THE TEACHER AND LEARNER TALK IN THE CLASSROOM INTERACTION AT THE TENTH GRADE STUDENTS OF SMK NEGERI 5 PANGKEP

(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the degree of English Education Department

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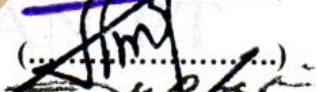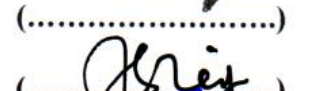## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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"For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease."

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

Sesungguhnya sesudah kesulitan itu ada kemudahan."

(Q.S Al- Sharh.5-6)

"Perubahan itu tidak diam dan menunggu,

Perubahan adalah sesuatu hal yang perlu dikerjakan."

ABSTRACT

HEPRIMA. 2018. A Thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammdiyah University of Makassar. *"The Teacher and Learner Talk in the Classroom Interaction at the Tenth Grade Students of SMKN 5 Pangkep (A Descriptive Research)"*. Under the supervisors St. Asriati Am and Radiah Hamid.

The first objective of this research was aimed to find out the types of classroom interaction are used by the teacher and learner in the classroom during English teaching-learning process. The second objective of this research was aimed to find out what is the language mostly uses by the teacher and students in the classroom interaction at the Tenth Grade of SMKN 5 Pangkep.

The design of this research was Descriptive Qualitative Research, where the data collected by using observation. The researcher used purpossive sampling by choosing 40 samples from 173 population at the tenth grade of SMKN 5 Pangkep.

The result of this research showed that the types of classroom interaction was found two types that used by teacher and leaner in classroom interaction. The first type was teacher speaks to the whole class and the second type was teacher speaks to an individual student. When the teacher speaks to the whole class, the researcher found some criteria that used by them in the classroom interaction. It was divided into seven criteria namely: accepts feeling, praises or encourages, accepts or uses ideas of pupils, asks questioning, lecturers, directing and criticizes. The six criteria happened in classroom interaction except cticizes criteria. It did not happen in the classroom interaction. When the teacher speaks to an individual student, the researcher also found some criteria that used by them in the classroom interaction. The criteria were response, initiation, and silence or confusion. These criteria happened in the classroom interaction. Meanwhile, the language mostly used by the teacher and students in the classroom interaction was English language. It can be concluded that the English teacher at the Tenth Grade of SMKN 5 Pangkep speaks to the whole class was the type of classroom interaction which most frequent used by the teacher and students in classroom interaction. The teacher teached the students in English but the teacher translated the material in indonesian to make students understand well.

Key Words : Teacher Talk, Learner Talk and Classroom Interaction

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The researcher finished her thesis entitled "***The Teacher and Learner Talk in the Classroom Interaction at the Tenth Grade of SMKN 5 Pangkep (A Descriptive Research)***" which is aimed to complete a partial fulfillment for degree of Strata-1 (S1) in the Faculty of Teacher Training and Education.

In finishing this thesis, the researcher could not carring out and writing this thesis without guidance, motivation, support, and prayer from people around her. Therefore, researcher would like to express her gratitude to them. They are: her lovely family, especially her parents: her father, **Herman**, and her mother, **Hasnah** for their effort and prayer to the researcher success.

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The researcher

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CHAPTER I

INTRODUCTION

A.   Background of the Research

English is one of the international languages. It has an important role in the world. Most of people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language, for those reason English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1992). Language is built by some skills, there are listening, speaking, reading and writing. All of the language skills support each other, listening for detail, speaking to making an interaction, reading for general understanding, writing to make a note.

In education system, improving language skills needs teaching and learning process. The result of teaching is affected by some factors, such as learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom (Harmer, 2001).The interaction between teacher and students in the classroom becomes an essential part of teaching learning process.

Interaction is the key in teaching language for communication. Classroom interaction describes the form and the content of behavior or social interaction in the classroom.Interaction in classroom which aims at teaching the target language, including in speaking class, comes variously. Malamah-

Thomas as cited in Mingzhi, 2005) notes that types of interaction often include teacher speaking to the an individual, members of a group and the whole class. In addition, it also involves a student speak to the teacher, to another student, to group members, and to the whole class.

It is clear that to get better result on teaching English especially in Senior High School has to be developed by improving the quality of the teacher and learner talk because they will govern the classroom behavior. Moreover, while the teaching-learning occurs, interaction is foremost it, avoid the blank moment during teaching learning process, both teacher and learners there must be interaction, both of them should be active in the classroom.

In fact, present curriculum demand the teacher and learner to be active in the classroom. Teacher and learners of SMKN 5 Pangkep can use English and Indonesian in the class English subject. It is emphased on process of gaining knowledge and applying the skill of learners, where the teacher is a facilitator. Based on the elaboration above, therefore the researcher is interested to conduct a research about *The Teacher and Learner Talk in the Classroom Interaction at the Tenth Grade Students of SMKN 5 Pangkep in Academic Year 2017/2018.*

B. Research Problems

The problem that is discussed in this research can be stated in question form as follows:

1. What types of classroom interaction are used by the teacher and learner in the classroom during English teaching–learning process at SMKN 5 Pangkep in Academic Year 2017/2018?

2. What kind of languageis the teacher and studentsmostly uses in the classroom interaction at SMKN 5 Pangkep in Academic Year 2017/2018?

C. Objectives of the Research

The Objectives of the research are:

1. To find out the types of classroom interaction are used by the teacher and learner in the classroom during English teaching–learning process.

2. To find out what is the language mostly used by the teacher and students in the classroom interaction.

D. Significance of the Research

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically. On the other hand, it also gives contribution for the teacher, for the other teacher, for the students and for the further researcher.

1. For the English teacher

For the 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. Teacher should reduce the use of mother-tongue especially teacher as a model, she/he should enrich his/her knowledge.

2. For the learners

For the learners, 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.

E. Scope of the Research

The scope of the research wasthe teacher and student talk at the Tenth Grade Students of SMKN 5 Pangkep inAcademicnYear 2017/2018.The researcher would investigate the types of classroom interaction and what language was used by the teacher and students. The researcher focused on teacher speaking to the whole class and teacher speaks to an individual student with the rest of students of the class as hearers in the classroom. Meanwhile, the researcher focused on Indonesian or English on using language in the class. This research would use observation checklist and observation sheet.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with (1) some previous related findings, (2) some pertinent ideas, and (3) conceptual framework.

A. Previous Related Research Finding

Few studies on the teacher and learner talk in the classroom interaction is conducted by some researches. Some of their findings as follow:

1. Nafrina, (2007) in her thesis "*The Teacher and Learner Talk in The Classroom Interaction of Grade VIII A SMPN 2 Cepiring Kendal"*. The result of this research shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior).

2. Fanani, (2012) in her thesis "*A Descriptive Research on Classroom Interaction in Speaking Class of the second semester student at STAIN Tulungagung"*. The result shows that there were three types and levels of classroom interaction that occurred in speaking class, interpersonal interaction, group interaction and cultural interaction.

3. Rosinta, (2015) in her thesis "*The Descriptive Study on the Classroom Interaction During the English Teaching Learning Process at the third semester of English Department Muhammadiyah University of Makassar"*.

The result shows thatthere were four types and levels of classroom interaction thatoccured in speaking class, intrapersonal interaction, interpersonal interaction, group interaction and cultural interaction.

Based on that three previous studies above, the similarity of those researches conduct the research about classroom interaction between teacher and learners and find something new in the research.It is about the types of classroom interaction are used by the teacher and learner while they are in the classroom and what languages use most of the time by the teacher and students in the classroom interaction

Besides that, the researcher conduct a research with different subject from the two previous studies above. The subject of this research is not the students in university and junior high school level but the student in senior high school. There are different significant because the level from three subject is really different and the ability in mastering English is also different. Therefore, the researcher is intended to conduct this research with first grade students as the subject of this research.

B. Some Pertinent Ideas

1. Concept of Language

a. Theory of Language

Language cannot be separated from human life. It is one of society equipment. Ramelan (1980) states that a language is a system of arbitrary vocal symbols by which human being cooperate and interact. Based on the statement, it can be said that the major function of language toward human life is for communication. When people communicate,

they use language to accomplish some purposes such as arguing, persuading or promising. Language allows people to say things to each other. Another definition which support the idea above is the definition from Carrol cited in Ramelan "Language is arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes and events in the human environment."(in Ramelan,1980)

Ramelan (1980) states that language distinguishes human from other creatures in the world. Human can create language so that there is a culture in their life. People need to communicate with other but cannot do that smoothly.However some people in that community cannot read or write, but by using the language. People are still able to communicate with other.

In the process of using language in communication, both speaker and audience have the important role each other. The interaction between speaker and audience makes the meaning becomes clear the meaning. There is a relationship between what is said by the speaker and what is heard by the audience. Therefore, the audience gives the speaker a feedback as to whether or not he understand what the speaker has said. The speaker understand as the audience's response to it.

b. Theory of Language Learning

Language learning is a process a child learns his first language step by step. Since he does not go to school at his age, his does not learn

his first language by studying the rules formally, but though experience. Concept development of language goes along with the experiences. Brown (1980), states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. According to this definition, knowledge or skill about language use can be gained by the learners through the study in the classroom or though experiences in his life during the process of learning, there are changes of learners' behaviors.

Kimbley and Garmezy, as quoted by Brown (1980), states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. The chancing of learners' behaviors and knowledge will depend on the effort as of both the teacher and the learners. If the teacher uses appropriate methods in teaching, it will be easier for the learners to study the materials. In this case of learning, the learners study the material consciously and practice in order to get good results.

From the explanation above, it can be inferred that learning and teaching (Brown, 1980) as follows:

a) is acquiring or getting knowledge;

b) is getting information or skill;

c) involves active and conscious efforts, inside or outside of the classroom;

d) is relatively permanent, but subject to forgetting;

e) involves some form of practice perhaps reinforced practice;

f) is a change in behavior.

c. Theory of Language Teaching

Language teaching is essential research resource for language professionals providing a rich an expert overview of research in the field of second-language teaching and learning. It offers critical survey articles of recent research on specific topics, second and foreign languages and countries, and invites original research articles reporting on replication studies and analysis. The journal also includes regional surveys of outstanding doctoral dissertations, topic-based research timelines, theme-based research agendas, and recent plenary conference speeches. Research-in-progress reports, themed comparative book review articles and a list of publications received compliment the content of each issue. A thorough peer-reviewing procedure applies to both the commissioned and the unsolicited articles.

The practice of English language teaching offers (Harmer, 2001) as follows:

a) A comprehensive and up-to-date account of theories of language and of language teaching

b) A wide range of practical teaching ideas, example lesson, and sample from current teaching materials

c) A review of current issues, such as; computers and the internet language learning; lexical, task based and humanistic approaches to teaching; the study of spoken, as well as written, grammar; the cultural implications of different methodologies.

d) New idea in the promotion of student autonomy, teacher development, the teaching of grammar and vocabulary; pronunciation and communicative skill teaching, the use of video in class, choosing and using course book, lesson planning, testing and evaluation the students.

d. The Relationship between Theory of Language and Theory of Learning

As part of the communication, speaking is regarded more representing what the speaker wants to say. By speaking, one can express his minds, ideas and thought freely and spontaneously. It is not limited by rules of a language as in written languages. Spoken languages have already been used far before the written language are found and used as a means as communication.

Harmer (2001) states both the teacher and the learners use the language to interact with one another in the process of learning in the classroom. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Brook, who as quated by Richard and Nunan (1986), argues that the primarily medium of language is oral. Speech is language, and since many languages do not have a written form, and since we learn to speak before we learn to read or write, it is argues that language is "primarily what is spoken and only secondary what is written".

From the explanation above, it can be concluded that in learning a language, the students must learn the spoken from first and written form later.

It has been mentioned before that learning is a process. At the level of process we distinguish between acquisition and learning. Acquisition refers to the natural assimilation of language rules through using the language for communication. The learners acquire the language through a drill or memorization. On the other hand, learning refers to the formal study of language rules, and it is a conscious process.

There are many kinds of methods in language teaching, but there is no best method of teaching or any method that will suit all occasions. In almost every instance, to be maximally successful, the teaching method used should be tailored for the specific teaching-learning situation. A teacher has to use a multi-method in purpose to get good teaching result. Methods cannot be separated from one another, but should be used to supplement each other.

2. **The Concept of Teacher Talk and Learner Talk**

a. Teacher Talk

According to Hornby (1995) written that talk has some meanings, they are: a conversation or discussion, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking. In the classroom, teachers make adjustments to both language form and language function in order to help communication in

the classroom. These adjustments are called 'teacher talk'. From those meanings it can be known that teacher talk is a major way used by the teacher to convey information, have discussion and negotiation and motivate his students, so he can give the student knowledge and control their behavior.

It has been said before that teacher and learner talks are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher talk will make the students passive and static; they cannot improve their English acquisition. It will be also bad if the teacher has too little talk, the students will not get enough knowledge from him. But it is wrong to judge or assess teacher talk only by reference to its quantity

Teacher need also to make interaction with learner in outside of class to give motivation and how the teacher know the characteristic of each learner to get the good interact in the classroom.

The analysis of Teacher Talk Types includes identifying the different types of teacher talk, categorizing the various types of teacher talk into ten footing patterns and generalizing the relationship among these footings. The findings reveal that the three teachers most frequently used six footings such as Mediator, Evaluator, Learning task assignor, Teaching material interpreter, inspector and classroom climate conductor.

From the statement above, it can be known that the teacher have to be able to make his talk balance with students talk, situation and

context because it can affect students' language acquisition. As William Ayers (1988) says that the focus of teacher talk is curriculum, instruction and evaluation the content of conduct of teaching, so that the teacher's ability to combine and apply the three aspects in his talk is really needed.

According to Malamah as cited in Coulhard (1975) there are some criteria of teacher talk. Those are:

1) Accepts feeling : Feelings may be positive or negative and their prediction and recalling are included.

2) Praises or encourages : This includes telling jokes, nodding head or using phrases like 'Go on'.

3) Accepts or uses ideas of pupils: The teachers clarify or develops students' ideas.

4) Asks questioning: Questions may be about content or procedure.

5) Lectures : Gives facts or opinions about content or procedure.

6) Directing : Gives diections, commands or orders.

7) Criticizes or justified authority : E.9. statements intended to change students behavior.

b. Learner Talk

According to Halliday (1986), children have language development when they learn language. It is same with when they learn foreign language in the classroom. Firstly they imitate the teacher talk and they need more time to record every teacher's talk that it's called "silent period", then start to express their own idea, having discussion, and finally can get their communicative competence.

Student talk can be said as student's speech when he imitates his teacher's examples, expresses his idea or gives comments and critism about something in the classroom, Prabhu states that learners have effort in the language classroom (Prabhu, 1991), but teacher's role cannot be separated from their effort. A good classroom climate will support the students' effort.

It can be concluded that the students' participation is important in the language learning because when students respond to the teacher's questions and gives comments; it means they are involved actively in the classroom activity; these will give them comprehensible input that is important to language acquisition.

Students are the active subject of the teaching-learning process and the teacher is the facilitator to support their development in the learning process. According to Allwright and Bailey (1991), the learners make a significant contribution to the management of the interaction that takes place in the classroom. And these contributions are crucial to the success of the interaction and to the success to the lessons itself as a social event in the lives of both teachers and learners. David and Richard and Nunan add (2002), "In the latter type of interaction in classroom interaction, the role of student as an active participant in social learning began to be emphasized." It means that the students also have an important role to realize the goal of teaching and learning process.

Learner's role cannot be ignored, because students' participation is an important involvement in the classroom interaction and in the

language learning. Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for the development of their language acquisition.

According to Malamah as cited in Coulhard (1975) there are some criteria of teacher talk. Those are:

1) Response : Teacher initiates interaction. Freedom to express own ideas is limited.

2) Initiation : Students express their own ideas, initiate a topic

3) Silence or confusion : pauses, short periods of silence, confusion and incomprehension.

3. The Concept of Classroom Interaction

1. Definition of 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 througout the school day, and English Classroom interaction is one of the primary means by which learning is accomplished in classroom.

Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1988). Effectiive classroom interaction has two implications . The first one concerns a pleasant 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. If the two implications are joined, we get a pleasant classroom atmosphere in which students are trying to communicate in the foreign language.

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process. Interaction can proceed harmoniously or it can be fraught with tension. Malamah (1987) states that every interaction situation has the potential for co-operation or conflict. How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say, only when there is co-operation between both sides can communication effecttively take place and learning occur.

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a succesful learning through interaction. Harmer (1999) says, "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning

negotiation where the learners can receive feedback from their interlocutors.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learningg process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

2. **Types of Classroom Interaction**

Malamah-Thomas as cited in Coulhard (1975) points out types of classroom interaction in the classroom aiming at the target language as follow:

a. Teacher Speaking to the Whole Class.

This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Lynch, 1996). Furthermore, Mingzhi (2005) elaborates that "This types of classroom interaction are characterized by teacher initiation, students response and teacher follow up pattern namely IRF exchange structure". The role of teacher in this type interaction is a controller. This role is commonly applied when taking the roll, telling students about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom (Harmer, 2001).

b. Teacher Speaking to an Individual Student with the Rest of Students of the Class as hearers.

The second types of interaction is the other common interaction which is applied in the language classroom. Malamah (1987) point out: "Likewise the first types of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can be used for an informal conversation at the beginning of the lesson or for leading students into a less gude activity." (Lynch, 1996).

c. Teacher Speaking to a Group of Members

According to Lynch (1996), this type of classroom interaction "refers to the teacher participating students "group work". In group work, students are assigned a task which involves collaboration and self-initiated language (Brown, 2001). In this type of classroom interaction, the teacher acts as an organizer for giving students information about what they are going to do or when putting them into pairs or group, and closing them when the time is over (Harmer, 2001).

d. Students Speaking to Teacher

This type of interaction refers to the students' initiation. Lynch (1996) argues that "When this occurs, it is regarded as learner initiative, learner initiative is common in the learner-centered classrooms, but rare in the teacher-fronted classroom. "The

students initiate to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is to ask for the clarification.

e. Student Speaking to Student

It is related to the pair-work activities. Unlike group-work, the pair work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak (Brown, 2001).

f. Student Speaking to Group Members

This type of interaction is related to group work. Lynch: (1996) states that this interaction "can provide more opportunities for language production". However, this group- work has the weakness, especially when a teacher does it for the purpose of giving the students more opportunity to speak to the target language. The weakness is that the students will use their native language. Brown (2001) explains that "it is caused by the EFL students which have a common native language".

C. Conceptual Framework

```
                    ┌──────────────┐
                    │   Teaching   │
                    │ and Learning │
                    │   Process    │
                    └──────────────┘
                      ↙          ↘
        ┌──────────┐              ┌──────────┐
        │ Student  │              │ Teacher  │
        │   Talk   │              │   Talk   │
        └──────────┘              └──────────┘
              ↘                      ↙
              ┌────────────────────────┐
              │       Classroom        │
              │      Interaction       │
              └────────────────────────┘
        ┌──────────┐              ┌──────────┐
        │ Types of │              │ Language │
        │ classroom│              │          │
        └──────────┘              └──────────┘
              ↓                        ↓
   ┌────────────────────┐   ┌────────────────────┐
   │ ➢ Teacher - whole  │   │ ➢ English          │
   │     class          │   │                    │
   │ ➢ Teacher –        │   │                    │
   │    Individual      │   │ ➢ Indonesian       │
   │    students        │   │                    │
   └────────────────────┘   └────────────────────┘
```
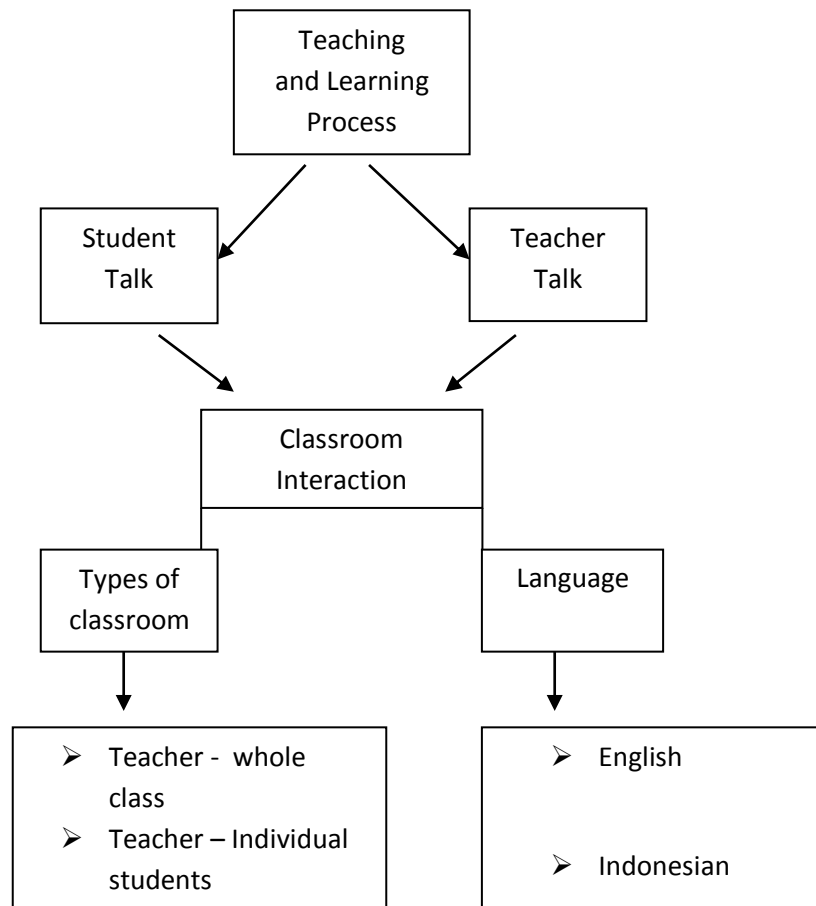
Figure 2.1 The Conceptual Framework

Based on the conceptual framework in figure 2.1, teaching and learning process is important part between teacher and student classroom interaction. This case, teacher talk and student talk are important aspect in teaching and learning process. Teacher talk is the process of language aquisition in speech and management of the classroom. Meanwhile, student talk show the activity concentration of students to their teaching and learning activity.

Based on the explanation above, the reasercher aims to find out the types of classroom interaction are used by the teacher and learner in the classroom during English teaching–learning process. To find out what is the language uses by the teacher and students in the classroom interaction.

CHAPTER III

RESEARCH METHOD

This chapter consisted of the research designed, population and sample, research variables and indicators, research instrument, technique of collecting data, and technique of data analysis.

A. Research Design

The design of this research was Descriptive Research with Qualitative Approach. Which the data is collected from personal note, and observation in the classroom

The purpose of Qualitative Research described the empirical reality behind the phenomenon in depth, detailed, thorough. In this research, the researcher used observation in the classroom, and the main point of this research was to collected and to accumulated the basic data. It described the condition that occur in the classroom such as the interaction conducted by the teacher and learner, the types of classroom interaction and the kind of language during teaching learning process *at the Tenth Grade Students of SMKN 5 Pangkep in Academic Year 2017/2018.*

B. Population and Sample

1. Population

Classes	Students	Teacher
X AP 1 (Administrasi Perkantoran)	40	
X AP 2	38	1
X TKJ (Teknik Komputer & Jaringan)	30	
X TSM (Teknik Sepeda Motor)	30	1
X TGB	35	
Total	173	2

Table 3.1 The total population of SMKN 5 Pangkep

The population of this research were the English teacher and learner at SMKN 5 Pangkep which generalizations about classroom interaction effectively to study are needed. The population is 173 students of SMKN 5 Pangkep. There were four classes, namely X AP 1, X AP 2, X TKJ, X TSM, and X TGB .

2. Sample

In choosing sample, the researcher used purpossive sampling. It is applied to select the criteria sample which suitable with this research. The researcher choose the class because, it fulfill some criteria that related with this research. One of criterion was mix-language that teacher and learner used in classroom. The sample of this research was the students of X AP 1. The number of sample was 40 students and 1 English teacher in the classroom

C. The Variable and Indicators

1. Research Variable

This research consisted of two variables. The independent variables are teacher and learner talk (X). Dependent variable was the classroom interaction (Y).

2. Research Indicator

The indicator of this research was the teacher and learner talk in the classroom interaction by used classroom observation.

D. Research Instrument

In this research, researcher used observation checklist. The researcher used observation checklist to find out the types of classroom interaction. The researcher used observation sheet to find out what kind language the teacher and students mostly used in the classroom.

The observation sheet of this instrument as shown bellow.

Language	Speaker	Observation
		Total of Word
English	Teacher	
	Student	
	Total	
Indonesia	Teacher	
	Student	
	Total	

Table 3.2 The Observation Sheet at the Kind of Language

(Mingzhi in Malamah Thoma's 2005 : 59)

E. Procedure of Data Collection

The data of this research was collected through the observation in the classroom. The researcher observes the teacher and learner in the classroom directly. Beside that, the researcher took the notes on the relevant events while the teaching-learning process was going on. In collecting the data, the researcher conducts non-participant observation. In this research, the researcher as the passive participant. It means that the researcher does not involve herself in the subject activities in the classroom. The data concerned teacher and learner talk in the classroom interaction that were collected by doing classroom observation.

F. Technique of Data Analysis

To find out the types of classroom interaction, the researcher used Malamah-Thoma's framework as cited in mingzhi, 2005) about types of classroom interaction. The researcher observed what the teacher and students was doing and talk in classroom to know the types of classroom interaction that most frequent used by the teacher and students in the classroom during English teaching-learning process. To identify the language use, the researcher used observation sheet from Malamah-Thoma's as cited in mingzhi, 2005) during the interaction in the classroom. the researcher the analysed and compared the language by counting word use.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and discussion of this research.

A. Findings

The findings of this research deal with the answer of the problem statement which was the aimed what types of classroom interaction are used by the teacher and learner in the classroom during English teaching-learning process and what languange do the teacher and students mostly use in the classroom interaction.

1. Types are used by teacher and learner in classroom interaction.

Based on the observation, the researcher found two types that used by teacher and learner in classroom interaction. The types were:

a. Teacher speaks to the whole class

After analyzed the observation, the researcher found that the teacher speaks to the whole class as one of types in classroom interaction. It was divided into seven criteria namely: accepts feeling, praises or encourages, accepts or uses ideas of pupils, asks questioning, lecturers, directing and criticizes. The researcher identified the utterance that produced by the teacher in learning process.

1) Accepts feeling

Based on the observation, Aspects feeling was the most occur by the teacher speaks to whole class in the classroom interaction.

Aspects feeling were open the class ad close the class. In the open class, teacher opened the class greetings, " *Assalamualaikum wr. Wb"*, *"Good morning"*, *"How are you"* and *"How is your mother"*. Besides, the teacher checked the students attendance (calling the students name one by one). In the close class, the teacher closed the class by saying "*That's all for today*", "*Thanks for coming", "Lets pray"* and "*Walaikumsalam*".

2) Praises or encourage

Based on the observation, praises or encourage was the most occur by the teacher speaks to whole class in the classroom interaction. In this type, the teacher appreciated the students by saying "*OK*", "*All of you have finished the reading*". The teacher used other praises like "*You are good*", "*You only need practice" and "Be diligent"*.

3) Accepts or uses ideas of pupils

Based on the observation, accepts or uses ideas of pupils was the most occur by the teacher speaks to whole class in the classroom interaction. In this type, the teacher tried to guess the verb form and changed the sentences. Some students were correct but some other students were incorrect. The teacher gave the correct answer/ sentences. Such as, the teacher checked the answers on the board together with the students.

4) Asks Questioning

Based on the observation, asks questioning was the most occur by the teacher speaks to whole class in the classroom interaction. This type divided into asks questioning related and unrelated to the topic. In the asks questioning related to the topic, the teacher asked some questions to the students.

 "have you finished?", "Any difficult word?", "Any questions?", "Is it clear?" and "Are you get it?".

In the asks questioning unrelated to the topic, the teacher asked some questions to the students.

"Where are your friends?" and "Has everyone come to class?".

5) Lectures

Based on the observation, lectures was the most occur by the teacher speaks to whole class in the classroom interaction. The lectures divided into two parts. The first part was presents or explains the topic. The teacher presented the material by writing it on the board. The teacher explained about use of " to be" and practiced it with students orally.

"Be is used in present, past, and future tense. Baiklah saya beri contoh in present tense. Contohnya I am a student. Kata "am" adalah to be dalam kalimat tersebut".

The second part was the teacher explain the difficult word. The teacher explaind the meaning of the difficult word.

"Ada yang tahu arti kata dari comfortable?. Nah, Comfortable itu artinya nyaman".

6) Directing

Based on the observation, directing was the most occur by the teacher speaks to whole class in the classroom interaction. Directing divided into two parts in the classroom interaction. The first part was gives directions related to the class activity and the second part was gives direction unrelated to the class activity.

In the first part, the teacher gave directions related to the class activity by saying some utterance.

"Please, write the material on your book". *"Please, open page 23"* and *"Do activity 5 – 7"*

In the second part, the teacher gave directions unrelated to the class activity by saying some utterance.

"Now, please collect your notebook" and "Give it to me, I will check your note and give you score while you do the task".

7) Criticizes

Based on the observation, criticizes was not found when teacher speaks to the whole class in the classroom interaction.

b. Teacher speaks to an individual students.

After analyzed the observation, the researcher found that the teacher speaks to an individual student as one of types in classroom

interaction. It was divided into three criteria namely: Response, initiation and silence or confusion.

1) Response

Based on the observation, response was the most occur by the teacher speaks to an individual students in the classroom interaction. Response divided into two parts in the classroom interaction. The first part was response to question related the topic and the second part was response to question unrelated the topic.

The first part described that teacher asked question related to the topic with a student and a student responsed the question.

The first interaction.

"*Rudi, have you finished practice 7?*"Asked the teacher. "Not yet Mam". Replied the student.

The second interaction.

"*Nisa, can you repeat the Rani's answer in the second question on the board*? " Asked the teacher. "*Yes, I can Mam*". Replied the students.

The addition interaction.

"*Dian, have you got this textbook?*" Asked the teacher. *"Yes Mam"* Replied the student.

The second part described that teacher asked question unrelated to the topic with a student and a student responsed the question.

The first interaction.

"*Has everyone come to the class before me, chairman?*" Asked the teacher. "*No Mam*". Replied the student.

The second interaction.

"*Where is your secretary, Linda*" Asked the teacher. "*The secretary is still in the canteen, Mam*". Asked the student.

The addition interaction.

"*Have you put back the textbook in the library, chairman?*" Asked the teacher. *"Yes Mam"*. Replied the student.

2) Initiation

Based on the observation, initiation was the most occur in the teacher speaks to an individual students in the classroom interaction. Initiation divided into two parts in the classroom interaction. The first part was initiation to question related the topic and the second part was initiation to question unrelated the topic.

The first part described that a student asked the teacher about practice .12. The teacher gave the answer about the question.

"Mem, how about the practice .12?" Asked the student. *"Well, you have to read the first story and find the main ideaa each paragraph in practice .12"*. Replied the teacher.

The second part described that a student asked the teacher about his/her status.

"*Are you still singel, Mam?*" Asked the student. "Yes, I am still a single". Replied the teacher.

3) Silence or confusion

Based on the observation, silence was the most occur by the teacher speaks to an individual students in the classroom interaction. There were some interaction which occur in this part. Those are:

(a) The teacher asked, " Any question, Dilla?" "No answer". The student only kept silence.

(b) The teacher asked again, "Can you find some words in the third paragraph, Ayu?" " mmmmmm". The student seen confusion about the teacher's' question.

2. Language was Used in Classroom Interaction

Based on the observation, the researcher found that English language mostly used by the teacher to interact with the students in the classroom. Although English was used by the teacher and the students during learning process go on, sometimes both teacher's and learners talked in Indonesian when she teached and translate the material in order to make students understand well.

Indonesian was rarely used by the teacher and students in the classroom interaction. The teacher and the students never spoke in Indonesian. The teacher explained material, gave instruction and asked questions mostly in English. When the students asked the teacher, like asking about the difficult word, unclear explanation and unclear instruction,

they used Indonesian.

B. Discussion

In this part,the reseracher discussed the result of data analysis from the type of classroom imteraction and What kind language is the teacher and students mostly uses in the classroom interaction at SMKN 5 Pangkep

1. Types are used by teacher and learner in classroom interaction.

In this section, the researcher discussed about the finding of the research on teacher speaks to the whole class and teacher speaks to an individual student. Malamah-Thomas as cited in Coulhard (1975) points out types of classroom interaction in the classroom aiming at the target language. It were teacher speaking to the whole class and teacher speaks an individual student.

a. Teacher speaks to the whole class.

Lynch, (1996) states this is a common type of interaction in the language classroom and it is established when a teacher talks to the whole class at the same time. The teacher did a personal communication to the whole class in the classroom interaction. It was done in the beginning (in the opening class) and in the closing of the class. In the beginning of the class, the teacher greeted the some students individually, after she greeted all students in the class. The expression like "Good morning. How are you?" "How is your mother?" were used. It was done to get to know the condition of the students in that day. It made students more ready to start to study English.

In checking the students' attendance, the teacher called the students' name one by one. By doing this, the teacher knew the students more individually. The students got the impression that the teacher also gave them personal approach. In the closing of the class, greeting was used in the classroom interaction. Besides, the teacher gave the praise to the whole class. The teacher appreciated the students by saying "Good! or yes, of course.

In the classroom interaction, the teacher accepted ideas from the students. The teacher gave a chance to the students in the classroom interaction. For example, teacher asked students to participate in the class discussion. In the last, the teacher discussed the correct answers generated from the students' answer.

In the lecturing, the teacher explained about the use of "to be" to the whole class. After explanation the teacher asked whether the students have understood. The student said that they didn't understand. Then, the teacher explaned again and gave some more examples. The teacher gave chance for some students to give their ideas about the topic. Some answers were correct, but some others answers were incorrect. All answers whether it was correct or not written on the board. After there were no more answers from the students, the teacher discussed the correct answer.

In directing, the teacher could be related or unrelated to the topic discussed. The directions related to the topic were happened when the teacher asked the students to write the material written

by the teacher. The direction unrelated to the topic were happened when the teacher gave direction related to the equipment in the classroom interaction.

In asking the question to the students, the teacher asked some question related the topic. The students could answer the question. Besides, the teacher answered and explaned the questions when there was unclear answer. Therefore, the teacher made sure that students answer were not uncorrect.

Criticizing did not happen in the observation. The emergence themes were the students talked something unrelated to the topic. The students gave response to the teacher's talk by gesture. Beside , the teacher acted some actions to manage the class.

b. Teacher speaks to an individual student.

In this research, student tried to answer teacher question about the subject in the classroom interaction. The teacher asked an student about what they learn last meeting with the same question. Besides, Malamah (1987) point out that this interaction is conducted when the teacher speaks to the an individual class as well. However, in this interaction, the teacher expects only one student to answer the question.

The student can answer the teacher question in the classroom interaction. In some case, the students did not give response as hoped by the teacher. Therefore the classroom

interaction a teacher speaks to an individual student was the type of classroom interaction the rarely used in the classroom.

The students' initiation was categorized into two; initiation related to the topic and the initiation unrelated to the topic. The initiation related to the topic happened when the students asked unclear writing and asked about difficult words. The initiation unrelated to the topic happened when the students greeted the teacher.

The students' silence or confusion happened when they were asked by the teacher. The students didn't answer the teacher's questions spontaneously. When the teacher called them individually, they could do it well. Some teacher's questions that were't answered by the students were questions like; *any questions? Any difficult word?*. When the teacher asked whether the students had finished their work, they also kept silent. The students didn't have self confidence to answer the teacher's questions. They were afraid of making mistakes.

In addition, Malamah as cited in Coulhard (1975) states that there are some criteria of teacher speaks to the whole class namely Accepts, praises or encourages, accepts or uses ideas of pupils, asks questioning, lectures, directing, and criticizes. He also states that some criteria of teacher speaks to an individual student are response to the teacher's question, giving initiation and the student's silence in the interaction classroom.

2. What Language Teacher and Learner Use Most of the Time in the Classroom Interaction

In explaining the material, giving instruction, and asking questions, the teacher used English more. The teacher were very rarely using Indonesian. When the teacher used English expression, the teacher translated it. In one occasion, the teacher tried to discuss a dialogue and a picture using english without translating it. Actually, the students understood it. The students answered the teacher's questions using short English expressions. When the students were given chance to practice, they were good. the students' participation was determined by the class atmosphere that was set up by the teacher.

In relation to the teacher's understanding about interaction, the teacher understood that in learning English, interaction was very important. Harmer (2001) states both the teacher and the learners use the language to interact with one another in the process of learning in the classroom. The language used is mostly spoken. In this case speech has the priority in language teaching.In making good classroom interaction, the teacher and the students who were active were needed. The teacher were active in practicing English classroom and giving interactive activity in the class. The students were active in practicing their English ability, by asking questions. If the students asked question the teacher, they did it in English. The students learned English, but they did not learn to communicate in English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher drawn a conclusion from what the writer have discussed in the previpous chapters. The conclusion is drawn in answer to the research question formulated in chapter 1. Subsequently, the writer also offered a number of suggestions regarding with the practice of teaching English in Senior High School.

A. Conclusion

Based on the the findings and discussions in the previous chapter, the research drawn conclusion in the following statement.This research has shown that teaching-learning English in the senior high school. In this research, SMK Negeri 5 Pangkep was in the process of development.

1. The types of classroom interaction that most frequent used in Class X AP 1 of SMKN 1 Pangkep which teacher speaks to the whole class than teacher speaks to an individual class. It reflected that most of the teaching-learning time was devoted to the teacher talk with the all of students. The teacher interacted with the whole class by accepts feeling, praising or encourage, accepting or using ideas of the students, asking questions, lecturing, and giving direction. Besides, criticizing did not happen in the observation. The emergence themes were the students talked something unrelated to the topic, the students gave response to the teacher's talk by gesture. In the teacher speaks to an individual student, the student interacted with the teacher by giving response to the teacher's question, and giving initiation. The student's

silence happened when the teacher asked the student to answer the question.

2. In explaining the material, giving instruction, and asking questions, the teacher used English more. The teacher were very rarely using Indonesian. When the teacher used English expression, the teacher translated it. In one occasion, the teacher tried to discuss a dialogue and a picture using english without translating it.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion. Some of suggestions as follows:

1. For the English teacher at the Tenth Grade of SMKN 5 Pangkep to create a good clasroom atmosphere by conducting a more relax and classroom, in order to keep the students enjoying the classroom activity. Thus, students can participate in the classroom actively.

2. For the students at the Tenth Grade of SMKN 5 Pangkep, they should be more active and answer teacher questions in English in order to get more used to English. They can do it by using English in their daily life.

3. For the next researcher who want to investigate a research related this case, they can use this research as an additional knowledge to conduct studies focusing on developing classroom interaction between teacher and students by using English in teaching-learning process.

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APPENDICES

Observation Checklist

No.	Teacher	Students	Types of Classroom Interaction (Teacher Speaks to the Whole Class)						
			Accepts feeling	Praises or encourages	Accepts or uses ideas of pupils	Ask questioning	lectures	Directing	Criticizes
1		S-1	√	√	√	√	√		
2		S-2	√	√	√	√	√	√	
3		S-3	√	√	√	√	√	√	
4		S-4	√		√	√	√	√	
5		S-5	√	√		√	√	√	
6		S-6	√	√	√	√	√		
7		S-7	√	√		√		√	
8		S-8	√	√	√	√	√	√	
9		S-9	√	√	√		√	√	
10	Teacher	S-10	√	√	√	√	√	√	
11	er	S-11	√	√	√	√	√	√	
12		S-12	√	√	√	√	√	√	
13		S-13	√		√		√		
14		S-14	√	√	√	√	√	√	
15		S-15		√	√	√	√	√	
16		S-16	√	√	√	√	√	√	
17		S-17	√	√	√	√	√		
18		S-18	√	√	√	√	√	√	
19		S-19	√	√	√	√	√		
20		S-20	√	√		√	√	√	

21		S-21		√	√	√	√	√	
22		S-22	√	√	√	√	√	√	
23		S-23	√	√	√	√		√	
24		S-24	√	√	√	√	√	√	
25		S-25	√	√	√	√	√	√	
26		S-26	√	√	√	√	√	√	
27		S-27	√	√	√	√	√	√	
28		S-28	√		√	√			
29		S-29	√	√	√	√	√	√	
30		S-30	√	√	√	√	√	√	
31		S-31	√		√	√	√	√	
32		S-32	√	√	√	√	√	√	
33		S-33	√		√	√	√	√	
34		S-34	√	√	√	√	√	√	
35		S-35	√	√	√	√	√	√	
36		S-36	√	√	√	√	√	√	
37		S-37	√	√	√	√	√	√	
38		S-38	√	√	√	√	√	√	
39		S-39	√	√	√	√	√	√	
40		S-40			√	√	√	√	

Observation Checklist

No.	Teacher	Students	Types of Classroom Interaction (Teacher Speaks to the An Individual Student)		
			Response	Initiation	Silence or confusion
1	Teacher	S-1	√		
2		S-2			
3		S-3			√
4		S-4			
5		S-5	√		
6		S-6			
7		S-7		√	
8		S-8			√
9		S-9			
10		S-10	√		
11		S-11			
12		S-12			
13		S-13			
14		S-14		√	
15		S-15			√
16		S-16			√
17		S-17			
18		S-18	√		
19		S-19			
20		S-20		√	
21		S-21			
22		S-22			

23		S-23			
24		S-24			
25		S-25			√
26		S-26			
27		S-27			
28		S-28			
29		S-29		√	
30		S-30			√
31		S-31			
32		S-32			
33		S-33			
34		S-34			
35		S-35			√
36		S-36			
37		S-37	√		
38		S-38			
39		S-39			
40		S-40	√		√

The Observation Sheet at the Kind of Language

Language	Speaker	Observation
		Total of Word
English	Teacher	41
	Students	22
	Total	**63**
Indonesian	Teacher	16
	Students	18
	Total	**30**

(Mingzhi in Malamah Thoma's 2005)

APPENDIX D

Dialogue's transcript in the second meeting in analyzed what is the language mostly uses by the teacher and students in the classroom interaction.

Observation 1

Teacher   : good morning class,

Learner   : good morning mom

Teacher   : how are you...?

Learner   : i'm fine fresh-fresh

Teacher   : ok please who prepare class today..?

Learner   : saya mom (mengangkat tangannya dan langsung memimpin menyiapkan kelasnya dan lanjut baca do'a)

Teacher   : ok before study I want check your prepare

Teacher   : who is bring dictionary...?

Learner   : me mom (student raise)

Teacher   : ok class, now we starting our material.

Teacher   : but before it I want to ask you, did you remember our material

                 last meeting?

Learner   : yes, about animal

Teacher   : so how many animal you know ?

Learner   : many mom like cat, dog, bird, lion, and etc.

Teacher   : lion, ada yang pelihara lion di rumahnya?

Learner   : dihutan miss (siswa tertawa)

Teacher   : ok I think you so understand about animal

Learner   : yes mom

Teacher   : ok today our material is about thing around us

Teacher   : thing around us adalah benda yang ada di sekitar kita

Learner   : semua benda mom yang ada ...?

Teacher   : iya semua benda yang ada di sekitar kita

Teacher   : who can give the example about it ...?

Learner   : meja, kursi, papan tulis, dan kipas angin.

Teacher   : ok. Begitu banyak benda yang ada sekitar kita yang tiap saat kita

                       Saksikan

Learner   : iya mom.

Teacher   : bagaimana kalau kita batasi benda-benda yang ada dalam kelas ini

                       saja.

Learner   : all of you please write the example things around us but just in

                       the classroom area

Teacher   : I give you 10 minutes.

Learner   : berapa banyak mom (how much example miss)

Teacher   : up to you makin banyak makin bagus

Learner   : bisa benda yang digunakan mom ...?

Teacher   : ya bisa

Learner   : thanks miss

Teacher	: (beberapa menit kemudian) ok. 8 minute more.
Learner	: begitu banyak benda yang ada dalam kelas ini
Teacher	: (5 menit kemudian) five minute more
Teacher	: ok finish ...?
Learner	: belum
Teacher	: go on please
Teacher	: (5 menit kemudian) times up no body write please, I want to check your work.
Teacher	: siapa yang dapat lebih dari 30 kata ...?
Learner	: saya mom
Teacher	: ok. Please come in front of class and the other student please check your work
Learner	: book, pen, ruller, whiteboard, table, chears, and etc
Teacher	: Ok from your friend have read who still have the other word ...?
Learner	: masih banyak mom,
Teacher	: Ok. One more come in front of class
Learner	: saya mom (sambil mengangkat tangannya)
Teacher	: Ok, give applause for your friend
Teacher	: (beberapa menit kemudian) ok to know how to ask about things around us we need like, what is this, what are this (teacher write in whiteboard)
Learner	: mom apa bedanya penggunaan is and are ...?
Teacher	: are digunakan untuk kata lebih dari satu benda, dan is untuk satu benda, saya kasi contoh, this is a book, and untuk are, this are pen and a book.
Learner	: kalo this dengan that miss apa bedanya ...?
Teacher	: kalo this digunakan untuk benda yang dekat, sedangkan that untuk benda yang jauh

Teacher	: Ok. Are u understand ...? saya jelaskan sekali lagi yea ... are digunakan untuk lebih dari satu benda, dan is untuk satu benda dan this untuk benda yang dekat, that untuk benda yang jauh.
Learner	: yes mom
Teacher	: no question so far ...?
Learner	: no miss we are understand

Observation 2

Teacher	: good morning how are you
Learner	: morning, i'm fine fresh-fresh
Teacher	: please who prepare class today ...?
Learner	: saya miss (mengangkat tangannya dan langsung memimpin menyiapkan kelasnya dan lanjut baca do'a)
Teacher	: Ok. I will check your prepare to study now, who bring dictionary?
Learner	: saya miss, (student raise hand)
Teacher	: ada yang tidak bawa dictionary?
Learner	: I'm so sorry miss I'm forget
Teacher	: Ok. I will review our material last meeting who still remembered it ...?
Learner	: thing around us mom
Teacher	: who can give example about it ...?
Learner	: me mom, like table, bird, whiteboard, marker, and etc
Teacher	: Ok. So good
Teacher	: (beberapa menit kemudian) ok our material today is about asking, give respon, mention the name and number about thing
Teacher	: for example, like how many bag do you have, (asking thing), this is pen (give respon), that is book (mention name), I have 2 ruller (number)
Teacher	: Ok. I have paper but maybe not enough so I want you make a group

Learner	: no talk
Teacher	: come on make a group
Learner	: Ok miss.(siswa membentuk kelompok dengan sendirinya menjadi 7 kelompok tanpa kegaduhan)
Teacher	: (membagi paper) i paper for one group. Lets see picture in your picture and repeat after me mention (pencil,book,whiteboard,ruller and eetc)
Learner	: pencil, book, white board, ruller and etc
Teacher	: ok lets answer the question bout the picture in your paper,
Teacher	: I give example if you find the question like that ; i have one beg, bentuk pertanyaannya itu how many bag do you have
Learner	: (mengerjakan paper) miss apa bahasa inggrisnya peraut pencil?
Teacher	: please use your dictiorary
Leaarner	: No talk
Teacher	: silahkan bertanya yea klo ada yang tidak di mengerti
Learner	: yes miss,
Teacher	: five minute more
Learner	: (beberapa menit kemudian) ok finish..?
Teacher	: ok kumpul papernya please come on
Learner	: no talk (siswa mengumpul papernya)
Teacher	: Ok, the next i want to group 4 please give a question to group i about your picture number 2 in paper
Learner	: how many ruller ? (group4)
Learner	: 4 ruller (group1)
Teacher	: one group more, please grup 5 ask to group 3 about picture number 2 in your paper
Learner	: what is this (grup5)
Learner	: that is a book (grup 3)
Teacher	: good very good.

Teacher	: (beberapa menit kemudian setelah semua group bertanya) ok. Give applause for your friend and please who want to give a comment for this material,
Learner	: karena materi ini kami mengetahui cara menanyakan benda, nama benda dll,
Teacher	: Ok i think thats all our material today. (Teacher give motivation to student and close the material),

Picture 1 : Teacher speaks to the whole class

Picture 2 : Teacher speaks to an individual student with the rest of the student as hearers

Curriculum Vitae

Heprima was born on April 04th, 1994 in Pinrang. From the marriage of her parents Herman and Hasnah. She is the first child of five siblings. She has one sister and three brothers. In 2000, she started her elementary school SDN 26 Pinrang and finished in 2006. Then, she continued her study in SMP Negeri 2 Pinrang and finished in 2010. At the same time, she continued in senior high school in SMK Negeri 1 Pinrang and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. At the end, she could finished her thesis in 2018