

TEACHER TALK IN ENGLISH LANGUAGE CLASSROOM

(A Descriptive Study at the Third Semester Students in Muhammadiyah

University of Makassar)



A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar

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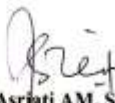
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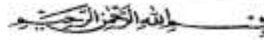
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MOTTO AND DEDICATE

“Berusaha memberikan yang terbaik untuk orang lain”

I dedicate this thesis
to my beloved parents, my sisters,
my aunt and uncle, all of my family, and all my friends.

ABSTRACT

MAGHFIRATI NAJAMUDDIN. 2018. *Teacher Talk in English Language Classroom (A Descriptive Study at the Third Semester Students in Muhammadiyah University of Makassar)*. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by St. Asriati AM , and Ardiana.

This study aimed to find out: (1) the kinds of teacher talk used by the English teachers at the third semester students in Muhammadiyah University of Makassar, (2) the students' perception toward teacher talk in English language classroom at the third semester students in Muhammadiyah University of Makassar.

This study used Qualitative Research Design. The instrument which was used to collect the data were observation checklist, video recording and questionnaire. The data was collected from two English lecturer and 26 students in one class at the the third semester students in Muhammadiyah University of Makassar.

The result of the research showed that (1) There were two types of teacher talk that were used by the English Lecturer A and the English Lecturer B in learning process' namely direct and indirect talk. Direct talk was found during the lectures, giving directions, and criticizing or justifying authority. Furthermore, indirect talk was found accepting feelings, praising or encouraging, accepting or using students' ideas and asking questions. Both of the Lecturer used all categories of direct and indirect talk. Both of them used all categories of direct and indirect talk. (2) The students gave positive perception toward teacher talk in the classroom. It is proven by the result of questionnaire showing that the students' perception was categorized good.

Keywords: *Teacher Talk, Direct and Indirect Talk, English Language Instruction.*

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Praise and great gratitude submitted to almighty god, Allah SWT who always gives her gracious mercy and tremendous blessing that help the writer finishing this proposal with the title is Teacher Talk in English Language Classroom (a descriptive study at Third Semester Students in Muhammadiyah University of Makassar). This proposal is as a requirement in accomplishing the S-1 Degree at the English Education department Faculty of Teacher Training and Education in Makassar Muhammadiyah University.

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CHAPTER I

INTRODUCTION

A. Background

Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.

English as one of the language use as a tool of sharing ideas on setting information from other people in the world. It has been becoming the international language that widely use in writing and speaking skill all over the world. Therefore, the goverment of Indonesia has been putting English as an essential subject to learn English from elementary school until unviversity. Therea re four skills that should be master by students in learning English. There are listening, speaking, reading and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in speaking and writing.

Interaction between teacher and students establish the success of teaching-learning language. In the English Foreign Language (EFL) classroom, teachers have important role to interact with students because they have major portion of class time

employed to give direction, explain activities and check students' understands use the target language. The students' interaction is also important. When they give the appropriate response to the teacher's talk. It means that they understand the language teacher use. For foreign language learners, classroom is the main place where they are frequently exposed to the target language. The kind of language use by teacher for instruction in the classroom is known as teacher talk. In trying to communicate with learners, teacher often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners Ricards cited in Xiaoyan (2006:5).

Teacher talk refers to how much teacher talk during class time and it is a vital aspect of a language based classroom. Teachers have to give lots of efforts to learners because to learn second language student's first language interferer in the second language and the way teacher presents himself students get only the input. Teachers talk is not only used for information input but also to express their positive attitudes toward their students in second language classroom. Teacher talk can be used as a tool to increase students' performance, interaction and to promote positive students' attitudes toward their teachers.

Pujiastuti (2013:163) found that the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It is also found that student's initiation plays a significant part in the classroom interaction. Cook (2000:144) state that language that teacher uses inside the teaching process

determines to a larger degree whether a class will succeed or not. In English classroom, teachers' talk can function as the medium to gain teaching objectives and not limited to only subject of the course.

The language used by teacher or here is referred to as 'Teacher Talk' is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for the learners. In line with the process of teaching, the teachers have to understand the philosophy of teaching itself. Teaching is the activity of organizing student activities and providing good learning facilities so that the students can learn well. Usually, "Teacher Talk" involves different phonological, syntactic, lexical, or even discoursed modification with the objective of making the teacher's language more comprehensible for students. This means that a teacher must be able to equip themselves with a number of different skills and various kinds of knowledge that is essential for their success as a teacher.

Based on the explanation above, the researcher is interested to describe about the teacher talk used by the lecturers in the classroom. The researcher then will conduct a research entitled '*Teacher Talk in English Language Classroom (A Descriptive Study at the Third Semester Students in Muhammadiyah University of Makassar)*'.

B. Research Questions

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

1. What kinds of teacher talk used in English Language Classroom at the third semester of Muhammadiyah University of Makassar ?

2. What is the students' perception toward teacher talk in English Classroom at the third semester of Muhammadiyah University of Makassar ?

C. Objective of The Research

The objective of the research are:

1. To find out kinds of teacher talk used in English Language Classroom at the third semester of Muhammadiyah University of Makassar.
2. To find out is the students' perception toward teacher talk in English Classroom at the third semesters of Muhammadiyah University of Makassar.

D. Significance of the Research

The result of this research is hopefully useful for:

1. For the English Students:

The findings of the research will expected to get 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.

2. For the English teachers:

The findings of the research are expected give the new information about the kinds of teacher talk and see the kinds of teacher talk which one the students like, teacher should encourage and criticized also reminded, in that way the interaction can be more effective.

E. Scope of the Reserach

The scope of the research is to limite the kinds of teachers' talk and perception students about teacher talk that the English teachers used in English language classroom at third semester students in Muhammadiyah University of Makassar. These kind's reveals direct and indirect in the use of the teacher talk in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The are several researchers conducted researche in particular area, below are:

Nuratika (2018) in her thesis investigated about Students' Perception Towards Teacher's Talk in English Classroom. She found that the students perception toward teacher's talk in English classroom, were students' positive statement found in practically category. In this research the students strongly agree with the teacher talk, the instructional students; perception toward teachet talk in English classroom gave benefits, such as they felt easy to understand, more serious and attract the attention of the students and active to lear, and the the students were felt not bored so it could create a hight motivation in learn.

Astuti (2013) in her article found that some categories of teacher talk beginning from the highest questons, usig or accepting' idea of students, praising, criticizing and accepting feelings. Regarding the students talk, this study has shown two types of students talk convering responses and initiation.

Sari (2018) in her thesis investigated about Teacher Talk and Learner Talk in the Classroom Interaction. She found that the types of teacher and learner talk occur in classroom and the interaction between teacher and learner in classroom, it show the interaction between teacher and learner were absolutely interactive, the teacher used

teacher talk to deliver material to the learner and learners gave responses to the teacher.

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 interactions, indirect instructions, direction for activities transitions, giving feedback, checking understanding. The use of features will avoid the monotonous situation in the classroom. It will help students get deeper knowledge and insight of subject learned.

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

All of the previous researcher have similarity in this study that was use of teacher talk as the main focus of the research. However, all the previous research and

this study have some differences, those were the setting. The previous research analyzed the students perception of teacher talk, categories of teacher talk, learner and teacher talk, kind teacher talk features and investigated ways of teacher talk. Besides, the researcher investigated the kinds of teacher talk which use teacher talk in English teaching process and students responses about teacher talk in the classroom.

B. Some Partinent Idea

1. Concept of Teacher's Talk

a) Teacher Talk Defenition

According to Ellis cited in Hui (2010:46) defenititon of teacher talk means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teacher talk is very important both classroom teaching organization and stundets' language learning in the process of foreign language learning, because teacher talk is an instrument of implementing teaching plan. Teacher talk is the major resources of comperhensible target language input learners are likely to recieve in the foreign language classroom. Therefore, teacher can use simulate to their students, such as asking question, invitation and giving direction, by giving feedback to the students, the active participation os students in the classroom also increases. But sometime sthe teacher is not aware at the time of teaching in the classroom by using full English, making some students don't understand with what si deliver by the teacher so that there are students who feel learning English is hard and not fun.

Xiao-hui cited Faruji (2011:2) in his study of analysis of teacher talk, argued that teacher should consciously improve their questioning behavior by providing an information gap between the teacher and the students. The gap is better to be related to a topic that is relevant to the learner's lives so that stretches the students intellectually. They make adjustments to both language function in order to facilitate communication. These adjustments are referred to as "teacher talk". The teacher talk is very important for both classroom teaching organization and student's language learning in the process of foreign language learning, because teacher talk is an instrument of implementing teaching plan.

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

Krashen in Zaidah (2014:10) defines that teacher is foreigner talk in the classroom, the language of classroom management and explanation, when it is in the second language. He explains that the interlanguage talk has a simple code and one of them is that they get their second language from what their teacher says. In this case the teacher probably will not talk often. However,

teachers can find other ways that they can understand it by bringing native speakers into their presence. This method is believed to be very useful in helping them to understand. In addition to experiencing the changes in linguistics, they can also increase their knowledge of the world. So, as more teachers explain using their second language, this will help the students in increasing their knowledge of English.

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

Teacher talk is an indispensable part of language teaching in an EFL (English as a Foreign Language) context which can bring about significant instructional benefits for teachers when applied meticulously and learning opportunities for language learners when noticed purposefully. It can potentially lead to success or failure in teaching and meeting learner needs as Nunan (1991) asserts:

Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

Also, the importance of teacher talk and its instructional components have been implied by Stern (1983) who claims that the language teacher's capability of teaching is determined by language background, previous language teaching experience and formulated theoretical presuppositions about language learning and teaching. All these mentioned characteristics can affect the quality and effectiveness of teacher talk, which is regarded as the major medium of instruction.

b) Kinds of Teacher Talk

Kinds of teacher talk may depend on the conceptual role of classroom discourse that teacher talk emerges particularly in different context and situation. In relation to this, the writer believes in the critical role of teacher discourse in English language learning and literacy development is strongly influenced. Vygotskian in Batara (2013) notion that talk in the classroom is strongly essential because it offers the student external dialogue that may be appropriated as internal dialogue. Based in this, the types of teacher talk may only range from

checking information to feedbacks and its function rely upon the results that emerge from the question-answer and informing feedback activities.

However, Celce-Murcia in Muhayyang (2010:21) proposes two types of teacher talk, (1) direct and (2) indirect. Direct teacher talk can be through giving information about anything, giving directions, and authorizing the learners to learn what they want to learn. Direct talks is divided into lectures, giving directions, and criticizing or justifying authority (Flanders in Aisyah, 2016:65).

1. Lecturing

Lecturing is one of the main classroom activities where teacher gives information or instruction to the students. Lecture is defined as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period (Good and Merkel in Kaur, cited in Aisyah, 2016). There are three major types of lectures: the expository lecture where the teacher does most of the talking; the lecture recitation where the teacher does most of the talking but habitually stop and asks students specific questions or requests students to read prepared material; and the interactive lecture is where the teacher begins with a 15 to 25 minute mini-lecture and then asks the students to form learning groups and complete an assignment based on the minilecture, then the instructor delivers another mini-lecture (Kaur in Aisyah, 2016).

Beside Bruff Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. No matter what your topic, your delivery and manner of speaking immeasurably influence your students' attentiveness and learning. When planning a lecture, keep in mind that you have control or influence over several elements of your classroom, there are :

- a. Visual Message – The slides and other visual aids you use can either complement or confuse your verbal message, depending on how you design them. Consider how photos and other images might function as metaphors that make your points more memorable.
- b. Physical Presence – While some instructors are naturally gifted public speakers, we can all be more aware of and leverage our physical presence to better communicate to our audiences.
- c. Verbal Message – Whether you prepare typed lecture notes or just improvise in the classroom, the words you say are an integral part of your lecture.
- d. Students' Notes – Students can often spend more mental energy taking notes during class than thinking about your content. Consider ways you can make it easier for your students to take notes so they can focus more on engaging with your material.

e. What Students Say & Do – Keep in mind that even in a so-called lecture class, you don't have to lecture the whole time. Consider small-group and whole-class activities that might enhance your students learning

In the different expert lecturing just like giving information and giving explanation Giving information is a classic teaching method where teacher gives information, facts, personal opinion, or ideas about a topic. It is simply gives students the lecture or asking rhetorical questions. Nowadays, this method is considered as out-of-date method for teaching and learning process because students should be active in the classroom. To avoid this kind of method, it does not mean that the teacher leave the whole classroom activities to the students. Teacher should conduct lesson plan and develop material so he/she can stimulate students' behavior (Brown, 2007).

Giving explanation was giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is... ? (Brown, 2001). The utterances of giving detail information were shown below:

1. *Aliyah* is introduced here (who).
2. *Everybody, everyone, ladies and gentleman* is used to greet to others. (What).

3. They are used to greet others *when you meet to one or many people*.
(When).
4. They are used *in meeting*. (Where).
5. *Enam ratus empat puluh dua rupiah*. How to translate in English?
First, find out English of enam then the English of ratusan..... (How).
6. If you don't know English of *ratusan* and *ribuan*, *it is hard for you to understand this lesson*. (Why).

2. Giving Directions

Brown in Aisyah (2016) states that “students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically.” They expect some direction or command from their teacher and need to be directed in doing some classroom activities in order to prevent misunderstanding. Sofyan and Mahmud in Aisyah (2016) suggest that giving direction will provide students with opportunity for practicing their capability in English language. Thus, teacher should put an effort in providing good and clear instruction and explanation so that the classroom activity can be maintained. A good direction will lead teaching and learning process into a successful one.

Giving direction in this research was instructional direction. Brown in Zaidah (2014) suggests that giving direction will provide students with opportunity or practicing their capability in English language. Thus, teacher should put an effort in providing good and clear instruction and

explanation so that the classroom activity can be maintained. A good direction will lead teaching and learning process into a successful one.

Besied Yanfen & Yuqin (2010) Direction means an authoritative direction to be obeyed, an order of the teacher. In the language of the classroom, the teacher is absolutely the authority of class, there is little need for the teacher to be indirect for social reasons. Here are examples: “Everyone, go through the whole article quickly, I will let someone read the passage, hope you can read it fluently.” “Discuss this problem with your partner if you like and you can choose one to be a representative to make the speech.” “Now work in groups and talk to each other about the results, number of the group will take down notes!” “Wang hui, come to the front and give your daily report!”

3. Criticizing Or Justifying Authority

Sometimes in the classroom there are a few students that are difficult to handle as they have some issues bound with their age which lead to unstable emotion. In the meantime, teacher should be able to communicate anger, dissatisfaction and annoyance with students (Sofyan and Mahmud in Aisyah, 2016). Additionally, most of criticizes that take place are intended to keep the students pay attention and listen to the speaker at the present time. Nurmasitah in Aisyah (2016) observed that teachers’ talk accounted more than 50% of the classroom interaction with lecture as the most dominating category. Additional study was carried by

Nugroho in Aisyah (2016) in which it was realized that teachers' talk almost took up to 50% of the whole lesson and found that asking questions was the most dominant category occurred. Each study has distinct result regarding the time devoted for teacher's talk and the most dominant category used in the classroom. However the rationales of the usage of the category have not been presented.

Criticizing is to comment on students' incorrect response severely. Examples are "You have done it very badly." "Did you do any reviewing?" "Let me see your homework, you did not do it, why? I don't want to see this happen again." "You'd better pay more attention to what I am talking in class, don't do any other things in class, OK?"

Giving correction was giving clarification whether the students' work was correct or wrong and giving explanation or direction about the mistakes and how to correct it. Clarification was divided into: (1) repeat students' answer and (2) giving direct statement and indirect statement (Brown, 2001).

1. Teacher : What is full name?

Students : Nama lengkap.

Teacher :*Nama lengkap.*

1) Teacher : How old Okta?

Students : Eight years old.

Teacher : How old?

Students : Eight years old.

Teacher :*Eight years old.*

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

In the other hand, indirect teacher talk can through understanding of what could language learners feel or when their language teacher supports them with high motivation (Crespo in Aisyah, 2016:65). Besides that, it can also be through stimulating learners' perception by asking them some questions. Indirect talks divided into accepting feelings, praising or encourages, accepting or using students' ideas and asking questions (Flanders in Aisyah, 2016:65).

1. Accepting Feelings

French and Galloway in Pujiastuti (2013) asserts that this category emerge in both verbal and non-verbal phenomena. It can be seen clearly whether the teacher accept students' feeling or not in both verbal and non-verbal phenomena. Accepting students' feelings can build a classroom environment that support the teaching and learning process as well as gives confidence and engage students in the teaching and learning process.

In dealing with students feeling, it is also important to communicate students past feeling. It is important because their experiences shaped their minds, the reason behind their feeling in present time, and it helps teacher avoiding students' trauma. The understanding

from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom.

2. Praising or Encouraging

Praises or encourages bring out students' willingness to participate more in class and it boosts students confidence. Studies have found that teachers do not praise deliberately but rather it is a spontaneous reaction to students' behavior and to their subtle demands for praise (Crespo in Aisyah, 2016). On the other hand, Crespo also asserts that learning is intrinsically rewarding and learners should not be bribed or forced to learn. Davies (2011) on his study adds that "praising may cause a change of pace in a lesson, which may result in a loss of concentration." In line with Crespo, Davies states that the negative effects of giving praise could overpower the positive ones in many situations in this class. Appraisals are not merely indicated by saying "good job!" or "well done!" but it can be shown in a form of saying "uh huh!" or simply by teachers' repetition of students' answer.

Teacher activities are not only conducting lesson plan and develop teaching material but also motivate students to raise their motivation so they can find and develop their language skill. Motivation for students must be done as well so the objectives of the lesson are achieved like the way it planned. In doing their daily activities in the classroom, teacher can support students with praising, complimenting and tell the students

that their ideas and works are valuable. Students may feel stuck or blank in the middle of their speaking performance.

Encouragement is an act of inspiring with hope, courage, or confidence; the behavior of heartening. Here are samples: “It’s OK; I am sure you can manage to make up a more complex sentence next time.” “Don’ worry, just say whatever you know, it does not matter whether your answer is correct or not, I just want to know what you know.” “Don’t think too much about grammar, just tell us your idea.” “OK, try your best!” “I am sure you know something about it, just say it.”

3. Accepting or Using Ideas of Students

Giving appreciation to students will invite students’ willingness to administer their ideas. When students’ are feeling appreciated, they will likely have a good time in teaching and learning process thus creates a comfortable environment. This category can be observed through teacher’s confirmation of students’ suggestion such as “I understand what you mean.” Also through the repetition of students’ statement by using his/her own word and build or develop the ideas given by students by having a class discussion as worthy of consideration (French and Galloway in Pujiastuti, 2013).

Teacher’s attention to students’ contribution is a great appreciation for students’ works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of

students. Teacher can start a discussion based on students' ideas by rephrasing them but still recognized as students' contribution.

4. Asking Questions

Brown in Aisyah (2016) describes questioning in interaction as a way to stimulate students speaking up their thoughts. Questions given can be categorized by students' level. Teacher usually begins with displaying questions which the answer is common knowledge. Ambrosio in Aisyah (2016) found that many studies affirmed that critical thinking using teacher questions facilitate students to answer questions that will help them in understanding the issues they are experiencing in society. However, there are times when teacher asks questions but they carry on their lecture without receiving any answers, this is not included in this category.

As it brought before in previous pages, questioning in interaction is a way to stimulate students speaking up their thoughts. There are many ways to classify the kinds of questions for classroom effectiveness. The questions can be categorized by the level of the students. Teacher usually begins with display questions which the answers is common knowledge. The display questions can be used to provokethe contain of students ideas and their language form.

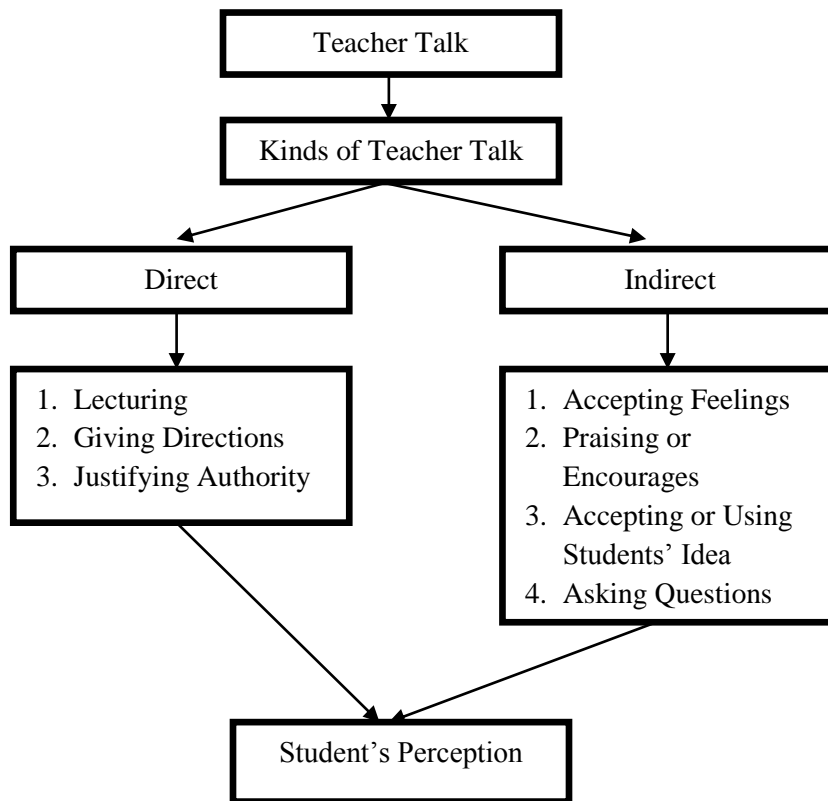
Asking question was used to check students' comprehension toward teaching materials.

1. Who has not understood?
2. Are you ready?
3. Is it finish?
4. What happen?
5. Where is your work?
6. Where is your book?
7. Where is (Ilyas)?
8. Anymore?
9. Where is your seat?
10. What group are you?
11. Where is your homework ?

Beside Yanfen and Yuqin (2010) It is a request for information and it is the commonest and most straight forward way to make students to talk in the class according to classroom observation. By asking students some questions, the interaction will be motivated quickly and heatedly. Questions can be subdivided into referential questions and display questions. Referential questions are questions with no fixed answer, and display questions are the ones with a fixed answer. The following ones are examples of referential questions from the observation data: "If you have a chance, where would you like to go, Liujuan?" "What is your idea of living in a big city?" "What do you think if we could finish this on time?" Examples of display questions are: "Which is the key word of this

passage, LiaoXin, could you give me the answer?” “LiRunjia, do you still remember the first three important tips the author gives us? What is the first one, remember?” “On which page can you find the theme of this passage?”

C. Conceptual Framework



Teacher talk is a learning process in which the teacher and student interaction teacher emphasizes more talking with instructional goals. in foreign language learning the teacher has various types of teacher talk in interacting with students.

although teachers talk more but to get effective and efficient learning there must be student responses or feedback from the students themselves in the learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the title, the researcher choose Descriptive method as a design method because it is comparable to collect the data from the teacher talk in English language classroom. According to Suharsimi Arikunto (2013:3) descriptive terms derived from the English term to describe which means describing a thing, such as circumstances, conditions, situations, events, and others. The purpose of the research design is to find out the teacher talk in English language classroom.

B. Research Participants

The participants of this research are two English lecturers at the third semester of Muhammadiyah University of Makassar. Besides English lecturers, the researcher will also take 26 students of class E to participant in the research.

C. Reserach Instrument

1. Observation checklist & Video recording

Observation checklist and video recording aimed to gain factual data about kinds of teacher talk that the lecturers use in the classroom. The researcher created several indicators to be observed based on the theory. The checklist will be as follow :

Table 3.1 Kinds of Teacher Talk

Kinds of Teacher Talk	Part of Kinds	Yes	No
Direct	Lecturing		
	Giving Directions		
	Criticizing Or Justifying Authority		
Indirect	Accepting Feelings		
	Praising or Encourages		
	Accepting or Using Students' Ideas		
	Asking Questions		

2. Questionnaire

The researcher distributed the questionnaire to the students in order to determine what responses of the students to the teacher talk used in English language classroom. The questionnaire is adopted from Batara (2013). The researcher will distribute 37 questionnaires for 37 students in one class. There are 20 statements in the questionnaires.

D. Data Collection

In order to collect data from all participants, the researcher will the following procedures:

1. The researcher met with the lecturers to know the schedule.
2. The researcher attend the lecturers class to observe and record the lecturers's talk during the teaching and learning process.

3. In the end of the session, by means of the session of the research, the researcher distributes students' questionnaire forms. The questionnaire is used to find out the students perception towards the lecturers talk used in English language classroom.

E. Data Analysis

To analyze the data from observation, the researcher was apply the procedure as follow:

1. The researcher transcribed the data from video recording.
2. The researcher identified the lecturers utterances when teaching in the classroom.
3. The researcher classified the lecturer's talk/ utterances into the teacher talk category (direct and indirect talk).

To analyze the questionnaire, the researcher was used Likert Scale into five scale namely, SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree), they scoring will be as follow :

1. The Likert Scale and scoring

Table 3.2 Likert Scale

No.	Items			
	Positive Response	Score	Negative Response	Score
1	Strongly Agree	5	Strongly Agree	1
2	Agree	4	Agree	2

3	Undecided	3	Undecided	3
4	Disagree	2	Disagree	4
5	Strong Disagree	1	Strong Disagree	5

(Gay, 1981: 298)

2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

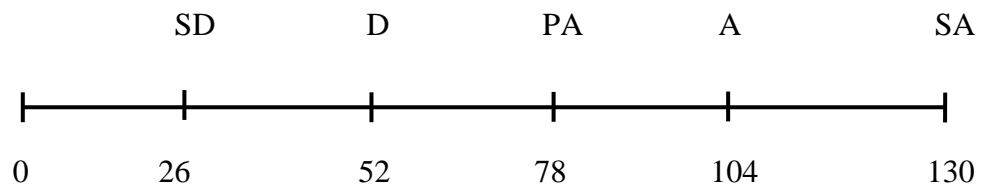
$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$

(Sugiyono, 2012:137)

Table 3.3 Criteria Score

Forms	Scale
5 x 26= 130	Strongly agree
4 x 26= 104	Agree
3 x 26 = 78	Partially agree
2 x 26 = 52	Disagree
1 x 26 = 26	Strong disagree

3. The next step identified the rating scale and interval distance.



(Sugiyono, 2014:137)

Table 3.4 Rating Scale Interval of Agreement

Answer Score	Scale
105-130	Strongly agree
79-104	Agree
53-78	Partially agree
27-52	Disagree
0-26	Strong disagree

4. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.
5. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total ideal score}} \times 100\%$$

(Sugiyono, 2012:137)

Table 3.5 Interpretation Score

No.	Category	Interpretation Score
1	Excellent	81%-100%
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very poor	< 20%.

(Munawaroh: 2016:15)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the result of the research which is divided into three main sections. Those were the data descriptions, followed by the research findings the kinds of teacher talk used by lecturer in learning English based on the record, then showed the students' perception of teacher talk used by lecturer in learning English based on the questionnaire, and discussion of the research findings based on the research question.

A. Findings

1. Kinds of Teacher Talk Used by English Lecturer in Learning Process

After analyzing the data, the researcher found seven both direct and indirect which are spread into seven activities during the class. The following are the further analysis of those kinds of teacher talk.

Table 4.1 Kinds of Teacher Talk

Kinds of Teacher Talk	Part of Kinds
Direct	Lecturing
	Giving Directions
	Criticizing Or Justifying Authority
Indirect	Accepting Feelings
	Praising or Encourages
	Accepting or Using Students' Ideas
	Asking Questions

a. Direct Talk

1. Lecturing

Lecturing is the most important part in teaching and learning as it where all the information is being conveyed to the students. This category indicated by lectures, explanation, information or facts, expressing opinions so on and so forth. Based on the data analysis the researcher found some utterances delivered by lecturer showing lecturing. One of them can be seen in the table below:

Table 4.2. Lecturing (Teacher A)

L; Linguistic study about language it means that language in the world, many many language in the universal, so in learning linguistic talk about all language ,, of course its about language. Each language has all linguistic ada namanya English linguistic, Jerman linguistic, Franch linguistic, ada namanya lingustiknya bahasa Makassar, linguistiknya bahasa bugis, jadi each about language, because the linguistic study about language.

The extract of lecturer A clearly shows the part where the lecturer provided information by giving explanation about the material in the class about what linguistic is.

Table 4.3 Lecturing (Lecturer B)

L: *Jadi compound sentence itu adalah gabungan dari dua kalimat. Tapi ada namanya independent clause, ada namanya dependent clause. Independent clause itu bisa berdiri sendiri, dependent clause tidak berdiri tanpa independent clause. Contohnya, I will go to campus, dengan naik motor.*

Similar to Lecturer A, above also shows that the lecturer B explained about the material to the students, Lecturer B gave explanation about compound sentence and its example.

2. Giving Direction

Direction was provided in order to guide students doing given assignments, given a good presentation. From the observation conducted, the teacher always give a clear instructions for his students as well as making sure they understand each instruction. Based on the data analysis the researcher found some utterances delivered by lecturer showing giving direction. One of them can be seen in the table below:

Table 4.4. Giving Direction (Lecturer A)

L: *Second you have to write the question in the white board and for the presenter eh participants you give question please mention your name, your group because I want to get the score from the question and then the last after close this, before close this, please give the conclusion. Do you see remember last week? Conclusion must be from the question, from the all question, jadi you must write the question after that answer the question and than make conclusion, jangan hanya mendengarkan, jangan hanya oh iya saya kira kesimpulan saya. Tidak yah, you have to write also and also answer the questions yah. Oke please.*

The extract above shows that the lecturer were giving direction to the students. The direction depicted how to make a good presentation. The teacher gave direction to the students or the presenter step by step to start the presentation in the classroom.

Table 4.5 Giving Direction (Lecturer B)

L: <i>So, now open your book chapter 2.</i>

The presented extract of lecturer B above shows that the lecturer giving direction to the students. The direction depicted how the lecturer gave direction to the students for what will do next.

3. Criticizing and Justifying Authorities

As we know that feedback is not merely given in the form of appraisal and encouragement, criticizing and justifying authority was also found to be a feedback for students. The teacher was likely to employ this type when the students were noisy, also when he needs to gather students' attention, and criticizing incorrect answers. This type shows that teacher has the capability to manage and be assertive of what can and cannot be done in the classroom. Based on the data analysis the researcher found some utterances delivered by lecturer showing giving criticizing or justifying authority. One of them can be seen in the table below:

Table 4.6 Criticizing or Justifying Authorities (Lecturer A)

L : <i>father ya. Bukan d. Father bukan d, salah kalau d</i>
--

From the extract of lecturer A shown above, it is clear that the lecturer was likely criticizing or justifying authorities the classroom. The lecturer corrected the mentioning errors made by the students, the lecturer telled them which way of mention was right and what was wrong, so that students were not mistaken when they said the word given by the lecturer.

Table 4.7 Criticizing or Justifying Authorities (Lecturer B)

L; *Perbaiki caranya tulis introduction, kalau begini harusnya sudah di body.*

From the extract shown above, the lecturer B was likely criticizing or justifying authority in the classroom. The Lecturer criticizing the students assignment about writing a good paragraph.

a. Indirect Talk

1. Accepting Feelings

This type was indicated by teacher's acceptance of students' answer or response. From the observation held deals with feeling, lecturers provide in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students. Based on the data analysis the researcher found few utterances delivered by lecturer showing accepting feelings. One of them can be seen in the table below:

Table 4.8 Accepting Feelings (Lecturer A)

L: I say that okay, just for today yah. Next week you have to bring.

The extract of lecturer A clearly shows that the lecturer gave accepting feelings. The lecturer given the opportunity to the students didn't bring the paper, but only for that day.

Table 4.9 Accepting Feelings for Lecturer B

L; Ahh, <i>jangan mengaku dewasa kalau belum banyak tugas.</i>
--

The extract of lecturer B clearly shows that the lecturer gave accepting feelings. The lecturer gave word motivation to the students. So that students more passion in doing this assignment.

2. Praising and Encorages

This category employed to invite students' participation during teaching and learning situation. It is indicated by responses given by the teacher to students' answers. At some points the teacher encouraged to ensure students to have the confidence to convey their thoughts. Based on the data analysis the researcher found some utterances delivered by lecturer showing praising and encourages. One of them can be seen in the table below:

Table 4.10 Praising or Encouraging for Lecturer A

L; <i>Okey applause for group two.</i> Yah kembali ke tempatnya.
--

The extract of lecturer A in the meeting above showed one of praising or encouraging. There were several praising and encouraging

delivered by lecturers, one of which was in the end of presentation the lecturer gave appreciation to students' performance.

Table 4.11 Praising or Encouraging for Lecturer B

L; *Wahh, good writing*, like wedding invitation.

The extract of lecturer B in the meeting above showed a praising or encouraging from the lecturer. Lecturer gave appraisal to students homework. When the lecturer checked the homework and the student made a good writing and then the lecturer praised the work of the student.

3. Accepting or Using Idea of Students

This category indicated by rephrasing students' answers or ideas, making inferences from students' ideas or answers, using their ideas to solve the problem. Nevertheless, utterance such as "I understand what you mean" can be considered as accepting or using students' ideas. Based on the data analysis the researcher found some utterances the utterance delivered by lecturer showing accepting or using idea of the students. In the observation conducted, the teacher mostly rephrase and making inferences from students' ideas or answers. One of them can be seen in the table below:

Table 4.12 Accepting or Using Students' Ideas (Lecturer A)

L : oke kalau Z bagaimana bacanya? You?
S : rizal
S : rizal
L : siapa yang bilang rizal?
S : **rizal'**
L : Yah, *jadi dia dibaca rizal' bukan rizal*

accept that student's answer the question being delivered by the lecturer. The Lecturer gave a question how to pronoun the word to the other students, and the students gave a response and delivered a corrected answer.

Table 4.13 Accepting or Using Students' Ideas (Lecturer B)

L :Mana independent clause? Jadi independent clause itu sama dengan induk atau anak kalimat? yah? Independent clause.
S : Induk kalimat.
L :yah <i>jadi independent itu disebut dengan induk kalimat</i>

The extract of lecturer A clearly shows that the lecturer accepting and using idea from the students. The Lecturer gave a question where the corrected answer to the other students, and the students gave a response and delivered a corrected answer.

4. Asking Question

Asking questions, this category occurred the most in the classroom observation. It occurred in all meetings frequently, however, on the first session, it was dominated by the lecturer. This category is distinguished not only by the question words but also when teacher is waiting for students' response which indicates that the teacher is giving a question. However, if teacher asks question but the lecture is continued, thus, it is not considered as asking question. Based on the data analysis the researcher found some utterances

delivered by lecturer showing asking question. One of them can be seen in the table below:

Table 4.14 Asking Questions (Lecturer A)

L : <i>how pronoun this?</i>

The extract of lecturer A clearly shows that asking question. The lecturer deliver utterances in the form of questions, the question delivered by the lecturer to the students.

Table 4.15 Asking Questions for Lecturer B

L; <i>You know present continuous tense?</i>
--

The extract of lecturer A clearly shows that asking question. The lecturer was asked to students in order to getting the answers of the question about the presentation.

2. The Student's Perception Toward Teacher Talk in English Language Classroom

This part presented with the data analysis about student's perception toward teacher talk in English language classroom. The information about students' perception was found from the questionnaire. There are 26 students in the Third semester of English education department from E class.

The researcher identify the rating scale and the interval distance through formula $criteria\ score = scale\ score \times total\ of\ respondent$ (Sugiyono, 2014:137). The scale score taken from the Likert Scale that is 1

until 5, and total of respondent is 26 students. After that, scale score time with total of respondents. Then the produce of criteria score, where the criteria score used to measure the students perception abot teacher talk.

The criteria score like the table below:

Table 4.16 Criteria Score

Forms	Scale
5 x 26= 130	Strongly agree
4 x 26= 104	Agree
3 x 26 = 78	Partially agree
2 x 26 = 52	Disagree
1 x 26 = 26	Strong disagree

b. Direct Talk

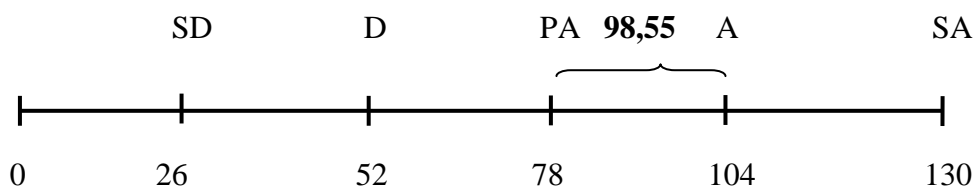
There are three kinds of teacher talk by Flanders there are lecturing, giving direction, and criticizing and justifying authority. Student's responses on Teacher talk in direct talk at the third semester of Muhammadiyah University of Makassar can be seen clearly in the following table:

Table 4.17 Score of Students' Perception Toward Teacher Talk

Indicators	Direct Talk			Average	%	Category
	1	2	3			
Lecturing	96	54		75	58%	Fair
Giving Directions	120	108	107	111.6667	86%	Excellent
Criticizing or Justifying Authority	118	109	100	109	84%	Excellent
Average				98.55556	76%	Good

The table 4.17 shows the students' perception toward Teacher Talk in direct talk. It can be assumed that students perception score of lecturing

was 75, so it was categorized fair. The score of students perception toward giving direction was 111, so it was categorized as excellent. The score of students perception toward criticizing or justifying authority was 109, so it was categorized excellent. This, the researcher conclude that the percentage of students in direct talk was 98,55 and categorized as good. To identify the agreement level of respondents can be seen below.



c. Indirect Talk

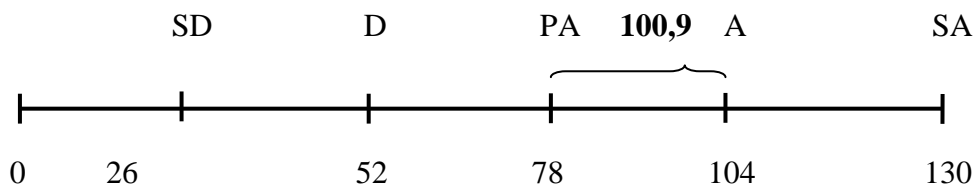
In indirect talk there are fourth part are accepting feeling, praising or encourages, accepting or using students idea, and the last ist askig question. Student’s perception on Teacher talk in indirect talk at the third semester of Muhammadiyah University of Makassar can be seen clearly in the following table:

Table 4.18 Score of Students’ Perception Toward Teacher Talk

Indicators	Indirect Talk			Average	%	Category
	1	2	3			
Accepting Feelings	125	120	116	120.33333	93%	Excellent
Praising or Encourages	61	119	88	89.333333	69%	Good
Accepting or Using Students Ideas	116	118	63	99	76%	Good
Asking Questions	100	92	93	95	73%	Good
Average				100.9167	78%	Good

The table 4.18 shows the students’ perception toward Teacher Talk in indirect talk. It can be assumed that the students’ perception score of

accepting feelings was 120, so it was categorized excellent. The score of students' perception toward praising and encourages was 89, so it was categorized as good. The score of students' perception toward accepting or using students idea was 99, so it was categorized good. The score of students' perception toward asking question was 95, so it was categorized good. This, the researcher conclude that the percentage of students' perception in indirect talk was 100,9 it was categorized as good. To identify the agreement level of respondents can be seen below.



F. Discussions

1. Kinds of Teachers' Talk Used by English Teachers in Learning Process

The first objective of the study is to find out "*kinds of teacher talk used in English language classroom at the third semester of Muhammadiyah University of Makassar*" by observation checklist and video recording. Observation checklist was done by the researcher to see and observe the learning situation in the class. Furthermore, video recorded data was helped the researcher to collect the teacher talks in the class. Therefore, after analyzed the video recorded data, it was found that

direct and indirect talks. Direct talks consisted of lecturing, giving directions, and criticizing or justifying authority. Indirect talks consisted of accepting feelings, praising or encourages, accepting or using students' ideas, and asking questions. Flanders in Aisyah (2016) said that is important to know the types of teacher talk categories. The results of the teacher talk type are the same as the results obtained by the researcher.

Based on the video recorded, lecturing was the most categories used by the teacher A, because based on the audio recorded lecturer dominant to give explanation about the material in the classroom. Furthermore, giving directions was the most categories used by the lecturer B, because lecturer B used group learning method, and in the classroom, lecturer B is dominant to giving direction about systematical in presentation to the students. Nevertheless, the occurred categories happened naturally with the consideration of learning situation that takes place. In addition the analysis of teachers' talk in the classroom would be beneficial for teachers to plan and conduct enhanced learning situation.

2. The Student's Perception Toward Teacher Talk in English Language Classroom

The second objective of the study is to find out "*students' perception toward teacher talk used in English language classroom at the third semester of Muhammadiyah University of Makassar*" collected by students questionnaire. The questionnaire it was found that students perception positively the teacher talk used by the teacher. Based on the result above

showed that students has a positive perception toward teacher talk. In related with the statement Juswanto (2018) argue that the positive responses given by the students toward teacher talk used by the teacher.

As has been presented on findings, the researcher divided the questionnaire into two indicators there are direct talk and indirect talk. The result of questionnaires in direct talk shows that students perception through teacher talk was positive. It can be seen from the result of questionnaires. The mean of result questionnaire was 98,55 it shows that students has a positive perception through direct talk.

The result of questionnaires in indirect talk shows that students' perception through teacher talk was positive. It can be seen from the result of questionnaire. The mean of result questionnaire was 100,91 it shows that students' has a positive perception through teacher talk.

The researcher conducted research in the classroom when conducting observations the researcher found that when the teacher talk in the classroom there was a negative and positive perception. The positive perception is if the lecturers use teacher talk in the teaching and learning process, students will understand more quickly about the material taught by the lecturer and negative perception are using teacher talk students become inactive because only the teacher continues to talk.

The answered of the research question were the students perception about teacher talk in language classroom at Muhammadiyah University of Makassar is positive. The positive responses of students about giving

direction and accepting feeling by the lecturer. Based on the questionnaire most of the students believe that the direction and accepting feeling conveyed by their lecturers is very suitable for learning, so students can prefer both kinds of there teacher talk.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Conclusion was drawn based on the problem statements of the research. This research has two problem statements. The first problem statement related to the types of teachers' talk used in the learning process. The second problem statement related to the students response of teachers' talk to. Furthermore, the detail description of the conclusion of this research was listed in the following:

1. There were two types of teacher talk that were used by the English Lecturer A and the English Lecturer B in learning process' namely direct and indirect talk. Direct talk was found during the lectures, giving directions, and criticizing or justifying authority. Furthermore, indirect talk was found accepting feelings, praising or encouraging, accepting or using students' ideas and asking questions. Both of the Lecturers used all categories of direct and indirect talk.
2. The students gave positive perception toward teacher talk in the classroom. It is proven by the result of questionnaire showing that the students' perception was categorized good.

B. Suggestions

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

1. The result of this research can be used by the English Lecturer in the classroom as a reminder to apply the kinds of teacher talk in learning process. As can be seen that all categories of teachers' talk found in the learning process. Furthermore, the kinds of teacher talk can be used in learning process in order the students can be more interested in teaching and learning process.
2. To the next researcher, the study of teachers' talk can be extended by conducting the research in other different content and setting. The next researcher may investigate the teachers' talk used based on social status or class, occupation, geography, education, gender, and ethnicity.

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A
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A

STUDENTS' QUESTIONNAIRE

Name :

Class :

This survey is being circulated to you to get the information about our reserach. Your answer is not effect to your value, so choose the answer accordance with experienced.

Clue: give the widow checklist (√) in column

SA : Storngly Agree

A : Agree

U : Undicedid

D : Disagree

SD : Storngly Diasgree

NO	STATEMENTS	SA	A	U	D	SD
1.	I enjoy the way lecturers delivers the material.					
2.	Lecturers explanation is not clear					
3.	I like the way lecturer give direction for me					
4.	I like to follow the instruction given by the lecturers					
5.	I think the direction given by the lecturers is not interesting					
6.	I like when the lecturers gives respond to my answer					
7.	I dislike when the lecturers correct my mistake					
8.	I dislike when the lecturers doesn't justify my answer					
9.	I am interested to study with more relaxed situation					

10.	I like when the lecturers can exchange ideas to find the right answer					
11.	I dislike when the lecturers respond what I asked					
12.	I dislike when the lecturers doesn't appreciate my answer					
13.	I am excited when lecturers give motivation word					
14.	I feel the lecturers encouragements is to much					
15.	I like when the lecturers accepts my idea					
16.	I like when the lecturers appreciates my idea					
17.	I dislike when the lectures ignore my idea					
18.	I like to get questions from lecturers and answer it					
19.	I like if the lecturers gives challenging question					
20.	I dislike if the lecturers gives questions that are not related to the material					

(Batara;2013)with

modified

STUDENTS' QUESTIONNAIRE

Nama :

Kelas :

Angket ni diedarkan kepada Anda dengan maksud untuk mendapatkan informasi sehubungan dengan penelitian kami. Partisipasi Anda memberikan informasi sangat kami harapkan. Jawaban Anda tidak berpengaruh dengan nilai, oleh karena itu isilah sesuai dengan apa yang dialami.

Petunjuk : berilah tanda ceklis(√) pada koloms

SS : Sangat Setuju

S : Setuju

RR : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	RR	TS	STS
1.	Saya menikmati cara dosen menyampaikan materi					
2.	Dosen memberikan penjelasan yang tidak jelas					
3.	Saya senang ketika dosen memberikan arahan dalam proses belajar mengajar					
4.	saya senang mengikuti petunjuk yang diberikan oleh dosen					
5.	Saya menganggap arahan yang diberikan dosen kurang menarik					
6.	Saya senang ketika dosen memberikan tanggapan					
7.	Saya senang ketika dosen mengoreksi kesalahan saya					
8.	Saya kurang suka ketika dosen tidak membenarkan jawaban saya					

9.	Saya senang belajar dengan situasi lebih santai					
10.	saya senang ketika dosen bisa bertukar pikiran untuk menemukan jawaban yang benar					
11.	Saya kurang suka ketika dosen merespon apa yang saya tanyakan					
12.	Saya kurang suka ketika dosen tidak mengapresiasi jawaban saya					
13.	Saya senang ketika dosen memberikan kata-kata motivasi					
14.	Saya merasa dorongan yang di berikan dosen terlalu banyak					
15.	Saya senang ketika dosen menerima ide saya					
16.	Saya senang ketika dosen mengapresiasi ide yang saya berikan					
17.	Saya kurang suka ketika dosen mengabaikan ide yang saya berikan					
18.	Saya senang mendapat pertanyaan dari dosen dan menjawabnya					
19.	Saya kurang suka diberi pertanyaan yang menantang					
20.	Saya kurang suka ketika dosen memberikan pertanyaan yang tidak sesuai dengan materi					

(Batara;2013) in modified

APPENDIX

Table score Teacher Talk in English Language Classroom

No	Item	SA	A	Und	D	SDA	Total
Direct Talk							
1.	I enjoy the way lecturer delivers the material	5	18	3	0	0	96
2.	Lecturer explanation is not clear	1	1	4	14	5	54
3.	I like the way lecturer give direction for me	18	7	0	1	0	120
4.	I like to follow the instruction given by teacher	7	17	1	1	0	108
5.	I think the direction given by the lecturers is not interesting	1	0	4	11	10	107
6.	I like when the lecturers gives respond to my answer	18	6	1	0	1	118
7.	I dislike when the lecturers correct my mistake	12	11	1	0	2	109
8.	I dislike when the lecturers doesn't justify my answer	1	2	5	10	8	100
Indirect Talk							
9.	I am interested to study with more relaxed situation	21	5	0	0	0	125
10.	I like when the lecturers can exchange ideas to find the right answer	16	10	0	0	0	120
11.	I dislike when the lecturers respond what I asked	13	12	1	0	0	116

12.	I dislike when the lecturers doesn't appreciate my answer	6	10	6	3	1	61
13.	I am excited when lecturers give motivation word	21	4	0	1	0	119
14.	I feel the lecturers encouragements is to much	5	1	6	12	3	88
15.	I like when the lecturers accepts my idea	17	7	0	1	1	116
16.	I like when the lecturers appreciates my idea	18	6	1	0	1	118
17.	I dislike when the lectures ignore my idea	7	7	6	6	0	63
18.	I like to get questions from lecturers and answer it	4	16	5	4	0	100
19.	I like if the lecturers gives challenging question	3	12	7	4	0	92
20.	I dislike if the lecturers gives questions that are not related to the material	6	10	5	3	2	93

A
P
P
E
N
D
I
X

B

TRANSCRIPT LECTURER A (FIRST MEETING)

L ; sekarang mana papernya ?What group now?

S ; Two two mam.

L ; So where is your paper ? I want to check it first.

S ; Oh my god.

L ; Why you didn't bring the paper? aa? why?

S ; No mam.

L ; Not. Last week I say to you bring the paper for group one. So okay fine. But not this week you have to bring you paper. Listen to me! Don't make me angry! So what group ? you make a paper ?

S ; No

L ; No? oh my god! Why ?

S ; Karena saya kira belum di kumpul mam.

L ; Why?

S ;

L ; No pleasure about that. You still remember last week?

S ; Yes mam.

L ; I say that okay, just for today yah. Next week you have to bring.

S ; Yes

L ; Where's your paper group one?

S ; Yes?

L ; Where group one? Where is your paper group one ?

S ; Don't bring mam.

L ; Edededeee, jadi inimi semua kalau ada di suruhkan, many reason. Listen your name first. Aduhh ini nyonya ini nyonya, Attention please! Yah not because by your self first. Okey group, but remember the third group do you have remember bring the paper! No more reason.

S ; Yes mam.

L ; Jangan bilang yes yes, baru nanti tidak bawa, di tanya mana tidak bawa lagi. Eh kau duduk dulu. Okey for the participants today we are going to discuss about apa?

S ; Definition of linguistics.

L ; Definition of linguistic so it seems that we are going to talk about linguistic and then all the group have to prepared one question from the other group. Jadi each group have one question, how many group in this class ? how many groups?

S ; Eight group.

L ; Eight group, it means that seven questions. So each group have one question for this group, this presenter and for you answer the question with your friend. All of you answer the question not only one but all the present can answer the question. You understand?

S ; Yes mam.

L ; And you have to write the question in the white board and for the presenter eh participants you give question please mention your name, your group because I want to get the score from the question and then the last after close this, before close this, please give the conclusion. Do you see remember last week? Conclusion must be from the question, from the all question, jadi you must write the question after that answer the question and than make conclusion,

jangan hanya mendengarkan, jangan hanya oh iya saya kira kesimpulan saya. Tidak yah, you have to write also and also answer the questions yah. Oke please.

S ; Oke, assalamualaikum warahmatullahi wabarakatuh. Thank you for the other participants I'm from group two (read the material).

L ; Hallo. Oke stop it. Aa maybe you should read the title because your friend will give you question. Oke listen your name firstly yah, (attendance list). Oke all of you, sudah yah.

S ; Yes mam.

L ; Okey, please give question and write the white board yah.

S ; Okey mam.

L ; Hallo what is the should you do after the participant give question the moderator? ah?

S ; Mengarahkan mam.

L ; oke mengarahkan, setelah itu? Setelah dia menjawab kamu kembalikan ke penanya apakah dia setuju dengan jawabannya. Coba tanya.

S ; Sudah mam.

L ; Bukan masalah sudahnya, tadi tidak ada yang dengar.

S ; Okey.

L ; Tidak usah cari di google jawabannya, utak atik hpnya cari di google, tidak semua itu ada di google, just read your book. Any question more?

S ; Sisa itu mam.

L ; Yah. Okey don't be late.

finish?

S ; The last question mam.

L ; Okey.answer the question please.

S ; Okey that's all thak you for attention.

L ; Okey applause for group two. Yah kembali ke tempatnya.

S ; Iye mam.

L ; Okey, let's see the question from the other group. The qroup one. Halloo.
What is the saintific of linguistic? What the answer? The saintific study of language is linguistic because the linguistic is study about language jadi di balik-balik saja. Sudah. Linguistic is study about saintific language. What is the saintific study of English? Yah linguistic. Jadi itu jawabannya finish.
Number two, saya tidak mengerti pertanyaanya, mana yang bertanya?

S ; Saya mam. Maksudya mam apa hubungannya dengan bahasa lain, misalnya bahasa manusia dengan bahasa hewan.

L ; Lingustic study about language it means that language in the world, many many language in the universal, so in learning linguistic talk about all language ,, of course its about language. Each language has all linguistic ada namanya English linguistic, Jerman linguistic, Franch linguistic, ada namanya lingustiknya bahasa Makassar, linguistiknya bahasa bugis, jadi each about language, because the linguistic study about language.

TRANSCRIPT LECTURER A (SECOND MEETING)

L : Good afternoon

S : Good afternoon, Mom

L : Okay, Today we are learn about phonetic and phonology.
ee...first of all, i want to mention your name one by one

L : Mention student name. suara saya sudah kentara toh? so is it the fourth
meeting? For this time

S : yes mam

L : or maybe ... meeting, is it right? Now we are in the fourth meeting in phonetic
right? Is it

correct? Or maybe I forget to write in this attendance list, so what subject you
have now?

I mean material do you still remember?

S : Consonant, Vowels

L : do you have assigment ababout your material?

S : No mam

L : really?

S : yes mam

L : okey let see your material

Okey now, what page? You still remember what page are we are?

Still about consonant or vowels? Right?

S : right

L : okey, to talk page four about list or symbols

S : ini mam

L : but, pardon me, if iam not mistaken, i have given your assigment about the different between Phonetic and phonology

S : phonetic and phonology, sudah dikumpul mam

L : oh sudah itu ya, then i give you assigment about consonant and vowels.

And you have to find out the phonetic transkription right?

S : No mam

L : No? Okay maybe the other class. Okey you open your book about list of symbol consist of Consonant and vowels

S : yes mam, good mam

L : good, okay. I dont want scream again, tidak ada lagi teriakan. Okay about consonant,

Have you see your book?

S : assalamualaikum

L : oh my god, I forget to mention your name. Before continue the material I want to mention your Name first. Okay its Thursday, right?

S : yes

L : okey, please. Sign now and I will try to mention your name from simakad.

Okay listen your Name please! Attedance list

S : okay take your

L : okay you can see about, halo halo...

S : yes mam

L : okey can you see consonant? So how many consonant in english? Have you count? There are 25 right? Twenty four? Have a count? So in english how many consonant? Twentyfour, How many vowels? Vowels include diphthongs. So before knows about phonetic and phonologySo we have to know firstly

about consonant. Even though you are pronoun one and pronoun Two, but I think related to the make our in this part firstly this we move to the next chap. So the First one about consonant in consonant We knows that there is appreciate sound and ... sound and consonant also there is voice and Voiceless. What is voice? What is voiceless! Itu nanti ada In consonant there is aspirate and unaspirate I hope you follow about this, sudah ya? Sudah Saya jelaskan? What is aspirated and unaspirated, sudah ya?

S : belum

L : masa sih? What is aspirated sound and unaspirated sound? Masa belum, belum?

S : belum mam

L : aduh bagaimana caranya menulis? Where is your leader? Kenapa malas sekali? There is

Aspirated sound and unaspirated sound, voice and voiceless.

So which one of aspirated sound in english, consonant consist of

So in pronunciation for example. How to pronoun this?

S : have

L : have, apalagi? Misalnya, eee... take you can say teik

S : teik, teik

L : car, not not, but car

S : car, car, car

L : have, take, car, jadi ini tiga adalah aspirated sound. Namanya bunyi yang menginspirasi. Nah Beside this unaspirated. When the speak indonesian language. Jadi sometimes begini papha Maw phergi. Gah papha. Karena dia biasa menggunakan aspirated sounds

S : hahaha

L : kamhu, kamhu, maw kemana? Karena itu memang kha, khamu. Dia tidak bilang kamu, because They have the mother tongue. Their mother tongue always aspirated sound. Thk saya thidak Thaw kenapa dia bilang thidak tau? Karena itu aspirate soundsnya, when they speak indonesian Language always use the mother tongue, makanya dikatakan aspirated sounds beraspirasi.

Yang bagaimana itu? Yang ada bunyi thanya. Thau, khamu, khapan, how are you

S : phergi

L : ya, phergi, because their is some , pernah ketemu yah? Ya. You can see a the example

Apa ya? An artist Cinta laura

S : Cinta laura

L : Cinta laura, hujan becek

S : gak ada ojek

L : Cinta laura itu when the speak indonesianya seperti itu, karena terbiasa menggabungkannya Menggunakan accentnya. Accent foreign people. Ya, kita bisa begitu juga tapi unaspirated Sounds in english didn't have in our mother tongue. Jadi,.....134.Karena memang agak sulit but at least you know about. Jadi mungkin bisa kalau misalnya do you want to practice be more, jadi sudah tau oh ini Aspirated, jadi misalnya..

S : ..

L : jadi the first sylabell itu adalah aspirated. Silabel pertama sudah pelajari silabel ya. Nah, selain itu Semuanya unaspirated. Nah sekarang masuk pada voice and voiceless, yang mana masuk voice Voiceless? Inisudah dibahas minggu lalu, tapi kita bahas sekilas, voice yang mana voice? Yang Bersuara

S : P

L : ya, you can touch your neck ya, sentuh kerongkongannya. Voice ya misalnya bunyinya apa? Yang voice! Bergetar. Voiceless tidak bergetar ya. Bedakan itu dengan bergerak ya its

S : iye mam

L : jadi voice is when your vocal cour is no vibration in your vocal courd. Itu namanya voice. Ketika Pita suara kita bergetar. But voiceless when you vocal courd they not vibrate ya. Jadi voice is That vibrate but voiceless no

S : no vibrate

L : no vibrate. Tidak ada getaran. Tapi bukan kamu yang bergetar ya! Lehernya

S : hahaha

L : because some of student said that their the voiceless, jadi bedakan antara getaran dengan Bergerak. Of course it time we speak itu kerongkongan kita bergerak tetapi belum tentu Bergetar dengan bergerak. Saya kira bisa dibedakan. You can touch F dengan P, S dengan Sss Bisa dirasakannya. For example, misalnya bunyi begini saja. How to different between fery and Very.

S : fery and very

L : how to about fery, fery and very. Misalnya how do you go to island selayar? I got there by use Fery

S : fery, fery

L : I go ther by using fery. What is fery? Fery is a small boat. Tapi ini very, dia very good

S : very good

L : bedakan itu fery dengan very. Sama dengan ini verb

S : verb

L : sebenarnya harus bilang verb yah, bukan perb. Itu indonesian, indonesian mother tongue, but In english verb

S : verb, verb

L : jadi your upper up to meet, jadi bibir atas bertemu dengan jadi verb, verb, ini fery, very

S : fery, very

L : bedakan yah Nah okey, coba liat bukunya dulu, ya you can see the example pee bee, for example of Consonant pee bee, like this

S : pee, bee

L : pee ya, pee bee

S : pee bee

L : ada hat ada haw. how pronoun this? Thing

S : thing, zing

L : is not like this, salah ya

S : sing, sing, thing

L : thing

Sudah belajar kan pronouncation? Diajarkan?

S : sudah

L : diajar sama dosennya

S : iya

L : think

S : thing

L : jadi itu ujung lidah, your upper tongue tith, your upper tongue meet with your teeth yah. Jadi Ujung lidah antara gigi atas dan gigi bawah, jadi ya tongue teeth dengan upper and lower teet, jadi thing

S : thing, thing, bring

L : jadi thing, thing, thing

S : thing, thing

L : nah ini thing yah, think

S : think, I think, think, I thinn

L : bukan, salah, think, I thinn

S : Ithink'

L : kalau in thing; bukan think' karena ya memang sering, sometime we have a long pronouciation Dia bilang i thing, bukan i think'

S : i thing, i think'

L : i think' bukan i thing

I have to something somethingbukan somethink

S : something

L : bisa ya, jadi mother, father

S : mother, father

L : father ya. Bukan d. Father bukan d, salah kalau d

S : father

L : father, dental sounds, my mother, my mother, brother. Banyak yang salah dia sebut brader, Fader, bukan. Kalau ada fader my mader

S : hahaha

L : I know my mader and my fader, ada yah? Padahal sama ini tbw pronoun this

S : fine

L : bukan. This is fine but this find

S : find, find

L : sama dengan kata start

S : star

L : dimana start ini, diabtang apa star. Padahal start

S : start

L : where do you start? Start, bukan star

S : start, start

L : star is bintang dilangit bukan start. Jadi itu saya sering dengar orang bicara dimana? Oh starnya Disitu, sering yah? Oh dia star di balla lampoa baru disitu pinishnya yah padahal finish

S : finish

L : jadi sekarang start, saya start dari....., jadi i start

S : start, start

L : ya sama dengan ini find and fine

S : find, fine

L : find itu adalah verb, kalau fine iam okey, fine

S : find, fine

L : hah orang sering salah disini, makanya orang bilang finding

S : menemukan

L : halo, this consonant met wit vowels you pronoun finding

S : finding

L : bukan find ing tapi finding sambung atau findout

S : bukan find out tapi findaut yah

L : findaut. ok next Ini bisa yah but you have to be carefull when you found syllabel for example like this. Result. How to pronoun result?

S : resul, rezal, risalt

L : risalt, you? S or Z

S : Z

L : oke kalau Z bagaimana bacanya? You?

S : rizal

S : rizal

L : siapa yang bilang rizalt?

S : rizalt'

L : Yah, jadi dia dibaca rizalt' bukan rizal, Misalnya you know the rizalt' the from the observation? Jadi rizalt' bukan rizal. Jadi i have my Old experince when i talk with foreign people and ask about this word and she did understood That, kenapa? Karena saya salah pengucapan. Saya bilang rizal, pardon me, or result. Oh baru Saya tau result. Jadi itu pronunciation when you have wrong stress, wrong intonation, yah Some times the foreign people can't understand. Jadi harus bagus intonasi haruas bagus Penekanannya. Because sometimes there is some people they can't speak english wells but they meet the foreign people, the foreigner can't understand Jadi rizalt'

S : rizalt'

L : jadi itu yang dianu yah, the consonant in the middle of the word be carefull about that, and than Next ash yah sheep, mayor

S : shep, matter

L : nah sometimes we are very difficult to pronunciation this sjip, ini ship. ship, ship

S : ship ship

L : kemudian matter

S : matter

L : nah next at, hat yah hat

S : hat

L : hat, hat and then mate, mate yah

S : mate

L : wrap

S : wrap

L : how pronoun this red

S : red

L : ini bukan dibaca red, tapi wred, wred kedalam ita r nya

S : wred

L : wred yah wred bukan red. Jangan terlalu kentara orang indonesia, memang kentara r nya

Kalau orang inggris dia mereka cadel, wred tapi bukan juga led bukan, wred wred kedalam itu r Wred, wred, wred

S : wred wred

L : misalnya i like the wred color. I like the wred color atau run wrun bukan run

S : wrun

L : bilang time wrun so far. Time wrun so far. Waktu berjalan sangat cepat.

S : cepat

L : we didn't.... time wrun so far. Itu fast bukan past

S : fast

L : fast fast fast

S : fast fast

L : bukan past ini. Time run si fast. Fast

S : fast

L : gitu

S : fast fast

L : ya, jadi hati ngucap yah

S : wred

L : wred, apalagi wrainbow

S : wrainbow

L : wrainbow, wrainbow

S : wrainbow

L : wrainbow yah. Bukan rainbow. Rainbow rainbow

S : rainbow rainbow rainbow rainbow

L : kemudian yet wet saya kira bisa ini. Oke i give you assignment for home matter about this

Consonant. Please write trans.. from this word.. nati yah

S : yes mam

L : jadi nanti dirumahnya you have to write dicomended transcription from each in this consonant In your book. Liat bukunya nah. In your book consist of

consonant, right? And consonant one Example, nah jadi each. Jadi i know, i want you write about the phonetic transcription from each Example in this consonant. Do you understand?

S : yes i accept

L : coba apa saya bilang? Coba apa?

S : nda mengertika mam

L : can you open your book about symbol? List of symbol

S : yes mam

L : consonant number one an the consonant their on example from this consonant, So i would go to write down phonetic transcription. Tau phonetic transcription?

S : nda mam

L : like this

S : oh

L : you write the sounds and don't forget to write the name also yah

S : sekarang mam?

L : itu nanti, nanti the next meeting nanti di periksa kemudian

S : disini mam?

L : iya iya dibukunya

S : semua?

L : iya, kan sudah ada disitu dari pee sampai gym. Coba tulis saja dekatnya situ kayaknya salah yah Coba liat bukunya

S : dari pee sampai gym, sampai anv

L : ini bagusji. Waduh kenapa begini?

S : rezalt

L : ini sudah ada contohnya. Saya sudah kasi kapang ini tugas

S : belum mam

L : kenapa kamu sudah kerja?

S : anu mam, minggu lalu sudah ditulis di papan mam

L : oh jangan mi paeng, kalau begitu saya buang buang waktu

What about vowels, vowels. Okey in vowels, sudah tahu vowels yah

S : yes

L : how many vowels in this? How many vowels in english?

S : lima

L : itu dalam bahasa indonesia lima, a i u e o, nah in english itu different

S : enam enam

L : siapa bilang enam vowels dalam bahasa inggris? Banyak, more than six

S : dua belas

L : jadi in vowels there is diptongs, dalam vowels itu ada namanya diphthong nah beda diphthong beda vowels, tapi dalam vowels itu ada diphthong. Tau diphthong toh?

S : tau

L : diphthong itu adalah there are two vowels

S : iye mam

L : tarulah word Cuma satu, vowels consist of two, apa namanya? Short vowels and long vowels. Tau ga?

S : iya tau

L : yang mana short vowel yang mana long vowels?

S : yang

L : yang mana short vowels, kita lihat

S : car

L : kata liat, pick, you can see example ini yah pick

S : pick

L : have i speed for this? Sudah?

S : no no, no mam

L : okey

S : not yet

L : it is pick, pick

S : pick, oh sudah mi

L : buku mu, buka mi, buku mu vowels, ada pick kemudian pee

S : ada mam

L : he, sudah dijelaskan belum minggu lalu?

S : sudah

L : aduh ngomong belum, jangan jangan saya sudah salah. Phonetic, sampai mana materinya kah Minggu lalu?

S : phonetic, phonetic mam

L : phonetic the spech organs?

S : yes

L : so have a long vowels and short vowels? Sudah juga saya jelaskan long vowels and short

Vowels? Sudah?

S : belumpi kalo itu mam

L : jangan mako tidak mau ma jelaskan i

S : hahhah

L : dipthong how about diptong? Bye by by sudah?

S : sudah

L : sudah ya, okey now move to phonetic. Kayaknya juga sudah phonetic yah?

S : belum

L : nah number two phonetic the speech organs. Sudah liat bukunya? You can see your book

Speech organ. What is speech organ? What is speech organ? Who know? Apa itu?

What is mean of speach organ?

S : organ berbicara

L : organ berbicara. Okey. So can a, can you imagine didn't are the speech organ? What well you One do you didn't one of the speech organ? What will happen? a?

S : tidak

L : kira kira apa yang terajdi jika anda tidak memiliki salah satu dari organ yang digambar itu? Can you see the picture organ in your book?

S : yes mam

L : yah jadi the teet, tongue, lips, there is nasal, vocal track, there is trakea, lark, diaftong so can You imagine if you didn't have one of this? What will happend?

S : tidak jelas

L : of course you can produce sounds. You can't speak well. Tidak bisa mengucapkan bunyi, tidak Bisa berbicara dengan jelas. If you didn't have this are for example. You didn't have teet for example, what will you happent didn't have teet. Okey saya bilang you have teet tapi tidak komplit what will you happend?

S : ompong

L : yah ompong, what will you happend

S : sounds not do it

L : when you produce the sounds is not clear. Ya you can see your grandma, your grandma or grandfa or maybe your mother atau mungkin ada yang sudah ompong, tidak tambal gigi, yaitu tidak jelas apa yang dia bilang, karena giginya sudah cabut sana cabut sini jadi tidak jelas memang apa. Jadi, gigi itu membuat kita bicara dengan sempurna. Kemudian tongue, what will i happend if you didn't have tongue. Apa itu tongue? Bukan tong yang dipakai ano ya! Bukan

S : lidah

L : yah, lidah. What will happend?

S : tidak bisa menyebut

L : you will dumb people. Apa itu dumb people?

S : bisu

L : ya, bisu yah. Bagaimana itu, how to spell dumb people. Orang yang tidak punya lidah. Dia jadi bisu. Betul? Adakan yang lidahnya pendek, pendek. Ada yang terlalu pendek. Mungkin orang semua punya lidah ya, but there is a short and very short. Kalau ada pendek, they can speak maybe they can't prodece R dia bilang L. Punya lidah tapi cadel, berarti lidahnya agak pendek. Tetapi kalau lidahnya sangat pendek dia tidak bisa bicara dengan jelas.

S : ha ha ha ha

L : Cuma seperti itu berarti itu sangat penting, karena untuk memproduksi bunyi ya, nah lips apalagi, apakah ada orang yang tidak punya bibir? Pernah liat orang tidak punya bibir?

S : tidak mam

L : nah, kalau bibir bukan hanya bisa berbicara, but you can not eat anything. Ya. Okey next coba, you can see there is vocal track in your book yah. Vocal track consist of nasal cavity, oral cavity, and pharynx. This is the part of vocal track yang mana itu masuk? Apa itu vocal track?

S : yang, yang bersuara

L : yang bersuara. Atau yang masuk pada pita suara. Jadi there are there part, nasal, oral, and

pharynx. Kalau ini sudah tidak ada you can not produce sound also, you can see the artist artist penyanyi ada yang pita suaranya, rusak kenapa? Ya mungkin terlalu banyak konser, akhirnya dia tidak boleh ngomong terlalu banyak, karena pita suaranya rusak, tidak bisa mengeluarkan bunyi, karena kapan dipaksa bisa putus. Kalau putus tidak bisa disambung, kalau mau disambung dioperasi dulu. Berarti ini juga punya fungsi, nah kita lihat, laring trachea lah. You can see here. Ya okey coba baca dulu, ini siapa?

S : yang mana mam

L : ya all the audience

S : read the book

L : ear

S : the ear

L : the ear, kalau dia bertemu dengan vowels dibaca ear. Eh dengar gah.

Banyak yang dibaca ear, tapi diaba eir

S : the ear

L : okey, stop it there. Okey you can see yah. From this picture you can see that, the countable to the production of speech. Bisa liat dari gambarnya itu memproduksi bunyi yah. Nah only some.... using our of there. Jadi semua bunyi bunyi yang dihasilkan dalam bahasa inggris yaitu dibuat melalui apa? Adanya udara yang keluar dari paru-paru (lar). Bisa bayangkan. What

happened will your paru-paru is apa? Apa? There is some happene in your paru-paru, bisa-bisa apa yang terjadi? For example you can apa yah? Misalnya apa yah? Paru-paru tersumbat, kira-kira apa yang terjadi umpunya penyakit asma, what will happened?

S : susah

L : can you speak?

S : no

L : can tapi tersengang-sengang berarti paru-paru mempunyai peranan penting juga, that's way this is the part of speech organs. Dia termasuk bagian itu bagian dari produksi sounds

S : sounds

L : jadi kalau paru-paru there is broken yah, atau something happened itu anda bisa tidak bisa berbicara dengan jelas. Karena paru-parunya tersumbat. Jadi udara yang keluar dari paru-paru kemudian dia keatas ke trakea laring pharing kemudian ini masuk vocal courd keluar melalui dijangkau melalui lidah. When you speak itu diafragmammu bergerak-gerak. Diafragma dibawahnya dibawahnya paru-paru itu adalah diafragma yah. Nah kita lihat the ... ful in audio, jadi itu paru-paru dia kedalam dan mengalir keluar. Kemudian itu dibantu dengan diafragma apa itu diafragma.

S : aa bernafas diperut

L : yah jadi dia bernafas jadi dari perut. You can see actrist penyanyi kalau dia bernafas harus katanya pakai perut, bernafas menggunakan perut. Saya tidak tau caranya bernafas dari perut, ada yang pernah bernafas lewat perut? Misalnya you swim, kalau anda bisa berenang, you can swim itu somtimes you have good sounds. Karena orang perenang itu tahan nafas, orang swim itu tahan nafas, menyanyinya bagus, nyaring, merdu dan bagus. Bisa dipraktekkan kalau anda sering berenang yah suaranya pasti bagus kecuali kalau anda tidak pernah menyanyi bagus itu, kalau diafragma membuat suara bagus, nyaring memang. Nah kemudian lihat lagi, the... the trakea, jadi udara keluar terus yah melalui trakea kemudian di dorong oleh ya, kemudian dia bertemu dengan larings jadi dia masuk, kemudian terus-menerus mengalir

kemudian laring itu memaksa mendorong lagi keluar sempit vocal chord.

Nah what if they vibrate make the sounds voice, nah ini perhatikan ketika itu bunyi bergetar, namanya vibrate. sounds namanya sounds voice. When they vibrate sounds voice.

S : voice

L : caranya voice, jadi double tent, kemudian after the go after the paru-paru the oral or nasal cavity. Jadi ada udara yang terus mengalir ke pharynx kemudian dia kemudian dia keluar melalui nasal cavity dan dia di ucapkan oleh lidah dan hidung. Kira-kira kalau tidak punya hidung bagaimana?

S : hahaha tidak bisa bernafas

L : orang menyanyi dia bernafas pakai hidung?

S : tidak bernafas pakai mulut

L : orang bernafas ada dua macam yah, hidung atau mulut yah

S : yes mam

L : kalau hidung berarti bernafas diafragma. Coba anda tutup hidung anda lama-lama. Kemudian anda tidak bisa menahan, anda buka mulut kan? Iya ya?

S : yes mam

L : kapan semuanya ditutup pasti anda mati

S : hahahaha

L : ya, itu jadi bernafas bisa lewat mulut atau hidung

S : mulut

L : kalau lewat mulut berarti ada hubungannya dengan diafragma, adakah penyanyi dia tidak bisa menyanyi harus katanya pakai suara perut, suara perut gitu. Itulah bedanya dengan mi, jadi sounds juga bisa memakai suara perut, katanya bagus suara perut. Okey next sekarang ada tugasnya disitu yah. Coba lihat gambarnya dulu... pronoun and nasal sounds yang mana disitu masuk disuruh sinkron, nasal sounds yang mana masuk? Pernah belajar nasal sounds yang bunyi-bunyi mam

S : itu ji yang bunyi-bunyi mam

L : di pronunciation belajar apa? Sounds? Bunyi nasal tau? Yang mana bunyi nasal? Yang mana masuk dental? Alveolar, sudah to?

S : belum mam

L : you should get the pronunciation, okey next consonant, hello..

S : yes mam

L : okey there is exercise yah, this is still about nasal and non nasal, jadi kita liat dulu, nanti next meeting. Karena belum di bahas nasal yah.

S : yes mam

L : lanjut consonant

S : consonant

L : coba dibaca dulu ini

S : saya mam

L : ya ya ya ya, harusnya ini anda yang centered learning bukan saya. Anda yang bicara terus bukan saya

S : read the book, vowels, sounds

L : sounds yah

S : read more

L : oke let see, coba liat yah. Jadi consonant so in this part the consonant is in two part yah. Eh there sorry there, there are there, part in consonant jadi, jadi disingkat weing being have. Jadi weing being have, apa itu eve? Ing, praise and method, anda lihat voicing, yang mana masuk voicing yang tadi di jelaskan diatas? Voicing mean the vocal courd the sounds voiceless, yang tadi ada dua yah ada voice dan voiceless. Kemudian praise particulation? This the praise will be hear ... apa itu empat artikulasi, base of articulation. Jadi tempat dimana udara mengalir yah, itu yah , kemudian manner. Manner is all save matter of articulation, apa itu manner?

S : cara

L : cara ya. Nanti ada juga cara, nanti belanja r voicing , praising dan cara . okey number one
voicing. Coba baru, you you voicing.

S : read the book

L : okey sudah yah. Jadi you can see the picture. You can see the identifying voicing. Let see, sudah lihat? Lihat? Lihat? Sudah dilihat?

S : iye mam sudah

L : itu bagaimana voicing, jadi vocal cord touch each other jadi pita suara itu bersentuhan satu sama lain that you produce the sound itu yang bagian disitu yah nah bagian A yang mana? Normal position the vocal cord ... post and beside than to go to over hallo ... yang di belakang itu

S : yes mam

L : coba liat bagian A gambarnya disitu, can you see the picture?

S : yes mam

L : yang bagian C disitu anda lihat ada yang berjauhan... ada yang terbuka kita lanjut bagian b dia tertutup. jadi kalau dia tertutup dia terjadi vibrasi atau getaran. Pahami maksudnya? When you produce the sounds itu tertutup itu vocal cord jadi terjadi getaran, ketika dia terbuka open dia tidak terjadi getaran voiceless, jadi dia menjadi voiceless.

S : voiceless

L : tapi kalau dia tertutup ada namanya getaran namanya vibrasi

S : yes mam

L : you can, jadi open your ... voicing nah kita lihat jadi the different between so, and zoo.

Perhatikan coba anda rasakan produce sounds so and zoo

S : so and zoo, zoo zoo

L : and in voiceless can touch, jadi you can touch by you using your finger yah into your larynx, kita bisa ucapkan es, es, es. itu dia voiceless, es, es, es jadi ingat coba pegang semua lehernya di dalam, masukan didalam jilbab, jangan diluar jilbab s s s, bagaimana rasanya?

S :

L : dia tidak bergetar

S : bergerak

L : bergerak, coba anda sebutkan z atau zz

S : z zz, bergetar

L : atau zee

S : zee

L : itu ada getaran yah, bisa?

S : bisa

L : atau langsung zoo

S : so

L : nah dengan zoo

S : zoo

L : pasti bedakan? Bergetar dengan bergerak beda yah. Bisa bedakan? Nah sama dengan have dengan voiceless piu dengan view beda itu

S : piu piu, view

L : jadi beda antara bergerak dan bergetar. Nah cobabilang s s s, z z z z

S : s s s s, z z z z

L : nah can you feel that? Can you differentiate between vibrate and non vibrate?
Bisa bedakan antara voice dengan voiceless?

S : yes

L : bisa tidak? Balle balleko bilang yes

S : hahahah voiceless, voice

L : bilang yes yes saja, tidak bisa bedakan antara bergetar, karena masih banyak yang tidak bisa bedakan sometimes we can say vibrate or no vibrate. Apakah ini bergetar atau bergerak. Semua bergerak tapi yang bergetarnya yang mau ditau. Pasti kalau anda ngomong pasti bergerak ini, kerongkongan. Maka bergetarnya yang harus anda rasakan, kalau bergerak semua, tapi bergetar harus dirasakan. Dengar yah, harus dirasakan, kalau tidak dirasakan tidak bisa

S : yes mam

L : oke perhatikan, berikutnya baca lagi yang belum siapa?

S : read the book

L : okey sudah yah, you can see, coba lihat consonant voice, yang mana voice kemudian unvoice, yang voice mean voiceless. Jadi english consonant ada situ. Apa itu english consonant you can see? One two three four five six seven, eight, nine ten twelve ... fiveteen, empat belas kapang

S : yang ini mam

L : salah yang dibuku kamu, coba lihat yah. 15 yah jadi n nya cuma satu yang satunya eng

S : hah? Beda mam yang di buku, M besar

L : ah salah itu tidak ada M besar. Coba lihat bukunya. Oh mungkin tidak terprint kalau begini ya, oh iya mungkin anunya, tidak terprint mungkin, oh iya saya tau ini pengaruh anu e... mungkin dilaptop tidak ada font nya kalau di print tidak ada yah

S : tidak ada mungkin mam

L : nah kalau di laptop saya ada font nya, memang seperti itu yah?

S : yes mam

L : oh iya banyak yang anu yah, tunggu dulu yah, oke siap, silahkan tulis dulu diatas yah

sekarang tugasnya exercise 7 8, halaman berapa itu?

S : halaman berapa mam?

L : open your book page exercise, coba lihat bukumu sini

S : tidak ada exercise mam

L : buka halaman 29. Buka number one, 17 numberone exercise number one and number two, than yah only two, jadi find the phonetic symbol. Yah sampai nomor 2 yah 26-27. Okey i think enough and go home

S : yes mam

L : see you the next week

A
P
P
E
N
D
I
X

C

TRANSCRIPT LECTURER B (FIRST MEETING)

L; Mana Zulfikar? Siapa namanya ketua kelasmu?

S; Zulkifli.

L; Yah Zulkifli mana?

S; Ke dikti pak.

L; Okey listen your name yah. (attendece list).

So now open your book chapter 3.

S; Two Sir.

L; Open page.... Chapter 3, oh oke chapter 2 finish?

S; Yes Sir,

L; So now open your book chapter 2, I wanna check it, because I have many giving you many homework right?

S; Yes

L; So I wanna check it. Yah it first, may I see. You from Bulukumba?

S; No Sir.

L; Yah, creative I like this. Okey. Your drawing?

S; Bukan.

L; From Bulukumba?

S; Bukan pak, itu teman yang saya wawancarai.

L; Oh yah, okey. Why didn't write this?

S; Ihh ada pak, itu.

L; Oh iya, okey. you?

Hahhhhhh!

S ; hahahahhaa

L ; Okey please open, you born 1999?

S ; Yes Sir.

L ; You 1998?

S ; Yes Sir.

L ; Oh very long story.

S ; hahaha.

L ; Woowww.

S ; My Hunny Bunny Sweety balabala.

L ; Woww, it's good. Okey .

S ; Yes Sir,

L ; Wah it's very well. Why didn't read his name?

S ; Ada di situ pak.

L ; Your drawing this?

S ; Yes Sir.

L ; Who is next? You really have falling in love with her name? hah?

S ; Ya pak.

L ; Ciyyeee.

S ; Hahahahaa. Ciye ciye.

L ; Namanya adalah initial Q.

S ; Quifly, quik quik.

L; Q yah.

S; Wih bahaya.

L; Kalau ini namanya initial P. Ciyyeee.

S; Ciyyee, hahaha. Yeyyyy.

L; Where is his name?

S; Ada di situ pak.

L; Okey good.

S; Thank you Sir.

L; Wahh, good writing, like wedding invitation. I can't imagine your love. Ini ciri-ciri istri romantis.

S; Ciyyeee, uhh huu. Piyuu.

L; Kalau ini dari mukanya saya bisa lihat dia calon istri yang perhatian.

S; Eaaa, weettsss.

L; Dan dia ternyata tunduk di bawah cintanya si inisial A dan K.

S; Aku tau itu. Hahaha.

L; Kalau ini orangnya tidak terbuka.

S; Benar pak.

L; Tapi bagaimanapun tertutupnya orangnya, ada orang yang tetap bias meluluhkan hatinya.

S; Eaaa.

L; Falling in love, my name is .

S; Deh pak, janganki ih.

L; Her name is Nisa. Kenapa kau lemah sekali jadi laki-laki.

S ; Deh.

L ; Semua orang pernah rasakan falling in love. Okey where is group three? Only you?

S ; 4 orang sebenarnya pak, tapi Cuma 3 orang yang datang.

L ; oke, so sit in the there. Please sit on the there. Okey you explain involve in your book, sentences structure, irregular. Sentence structure, apalagi? That only three things.. for three things describe.

S ; Okey, assalamualaikum warahmatullahi wabarakatuh we are from group three (presentation the material).

L ; This is grammar and mechanic? What you explain? Oke sentences structure.

S ; Sir.

L ; Sudah?

S ; Yes.

L ; Okey please sit. So I am going to explain clustering. For here it explain about idea.....

Yah, jadi clustering itu adalah teknik untuk ee menghasilkan ide yah, supaya seorang penulis itu tidak kehabisan bahan, okey. Jadi contohnya sanya anda mengatakan saya akan menulis sebuah pengalaman yang menuliskan tentang tentang masa liburan saya, yah I will explain Bulukumba regency, Bulukumba regency may I start about my hometown in Bulukumba something in my hometown I have my house, in my house I have my In my house I have garden,in my house I have some pets. Than this I explain about in my house expecially my room, in my room I have my bed, I have my ee own bathroom, and this is the introduction yah. Furthermore, I will explain the contant and my more my Or conclusion. After I explain everything here in the Time I visit to Bira beach, in Bira beach I will be seen Marumasa, in Bira beach I will be seen Liukang island, in Liukang island maybe I will snorkling,

maybe I will go diving, right? From diving maybe I will go to Bara beach
Also in Bara beach maybe I will play volleyball, in Bara beach maybe I will
play football, maybe I will take my girlfriend. Jadi ini ketika anda membuat
ini, anda tidak akan kehabisan bahan, nah itulah yang disebut dengan
clustering so that's way we call clustering. So, I will get yo to do a model of
clustering in a piece of paper yah kertas selembat berwarna-warni bebas
memilih warna, kecuali laki-laki harus warna pink, disana anda harus
menceritakan time of plays, ... jadi anda buat clusteringnya kemudian anda
membuat paragraph hasil clustering itu. Okey.

S ; Okey.

L ; Clusteringnya begini, okey. Next, we move to chapter 50, chapter 50 you
should answer the question number one until number four based on the model
paragraph description on page 49 halaman 49 right? The organization I will
be the special order, apakah anda tau apa itu special order? Ya, jadi spasial
order itu adalah kalimat awal yang, kalimat awal yang memberikan, apa?
Kalimat awal yang memberikan apa? Baca, tidak ada yang tidak ada yang saya
tidak periksa tadi yang di temple-tempel itu , saya periksa yah. Ya, jadi
sebelum kita memulai pelajaran harus buat catatan dulu, organizing
idea. Jadi apa itu organize the idea? Contohnya your describing your favorite
room at home it ... jadi ini adalah special order spesifik, apa yang anda
ketahui. Anda harus latihan membuatnya ... d situ ada nomor 1 bagian 3,
kemudian anda pindah di bagian grammar or mechanics yah, grammar and
mechanics and abaca halaman 54 disitu ada Jadi ada question of model
lalu pindah ke halaman 56 dan 57 my jadi kalau di bagian satu anda harus
menulis about my hometown, kemudian anda pindah Halaman 58,
kemudian anda pindah di halaman 60 compound,... must bring the alcohol is a
negative

Bagian b silahkan lanjutkan distu, kemudian instructional phrases disitu di
halaman 62 regency in 1995, jadi bias di balik in the Jadi ini ada di
toefl test, ini namanya preposiyion.kapan dia menggunakan conjunction,

kapan dia menggunakan coma. Apa kau kerja yang di belakang itu kalau saya suruh ... main-main saja, next sentences combine, oh ini saja. Sudah di tandai semua?

S ; Sudah.

L ; Okey next week I will check semua apa itu supporting, apa itu concluding....okey that's all, silahkan anda kerja di rumahnya. See you.

S ; See you Sir.

TRANSCRIPT LECTURER B (SECOND MEETING)

L ; Assalamualaikum warahmatullahi Wabaraktuh, good morning.

S ; Good morning Sir.

L ; I will mention your name first. (attendance list)

Saya ingat tugas yang saya berikan banyak yah.

S ; Iye pak, banyak sekali kodong.

L ; Ahh, jangan mengaku dewasa kalau belum banyak tugas.

Now open your book chapter 4.

S ; Ihh belum pak, baru chapter 3.

L ; Oh iya kah? Ya sudah selesaikan chapter 3 yah.

Okey, now open your book, page.. page chapter two. Now I will check.

S ; Pak ku lupa bukuku, maaf pak.

L ; Siapa mu simpankan?

S ; Buru-buruka tadi pak.

L ; Allaa, alasan. Kau?

S ; Sudah pak.

L ; Chapter berapa?

S ; Satu pak.

L ; Okey lanjut chapter 2.

S ; Iye pak.

L ; Mana punyamu?

S ; Ini pak.

L ; Okey. Kau mana? Mu kerja ji?

S ; Iye pak.

L ; Perbaiki punyamu, besar sekali kertasmu.

S ; Ohh astaga.

L ; Siapa namanya? Ciyeeee.

S ; Hahahaa.

L ; Buka mi itu jaketmu, kau tidak panas?

S ; Panas pak, hehehee.

L ; Kenapa kertasmu warna putih?

S ; Karena, anu pak.

L ; Kan saya suruh kertas berwarna.

S ; Kayak begini pak?

L ; Iya. Kamu mana namanya?

S ; Ihh pak.

L ; Kamu mana namanya?

S ; Ciyee.

L ; Very Good. Mana itu yang pakai cadar? Tidak ada disini?

S ; Tidak ada pak.

L ; Kamu mana namanya? Ciyeeee.

Yang jelas kalau tidak kerja ini, saya suruh keluar, kerja di luar.

S ; Deh pak.

L ; Kau mana? Sini saya baca.

S ; Wih astaga, Jangan maki baca-baca pak.

L ; Kau sini, kenapa takut? Na orang semua sudah jatuh cinta. Mana namanya?

Astga kertasnya.

S ; Adaji di situ pak.

L ; Tidak ada namanya.

S ; Ada itu pak.

L ; Perbaiki caranya tulis introduction, kalau begini harusnya sudah di body.

S ; Iye pak.

L ; His name is

S ; Whahaaa. Ciyee ciyee. Sebutmi pak.

L ; His name is Abdul.

S ; Deh pak.

L ; Mana mana? Kenapa lama sekali di tulis?

S ; Ini pak.

L ; Ciyee hahahaha. My first love is my handsome.

S ; Huhuhuiiiyyy.

L ; My first love ways the best.

S ; Kenapa panjang sekali di baca pak?

Namanya tawwa pak.

L ; Tidak boleh.

Sekarang buka chapter 3, mana group 3?

S ; Group 3 ini pak?

L ; Where is group three? Okey presentasi grup 3. Jelaskan sentence structure, grammar and mechanics, jelaskan compound yah jadi itu saja, nanti saya jelaskan di latihannya juga. Oke silahkan.

S ; Pak saya kira masih kelompok dua pak, karena kemarin belum selesai jawab pertanyaannya.

L ; Tadi kan sudah di kerja chapter 2.

S ; Iye pak. Tapi belum selesai kemarin kelompok dua pak.

L ; Siapa kelompok dua, kan saya yang jelaskan. Lanjut saja sekarang chapter 3. Jelaskan sentence structure, grammar and mechanics. Mana buku saya yang lebihnya itu? Coba kasi saya satu.

S ; Oke pak.

L ; Buka mi itu jaketmu, kau kayak tukang ojek saja.

S ; Hehehe iye pak.

L ; Atau jangan-jangan kau tukang ojek online, gojek. Ya sudah.

S ; Langsung mi ke sentence structurenya pak?

L ; Ya.

Ya coba langsung jelaskan compound sentences.

S ; Okey I will explain about compound sentence. As we know that is the analysis sentence with two independent clause. Okey before I explain about compound sentence, I want to explain about independent clause. Independent clause is a sentence that dependent with other sentence, in bahasa independent clause adalah kalimat yang tidak adalah kalimat yang tidak bergantung atau berdiri sendiri. Aa for example.

L ; Apa yang berdiri sendiri?

S ; Berdiri sendiri atau tidak bergantung.

L ; Tidak bergantung pada apa?

S ; Pada kalimat lain.

L ; Jadi independent clause adalah ?

S ; Kalimat yang berdiri sendiri. Yang dapat berdiri sendiri, compound sentence terdiri dari independent clause.

L ; Contohnya dulu independent clause. Tulismi contohnya dependent clause dan independent clause.

S ; Begitu pak?

L ; Mana independent clause? Jadi independent clause itu sama dengan induk atau anak kalimat? yah? Independent clause.

S ; Induk.

L ; yah jadi independent itu disebut dengan induk kalimat, sedangkan dependent itu disebut dengan anak kalimat. Seperti apa? Contohnya seperti apa? Kalau induk kalimat bias berdiri sendiri atau apa?.

S ; Bisa pak. Contohnya I like mango.

L ; I like mango, kalau kita mau jadikan dia compound sentence menjadi? Tambahkan preposisinya, apa preposisi yang bias di tambahkan sehingga menjadi compound sentence. Bagaimana.

S ; Sweet. I like mango because this is sweet?

L ; Yah bolehlah. I like mango because this is sweet, dia menjadi compound sentence yah. Paham di situ semua? paham?

S ; Paham.

L ; Sekarang semua buat independent clause tiap orang satu, tulis di bukunya, saya mau jalan liat. Independent clause dengan compound sentence. You mana sudah?

S ; Belum pak.

L ; Cepat yah, saya mau jelaskan tugasnya juga. Semua tulis. mana?

S ; Belum pak.

L ; Lama sekali. There is a rain outside, Ika don't go to school.

Okey langsung baca punyamu compound sentence. Lama sekali.

S ; Belum selesai pak.

L ; Sekarang siapa yang mau baca punyanya? Ayo angkat tangan, mana? Sekarang saya tanya paham tidak apa itu compound sentence?

S ; Tidak.

L ; Jadi apa yang di kerja tadi, kenapa tidak paham? Jadi compound sentence itu adalah gabungan dari dua kalimat. Tapi ada namanya independent clause, ada namanya dependent clause. Independent clause itu bias berdiri sendiri, dependent clause tidak berdiri tanpa independent clause. Contohnya, I will go to campus, dengan naik motor. With motorcycle. With motorcycle itu tidak ada subjeknya, tapi I will go to campus itu adalah independent clause menjadi compound sentence ketika digabung dengan with motorcycle. paham?

S ; Paham.

L ; Ya, lagi 10 menit saya jelaskan tugasnya. Paham semua?

S ; Paham pak.

L ; Okey, sekarang buka chapter 3, halaman. Ini bahas tentang description, special order. Word and phrases, kata dan kalimat. Masuk di grammar mechanic we will discuss about a present continuous tense, you know present continuous tense?

S ; Yes.

L ; Pekerjaan yang sedang berlangsung. Saya sedang belajar sekarang, right?

S ; Ya.

L ; I'am studying now. Nah disini ada sentence structurenya, compound sentence with yet for nor, nor itu di gunakan untuk kalimat negative yang artinya tidak juga. Saya tidak makan manga. I don't eat mango, dan Ina tidak juga, and nor Ina. Okey, bagaimana dengan for banyak yah, I have been studying English its for 20 years, okey. Bagaimana dengan yet? Saya belum shalat dhuhur, I have been shalat dhuhur yet, but I will saya akan melakukannya nanti, compound sentence. Bagaimana menyambungkan satu kalimat menjadi kalimat yang utuh terdiri dari induk kalimat dan anak kalimat. Paham?

S ; Apa Cuma itu conjunctionnya pak?

L ; Banyak, ada with ada before. Semua conjunction.

S ; Jadi harus pakai yet dan nor juga?

L ; Yang mana? Yet coma, itu yang sering keluar di toefl test, kadang ada yet, coma. Sambung lagi, kadang ada yet tidak ada preposisi di belakangnya, bersambung yah. Banyak model-model preposisi anda harus paham itu. Sekarang kita lihat contohnya, saya kasi liat contoh, yang pertama disitu ada clustering, jadi d clustering itu disini saya akan membuat satu contoh bagan, jadi di bagan halaman 48 yah, clustering apa fungsinya? Disitu clustering adalah untuk membuat para penulis tidak kehilangan apa?

S ; Ide.

L ; Ide, ya. Jadi contohnya, ketika anda menulis, saya suruh menulis clustering topic, jadi nanti di rumah anda buat clustering topic, ini bertemakan tentang liburan anda yang paling menarik selama anda hidup. Jadi yang mana liburan anda yang paling menarik.

S ; Oh, ku taumi saya.

L ; Misalnya disitu liburan di pantai Marumasa, Marumasa di Bulukumba, iya kan. Tulis holiday in Marumasa beach, apa yang masuk di clustering? Tulis di bagan misalnya view, di view anda bercerita apa yah, kemudian disini adalagi caranya naik, snorkring, apa pengalaman yang anda dapatkan di snorkeling. Kemudian dibawa sini ada diving, diving daerah mana di Marumasa, kemudian disini anda bercerita tentang coral (karang), lalu disini anda bercerita tentang tend tenda, disini anda bercerita tentang camping. Jadi ceritakan semua, jadi satu clustering yang anda buat 1 topic yang anda buat itu akan menghasilkan banyak sekali ide-ide, banyak sekali ide yang bias dituliskan dalam bentuk paragraph . jelas yah clustering?

S ; Jadi langsung di buat bagan?

L ; Ya, clustering dulu, setelah anda buat clustering langsung anda buat paragraph.

S ; Berapa paragraph?

L ; Jadi tulis semua yang ada di clustering, buat paragraph. Paragraphnya tergantung clustering yang anda buat ada berapa clustering yang bercabang-cabang ini. Paham samoai distu?

S ; Yes Sir.

L ; Okey, jadi disini anda bercerita tentang description the topic you should describe everything, apapun itu, bahkan yang ada di imajinasi anda. Okey, jadi kalau description itu menceritakan yah, itu namanya deskripsi. Keamudian anda jawab pertanyaan di halaman 50. Sekarang kita lanjut dibagian b, nah disini ada petunjuknya, misalnya ada mau pergi ke prodi bahasa inggris, anda

harus turun tangga, anda harus belok kanan, lurus, ketika anda lurus anda belok kanan lagi, ketemu lapangan basket, lapangan basket anda naik keruangan berwarna pink di lantai 3, itulah prodi bahasa Inggris. Jadi anda buat clusteringnya, disini mereka sudah tentukan yah.

S ; Iye.

L ; Jadi dia disini bercerita tentang present continuous tense, jadi patokannya anda harus menggunakan present continuous tense, bukan lagi present tense yah kita tinggalkan, disitu di practice present continuous tense di situ ada my banana garden, silahkan anda isi selanjutnya tugas anda selanjutnya. Kemudian the subject it, it s very . whether itu berfungsi sebagai it. It time, its Sunday, jadi itulah yang disebut dengan subject it. It is boring in here, sangat membosankan disini, saya berada di dalam kelas, berarti kelas ini membosankan. It is boring to read the book, adalah sangat membosankan membaca buku ini. Kemudian apa itu explain them that something. Misalnya, there is the book in the table, there this Mr. Saiful in the room, yah. Saya sering menggunakan nama saya sebagai contoh, karena memberikan contoh itu harus orang yang di kenal. Jadi ambil contoh-contoh yang dikenal, misalnya teman kelasnya, contohnya siapa namanya?

S ; Yulita.

L ; Yulita is a very sensitive girl. Yulita adalah cewek yang sangat sensitive. Di tanya kenapa bukunya tidak di bawa, nangis mewek. Hahaha, jadi yah banyak lagi contoh-contoh lain. Kemudian disini subject, verb agreement seperti apa? Misalnya disitu there is a very handsome lecturer in room 3.14 .

S ; Uhuyy.

L ; Iya, the most handsome in room 3.14, is the other handsome in 3.14. yah saya, saya kan lebih gagah dari Yulkifli, Yulkifli dapat angka 3, saya dapat angka 9. Yulkifli kamu harus terima kenyataan. Kamu harus akui, tetapi lelaki tergagah kedua di kelas ini adalah Yulkifli, mau tidak mau anda harus akui itu. Okey itulah yang disebut explicit there, dia boleh there boleh are, boleh macam-

macam. Kemudian di halaman 58 silahkan anda kerjakan itu, silahkan itu gampang saja hanya untuk menguji keaktifan anda, kemudian you open 69 sentence stucruce, ah inilah dia compound sentence with yet nor. Jadi kita Cuma belajar 3 yah, meskipun ada 7 yaitu. Conjunction itu banyak yah, ada beside, behind, dan lain-lain. okey?

S ; Yes Sir.

L ; Anda buka practice compound sentence 60 and 61 silahkan dibaca, and then bagaimana anda menggabungkan dua kalimat, contohnya disini sudah jelas. kemudian writing practice halaman 63, yah itu gampang yah baca petunjuknya kemudian silahkan anda gabungkan. Silahkan anda buat, saya kasi waktu 10 menit sebelum keluar, atau sudah mau keluar?

S ; Iye. Sudah habis jamnya pak.

L ; Okey kalau begitu, selesaikan di rumahnya.

S ; Yes Sir.

L ; Okey, see you.

S ; Next week.

L ; See you everywhere.

S ; See you everywhere.

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Categorization of Teacher Talk

(*Lecturer A First Meeting*)

1. Lecturing

No	Utterances	Category
1.	Linguistic is study about saintific language.	Direct Talk
2.	The saintific study of language is linguistic because the linguistic is study about language.	Direct Talk
3.	Lingustic study about language it means that language in the world	Direct Talk
4.	Many many language in the universal	Direct Talk
5.	So in learning linguistic talk about all language	Direct Talk
6.	Each language has all linguistic ada namanya English linguistic, Jerman linguistic, Franch linguistic,	Direct Talk
7.	ada namanya lingustiknya bahasa Makassar, lingustiknya bahasa bugis, jadi each about language, because the linguistic study about language.	Direct Talk

2. Giving Direction

No	Utterances	Category
1.	Listen your name first.	Direct Talk
2.	Remember the third group do you have remember bring the paper	Direct Talk
3.	So it seems that we are going to talk about linguistic	Direct Talk
4.	And then all the group have to prepared one question from the other group	Direct Talk
5.	Jadi each group have one question	Direct Talk
6.	So each group have one question for this group	Direct Talk
7.	This presenter and for you answer the question with your friend because the linguistic study about	Direct Talk

	language.	
8.	All of you answer the question not only one but all the present can answer the question	Direct Talk
9.	And you have to write the question in the white board	Direct Talk
10.	And for the presenter eh participants you give question please mention your name and your group	Direct Talk
11.	Before close this, please give the conclusion	Direct Talk
12.	Conclusion must be from the question, from the all question	Direct Talk
13.	Jadi you must write the question after that answer the question and than make conclusion,	Direct Talk
14.	Jangan hanya mendengarkan, jangan hanya oh iya saya kira kesimpulan saya.	Direct Talk
15.	Tidak yah, you have to write also and also answer the questions	Direct Talk
16.	Maybe you should read the title because your friend will give you question	Direct Talk
17.	Oke listen your name firstly yah	Direct Talk
18.	Please give question and write the white borad yah	Direct Talk
19.	Setelah dia menjawab kamu kembalikan ke penanya apakah dia setuju dengan jawabannya.	Direct Talk
20.	Answer the question please.	Direct Talk

3. Criticizing or Justifying Authority

No	Utterances	Category
1.	Edededeee, jadi inimi semua kalau ada di suruhkan, many reason	Direct Talk
2.	Jangan bilang yes yes, baru nanti tidak bawa, di tanya mana tidak bawa lagi.	Direct Talk

4. Accepting Feelings

No	Utterances	Category
1.	I say that okay, just for today yah. Next week you have to bring.	Indirect Talk
2.	But remember the third group do you have remember bring the paper	Indirect Talk

5. Praising and Encourages

No	Utterances	Category
1.	Okey applause for group two	Indirect Talk

6. Accepting or Using Idea of the Students

No	Utterances	Category
1.	oke mengarahkan, setelah itu?	Indirect Talk

7. Asking Question

No	Utterances	Category
1.	Sekarang mana papernya ?	Indirect Talk
2.	What group now?	Indirect Talk
3.	So where is your paper ?	Indirect Talk
4.	So what group ? you make a paper ?	Indirect Talk
5.	So what group ? you make a paper ?	Indirect Talk
6.	Where's your paper group one?	Indirect Talk

7.	Where group one?	Indirect Talk
8.	Okey for the participants today we are going to discuss about apa?	Indirect Talk
9.	how many group in this class ? how many groups?	Indirect Talk
10.	You understand?	Indirect Talk
11.	Do you see remember last week?	Indirect Talk
12.	Hallo what is the should you do after the participant give question the moderator	Indirect Talk
13.	Any question more?	Indirect Talk
14.	What is the scientific of linguistic?	Indirect Talk
15.	What the answer?	Indirect Talk

Categorization of Teacher Talk

(*Lecturer A Second Meeting*)

1. Lecturing

No	Utterances	Category
1.	have, take, car, jadi ini tiga adalah aspirated sound. Namanya bunyi yang menginspirasi..	Direct Talk
2.	When they speak indonesian Language always use the mother tongue, makanya dikatakan aspirated sounds beraspirasi	Direct Talk
3.	Cinta lura itu when the speak indonesianya seperti itu, karena terbiasa menggabungkannya Menggunakan accentnya. Accent foreign people	Direct Talk
4.	jadi the first syllabell itu adalah aspirated	Direct Talk
5.	Yang voice! Bergetar. Voiceless tidak bergetar ya	Direct Talk
6.	jadi voice is when your vocal cour is no vibration in your vocal courd Itu namanya voice.	Direct Talk
7.	Ketika Pita suara kita bergetar.	Direct Talk
8.	But voiceless when you vocal courd they not vibrate ya. Jadi voice is That vibrate but voiceless no	Direct Talk
9.	Of course it time we speak itu kerongkongan kita bergerak tetapi belum tentu Bergetar dengan bergerak	Direct Talk
10.	Of course it time we speak itu kerongkongan kita bergerak tetapi belum tentu Bergetar dengan bergerak	Direct Talk
11.	Jadi itu ujung lidah your upper tongue	Direct Talk
12.	Your upper tongue meet with your teeth yah.	Direct Talk
13.	Jadi Ujung lidah antara gigi atas dan gigi bawah,	Direct Talk

14.	Jadi ya tongue teeth dengan upper and lower teet, jadi thing	Direct Talk
15.	Kalau in thing; bukan think' karena ya memang sering,	Direct Talk
16.	Sometime we have a long pronouciation Dia bilang i thing, bukan i think'	Direct Talk
17.	Jadi itu pronunciation when you have wrong stress	Direct Talk
18.	Wrong intonation, yah Someimes the foreign people can't understand	Direct Talk
19.	The consonant in the middle of the word be carefull about that	Direct Talk
20.	Jadi in vowels there is diptongs	Direct Talk
21.	Dalam vowels itu ada namanya dipthong nah beda dipthong beda vowels	Direct Talk
22.	Tapi dalam vowels itu ada dipthong.	Direct Talk
23.	Ya you can see your grandma, your grandma or grandfa or maybe your mother atau mungkin ada yang sudah ompong, tidak tambal gigi, yaitu tidak jelas apa yang dia bilang, karena giginya sudah cabut sana cabut sini jadi tidak jelas memang apa	Direct Talk
24.	Mungkin orang semua punya lidah ya, but there is a short and very short	Direct Talk
25.	Kalau ada pendek, they can speak maybe they can't prodece R dia bilang L	Direct Talk
26.	Punya lidah tapi cadel, berarti lidahnya agak pendek	Direct Talk
27.	Tetapi kalau lidahnya sangat pendek dia tidak bisa bicara dengan jelas.	Direct Talk
28.	nah, kalau bibir bukan hanya bisa berbicara, but you can not eat anything	Direct Talk
29.	nah, kalau bibir bukan hanya bisa berbicara, but you	Direct Talk

	can not eat anything	
30.	nah, kalau bibir bukan hanya bisa berbicara, but you can not eat anything	Direct Talk
31.	Yang bersuara atau yang masuk pada pita suara	Direct Talk
32.	Jadi there are there part, nasal, oral, and pharing	Direct Talk
33.	Kalau ini sudah tidak ada you can not produce sound also, you can see the artist artist penyanyi ada yang pita suaranya rusak	Direct Talk
34.	karena pita suaranya rusak, tidak bisa mengeluarkan bunyi, karena kapan dipaksa bisa putus	Direct Talk
35.	Kalau putus tidak bisa disambung kalau mau disambung dioperasi dulu	Direct Talk
36.	From this picture you can see that, the countable to the production of speech	Direct Talk
37.	Bisa liat dari gambarnya itu memproduksi bunyi yah	Direct Talk
38.	Adanya udara yang keluar dari paru-paru	Direct Talk
39.	Can, tapi tersengang-sengang berarti paru-paru mempunyai peranan penting juga	Direct Talk
40.	that's way this is the part of speech organs	Direct Talk
41.	Dia termasuk bagian itu bagian dari produksi sounds	Direct Talk
42.	jadi kalau paru-paru there is broken yah, atau something happened itu anda bisa tidak bisa berbicara dengan jelas.	Direct Talk
43.	Karena paru-parunya tersumbat	Direct Talk
44.	Jadi udara yang keluar dari paru-paru kemudian dia keatas ke trakea laring pharing kemudian ini masuk vocal courd keluar melalui dijangkau melalui lidah	Direct Talk
45.	When you speak itu diafragmamamu bergerak-gerak	Direct Talk

2. Giving Direction

No	Utterances	Category
1.	Okey you open your book about list of symbol consist of Consonant and vowels	Direct Talk
2.	So the First one about consonant in consonant We knows that there is apresiate sound and unaspirated sound	Direct Talk
3.	sebenarnya harus bilang verb yah, bukan perb	Direct Talk
4.	Oke i give you assigment for home matter about this Consonant	Direct Talk
5.	Ja jadi nanti dirumahnya you have to write dicomended transcription from each in this consonant In your book di each group have one question	Direct Talk
6.	Liat bukunya nah, In your book consist of consonant	Direct Talk
7.	And consonant one Example, nah jadi each	Direct Talk
8.	Jadi i know, i want you write about the phonetic transcription from each Example in this consonant	Direct Talk
9.	you write the sounds and don't forget to write the name also yah	Direct Talk
10.	itu nanti, nanti the nest meeting nanti di periksa	Direct Talk
11.	Coba tulis saja dekatnya situ kayaknya salah yah Coba liat bukunya	Direct Talk
12.	okey there is exercise yah, this is still about nasal and non nasal, jadi kita liat dulu, nanti next meeting	Direct Talk
13.	Jadi you can see the picture	Direct Talk
14.	You can see the identifying voicing. Let see	Direct Talk
15.	silahkan tulis dulu diatas yah, sekarang tugasnya exercise 7 8	Direct Talk

16.	Open your book page exercise	Direct Talk
17.	buka halaman 29. Buka number one	Direct Talk
18.	17 numberone exercise number one and number two, than yah only two, jadi find the phonetic symbol.	Direct Talk
19.	Yah sampai nomor 2 yah 26-27	Direct Talk
20.	Okey i think enough and go home	Direct Talk

3. Criticizing or Justifying Authority

No	Utterances	Category
1.	No vibrate. Tidak ada getaran	Direct Talk
2.	Tapi bukan kamu yang bergetar ya! Lehernya.	Direct Talk
3.	Jadi bedakan antara getaran dengan Bergerak	Direct Talk
4.	Sebenarnya harus bilang verb yah, bukan perb	Direct Talk
5.	father ya. Bukan d. Father bukan d, salah kalau d	Direct Talk
6.	find itu adalah verb, kalau fine iam okey, fine	Direct Talk
7.	orang sering salah disini, makanya orang bilang finding	Direct Talk
8.	bukan find ing tapi finding sambung atau findout	Direct Talk
9.	ini bukan dibaca red, tapi wred, wred kedalam ita r nya	Direct Talk
10.	wrainbow yah. Bukan rainbow	Direct Talk

4. Accepting Feelings

No	Utterances	Category
1.	ok next Ini bisa yah but you have to be carefull when you found syllabel for example like this	Indirect Talk

5. Praising and Encourages

No	Utterances	Category
1.	Of course you can produce sounds	Indirect Talk
2.	Good, okay	Indirect Talk

6. Accepting or Using Idea of the Students

No	Utterances	Category
1.	Yah, Jadi dia dibaca rizalt' bukan rizal	Indirect Talk
2.	Oke, no vibrate. Tidak ada getaran	Indirect Talk
3.	Yes, findaut	Indirect Talk

7. Asking Question

No	Utterances	Category
1.	Now we are in the fourth meeting in phonetic right	Indirect Talk
2.	Is it correct?	Indirect Talk
3.	So what subject you have now?	Indirect Talk
4.	Do you have assignment about your material?	Indirect Talk
5.	Okey now, what page??	Indirect Talk
6.	You still remember what page are we are?	Indirect Talk
7.	Still about consonant or vowels? Right?	Indirect Talk
8.	Have you see your book?	Indirect Talk
9.	How many vowels?	Indirect Talk
10.	What is voice?	Indirect Talk
11.	What is aspirated sound and unaspirated sound?	Indirect Talk
12.	How to pronoun this?	Indirect Talk
13.	Yang mana masuk voice Voiceless?	Indirect Talk
14.	Voice yang mana voice?	Indirect Talk

15.	Voice ya misalnya bunyinya apa?	Indirect Talk
16.	What is fery?	Indirect Talk
17.	Where do you start?	Indirect Talk
18.	How to pronoun result?	Indirect Talk
19.	Siapa yang bilang rizalt?	Indirect Talk
20.	Do you understand?	Indirect Talk
21.	Can you open your book about symbol?	Indirect Talk
22.	Tau phonetic transcription?	Indirect Talk
23.	How many vowels in this?	Indirect Talk
24.	Yang mana short vowel yang mana long vowels?	Indirect Talk
25.	Have i speed for this? Sudah?	Indirect Talk
26.	how about diptong?	Indirect Talk
27.	What is speech organ?	Indirect Talk
28.	Can you imagine didn't are the speech organ?	Indirect Talk
29.	What well you One do you didn't one of the speech organ?	Indirect Talk
30.	What will happen?	Indirect Talk
31.	Can you see the picture organ in your book?	Indirect Talk
32.	Apa itu tongue?	Indirect Talk
33.	Apa itu dumb people?	Indirect Talk
34.	Apa itu vocal track?	Indirect Talk
35.	can you speak?	Indirect Talk

36.	Yang mana bunyi nasal?	Indirect Talk
37.	Yang mana masuk dental?	Indirect Talk
38.	Can you differentiate between vibrate and non	Indirect Talk

Categorization of Teacher Talk

(*Lecturer B First Meeting*)

1. Lecturing

No	Utterances	Category
1.	Clustering itu adalah teknik untuk ee menghasilkan ide	Direct Talk
2.	Supaya seorang penulis itu tidak kehabisan bahan	Direct Talk
3.	Jadi contohnya sanya anda mengatakan saya akan menulis sebuah pengalaman yang menuliskan tentang tentang masa liburan saya	Direct Talk
4.	I will explain Bulukumba regency	Direct Talk
5.	Bulukumba regency may I start about my hometown in Bulukumba	Direct Talk
6.	Something in my hometown I have my house, in my house	Direct Talk
7.	In my house I have garden,in my house I have some pets	Direct Talk
8.	Than this I explain about in my house expecially my room, in my room I have my bed	Direct Talk
9.	I have my ee own bathroom, and this is the introduction yah	Direct Talk
10.	Time I visit to Bira beach, in Bira beach I will be seen Marumasa	Direct Talk
11.	in Bira beach I will be seen Liukang island	Direct Talk
12.	in Liukang island maybe I will snorkling, maybe I will go diving	Direct Talk
13.	From diving maybe I will go to Bara beach Also in Bara beach maybe I will play volleyball	Direct Talk
14.	in Bara beach maybe I will play football, maybe I will take my girlfriend	Direct Talk

15.	Jadi ini ketika anda membuat ini, anda tidak akan kehabisan bahan	Direct Talk
16.	itulah yang disebut dengan clustering so that's way we call clustering	Direct Talk
17.	Contohnya your describing your favorite room at home	Direct Talk

2. Giving Direction

No	Utterances	Category
1.	Okey listen your name yah	Direct Talk
2.	So now open your book chapter 3	Direct Talk
3.	So now open your book chapter 2	Direct Talk
4.	I wanna check it first	Direct Talk
5.	Okey you explain involve in your book	Direct Talk
6.	I will get yo to do a model of clustering in a piece of paper	Direct Talk
7.	Kertas selemba berwarna-warni bebas memilih warna	Direct Talk
8.	Kecuali laki-laki harus warna pink	Direct Talk
9.	Disana anda harus menceritakan time of plays	Direct Talk
10.	Disana anda buat clusteringnya kemudian anda membuat paragraph hasil clustering itu	Direct Talk
11.	Next, we move to chapter 50	Direct Talk
12.	The question number one until number four based on the model paragraph description on page 49 halaman	Direct Talk
13.	Kemudian anda pindah di bagian grammar or mechanics yah	Direct Talk

14.	Grammar and mechanics and abaca halaman 54	Direct Talk
15.	Jadi ada question of model lalu pindah ke halaman 56 dan 57	Direct Talk
16.	Jadi kalau di bagian satu anda harus menulis about my hometown	Direct Talk
17.	Halaman 58, kemudian anda pindah di halaman 60 compound	Direct Talk
18.	Bagian b silahkan lanjutkan distu	Direct Talk
19.	Kemudian instructional phrases disitu di halaman 62	Direct Talk
20.	Okey next week I will check semua apa itu supporting	Direct Talk
21.	Silahkan anda kerja d rumahnya.	Direct Talk

3. Criticizing or Justifying Authority

No	Utterances	Category
1.	This is grammar and mechanic? What you explain? Oke sentences structure	Direct Talk

4. Accepting Feelings

No	Utterances	Category
1.	Oke, so sit in the there. Please sit on the there	Indirect Talk

5. Praising and Encourages

No	Utterances	Category
1.	Woww, it's good. Okey	Indirect Talk
2.	Wah it's very well	Indirect Talk

3.	Okey good	Indirect Talk
4.	Wahh, good writing	Indirect Talk

6. Accepting or Using Idea of the Students

No	Utterances	Category
1.	Oh oke chapter 2	Indirect Talk

7. Asking Question

No	Utterances	Category
1.	Your drawing?	Indirect Talk
2.	Why didn't write this?	Indirect Talk
3.	Why didn't write his name?	Indirect Talk
4.	Who is next?	Indirect Talk
5.	You really have falling in love with her name?	Indirect Talk
6.	Okey where is group three?	Indirect Talk
7.	Only you?	Indirect Talk
8.	Kalimat awal yang memberikan, apa?	Indirect Talk
9.	Jadi apa itu organize the idea?	Indirect Talk

Categorization of Teacher Talk
(*Lecturer B Second Meeting*)

1. Lecturing

No	Utterances	Category
1.	Independent itu disebut dengan induk kalimat	Direct Talk
2.	Dependent itu disebut dengan anak kalimat	Direct Talk
3.	Tambahkan preposisinya	Direct Talk
4.	Compound sentence itu adalah gabungan dari dua kalimat	Direct Talk
5.	Tapi ada namanya independent clause	Direct Talk
6.	Ada namanya dependent clause	Direct Talk
7.	Independent clause itu bisa berdiri sendiri	Direct Talk
8.	Dependent clause tidak berdiri tanpa independent clause	Direct Talk
9.	Contohnya, I will go to campus, dengan naik motor	Direct Talk
10.	With motorcycle itu tidak ada subjeknya	Direct Talk
11.	Tapi I will go to campus itu adalah independent clause menjadi compound sentence ketika digabung	Direct Talk
12.	I'am studying now. Nah disini ada sentence structurenya	Direct Talk
13.	Compound sentence with yet for nor, nor itu di gunakan untuk kalimat negative yang artinya tidak juga	Direct Talk
14.	Yet coma, itu yang sering keluar di toefl test, kadang ada yet, coma	Direct Talk
15.	Sambung lagi, kadang ada yet tidak ada preposisi di belakangnya, bersambung yah	Direct Talk

16.	Sekarang kita lihat contohnya, saya kasi liat contoh, yang pertama disitu ada clustering,	Direct Talk
17.	Jadi satu clustering yang anda buat 1 topic yang anda buat itu akan menghasilkan banyak sekali ide-	Direct Talk
18.	banyak sekali ide yang bias dituliskan dalam bentuk paragraph	Direct Talk
19.	banyak sekali ide yang bias dituliskan dalam bentuk paragraph	Direct Talk

2. Giving Direction

No	Utterances	Category
1.	I will mention your name first	Direct Talk
2.	Now open your book chapter 3	Direct Talk
3.	Ya sudah selesaikan chapter 2 yah	Direct Talk
4.	Now open your book, page.. page chapter two	Direct Talk
5.	Okey presentasi grup 3	Direct Talk
6.	Jelaskan sentence structure, grammar and mechanics, jelaskan compound yah jadi itu saja	Direct Talk
7.	jadi d clustering itu disini saya akan membuat satu contoh bagan, jadi di bagan halaman 48 yah	Direct Talk
8.	Jadi nanti di rumah anda buat clustering topic	Direct Talk
9.	Ini bertemakan tentang liburan anda yang paling menarik selama anda hidup	Direct Talk
10.	Jadi tulis semua yang ada di clustering, buat paragraph	Direct Talk
11.	Paragraphnya tergantung clustering yang anda buat ada berapa clustering yang bercabang-cabang ini	Direct Talk
12.	Kemudian di halaman 58 silahkan anda kerjakan itu	Direct Talk

13.	Kemudian you open 69 sentence stucruce	Direct Talk
14.	Anda buka practice compound sentence 60 and 61	Direct Talk
15.	Kemudian writing practice halaman 63	Direct Talk
16.	Sekarang semua buat independent clause tiap orang satu, tulis di bukunya	Direct Talk
17.	saya mau jalan liat. Independent clause dengan compound sentence	Direct Talk
18.	Silahkan anda buat, saya kasi waktu 10 menit sebelum keluar	Direct Talk

3. Criticizing or Justifying Authority

No	Utterances	Category
1.	Perbaiki punyamu, besar sekali kertasmu.	Direct Talk
2.	Perbaiki caranya tulis introduction, kalau begini harusnya sudah di body	Direct talk

4. Accepting Feelings

No	Utterances	Category
1.	Siapa kelompok dua, kan saya yang jelaskan. Lanjut saja sekarang chapter 3	Indirect Talk
2.	Jangan mengaku dewasa kalau belum banyak tugas.	Indirect Talk

5. Praising and Encourages

No	Utterances	Category
1.	Very Good	Indirect Talk

6. Accepting or Using Idea of the Students

No	Utterances	Category
1.	Oh iya kah? Ya sudah selesaikan chapter 3 yah	Indirect Talk
2.	yah jadi independent itu disebut dengan induk kalimat	Indirect Talk
3.	Yah bolehlah. I like mango because this is sweet	Indirect Talk

7. Asking Question

No	Utterances	Category
1.	Chapter berapa?	Indirect Talk
2.	Where is group three?	Indirect Talk
3.	Jadi independent clause adalah ?	Indirect Talk
4.	Mana independent clause?	Indirect Talk
5.	Sekarang siapa yang mau baca punyanya?	Indirect Talk
6.	Sekarang saya tanya paham tidak apa itu compound sentence?	Indirect Talk
7.	Jadi apa yang di kerja tadi, kenapa tidak paham?	Indirect Talk
8.	You know present continuous tense?	Indirect Talk
9.	Clustering apa fungsinya?	Indirect Talk
10.	Apa yang masuk di clustering?	

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CURRICULUM VITAE



Maghfiratih Najamuddin is a student of English Department in Muhammadiyah University of Makassar. She was born on 17th June 1996 in Barru. She is the third daughter of marriage between Najamuddin, S.Pd and Alm. Rahmaniar, S.Pd., M.Pd. She has two sisters, her sister's name is Ns Irma Ratna Rosita, S.Kep and Nirmalasari, S.Pd., M.Pd.

In 2002 she started in elementary school at SD Negeri Ballewe, graduated in 2008. Then she continued her study at SMP Negeri 1 Balusu and graduated in 2011. After that she continued her SMA Negeri 1 Barru and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle "*Teacher Talk in English Language Classroom (a descriptive study at Third Semester Students in Muhammadiyah University of Makassar).*"