THE EFFECT OF TEACHERS' TALK ON STUDENTS' INTEREST IN LEARNING ENGLISH AT THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH LIMBUNG

(*A Descriptive Research*)

A Thesis

Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of SarjanaPendidikan

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2017

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

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ABSTRACT

JUSWANTO. 2017. *The Effect of Teachers' Talk on Students' Interest in Learning English at the Eighth Grade Students of SMP Muhammadiyah Limbung*. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by Arif Paturusi, and Nurdevi Bte Abdul.

This study aimed to find out: (1) the type of teachers' talk used by the English teachers at the Eighth Grade Students of SMP Muhammadiyah Limbung, (2) the effect of teachers' talk to the students' interest in learning English.

This study used Qualitative Research Design. The instrument which was used to collect the data was audio recording and questionnaire. The data was collected from two English teachers and 48 students in two classes at the Eighth Grade Students of SMP Muhammadiyah Limbung. The data of this research were collected by employing audio recording and questionnaire.

The result of the research showed that (1) there were two types of teachers' talk that used by the teacher A and the teacher B in learning process such as direct and indirect talks. Direct talks divided into lectures, giving directions, and criticizes or justifying authority. Furthermore, indirect talks divided into accepting feelings, praising or encourages, accepting or using students' ideas and asking questions. Both of them used all categories of direct and indirect talks. (2) There were the effects of teachers' talk to the students' interest in learning English. It can be seen the positive responses given by the students to the teachers' talk used by the teachers related to the interest in learning English. It means that teachers' talk affect their interest in learning English.

Keywords: teachers' talk, students' interest, learning English

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم
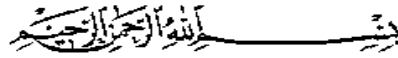
Alhamdulillahi Robbil Alamin. The researcher expresses his highest gratitude to the almighty Allah SWT, Who has given guidance, blessing, and mercy to him in completing this thesis. Salam and Shalawat are addressed to the last prophet Muhammad SAW.

The researcher expresses his sincerely deepest gratitude to his parents Jalal and Cene who always pray, motivate and sacrifice everything for his success. Further, the researcher expresses his gratitude for all of his sisters for their support in his education.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the researcher would like to acknowledge them:

1. Dr. H. Rahman Rahim, SE., MM, Rector of Muhammadiyah University of Makassar

2. Erwin Akib, M.Pd., Ph. D, Dean of Teacher Training and Education Faculty for all advices and motivation

3. Ummi Khaerati Syam, S.Pd., M.Pd, Head of English Education Department for all motivations

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CHAPTER I

INTRODUCTION

A. Background

English language is the most important language in the world because it links the whole world together. In Indonesia, English has been taught from junior high school until university and it has been studied from elementary school and kindergarten right now. English is a language used in all aspects of communication, science, and technology. All of them can be actualized through speaking and other basic skill such as listening, reading, and writing. In every school in Indonesia, English as a foreign language considered difficult by many students. Besides, the students are afraid, they also feel shy. The students are afraid and shy when they are wrong both in pronunciation and written form. It really needs creative efforts from the English teacher to conduct the process of teaching and learning become enjoyable.

The social and contextual nature of human learning has received great emphasis in research on learning and instruction (Anderson, et al. in Batara, 2013). Fisher in Batara (2013) state that attention has been paid to the practices, processes, and conditions leading to the social construction of knowledge in different learning situations.Cooner and Hickman in Davies (2011) see classrooms as crowded human environments in which one person, namely the teacher, is responsible for preventing and coping with disruptions, as well as encouraging and enhancing learning processes. This is supported by Moritoshi in Zaidah

(2014) who points out that the teacher's dominance within the classroom is a well-documented phenomenon. One important aspect of social and contextual nature of learning and instruction is classroom interaction between the teacher and the students.

Interaction refers to communication between individuals, especially when they are negotiating something of which this interaction functions as communication facility. Classroom interaction is a process in which teachers and students have a reciprocal effect on one another and through this effect they talk and act in the classroom. Classroom interaction offers at least two important contributions; (1) to develop language acquisition skill since it provides opportunities to practice target language. In the other hand, (2) this interaction also offers to the language learners many chances to adjust the model they watch from their teacher while practicing the language they learn (Zaidah, 2014).

Classroom interaction should engage students' interest so they can be more active to join the activities. Student's interest can be trigged in the moment by certain environmental factors such as teacher verbal interaction. Student who experience heightened emotional interest are pulled toward a subject because they are energized, excited, and emotionally engaged by the teacher verbal interaction. This increase in emotional arousal heightens a students' attention, making it easier to encode more information.

Teacher talk and student talk are two synergizing factors that build classroom interaction. Both of them should be in balance. When the language teacher comes to dominate the talks, it will make the language learners passive

and static. They cannot freely accept input that is given. In the contrary, when the language teachers' talk less, it will have a strong impact on the lack of knowledge gained by the language learners which in fact should be retrieved from the teacher's explanation.

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 researcher conducted the study at SMP MuhammadiyahLimbungbecause it is aMuhammadiyah favorite school in Gowa regency. The researcher used VIII.2 and VIII.8 as a sample because the English teachers in this class are different. Mulyadi in Yusniati (2015) state that the interactive choices made by the teacher have a strong impact on the type of learning which take places. On the other hand, to get the best classroom interaction, the teacher should have variety of approaches and techniques so that the students will interested in what their teacher says or how their teacher deliver the material in teaching and learning process in the classroom.

This possibility motivated the researcher to conduct a research entitled *"The Effect of Teachers' Talk on Students' Interest in Learning English at Eighth Grade Students of SMP MuhammadiyahLimbung"*.

B. Research Problems

Based on the previous background, the study limited the discussion by stating research question:

1. What is the type of teachers' talk used by English teachers at the Eighth Grade Students of SMP MuhammadiyahLimbung?

2. What isthe effect the students' interest in learning English at the Eighth Grade Students of SMP MuhammadiyahLimbung?

C. Objectives of the Research

Based on the problem, objective of this research are to find out:

1. The type of teachers' talk used at The Eighth Grade Students of SMP MuhammadiyahLimbung.

2. The effect of teachers' talk on students' interest in learning English at the Eighth Grade Students of SMP MuhammadiyahLimbung

D. Significance of the Research

Theoretically, this research provided to gives information about the type of teachers' talk used by English teacher of SMP MuhammadiyahLimbung that contributed more to the students' interest. It is expected also to gives a clear reference for English teachers about how to adjust their teachers' talk inside the classroom.

Practically, this research expected to gives a clear explanation about the effect of teachers' talk showed by the students that indicate their interest in learning English.It may serve as a reflection for English teachers to enhance their teaching experiences for the purpose of maintaining the quality of English language teaching inside the classroom.

E. Scope of Limitation

The scope of this research concerned the use of teachers' talk in English classroom communication at the Eighth Grade Students of SMP MuhammadiyahLimbung. The types of teachers' talk will contribute significantly on students' interest in learning English. This contribution reveals direct and indirect influence in the use of teachers' talk in classroom communication.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There have been some researches related to classroom talk including teachers' talk conducted by different researches in language teaching in the world. Most of them show similar result, that is the dominance of teachers' talk. Some of them are mentioned below:

1. Setiawati (2012) in her research under the title "*The Use of Constructive Teacher Talk (TT) in Scaffolding Young Learners to Improve Their Skill in Target Language*" found that there is an argument that too much teacher talk can even decrease students' motivation. The research findings have shown that despite the teacher talk's capability to be good model for young learners, most students found the class more motivating, interesting, and challenging when the teachers minimized their teacher talk but also interesting activities. In conclusion, since teacher talk serves not only as a medium tool to build better dynamic interaction between teacher and students in classroom settings, it is advisable for all EFL teachers to improve their effective constructive talk towards their students.

2. Kiasi and Hemmati (2014) in their research under the title *"The Importance of Teacher Talk in Teaching EFL Writing"* found that the significance of teacher talk should be seriously valued and investigated, especially for the purpose of teaching those skills in which language learners are heavily

dependent on the input and instruction received from the teacher. The current study explores English language teacher discourse from a pedagogical perspective in English writing classes. The investigation undertaken based on Analysis of Speech unit's revealed three distinct pedagogical episodes, namely *Focal*, *Remedial*, and *Notional talk*. By these three modes writing teachers can orally fulfill their pedagogical purposes of teaching, recovering and evaluating the *linguistic* and *ideational* structures by either *text-directed or non-text directed* speech.

3. Yanfen and Yuqin (2010) in their research under the title "*A Study of Teacher Talk in Classroom Interaction in Harbin Institute Of Technology*" investigated ways of teacher talk preferred respectively by teachers and students. It was found that in initiating an interaction, invitation is the first preferred choice by both teachers and students, but the least employed one. Question is more preferred by teachers and the least preferred by students, but it is the mostly used one. Direction is not preferred by teachers but more used, and students prefer them to questions. In ways to follow up, when students produce no answer or n incorrect answer, teachers usually prefer ways of prompting, and this is what teachers really did in class. However, students prefer to be informed by the teacher. When students provide the expected answer, they still prefer to be commented, rather than being just simply acknowledged. Encouragement is always welcomed. It is suggested that teachers should pay attention to their language in the process of interaction with students, so as to provoke more interactions in class.

In this research, the researcher investigated the types of teachers' talk used by the teachers. Besides, the researcher also investigated the effect of teachers' talk on students' interest in learning English in SMP Muhammadiyah Limbung.

The similarity between the three previous studies and the present study is the use of teachers' talk as the focus of the research. The differences between the previous studies and the present study are the functions. The three previous studies analyzed the teachers' talk in scaffolding young learners to improve their skill in target language, the importance of teachers' talk in teaching EFL writing, and teachers' talk preferred respectively by teachers and students. Besides, the researcher investigated the effect of teachers' talk on students' interest in learning English.

B. Some Pertinent Ideas

1. Teacher Talk

a. The Concept of Teacher Talk

Teacher talk refers to a concept of the kind of language used by foreign language teacher inside the classroom where teaching and learning activities take place. The study of teacher talk can be divided into two parts; (1) the investigation about the type of language used by the teachers in the language classroom and (2) the investigation regarding the type of language used by the teachers on subjects or learning materials (Ellis in Batara, 2013).

Ellis in Mukhlis (2015) implies that teacher talk can be defined as a variety of interactions that involve the use of particular language in the

foreign language classroom where the teacher sets it apart from other interactions in the different context. The language teachers make adjustment to both form and function of the language in order to facilitate communication. This adjustment is simply termed as "Teacher Talk". Teacher is very important element in classroom interaction along the process of teaching and learning. It creates a good atmosphere in foreign language learning classroom and smoothen second language acquisition. Adjustment in the use and organization of the target language need to get a serious attention since it is a major instrument in the implementation of the teaching plan.

Based on research on the limits of language skills in the United Kingdom in the field of education, Long in Yusniati (2015) show that there are six characteristics of teacher talk function as input: (1) an emphasis on communication and understanding, (2) grammar and conformity of language used in lessons, (3) the use of patterns and routines repetitively, (4) repetition, (5) an emphasis of participation of students, and (6) the richness of language.

Teacher talk is crucial for language acquisition in which without it classroom interaction and classroom management would end in vain (Nunan in Sudirman, 2014). Teacher talk shapes teacher's thought that students could identify to relate them with the given materials. The quality of teacher talk determines the input that students may receive. Classroom interaction forms a chance of creating supportive environment where teachers would freely provide plenty inputs for the students. Teacher talk makes all of those things are possible. Ellis in Wasiah (2016) strengthens the claim by stating that

successful outcomes can only be determined by the type of language that the teacher used along with the type of interaction that occurred inside the classroom.

b.   Types of Teacher Talk

Types 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. Vygotskyan 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 it is 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 criticizes 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).

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.

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.

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.

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.

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).

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.

c. Teacher Talk as Classroom Discourse

Amindon and Hunter in Zaidah (2014) analyzed classroom discourse through a classification system called the Verbal Interaction Category System (VICS). This system describes classroom discourse according to whether students or teachers are talking and according to whether the talk is initiatory or responsive. The categories are: presenting information, giving directions, asking questions, accepting or rejecting responses, and silence. These various discourse categories are used to analyze the teaching activities. The classroom discourse categories and the teaching activities are two separate and district entities and both are used to describe teaching.

In the concept of verbal instruction as classroom discourse, Nunan in Sudirman (2012) offers three structural components of pedagogical discourse: an opening phase, instructional phase, and closing phase. The opening phase; the participants inform each other that they are going to conduct a lesson as opposed to some other activity. The instructional phase; information is exchanged between the teacher and students. The last, a closing phase; participants are reminded of what went on in the core of a lesson. However, Nunan notes that not all language lessons follow the same structure since language classes may consist entirely of an instructional phase.

2. Students' Interest in Learning English

   a. The Concept of Students' Interest

   Interest is an important issue because it determines not only the extent of the learners' active involvement but also attitude toward classroom activities. Dev in Hwang (2014) defined interest as "participation in activity purely out of curiosity, that is, from a need to know more about something." He added, "It is the desire to engage in activity purely for the sake of participating in and completing a task."

   Harmer in Sirajuddin (2013) define that interest is affected by these factors: physical condition, method or instructions, the teacher, and success. In general, students who are already interested in learning are also influenced by what is happening in their classroom for both instructionally and in fractionally. Hunter (1982) also includes interest in his motivating factors in language learning. This interest is said not to be inborn, but actually, it can and should be acquired. For example, using the novelty of the lesson with relation to learners or enhancing the lesson with innovations would increase students' interest in the learning process.

   Fisher (1990) claims that educational psychologists point three major sources of motivation to learn and one of them is the learner's natural interest as intrinsic motivation. Gardner (1972) remark that interest involved four aspects: (a) a goal, (b) an effortful behavior (effort), (c) a desire to attain the

goal, and (d) favorable attitude toward the activity in question. Gardner noticed that a student with high interest in learning would enjoy learning the language, want to learn the language, and strive to learn the language.

b. Characteristic of Interest

Strong in Yusniati (2015) states that there are five characteristics of interest, they are: (1) interest is obtainable; (2) interest is persistent; (3) interest maybe strong or weak; (4) interest may cause rejection or acceptance of something; and (5) interest may indicate the readiness to do something.

c. Types of Interest

Hanson, et al in Batara (2013) categorizes interest into four types namely: expressed interest, manifest interest, tested interest and invention interest.

1) Expressed Interest

In general expressed interest is verbal expression of liking or disliking something. The expression term is related to maturity and experience.

2) Manifest Interest

Manifest interest is what is observable because of individuals participation in a given activity may be necessary or certain fringe benefit to occur. It is usually valuable to observe the activities related to the event as well as the individual participation the degree manifest interest.

3) Tested Interest

Tested interest can be curtained by measuring the knowledge of vocabulary or other information the examinee has in specific interest idea. This measure is based on the accumulation of the relevant information as well as specialized vocabulary.

4) Inventoried Interest

Inventoried interest is those determined by interest checklist. Usually an examinee is asked to check whether he or she likes or dislikes certain activities or situation. Pattern of high or low interest normally result, so that the test taker can began to areas of liking or disliking.

The interest that the researcher observed in this research is expressed interest, where the students' expressed their liking or disliking about the teachers' talk in teaching and learning process through the questionnaires.

d. Factors that Influence Students' Interest

According to Junaid in Yusniati (2015), there are two factors that can influence the students' motivation as well as their interest in learning, they are: internal and external factors. Internal factors such as the students' attitude toward a subject and the students' aptitude or linguistic ability. External factors such as school factor, which may involve the teachers, the students, and the lesson material. Family factors such as: mental support and social environmental factors.

e. The Measurement of Interest

Anastasia in Mukhlis (2015) states that there are two principles in the procedure of interest measurement. First, the items which deals with the respondents' liking or dislike for a wide variety of specific activities, objects, or types of person that he or she commonly encountered in daily. Second, the reason was empirically keyed for different occupation.

The students' interest has received its strongest input from educational and career counseling. In general, interest inventoried compare an individual expressed interest with these typical of person engaged in different occupations, this is done either in the scoring of individual item responses or in the interpretation of scores in board interest areas, or both.

In this case to measure the students' interest related to the teachers' talk in learning English. The researcher used questionnaire to know the students' interest about the teachers' talk in teaching and learning process in the classroom.

f. Interest and Learning

The relationship between interest and learning is further observed that new learning is depending upon interest. Learning cannot occur unless the students are interested in learning.

Interest and learning are closely bound together, so dependent upon and affected by one another, that is difficult to speak of one without some reference to the other. The issue comes down to trying to identify an instance of learning that occurs in the absence of reinforcement. Singer in Mukhlis (2015) states that it appears to be impossible to frame a good definition of

learning without referring to interest. Further, he says that in pursing the complex relationship between interest and learning, we realize that some interest is learned or acquired.

g. Interesting Teaching in learning English

As a teacher, it is important to recognize when the students' interest is waning and respond to their lack of engagement with the classroom activities (Sirajuddin (2013). However, it is not possible to just drop a topic simply because the students find it difficult or do not appear to recognize its relevance. How the teacher interacts with the students passes on the intrinsic values for the subject. The enthusiasm in which the teacher has for the classroom activities is infectious and demonstrating the positive aspects of learning the subject will catch the interest of their students. Palmer (1968) define that the starting point for building interest in the classroom activities is to explain why the teachers think students should engage in this activity and what is important for them to learn that activity .

Students' curiosity is encouraged by finding the answers to questions for themselves. Teachers should encourage students to generate their own questions for class discussion as well as provide students with a list of questions and have them privately review which questions they can already answer. Teachers should also allow the students to explain these things in greater detail to the class. They have to make sure that the tasks they ask from the students to undertake in the subject are important. All learning requires effort and students are only likely to put effort into learning things they see as

beneficial to them. Activities with high levels of credibility within the profession are going to ensure the students' interest in the subject. Students value being challenged and expect their lecturers to have high expectations. Teachers are advised to explain to the students what an outstanding contribution to the subject would be in order to provide them with a goal to aim for. It is important when setting high standard that the level of challenge is not so high that students see no chance of achieving the outcomes.

C. Conceptual Framework

This research is going to identify types of teachers' talks that English teacher and its effect to the students' interest in learning English. The conceptual framework of this research can be illustrated as follows:

```
        ┌─────────────────────┐
        │   Learning English  │
        └─────────────────────┘
                   │
                   ▼
        ┌─────────────────────┐
        │ Types of Teacher Talk│
        └─────────────────────┘
            ╱             ╲
           ▼               ▼
┌──────────────────┐  ┌──────────────────────┐
│ Direct Teacher Talk│  │ Indirect Teacher Talk│
└──────────────────┘  └──────────────────────┘
            ╲             ╱
             ▼           ▼
┌────────────────────────────────────────────┐
│  Students' Interest in learning English     │
└────────────────────────────────────────────┘
```
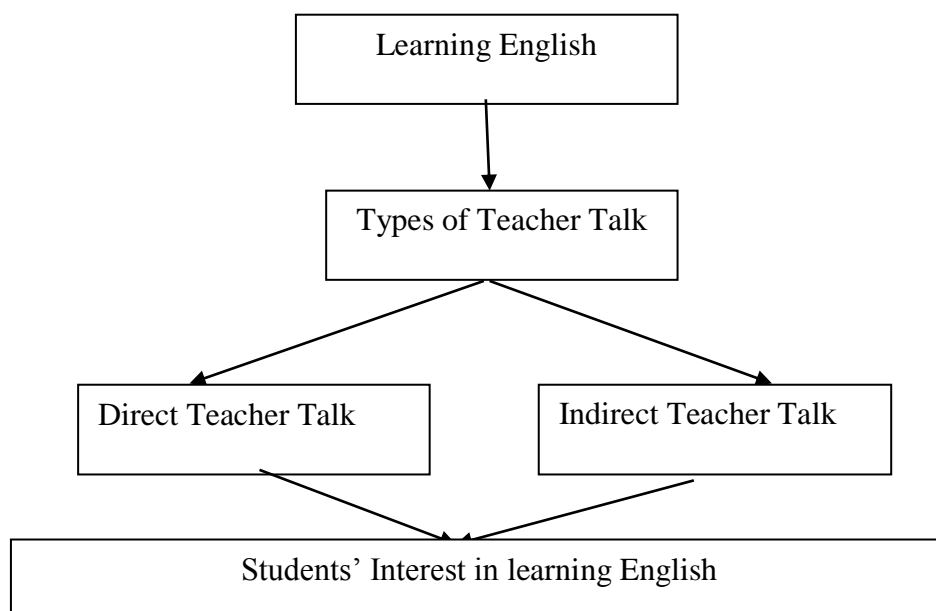
Figure 2.1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

A Descriptive Qualitative Method was employed in this study. Furthermore, the purpose of qualitative research focused with promoting a deep understanding of a particular phenomenon, such as environment, a process, or even belief. Qualitative was designed to lay out all phenomena along the process of teaching and learning English. The researcher employed this method to collected and analyzed data which suitable with the purpose of this research in order to get the description about the types of teachers' talk used in learning English. The researcher also investigated the effect of teachers' talk on students' interest in learning English showed by students' responses.

B. Research Participants

The participants of this research were two English Teachers at the Eight Grade Students in SMP Muhammadiyah Limbung, teacher A and teacher B. Besides two English Teachers, there were also Second Grade Students of the two English Teachers who stood as participants in this research. There were ten classes of the eighth grade each contain 24 students. It means that there were 240 populations at the second grade students. However, the researcher took two classes as samples; Class VIII.2 and Class VIII.8 each contain 48 students.

C. Research Variable

This study has two variables which are operationally defined as follows:

1. Teachers' talk

The form of language used by teacher refers to the means of revealing language such direct and indirect influence.

2. Students' Interest in learning English

The student interest in learning English showed by the responses of students on the use of teachers' talk that stood as contributed factors which results the following determine the extended of the learners' active involvement and attitude toward learning, trigger their curiosity to learn, engage students' desire in completing tasks or at least contributing in activity, and demonstrate the positive aspects of learning.

D. Research Instrument

1. Audio Recording

The researcher attended the classroom activities and recorded teachers' talk but avoided interaction with the participants. The transcription of the recording was used to determine the type of teachers' talk that the teacher used along the research.

2. Questionnaire

The researcher distributed questionnaires to the students in order to determine what responses of the students to the teacher talk that indicated their interest in classroom activities. The questionnaire was adopted from Batara (2013). The researcher distributed 48 questionnaires for 48 students in two

classes, 24 students from VIII.2 and 24 students from VIII.8. There were 15 statements in the questionnaires.

E. Data Collection

In order to collected data from all variables, the researcher applied the following procedures:

1. The researcher met with the teachers to know the schedule.

2. The researcher attended all teaching activities inside the classrooms in order to conducted learning observation by utilizing recording tools to found the type of teachers' talk that the teachers used along teaching and learning process.

3. In the end of the session, by means of the session of the research, the researcher contributed students' questionnaire forms. The questionnaires were used to found their interest towards the teachers' talk used in learning English.

F. Data Analysis

Analyzing data were performed by arranging, sorting, coding, and organizing the data to find the theme and test hypothesis to be substantial theory. To analyze the data, the researcher applied the technique as follows:

1. The researcher transcribed the data from recording into the written transcript.

2. The researcher identified the transcript to determine the types of teachers' talk used by teachers in learning English.

3. Questionnaire forms in which its items designed by Batara (2013) showed the students' interest in learning English. There were fifteen statements in the questionnaires based on the type of teacher talk. The first statement was the general statements showed the students were excited to learn English. The second and third statements included in the lecturing category. The fourth and fifth statements included in the criticizing or justifying authority category. The sixth and seventh statements included in the praising or encouraging category. The eighth and ninth statements included in the accepting ideas category. The tenth and eleventh statements included in the giving directions category. The twelfth and thirteenth statements included in the accepting feelings category. The fourteenth and fifteenth statements included in the asking question category.

To analyzed the questionnaire, the researcher use percentage of the students' score by using the following formula (Gay in Yusniati, 2015):

$$P = \frac{fq}{N} \text{X } 100\%$$

Where:

P: Percentage

fq: Frequency of item

N: Total sample show

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter deals with the result of the research which divided into three main sections. Those were the data descriptions, followed by the research findings the types of teachers' talk used by teachers in learning English based on the record, then showed the students' interest in learning English based on the questionnaire, and discussion of the research findings based on the research question.

A. Findings

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

    From the transcribing data, the researcher found some teachers' talk in learning process. The following are the further analysis of those types of teachers' talk.

    a. Direct Talk

        1. Criticizing or 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 employed this type when the students are 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.

Table 4.1.11.Criticizing or Justifying Authorities for Teacher A

T:	Okay, jadi bagaimana nampaknya itu spot? Dia berwarna…?
S:	Kuning
SS:	Orange
T:	Apa bahasa Inggrisnya kuning?
S:	Yellow
T:	***Ini bukan yellow. Di sini dia bilang orange.*** Jadi dia berwarna…?
SS:	Orange

From the extract of teacher A shown above, the teacher was likely to criticizing incorrect answers by saying "*ini bukan yellow. Di sini dia bilang orange.*" [*this is not yellow. In here she say orange*]. This was employed by teacher in order to created a correct answer of the students' question.

Table 4.1.12.Criticizing or Justifying Authorities for Teacher B

SS:	oooh halaman 9. Dayu, dayu…
T:	siapa?
SS:	dayu, adit,…
(sebagian siswa rebut menjawab pertanyaan)	
T:	ya, coba. ***Heloo…***
SS:	hai..
T:	ya, sekarang yang pakai kerudung itu siapa namannya?

From the excerpt shown above, the teacher was likely to authorize the classroom by saying "*heloo....*" which also ensuring that students are listening and comprehending the lesson. This was employed by teacher in order to created a better classroom environment. Amidon (1966, p. 2) states that criticism or justified authority is utilized typically to change pupils' behavior. The teacher showed that classroom management is indeed needed to conduct a successful teaching and learning.

2. Giving Direction

Direction was provided in order to guide students doing given assignments. As Brown in Batara (2013) states that 70 students need directions and facilitations regarding how they should demonstrate the whole ideas they own systematically. From the observation conducted, the teacher always give a clear instructions for his students as well as making sure they understand each instruction.

Table 4.1.3. Giving Direction for Teacher A

SS:	yang mana?
T:	kita coba, sebelum mam jelaskan maknanya, kita coba sekarang apakah kalian bisa menjawab pertanyaan sebelum mam terjemahkan atau belum bisa. ***Perhatikan practice 13, perhatikan practice 13.*** (Looked the practice 13, looked the practice 13) Okay, aaaa number one, number one. What kind of animal spot?
S:	cat
T:	what?
S:	cat

In the presented extract of teacher A above shows a short direction given by the teacher. The extract depicts how the teacher asked students looked the practice 13 to answer the questions which is shown by the expression of "*looked the practice 13, looked the practice 13*". This shows that the teacher gave no pressure to students in performing the activity.

Table 4.1.4. Giving Direction for Teacher B

T:	sorry, eee ya akan berada disekitar toilet sebentar, ya. And the fourth group, kelompok 4 eee around the library. Berada disekitar eee perpustakaan sebentar ya. This is form, ini ada form eee saya akan bagikan ke kalian. Ya disini kalian diminta sebentar mengisi list of hat is the name of people. Ya orang-orang yang aka kalian temui sebentar and what activities, dan apa kegiatan yang dia lakukan ya.
SS:	yes, sir
T:	***bisa kalian lihat eee di dalam buku halaman 87, ada contohnya disini ya.***
SS:	yes, sir

In the presented extract of teacher B above shows a direction given by the teacher. The extract depicts how the teacher asked students looked the example on page practice 87 to answer the questions which is shown by the expression of "*bisa kalian lihat eee di dalam buku halaman 87, ada contohnya disini ya*" [*you can see the example on the book page 87, there are example in here, ya*]. This

shows that the teacher was asking students to looked the example on page 87 to knew the meaning of assignment.

This is in line with Sofyan and Mahmud in Aisyah (2016) as they suggest that giving direction will provide students with opportunity for practicing their capability in English language, in this case, students were asked to open page 13 and 87 on the book. In both of the exctracts presented, teachers always gaves direction in a clear and subtle manner.

3. 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, explained, information or facts, expressing opinions so on and so forth.

Table 4.1.5. Lecturing for Teacher A

SS:	Iye mam
T:	*Yaa, listen to your teacher reading the following text carefully. Dengarkan gurunya baik-baik membacakan bacaannya and find the meaning of the underline word in Indonesian use your dictionary if necessary.*
	Jadi, kalian cari makna yang digaris bawahi sebentar, cari bahasa Indonesianya di kamus jika perlu. Yaa, jadi kalian dengarkan dulu ibu and repeat after me, ulangi setelah saya ya.
	I have a cat
SS:	I have a cat

From the extract of teacher A, it clearly shows that the teacher request students to listen the material carefully. As the teacher gave a statement, *"yaa, listen to your teacher reading the following text carefully. Dengarkan gurunya baik-baik membacakan bacaannya and find the meaning of the underline word in Indonesian use your dictionary if necessary…."* Furthermore, the teacher provide more information by giving explanation about the material.

Table 4.1.6. Lecturing for Teacher B

SS:	I'm fine, and you?
T:	So do I, begitu juga dengan saya ya. ***Ya, okay today we would like to learn about describe, describe animal and describe people ya. Nah, hari ini kita akan belajar tentang eee menjelaskan, atau menjelaskan tentang orang, kita juga akan menjelaskan tentang eee animal or insect ya, menjelaskan tentang hewan ataupun serangga yang ada di lingkungan sekolah kita, okay.*** Now, please open your book page 87, ya silahkan buka bukunya halaman…
SS:	Halaman 87

From the exctract of teacher B, it clearly shows that the teacher explained about the material to the students. As the teacher gave a statement, *"ya, okay today we would like to learn about describe, describe animal and describe people ya…."* Then the teacher explained the meaning of the statement which is shown by the

expression *"nah, hari ini kit akan belajar tentang eee menjelaskan, atau menjelaskan tentang orang…."* The way the teacher deliver the information is in line with Sampath's (1987) statement as cited in Aisyah (2016) that many facts can be delivered in short amount of time and impressive way in which the teacher refer to objects found in the classroom as an example.

b. Indirect Talk

1. Asking or Using Students' Ideas

This category indicated by rephrasing students' answers or ideas, making inferences from students' ideas or answers, using their ideas to solve the problem. In line with that, French and Galloway in Aisyah (2016) state that it can be observed through students' statement which is modified using teacher's own word and build or develop the ideas given by students. Nevertheless, utterance such as "I understand what you mean" can be considered as accepting or using students' ideas. In the observation conducted, the teacher mostly rephrase and making inferences from students' ideas or answers.

Table 4.1.7. Asking or Using Students' Ideas for Teacher A

SS:	False..
T:	What is spot fur?
SS:	Orange..
T:	***Ya, jadi dia warnanya orange. Jadi bukan dasarnya hitam putih, tapi dasarnya orange.*** Okay, number 5, spot like to drink water every morning

From the extract of teacher A above we can conclude that student's answer the question being delivered by the teacher. In this case, the teacher using students' ideas. It can be seen when the teacher said *"ya, jadi warnanya orange, jadi bukan dasarnya hitam putih tapi dasarnya orange" [ya, the color is orange, not black and white but orange]* based on the students' answer.

Table 4.1.8. Asking or Using Students' Ideas for Teacher B

S:	yes, sir.
T:	misalnya semut, apa bahasa Inggrisnya semut?
S:	ant.
T:	***ya, ant. The ant, ya.*** Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, using English, ya.

From the extract of teacher B above, we can conclude that student's answer the question being delivered by the teacher. In this case, the teacher using students' ideas. It can be seen when the teacher said *"ya, the ant, ya"* based on the students' answer.

2. Asking Questions

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 lecturing. This category is distinguished not only by the exclamation mark 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.

Table 4.1.1. Asking Questions for Teacher A

SS:	spot, yang di atas?
T:	C-U-D-D-L-E
SS:	*kedel*
T:	*kedel*, okay. Apalagi? Tired? Jadi berapa**, how many words underline in the text**?
SS:	six

In the presented exctract of teacher A, question was asked in order to assist students getting the notion of a text. The teacher asked students by saying *"how many words underline in the text?"* in which account the close-ended questions as students answered with a short phrase "*six.*"

Table 4.1.2. Asking Questions for Teacher B

S:	yes, sir.
T:	misalnya semut, ***apa bahasa Inggrisnya semut?***
S:	ant.
T:	ya, ant. The ant, ya. Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, using English, ya.

In the presented exctract of teacher B, question was asked in order to knew the students responses about the meaning of word. The

teacher asked students by saying *"apa bahasa Inggrisnya semut?"* *[What is the meaning of **semut** in English?]* in which account the close-ended questions as student answered with a short phrase *"ant*."

Questions were not merely given to ensure students' understanding of a text. The teacher also asked the students to elaborate instructions and their progress on the project given which is in line with Brown in Batara (2013) that asking questions is a way to stimulate students in speaking up their thought.

3. Praising or Encouraging

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 gave encourages to ensure students have the confidence to convey their thoughts. Correspond with that, Crespo (2002) stated that encourages and praises will help students to build their self-esteem.

Table 4.1.9. Praising or Encouraging for Teacher A

T:	Number 6, what does spot like to do?
S:	Run around the house
T:	Aaaa…?
S:	Run around the house
T:	***Yes, very good!*** Run around the house. Jadi, spot itu kebiasaannya apa yang dilakukan di rumah? Berlari keliling-keliling di rumah. Okay, the last number, where does spot usually sleep? Di mana kira-kira spot selalu tidur?

The extract of teacher A above showed that the teacher give appraisal to students' statement. When the teacher gave a question, the students said "*run around the house*" in which the teacher response with appraisal in the form of expression such as "*very good*!" This is in line with Crespo (2002) that praises provided should be spontaneous and not deliberated.

Table 4.1.10. Praising or Encouraginf for Teacher B

S:	name of people, sir Taslim. Activitiy parking the motor. Name of people, sir Mawang. Activity walking around the parking area. Name para murid. Activity talking with friend. Name of animal. One, ant. Activity walking in the tree. Two, fly, activity flying around the parking area.
T:	*ya, please give applause*, silahkan tepuk tangan dulu
SS:	yeeeeeh…
T:	okay, the next I would like to invite third group

The extract of teacher A above showed that the teacher give appraisal to students' assignment. When the student has read the assignment, the teacher response with appraisal in the form of expression such as "*ya, please give applause*!" The appraisal given was then followed with teacher's exertion of student's answer.

4. Accepting Feelings

This type was indicated by teacher's acceptance of students' answer or response. From the observation held, teacher nodded or smiled when he seemed to accept the students feeling. This kind of

action occurred whenever students are grumbling or mumbling, giving statement of happiness or other things.

Table 4.1.13. Accepting Feelings for Teacher A

T:	where is your note book and your practice book, buku catatanmu sama buku latihanmu yang saya tanyakan bukan itu buku cetak.
S:	Nda ada buku ku bu.
T:	***Pindahko kesini, kerjakan 30 menit lagi. Pindahko kesini, dua orang disini. Kasih gabung kursinya baru kau disini,*** mana kamusmu?
S:	Tena bu,

In the extract of teacher A above, the teacher was gave students permission to move in the other chair by said "*Pindahko kesini, kerjakan 30 menit lagi. Pindahko kesini, dua orang disini. Kasih gabung kursinya baru kau disini,*" *[move here, doing 30 minutes again. Move here, both of you. Sheaf your chair and you in here].* The teacher's action showed that teacher was aware of students' feeling when student said "*nda ada buku ku bu*" *[I don't have book, mam].* This kind of action makes students feel accepted as Rothernberg (2006) states, in Putri (2015) that teacher should provide a safe environment for learning and it includes accepting students' feelings.

Table 4.1.14. Accepting Feelings forTeacher B

SS:	disini pak
T:	ya, tulis nama, nis, dan kelas di situ yadi form. Ya, okay every group, setiap grup I give about 15 minutes ya, 15 or 20?
S:	20 mo pak
T:	***ya, I give you 20 minutes, saya beri waktu 20 menit setiap regu ya.*** Ya, okay sekarang silahkan ya, silahkan first group. Okay, please first group silahkan kelompok pertama untuk menuju lokasi yang…

In the extract of teacher A above, the teacher was accepting the students' feeling by said "*ya, I give you 20 minutes, saya beri waktu 20 menit setiap regu ya*" *[I give 20 minutes every group yeah]*. The teacher's action showed that teacher was aware of students' feeling when the student said "*20 mo pak*" *[only 20 minutes sir]*. This kind of action makes students feel accepted as Rothernberg (2006) states, in Putri (2015) that teacher should provide a safe environment for learning and it includes accepting students' feelings.

2. **The Effect of Teachers' Talk on Students' Interest in Learning English**

The findings of the research presented with the analysis of data collected which students' interest in learning English. The information about students' interest was found from the questionnaire. There are 48 students in two classes, 24 students from VIII.2 and 24 students from VIII.8.

a. The Students' Interest in Class VIII.2

Students' interests were gained through questionnaire score. Based on the questionnaire score, it was found that 70.38 % strongly agreed that students were excited to learn English. Then, 29.16% were agreed that learn English was exciting. Furthermore, 70.83% were strongly agreed and 29.16% were agreed that students enjoyed the teacher's explanation in learning process. It was found also that 83.33% were strongly agreed and 16.66% were agreed that students like when the teacher portraying example during the explanation. There were 50% students strongly agreed, 45.83 % were agreed and 4.16% were undecided that students like when the teacher gave response. 4.16% students were strongly agreed, 12.5% were agreed, 4.16% were undecided, 41.66% were disagreed, and 37.5% were strongly disagreed that the students were dislike when the teacher gave correction toward the students' mistakes. 79.16% students were strongly agreed and 20.83% students were agreed that the students like when the teacher gave praise and encouragement toward the students answer.

There were 50% students strongly agreed, 41.66% were agreed and 8.33% were undecided on the statement that students like when the teacher gave motivation during the learning process. There were 45.83% students strongly agreed, 50% were agreed and 4.16% were strongly disagreed on the statement that students like when teacher gave opportunity for the students to find their own mistakes. There were 54.16% students were

strongly agreed, 37.5% were agreed and 8.33% undecided on the statement that the students like when the teacher gave appreciation on the students answer. There were 66.66% students were strongly agreed and 33% students were agreed that students like when the teacher gave direction. There were 4.66% students agreed, 16.66% were undecided, 37.5% were disagreed and 41.66% were strongly disagreed that students respond the teacher's direction which was not interesting.

There were 8.33% students were strongly agreed, 8.33% were agreed, 12.5% were undecided, 29.16 % were disagreed and 41.66% were strongly agreed that students dislike when the teacher respond the students' answer. There were 62.5% were strongly agreed, 29.16% were agreed, 4.16% were undecided, and 4.16% were disagreed that students like with the enjoyable learning situation. There were 54.16% strongly agreed, 37.5% were agreed, and 8.33% were undecided that students like to get the question from the teacher and answer it. Then, there were 8.33% were strongly agreed, 20.83% were agreed, 37.5% were undecided, 25% were disagreed and 8.33% were strongly disagreed that students dislike when they were given challenging questions.

b. The Students' Interest in Class VIII.8

Students' interests were gained through questionnaire score. Based on the questionnaire score, it was found that 62.5 % strongly agreed that students were excited to learn English. Then, 37.5% were agreed that learn English was exciting. Furthermore, 87.5% were strongly agreed and 12.5%

were agreed that students enjoyed the teacher's explanation in learning process. It was found also that 79.16% were strongly agreed, 16.66% were agreed, and 4.16% were undecided that students like when the teacher portraying example during the explanation. There were 45.83% students strongly agreed, 50% % were agreed and 4.16% were undecided that students like when the teacher gave response. 8.33% students were strongly agreed, 29.16% were agreed, 25% were undecided, 16.66% were disagreed, and 20.83% were strongly disagreed that the students were dislike when the teacher gave correction toward the students' mistakes. 79.16% students were strongly agreed and 20.83% students were agreed that the students like when the teacher gave praise and encouragement toward the students answer.

There were 79.16% students strongly agreed, 12.5% were agreed, 4.16% were undecided, and 4.16% were strongly disagreed on the statement that students like when the teacher gave motivation during the learning process. There were 58.33% students strongly agreed, 20.83% were agreed, 12.5% were undecided, and 8.33% strongly agreed on the statement that students like when teacher gave opportunity for the students to find their own mistakes. There were 54.16% students were strongly agreed and 45.83% were agreed on the statement that the students like when the teacher gave appreciation on the students answer. There were 83.33% students were strongly agreed, 8.33% students were agreed, and 8.33% were undecided that students like when the teacher gave direction.

There were 12.5% students strongly agreed, 20.83% were agreed, 25% were undecided, 20.83% were disagreed and 20.83% were strongly disagreed that students respond the teacher's direction which was not interesting.

There were 20.83% students were strongly agreed, 25% were agreed, 25% were undecided, 8.33% were disagreed and 20.83%% were strongly disagreed that students dislike when the teacher respond the students' answer. There were 70.83% were strongly agreed, 16.66% were agreed, 8.33% were undecided, and 4.16% were disagreed that students like with the enjoyable learning situation. There were 70.83% strongly agreed, and 29.16% were agreed that students like to get the question from the teacher and answer it. Then, there were 16.66% were strongly agreed, 25% were agreed, 37.5% were undecided, 16.66% were disagreed and 4.16% were strongly disagreed that students dislike when they were given challenging questions.

B. Discussions

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

It has been presented in findings; the first research question is *"What is the type of teachers' talk used by English teachers at the second grade students of SMP Muhammadiyah Limbung?"* could be answered through observation and audio recording. Observation done by the researcher to see and observe the learning situation in the class.

Furthermore, audio recorded data was helped the researcher to collect the teacher talks in the class. Therefore, after analyzed the audio recorded data, it was found that the types of teacher talks used by both of the teacher were 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. This was in line with Flanders in Aisyah (2016) state that is important to know the types of teachers' talk categories occurring in the classroom.

Based on the audio recorded, asking questions was the most categories used by the teacher A. Furthermore, giving directions was the most categories used by the teacher B. This was in line with Aisyah (2016) study which stated that asking questions was the most categories in the classroom. 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 Effect of Teachers' Talk on Students' Interest in Learning English**

The effect of teacher talk toward the students' interest in learning English could be known through the questionnaire, based on the questionnaire, it was found that students response positively the teacher talks used by the teacher. Furthermore, the students like to get responses, praise, motivation and appreciation by the teacher in the learning process.

The students also response positively the direction used by the teacher and it was interesting for the students.

For the first, students in VIII.2 answer the statements on the questionnaire. Most of them were interested to learn English. For the second statements, most of them were interested to the teachers' explanation in learning process. For the third statements, most of them were interested when the teacher portraying example during the explanation. For the fourth statements, most of them were interested when the teacher gave response. For the fifth statements, most of them were interested when the teacher gave correction toward their mistakes. For the sixth statements, most of them were interested when the teacher gave praise toward their answer. For the seventh statements, most of them were interested when the teacher gave motivation during the learning process. For the eighth statements, most of them were interested when the teacher gave opportunity for them to find their mistakes.

For the ninth statements, most of them were interested when the teacher gave appreciation on their answer. For the tenth statements, most of them were interested to follow the teachers' direction. For the eleventh statements, most of them were interested when the teacher gave direction. For the twelfth statements, most of the students were interested when the teacher respond their questions. For the thirteenth statements, most of them were interested with the enjoyable learning situation. For the fourteenth statements, most of them were interested when the teacher gave the

question and answer it. And the last statements, most of them interested when they were given challenging questions.

From all of the explanation above, it can be concluded that for the students in class VIII.2 gave positively response to the teacher talk. Teacher B as the teacher for class VIII.2 used all of teacher talk categories during learning process. It means that teachers' talk affect their interest in learning English.

Furthermore, for the first, students in VIII.8 answer the statements on the questionnaire. Most of them were interested to learn English. For the second statements, most of them were interested to the teachers' explanation in learning process. For the third statements, most of them were interested when the teacher portraying example during the explanation. For the fourth statements, most of them were interested when the teacher gave response.

For the fifth statements, most of them were interested when the teacher gave correction toward their mistakes. For the sixth statements, most of them were interested when the teacher gave praise toward their answer. For the seventh statements, most of them were interested when the teacher gave motivation during the learning process. For the eighth statements, most of them were interested when the teacher gave opportunity for them to find their mistakes. For the ninth statements, most of them were interested when the teacher gave appreciation on their answer. For the tenth statements, most of them were interested to follow

the teachers' direction. For the eleventh statements, most of them were interested when the teacher gave direction. For the twelfth statements, most of the students were interested when the teacher respond their questions. For the thirteenth statements, most of them were interested with the enjoyable learning situation. For the fourteenth statements, most of them were interested when the teacher gave the question and answer it. And the last statements, most of them interested when they were given challenging questions.

The research found that the students gave good responses to the teachers' talk. It supports Aisyah's (2016) findings that most of the students like when the teacher gave responses, praise, motivation and appreciation by the teacher in the learning process.

From all of the explanation above, it can be concluded that for the students in class VIII.8 gave positively response to the teacher talk. Teacher A as the teacher for class VIII.8 used all of teacher talk categories during learning process. It means that teachers' talk affect their interest in learning English.

It can be concluded that both of students in VIII.2 and VIII.8 have the same response of the teachers' talk used by the teachers related to the interest in learning English. Overall, it can be concluded that students from both classes have the same response to the teachers' talk in relation with their interest in learning English.

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 effect of teachers' talk to the students' interest. Furthermore, the detail description of the conclusion of this research was listed in the following:

1. There were two types of teachers' talk that used by the English Teacher A and the English Teacher B in learning process such as direct and indirect talks. Direct talks divided into lectures, giving directions, and criticizes or justifying authority. Furthermore, indirect talks divided into accepting feelings, praising or encourages, accepting or using students' ideas and asking questions. Both of them used all categories of direct and indirect talks.

2. There were the effects of teachers' talk to the students' interest in learning English. It can be seen the positive responses given by the students to the teachers' talk used by the teachers related to the interest in learning English. It means that teachers' talk affect their interest in learning English.

B. Suggestions

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

1. The result of this research can be used by the English Teacher in the classroom as a reminder to apply the type of teachers' talk in learning process. As can be seen that all categories of teachers' talk found in the learning process. Furthermore, the type of teachers' 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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APPENDIX 1

Transcriptions of Teaching and Learning Process

Teacher A

T: Teacher

SS: Students

T: Sekarang sebelum dimulai kelas…. Assalamualaikum Warahmatullahi Wabarakatuh (sambil memukul meja)

SS: Waalaikumsalam Warahmatullahi Wabarakatuh

T: Attention please!

SS: Asik..

T: Aaaa semua perhatiannya kesini dulu. Sebelum ibu memulai kelas, for the first time I want to call your name. Jadi saya ulangi… bias duduk dulu? Yaa before our, before, before we begin our class, sebelum kita memulai kelas hari ini, attention to your nam please! Dengarkan dulu namanya. I will call your name and say present.

     Muh. Yaser Arafat

S: present mam

T: Muh. Agung

S: present mam

T: Muh. Aksa

S: nda ada bu, sick

T: sick?

     Muh. Hisyam

S: present mam

T: Ilham

S: present mam

(Guru mengecek kehadiran siswa satu per satu. Setelah selesai, guru berjalan ke depan kelas)

T: *Aaaa now, the previous class*, sebelum kelas sebelumnya, kita… *there is homework, right*? Sudah ada PR nya *toh*?

SS: Iya mam

T: Di kelas sebelumnya ada PR, Okay?

SS: Iya mam

T: Aaaa jadi, PR sebentar kita kumpul. *Now, open page*…

SS: Halaman…

T: Sudah ini?

S: Sudah mam

T: Ini?

S: Belum mam

T: *Okay, Now open page 5*. Sekarang buka halaman 5 practice 12. Jadi sekarang buka halaman 5, *page 5 practices 12*.

       Yang laki-laki, boleh dibuka halaman 5 *nak*?

S: Nda ada bukuku bu.

T: Kenapa tidak ada bukunya?

S: ***Kaluppai seng, kaluppai***…

(Guru berjalan memeriksa buku para siswa)

T: *Ya, open page 5*, sudah?

       Sudah dibuka?

       Sudah dibuka?

SS: Iye mam

T: Yaa, *listen to your teacher reading the following text carefully*. Dengarkan gurunya baik-baik membacakan bacaannya *and find the meaning of the underline word in Indonesian use your dictionary if necessary*.

       Jadi, kalian cari makna yang digaris bawahi sebentar, cari bahasa Indonesianya di kamus jika perlu. Yaa, jadi kalian dengarkan dulu ibu *and repeat after me*, ulangi setelah saya ya.

       I have a cat

SS: I have a cat

T: For it regular house cat

SS: For it regular house cat

T: He is an adorable cat

SS: He is an adorable cat

T: He has orange fur

SS: He has orange fur

(Guru membacakan materi dan diikuti oleh semua siswa sampai selesai)

T: Okay, sekarang you can see the underline word. Kalian bisa lihat yang mana kata yang digaris bawahi, ada kata apa saja?

SS: Reguler…

T: Reguler…

SS: Adorable…

T: Adorable.. apa lagi?

SS: Spot

T: Spot…

SS: Tired

T: Apa lagi?

SS: Tired

T: Tired… Apa lagi? What else?

SS: Chase..

T: Chase… Apa lagi? What else?

SS: Spot

T: Spot… yang diatas?

SS: *Cedel*

T: C-U-D-D-L-E apa bacanya?

SS: *Kedel*

T: *Kedel*, Okay. Apa lagi? Tired? Jadi berapa, how many words underline in the text?

SS: Six…

T: Yaa, there are six, Okay. Jadi, 6 kata itu kalian catat dulu. Your…, this word, you note in your note book. Catat di buku catatannya dulu 6 kata. Sebentar kalian cari what is the meaning of the underline word. Kalian sebentar cari apa maknanya yang garis eeee kata yang digaris bawahi tersebut.

Okay, now open page 6. Sekarang buka halaman 6 nya. Halaman 6 sekarang kalian buka. Kalian sudah tahu apa maknanya ini? I have a cat?

SS: Yang mana?

T: Kita coba. Sebelum mam jelaskan maknanya, kita coba sekarang apakah kalian bisa menjawab pertanyaan sebelum mam terjemahkan atau belum bisa. Perhatikan practice 13. Okay… Aaaa number 1, what kindof animal spot?

S: Cat

T: What?

S: Cat

T: Yes, what is spot? Apa itu spot dalam bacaan?

Laki-laki, I want know, apa itu spot? Dalam bacaan itu tadi yang kita baca. Apa Jihan? Yes. Jadi, spot is…?

S: a dog

T: Kenapa dog? Spot is a…?

SS: Cat

T: Yes, good. Number 2, what does spot looks like? Apa kira-kira?

SS: Looks orange

T: Yes, apa Jihan?

S: Orange mam

T: Okay, ada di paragraph pertama line two, he has orange fur with…?

SS: White and black

T: Okay, jadi bagaimana nampaknya itu spot? Dia berwarna…?

S: Kuning

SS: Orange

T: Apa bahasa Inggrisnya kuning?

S: Yellow

T: Ini bukan yellow. Di sini dia bilang orange. Jadi dia berwarna…?

SS: Orange

T: Kemudian dia punya belang-belang berwarna…?

SS: White and..

T: White and…?

SS: Black..

T: Okay, jadi dia berwarna orange, orange kemudian belangnya berwarna putih dengan…?

SS: Hitam..

T: Hitam, Okay. Number 3, what is the spot fur like? Aaa? Yes. Dia, bagaimana bulunya? What is the fur in the text?

SS: Soft..

T: Yes, Soft. Okay, that's good! Number 4, what was does spot has every morning? Aaa what does spot have every morning?

SS: Rice food..

T: Every morning?

SS: Drink milk..

T: Yaa, spot every morning drink milk. Okay, number 5 what kind of food does spot like? Apa jenis makananya? Yes?

SS: Cat food..

T: Yaa, jadi makanannya…?

SS: Makanan kucing..

(Guru menegur 3 siswa laki-laki yang tidak memperhatikan pelajaran dengan menepuk pundak mereka)

T: Apa makanannya? (Tanya guru kepada 3 siswa laki-laki tersebut). Jawab nomor 4! What kind of food does spot like? Apa makanannya?

        Cat food!! Makanya kalau orang menjelaskan perhatikan kesini!

SS: Iye bu

T: Number 6, what does spot like to do?

S: Run around the house

T: Aaaa…?

S: Run around the house

T: Yes, very good. Run around the house. Jadi, spot itu kebiasaannya apa yang dilakukan di rumah? Berlari keliling-keliling di rumah. Okay, the last number, where does spot usually sleep? Di mana kira-kira spot selalu tidur?

SS: Sofa..

T: Sofa where? Where the sofa?

SS: In the living room..

T: Yes, the sofa in the living room and….?

SS: Sometimes under the table..

T: Yes, and sometimes under the table. Okay

SS: Yeahhhh…. (siswa tepuk tangan)

T: now, you can do it in the practice book, buka sekarang buku latihannya dan kerjakan practice 13 di buku latihan. Don't forget to find out the meaning of the underline. Jadi kalian cari juga aaaa… kata yang digaris bawahi tadi dalam kamus kalian.

SS: Dicatat semua bu?

T: Kenapa?

SS: Dicatat ini 6 bu?

T: Ya, kalian catat dulu 6, you make a note, kalian buat catatan dibuku catatannya 6 kata tadi… you find out in your dictionary, kalian cari artinya dalam kamusnya, and then aaa… you make eee… you do the practice 13. Kerjakan practice 13 on your practice book, di buku latihan.

    Jadi ada di buku catatan, ada di buku latihan.

(Guru berjalan kea rah bangku siswa laki-laki)

T: Laki-laki, bisaki perhatikan kesini? Kalau tidak bisa go out from my class! Bisa?

SS: Iye bu,

T: Bisa?

SS: Bisa bu.

T: Kalau begitu, kerjakan sekarang!

S: Tidak ada buku bu,

T: Kalau tidak ada bukunya usahakan cari juga. Itu yang 2 orang pindah ke depan yang ada bukunya.

SS: Iye bu

T: Nanti sebentar kalau sudah selesai, we will continue in practice 14, decided which one is true and which one is false, base on the text. Jadi

sebentar kalau selesai latihannya itu kita lanjut untuk bagaimana membedakan kalimat yang benar dan kalimat yang salah ya.

(Guru kembali ke mejanya dan siswa mengerjakan tugas yang telah diberikan)

T: All of the answers are clear, semu jawabannya sudah jelas. Just write down in your practice book, hanya segera menulis kembali dalam buku catatannya.

Selesaikan dulu, kalian kerjakan. After that we will continue. Selesaikan dulu, nanti kita periksa.

(Guru berjalan ke arah salah satu siswa)

T: Where is your note book and your practice book?

S: Ini bu,

T: where is your note book and your practice book, buku catatanmu sama buku latihanmu yang saya tanyakan bukan itu buku cetak.

S: Nda ada buku ku bu.

T: Pindahko kesini, kerjakan 30 menit lagi. Pindahko kesini, dua orang disini. Kash gabung kursinya baru kau disini, mana kamusmu?

S: Tena bu,

(Guru kembali ke bangku siswa perempuan dan mengambil salah satu kamus)

T: Kamus yang bagus ini. Rekomendasi saya, kalau beli kamus, kamus yang begini nah, Hasan Sadili, John Echoll, iniee John Franch Echoll.

S: Hasan Sadili…

T: Hasan Sadili. Hasan Sadili, ini berpisah bahasa Indonesianya dengan bahasa Inggrisnya. Ada satu khusus bahasa Inggris, ada satu khusus bahasa Indonesia. Selesaikan dulu baru kita lanjut lagi.

SS: Ini bu tidak ada pulpennya,

T: Siapa yang dua pulpennya?

S: Astaga, ini bu,

T: Yaa, ini tidak ada lagi alasanmu tidak kerja, apa lagi alasanmu? Kerjami!

(Setelah 30 menit berlalu, guru kembali ke depan kelas)

T: Ya, stop! We will continue. Sebentar kita lanjutkan itu.

         Now, open page 6, buka lagi halaman 6. Open page 6, sebentar dilanjutkan itu lagi. Buka dulu halaman 6 practice 14. Buka halaman 6 latihan 14.

         Decided whether the following statements are true or false based on the text. Jadi kalian disuruh, kita jawab sama-sama ya. Kalian disuruh menyimpulkan pernyataan itu benar atau salah.

         Okay, laki-laki, attention please! Perhaikan!

         Number 1, spot is a dog, true or false?

SS: False..

T: True or false laki-laki? Spot is a dog?

SS: False..

T: Apakah spot itu adalah seekor anjing?

SS: bukan..

T: Apa kalau salah?

SS: False..

T: False, okay. That's right. Number 2, spot live inside house, apakah spot hidupnya di dalam rumah?

SS: True..

T: True or false?

SS: True..

T: Yes, true. Number fa.. ee number three, spot is an adorable animal. True or false?

SS: True..

T: True or false?

S: True..

T: Ya, that's right. Number 4, spot fur is white and black and orange fur. That's true? Spot fur is white and black and orange spot.

SS: False..

T: False or true?

SS: False..

T: What is spot fur?

SS: Orange..

T: Ya, jadi dia warnanya orange. Jadi bukan dasarnya hitam putih, tapi dasarnya orange. Okay, number 5, spot like to drink water every morning

SS: False..

T: True or false?

SS: False..

T: What is the habit of spot? Apa kebiasaannya spot every morning?

SS: Minum susu..

T: Yes, dia minum susu, so it's false. Numbe 6, spot like to eat cat food.

SS: True

T: yes, true. Number 7, spot doesn't like to move around

SS: false

T: false or true?

SS: false

T: apa dia suka pindah-pindah? Apa dia suka pindah-pindah atau suka lari-lari?

SS: suka lari-lari

T: dia suka lari-lari, tapi disini pernyataannya spot doesn't like to move aroung, berarti true or false?

SS: true…false…

T: dengarkan baik-baik kata-katanya. Listen carefully! Spot doesn't like to move around

SS: false

SS: true mam

T: spot doesn't like to move around, ini pernyataannya dia bilang spot itu tidaksuka lari-lari, kenyataannya spot itu…?

SS: suka lari-lari..

T: suka lari-lari berarti…?

SS: false

T: false, okay. The last number, when spot is tired or sleepy, he likes to sleep under the chair

SS: false, true..

T: ketika…, false or true?

SS: false

T: true or false?

SS: false..

T: ya, false. Di mana dia sering tidur?

SS: di sofa

T: di sofa or under the…?

SS: table

T: yes, it' is not under the chair, but under the table. Okay. Perhatikan practice 15, halaman 6 lagi, practice 15. Okay, match the word under their antonyms. Sekarang kita mencocokkan which one is the word and which one is the antonym. Kita mencocokkan dengan lawan katanya. Anyone know pet animal? Ada yang tau apa artinya pet animal?

SS: hewan

T: hewan apa? Apa itu pet? Apa itu pet animal?

SS: hewan peliharaan

T: yes, pet animal is hewan peliharaan. Okay, antonym of pet animal is? Apa antonimnya pet animal?

SS: while…

T: yes, while animal. Apa artinya while animal?

SS: liar

T: yes, hewan liar. Pet animal lawannya while animal. Hewan peliharaan lawannya binatang liar

SS: liar

T: ya, liar. Number 2, regular. What is the antonym of regular? Apa antonimnya? Apa antonimnya? Laki-laki dulu, apa antonimnya regular?

SS: irregular

T: aaa? Apa?

SS: irregular

T: irregular, ya. That's right! Number 3, fat. What is the antonym of fat? Apa itu fat?

SS: gemuk

T: yes, what is the antonym of fat? Apa antonimnya?

SS: thin

T: thin, yes. Ulangi dulu setelah mam, fat

SS: fat

T: thin

SS: thin

T: pet animal

SS: pet animal

T: while animal

SS: while animal

T: regular

SS: regular

T: irregular

SS: irregular

T: okay, sekarang number 4, soft. Apa itu soft?

SS: lembut

T: lembut. What is the antonym of lembut?

SS: hard

T: apa?

SS: hard

T: hard, yes. Apa itu hard?

SS: kasar

T: kasar, that's good! Number 5, active. What is the antonym of active?

SS: passive

T: yes, passive. Okay, very good! Now, open page 7, sekarang buka halaman 7, practice 16. Aaa, disitu you must choose, you must choose which one is the best answer. Kalian harus memilih salah satunya yang mana jawaban yang benar dari dua opsi disini. Misalnya, for example number 1, I feel very….sleepy/active, and I think I have to lie down. Kira-kira kalau kita merasa sangat aktif atau kita merasa sangat mengantuk kah, kemudian kita mau berbaring? Kita meras aktif atau mengantuk kalau kita mau berbaring?

SS: ngantuk, mengantuk

T: yes, jadi contoh number 1, for example number 1, I feel very sleepy, kemudian I think I have to lie down. Ya, jadi contohnya nomor 1 itu, yang pertama kita memilih antara sleepy dengan active, jawabannya adalah…?

SS: sleepy

T: sleepy, okay. Number 2 under number 7 you write down in the practice book. Kalian kerjakan di buku latihan lagi. Silahkan dilanjutkan dulu yang

tadi. Jadi yang kalian kerjakan di buku latihan just practice 13 and practice 16. 13 and 16, yes.

(times over)

T: ya, I think that's all for meeting today, maybe for the next weeks we will continue our meeting and then you must collect your homework. Kalian lanjutkan pertemuannya dan kita kumpul tugasnya, I think that's all for our meeting today, thank you very much for your attention. Wassalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.

Teacher B

T: Teacher

SS: Students

(Guru memasuki ruang kelas)

S: Stand up, say greetings to our teacher

SS: Assalamualaikum wr.wb.

T: Waalaikumsalam wr.wb.

S: Sit down, please!

T: Ya, okay. Assalamualaikum wr.wb.

SS: Waalaikumsalam wr.wb.

T: Okay students, good morning

SS: Good morning, sir

T: Hello..

SS: Hai..

T: How are you today?

SS: I'm fine, and you?

T: So do I, begitu juga dengan saya ya. Ya, okay today we would like to learn about describe, describe animal and describe people ya. Nah, hari ini kita akan belajar tentang eee menjelaskan, atau menjelaskan tentang orang, kita juga akan menjelaskan tentang eee animal or insect ya, menjelaskan tentang hewan ataupun serangga yang ada di lingkungan sekolah kita, okay. Now, please open your book page 87, ya silahkan buka bukunya halaman…

SS: Halaman 87

T: Ya, 87. Ya, okay before we continue our lesson today, I wanna ask you who are absent today? Siapa yang tidak hadir hari ini?

S: Fadli and Amalia

T: Siapa? Fadli and..?

SS: Fadli and Amalia Rahmadani and Amran..\

T: Ya, okay. There are three person, atau there are three students absent today. Ada tiga orang yang tidak hadir hari ini

S: Aii 4 orang, four sir

T: Four…?

SS: Yes, sir

T: Okay, today I woulad like to invite this class, hari ini saya akan membagi kelas into four group, A,B,C, and… Ya, silahkan bukunya yang satu disimpan dulu ya

SS: Iya pak

T: Heloo..

SS: Hai..

T: Look at the picture, what are the people doing? Ya, perhatikan gambar, what are the people doing? Ya sebelum kita lanjut coba buka bukunya halaman 9 dulu semua

SS: Sudah pak

T: Sudah lihat halaman 9?

SS: Sudah pak

T: ya, coba yang duduk di mejanya siapa ini?

S: nina

S: siska, sispek haha..

T: siapa namanya? Lihat di halaman 9

SS: oooh halaman 9. Dayu, dayu…

T: siapa?

SS: dayu, adit,…

(sebagian siswa rebut menjawab pertanyaan)

T: ya, coba. Heloo…

SS: hai..

T: ya, sekarang yang pakai kerudung itu siapa namannya?

SS: siti..

T: terus yang pegang sapu itu siapa?

SS: ninaa, ninaa…

T: ya, terus siapa yang membawa eee..

SS: ayu, ayu….

T: ya, sebentar itu yang saya minta kalian tahu ya, karna ada hubungannya yang akan kita bahas nani, ya.

(siswa mencoba menghapal nama-nama yang ada pada gambar)

T: ya dan sebentar kalian saya minta eee ada beberapa pertanyaan disini sebentar kalian jawab dan bukan karna eee mungkin kita akan lakukan sebentar tanya jawab. Ya, saya cuma kasih eee apa tadi, eee penjelasan bahwa yang pakai kerudung itu siti, yang kertiing rambutnya itu siapa?

SS: edo

T: ya, Edo. Seharusnya kalian sudah kenal semua ini, karna kalian sudah sering pakai buku ini. Harusnya sudah tahu, ya

SS: edo dayu, siti, ani…

T: ya, coba eee supaya sebentar ini, karna saya mau bagi kelompok. I would like to invite you to group, ya dibagi dalam kelompok. Nah, mungkin kelompoknya cukup eee berapa ya,?

SS: dua, empat, lima mo

T: ya, begini saja, ini the first group

S: aii edede.. begini mo pak

T: atau bagaimana?

SS: lurus samping pak

T: ya, kalau begini tidak seimbang, kecuali kalau itu dibelakang pindah kesini

S: begini mo ee, begini pak

T: ya kelompok 1,2,3,4 seperti ini bisa?

SS: bisa pak

T: maksud saya begini, ya. Coba heloo

SS: haii..

T: ya, saya akan membagi kelas ini menjadi 4 kelompok ya, dan kita akan keluar sebentar di lingkungan sekolah ya. Ada yang berada di taman, in the garden of our school, the second group, ya kelompok kedua akan berada sebentar in the parking area, ya beradadi tempat parker. And the third group in eee around…

SS: WC pak

T: sorry, eee ya akan berada disekitar toilet sebentar, ya. And the fourth group, kelompok 4 eee around the library. Berada disekitar eee perpustakaan sebentar ya. This is form, ini ada form eee saya akan bagikan ke kalian. Ya disini kalian diminta sebentar mengisi list of hat is the name of people. Ya orang-orang yang aka kalian temui sebentar and what activities, dan apa kegiatan yang dia lakukan ya.

SS: yes, sir

T: bisa kalian lihat eee di dalam buku halaman 87, ada contohnya disini ya.

SS: yes, sir

T: seperti yangada dibukunya ya. Misalnya siti is mop the floor. Ya, siti… ya, coba lihat di situ. Begitu juga dengan ya, Dennis is sweep the floor. Dennis, Dennis sementara menyapu eee lantai disitu ya.

SS: menyapu lantai tawwa

T: ya, okay semua sudah dapat formnya disitu?

SS: sudah pak

T: Ya, any question about this form? Ada pertanyaan tentang form yang akan kita isi ini? Ya, jadi yang bagian di atas disitu name of people ya. Nama-nama orang yang kalian temui sebentar di eee di lingkungan sekolah ini

ya. Terus yang bagian kedua disitu ada animal or insect. Ya, hewan ataupun serangga yang kalian temui di eee sekitar lingkungan sekolah kita ini ya

SS: yes, sir

T: misalnya semut, apa bahasa Inggrisnya semut?

S: ant.

T: ya, ant. The ant, ya. Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, using English, ya. Okee, where is the first group? Dimana kelompok satu?

S: ini mo pak

SS: disini pak

T: ya, tulis nama, nis, dan kelas di situ yadi form. Ya, okay every group, setiap grup I give about 15 minutes ya, 15 or 20?

S: 20 mo pak

T: I give you 20 minutes, saya beri waktu 20 menit setiap regu ya. Ya, okay sekarang silahkan ya, silahkan first group. Okay, please first group silahkan kelompok pertama untuk menuju lokasi yang…

S: bawa pulpen pak?

T: ya, silahkan bawa bukunya. Pas 20 menit silahkan kembali kesini kita eee menjelaskan apa yang kita dapatkan.

(kelompok satu keluar menuju tempat yang telah ditentukan)

T: ya, okay next the second group

S: saya sir

T: where is the second group?

SS: ini, ini…

T: ya, please go to the parking area, silahkan menuju ke tempat parker, apa yang kalian dapat ya.

SS: kelompok 2 dulu..

T: ya, kelompok 3 silahkan disekitar eee kelas yang ujung itu, ya.

SS: maju,maju,maju aduh..

SS: 4 pi pak, kelompok 4 pi

T: ya, kelompok 4, the fourth group in around the library. Ya sekitar perpustakaan, please.

S: yess diperpustakaan..

(semua grup keluar menuju tempat yang telah ditentukan dan diarahkan oleh guru. Kurang lebih 35 menit siswa dan guru kembali ke kelas)

T: ya, silahkan setiap kelompok naik membacakan, perwakilan saja satu orang saja, ya

S: satu mo, iya satu

T: ya, okay siapa yang dari kelompok satu yang siap membacakan di depan? Who is the first group? Ya, perwakilan dari kelompok 1

S: fatur pak

T: ya, satu saja perwakilan. Ya silahkan eee saya persilahkan kepada kelompok satu, I invite to the first group, ya. Ya silahkan. Ya,okay, please

(satu siswa naik ke depan kelas)

S: Assalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.

S: name of people. One, syahrir. Syahrir is talking with friend. Two, tuti. Tuti is go to the toilet. Three, sir Mawang. Sir Mawang is watering the flowers. Animal or insect. One, ant. Ant is walking in the tree. Two, spider. Spider is making sarang, hehe

T: ya, what is sarang?

S: nda ditauki gang, hehe

T: ya, please give applause. Silahkan tepuk tangan untuk kelompok satu.

(semua siswa tepuk tangan)

T: ya, okay. The next performance, I would like to invite the second group. Ya, silahkan kepada kelompok 2 ya

S: naikko Nurul..

(seorang siswi naik ke depan kelas)

T: ya, okay. Which one your form?

S: ini pak, dibacami pak?

T: yes, please.

S: assalamualaikmu wr.wb.

SS: waalaikumsalam wr.wb

S: name of people, sir Taslim. Activitiy parking the motor. Name of people, sir Mawang. Activity walking around the parking area. Name para murid. Activity talking with friend. Name of animal. One, ant. Activity walking in the tree. Two, fly, activity flying around the parking area.

T: ya, please give applause, silahkan tepuk tangan dulu

SS: yeeeeeeh…

T: okay, the next I would like to invite third group

S: nita, nita, nita mo, kau.

S: fani pak, fani

T: ya, okay. Where is Fani?

S: kau Fani, naik mako

S: belumpi selesai pak

T: okay, next, fourth group. Fourth group ya, silahkan kelompok 4. Ya, okay

S: assalamualaikum wr.wb.

SS: waalaiumsalam wr.wb.

S: Mas is close the table. Citra is with Muna. Dirga is sweeping the floor. Fathoni is broad tower.

(bel pergantian pelajaran berbunyi)

Risky is go to the canteen. Animal or insect. Ant is walking in the room. Spider is make nest

T: okay students, hello…

SS: hai..

T: ya, jadi 3 penampilan ini, ada 3 grup. There are three grupus, ya telah mempresentasikan apa yang didapatkan di lapangan tadi ya. Ya, okay coba eeee tepuk tangan lagi untuk ketiga grup yang telah tampil

(semua siswa tepuk tangan)

T: ya, sekarang apa ada kesulitan tadi pada saat eee kalian berada diluar?

SS: no

S: yes

S: no, sir

S: ada saya pak

T: okay, jadi ya…

S: ada lagi robekki kertasku

T: ya, jadi tadi kalian sudah berada di luar ya. Sudah melihat what the people doing, what the animal doing around the school, ya. Ya, saya kira pertemuan kita cukup sekian.

       Wassalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.

APPENDIX 2

Students' Questionnare

<div align="center">STUDENTS' QUESTIONNAIRE</div>

Nama :

Kelas :

Angket ini 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 kolom Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), atau Sangat Tidak Setuju (STS)

NO.	PERNYATAAN	SS	S	RR	TS	STS
1	Saya senang belajar bahasa Inggris					
2	Saya menikmati penjelasan guru selama proses pembelajaran berlangsung					
3	Saya suka ketika guru memberikan contoh pada saat menjelaskan					
4	Saya senang ketika guru memberikan tanggapan					
5	Saya kurang senang ketika guru mengoreksi kesalahan saya					

6	Saya senang ketika guru memberikan pujian atas jawaban saya					
7	Saya suka diberi motivasi belajar oleh guru					
8	Saya lebih suka ketika guru memberikan kesempatan untuk menemukan kesalahan sendiri					
9	Saya senang ketika guru mengapresiasi jawaban atas pertanyaan yang diberikan oleh guru					
10	Saya senang mengikuti petunjuk yang diberikan oleh guru					
11	Saya menganggap arahan yang diberikan oleh guru kurang menarik					
12	Saya kurang suka ketika guru merespon apa yang saya tanyakan					
13	Saya senang belajar dengan situasi yang lebih santai					
14	Saya senang mendapat pertanyaan dari guru dan menjawabnya					
15	Saya kurang suka diberi pertanyaan yang menantang					

STUDENTS' QUESTIONNAIRE

Name :

Class :

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

Clue: give the widow checklist (√) in column Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD)

NO.	STATEMENTS	SA	A	U	D	SD
1	I am excited to learn English					
2	I am enjoying with the teachers' explanation during the learning process					
3	I like when the teacher give an example in the explanation					
4	I like when the teacher gives respond					
5	I dislike when the teacher corrects my mistakes.					
6	I like when the teacher gives praise for my answer.					
7	I like to be motivated by the teacher.					
8	I prefer when the teacher provides an opportunity to find my own mistakes.					
9	I like when the teacher appreciates my answer					

10	I like to follow the instructions given by the teacher					
11	I think the direction given by the teacher is not interesting					
12	I dislike when the teacher respond what I asked					
13	I am interested to study with the situation more relaxed					
14	I like to get questions from he teacher and answer it					
15	I like to be given a challenging question					

APPENDIX 3: Students' Interest in Learning English

Students' Interest from Class VIII.2

Statements	SA	S	U	D	SD
S1	70.83%	29.16%	0	0	0
S2	70.83%	29.16%	0	0	0
S3	83.33%	16.66%	0	0	0
S4	50%	45.83%	4.16%	0	0
S5	4.16%	12.5%	4.16%	41.66%	37.5%
S6	79.16%	20.83%	0	0	0
S7	50%	41.66%	8.33%	0	0
S8	45.83%	50%	0	0	4.16%
S9	54.16%	37.5%	8.33%	0	0
S10	66.66%	33.33%	0	0	0
S11	0	4.16%	16.66%	37.5%	41.66%
S12	8.33%	8.33%	12.5%	29.16%	41.66%
S13	62.5%	29.16%	4.16%	4.16%	0
S14	54.16%	37.5%	8.33%	4.16%	0
S15	8.33%	20.83%	37.5%	25%	8.3%

Students' Interest from Class VIII.8

Statements	SA	S	U	D	SD
S1	62.5%	37.5%	0	0	0
S2	87.5%	12.5%	0	0	0
S3	79.16%	16.66%	4.16%	0	0
S4	45.83%	50%	4.16%	0	0
S5	8.33%	29.6%	25%	16.66%	20.83%
S6	79.16%	20.83%	0	0	0
S7	79.16%	12.5%	4.16%	0	4.16%
S8	58.33%	20.83%	12.5%	0	8.33%
S9	54.16%	45.83%	0	0	0
S10	83.33%	8.33%	8.33%	0	0
S11	12.5%	20.83%	25%	20.83%	20.83%
S12	20.83%	25%	25%	8.33%	20,83%
S13	70.83%	16.66%	8.33%	4.16%	0
S14	70.83%	29.16%	0	0	0

CURRICULUM VITAE

JUSWANTO was born in Pariwang, Enrekang on October 06th 1995. He has six sisters. He is the sixth child of Jalal and Cene. He began his study at SDN 162 Pariwang in 2001, and then he continued his study at MTs.N Maiwa and graduated in 2010. Afterwards he continued his study at SMAN 1 Maiwa and graduated in 2013. In the year, he was accepted at Muhammadiyah University of Makassar as a student of English Education Department. In the university, he is active as member of UKM Hizbul Wathan in 2015. At the end of his study, he could finish his thesis with title "*The Effect of Teachers' Talk on Student's Interest in Learning English at the Eighth Grade Students of SMP Muhammadiyah Limbung (A Descriptive Research)*".