AN ANALYSIS ON TEACHER AND LEARNER TALK IN THE ENGLISH CLASSROOM INTERACTION

(A DESCRIPTIVE STUDY FOR TENTH GRADE AT SMAN 4 KOTA BENGKULU)

THESIS

Presented as a Partical Requirement for the Degree of Sarjana Pendidikan (S.Pd) of English Education

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This is certify the *Sarjana* thesis entitled **"AN ANALYSIS ON TEACHER AND LEARNER TALK IN THE ENGLISH CLASSROOM INTERACTION (A DESCRIPTIVE STUDY FOR TENTH GRADE AT SMAN 4 KOTA BENGKULU)"** by Halimah Rosyana has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ For both of my unconditional love, my beloved parents, Mr. Ulung Harmaini , and Mrs. Ruk Mayana, Thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.

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MOTTOS

بِسْـــــــــمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

الإِتِّحَادُ أَسَاسُ النَجَاحِ

(Unity is the foundation of success)

Mom is the queen and Dad is the king of my heart

"Live is not always beautiful"

(Halimah Rosyana)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An analysis of teacher and learner talk in English classroom Interaction " is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu.   2020

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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December 2020

The researcher

Halimah Rosyana

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ABSTRACT

Halimah Rosyana. (2020). An Analysis of Teacher and Learner Talk in English Classroom Interaction. Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, Islamic Institute of Bengkulu State.

Advisor 1 : Syamsul Rizal , M.Pd   Advisor 2 : Endang Haryanto, M.Pd

Talks between the teacher and learners in the class are very important to support the learning process. However, these talks are said to be good if they contain all types of talks based on the Flanders Interaction Analysis Category (FIAC). Therefore, the objectives of this research were to find out the types of classroom interaction used by the teacher and students in English class that spent during classroom interaction. This research used descriptive qualitative as the research design. The subjects of this research were 29 students and one English teacher in SMAN 4 Kota Bengkulu. The researcher used the observation checklist and interview to collecting the data. Then, the Flanders Interaction Analysis Category (FIAC) was used to identify and analyze the teacher and students interaction during teaching and learning process. The data of this study was utterances that used by the teacher and learner in X IPS the research results, it found that there were 10 categories that consist of 7 categories of the teacher talk namely: accepting feelings, encouraging, using ideas from students, asking questions, lecturing, giving directions, and criticizing. Then, three categories of learner's talk namely : students response, student initiation and silence. The researcher concluded that the most of classroom interaction type used by the teacher in SMAN 4 Kota Bengkulu was asking question category, while students was students talk response.

Keywords : Teacher's talk, learner's talk, classs room interaction

ABSTRAK

Halimah Rosyana. (2020). Analisis Percakapan Guru dan Siswa dalam Interaksi di Kelas Bahasa Inggris. Skripsi. Program studi pendidikan inggris , Fakultas Tarbiyah dan Tadris , Institut Agama Islam Negri Bengkulu.

Advisor 1 : Syamsul Rizal , M.Pd   Advisor 2 : Endang Haryanto, M.Pd

Pembicaraan antara guru dan siswa dikelas merupakan hal yang sangat penting untuk menunjang proses pembelajaran. Namun, pembicaraan-pembicaraan tersebut dikatakan baik apabila memuat semua tipe-tipe pembicaraan berdasarkan Flanders Interaction Analysis Category (FIAC). Oleh karena itu, tujuan penelitian ini adalah untuk mencari tahu tipe-tipe interaksi guru dan siswa di dalam kelas Bahasa Inggris selama berinteraksi dikelas. Penelitian ini menggunakan metode deskriptif kualitatif sebagai desain penelitian. Subjek penelitian ini adalah 29 orang siswa dan satu orang guru Bahasa Inggris di SMAN 4 Kota Bengkulu. Penelitian menggunakan observasi dan interview untuk mengumpulkan data. Kemudian, teori Flanders Interaction Analysis Category (FIAC) digunakan untuk mengidentifikasi dan menganalisis interaksi guru dan siswa selama pembelajaran Bahasa Inggris. Data penelitian berupa ungkapan-ungkapan yang digunakan oleh guru dan siswa selama pembelajaran Bahasa Inggris di kelas X IPS 2 Berdasarkan hasil penelitian , ditemukan bahwa terdapat 10 kategori yang terdiri dari tujuh kategori Percakapan Guru yaitu : accepting feelings, encouraging, using ideas from students, asking questions, lecturing, giving directions, dan criticizing. Kemudain, tiga kategori dari percakapan Siswa yaitu: student's response, student's initiation dan silence. Peneliti menyimpulkan bahwa tipe yang paling banyak digunakan guru di SMAN 4 Kota Bengkulu adalah asking questions, sedangkan siswa paling banyak menggunakan kategori Students talk Response.

Kata Kunci : Percakapan guru, percakapan siswa, interksi kelas

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has many important roles especially in the teaching and learning process in the classroom for English for learners, as known learners get English only in the classroom because they do not use English in public places except in English classes. According to harmer, English is a lingual franca that can be defined as a language widely adopted for communicative between two speakers whose native languages are different from each other and where one using it as a second language[1]. It's mean the function of English as the lingua franca makes the English classes push their citizen to learn English in the classroom.

English class interaction is one of the most important components because it is a supporting factor in the learning process that involves teachers and learners. After all, without interaction the teaching and learning process will not run smoothly, in the teaching and learning process teachers are not only required to have skills in write and understand the material to be taught but, the teacher can also give an appreciation expressed by students relating to learning, give praise for student work, respond to ideas submitted by students

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[1] Harmer, j.(2007). The practice ofEnglish language education. Longman.p.1

and give criticism to students while in class because this can build interactions

between teachers and learners in the classroom.Xiu Hui claim classroom

study is important in English teaching and learning because a classroom is a place where interactions of various kinds take place, and it affords students opportunities to learn English[2]. It means that the more they practiced in the English classroom the more they had skill and self- confident in using the language. The purpose of teaching and learning the language is for communication. Therefore, EFL teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication in Englishclassroom.

According to Sundari classroom interaction involves teacher and learners as interaction in using target language. In the classroom communication is mostly initiated and maintained by the teacher. They as a key holder of classroom communication, play prominent roles to manage classroom participation and stimulate student language production.[3] its mean, the key teacher talk and learner talk that occurs in the classroom there is a teacher if the teacher can manage a class with talks balanced then the student can balance the teacher talks by the target because it was the language that is used to turn the teacher in the English classroom.

Besides that, Borown teacher talk and learner talk should give careful consideration to balance the teacher talk as planning lessons and when going outline some aspects of the lesson, the teacher must ensure that learners have the opportunity to talk and produce language to start a topic so that learners

[2] Hui,x.Analysis of Teacher Talk on the Basis of RelevanceTheory. Vol. 6, No. 3, 2010.p.47.
[3] Sundari,H. Classroom Interaction in Teac hing English as Foreign Language at Lower Secondary Schools in Indonesia.V.8, 2017. p.148

can turn on interaction in English language learning in the classroom[4]. So in general researcher can interpret the teacher as a manager in the process of interaction in the classroom that gives the right to direct the type of learner talk in the English language class, so the teacher's talk will affect the learner's conversation during the learning process. So that communication that takes place in the classroom can be directed then the teacher talk and learner talk must have the purpose, this purpose can be achieved well if teacher talk and learner talk can take place optimally, that is two-way communication betwen teacher and learners, there is a reciprocal relationship between teacher and students. In fact, English class communication is still one-way, in teacher talk and learner talk have some type they are: Direct categories and Indirect categories.

Direct categories can be in the form of giving explanations of subject matter while in class while indirect can be in the form of giving praise for student work, and students must respond to what the teacher is talking about, according to fiac in Evans Thomas, the type of teacher talk and learners talk categories of FIAC are direct influence and indirect influence, indirect influence has the consint: accept felling, praise or encourages, accepts use ideas of students ask questions. Indirect Influence has the consint: Lecturing, giving directions, criticizing. In student's talks have two kinds are: Response

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[4] Borwn,H.D.(2003).Teaching by Principles An Interactive Approach To Language Pedagogy p.170.

and Initiation[5]. It means talk has different types: teacher talk time and students talk time the more teacher talks the less opportunity is for learners. That Teacher Talk Time (TTT) can decrease opportunities for Student Talking Time (STT) the more teacher talks, the less opportunity is for learners.The type of teacher talk had a great influence to make the students talk in the classroom. That was the basic reason why the researcher wanted to know how much the teacher and students took time to talk during the teaching and learning process. Therefore researchers want to analyze teacher talk and learner talk in the English classroom in the teaching and learning process takes place.

The researcher has conducted a pre observed several teaching and learning processes in SMA N 4 Kota Bengkulu, the researcher found that the general teacher talk and learners talk that occurred in the class was students would participate to talk if the teacher took the initiative, encouraged, and asked them to talk. In fact, the opportunities that teachers provide for the learner to talk have a big influence on getting learners to talk in class. That is the basic reason why researcher want to know what types of talks are often used by teacher and learners take to talk during the teaching and learning process.

Therefore, the title of this research is "Teacher and Learners talk in English classroom Interaction".

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[5] Evans, Thomas p.(1970). *Flanders System Of Interacion Analysisand Science Teacher Effectiveness*.p.17.

B. Identification of the Problem

Based on the background of the study above, the problem can be identified as the following:

1. Lack of leaner response to teacher in teaching learning process.

2 The learner find it difficult to understand the teacher talk while studying

3 The learners are less active in expressing opinions in class.

C. Limitation of the Problem

Limitation of this study is only focus on the types used by teacher and learner talk in English classroom interaction. And the subject in this research only English teacher and learner in X IPS 2 of SMA N 4 Kota Bengkulu.

D. Research Question

Based on the background described, it can be taken formulation of research problems as w.hat are the types of teachers talk and learners talk used in classroom interaction?

E. Objective of the Research

The objective of this research is to analyze the type of teacher's and learners talk in classroom interaction.

F. Significance of Study

1. Teacher

For the teacher, they can create of their English educating, she/he should increment aberrant impact talk which incorporates

acknowledgment of students, educators ought to energize and censured, in

that way the association can be more powerful.

2. Other Teachers

The consequences of this exploration are required to be the model

of communication in educating learning measure. At any rate different

instructors can apply this showing model in their own classroom.

3. Learners

For the students, they have more occasions to rehearse their objective

language abilities when they are in the study hall additionally outside the

homeroom, and furthermore get helpful and significant criticism from their

educator.

4. Further Researcher

The outcomes can be utilized for the further specialists which

center around creating study hall collaboration among educator and

understudies by utilizing English in the homeroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.Theory of Language Learning in the Classroom

As have researcher discuss before classroom interaction is the collaborative exchange of thought, feeling, or ideas between two or more people resulting in a reciprocal effect on each other during the teachinglearning process. Hypotheses of open capability underscore the significant of collaboration as person use language in different setting to "negotiate" which means or basically state to get one thought. From the earliest starting point of language study, study hall ought to be intelligent, concurring Waterways in Earthy colored expressed that idea cooperation, understudy can expand their language store as they tune in to or read credible semantic material, or even the yield of their kindred understudies in conversation, dramas, join critical thinking errand, or discourse diary. In association, understudy can utilize all they cycle of the language – all they have learned or nonchalantly retained –, in actuality, trade [6].

In light of that statementresearcher realize that during the time spent learning in the homeroom, both the instructor and the students utilize the language to associate with each other. The language use is generally spoken. For this situation discourse has the need in language

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[6] Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New Jersey: Prentice Hail Regents.p ,159.

instructing. One of the standards of the language instructing is that

communicated in language is essential,

furthermore, this ought to be reflected in an oral-based approach. This

standard is upheld by Byrne, the study hall is obviously a helpful spot for

bestowing data and for creating numerous instructive abilities, however

our principle worry as language educator isn't to illuminate our

understudies about the language yet to build up their capacity to utilize

the language for assortment of informative purposes . In light of that

assertion, the analyst can infer that in a learning language, the

understudies should gain proficiency with the verbally expressed structure

first before pick up composing structure, for this spoken is extremely

required in the study hall, since it used to cooperate between to each

other, with an enraged capacity.

B.Teaching English as a Foreign Language in Senior High School

Encouraging English is genuinely necessary for us, many

individuals utilize English to speak with others from various pieces of the

world. In Indonesia, English is instructed as an obligatory subject in the

school, it begins from the earliest starting point level that kindergarten to

senior secondary school even in some college level. For Indonesian

students, English is another dialect with the goal that they think that its

hard to learn. The other explanation is that they have communicated in

their local language already which will meddle with their obtaining of the

new dialect. It tends to be appeared by the way that the understudies will

in general exchange their local language rule to the new dialect they are learning. Thinking about the contrasts between the two dialects, it is justifiable that the understudies consistently experience issues managing jargon, structure, spelling, elocution, and other. Between the ages 10 and 18 the scope of the center and secondaryschool years-young men and young ladies move from adolescence to youthful adulthood. It is no big surprise that the existences of youngsters are brimming with complexities and conundrums. The matter of growing up is a convoluted one. Youths are torn by numerous contentions and numerous snapshots of hesitation. As expressed in Harmer that juvenile is where somebody is looking for singular character and that this pursuit gives the vital test to this age gathering. Character must be produced among schoolmates and companions. Determination of youth is confounded by the way that the qualities of optional school understudies as a rule don't really apply to each juvenile kid or girl.[7]

The attributes of each individual are exceptionally heterogeneous, those teenagers at times can mess discipline up and be problematic in class. It in view of the weariness they feel and the satisfaction if there is challenge found. Be that as it may, there is something which is intriguing from teenagers. As indicated by Harmer proposes teen understudies are truth be told by and large the best language students. At their best, young adult understudies have an incredible limit with regards to learning,

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[7] Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Third Edition. New York: Pearson Education.p.43.

gigantic potential for imaginative idea and an energetic obligation to thing which premium them. Harmer likewise expressed that dolescence is bound up with a quest for recognize and a requirement for selfesteem. This is regularly the aftereffect of the understudies position inside their companion bunch instead of being the outcome of instructor approval[8].

C.Lecturer-Students Interaction

The informative cycle includes connection between in any event two individuals (instructor understudies or understudy) who share a rundown of signs and semiotic principles. The idea of association is characterized as "equal occasions that need in any event two articles and two activities. Communication happens when these items and occasions normally impact one another''[9].

Therefore, interactions occur when there are two objects that influence each other through giving and receiving messages in order to achieve communication. It means that interaction do not occur only from one side. In classroom, lecturer-students interaction is communication between teacher and students that make effect in learning process.

Thoughinteractionwith their lecturer, students can increase their language store as they listen to or read authenticlinguistic material, or

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[8] Harmer, Jeremy. 2007. *How to Teach English* .New Edition. London: Longman.p.15.
[9] E.D. Wagner. "In Support of a Functional Definition of Interaction" The American Journal ofDistance Education. 8(2), 1994, 8

even the output of their fellow students in discussions skits, joint problem-solving tasksordialogues[10].

The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Interaction is something people can do together i.e. collectively[11]. Obviously, in the classroom it is considered as important for the lecturer to manage who should talk, to whom, on what topic, in what language and so on. One set of theories, presented by Tyson and Carroll, looks teaching process as a process of interaction[12]. The lecturer does something to the students and the students do something in return. As the result of these reciprocal actions, the students learn. If this interpersonal relationship is good, it means that the learning will occur. On the contrary, if it is bad, the process of learning is not occur, it will in less degree and with less stability. From the definition above, it means that interaction has many influences to the leaning process to achieve the goal of learning.

Lecturer-students interaction is of significant importance in foreign language teaching and learning. It is argued that interactions between lecturers and students facilitate language development and lead to better language learning. This type of interaction as Coulthard mentions has

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[10] Wilga M. Rivers, Interactive Language Teaching. (Cambridge University Press, 1987)

[11] James C. Tyson – Marry Carroll, Conceptual tools for teaching in secondary schools. (Boston:Houghton Mifflin Company, 1970), 6.

Massoud Rahimpour,"Teacher-Students' Interactions in Task-Based vs Form-Focused Instruction". World Journal of Education. Vol. 1, No. 1; April 2011, 171

received a great deal from teachers in a wide range of disciplines. It happens between the lecturer and one learner or many other learners, that is to say a lecturer takes a part in such interaction. It can be said that interaction will happen when the lecturer and the students interact each other. He talks with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective[13]. In this case, lecturer talk is important to encourage students to respond lecturer talk. In order tostudents can have the experience and practice their language learning to create good interaction.

D.Teacher Talk

Teacher talk can give effect to students, because the teachertransfer the lesson to students from talking. Cook states that teacher talk is particularly important to language teaching. It means that teacher talk is the source of interaction in the classroom. Yanfen and Yuqin said state that teacher talk is the language in the classroom that takes up a major portion of class time employed to give direction, explain activities and check students understanding.[14] Moreover, According to Silver and Kogout teacher talk as a part language of classroom talk and interaction.

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[13] M. Coulthard, An Introduction to Discourse Analysis (London: Longman, 1977), p.45.
[14] Yanfen, Liu, and Yuqin, Zhao (2010). A Study of Teacher Talk in Interactions in English Classes.

It means that students talk can be defined as the language that is used by the children to interact with the teacher or their peers in classroom interaction The indirect teacher talk occur in the classroom and out of classroom[15]. It is just as important to asses its quality according to Flanders, the categories of teacher talk which are included in this direct and indirect influence are mentioned and described below (1) Teacher-talk, (2) Student-talk, (3) Silence or confusion. These sections are subdivided in order to make the total pattern of teacher pupil interaction more meaningful. According Flander Teacher talk is divided into two sub-heads, indirect influence and direct influence. Indirect influence consists of four observation categories:

1. Accepting Feeling; in this category, teacher accepts the feelings of the students. He feels himself that the students should not be punished for exhibiting his feelings, he feels himself that the students should not be punished for exhibiting his feelings, feelings may be positive or negative.

2. Praising Or Encouraging; teacher praises or encourages student action or behavior. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like, good, very good, better, correct, excellent, carry on, etc .

3. Accepting Ideas; it is just like 1st category. But in this category, the students ideas are accepted only and not his feelings, if a student passes

Silver, R. and Kogut, G. (2009). *Teacher talk, Pedagogical Talk and Classro om activities: Another Look.* Singapore: National Institute of Education.

on some suggestions then the teacher may repeat in nutshell in his own style or words. The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.

4. Asking Questions; Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.

    Direct influence is divided into three categories:

1. Lecturing /Lecture ; Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions .

2. Giving Directions ; The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: open your book, stand up on the benches,

3. Criticizing or Justifying Authoritys **;**when the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category, teachers ask 'what' and 'why' to the students also come under this category, statements intended to change student behavior from

unexpected to acceptable pattern, bawling someone out , stating why the teacher is doing what he is doing.[16]

E. Learner Talk

Learner acquisition is facilitated by the negotiation of meaning in interaction. Educators should attempt to arrange significance with understudies, through requesting explanation and reiteration, and giving understudies occasions to intrude on the instructors. In spite of the fact that there is typically considerably less student started than educator started content in homeroom, it is as a rule from the previous that students guarantee to have taken in the most. A few educators give the understudies definitely no space important arrangements. They are finished authority disregarding the understudies' commitment, in dread that the training goals won't be met. There is no communication between understudies. They just permit time for this, assuming any, in the free practice towards the finish of the exercise, and hence the exercise not in the least streaming along the intuitive path.FIAC (1987) orders student talk into two classifications; they are reacting to the educator and starting talks. The portrayal is:

1. Learner talk-response.

Flander. (2006). *An Analysis Classroom Interaction By Using Flander Interaction Analysis Category System (FIACS) Technique.*Thesis, University of Bengkulu, Bengkulu.

Talk by students in light of instructor. The instructor starts the

contact or requests l

worker articulation or designs the circumstance. Opportunity to

communicate own thoughts is restricted.

2. Learner talk-initiation.

Talk with students which they start. Communicating own thoughts;
starting another point; opportunity to create sentiments and a line of
thought, such as posing smart inquiries: going past the current

3. Silence or Pause or Confusion

Stops, brief times of quietness and time of disarray in which
correspondence can't be perceived by the observer[17].

Flander in Hai and bee understudies talk are critical to done the
exercise and to get the great accomplishment in the homeroom. Making
understudy talk has a decent favorable position. The favorable position is
by making talk between understudies, they can secure the information and
trade the data through interaction.[18]As indicated by Then, with respect to
the subsequent trade, making understudy talk has a decent favorable
position. The preferred position is by making talk between understudies,

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[17] Flanders, N. A. (1989). Teacher Influence, Pupil Attitudes and Achievement'. US. Minneapolis: University of Minnesota

Flander. (2006). *An Analysis Classroom Interaction By Using Flander Interaction Analysis Category System (FIACS) Technique.*Thesis, University of Bengkulu, Bengkulu.

they can obtain the information and trade the data through connection. For instance, an understudy who is conversing with his/her friends can trade the data about their experience, their pastimes, and a lot more Moore[19]. Another trade of understudy talk is rehashing instructor talk or friends talk. Redundancy that generally happened in the perception is penetrating. This happened since this procedure permitted understudies to deal with the data and follow instructor's model[20].

F. Classroom Interaction

Classroom interaction is community trade of thought, feeling, or thoughts between at least two individuals bringing about complementary impact on one another in alternate manners the activity performed by the educator and the understudies during guidance interrelated. The New Oxford Word reference of English characterizes the thing "interaction" as a proportional activity or impact. Thusly cooperation is more than activity followed by response. It incorporates acting correspondingly, following up on one another. As indicated by Chaudron study hall connection covers homeroom practices, for example, turn-taking, addressing and replying, arrangement of significance and feedback[21].Furthermore, Earthy colored portrays the term of association as the heart correspondence, it is

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[19] Moore, C.C, (2008). *Young Children's Social Organisation of Peer Interaction*. Queensland: Queensland University of Technology.

[20] Suherdi, D. (2009). Classroom Discourse Analysis: A Systemic Approach. Bandung: Celtics Press.

[21] Chaudron, Craig.1988. *Second Language Classrooms- Research on Teaching and LearniSng*. Los Angelas: Cambridge University Press.

the thing that correspondence is all about[22]. Collaboration happens insofar as individuals are conveying one another and giving activity and accepting the response in each other anyplace and whenever remembering for the study hall setting. In this way, association among understudies and instructor is major to the learning cycle.

From the assertions above we realize that collaboration in the study hall is key, in light of the fact that without it training learning measure in the homeroom won't exist. A decent cooperation will make messages transmission achievement and make a decent relational connection between the educator and understudies, so the students" accomplishment in language obtaining can be expanded. At long last it tends to be presume that fundamentally association is a methodical and communitarian action that requires both the addressor and recipient to trade thoughts or message and arrange their importance either by utilizing verbal or non-verbal significance.

G.Pattern of Classroom Interaction

As expressed by Sinclair and Coulthardin Ur the most well-known kind of study hall collaboration. The educator starts a trade normally as question one of understudies answer the instructor gives feedback(assesment,correction,comment). There are different examples in cooperating in class, among them are:

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[22] Brown, H. Douglas . 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Second Edition. New York: Addison Wesley Longman.

1. **Group work**

   The understudies work in little gathering on errand that involves cooperation: passing on data, for instance, or collective choice making.Teacher strolls around tuning in, intercedes pretty much nothing if by any means.

2. **Individual work**

   The instructor gives an errand or a bunch of undertaking and understudy work on them autonomously the educator strolls around observing and helping where necessary.

3. **Choral responses**

   The instructors give a model which is rehashed by all the class in the ensemble or provide some insight which is reacted to in chorale.

4. **Collaboration**

   The understudy did likewise kind of errand as individual work however cooperate, normally two by two to attempt to accomplish the best outcome they can. The instructor might mediate. (Note that this s not the same as Gathering Work where the actual errand requires interaction).

5. **Student initiates**

   Teacher answer For instance, in a speculating game; the understudy thing of inquiry and the educator reacts; however the instructor chooses who inquires.

6.Full – Class Interaction

The understudies banter a point or do dialects task as a class; the educator may mediate periodically, to animate support or to screen.

7.Teacher Talk

This may include some sort of quiet understudy reaction, for example, composing from transcription, yet there is no activity with respect to the understudy.

8. Self-access Students

Choosetheir own learning errands, and work independently.

9. Open – ended teacher

Addressing There are various conceivable „right" answers, with the goal that more understudies answer each sign.[23]

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[23] Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition.* San Fransisco: Longman.

E. Previous Study

There several previous studies are already conducted. The first study is from Astiti entitled ''An Analysis of Teacher Talk in English Classes in SMKPGRI 4 Denpasar''. This research found that there are sixtypes of teacher Talkthat are of frequent use in English classes in SMK PGRI 4 Denpasar. The six types includemediator, evaluator, learning task assignor, teaching material interpreter, inspector and classroomclimate conductor. There are 10typesof teacher Talkhoweveramongthoseunexpectedreactor, manager, digressor, Learning Pace administrator did not occur in English classes.[24]

Second, the exploration named "Teachers Instructional and Management Talk in English Foreign Language Classroom" 2015. There were two instructors language work. They were instructional talk and the executives talk. Instructional talk is instructor's language identifies with move of encouraging materials and the board talk is educator's language identifies with control and order in study hall. The aftereffects of the perception of educators' discussion indicated that instructors articulated instructional talk in 5 settings (giving clarification, heading, and adjustment; and posing and noting inquiry) and the executives talk in 15 settings (welcoming, checking presence, empowering understudies, making humor, giving guidance, bearing, declaration, exhortation, censuring, acclaim, discipline, much obliged; posing and noting inquiry; and

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[24] Ni Wayan Widha Astiti, An Analysis of Teacher Talk in English Classes In Smk Pgri 4 Denpasar.

shutting movement) instructors talk more for the board talk than instructional talk[25].

Third, the study was conducted by Nafrina in 2007 entitled "TheTeacher and Learner Talk inthe Classroom Interaction of Grade Viii A SMPN 2 Cepiring Kendal". The objectives of the study were to describe the interaction between the teacher and learners while they are in the classroom and to identify Indonesian or English language used most by the teacher and students in the classroom interaction. In this study involved eight a students of Junior High School 2 Cepiring Kendal. The result of this study shows that the teacher was more active in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction[26].

Similarities and differences are both the same is a study that analyzes teacher talk and learner talk to be more effective to improve the learning process in the classroom. this researcher differences with previous studies. in the previous research, the researcher analyzed what language was more dominant used by the teacher and students during the teaching and learning process and how the interaction occurred in the classroom while the research to be examined by the researcher was what type was used in the classroom in the teaching and learning process and the type of conversation as what is most dominant that occurs in the process of interaction in the class.

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[25] Journal of Language Teaching and Research, Vol. 6, No. 6, pp. 1280-1288, November 2015

[26] Nafrina, *The Teacher And Learner Talk In The Classroom Interaction Of Grade Viii A Smpn 2 Cepiring Kendal.2007.*

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research Design This research will use descriptive qualitative study. Creswell states that qualitative research is a situation activity that locates the observer in the world.[27] Research Design Descriptive research provides an answer to the questions of how something happened and who was involved, but not to answer the question why something happened or why someone was involved (explanatory research). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods." Data gathering techniques such as field research and case studies are for qualitative descriptive research. Qualitative method in the form of descriptive design will be employed in this study. The design will be used to describe the characteristics of object- study. "In this case to describe, what types of teacher talk and learner talk occur in classroom interaction.

B.Research Subjects

In this section, the subject of study will be conducted at Ten grade students at SMA N 4 Kota Bengkulu. The subject in this study were the differences focus on teacher experience in class X IPS2 English classroom, with a total of 18 female students and 12 male

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[27]Creswell, J. W ., & Plano Clark, V . L. (in press). Design and conducting mixed methods research. Thousand Oaks, CA: Sage.p87

students in academics 2019/2020. Researcher decided to choose this class because only in this school has a special language class in Bengkulu city. Furthermore, the researcher analyzed the type of teacher talk and learner talk in classroom interaction by teacher when talking with the learners major English in classroom.

C.Technique and Instrument Data Collection

1.Observation

Observation is an instrument of collecting data that can be used to obtain a comprehensive picture or a situation. Through observation researcher obtain expecteddata, researcher will observe teacher and student conversations conducted by a teacher and student in the class. the researcher will use field notes and an observation checklist. It focuses on the teacher and learner talk in English classroom. Before the researcher fills in the observation sheet, the researcher must understand the guidelines for the observation which includes a list of the Fluid Interaction Analysis Categories (FIAC) which were adapted by researchers from Flander (1970 cited in Hai and Bee 2006).

Table 3.1
Guide of Observation Checklist

No	Research variable	Components	Indicator	Items
1	Indirect Talk	Accept feeling	Teacher accepts the feelings of the students	1,2
		Praise for Encouragement	Teacher praises students action or behavior	3,4,5, 6
		Accepts or uses ideas of students	Teacher develops ideas or suggestions given by students	7,8,9,10
		Asking Questions	The teacher ideas and expecting an answer from the students	11
2	Direct Talk	Lecturing	The teacher asking rhetorical questions	12,13
		Giving Directions	The teacher gives directions with which a students	14,15, 16,17
		Critizing or Justifying Authority	The teacher asks the students not to interrupt with foolish questions	18,19
3	Students Talk	Students talk response	Students given answer	20,21, 22,23
		Student talk Initiation	The students expressing own idea	24,25
		Silence or pause	Communication cannot be understood by the observer	26

Here is the observation that is for putting out code at the end of each three seconds interval after do plotting the coded data firstly.

2. Interview

In this study the research will use structure close interview use when conducting a survey to get a higher response. Vein Gay explained the most interview use semi structure approach that involves demand

structured questions are followed by clarification unstructur or open questions[28].

The interview will do with the English teacher and learner in class X IPS2 the interview will do after finish the teaching and learning process. This interview will be conduct to gain a spoken respond from the participants. The functions of interview in this research will do to cross check the data and to make sure that the data from the observation were really valid. In this research, the researcher applied an interview with the teacher.

In addition, the researcher also conducted an interview to the five low achieving students and five high achieving students. The researcher chose those ten students, because they have different comprehension of what the Teacher conveyed in the classroom and have different comprehension in learning and understanding of the lesson.

Table 3.2
Guide of Teacher's Interview

Variable	Indicator	Items
Accept feeling	Teacher talk	1
Praise for Encouragement	Teacher talk	9
Accepts or uses ideas of students	Teacher talk	2,4
Asking Questions	Teacher talk	5,
Lecturing	Teacher talk	3
Giving Directions	Teacher talk	7,8
Critizing or Justifying Authority	Teacher talk	6

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[28] Donald, Ary. Jacobs, Lucky C, Christine K.. 2010. Introduction to research in education: Canada.

Table 3.3
Guide of Student's Interview

Components	Indicator	Items
Student Talk Response	Learner talk	1,2
Student talk Initiation	Learner talk	3,4
Silence or pause	Learner talk	5,6

D.Data Analysis Techniques

Data analysis is a process arranging the data systems to get the enable data to discover the research. In making the analysis of data, the researcher uses the Attractive Analysis by Miles and Huberman[29].

1. Data Reduction

Reduction refers to resume the data, choosing the main things, focusing on the important things and look for the theme of the research. Next steps of this activity would be selecting, focusing, and making simpler the resource data that has been collected.

The researcher identified the learning process including the English teachers' utterances. Then the researcher identified whether the data contain language style or not. The researcherreduced the data threw some unimportant data, and take the important data that will be used as data in this research.

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[29]Miles, M, B., Huberman, M. (1994). Qualitative Data Analysis: an expanded sourcebook (2nd ed.). New Delhi: SAGE Publication. P.12.

2. Data Display

Data display means the process to simply the data in the form of sentence, narrative, diagram, chart, matrix or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action.In making the data could be displayed in the best understanding, this will be displayed to: table observation checklist and interview sheet. Hence, the researcher arranges the data in good table in order to be easier to understand.

3. Drawing Conclusion and Verification

Verification means the processes which are able to answer the research question and research objectives and also the goals and significances of the research. In qualitative research, the characteristic of conclusion is temporary. On this research, with drawing the conclusion would do by comparing between observation data and interview data.the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. Observation data will be forceful by interview data as to validating all the data that have been collected. In this research, the researcher makes conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through observation and interview. Then, the researcher

selects, identify, and focuses on the data by referring to formulation of the study. (2) After selected the data, the researcher displayed those data into table. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the observation is supported by interview. Thus, the researcher will get conclusion of what type of teacher and learner talk in English classroom.

E. Trustworthiness

The validity of the results of the study is important in a research. In qualitative research there are some techniques used by researcher to make the research data valid. Therefore, the researcher used triangulation to check the validity of the data.

Triangulation is a technique to check the trustworthiness of data. According to Sutopo in Kasiyan, he revealed four kinds of triangulation techniques, they are 1) Data triangulation, 2) Investigator triangulation, 3) Theoretical triangulation and 4) Methodology triangulation.[30]

1. Data Triangulation

Data triangulation is the process to recheck and compare the information by researcher that gained from distinctive types of data in order to decrease bias in the result. For example,comparing the result of interview, questionnaireand the result of observation.

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[30]Kasiyan. Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY, imaji, Vol. 13, No. 1, 2015. P. 5.

2. Investigator Triangulation

Investigator Triangulation is significantly enhanced by the ability to validate conclusions through investigators without prior discussion or consultation between them. It is particularly important in the collection, reporting, and analysis of data in order to decrease bias.

3. Theoretical Triangulation

Theoretical Triangulation is using some theory to check some situation or phenomenon. The goal of it is to see the situation or phenomenon from different perspective. In fact, the more divergent they are, the more likely they are to identify the different issues or concerns, the different theories do not have to be identical or compatible.

4. Methodological Triangulation

Methodological Triangulation is using some methods to conduct some situations or phenomenon. The aim of it is to decrease the bias and deficiencies. Methods triangulation's core strength is its ability to reveal significant discrepancies or relevant details that could have stay undiscovered in the analysis using one method or data collection technique.

After understanding those four types of triangulations, the researcher has chosen data triangulation to check the data validity of this study. In which, the researcher had used different sources to get the same

data until it does not bias. Its mean, to get the validity of the data in this research, the researcher not only conducted observations but also do an interview, thus by used those sources/data and after compared it, the same data gotten to validated this study.

CHAPTER IV

RESULT AND DISCUSSION

A. **Data Display**

This chapter , the researcher is going to present the data analysis of the teacher talk and learner talk at SMA N 4 Bengkulu in academic years 2020/2021 The data was gotten from the observation and interview. The observation data was gotten after held a classroom observation at X IPS 2. The interview data was gotten after held three times interviews to three subjects to validate the data, as its research , as the subjects they were two high achiever students and an English teacher.

1. **Data from Observation Checklist**

For the observation data, the researcher had observed X IPS 2 grade classroom. The researcher observed teaching and learning. The findings can be seen in the following data :

Table 4.1
Data displayed the data of observation

No	Indicators	Data
1	Indirect Talk Teacher accepts the feelings of the students	1,2
2	Teacher praises students action or behavior	3,4,5,6
3	Teacher develops ideas or suggestions given by students	7,8,9

4	The teacher ideas and expecting an answer from the students	10,11,12,13,14,15
5	Direct Talk The teacher asking rhetorical questions	16
6	The teacher gives directions with which a students	17,18
7	The teacher asks the students not to interrupt with foolish questions	19
8	Students Talk Students given answer	20,21,22,23
9	The students expressing own idea	24,25
10	Communication cannot be understood by the observer	26,27,28,29

In the table above, the researcher displayed the 29data collected from the observation in the form of table

2. Data from Interview

The interview has conducted on 7th and 11th September 2020 in front. The researcher gave specific questions to English teacher and students.The interview with Nabila was held on 15th September, 2020and with ma'am Hikmah Wipaki, M.Pd as the teacher, the interview was held on14thSeptember 2020.

The data collected displayed in the table below:

Table 4.2
Data Displayed the Data of Interview.

No	Indicators	Data
1	What activities that you always do in the English classroom	31
2	What is the method that you alwaysuse in English classroom	35
3	Do you always using lecturer method in English classroom interaction	32
4	How far the efectivenes of your learners in the classroom	-
5	What kind question that you always gave to your learners, close or open question	33
6	How far the effectiviness of your learners in asking question	-
7	How many percent do you speak in the English classroom	35
8	What is your response to the students who cannot answer your question	36
9	Do you often ask questions when the teacher givethe opportunity to ask.	37
10	Have you ever develop new opinion when studying in English class.	38
11	What efforts do you do when you difficult to talk English.	39

B. Data Interpretation

The researcher had displayed the data summary in the form of table above. In the following data below, the researcher showed the interpretation of each data that was gotten from those observation and interview that displayed in the table form of the data display above.

1. **Data from Observation**

The data of classroom interaction first meeting were taken on September 7th,2020 in the XIPS 2 classroomat SMA N 4 Kota Bengkulu. The researcher obtained the data from the classroom interaction.

1.1.1   Types of Classroom Interaction Used by Teacher and Learner Talk

a. Accepting feeling

According fiacs the teacher accepts the feelings of the students. He feels himself that the students should not be punished for exhibiting his feelings, he feels himself that the students should not be punished for exhibiting his feelings, feelings may be positive or negative.

Data 1

Learner : Good morning mam.....
Teacher : Morning how are you today ?
Learner : I'm fine thank you and you ?
Teacher : I'am fine , oke sitdown *(see appendix 5 , page 66)*

From the sentences the English teacher applied The teacher produced this type of teacher talk to help the students to understand their feelings and

attitudes they will not be punished when they are expressing their emotions

where the word "how are you today".

Data 2

Teacher: Kenapa belum di buat ?
  Learner: Saya tidak ada buku mam
Teacher:Ayo gabung sama teman sebangkunya.
(*seeappendix 5 page73)*

From the data above, it can be seen that the English teacher used to

accepting feling on sentences "saya tidak ada buku mam" and teachers

accept students' feelings "ayo gabung sama teman sebangkunya" .

b. Praise for Encouragement

Teacher praises or encourages student action or behavior. When a student

gives answer to the question asked by the teacher, the teacher gives positive

reinforcement by saying words like, good, very good, better, correct,

excellent, carry on, etc.The teacher purpose in praisingand encouraging the

students is to give honors to them who actively participate in teachingand

learning process. The data as follows:

Data 3

Teacher : Menyelesaikan tugas apa bahasa inggris nya ?
Student : Homework
Teacher : Ok Good, she will have finish their homework.
(*see appendix 6page 74)*

Based on the data above it can be seen that the English teacher used to

accepting feling on sentences when the students answer the question

correctly the teacher give by saying word "ok Good".

Data 4

Teacher : Personal coment of the writer related of the story ,
bagaimana dengan factual recount ?
Student : Orientation and events
Teacher : Ok good (*see appendix 5, page78*)

Based on the data above it can be seen that the English teacher used to accepting feling on sentences when the students answer the question correctly the teacher give by saying word "ok Good".

Data 5

Students : I go to mall yesterday
Teacher   : Siapa yang bisa lagi ?
Student   : I am go to mall yesterday , mam
Teacher   : Oke Thank you very much . (*see appendix 6, page81)*

Based on the data above it can be seen that the English teacher used to accepting feling on sentences when the students answer the question correctly the teacher give by saying word "oke Thank you very much " the teacher give praise to students.

Data 6

Students : Yah conjuction apa itu cojuction ?
Teacher   : Kata penghubung
Student   : Pair ini apa artinya ?
Teacher : Right .. jadi conjuction yang berpasangan.
(*see appendix 6 , page76.)*

Based on the data above it can be seen that the English teacher used to accepting feling on sentences when the students answer the question correctly the teacher give by saying word " Right " the teacher give praise to students.

c. Using idea of the students

In a classroom interaction , sometimes the teacher was using ideas of

students this types deal with the teacher responses toward the student idea.

The data as follows:

Data 7

Student : Biografi menceritakan riwayat hidup seseorang
Teacher : Biografi menceritakan riwayat hidup seseorang kalau auto
biografi sebaliknya , (*see appendix 5, page70*)

Based on the data above it can be seen that the English teacher was using

ideas of students, on the sentences that students said "Biografi menceritakan

riwayat hidup seseorang" and the teacher using idea of students on sentence

"biografi menceritakan riwayat hidup seseorang kalau auto biografi

sebaliknya".

Data 8

Student : Ralationship
Teacher : Ralationship betwen two things . (*see appendix6 , page 77)*

Based on the data above it can be seen that the English teacher was using

ideas of students , on the sentences that students said " relationship" and the

teacher using idea of students on sentence "ralationship betwen two things

"teacher responses toward the student idea.

Data 9

Teacher : "Saya pergi ke mall" in Engglish ?
Student : Igo to mall yesterday
Teacher : Oke i go to mall yesterday. (*see appendix 6, page 80)*

Based on the data above it can be seen that the English teacher was

using ideas of students , on the sentences that students said "i go to mall

yesterday" and the teacher using idea of students on sentence "oke i go to mall yesterday "teacher responses toward the student idea.

d. Asking question

Askingquestion aboutprocedures, based on the teacher ideas andexpecting an answerfrom the students. The data as follows :

Data 10

Teacher : Do you know about fatmawati ?
Student : Yes mam, Soekarno wife (*see appendix 5, page 66*)

Based on the data above it can be seen that the English teacher was using of asking question , on the sentences that teacher said " do you know about fatmawati " and and the students response " yes mam, Soekarno wife ".

Data 11

Teacher : Sedangkan yang ke 2 ?
Students : Past tense
Teacher : Yang ketiga ?
Students : Pasif mam (*see appendix 6, page81*)

Based on the data above it can be seen that the English teacher was of asking question , on the sentences that teacher asking question to students said "sedangkan yang ke 2 ? " and and the students response "Past tense".

Data 12

Teacher : Past tense dari pada and is are adalah ?
Students : Was
Teacher : Was untuk subjek apa ?
Students : Orang ketiga tunggal (*see appendix 6, page82*)

Based on the data above it can be seen that the English teacher was of asking question , on the sentences that teacher asking question to students

"past tense dari pada and is are adalah ?" and and the students response

"Was".

Data 13

Teacher : Kalau plural apa ?
Students : Jamak
Teacher : Oke lebih dari satu .contohnya both danang and his
brother have gone to Bali. (*see appendix6 , page78*)

Based on the data above it can be seen that the English teacher was of

asking question, on the sentences that teacher asking question to students

"kalau plural apa?" and and the students response "jamak".

Data 14

Teacher : Apa itu conjuction ?
Students : Kata penghubung ,mam . (*see appendix6 , page 80)*

Based on the data above it can be seen that the English teacher was of

asking question, on the sentences that teacher asking question to students

"apa itu conjuction?" and and the students response "kata penghubung".

Data 15

Teacher : Dari kata go menjadi
Students : Went , mam . . (*see appendix 6, page76*)

Based on the data above it can be seen that the English teacher was of

asking question, on the sentences that teacher asking question to students

"dari kata go menjadi ?" and and the students response "went".

e. Lecturing

The teacher giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions. The data as follow :

Data 16

Teacher : Future perfect tense.then used to express an event that will have been   completed some point in the future and will have finish before other activities. Suatu kegiatan yang berlangsung pada masa yang akan datang contohnya . homework on Monday we will read three days
Students : Dia akan membaca tiga hari .(*see appendix6 , page76)*

The English teachergivelecturing to students on sentence "Future perfect tense. Then used to express an event that will have been completed some point in the future and will have finish before other activities". Here the perpouse of the teacher is give lecturing to students.

f.Giving Directions

The teacher gives directions, commands or orders or initiation with which a student is expected to comply. The data as follow :

Data 17

Teacher : Sekarang coba perhatikan di halaman 82 sudah kita bahas kemaren . Kita review sekilas . (*see appendix5 , page71)*

Based on the data above it can be seen that the English teacher the teacher giving direction to students to open the book page 82.

Data 18

Teacher : sitdown please . (*see appendix5 , page66)*

Based on the data above it can be seen that the English teacher the teacher

giving direction to students "sitdown please"

g. Critizing Students Behavior

When the teacher asks the students not to interrupt with foolish

questions, then this behavior is included in this category, teachers ask 'what'

and 'why' to the students.

Data 19

Teacher : Sekarang i went to mall yesterday, buat kalimat negative
Student : Gimana mam .
    Teacher:Apa itu yang gimana mam, . (*see appendix6 , page80*)

The data above included Teacher talk in classroom interaction. It can be

seen Critizing Students Behavior when the students talk " gimana mam "

and the teacher gave a respond "apa itu yang gimana mam".

Data 20

Teacher : Apa to be nya ?
Student : I am
Teacher : Kenapa i am lagi, dari mana kamu dapat i am ?

The data above included Teacher talk in classroom interaction. It can be

seen Critizing Students Behavior when the students talk " i am " and the

teacher gave a respond "kenapa i am lagi ? "

h. Students talk respon

Talk by learners in response to teacher. The teacher initiates the contact

or solicits learner statement or structures the situation. Freedom to express

own ideas is limited. Here is the sentences excerpt related to Students talk

respon in classroom interactions :

Data 21

Teacher : Apa yang di maksud personal recount can you give me example?
Student : Personal letter , biografi. . (*see appendix5 , page70*)

The data above included student talk. It can be seen the English teacher

ask herstudents "apa yang di maksud personal recount", and then the

students gave a respond as "Personal letter, biografi".

Data 22

Teacher: Ya perbedaannya tadi kita menceritakan diri orang lain nah tu apa itu termasuk ke bagian apa?"salah satu siswa membantu pertanyaan guru untuk menjawab pertanyaan siswa yang belum memahami pembelajaran tersebut"
Student: biografi. . (*see appendix5 , page72*)

The data above included student talk. It can be seen the English teacher

ask herstudents "itu termasuk kebagian apa?", and then the students gave a

respond as "biografi".

Data 23

Teacher: When we used this tense
Student: Kegiatan yang berlangsung pada masa yang akan datang
(*see appendix 6, page74)*

From the data above it is showed the student used response it can be seen

that the student response when the teacher said "when we used this tense"

and the student response "kegiatan yang berlangsung pada masa yang akan

datang" .

Data 24

Teacher: She will have finish. Apa.?
Student: Graduation mam.(*see appendix6 , page74*)

From the data above it is showed the student used response it can be seen

from the student response when the teacher said "she will have finish.

Apa?" and the student response "graduation mam..."

i. Student talk initation

Expressing own ideas; initiating a new topic; freedom to develop

opinions andline of thought, like asking thoughtful questions: going beyond

the existing. The data as follows:

Data 25

Student : Apa maksud dari future perfect tense mam ?
Teacher:Oke future perfect tense,Suatu kegiatan yang
berlangsungpada masa yang akan datang(*see appendix 6 , page 74*)

From the data above it is showed students talk initation can be seen from

the students   sentence to say "Apa maksud dari future perfect tense mam ?"

the student talk used student talk initation in classroom interaction.

Data 26

Student: Apa perbedaannya biografi dan autobiografi?
Teacher: Ya perbedaannya tadi kita menceritakan diri orang lain nah
itu apa itu termasuk ke bagian apa?(*see appendix 5 , page72).*

From the data above it is showed students talk initation can be seen from

the students   sentence to say "Apa maksud dari future perfect tense mam?"

the student talk used student talk initation in classroom interaction.

j. Silence

Silence mean pauses in interaction during which there is no verbal

interaction . This is also include silence in which a piece of audio and visual

equipment at the time of the observation, the researcher corried out the observation , this type was most happened. The data as follows:

Data 27

Teacher : We come to the past tense , kejadian di masa lampau,
        contohnya apa ?
 Student : (Silence). (*see appendix 6, page 79)*

 From the data above, it is showed when the English teacher talk "we come to the past tense , kejadian di masa lampau, contohnya apa ?" the students selence students don't know what to talk about.

Data 28

Teacher: Oke apalagi karena karakteristiknya? (15:58)
Students: Hening. (Student hening 16:02).
   (*see appendix5 , page69)*

 From the data above, it is showed when the English teacher talk "oke apalagi karena karakteristiknya ?" the students selence students don't know what to talk about.

Data 29

Teacher : Coba cari apa kira-kira biografi dan autobiografi. Kalau kita menceritakan tentangorang lain "you tell about some else. or you tell about yourself about your life apa kira-kira?
Students: Tidak mengerti dan hening. (*see appendix5 , page67)*

 From the data above, it is showed when the English teacher talk "coba cari apa kira-kira biografi dan autobiografi " the students selence students don't know what to talk about.

Graph 4.1
The Percentage of Teachersand Learners Talkin English Classroom
Interaction at SMAN 4 Kota Bengkulu

The Percentage of Teacher and Learner
Interaction
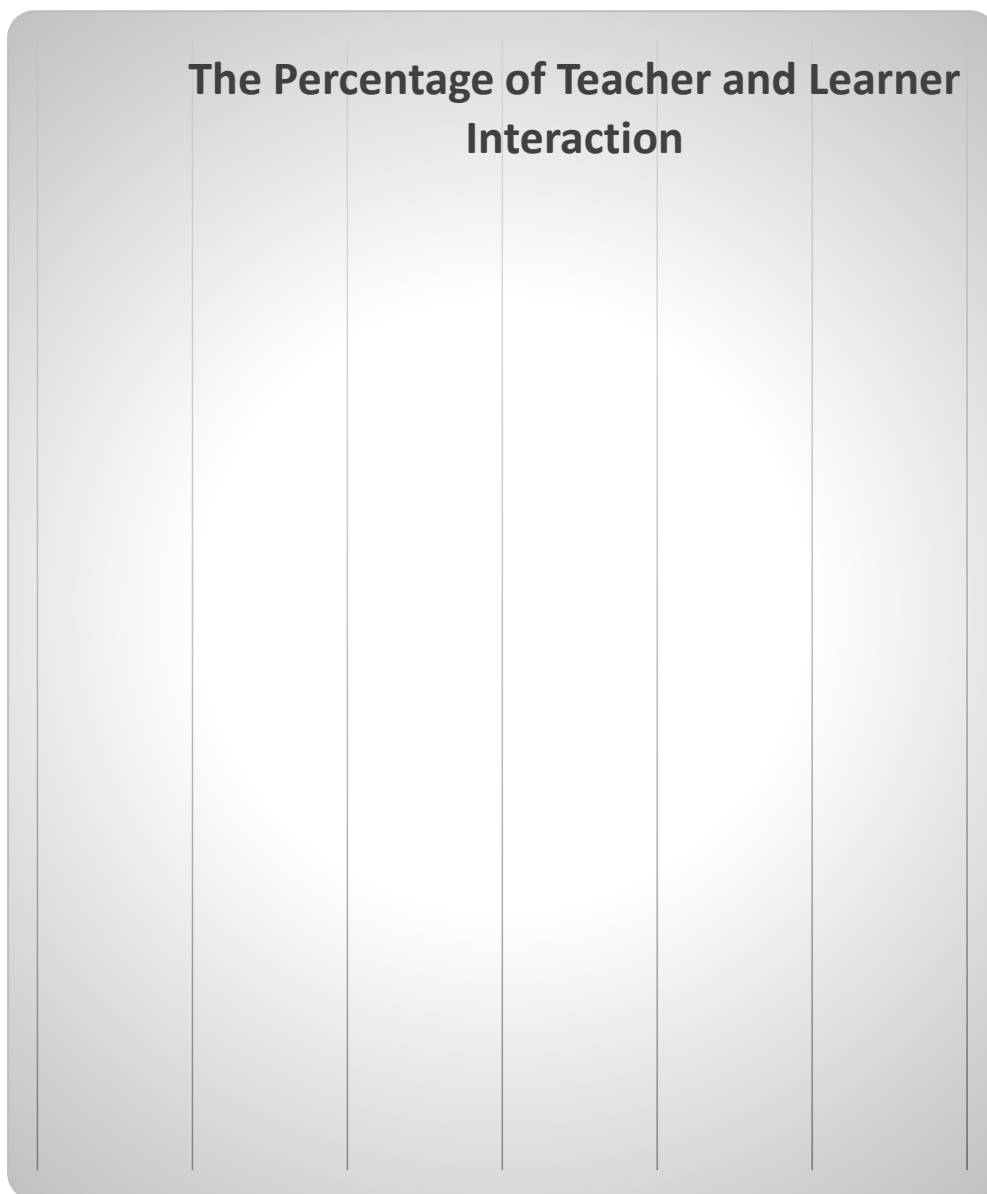
Table4.1
The Percentage of the Results

No	Types of Interactions			Frequency	Percentage			
1	Teacher's Talk	Indirect Interactions	Accepts feeling	2	7 %			
2			Praises or encourages	4	14%			
3			Accepses or uses ideas of students	3	10%	52%		
4			Asks question	6	21%		69%	
5		Direct Interaction	Lecturing	1	3%			
6			Giving directions	2	7%	17%		
7			Criticizing	2	7%			
8	Learner's Talks		Students talk response	4	14%			
9			Students talk initation	2	7%	31%		
10			Silence	3	10%			
Total			**Overall**	**29**	**100%**			

The table above presents the types of teacher and learners talk used by the teacher and learners in English classes of tenth grade of SMA N 4 kota Bengkulu. Based on observation checklist datathe researcher concluded that teacher talk and learner talk used 10 types of teacher and learner talk in classroom interaction based on Flanders interaction analysis catagory namly Accepts feeling,Praises or

encourages, Accepses or uses ideas of students, Asks question, Lecturing, Giving directions, Criticizing, Students talk response, Students talk initation and silence.

From the overal result that shows in table 4.1, it can be seen that the percentage of teacher talk was 69% students talk was 31% in the classroom interaction, the teacher dominanted the teaching learning process. The ratio of the indirect teacher talk included accepts feelings,praises or encouragment,uses ideas of students and asking question shows 52% bigger than the ratio of direct teacher talk include lecturing,giving direction,criticizing and justifying shows 17% . it means the teacher gave praise and asking question to students during teaching and learning process. The teacher attempts to make students being more active in class by giving chance for students to response when the teacher ask question.

2. Data from Interview of English Teacher

The interview has conducted on 14th and15th September 2020 The researcher conducted an interview to found the data by referring to several indicators that have been divided into section, including indiract and diract teacher talk and student talk,after that the researcher shown the next data collected from those indicators in this interview. In the first indicator which is about the student's ways of learning. This indicator divided into 6 questions for the high achiever students and 8 questions to the teacher, so the researcher has collected 14 data related with it, as shown below:

Data 30

T : Activities I do in english usually a question and answer with students, while explained matter that students a focus and easier to catch material provided.Because covid-19 pandemic, these activities it

difficult to was done considering learning now carried out berani, so interaction to students obstructed.. (*see appendix 7, page85*)

The data of interview above showed the teacher used asking question when teaching and learning process in the classroom interaction.

Data 31

T: As well as a method of approach that i use in class that is by the a approach of scientific and several methods that were discussed, depends on the can be, discussion or just a explained the materials and the students listening.(*see appendix7 , page85*)

From the data interview above showed the teacher used indirect talk accepts or use ideas of students to discuss the topic.

Data 32

T: Does not always, some times I use students to clarify the matter. (*see appendix , page85*)

The data of interview above show the teacher used asking question in classroom interaction. She answered the question about do you always using lecturer method in English classroom interaction.

Data 33

T: Yes, sometimes I usedopen question

From the data interview above showed the teacher used indirect talk asking question to discuss the topic. She answered the question aboutWhat kind question that you always gave to your learners, close or open question.

Data 34
T: Students less active because in the pandemic, students become less enthusiastic toask.(*see appendix7 , page85*)

From the data interview above showed the teacher used Critizing or justifying authority. She answered the question about how far the effectiviness of your learners in asking question.

Data 35

T: In clarifying material 50-80 usually there are about percent in the classroom. (*see appendix7 , page85*)

Data shown as the Giving Direction. She answered the question abouthow many percent do you speak in the English classroom.

Data 36

T: Yes, students who right and wrong in answer to the question i still give appreciation courage to answer. (*see appendi7 , page85*)

Data shown as the praise for encouragement when the teacher give appreciation courage to answered the question aboutWhat is your response to the students who cannot answer your question.After that, the researcher shown the next data collected from those indicators in thisinterview. In the second indicator which is about the student talk This indicator divided into 3 questions for the high achiever students.So, the researcher has collected 3 data related with it, as shown below:

Data 37

L1: I would like to learn English, depending on material that is been brought up in the classroom.
L2: I like learning English but in accordance with matter which in teach are interesting.
L1:Rarely ask, for fear of the questions from which i ask not in accordance learning.
L2: If not understand rarely asked to my teachers frequently asked to a friend. (*see appendix 8, page86*)

Data shown as not Student Talk Responsecourage toanswered the

question about do you often ask questions when the teacher give the

opportunity to ask.

Data 38

L1: Often new learning to develop the same friends and exchange
ideas
L2:Sometimes like to reflect his own opinions studying and ask about
one another to a friend. (*see appendix 8, page86*)

Data shown as student talk initiationcourage toanswered the question

about have you ever develop new opinions when studying in English class.

Data 39

L1: If do not understand material I am going to shrink the sound of
silence because sometimes I do not know a way of explaining material
    L2: I often silent while reflect what is the right answer.
(*see appendix8 , page 86)*

The data of interview aboveSilence or pause or confusion when the student

in classroom interaction toanswer the question aboutWhat efforts do you do

when you difficult to talk English.

From the results of interview that conducted by the researcher with

some students the researcher found the difficulties faced by the students in

learning English in classroom interaction the teacher Students do not dare

express learning in public , students become ashamed to students and

teachers more ventured or dared to ask.

C. Discussion

After describing the analysis in previous section , it can be seen that the ten types of interaction analysis such as accept feeling, praises , acceptor uses ideas of student, ask question,lecturing, giving direction, criticizing . Students talks include: Students talk respon , students talk initation and silence or pause , the researcher discusses absout the description of types interaction learner and teacher in classroom. The result showed that the teacher was taking most part in the classroom such givendirection,lecturing and critizing or justifying authority and praise or encouragement. The teacher active in asking question to the students ,this will make the students think and use their idea that theyhad been discussed before. It is an important in creating classroom interaction because the teacher questions have strong effect in classroom interaction,most of students have perception that the teachersknow who they are. According Dagarin (2004) that question will attract students attention.[31] because it will creat classroom interaction between teacher and students a teacher must have skill in asking question.

Teacher talk can give effect to students, because the teachertransferthe lesson to students from talking. Cook states that teacher talk is particularly important to language teaching. It means that teacher talk is the source of interaction in the classroom. Yanfen and Yuqin said state that teacher talk is the language in the classroom that takes up a major portion of class time employed to give direction, explain activities and check students

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[31]Dagarin.2004.classroom interaction.New york :Routledge Falmer.

understanding[32]. From the result of interview and observation that can be conculude that teacher used Inderirect and the students used silence pause during interaction inclassroom based on Flander students talk are important to done the lesson and to get the good achievement in the classroom. Creating student talk has a good advantage. The advantage is by creating talk between students, they can acquire the knowledge and exchange the information through interaction and teacher talk as a part language of classroom talk and interaction[33]. The type of teacher talk that often used in classroom interaction Indiract talk Based on the findings there are three types of teacher talk in classroom interaction Praise for encouragement .The teacher purpose in praisingand encouraging the students is to give honors to them who actively participate in teachingand learning process. And accepts or uses idea of students This type is used by the teacher in interaction , the are several utterances in each meeting , the teacher often uses the idea of students during interaction in calssroom. And asking question most often used bye the teacher's during classroom interactions is asking question . the researcher found this type is always used by teacher . the teacher often asks questions to student so that students answer the questions that are conveyed.

And the type that is often used by students in class is students talk response . where students always response when the teacher tells the question. There are some students who do not understand what the teacher question in

[32]Yanfen, Liu, and Yuqin, Zhao (2010). A Study of Teacher Talk in Interactions in English Classes

[33] Flanders, N. A. (1989). Teacher Influence, Pupil Attitudes and Achievement'. US. Minneapolis: University of Minnesota

class, during the researcher observation in class of students talk response during interaction . from the table that the teacher was talking more students,it can be seen in the proportion of teacher and learner talks they the teacher talk 69% and the learner talk was 31 % in twice meeting. The result also showed that the teacher was taking most part in classroom the teacheer active in asking question to the students . from the all explanation above it can be drawn a conclusion that teacher talk percentage in classroom because the teacher talking time is more than student it means the teacher gave directions to the students during classroom interaction shows that the student talk response the most dominat but thet still responds teacher question.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research results in the previous chapter, the researcher found that there were 10 types of teacher and learner of Flander Interaction Analysis Categories (FIAC). The teacher's talk consists of 7 types, namely: accept feeling, praise for encouragement, accepts or uses ideas of students, asking question, leacturing, giving direction, critizing or justfying authority. Meanwhile, the learners talk consists of 3 types, namely: student talk response, student talk initation silent or pause. Then, the researcher concluded that in teacher talk category, the teachers mostly used the type of asking question which was included in the indirect talk.Meanwhile, on the learners talk, the learner mostly used the student talk response.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. For the English teacher class X at SMA 4 Bengkulu at in the classroom interaction it is suggested to stimulate the students are expected to initiate asking question or giving opinion.

2. And for the students class X in teaching learning process the students also are suggested to give more initation to ask question or giving opinion in the learning process to increase the students talk in classroom interaction.

3. And for the researchers of this study who interested in classroom interaction between teacher and student the researcher expect that finding of study can be as a contribution for those who wannt conduct similar studies.

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