keep silence and pay attention to the teacher. In the beginning the lesson they have already discussed the rule in the classroom, so when the learners act misbehavior during the class teacher will remind them about the rule, the criticizing was 4 utterances in the classroom.

Table 4.3 (criticizing)

No	Question	Answer
1	By doing confirmation on students' behavior in class, are they related to classroom management?	In the beginning the lesson we have already discusses the rule in the classroom. So we the learners act misbehavior during the class teacher will remind them about the rule.
2	can you give me the example of	As far teacher only give a warning to

	misbehavior done by learners? How can you fix them	the students “ don’t make noise” then they will remember about the rule in the classroom. Example: <i>Siapa itu yang di belakang, apa yang di bicarakan? (sambil mendekati kedua siswa tersebut).</i>
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2. Types of Learner talk occur in the classroom interaction

In the types of learner talk, it was divided into three aspects namely: learner talk response, learner talk initiation and silence or confusion. In which the learner talk identified the utterance that produced by the learner during teaching learning process, Observation done by the researcher to see the types of learner talk occur in the classroom. Furthermore, interview was helped the researcher to collect the learner talk in the classroom. Therefore, after analyzed the observation and interview that found out:

a. Learner talk response

The classroom observation showed that, learners used learner talk response with one purpose. The purpose was to answer

the questions about lesson. They have already learnt or when the teacher tried to reviewed the previous lesson. The way learners responded to the teacher's verbal interaction also short likes yes or no "T; *sudah pernah saya berikan contohkan kan? S: sudah mom*". Learner talk response happened when the teacher asked the learner whether already understand or not about the material that has been studied "

Table 4.4 (learner talk response)

Question	Answer
Learners tend to answer the question shortly when you required them to produce learner talk response, any reason about that?	The learner likes to talk by their own idea rather just answer yes no questions. I also prefer to ask them to produce longer answer.

b. Learner talk initiation

The learner talk initiation is the most occur in the classroom. The reason was mostly because the learners preferred to talk based on their idea instead of just repeat what the teacher has already told. This happened when the teacher gave question about

the material and the learner gave answer to the teacher, the answered that question about what they know and what they thought “T: *Nah, sekarang yang kita akan bahas yaitu Adjective. Kemarin saya jelaskan adjective itu adalah? Siapa yang masih ingat? S: kata yang berfungsi menjelaskan kata benda*”, “T : *kita lanjutkan pelajaran kemarin tentang Simple Present Tense dalam bentuk Negatif, apakah yang membedakan kalimat negatif dan positif?S : karena kalimat negatif menggunakanNot*”.

Table 4.5 (learner talk initiation)

No	Questions	Answers
1	I found the learners were able to answer the question and also gave their personal opinion, did you give any training to them before?	We don't gave them special training to the leaners. When there is a guest come they will act normally.
2	Learners expressed their ideas correctly, are there methods of teaching that used to make them better understand the lesson?	There is no, I just used method that are generally in use such as lecture method and asks questions.

c. Silence or confusion

Sometimes the learners become silence because they did not understand the teacher's question. As the result, the

learners did not say anything in responding to the teacher. The teacher helped the learner to find the answer by giving a clue.

The total utterances of learner talk in learner talk initiation were 19 utterances, learner talk responses were 7 utterances and in silence or confusion were 2 utterances. It means that learner talk of learner talk initiation most occur in the classroom interaction during teaching learning process.

3. The interaction between Teacher and Learner conduct Interaction in the Classroom

Based on the observation that has been done by the researcher in the classroom while teaching learning process, the researcher found that the pattern of classroom interaction was individual work. It was proven by the teacher always ask them to made interaction. It can be described that the classroom interaction both of teacher and learner is absolutely interactive. It means that the teacher and learners made good interaction each other. There are three categories interaction in the classroom such as: teacher-learners interaction, learner-learner interaction and teacher –whole class interaction Murtiningrum, S (2009).

1) Teacher learners interaction

Teacher learner interaction happened in while teaching learning process, the teacher made interaction with the learners in teaching and learning process used lecturing method, this

sometimes made learners are not interested in learning. To make learners interesting, the teacher gave questions the learner in called their name and when the teacher wants to know the learners' understanding or clarifies the students' difficulties with the task given.

2) Learner learner interaction

Learner learner interaction happened during teaching learning process, the teacher mostly used individual work than group assignment. when the teacher gives task to the learners and they find some difficulties in understanding the material or sometimes don't know the meaning of a word in English. They chose to discuss with their friend rather than ask to the teacher.

3) Teacher whole class interaction

Teacher whole class interaction happened during teaching learning process, when the teacher conveyed learning material and gave instruction to the learners and these patterns are the most common used in the classroom when they did the interaction.

Table 4.6 (interaction between teacher and learner)

No	Question	Answer
1	What is teacher activity that is able to attract the attention of the learners in paying attention to the lesson?	When I found learners who are not interested in the lessons, I gave them question related to the

		<p>material so they will be interested and finding the answers.</p> <p><i>Examples:</i></p> <p>a. <i>T: Nah, sekarang yang kita akan bahas yaitu Adjective. Kemarin saya jelaskan adjective itu adalah? Siapa yang masih ingat?</i> <i>S: kata yang berfungsi menjelaskan kata benda</i></p> <p>b. <i>Ciri-ciri comparative di tambah er di akhir, jika ada penambahan er di belakang kata sifat maka lebih kecil (Smaller), ini ciri pertama dari comperatif dan superlative. Ini tingkat biasa, ini tingkat lebih dan ini tingkat paling atau ter (superlative).Tulis dibukunya, ulfa bisa sebutkan 1 kata sifat?S: lazy.</i></p>
2	Does the teacher ever assign group assignment in the classroom?	<p>Sometimes I assigned group assignment based on the materials</p> <p>I tough and the method that I used in the classroom.</p>

B. Discussion

In the discussion section, the researcher showed the answer of the first research question about the types of teacher talk occur in the classroom interaction, the second research question were the types of learner talk occur in the classroom interaction and last research

question were how the interaction between teacher and learner in the classroom. The descriptive of interaction attached every single types of talk both of teacher and learner. The pattern of classroom interaction has been presented on the data result in the previous part of this chapter.

2. The types of teacher talk occur in the classroom interaction

Based on the findings, shown that types of teacher talk occur in the classroom interaction at second grade students MTS Muhammadiyah Tallo. The teacher talk was (lecturing, giving direction and criticizing). The total utterances of teacher talk used in the classroom interaction by the teacher were 49 utterances, that include lecturing, giving direction and criticizing. The teacher talk mostly used by the teacher is lecturing, when the teaching and learning process the teacher explained and gave material in factual information. The result of this research was support by brown.

According to brown (2007) he stated that lecturing is type of talk tended to minimize the freedom and variety of response that students can create in the classroom interaction. The result showed that the types of teacher talk occur in the classroom interaction were lecturing in give fact or opinion about procedure then giving His/ Her explanation. It means that the teacher spent more time to use teacher talk in lecturing to deliver the material and then give explanation about that.

This was different from what Gharbavi, A and Iravani, H (2014), in their research “is teacher talk pernicious to the students? A discourse analysis of teacher talk” found that teacher was not successful to create genuine or authentic communicative and he class was anything but bona fide communication, and this result of the research also supported Setiawati, L (2012) in her research found out that the teacher talk in features, that is warm-up, charts, direct instruction, indirect instruction, direction for active-ties, transition, giving feedback and checking understanding. The use of features will avoid the monotonous situation in classroom. It will help students get deeper knowledge and insight of the subjects learn.

3. The types of learner talk occur in the classroom interaction

Based on the findings, shown that types of learner talk occur in the classroom interaction at second grade students MTS Muhammadiyah Tallo. The learner talk were (learner talk response, learner talk initiation and pause or confusion), the total utterances were 29 utterances, from the result can be seen that the students are active, since they spent most their time to talk. The learner not only responded to the teacher but the most initiated their opinion during teaching learning process.

According to Mercer & Dawes (2008), when students are active participate in spoken language, it can help them enrich target language

source and build their confidence to communicate in English. The types of learner talk occur in the classroom were learner talk initiation then learner talk response. Through this types of learner talk able to express their own ideas, this was has high proportion. In other words, the learner were able confident and brave enough to initiate the interaction both with teacher and learner in the classroom. This statement was supported this was support by Nurhasanah (2013), it be concluded that teacher and learner talk categories are important part in classroom interaction and there are found more advantages rather than disadvantages.

4. The interaction between teacher and leaner in the classroom

The result of the observation done by the researcher that found out the interaction between teacher and learners absolutely interactive. They changed their opinion each other while teaching learning process. Good interaction in the classroom absolutely very needed in teaching learning process. The teacher explores the material by interacting and communicating with their students. By implementing good interaction makes meaningful learning to support students' participants during the process of teaching learning.

The result of this research supported Nunung Suryati (2015) that repots a study on teachers' use of interaction strategies in English language teaching (ELT) in lower secondary level of education, the

finding show that teacher spent 93 % of their teaching time for teacher-students interaction and 7% for student-student interaction. It conducted that teacher-learner interaction dominant in the classroom.

This was different from what Muhajidah (2012) in her research entitled “The descriptive study on the classroom interaction during the english teaching-learning process at eight grade of smpn 1 banjarmasin academi year 2011/2012”, the result showed that during interaction, teacher dominant the interaction. The category mostly applied was asking question and English was language mostly used.

Based on the result of discussion above, the types of teacher talk occur in the classroom interaction was lecturing, total utterances were 34 and types of learner talk occur in the classroom interaction were learner talk initiation, total utterances were 19. The interaction between teacher and learner this supported what Pratama (2015) in his research found, the interaction between teacher and learner absolutely interactive. They used the aspect of interaction in the classroom are teacher talk and learner talk. Meanwhile, the finding related to the patterns of classroom interaction was teacher-learner interaction, learner learner interaction and teacher-whole class interaction.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Conclusion and suggestion can be drawn by referring to the research finding and discussion in chapter IV

A. Conclusions

Concerning with the result of finding and the discussions of the research, it can be concluded that the classroom interaction that occur during the teaching and learning process is generally run well. The

teacher employed some ways of communication. Other that teacher employed teacher talk such as lecturing, giving direction and criticizing and the learner also employed learner talk such as learner talk response, learner initiation response and sometimes silence. The interaction in the classroom generally run well, it means that both of teacher and learner were cooperative to build interactive condition in the classroom interaction. The also researcher found some result that some result that represent in this thesis about (1) the types of teacher talk occur in the classroom interaction (2) the types of learner talk occur in the classroom interaction (2) how the interaction between teacher and learner in the classroom, as follows

1. Teacher talk occur in the classroom is lecturing specially Give fact or opinion about content procedures and Giving His / Her own explanation.
2. Leaner talk occur in the classroom is leaner talk initiation specially Expressing own ideas
3. The interaction between teacher and learner in the classroom interaction absolutely interactive, they made good interaction each other.

B. Suggestions

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

1. For the English teacher in providing teacher talk in the classroom interaction, the teacher should use three types of teacher talk in the classroom interaction. This is important because such talk has strong motivational impact on the learners.
2. For the learner, they should make themselves get more used to English. They can do it by using English in their daily life.
3. For next researcher, the study of teacher and learner talk in the classroom interaction can be extended by conducting the research in other different content and setting. The next researcher may investigate the teacher and learner used based on social status or class, occupation, geography, education, gender and ethnicity.

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CURRICULUM VITAE

The researcher, Andi Ayu Citra Sasmita Sari was born on May 31st, 1995 in Soppeng, South Sulawesi. She is the first daughter of the marriage of Andi Palle A. Mappewenni and Samatang A. Habang, S.Pd. She began her study at SDN 2 Sibatulon 2006. Then she continued at MTs Al-Amin Labonu and graduated in 2009. Afterwards, She continued her study at MA Yasrib Watansoppeng and graduated 2012. In the next year she registered as a student of English Education Departement of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title “*The Analysis of Teacher Talk and Learner Talk in the Classroom Interaction*”

(Descriptive Research at the Second Grade Students of MTS Muhammadiyah Tallo”.

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	Confusion with communication																
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OBSERVATION CLASSROOM

Third meeting

Teacher name :

Time :

Class :

Teacher talk	Types of teacher talk	Frequency															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Lecturing	Give fact or opinion about content procedure	✓	✓	✓	✓												
	Expressing his or her own ideas	✓	✓	✓	✓	✓											
	Giving his or her own explanation	✓	✓	✓	✓	✓											
Giving direction	Giving comment which a student expected to comply	✓	✓														
	Giving direction which a student expected to comply																
Criticizing	Statement to change student behavior from non-acceptable to acceptable																
Learner talk	Types of learner talk																
Learner talk response	Response to the teacher	✓	✓														
Learner talk initiation	Expressing own idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

APPENDIX 2**Interview****Name :****Time :****Teacher interview**

Questions	Answer
When do you need to give explanation to your learners?	Every week we learn about sub-theme so in one day we learn about knowledge. For example this week we learn about simple present tense so one day we talk everything about simple present tense likes pattern and example, in the next day we will create example of simple present tense then solve the activity.
What kind of information that you usually gives to your learners?	Usually I give explanation about facts such as teacher personal experience or knowledge to the learners. So it can be another input for students' understanding.
How do you make sure that they understand on your explanation?	Usually if we have enough time we will review the explanation in the end of lesson. Or we will review in the next day of lesson to check students' understanding.
By doing confirmation on students' behavior in class, are they related to classroom management?	In the beginning the lesson we have already discusses the rule in the classroom. So we the learners act misbehavior during the class teacher will remind them about the rule

<p>can you give me the example of misbehavior done by learners? How can you fix them?</p>	<p>As far teacher only give a warning to the students “ don’t make noise” then they will remember about the rule in the classroom.</p>
<p>What will you do to make them understand if they find long direction in doing activity?</p>	<p>When the learner have not understand the direction, we will repeat the direction and explain that one by one.</p>
<p>How if they misunderstanding about your teaching direction?</p>	<p>When the learners do not understand our direction, what usually we do is stimulate them to aware their own mistake and corrected by themselves.</p>
<p>Learners tend to answer the question shortly when you required them to produce learner talk response, any reason about that?</p>	<p>The learner likes to talk by their own idea rather just answer yes no questions. I also prefer to ask them to produce longer answer so that they can speak more to produce target language.</p>
<p>I found the learners were able to answer the question and also gave their personal opinion, did you gave any training to them before?</p>	<p>We don’t give them special training to the leaners. When there is a guest come they will act normally.</p>
<p>Learners expressed their ideas correctly, is there methods of teaching that used to make them better understand the lesson</p>	<p>There is no, I just use methods that are generally in use such as lecture methods and ask question.</p>

What is teacher activity that is able to attract the attention of the learners in paying attention to the lesson?	When I found learners who are not interested in the lessons, I gave them question related to the material so they will be interested and finding the answers.
Does the teacher ever assign group assignment in the classroom?	Sometimes I assigned group assignment based on the materials I tough and the method that I used in the classroom.

APPENDIX 3

TRANSCRIPTION 1

Monday, march 21, 2018

Time : 07.15 – 08.45

VIII.A

T = Teacher

S = Students

S : Say greetings to our teacher,

S.All : Assalamualaikum Wr. Wb.

T : Walaikumsalam Wr.wb,

S : Sit down, please

T : Silahkan buka bukunya halaman 106, activity 7 (2.1). Dengarkan perintah tentang Present Tense (1.1)

(Siswa membuka buku mereka masing-masing)

Siapa diantara kalian yang tau apa itu Verb?

S : kata kerja (5)

T : betul sekali, jadi verb itu adalah kata kerja (1.3). Pada activity 7 kalian di minta untuk melengkapi kalimat yang telah disediakan di dalam kotak-kotak yang berwarna biru. (1.1) Sudah di jelaskan minggu lalu?

S : Sudah Mom (4), Ada tugas (serempak)

T : Siapa yang sudah selesai tugasnya? Silahkan di kumpul di depan meja saya. (terdapat beberapa siswa belum menyelesaikan tugasnya) dan bagi yang belum selesai silahkan diselesaikan (2.1). Mr. Rahmayudi..... Shopping once a week. Silakan cari verb yang cocok dengan tersebut (2.2).

Ketika guru memeriksa pekerjaan siswa, guru melihat buku yang robek. Siapa buku yang robek ini?

S.1 : saya Mom (4),

T : Kenapa bisa begini? Tolong diperbaiki dulu (3). (Selesai memeriksa pekerjaan siswanya) setelah saya periksa pekerjaan kalian ada beberapa diantara kalian yang belum mengerti, bahkan ada yang hanya betul 5 nomor dari 10 nomor. Jadi tolong di perhatikan, saya ulangi kembali penjelasan tentang Simple Present Tense (1.1). Kemarin saya jelaskan kalau Subject He, She dan It itu Verbnya ditambahkan ES/S kemarin sudah saya tuliskan patternnya (1.3).

S : Yes Mom (4)

T : Silahkan di perbaiki lagi karena setelah ini tidak ada lagi perbaikan (2.1).

S : Yes Mom (4) (*menyelesaikan tugas*)

T : Siapa itu yang di belakang, apa yang di bicarakan? (3) (*sambil mendekati kedua siswa tersebut*) tolong 1 orang bagikan pekerjaan teman kalian(2.1).

S.2 : permisi Mom, boleh kami ke wc?

T : silahkan tapi 1 orang saja.

S.2 : terima kasih Mom

Setelah selesai membagikan pekerjaan mereka

S.3 : yes Aku dapat 100

S.4 : Aku dapat 95

T : sudah liat hasilnya semua?

S : Sudah Mom (4),

T : Nah sekarang kita pindah ke Activity 8. Masih berkaitan dengan simple present tense tapi ini di ubah kedalam bentuk negative (2.2). Coba buka kembali bukunya tentang pola present tense dalam bentuk negative, ada yang bisa bantu sebutkan?

S : Sub + Do/Does + Not + V1 + O/C (5)

T : C adalah complement (1.3) . Baiklah Saya beri contoh dan kalian tinggal menyempurnakan kalimat yang sudah disediakan

- I turn on radio every morning but sometimes to it (1.2)

Ada yang bisa jawab?

S 5 : I don't listen Mom (5)

T : Betul sekali, ya jawabanya adalah I don't listen (1.1). Kenapa don't ?

S : karena subjectnya adalah I dan kata kerja yang cocok adalah listen (5)

T : betul sekali. Jadi kalau dia subjectnya I, You They We maka dia menggunakan Don't dan kalau Subjectnya He, She it maka dia menggunakan Doesn't dan setelah itu ditambahkan apalagi? (1.3)

S : Verbl (5)

T : diantara kalimat positif dan negative apakah yang membedakanya?

S : kalau negative menggunakan NOT. (5)

T : ok silahkan dikerjakan activity 8 (2.1), sebelum itu saya ingatkan lagi kalau kalimat negative dia menggunakan Do/Does lalu di tambakan Not dan kalau positif dia menggunakan ES/S (1.3).

T: silahkan disiapkan

S: Attention please, stand up (semua siswa berdiri) say greeting to teacher
"Assalamualaikum wr.wr

T: Waalaikumsalam wr.wb

NOTES :

No	Teacher talk	Codes	Notes
1	Lecturing	1.1	Give fact or opinion about content procedures
		1.2	Expressing His/Her own ideas
		1.3	Giving His/Her own explanation
2	Giving Direction	2.1	Giving commands which a student expected to comply
		2.2	Giving direction which a student expected to comply
3	Criticizing	3	Statement to change student behavior from non-acceptable to acceptable
Learner Talk			
4	Learner talk response	4	Learner response to teacher
5	Learner talk initiation	5	Expressing own ide
6	Silence or confusion	6.1	Pause
		6.2	Confusion with communication

TRANSCRIPTION 2

Friday , March 28th, 2018

Time : 07.15-08.45

VIII.A

T = Teacher

S = Students

S : Say greetings to our teacher,

S.All : Assalamualaikum Wr. Wb.

T : Walaikumsalam Wr.wb,

S : Sit down, please

T : Silahkan dulu di luruskan bangkunya, kerapian. Siapa yang akan memberi contoh kalau bukan guru (3)

(Seluruh siswa meluruskan bangkunya)

T : Silahkan berdoa dulu (2.1)

(seluruh siswa berdoa)

T : kita lanjutkan pelajaran kemarin tentang Simple Present Tense dalam bentuk Negatif, apakah yang membedakan kalimat negatif dan positif?

S : karena kalimat negatif menggunakan Not (5)

T : Nah, kalimat negatif itu menggunakan Not, Contohnya “She does not study English everyday”, “I don’t study everyday” (1.3)

S : Mom, apakah artinya Does?

T : Does tidak memiliki arti apa-apa kecuali kalau ditambahkan Not, barulah ia memiliki arti Tidak (1.3) .

Silahkan perhatikan nomor 6, I have an expensive pair of shoes but.....them to..... Nah, Silahkan diisi apakah dia menggunakan Do atau Does kemudian tentukan verbnya (1.1).

Qari, apalagi yang diperhatikan silahkan dikerjakan (3).

S.1 : Mom, bagaimana dengan nomor 4?

T : Handrik has a very small room but He..... about it. Silahkan diisi apakah dia menggunakan Do atau Does kemudian tentukan verbnya (1.1).

S.2 : Mom, apakah arti want?

T : Want is ingin (1.3)

S.3 : Mom, apakah itu complain?

T : complain is mengeluh (1.3)

S.4 : Mom, saya belum mengerti bagian ini (menunjukkan bagian yang belum dimengerti

T : Yang ini sama dengan contoh yang tadi tentukan Do atau Does nya berdasarkan Subjektnya kemudian pilih verb yang sudah di tentukan dalam kotak berwarna biru (1.3).

S.5 : Mom, apakah artinya nomor 8?

T : Mereka lelah..... tetapi Mereka..... silahkan isi sendiri (1.1)

S.6 : Mom, nomor 9?

T : Lelaki itu menyukai film tetapi mereka.....(1.1)

Saya artikan dulu yah silahkan di tulis

Eat maka, practice praktek, complain mengeluh, go pergi, drive berkendara, have mempunyai, wear menggunakan, meet bertemu, want ingin, read membaca (1.1)

Silahkan dilanjutkan dikerjakan activity 8 (2.1)

T: silahkan disiapkan

S: Attention please, stand up (semua siswa berdiri) say greeting to teacher
"Assalamualaikum wr.wr

T: Waalaikumsalam wr.wb

Notes:

No	Teacher talk	Codes	Notes
1	Lecturing	1.1	Give fact or opinion about content procedures
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		1.3	Giving His/Her own explanation
2	Giving Direction	2.1	Giving commands which a student expected to comply

		2.2	Giving direction which a student expected to comply
3	Criticizing	3	Statement to change student behavior from non-acceptable to acceptable
Learner Talk			
4	Learner talk response	4	Learner response to teacher
5	Learner talk initiation	5	Expressing own ide
6	Silence or confusion	6.1	Pause
		6.2	Confusion with communication

TRANSCRIPTION 3

Monday, April 11st, 2018

Time : 07.15 – 08.45

VIII.A

T = Teacher

S = Students

S: greeting to teacher, Assalamualakum wr.wb

T: waalaikum salam wr.wb

S: sit down, please. Pray to God together

(siswa berdoa bersama)

T: (Guru mengecek kehadiran siswa)

Baik kita mulai pelajaran, sampai di mana kemarin pelajarannya

S: (membuka buku pelajarannya)

T: Saya sekedar mengingatkan kemarin tentang adjective, ada 3 kemarin yang saya ajarkan yaitu kata benda, kata kerja dan adjective (1.1)

S: kata benda, Noun (5)

T: kata kerja

S: Verb (5)

T: kata sifat?

S: Adjective (5)

T: sudah pernah saya berikan contohkan kan?

S: sudah mom (4)

T: akmal, contoh kata benda? Masih ingat? (2.1)

S: Car (5)

T: Contoh kata kerja? (1.2)

S: Cook (5)

T: Nah, sekarang yang kita akan bahas yaitu Adjective. Kemarin saya jelaskan adjective itu adalah? Siapa yang masih ingat? (1.1)

S: kata yang berfungsi menjelaskan kata benda (5)

T: Contohnya tadi adalah car, car yaitu kata benda jadi di tambahkan a new car barulah bisa dijelaskan itu car, dia kan berfungsi untuk menjelaskan. A new itu kata

sifat dan tempatnya kata sifat di depan kata benda, barulah bisa dijelaskan. Kemarin sudah saya jelaskan? (1.3)

S: Sudah Mom (4)

T: A new car (sebuah mobil baru) (1.2). Masih tentang adjective mari kita liat pada halaman 127 (guru menulis di papan tulis) (1.1). Sebelum saya jelaskan silahkan di tulis dulu halaman 127 dan tulis juga contohnya yang dalam kota biru ada 5 nomor (2.1).

S: (siswa menulis)

T: Comparatif adalah membandingkan 2 atau lebih orang atau sesuatu yang mempunyai kualitas kerja atau sifat yang tidak sama, dimana salah satunya lebih jika di banding yang lainnya (1.3). Dalam contoh, yang di bandingkan adalah sifat misalnya Small (1.2). Siapa yang tau arti small?

S: kecil (5)

T: Ciri-ciri comparative di tambah er di akhir, jika ada penambahan er di belakang kata sifat maka lebih kecil (Smaller), ini ciri pertama dari comperatif dan superlative. Ini tingkat biasa, ini tingkat lebih dan ini tingkat paling atau ter (superlative). Tulis dibukunya, ulfa bisa sebutkan 1 kata sifat? (1.3)

S: lazy (5)

T: lazy menjadi? (1.2)

S: lazier (5)

T: lazy, ini y di ubah menjadi i lalu di tambah er menjadi? (1.3)

S: lazier

T: 1 Contoh lagi?

S: smart (5)

T: Tingkat comperativenya

S: Smarter (5)

T: apa artinya Smart?

S: silence (6.1)

T: Smart itu artinya pintar. A smart student (siswa yang pintar). Nah smart ini diubah lagi menjadi? (1.3)

S: smartest (5)

T: Pintar tingkat biasa, lebih pintar, paling pintar. Ada lagi ciri lain, Ini saja dulu yang kerjakan saya mau kalian kerjakan halaman 128 activity 6. Sebentar ada lagi yang pake more dan ada juga yang pake most. (1.1)

S: (siswa mengerjakan tugas yang diberikan guru)

T: (guru menghampiri siswa untuk memeriksa pekerjaan mereka). Masih halaman 127, comparative dan superlative. Sekarang bila anda bertemu huruf berdouble langsung di tambah saya kasih contoh dulu. Ada yang tau fat?

S: silence (6.1)

T: Huruf akhirnya di tambah 1 Big menjadi Bigger kemudian Biggest. Kita buat contoh sama – sama “Riska smarter than Ilham”(1.2)

S: (Siswa bergantian menuliskan contoh masing – masing dipapan tulis)

T: silahkan disiapkan

S: Attention please, stand up (semua siswa berdiri) say greeting to teacher
“Assalamualaikum wr.wr

T: Waalaikumsalam wr.wb

Notes:

No	Teacher talk	Codes	Notes
1	Lecturing	1.1	Give fact or opinion about content procedures
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6	Silence or confusion	6.1	Pause
		6.2	Confusion with communication

Dokumentasi



Foto bersama kepala sekolah MTS Muhammadiyah Tallo



Ketika melakukan observasi di dalam kelas



Foto bersama guru bahasa Inggris MTS Muhammadiyah Tallo