

**THE TEACHER AND LEARNERS TALKS IN THE ENGLISH
CLASSROOM INTERACTION AT THE TENTH GRADE
OF SMA 2 WAJO
(A *Descriptive Research*)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of Education in English Department*

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FACULTY OF TEACHERS TRAINING AND EDUCATION
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MOTTOS

“Jangan ingat lelahnya belajar, tapi ingat buah manisnya yang bisa dipetik kelak ketika sukses”

“Dan Allah bersama orang-orang yang sabar”

(Q.S Al-Anfal: 66)

“Success is the best revenge”



ABSTRACT

RISKA, 2018.*The Teacher and Learners Talk in the Classroom Interaction of Grade X SMA 2 Wajo(A Descriptive Research).* Thesis. Guided by Sulfasyah and Radiah Hamid.

The objectives of this research were to find out the types and levels of classroom interaction between teacher and learner in English learning at the Tenth Grade of SMA 2 Wajo, to find out the teacher's way to stimulate and encourage the students to engage in learning at the Tenth Grade of SMA 2 Wajo, and to find out the students involvement in the English teaching-learning at the Tenth Grade of SMA 2 Wajo students related to their interaction.

The design of this research was Descriptive Qualitative Research, where the data collected by using two instruments: Observation Checklist and Interview. The research used purposive sampling Technique by choosing 30 samples. The researcher analyzed the data by transcribing interviews, describing observation checklist and using researchers' notes during the observation take place.

The first finding of this research showed that the types of classroom interaction of teacher talk are lecturing, giving direction and criticizing. The types of classroom interaction of learner talk are initiation especially expressing their own ideas. The second finding of this research showed that teacher stimulated and encouraged the students by changing their opinion each other in good learning process at classroom. The third finding of this research showed that the students involved themselves by respond the teacher's question and give comments. Therefore, the researcher concluded that the interaction between teacher and learner were absolutely interactive at classroom.

Key Words :*Teacher Talk, Leaner Talk, Clasroom and Interaction.*

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The researcher finished her thesis entitled "*The Teacher and Learners Talks in the English Classroom Interaction at the Tenth Grade of SMA 2 Wajo (A Descriptive Research)*" which is aimed to complete a partial fulfillment for degree of Strata-1 (S1) in the Faculty of Teacher Training and Education. In finishing this thesis, the researcher could not carrying out and writing this thesis without guidance, motivation, support, and prayer from people around her. Therefore, researcher would like to express her gratitude to them. They are: her lovely family, especially her parents: her father, **Paliweng**, and her mother, **Ufe . M** for their effort and prayer to the researcher success.

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RISKA



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language teaching is a complex activity, and this complexity derives primarily from the diversity of perception and the goals of the various participants who play a role in the teaching learning process (Tudor, 2001:43). Indeed, if all participants have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be under taken than it generally is. By so doing, there would be no gap between the teacher and students. Thus, language teaching can be understood in term of interactions of different rationalities of the teacher and students rather than enactment of asing lerationality.

Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact and another. The elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom. Gebhard (1996: 49) also states that language learning and teaching can be exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction. Therefore, the successful realization of the language for communication depends on the genuine student's involvement in the relevant teaching learning activity. For achieving the visions as the writer states above, good atmosphere of teaching-learning process is very required, especially in the English classroom where the dynamic interaction of teacher and students in the

class is implemented, where the network of shared meaningfulness, which binds together in the mind of teacher and students emerges (Tudor, 2001:45).

In order to know more about classroom interaction of English teaching-learning process in the large class, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction. Interaction occurs when the teacher teaches in the classroom and he makes contact with the students during the teaching and learning process. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process.

It is clear that to get better result on teaching English especially in Senior High School has to be developed by improving the quality of the teacher and learner talk because they will govern the classroom behavior. Moreover, while the teaching-learning occurs, interaction is foremost, avoid the blank moment during teaching learning process, both teacher and learners there must be interaction, both of them should be active in the classroom. In fact, present curriculum demand the teacher and learner to be active in the classroom. Teacher and learners of SMA 2 Wajo have applied English teaching-learning in the classroom. It is emphasized on process of gaining knowledge and applying the skill of learners, where here the teacher is a facilitator.

Based on the elaboration above, and taking consideration of the significant role of classroom interaction in teaching – learning process, the researcher is

interested to conduct a research by the title :*The Teacher and Learners Talks in the English Classroom Interaction at the Tenth Grade of SMA 2 Wajo.*

B. Problem Statement

The problem of the research stated in question forms as follows :

1. What are the types of classroom interaction between teacher and learner in English learning at the Tenth Grade of SMA 2 Wajo?
2. How does the teacher stimulate and encourage the students to engage in learning at the Tenth Grade of SMA 2 Wajo?
3. How do the students involve themselves in interaction during teaching-learning at the Tenth Grade of SMA 2 Wajo?

C. Objective of the Research

The objectives of the research were to find out:

1. The types of classroom interaction between teacher and learner in English learning at the Tenth Grade of SMA 2 Wajo.
2. The teacher's way to stimulate and encourage the students to engage in learning at the Tenth Grade of SMA 2 Wajo.
3. The students involvement in the English teaching-learning at the Tenth Grade of SMA 2 Wajo students related to their interaction.

D. Significance of the Research

From this study, it was expected that the results of the research can give contribution to the improvement of the effective English teaching-learning process in general.

1. For the English teacher

The results of this research can be used as a reflection or reference about all students' duties that have been done as long as possible, so that the teacher can improve the students' performance in teaching during the teaching-learning process.

2. For the students

The results of this research will cover multiple advantages, namely attitude, improvement, and verbal competence of the students. So that students will know more about interaction methods in the classroom, then the students will get motivated to do interaction and improve their ability in talking with English language and of course it will be made habitual communication.

3. For the further researchers

The results of the study can be used for further study which focuses on developing classroom interaction between teacher and students by using English communication.

E. Scope of the Research

The scopes in this research were the teacher and learner at the Tenth Grade of SMA 2 Wajo in Academic Year 2017/2018 in which English as a foreign language as the subject of this research. This research was intended to study the types of classroom interaction in English class, the teacher's way to stimulate and encourage the students to engage in talking English class and to know the patterns of interaction that occur during the teaching – learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Previous Related Research Finding

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

1. Nafrina, (2007) in her thesis "*The Teacher and Learner Talk in the Classroom Interaction of Grade VIII A SMPN 2 Cepiring Kendal*". The finding of this research shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior).
2. Musdalifah, (2016) in her thesis "*An Analysis of Classroom Interaction in Speaking Class at the Third Semester of English Department Muhammadiyah University of Makassar*". The finding of her thesis is there were four types and levels of classroom interaction that occurred in speaking class, intrapersonal interaction, interpersonal interaction, group interaction and cultural interaction.
3. Maziha in her thesis (2010) "*Understanding Classroom Interaction: a Case Study of International Students Classroom Participation at one of the Colleges in Malaysia*" The finding of her thesis is there were four types and levels of classroom interaction. This study focuses on classroom participation

of international students (adults and young adults from abroad who study in Malaysian private educational institutions) .

Based on the three previous studies above, the researcher tried to find out the similarities and differences of the research. The similarities of this research with previous research are: first, the research method in this study will be descriptive-qualitative research design. Second, the formulation of the research problem is ; how does the lecturer stimulate and encourage the second semester students of the english education program to interact in the classroom. The differences of this research with previous research were: first, the subject of this research is in class A. Second, the research finding were: the types of classroom interaction in speaking class, the teacher's way to stimulate and encourage the students to engage to speak in speaking class, and the students involvement in the English teaching-learning process in speaking class.

This study investigated and described classroom interaction that occur in the speaking class. The classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. The interactions occur between the students and the teacher, or the students and the others student. There are many activities which can be done in teaching learning process to increase the language skill. Therefore, the interaction is very important to share the idea or information

B. Some Pertinent Ideas

1. Concept of Teaching and Learning

a. Teaching and Learning Process

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as the facilitator should give the facility to the learners in the learning process. He must select the teaching material related to the learners need. Richards & Schmidt (2002: 7) suggest that the principles of developing teaching materials are:

- 1) Careful selection of what to be taught.
- 2) Improving limits on what is to be taught.
- 3) Arranging what is to be taught in term of the four skills.
- 4) Grading materials from simple to complex.

In teaching, the teacher should be able to choose effective methods of teaching to expose every material, since all method have their advantage and disadvantage. There are many kinds of methods in language teaching, but there is no best method of teaching that will suit all occasions. While, learning is a process of gain some knowledge or skill by research. Language learning is a process. A child learns his first language step by step. Spince he does not go to school at his age, he does not learn his first language by researching the rules formally, but through experience. Concept development of language goes along with the experience.

Brown (1980: 8), states that learning is acquiring or getting of knowledge of a subject or skill by research, experience, or instruction. According to this definition, knowledge or skill about language use can be gained by the learners through the research in the classroom or through

experience in his life. During the process of learning, there are changes of learners' behavior. They will get the knowledge or skill that they have not had before as the result of learning. Brown (1980: 7), states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. The changing of learners' behavior and knowledge will depend on the effort as of both the teacher and the learners. If the teacher uses appropriate methods in teaching, it will be easier for the learners to research the materials. In this case of learning, the learners research the material consciously and practice it in order to get good results.

From the explanation above, according to Brown (1980), it can be inferred that learning:

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

b. Theory of Language Learning in the Classroom

Classroom should be interactive, Rivers (1987) states that thought interaction, student can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, join problem-solving task, or dialogue journal. In

interaction, student can use all they process of the language – all they have learned or casually absorbed – in real-life exchange.

Based on that statement we know that in the process of learning in the classroom, both the teacher and the learners use the language to interact with one another. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Byrne (1999), the classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teacher is not to inform our students about the language but to develop their ability to use the language for variety of communicative purposes. Based on that statement, we can conclude that in a learning language, the students must learn the spoken form first before learn writing form, for this spoken is very needed in the classroom, because it used to interact between one to another, with a furious function.

2. Concept of Classroom Interaction

a. Definition of Classroom Interaction

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

According to Chaudron (1998: 10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction “as the heart communication, it is what communication is all about”. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students’ achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

b. The Nature of Classroom Interaction

Interaction is the heart of communication, and communication it self, whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and the teacher, or

between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers , 1987).

Etymology, the word “interaction” comes from Latin word: *inter* and *agree* that mean reciprocal process. A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations.

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with lecturer present, and with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together.

Moreover, Allwright and Bailey (1991: 25) state that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to

teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching-learning process. It can be seen from the figure below.

c. Types of Classroom Interaction

According to Flanders (1989) there are types Classroom Instruction. Those are:

1). Types of Teacher Talk

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

Teacher talk also has a special purpose in the foreign language learning. Its goal is to communicate with students and to develop students' foreign language proficiency. Flanders' system is an observational tool used to classify the verbal behavior of teacher and learner as they interact in the classroom. Flanders' instrument was designed to observe only the verbal communication in the classroom and non-verbal gesture are not taken into account. This research refers to flanders' Interaction Analysis, which categorized teacher talk that takes places in the classroom. Categorizations are divided into main initiation categories according to Flanders (1989):

- a) Lecturing were giving fact or opinion about the content procedures, expressing his/her own ideas and giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is...
- b) Giving Direction were giving direction and giving commands or orders to which a learner is expected to comply.

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

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

Don't be noisy!..

2) Types of Learner Talk

Learner talk were divided into three aspects namely:

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

T: So is the map right or wrong?

S: Wrong

- b) Learner talk initiation was expressing own ideas

T: what is the pattern of simple present tense?

S: S+Verb1

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

3. Extension Teaching : Meaning, Definition and Steps

Skinner (2006) states that extension teaching is process of creating situations that facilitate the learning process. Creating situation includes providing activities, materials, and guidance needed by the learner. In other words, arranging situation in which the things to be learnt are brought to the attention of the learners, their interest is developed, desire aroused, conviction created, action promoted and satisfaction ensured.

According to Skinner (2006) there are three steps in extension. Those are :

a. Getting the Attention of the Learner

The first step in extension teaching is to make the people aware of the new ideas and practices. The people must first know that a new idea, practice, or object exist.

b. Stimulating the Learners Interest

Once the people have come to know of the new idea, the next step is to stimulate their interest. This may be done by furnishing them more information about the topic in a way they will be able to understand and use.

c. Arousing the Learners Desire for Information

It means unfreezing the existing behavior and motivating the people for change.

C. Conceptual Framework

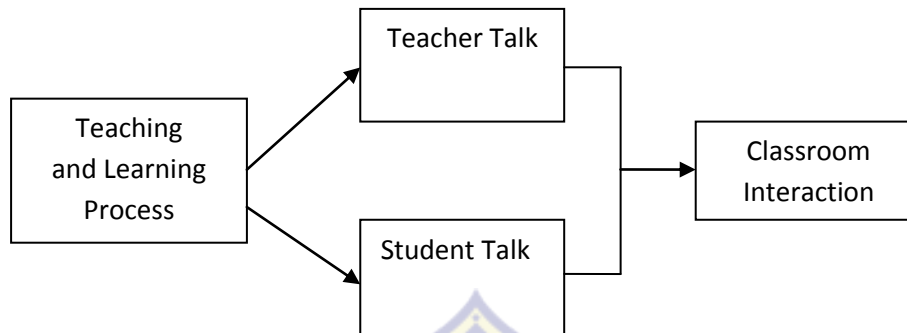


Figure 2.1 Conceptual Framework

Based on the conceptual framework in figure 2.1, teaching and learning process is important part between teacher and student classroom interaction. This case, teacher talk and student talk are important aspect in teaching and learning process. Teacher talk is the process of language acquisition in speech and management of the classroom. Meanwhile, student talk show the activity concentration of students to their teaching and learning activity. Referring about the explanation above, the reasercher is interested to analyzes teacher talk and student talk in the classroom interaction through classroom observation. Therefore, the researcher aimed to find out the impacts of the teacher talk and student talk in the classroom interaction.

CHAPTER III

RESEARCH METHOD

A. Research Design

The present study was Descriptive-Qualitative Method. It was investigated what actually happens inside the classroom (i.e. investigating and describing classroom interaction that occurs in the classroom) and is done for the purpose of learning (Alwright and Bailey 1991). It was descriptive-qualitative in nature. It describe the phenomena that occur in the classroom

In addition, it was qualitative interpretive nature helped the writer to realize this complexity in perspective. In short, a descriptive research helped the writer to understands the view of those problems and finds route through it.

B. Population and Sample

1. Population

The population of this research were the English teacher and student of SMA 2 Wajo which generalizations about classroom interaction effectively to study are needed. The population was 170 students and 4 English teachers of SMA 2 Wajo. There were six classes, namely X Mia.1, X Mia.2, X Mia.3, X Mia.4, X Iis.1, X Iis.2.

2. Sample

The researcher used purposive sampling in this research. In choosing sample, the researcher choose the class by deciding some criteria. One of criterion was mix language that teacher and learner use in classroom. The

sample of this research was the students of X Mia.1. The number of sample was 30 students and 1 English teacher in the classroom.

C. Research Instrument

In this research, the researcher used observation checklist and unstructured interview to get information about interaction of teacher talk and learner talk in classroom.

D . Procedure of Data Collecting

The data of this research was collected through the observation in the classroom. The researcher observed the teacher and learner in the classroom directly. Besides that, the researcher took the notes on the relevant events while the teaching-learning process is going on. In collecting the data, the researcher conducted non-participant observation. The researcher collected the data through observing third times class meeting. In this research, the researcher as the passive participant. It meant that the researcher does not involve herself in the subject activities in the classroom. The data was concerned by the teacher and learner talk in the classroom interaction that were collected by doing classroom observation.

E. Technique of Data Analysis

In this research, the researcher discussed the qualitative research. The researcher intended to describe the data that was found in the field. After collecting the data, the researcher took the techniques in analyzing the data.

1. Preparing the data for analysis.

This involved transcribing interviews, transcribing recording of observation, and researchers' notes during the observation take place. Reading and understanding all the data.

2. This step is to obtain a general sense of the information and to reflect on its viral meaning.

3. Coding and classifying the data.

Coding is the process of organizing the material into chunks or segments of the text before bringing meaning to information. The researcher started to classify the data one by one when all the data has been marked by the analysis framework.

4. The next step in data analysis involves making an interpretation or meaning the data.

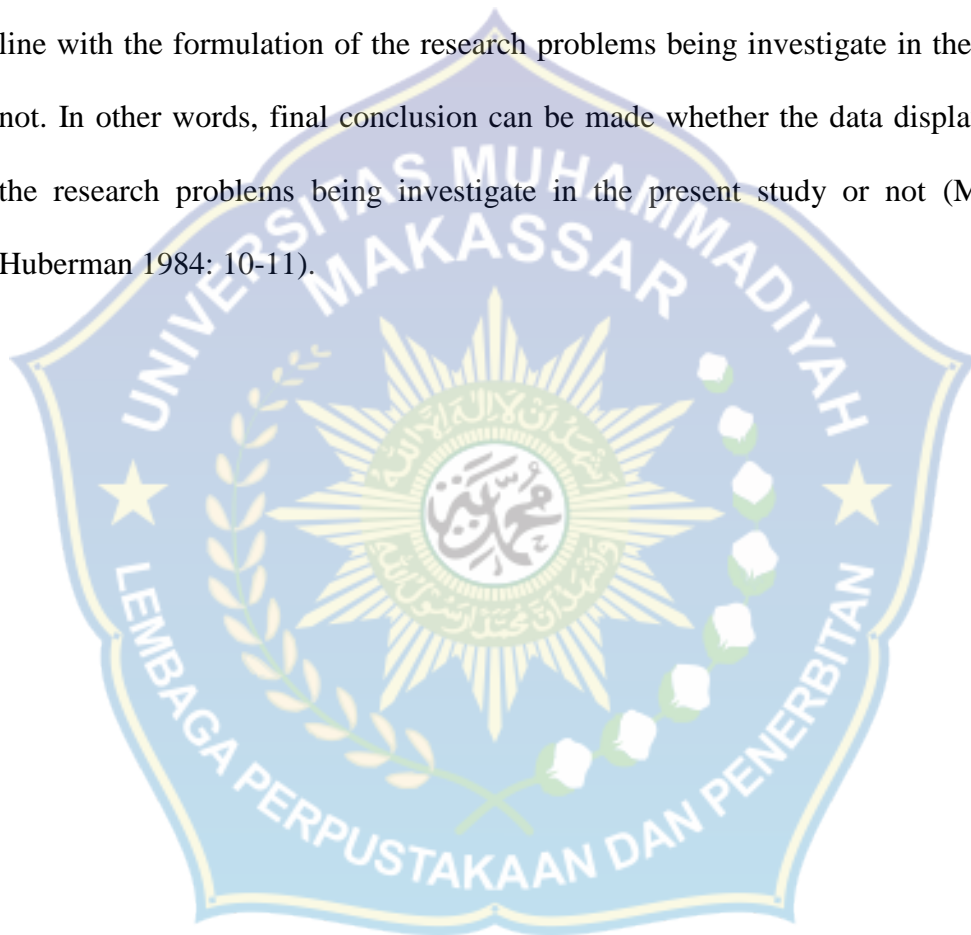
After classification is done systematically. The researcher described the features of teacher and students talk and making the interpretation.

5. Conclusion Drawing.

Conclusion is the last of procedure of analyzing the data of the study. In the context of the study, after the data is displayed, a conclusion is drawn. There are two kinds of conclusion that the researcher draws in this study,

they are temporary and final conclusion drawing. If the temporary conclusion drawing is valid in that it can answer the research problem being investigate in the study, the researcher can use it as a final conclusion drawing.

On the other hand, if it is not valid the researcher should repeat the process starting from displaying the data in order to check whether the data display are in line with the formulation of the research problems being investigate in the study or not. In other words, final conclusion can be made whether the data display answer the research problems being investigate in the present study or not (Miles and Huberman 1984: 10-11).



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher is going to present the data analyzed of the teacher talk and learner talk in the classroom interaction. Identifying the types of teacher talk and learner talk occur in the classroom interaction at the Tenth Grade of SMA 2 Wajo and how the interaction between teacher and learners in the classroom. The data was collected from one teacher and 30 learners were analyzed into kinds of instrument, namely observation checklist and interview to the teacher and learner.

A. Findings

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

1. Types of Classroom Interaction between Teacher and Learner in English Learning.

a. Types of Teacher Talk Occur in Classroom Interaction

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

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

1) Lecturing

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

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

Table 4.1 (Lecturing)

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



		<p>then solve the activity.</p> <p><i>Examples:</i></p> <p>a. <i>Contohnya tadi adalah car, car yaitu kata benda jadi di tambahkan a new car barulah bisadijelaskan itu car, dia kan berfungsi untuk menjelaskan. A new itu kata sifat dan tempatnya kata sifat di depan kata benda, barulah bisa dijelaskan. Kemarin sudah saya jelaskan?.</i></p> <p>b. <i>Comparatif adalah membandingkan 2 atau lebih orang atau sesuatu yang mempunyai kualitas kerja atau sifat yang tidak sama, dimana salah satunya lebih jika di banding yang lainnya.</i></p>
2	What kind of information that you	Usually I give explanation about

	usually give to your learners?	<p>facts such as teacher personal experience or knowledge to the learners. So it can be another input for students' understanding.</p> <p><i>Example: Huruf akhirnya di tambah 1 Big menjadi Bigger kemudian Biggest. Kita buat contoh sama – sama “Riska smarter than Ilham”.</i></p>
3	How do you make sure that they understand on your explanation?	<p>Usually if we have enough time we will review the explanation in the end of lesson. Or we will review in the next day of lesson to check students' understanding.</p> <p><i>Example:ok silahkan dikerjakan activity 8, sebelum itu saya ingatkan lagi kalau kalimat negative dia menggunakan Do/Does lalu di tambakan Not dan kalau positif dia menggunakan ES/S.</i></p>
4	How if they misunderstanding about your teaching direction?	<p>When the learners do not understand our direction, what usually we do is stimulate them to</p>

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

The giving direction was mostly used by the teacher in teaching learning process, this happened when the teacher started the classroom and asked to learner "open their book", to make some example after the teacher explained the material and to make learner did and submitted their task the reason was mostly because the teacher focused on the lesson and tried to make learners understand with her explanation about the lesson, and the learner were nice they followed all the teacher's direction and do the lesson activity by themselves, the teacher also will repeat if she found out the learner did not understand about long direction

in doing activity“*Lelaki itu menyukai film tetapi mereka.....Saya artikan dulu yah silahkan di tulis Eat maka, practice praktek, complain mengeluh, go pergi, drive berkendara, have mempunyai, wear menggunakan, meet bertemu, want ingin, read membaca Silahkan dilanjutkan dikerjakan activity 8*”. The teacher gave questions to the learners to check learners’ understanding then gave command and direction before learners solve the activity. The aspect of giving directions were giving commands which a student expected to comply was 9 utterances and giving direction expected to comply was 2 utterances.

Table 4.2 (Giving Direction)

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

	want ingin, read membaca Silahkan dilanjutkan dikerjakan activity 8
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3) Criticizi

3) Criticizing

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

Table 4.3 (Criticizing)

No	Question	Answer
1	By doing confirmation on students' behavior in class, are they related to classroom management?	In the beginning the lesson we have already discusses the rule in the classroom. So we the learners act misbehavior during the class teacher will remind them about the rule.

2	<p>can you give me the example of misbehavior done by learners?</p> <p>How can you fix them</p>	<p>As far teacher only give a warning to the students “ don’t make noise” then they will remember about the rule in the classroom.</p> <p>Example:</p> <p><i>Siapa itu yang di belakang, apa yang di bicarakan? (sambil mendekati kedua siswa tersebut).</i></p>
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b. Types of Learner Talk Occur in Classroom Interaction

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

1) Learner Talk Responsing

The classroom observation showed that, learners used learner talk response with one purpose. The purpose was to answer the questions about lesson. They have already learnt or when the teacher tried to

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

Table 4.4 (Learner Talk Responding)

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

2) Learner Talk Initiating

The learner talk initiation is the most occur in the classroom. The reason was mostly because the learners preferred to talk based on their idea instead of just repeat what the teacher has already told. This happened when the teacher gave question about the material and the learner gave answer to the teacher, the answered that question about what they know and what they thought "T: *Nah, sekarang yang kita akan bahas yaitu Adjective. Kemarin saya jelaskan adjective itu adalah? Siapa yang masih ingat? S: kata yang berfungsi menjelaskan kata*

benda”, “T : kita lanjutkan pelajaran kemarin tentang *Simple Present Tense* dalam bentuk negatif, apakah yang membedakan kalimat negatif dan positif?S :karena kalimat negatif menggunakan *Not*”.

Table 4.5 (Learner Talk Initiating)

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

3) Silence or Confusion

Sometimes the learners become silence because they did not understand the teacher's question. As the result, the learners did not say anything in responding to the teacher. The teacher helped the learner to find the answer by giving a clue.

The total utterances of learner talk in learner talk initiation were 19 utterances, learner talk responses were 7 utterances and in silence or confusion were 2 utterances. It means that learner talk of learner talk

initiation most occur in the classroom interaction during teaching learning process.

2. Teacher Stimulates and Encourages the Learner to Engage in Learning

Based on the observation that has been done by the researcher in the classroom while teaching learning process, the researcher found that the pattern of classroom interaction was individual work. It was proven by the teacher always ask them to made interaction. It could be described that the classroom interaction both of teacher and learner is absolutely interactive. It means that the teacher and learners made good interaction each other.

Table 4.6 (Interaction between Teacher and Learner)

No	Question	Answer
1	What is teacher activity that is able to attract the attention of the learners in paying attention to the lesson?	<p>When I found learners who are not interested in the lessons, I gave them question related to the material so they will be interested and finding the answers.</p> <p><i>Examples:</i></p> <p>a. <i>T: Nah, sekarang yang kita akan bahas yaitu Adjective. Kemarin saya jelaskan adjective itu adalah? Siapa yang masih ingat?</i> <i>S: kata yang berfungsi menjelaskan kata benda</i></p> <p>b. <i>Ciri-ciri comparative di tambah</i></p>

		<i>er di akhir, jika ada penambahan er di belakang kata sifat maka lebih kecil (Smaller), ini ciri pertama dari comperatif dan superlative. Ini tingkat biasa, ini tingkat lebih dan ini tingkat paling atau ter (superlative). Tulis dibukunya, ulfa bisa sebutkan 1 kata sifat?S: lazy.</i>
2	Does the teacher ever assign group assignment in the classroom?	Sometimes I assigned group assignment based on the materials I tough and the method that I used in the classroom.

3. Learner Involves Themselves in Interaction during Teaching-Learning

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

B. Discussion

In the discussion section, the researcher showed the answer of the first research question about the types of teacher talk occur in the classroom interaction, the second research question were the types of learner talk occur in the classroom interaction and last research question were how the interaction between teacher and learner in the classroom. The descriptive of interaction attached every single types of

talk both of teacher and learner. The pattern of classroom interaction has been presented on the data result in the previous part of this chapter.

1. Types of Classroom Interaction between Teacher and Learner in English Learning.

a. The Types of Teacher Talk Occur in the Classroom Interaction

Based on the findings, it shown that types of teacher talk occur in the classroom interaction at the Tenth Grade of SMA 2 Wajo. The teacher talk was (lecturing, giving direction and criticizing). The total utterances of teacher talk used in the classroom interaction by the teacher were 49 utterances, that include lecturing, giving direction and criticizing. The teacher talk mostly used by the teacher is lecturing, when the teaching and learning process the teacher explained and gave material in factual information. The result of this research was support by Brown.

This finding is in the way as Brown (2007), he states that lecturing is type of talk tended to minimize the freedom and variety of response that students can create in the classroom interaction. The result showed that the types of teacher talk occur in the classroom interaction were lecturing in give fact or opinion about procedure then giving his/ her explanation. It means that the teacher spent more time to use teacher talk in lecturing to deliver the material and then give explanation about that.

b. The Types of Learner Talk Occur in the Classroom Interaction

Based on the findings, shown that types of learner talk occur in the classroom interaction at the Tenth Grade of SMA 2 Wajo. The learner talk were (learner talk response, learner talk initiation and pause or confusion), the total utterances were 29 utterances, from the result can be seen that the students are active, since they spent most their time to talk. The learner not only responded to the teacher but the most initiated their opinion during teaching learning process.

According to Mercer & Dawes (2008), when students are active participate in spoken language, it can help them enrich target language source and build their confidence to communicate in English. The types of learner talk occur in the classroom were learner talk initiation then learner talk response. Through this types of learner talk able to express their own ideas, this was has high proportion. In other words, the learner were able confident and brave enough to initiate the interaction both with teacher and learner in the classroom.

2. Teacher Stimulates and Encourages the Learner to Engage in Learning

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

In addition, the teacher stimulate student by asking some question. It was done by teacher to get student's idea in learning. The teacher needed to know student's interest related to topic in learning. As Skinner (2006) states that stimulate student's interest may be done by furnishing them more information about the topic in a way they will be able to understand and use. It meant that teacher facilitated the students to engage in learning. The teacher also made students be understood about the topic in learning process.

3. Learner Involves Themselves in Interaction during Teaching-Learning Process

In this research, the learner involved themselves by making close relation with the teacher. Such as, the learner started to ask some question to the teacher. The learner answered the question where the teacher gave question to another student. Besides, the learner gave some their participation in the discussion session. Therefore, student's involvement occurred actively in the teaching-learning process.

In addition, Murtiningrum, (2009) states teacher learner interaction happened in while teaching learning process. The learner made interaction with the teacher in teaching and learning process. It made learner are interested to involve themselves in learning process. Besides, learner involved themselves to respond to the teacher's questions and gives their comments during teaching-learning process. They have already learnt or when the teacher tried to reviewed the previous lesson.

Based on the result of discussion above, the types of teacher talk occur in the classroom interaction was lecturing, total utterances were 34 and types of learner talk occur in the classroom interaction were learner talk initiation, total utterances were 19. These results shown that teacher talk mostly occurred in the classroom interaction than learner talk occurred in the classroom interaction. Besides, teacher was more active than the leaner in the classroom interaction.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusions and suggestions can be drawn by referring to the research finding and discussion in Chapter IV.

A. Conclusions

Concerning with the result of finding and the discussions of the research, the classroom interaction between teacher and learner at the Tenth Grade of SMA 2 Wajo happened generally run well during the teaching and learning process. The teacher employed some ways of communication. Based on these results, it can be concluded that:

1. Types of classroom interaction of teacher in the classroom are lecturing, specially giving fact or opinion about content procedures and explaining. Types of classroom interaction of learner in the classroom are initiation especially expressing their own ideas.
2. Teacher stimulated and encouraged the students by changing their opinion each other in good learning process at classroom.
3. The students involved themselves by respond the teacher's questions and give comments. Therefore, the interaction between teacher and learner in the classroom interaction absolutely interactive. They made good interaction each other.

B. Suggestions

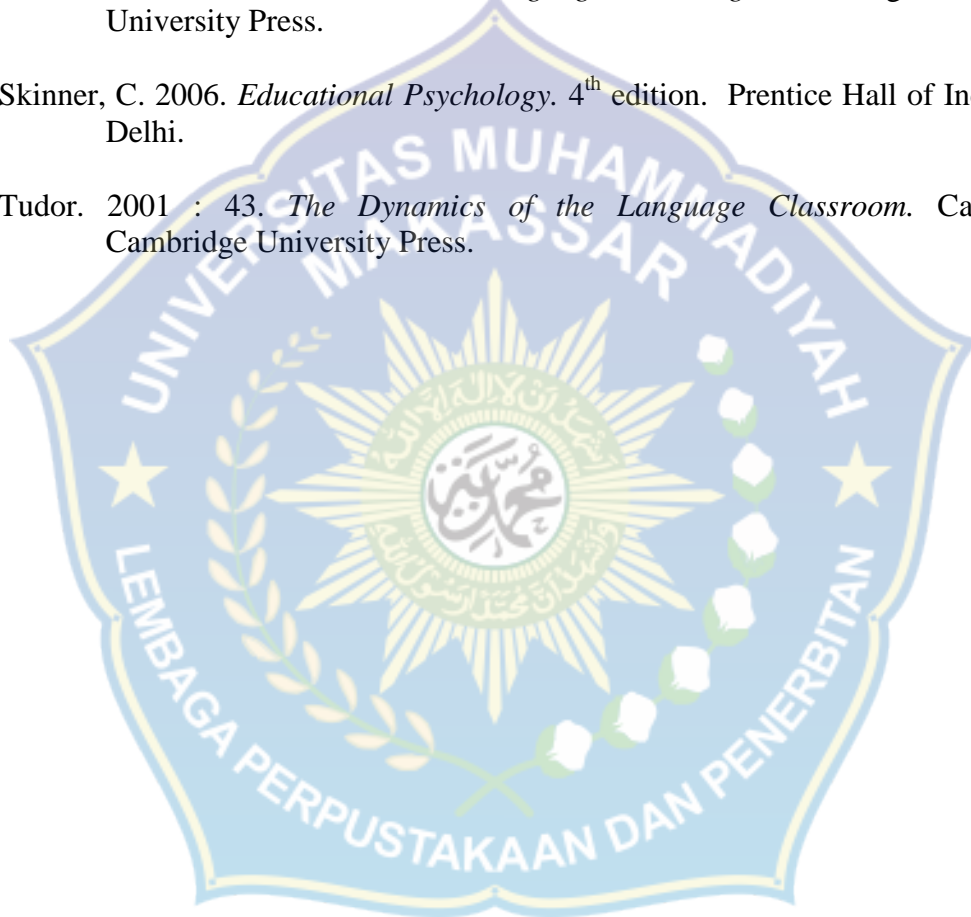
After seeing the finding as well as discussion, the researcher gives suggestion may be useful for teacher, for learner, and also for the other researcher who will conduct the same topic in the research:

1. For the English Teacher at the Tenth Grade of SMA 2 Wajo in providing teacher talk in the classroom interaction, the teacher should use three types of teacher talk in the classroom interaction. This is important because such talks have strong motivational impact on the learners.
2. For the learner at the Tenth Grade of SMA 2 Wajo, they should make themselves to be more active in the English classroom.
3. For next researcher, the study of teacher and learner talk in the classroom interaction can be extended by conducting the research in other different content and setting. The next researcher may investigate the teacher and learner used based on social status or class, occupation, geography, education, gender and ethnicity.

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Appendix A: Observation List 1

Appendix B: Observation List 2

Appendix C: Observation List 3

Appendix D: Interview with Teacher

Appendix E: Interview with Student

Appendix F: Documentation

Learner talk initiation	Expressing own idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Silence or confusion	Silence												
	Confusion with communication												



Learner talk initiation	Expressing own idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Silence or confusion	Silence													
	Confusion with communication													

APPENDIX E

Instrument Interview with Student

- The purpose of this interview is to dig deeper information about interactions (classroom interaction) that occur in the classroom.
- The questions below are related to aspects of interaction that occur during the teaching and learning process taking place in the classroom.

1. Do you like learning English?

(Apakah anda senang belajar bahasa Inggris?)

- ❖ Yes, I am very happy.

(Ya, saya sangat senang).

2. Do you include students who actively interact with the teacher when learning takes place?

(Apakah anda termasuk siswa yang aktif berinteraksi dengan guru saat pembelajaran berlangsung?)

- ❖ Yes, I am active in class.

(Ya, saya aktif dalam kelas).

3. When you have difficulty understanding certain material, do you ask the teacher?

(Apakah ketika anda mengalami kesulitan dalam memahami materi tertentu, apakah anda bertanya kepada guru?)

❖ Sometimes

(Kadang-kadang)

4. Does the teacher respond to each of your questions regarding the material being taught?

(Apakah guru merespon setiap pertanyaan anda terkait materi yang diajarkan?)

❖ Yes, respond

(Ya, merespon).

5. What are your difficulties when asking the teacher?

(Apakah kesulitan anda saat bertanya kepada guru?)

❖ I have difficulty when I want to ask using English.

(Saya mengalami kesulitan saat ingin bertanya menggunakan bahasa inggris).

6. Have you ever answered teacher questions correctly?

(Apakah anda pernah menjawab pertanyaan guru dengan benar?)

❖ Yes, I have answered the teacher's questions correctly

(Ya, saya pernah menjawab pertanyaan guru dengan benar).

7. What is the teacher's response when you answer questions?

(Bagaimana respon guru saat anda menjawab pertanyaan?)

❖ Good enough.

(Cukup baik).

8. Do you often express your opinions or ideas to teachers or friends?

(Apakah anda sering mengemukakan pendapat atau ide-ide anda kepada guru atau teman?)

- ❖ When it comes to teachers, it's rare, but when I go to friends, I always give ideas.

(Kalau kepada guru jarang, tetapi kalau ke teman saya selalu memberikan ide).

9. Do you interact with your teacher dominantly using English or Indonesian?

(Apakah dalam berinteraksi dengan guru anda dominan menggunakan bahasa Inggris atau bahasa Indonesia?)

- ❖ Dominant Indonesian.

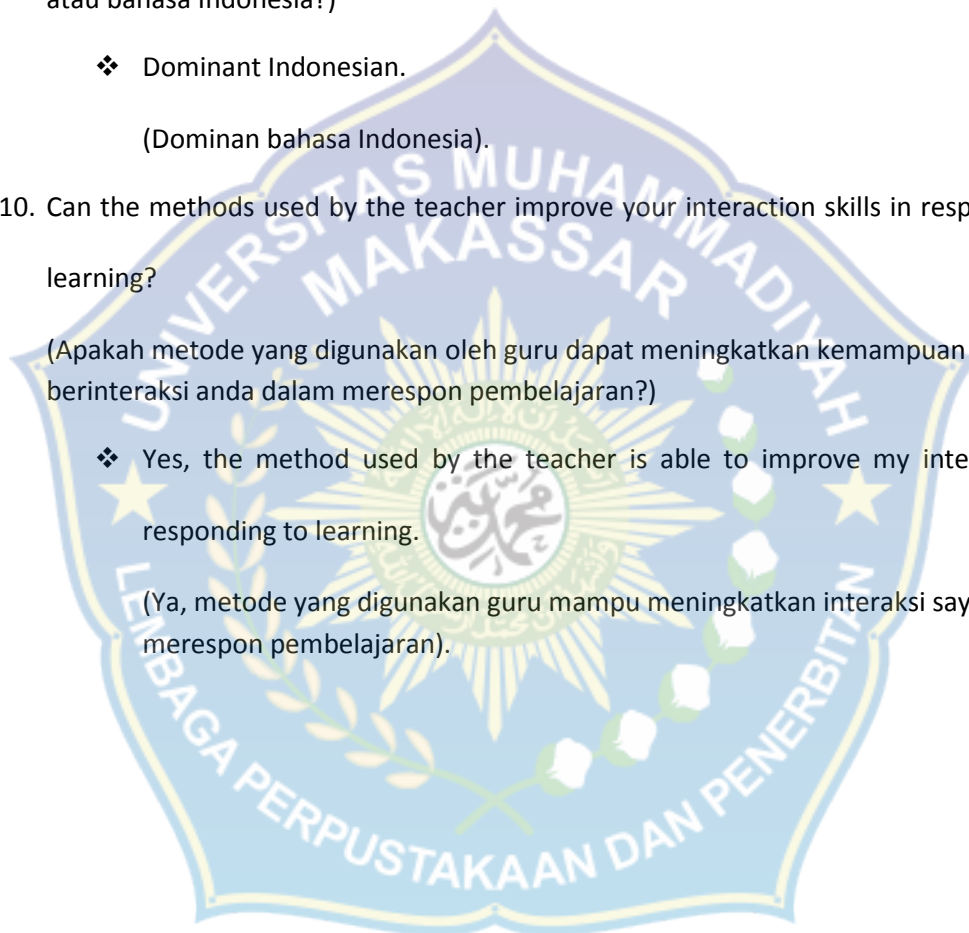
(Dominan bahasa Indonesia).

10. Can the methods used by the teacher improve your interaction skills in responding to learning?

(Apakah metode yang digunakan oleh guru dapat meningkatkan kemampuan berinteraksi anda dalam merespon pembelajaran?)

- ❖ Yes, the method used by the teacher is able to improve my interaction in responding to learning.

(Ya, metode yang digunakan guru mampu meningkatkan interaksi saya dalam merespon pembelajaran).



APPENDIX F



Picture 1 : Teacher speaks to the whole class



Picture 2 : The teacher asked one of the student to write an answer to the question



Picture 3: Student write answer from teacher question in the whiteboard



Picture 4: Interview with students in the class

DAFTAR RIWAYAT HIDUP



RISKA, was born on October 19, 1995 in Mellenge, Wajo. From the marriage of her parents Paliweng and Ufe.M. She is the last of four siblings. She has one sister and two brother. In 2001, she started her elementary school SDN 161 Cinnong Tabi and she finished in 2007. Then, she continued her study in SMPN 2 Majauleng and graduated in 2010. At the same time, she continued in senior high school in SMA Negeri 1 Majauleng and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. At the end, she could finish her thesis in 2019.

