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TEACHER AND LEARNERS TALKS IN ENGLISH CLASSROOM AT SECOND GRADE OF JUNIOR HIGH SCHOOL 17 JAMBI CITY

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF SULTHAN THAHA SAIFUDDIN JAMBI
2023

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TEACHER AND LEARNERS TALKS IN ENGLISH CLASSROOM AT SECOND GRADE OF JUNIOR HIGH SCHOOL 17 JAMBI CITY

THESIS

Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1) Degree at English Education Study Program Faculty of Tarbiyah and Teacher Training

LATHIFAH HASNA ZAINI
205180031

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF SULTHAN THAHA SAIFUDDIN JAMBI
2023

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Time	: 09:30 – 11:30
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Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

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DEDICATIONS

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

First of all, I dedicated this thesis especially for My beloved parents, they are my father **Hasan Zaini** and my mother **Kamtinah**, thank you very much for your love, material, advices, best support, motivation, care and prayer for me. Both of you always make me strong to face the life. Your love give a power for me to finish this thesis.

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مَا يَلْفِظُ مِنْ قَوْلٍ اِلَّا لَدَيْهِ رَقِيْبٌ عَتِيْدٌ ﴿١٨﴾

Artinya; Tidak ada suatu kata yang diucapkannya melainkan ada di sisinya malaikat pengawas yang selalu siap (mencatat). (QS. Qaf: 18)

"The Only Way to Do Great Work is to Love What You Do."

-Steve Jobs

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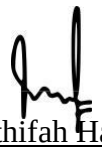
Researcher



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ABSTRACT

Name : Lathifah Hasna Zaini
Major : English Education Study Program
Title : Teacher and Learners Talks in English Classroom at Second Grade of Junior High School 17 Jambi City

Teacher and learner talk can be defined as the language used by the teacher and students to interact in the classroom. In a classroom interaction, talk serves many important functions. The aims of this study to know (1) The types of teacher talk occur in English classroom. (2) To know the types of learners talk occur in English classroom. (3) To identify what information of teacher talks to the teaching learning process at Second Grade of Junior High School 17 Jambi City. This research was qualitative research. The technique of collecting the data were observation and interview. The data was analysed by using Foreign Language Interaction (FLINT) System.

The research of the study showed that the types teacher's and learners' talk that occurred in the classroom base on FLINT theory: Types of teacher's talk: Deal with Feelings, praise or encourage, uses ideas of student, asks questions, gives information/lecturing, gives direction, criticizes was not found. Learners talk there are: student response-Specific, student initiation, silence or confusion. The types of teacher talk inform the teaching learning process were based on FLINT theory the teacher never criticizes students behaviour and students response during the learning process. In addition, the teacher used the same expression in opening class. Furthermore, the teacher never did any jokes or humour during learning process.

Keywords: Teacher's Talk, Learners' Talk, Foreign Language Interaction (FLINT) System.

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ABSTRACT

Name : Lathifah Hasna Zaini
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Percakapan guru dan murid bisa diartikan sebagai Bahasa yang digunakan guru dan murid untuk berinteraksi didalam kelas. Pada sebuah interaksi dikelas, percakapan menyajikan banyak fungsi penting. Tujuan dari penelitian adalah untuk mengetahui: (1) Jenis percakapan guru di dalam kelas Bahasa Inggris. (2) Jenis percakapan murid di dalam kelas Bahasa Inggris. (3) Jenis Pembicaraan guru menginformasikan proses belajar mengajar di dalam kelas bahasa Inggris dikelas dua SMP 17 Kota Jambi. Penelitian ini adalah penelitian kualtitatif. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara serta menggunakan analisa Foreign Language Interaction (FLINT) System.

Hasil penelitian menunjukan bahwa kategori percakapan guru dan murid yang terjadi di dalam kelas berdasarkan teori FLINT: pada percakapan guru, deal with feeling, praise or encourage, accepts or uses ideas of students, asks questions, gives information sebanyak, gives direction, criticizes tidak terjadi. Pada Percakapan murid, student response-specific, student initiation, silence or confusion. Jenis pembicaraan guru menginformasikan proses belajar mengajar adalah berdasarkan teori FLINT guru tidak pernah mengkritik perilaku dan respon siswa selama proses pembelajaran. Selain itu, di awal kelas guru selalu menggunakan ekspresi yang sama dalam membuka kelas. Selanjutnya, guru tidak pernah melakukan lelucon atau humor selama proses pembelajaran. Dan berdasarkan observasi empat kali pertemuan guru jarang menggunakan ide-idea siswa.

Keywords: Teacher’s Talk, Learners’ Talk, Foreign Language Interaction (FLINT) System.

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CHAPTER I
INTRODUCTION

A. Background of Study

Talk can be characterized as a tool for influencing attitudes, making decisions, and taking action. Talk can also serve as a medium for learning, transmitting meaning, reflecting, creating sense, and having a social purpose. Teacher and learner talk can be defined as the language used by the teacher and students to interact in the classroom. In a classroom interaction, talk serves many important functions. By using oral language, the teacher and learners can exchange knowledge, feelings, attitudes and maintain social relationships. Kumpulainen (1994, p.6) mentions that "talk can be regarded as serving both cognitive and social functions in classroom interactions". From the teachers point of view talk is a valuable tool in gaining the teacher to investigate the learning environment itself, for example, what kind of teacher talk does it foster in pupils.

The reasons for the importance of learning English speaking skills. The first is that language is a tool for communication. Humans communicate with others, to express their ideas, and to know the ideas of others too. Secondly, English is the ability to streamline anything. Language speakers must be specially trained and deliberately trained in speaking skills so as to compete on the international stage.

In teaching and learning process, teacher is as the center of the students to ask everything that they do not know. The teacher should not only emphasis on material fulfillment when teaching learning process. They should also be able to treat the student individual by the language use or teacher talk. Teacher talk is to give direct and indirect instruction for the learning process, such as lecturing students and give the students confidence to be can speak English. Ellis (2008) formulates his own view about teacher talk is special language that teacher use when addressing L2 learner in classroom. Moreover, Nunan (2002) argue that teacher talk is used in class when teacher are conducting instruction, cultivating their intellectual and managing classroom activity".

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Sinclair and Brazil in Yanfen and Yuqin, (2010) explain that ”teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding”. Nunan (2000) describes that “in all types of classrooms teacher talk is important and it has been extensively researched and documented”. In the language classroom, it is particularly important because the medium is a message. The modifications that teachers make to their language, the question they ask, the feedback they provide, and the types of instruction and explanations they provide can all have an important bearing, not only on the effective management of the classroom but also on the acquisition by the learners of the target language.

The interaction plays significant roles in the language classroom since it can increase students language. Morever, while the teaching-learning occurs, interaction is foremost it, avoid the blank moment during teaching learning process, both teacher and learner there must be interaction, both of them should be active in the classroom. Learner talk is repeat the talk about the teacher, give responding when the teacher talk to the learners and how the learners can understanding what the teacher explanation. Learner talk can be said as students speech when he imitates his teachers example, expresses his idea or gives comments and critism about something in the classroom, Prabhu states that learners have effort in the language classroom (Prabhu, 1991), but teachers role be separated from their effort a good classroom climate will support the students effort. It can be concluded that the learners participation is important in the talk because when the learners responded to the teachers questions and gives comments, it means they are involved actively in the classroom activity, these will give them comprehensible input that is important to language acquisition. Learners are the activity subject of the teaching-learning process and the teacher is the facilitator to support their development in the learning process.

Therefore, the explanation above was supported by the researcher long observation at Junior High School 17 Jambi City, the researcher found out that some learners revealed that the teacher rate their learners were less active than the teacher. While, some of learners had confidence to speak up and be brave to speak

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English, but they would be weakness of the articulated and the learners less to try interact in English classroom, with their teacher or their friends.

Based on the explanation above, the researcher thought teacher talk and learner talk in the classroom interaction was important. The teacher gave many theories to learner, without complete exposition. The teacher should use teacher talk when they are interacting in classroom. It would make themselves as easy as possible to facilitate both of language comprehension and learner production. This research only focus on the teacher talk and learner talk in classroom interaction. Therefore, the title of this research is "Teacher and Learners Talks in English Classroom at Second Grade of Junior High School 17 Jambi City".

B. Focus of Study

The researcher was focus between teacher and learners talks in English classroom.

C. Problem of the Research

Base on the background above, the researcher makes of the problems are arranged as follows:

1. What types of teacher talk occur in English classroom at Second Grade of Junior High School 17 Jambi City?
2. What types of learner talk occur in English classroom at Second Grade of Junior High School 17 Jambi City?
3. What do the type of teacher talks inform the teaching learning process?

D. Objective of the Research

The objective of the research are:

1. To know the types of teacher talk occur in English classroom at Second Grade of Junior High School 17 Jambi City.
2. To know the types of learner talk occur in English classroom at Second Grade of Junior High School 17 Jambi City.
3. To identify what information of teacher talks to the teaching learning process.
4.

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E. Research Significances

The significance of the research are:

1. For teacher, they can develop of their English teaching, she/he should increase indirect-influence talk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective.

2. For learner, they have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

F. Operational Definition of Research

1. Definition of taecher talk

   Teacher talk is to give direct and indirect instruction for the learning process, such as lecturing students and give the students confidence to be can speak English.

2. Definition of learner talk

   Learner talk is repeat the talk about the teacher, give responding when the teacher talk to the learners and how the learners can understanding what the teacher explanation.

3. Definition of FLINT

   FLINT is (Foreign Language Interaction system) there are some categories of FLINT there areTeacher talk and Learner Talk.

   a. Teacher talk there are deal with feelings, praises or encourages, uses ideas of students,ask questions, gives information, gives direction and criticities.

   b. Learner Talk there are students response spesific, student response open ended, silence, confusion, uses the native language, nonverbal.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teacher Talk and Learner Talk

1. Definition Teacher Talk and Learner Talk

a. Teacher Talk

Xiaou-yan (2006) express two opinions about teacher talk. The first is that we can see that one variation of language can be said to be special if the teacher talk is used in the English class, so that the teacher can have its own distinctive characteristics that are different from the others, because of the limitation of physical arrangement. The second we can see that teacher talk is a communicative activity that aims to communicate with students and can develop students' abilities in foreign languages.

Wang-lin (2008) defines teacher talk as a special variety or register of language especially marked by a special set of vocabulary associated with a profession or occupation. It is the oral form of teacher talk instead of written form that is under the 11 investigation. Teacher talk is used in class when teachers are teaching students linguistic knowledge, cultivating their intellectual ability and managing classroom activities. Teacher talk is defines as speech used by teachers that is characteristically modified in four area: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse.

Krashen in Zaidah (2014) defines that teacher is foreigner talk in the classroom, the language of classroom management and explanation, when it is in the second language. He explains that the inter-language talk has a

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simple code and one of them is that they get their second language from what their teacher says. In this case the teacher probably will not talk often. However, teachers can find other ways that they can understand it by bringing native speakers into their presence. This method is believed to be very useful in helping them to understand. In addition to experiencing the changes in linguistics, they can also increase their knowledge of the world. So, as more teachers explain using their second language, this will help the students in increasing their knowledge of English.

Setiawati (2012) conducted a research about a teachers talk in English class primary level. This descriptive study is conducted to find out how teachers make use of their teacher talk naturally in classroom settings. To gain deeper insight and understanding, both qualitative and quantitative research designs were employed. The qualitative data were obtained through direct observation and teachers – students interview

Liani Setiawati (2012) in her article found that the teacher investigated were quite creative in using many kinds of Teacher Talk features, that is warm-up chat, direct instructions, indirect instructions, directions for activities transitions, giving feedback, checking understanding. The use of features will avoid the monotonous situations in the classroom. It will help students get deeper knowledge and insight of the subject learned.

According Nurhasanah (2013), it can be concluded that teacher talk and learner talk categories are important part in classroom interaction and there are found more advantages rather than disadvantages.

Teachers should not always talk, that good teaching consists only of talking interactively with the class or individual students. Students should learn through not only comprehensible input but also their own output. Somehow, not all a good lesson is one in which students do all or even most of the talking. Some lesson may be good if they are carefully structured in such a way that students do a good deal of the talking and at the same time get a lot feedback, both formally and informally, by using their own

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language Indonesia or English from their teacher about their performance. However, this is by no means true of all lessons.

There are stages of language-development in which good teacher talk is probably the single most important kind of input. There are learners who are not students that is learners that have no formal teachers, it is sometimes believe that it is often better to have no teacher at all rather than bad of foolish one. However, there is lot of evidence that strongly suggests that all learners need input and that negotiated input is always essential. "Negotiated input" means the kind of conversation, talk or formal teaching in which the teacher and the student or students together negotiate both what they are talking about and the language that is used to talk about it. Students or learners negotiate by showing whether they understand or not, by asking questions, by showing through body-language, facial expression and verbal means whether or not they are getting tired or find the input too difficult.

Teacher might expect teachers to ask questions and students to answer. If students ask too many questions, teachers might feel that their authority is being challenged. Also, teachers often make every attempt to ensure comprehensibility for the students, thus avoiding the need for negotiation for meaning. This phenomenon certainly brings a bad implication to the students since that there may be relatively few opportunities for them to negotiate meaning which later may be resulted in the student s failure of acquiring the target language. Hence, teacher has to be aware of this phenomenon and consider his talk to be in balance with the students talk and classroom atmosphere for the sake of promoting maximum learning to the students. During the teaching and learning process, teacher talk provides a considerable input to the students learning. Even though it has already been proven that input in itself may be insufficient to bring about maximum language learning to the students, it is still ur- gently needed by the students.

b. Learner Talk

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Learner talk is repeating teacher talk or peers talk. Learner have language development when they learn language. It is the same when they learn foreign language in the classroom. According to Halliday (1986), children have language development when they learn language. It is same with when they learn foreign language in the classroom. Firstly when they imitate the teacher talk and they need more time to record every teachers talk that is called silence period, then start to express their own idea having discussion, and finally can get their communication competence.

Learner talk can be said as learners speech when he/she imitates his/her teachers examples, expresses his/her idea or gives comments and criticism about something in the classroom.

According to Harmer (2012) learners divided into two parts, they are:

a) Young learner, especially those up to the ages of nine or ten. We have some way from the teaching of young learner. We can ask teenagers to address learning issue directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them.

b) Adolescents, Adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they engaged, adolescents may well be the most exciting students of all. Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them.

c) Adult learner, Adult learner are never entirely problem free learners, and they have a number of characteristic which are sometimes make learning and teaching problematic. They can be critical of teaching methods, they may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language, and many older adult worry that their intellectual powers may be diminishing with age.

2. Types of Teacher Talk and Types of Learner talk

a. Types of Teacher Talk

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Moskowitz, 1971 as citied in Brown (2001, p. 170) established seven Foreign Language Interaction Analysis Categories (FLINT) to describe the teaching and learning processes according to the classroom language for teacher talk. These are as follows:

1. Deal with feelings: In a non threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.
2. Praises or encourages: Praising, complimenting, telling students why they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answer are correct, Jokes is included in this category: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone expense. (Unintentional humor is not included in this category).
3. Uses ideas of students: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be repharased by the teacher but still be recognized as being student contributions.
4. Ask questions: Asking questions to which the answer is anticipated (Rhetorical questions are not included in this category).
5. Gives information: Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. Corrects without rejection is included in this category: Telling students who have made a mistake the correct response without using words or intonations which communicate critism.
6. Gives directions: Giving directions, requests, or commands that students are excepted to follow; directing various drills facilitating whole-class and small-group activity.
7. Criticizes student behavior : Rejecting the behaviour of students; trying to change the non accepatble behaviour; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing, Criticizes Student Response is include in this category: Telling the student his or her response is not correct or acceptable and

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communicating criticism, displeasure, annoyance, rejection by words or intonation.

b. Types of Learner Talk

Learner talk is very important in the classroom interaction. But sometimes it is difficult to make students talk or respond to teachers‟ question. According to Moskowitz, 1971 as citied in Brown (2001, p. 170)) established two Foreign Language Interaction Analysis Categories (FLINT) to describe the teaching and learning processes according to the classroom language for student talk . These are:

1. Student response, specific: Responding to the teacher within a specific and limited range of available or previously practiced answer reading aloud, dictation, drills.
2. Student response, open-ended or student-initiated: Responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answer that have been previously practiced but from which students must now make a selection. Initiating participation.

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

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B. Classroom Interaction

1. Definition of Classroom Interaction

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day, and English Classroom Interaction is one of the primary means by which learning is accomplished in classroom.

Moreover, Allwright and Bailey (1991) argue that research in classroom interaction is distinct, for example research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the output from the classroom (learner test scores). Effective classroom interaction has two implications. The first one concerns a pleasure atmosphere in the classroom with friendly relationships among the participants of the learning process.

The second one, which is mostly described in the article, encourages students to become effective communicators in a foreign language this can be achieved through various ways: by implementing different student and teacher roles by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies.

2. Types of Classroom Interaction

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Classroom interaction depends on certain type of the teacher talk and learner talk appears in the classroom interaction. The classroom interaction is a conversation between a teacher and learners. It points about how the teacher promotes learners to speak in class and how learners interact among their friends. There are at least three types of interaction frequently occur in classroom interaction as follows:

a. Teacher-Learner interaction

It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiation with his students the contents of the course, asks question, uses students ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefits by drawing on the experiences of their teachers on how well to interact in the manner that is most effective.

According to Harmer (2012) teacher should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, teacher should provide an output that is comprehension for the level of all students. Secondly, the teacher must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teacher also should to identify the ways in which they will speak such as the voice, tone and intonation.

b. Learner-learner interaction

Learner-learner interaction is well structure and managed, then it can be important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners‟ capabilities through collaborative works. Therefore, learners will establish social relationship through this kind of interaction, where the since of learning community is promoted and isolation is reduced in the classroom. The teacher, then must encourage such type of interaction between learners because it is the best way, it makes learners active then passive participants.

c. Teacher-whole classroom interaction

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In the most EFL (English Foreign Language) classroom context, the teachers always initiate teacher-whole class interaction by asking question and students‟ responds to the teacher questions. It other word during classroom interaction teacher keeps asking questions orally to the students to stimulate them speak up. Since it commonly occurs in EFL (English Foreign Language) classroom, the researcher concludes that whole class is basic interaction in order to make learner talk

C. Foreign Language Interaction (FLINT)

One way to begin to look at role as an initiator of interaction in the classroom is to look at learner and another teacher in term of a well-known taxonomy for describing classroom interaction. This model is helpful in developing interactive language teaching, here are several practical uses, they are:

Frist, it gives taxonomy for observing other teacher. Moskowitz recommended using a chart or grid to note instances of each category. You can also calculate how much time a teacher spends with each . Then you can evaluate the wisdom of a certain choice made by the teacher or look at the overall distribution of time and as yourself about the appropriateness of such a distribution.

Second , it gives a framework for evaluating and improving your own teaching. For example, how well do you balance teacher talk and student talk? While the FLINT model includes seven categories for teacher talk and only two for student talk, don't let that fool you into believing that your own talk should be dominate. Depending on the objective of the lesson, the level of the students, and other contextual factors, the proportion will vary, but most of the time we teacher tend to talk to much, not allowing enough time for student to respond to initiate talk. A careful consideration of all seven of teacher-talk categories can also serve as a blueprint for teaching behavior in the classroom: Am I accepting the students'

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feeling in a non-threatening way? I offer sufficient praising? Am I reading too much? Do I give my student opportunities to initiate language on their own?

Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching. Teacher can establish a climate of cooperation by recognizing and openly accepting your students' emotional ups and downs, by recognizing each individual student in the class as special in his or her own way, by soliciting their ideas from her, and by careful framing of question . We now turn to an extensive look at the letter

1. Teacher Talk Indirect Influence
   a. Deal with feelings: In a non threatening way, accepting, discussing, referring to, or communicating understanding of past, present or future feelings of students.
   b. Praises or encourages : Praising, complimenting, telling students what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answer are correct.
   c. Jokes : Intentional joking , kidding, making puns, attempting to be humorous, providing the joking is not anyone expense. (Unintentional humor is not included in this category).
   d. Uses ideas of students; Clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognizes as being student contribution.
   e. Ask questions : Asking questions to which the answer is anticipated rhetorical questions are not included in this category.
2. Teacher Talk Direct Influence
   a. Gives Information : Giving information, fact, own opinion, or ideas lecturing or asking rhetorical questions.
   b. Corrects without rejection : Telling students who have made a mistake the correct response without using words or intonations which communicate critism.

c. Gives directions : Giving directions, request or commands that students are excepted to follow directing various drills, faciliting whole class and small group activity.
d. Criticites student behavior : Rejecting the behavior of students, trying to change the non acceptable behavior , communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
e. Criticizes student response : Telling the students his or her response is not correct or acceptable and communicating criticsm, displeasure, annoyance , rejection by words or intonation.

3. Student Talk
   a. Students response, specific : Responding to the teacher within a specific and limited range of available or previously practiced answer reading aloud , dictation and drills.
   b. Student response, open-ended or student-initiated : Responding to the teacher with student own ideas, opinions, reactions, feeling. Giving one form among many possible answers that have been previously practiced but from which student must know make selection.
   c. Silence : Pauses in the interaction periods of quiet during which there is no verbal interaction.
   d. Silence-AV : Silence in the interaction during which a piece of audiovisual equipment, a tape recorder, filmstrip projector, record player is being used to communicate.
   e. Confusion, work-oriented : More than one person at a time talking, so in the interaction cannot be recorded. Students calling out excitedly. eager to participate or respond, concerned with the task at hand.
   f. Confusing , non work-oriented : More than one person at a time talking so the interaction cannot be recorded. Student out of order, not behaving as the teacher wishes, not concerned with the task at hand.
   g. Laughter , laughing and giggling by the class, individuals or the teacher.
   h. Uses the native language : Use of the native language by the teacher or students.

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i. Nonverbal : Gestures or facial expressions by the teacher or student that communicate without the use of words. This category is always combined with one of the categories of the teacher of student behavior.

D. Related Studies

There are some previous studies about The Teacher and Learners Talk in English Classroom. The first study was conducted by Heprima (2018), the findings of this research showed that type teacher and learner talk in English Classroom used teacher speaks to whole class and teacher speaks to an individual students. In Heprima's research, she focused on communication whole class in the classroom which were explained in findings. There are accepts feeling, praise or encourage, accepts or uses ideas of pupils, asks questioning, lecturers, directing, criticizes. While this study focused to types of teacher talk and learners talk that occur in English classroom and the types of teacher talks inform to the teaching learning process.

The second study was done by . Sari (2018), in her research, she found the categories that occur in the classroom, in indirect teacher there are accepts feeling, praise or encourage, asks questions, lecturers. In direct teacher talk there are gives direction, criticize or justifies authority. In student talk there are, student talk-responde, student-initiation, silence or confusion. Then, the teacher was dominant in interaction in the classroom The deference between her research, this study is in technique of data collection. Her research on her use 3 types of data collection, there were documentation, observation and interview. While this study only uses observation and interview.

The last research was conducted by Henra (2020), aimed at analyzing the categories of teacher talk, student talk and types of classroom interaction applied during English teaching learning process.

The different between related of studies above with this research is based on the problem of the research and result of the research is different. The researcher aims to find out the types of teacher and learner talks in English classroom and the types of teacher talk inform during in teaching learning process.

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CHAPTER III
RESEARCH METHOD

A. Research Design

The design of this research with qualitative approach which the data collected from foot note and observation in the classroom. The goal of qualitative study was to convey the empirical reality behind the phenomenon in depth, detailed, thorough. The researcher job in this study is to collect and compile basic data. It tends to be followed condition that occur in English Classroom such as type teacher and learners talk, the types of teacher talks inform to the teaching learning process.

B. Research Participant

The research took the teacher and learners at the second grade of Junior High School 17 Jambi City. The participants involved in this research are one teacher and 36 learners at the second grade of Junior High School 17 Jambi City.

C. Technique of Collecting Data

The data for this research gathered through several instruments. They are: Observation, Documentation and Interview.

1. Observation

   Observation aimed to gain the data factually based on the observation by looking at classroom situation. The researcher gave code to the observation checklist if saw that teacher talk and learner talk used in the classroom interaction. For doing observation the researcher directly observed the classroom while teaching-learning process what was going on in the field. According to Gay (2012) observation is the most appropriate and effective data collection approach.

   For doing observation the observed directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. In the meantime, a video recording of the entire procedure was

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created in order to obtain more detailed information about the classroom process. The study used non-participant observation to gather information.

2. Interview

Interview aimed to supported both of observation checklist and audio recording in the classroom interaction. The researcher used structured interview to the teacher to collect the data. According to Gay (2012) an interview is a purposeful interaction in which one person obtains researcher to obtain important data they cannot acquire from observation alone, although pairing observation and interviews provides a valuable way to gather complementary data.

For the purpose of data collection, the researcher creates an interview guide. An interview guide is a list of questions created by a researcher to obtain information for a study through an interview between the interviewer and the interviewee. The question for the teacher there were 5 questions and for the learners were 4 question. For the teacher: What kind of information that usually you gives to your learners, How do you make sure that the learners understand on your explanation, What are the reactions of learners when they cannot understand the material that your conveyed, What will you do to make them understand if they find long direction in doing activity, How if they misunderstanding about you teaching direction. For the learners : What kind of information that usually your teacher give to you, What are the reactions when you don't understand your teacher is talking about, What will you do when your teacher ask a question, How can you understand the explanation that your teacher give,

D. Technique of Analysis Data

Data analysis is an interaction of getting sorted out the information to get consistency of the example of exploration structure. In view of the Miles and Huberman, there are three fundamental strides of data analysis : data reduction,

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data display and conclusion drawing or verification. These are clear many explanations about data analysis process of this research:

1. Data Reduction

   Data reduction is the way toward choosing, centering, streamlining, abstacting, and changing the information that show up in reviewed field not esor transcriptions. In data reduction, the mass of information must be coordinated and genuinely diminished or reconfigure. in information that gotten from observation and interview on teaching and learning process.

2. Data Display

   Data display is a type of analysis that describes what is going on in the characteristic setting so it at long last can assist the analyst with making a last inference. Display generically means coordinated, compacted gathering of data that licenses end drawing and activities. After the researcher record the expressions into every class by using FLINT (Foreign Language Interaction)

3. Conclusion Drawing/Verification

   The last advance of analyzing the data is conclusion drawing/verification. Conclusion drawing includes venturing back to consider what the investigated information mean and to evaluate their suggestion for the current inquiries. Confirmation is identified to conclusion drawing, requirements to change the information however many occasions as important to cross-check or confirms these emergent conclusions. Check is the interaction which can clarify the appropriate response of examination questions and exploration goals.

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E. Trustworthiness

In qualitative research, there is a typical method generally used to check the dependability in this research, more than one instrument will used to gather the information. In this way, the researcher has been used triangulation techniques. Moleong (2009) triangulation is legitimacy review technique of abusing data something different external the data for checking or as comparator to data. Triangulation with source intends to think about and inquire of time and different gear in qualitative research. That thing is reachable by ways observation , interview and documentation. This research has been looked at the consequence of observation, interview and documentation.

The reason of triangulation is to build the credibility and validity of the discoveries. Source of data triangulation is processes in which different source of data are gathered. The variety not sources can refer to time, place, and individual. In the current study he sources of data referred to the teachers and students. Methodological triangulation is a cycle in which different method are used to measure a similar unit. Methodological triangulation will do by employing different method of collecting data, namely observation and interview.

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CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of this research deal with the problem statement which was the aimed what types of teacher talks and learner talks in English classroom and what are the type of teacher talk inform in the teaching learning. The researcher analysed the data gained from observation based on FLINT System.

a. Types of Teacher Talk

The result of types teacher talk during 4 meeting based on research of the researcher found that there were 6 categories and there was 1 category was not found that Criticizes. 6 categories that had found were:

1. Deal with feelings for the first meeting until meeting four was found 2 times so the total during four meeting were 8 times.
2. Praises or encourages for the first meeting found 2 times, second meeting found 5 times, in third meeting found 6 times and fourth meeting found 6 times so the total during 4 meeting were 19.
3. Uses ideas of students for the first meeting, second meeting and fourth meeting there is not found but in third meeting were found 2 times, so the total during 4 meeting were 2 times.
4. Ask question for the first meeting were found 4 times, while in second meeting were found 5 times, third meeting were found 5 times, and fourth meeting were found 5 times so the total during 4 meeting were 19 times.
5. Give information for the first meeting was 1 time, in second meeting were found 2 times, third meeting were found 4 times and fourth meeting was found 1 time, so the total during 4 meeting were 8 times.
6. Give direction for the first time were found 4 times, in second meeting was found 1 times, third meeting were found 3 times, and fourth meeting were found 2 times do the total during 4 meeting were 10 times. The total of teacher talk were 66 times.

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b. Types of Learners Talk

The result of types teacher talk during 4 meeting based on research of the researcher found that there were 3 categories that had found were :

1. Students response-specific for the first meeting and fourth meeting was not found but in second meeting and third meeting were found 5 times, so the total during 4 meeting were 10 times.
2. Students response initiated/open ended for the first meeting were found 4 times, in second meeting were found 4 times, third meeting were found 5 times and fourth meeting were found 5 times, so the total during four meeting were 18 times.
3. Silence/confusion for the first meeting was found 1 times, in the second meeting was found 1 times, third meeting and fourth meeting was not found, so the total during 4 meeting were 2 times. The total types of learners talk were 30 times. And the total of types teacher talk and learners talks based on FLINT System were found 96 times.

Based on four meetings observation that has been conducted at the second grade of Junior High School 17 Jambi City, it was found that all categories except Criticizes, both in teacher talk and student talk as mentioned in FLINT system had been applied by the subjects. The category of “Praises and Encourages” and “Asks Questions” was mostly used by the teacher with the total occurred was 19 of each indicator, and “student response, initiated/open ended” category was most dominant spoken by students with the average 18 times occurred in the classroom.

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Types are used by teacher and learner talks in English classroom of FLINT

Based on the observation the researcher found some types that used by teacher and learners talks in English classroom. The types were:

1. **Types teacher talks occur in English Classroom**

After analysed the observation, the researcher found that the teacher talks to the whole class as one of types in classroom interaction. It was divided into seven criteria namely: deal with feeling, praises or encourages, uses ideas of students, asks questioning, gives information, gives direction and criticizes. The researcher identified the utterance that produced by the teacher in learning process.

a. Deal with feelings

Based on the observation, deal with feeling occurred at open stage and close stage of the class, teacher opened the class greetings, "Assalamualaikum wr. Wb", "Good morning", "How are you" and "How is your mother". Besides, the teacher checked the learners attendance (calling the learners name one by one). In the close class, the teacher closed the class by saying "That's all for today", "Thanks for coming", "Lets pray" and "Waalaikumssalam".

b. Praises or encourage

Based on the observation, praises or encourage expressed by the teacher dominants to whole class in the classroom interaction. In this type, the teacher appreciated the learners by saying "Ok great everyone", "Thank you", "Very good".

c. Uses ideas of students

In this type, the teacher ask about singular and plural "who can answer the question?" the learners rise hand and answer "there are three bottles in the class" "Ok good please write on the whiteboard", then the teacher ask "do you understand about this example", the learners answer " yes mam".

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d. Ask questions

Based on the observation, asks questions was the dominant types occur by the teacher talks to whole class in the classroom interaction. This type divided into asks questions related and unrelated to the topic. In the ask questions related to the topic, the teacher asked some questions to the learners. “have you finished?”, “Any difficult word?”, “Any questions?”, “Is it clear?” and “Do you understand this example?”. In the ask questions unrelated to the topic, the teacher asked some questions to the learners. “Where are your friends?” and “Has everyone come to class?”.

e. Gives information

In this category the teacher presented the material by writing it on the board. The teacher explained about “Greeting Cards” and practiced it with learners orally. “There are some greeting cards in the picture. This one greetings cards for Teachers Day, dan satu lagi greetin cards untuk Mothers day. Baiklah mam akan kasi contoh isi dari greetings card for teachers day. Contohnya, Happy teachers day mam, you are my great teacher”.

f. Gives direction

Give directions divided in the classroom interaction. The teacher gave directions related to the class activity by saying some utterance. “Please, write the material on your book”. “Please, open page 65” and “Make own your greeting cards”.

g. Criticizes

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

2. Types learner talks occur in English Classroom

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After analyzed the observation, the researcher found that the teacher talks to an individual learners as one of types in classroom interaction. It was divided into two criteria namely: Response and silence or confusion.

a. Response

Based on the observation, response was the dominant types occurred by the teacher talks to an individual learners in the classroom interaction. Response divided into two parts in the classroom interaction. The first part was response to question related the topic and the second part was response to question unrelated the topic.

The first part described that teacher asked question related to the topic with a leraner and a learner respond the question.

The first interaction:

“Laili, can you mention example of greeting card?” asked teacher, “Yes mam, teacher’s day, mother’s day, happy birthday mam”, the learner respond.

The second interaction:

“Tulus, have you finished the task?” asked teacher. “Not yet mam” respond the learner.

The second part teacher asked question unrelated to the topic with the learner and learner respond:

The first interaction:

“Where is your class leader, Najwa?” asked the teacher. “Still in the canteen mam” replied the learner.

The second interaction:

“Have you put back the dictionary on the rack?” asked teacher. “Yes mam” the learner respond.

b. Silence or confusion

There were some interaction which occur in this part. Those are:

a. Teacher asked, “Any question Yohanes?” “No answer” the learner only kept silence.
b. Teacher asked again “Can you mention the other example of greeting cards Javad?” “No answer” the learner seen confusion about the teacher question.

3. The types of teacher talks inform the teaching learning process

Based on the observation, the researcher can conclude that the types of teacher talks inform the teaching learning process based on FLINT Theory, the teacher never criticizes learners behaviour and learners response during the learning process. The teacher have to give criticize in order the learnerss constant in the right track.

Moreover, in begin the class, the teacher always used the same expressions in opening the class. Researcher argue that the teacher can use others expressions to open the class or also can use more expression variation so that the students won’t monotonous in learning process. To avoid monotonous learning we as a teacher must have a plan before the learning activities taken.

Furthermore, researcher can conclude that the teacher never did any jokes or humour during learning process. One way that the teacher can do to liven up the atmosphere in learning process is to provide a humorous when teaching. Although humor or jokes is not the main factor for the implementation of a lesson, but it is one of the supporting factors in creating good learning.

Based on the four meeting of observation that researcher done, researcher argue that the teacher rare to uses ideas of students. During the four meetings, the teacher only uses ideas of students 2 times. When the teacher often use ideas of students, it is can make the students more creative in the classroom. Creativity of the students also useful to easier the students to understand the material that teacher give in learning process.

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B. Discussion

In this part, the researcher discussed the result of data analysis from the types teacher and learners talks in English Classroom and What do the types teacher talks inform the teaching learning process. The researcher found the factors such as:

1. Types of Teacher Talk

Based on the findings, shown that types of teacher talk occur in English Classroom at second grade of Junior High School 17 Jambi City. The teacher talk were used deal with feelings, praises and encourages, uses ideas of students, ask question, give information, and give direction. The total utterances of teacher talk used in the classroom interaction by the teacher were 66 times that include deal with feelings, praises and encourages, uses ideas of students, ask question, give information, and give direction. The teacher talk mostly used by the teacher is praises and encourages, and ask questions with the total occured was 19 times, when the teaching and learning process the teacher explained and gave material in factual information. The result of this research was support by FLINT.

Moskowitz in Brown (2001, p. 170) Praises and Encourages is Praising, complimenting, telling students why they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answer are correct, Jokes is included in this category: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone expense.

This category got the higher number than other categories and if it was compared with the other research that related with this topic. According to Winanti on her journal; “Classroom Interaction: Teacher and Student Talk in International Class Program”, the percentage only got 5.4%. Therefore, praises and encourages that found in this research was quite high.

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2. Types of Learners Talk

Based on the findings, shown that types of learner talk occur in English Classroom at second grade of Junior High School 17 Jambi City The learner talk were student response specific, student response initiated/open end and silent or confusion, the total were 30 times, from the result can be seen that the students are active, since they spent most their time to talk. Student response initiated/open ended was most dominant spoken by students with average 18 times occured in the classroom.

According to Moskowitz in Brown (2001, p. 170) Student response, open-ended or student-initiated is Responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Through this types of learner talk able to express their own ideas, this was has high proportion. In other words, the learner were able confident and brave enough to initiate the interaction both with teacher and learner in the classroom.

3. The Types of Teacher Talks Inform The Teaching Learning Process

Based on the observation, the researcher can conclude that the types of teacher talks inform the teaching learning process based on FLINT Theory, the teacher never criticizes students behavior and students response during the learning process. The teacher have to give criticize in order the students constant in the right track. Moskowitz in Brown (2001, p. 170) state that Criticizes student behavior means Rejecting the behaviour of students; trying to change the non accepatble behaviour; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. While Criticizes Student Response is Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Moreover, in begin the class, the teacher always used the same expressions in opening the class. Researcher argue that the teacher can use others expressions to open the class or also can use more expression variation so that the students won't monotonous in learning process. To avoid monotonous learning we as a teacher must have a plan before the learning activities taken.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can be concluded that the classroom interaction occur during teaching and learning in English classroom. The teacher employed some ways of communication, that teacher talk such as, deal with feelings, praises and encourages, uses idea of students, asks questions, gives information, gives direction. However, in the learner talk such as student talk response-specific, student talk response initiated/open-ended, silence or confusion. From all the indicators that occur only Criticizes that do not occurred in English classroom.

The interaction in English classroom run well, it means that both of teacher and learner were cooperative to build interactive condition in English classroom. And also the researcher found some result that represent in this thesis about (1) types of teacher talk occur in English classroom (2) types of learner talk occur in English classroom (3) what do the types of teacher talks inform the teaching learning process, follows

1. Teacher talk occur in English Classroom is Deal with Feelings were 8, praise or encourage are 19, uses ideas of students are 2, asks questions are 19, gives information/lecturing are 8, gives direction are 10, criticizes is not found.
2. Learner talk occur in English classroom is student response-Specific are 10, student initiation are 18, silence or confusion are 2. The total occur types of teacher and learners talks in the classroom based on Foreign Language Interaction (FLINT) System is 96 times.
3. The types of teacher talk inform the teaching learning process were based on FLINT theory the teacher never criticizes students

behavior and students response during the learning process. In addition, the teacher used the same expression in opening class. Furthermore, the teacher never did any jokes or humor during learning process. And based on the four meeting observation the teacher only uses ideas of students 2 times.

B. Suggestion

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

1. For the English teacher , the teacher should always give supporting learners to be confident in talk with using English and the teacher should use the types of teacher talk in English classroom, this is important because has strong motivational impact and the learners can participate actively.
2. For the learners, the learners should practice to talk English, then be more confident and active to make interaction in English. The learners can practice by using English in their daily life.
3. For the next researcher, can be extended by conducting the research in other different content and setting. They can use this research as an additional knowledge to conduct studies focusing on teacher and learners talks in English classroom in teaching learning process.

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APPENDIXES

Appendix 1 : Observation of teaching learning process

Observation 1

First meeting, November 1st 2022,

In the process of observation, before the teacher entered the class, learners are already in their seats waiting for the teacher to come then say greeting to the teacher like, *"attention, say greeting to our teacher, assalamualaikum warrahamatullahiwabarakatuh".* Then, the teacher respond greeting learners. After that, the teacher will attend the learners.

Next, the teacher repeats the memorization their memorized before entering the class. The teacher asking in front of the class using English Indonesian and learners answer using English Indonesian together, and vice versa.

The teacher asking "*ada yang ingat minggu lalu kita belajar tentang apa?"* the learners answer "*to invite someone to do something, mam",* the teacher ask again *"apa itu to invite someone to do something?*" , the learners respond "*untuk mengajak seseorang melakukan sesuatu atau perintah , mam*". The teacher saying *"Ok thank you good job class*".

After that, the teacher has finished the learners memorization, the teacher give praises to the learners, the teacher says, ok, great job. Furthermore, the teacher asks learner to open the book and prepare the dictionary before the lesson begins. Then, the teacher asks learners to look at the picture on whiteboard, to see some picture greetings card. Then, the teacher asks*," if anyone know what the picture is?"* However, the learners compact answer "*no mam".*

Then, the teacher explain greetings card and give an example about greetings cards. After the teacher has explaining, the teacher asks the learner

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for write the material on their notebook. The teacher gives 10 minutes for write the material. After 10 minutes, the teacher asks leaners "*have you finished?"*, however the learners answer *"yes, mam"*. Then teacher asks to the learners anyone who remedial daily test last week, however the learners stand up, there are about 10 learners who are remedial. Then the teacher told those who were not remedial to separate themselves from the remedial ones. Then the teacher gave questions to the remedial to work on for 15 minutes. After 15 minutes the teacher asks learners to collect the remedial sheets in front. *"Have you put back the dictionary on the rack?"* asked teacher. *"Yes mam"* the learner response.

After finishing class, the teacher concluded the lesson by repeating and give example about the material that had learn. The teacher asked to be more able to control them self. To know learners understand or no about the material. Then, the last the teacher closed the lesson by saying Hamdalah and did not forgot greeting, the learners answered the teachers' greeting.

Observation 2

Second Meeting, November 3rd 2022

"Where is your class leader, Najwa?" asked the teacher. *"Still in the canteen mam"* replied the learner. The teacher open the class by greeting that was responded by all learners. Then teacher will attend all learners. Before the teacher start the lesson, the teacher ask the learners to play some random games like *tepuk semangat* to give a little encouragement for learners. If there are learners who are wrong with *tepuk semangat* they will be come to the front of the class to give a little game or performers to their class mates. But , but there is one learner who has excess beats in playing *tepuk tangan* and come forward to give a guess to her friends and her friends answer correctly, then the teacher says good and gives applause to the learners.

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After that the teacher repeats the memorization their memorized before entering the class. The teacher asking in front of the class using English Indonesian and learners answer using English Indonesian together, and vice versa. The teacher ask *"Do you still remember about greeting card? Apa itu greeting card ada yang tahu?"* then the learners answer *"Kartu ucapan",* the teacher ask again "Apa saja contoh yang ada untuk greetings card?", the learners answer *"Mother's day, Happy birthday, Weedings day, Teachers day*", the teacher give respond *"Ok good everyone".* Teacher asked again "Can you mention the other example of greeting cards Javad?". "No answer". However the teacher explain about some picture greetings card on the whiteboard to be matched to the correct answer for the greetings card. And learners will be give a challenge who can answer and match will get points, the learners are very enthusiastic to be able to answer. The teacher will appoint one person in front to answer and match correctly.

Next the teacher appoint one person learner to answer picture 1 by finding and matching the answers under the greetings card picture, the learner answer correct then the teacher give applause and point. Then the other learners raced to raise their hands to be chosen to answer picture 2 in the front. One learner is chosen to answer but the learner answer incorrect, but the teacher respond by saying great job. However, the teacher explain of the picture 2.

After that, the teacher continue to the next picture. Then the teacher offers to answer the picture 2 together, the learners answer together and the answer is correct. And the teacher offers to the learners who sat in the back row to answer picture 3, the learner answer correct and the teacher saying good job and give points. Next to the picture 4 the teacher give challenge whoever raises the hand quickly will come forward and answer picture 4, then the learners chosen to answer the picture 4, the answer is correct and teacher give applause and points.

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And last picture, the teacher give a chance to one person front row to the answer last picture. The learner answer incorrect then teacher offers to answer the last picture together, all learners answer correct. The teacher give applause and saying you all great job.

After finishing class, the teacher remain the learner for practice at home. The last, the teacher closed the lesson by saying Hamdalah and did not for greeting, the learners answer the greetings.

Observation 3

Third Meeting, November 8th 2022

The teacher opened the class by greeting and was responded by all learners, then teacher will attend all learners. Before the teacher start the lesson, the teacher ask the learners to play some random games like step forward, step back, step right and left. If the teacher saying A means step forward, then B means step back, C means step right and D means step left. And the learners must be focus what teacher saying. If there are learners who are wrong with the step, the learners will be come to the front of the class to given a punishment or performers to their class mates.

Then the teacher saying A the learners step forward, the teacher saying B the learners step back, the teacher saying D the learners step left and the teacher saying C the learners step right , all the learners doing great. But, when the teacher saying D there are some learners step back and the learners is wrong. However, there are 4 learners is wrong they come to the forward to a punishment and the teachers give a punishment to play *sambung kata*. And they answer correctly then teachers saying great job and give applause.

After that, the teacher give the new material about singular and plural. The teacher explaining about singular and plural, and give some example about singular and plural. The learners pay attention and

understand correctly what the teacher explain. And the teacher ask the learners who can give an example about singular and plural raise hand and write down on the whiteboard. Then, there is one learner raise hand and come to forward for write an example on the whiteboard. The learner give an example correctly and the teacher saying great job and give applause. And the teacher explaining about the answer and give another example that the learners understand. Then the teacher ask *"do you understand about this example?"* the learners respond *"yes mam"* the teacher ask again *"any question?"* the learners answer *"no mam".*

And the teacher ask the learners for write the material on their notebook, the teacher give 10 minutes for write the material. After 10 minutes, the teacher asks learners, "*have you finished?"*, however the learners answer *"yes, mam"*. Then teacher have some picture on the whiteboard and ask learners to write the answer by using singular and plural on whiteboard. There is one learner raise hand and come forward to write the answer picture 1, the learners answer correctly and teacher saying thank you, very good job and give applause and points. After that, the teacher explaining the picture 1 and the answer clearly that the learners understand. Then the teacher ask who can answer picture 2, and one learner raise hand and come forward to write the answer picture 2. The learner answer correctly and the teacher saying great job then give applause and point.

Next to the picture 3, the teacher ask who can answer the picture 3. The learners are competing to raise their hands but there is one chosen by the teacher to answer picture 3. The learner answer correctly and the teacher saying thank you then give applause and points. Next to the picture 4 , the learners shout and raise hand for answer the picture 4, then teachers choose one learner to answer picture 4 and the learner answer correctly , then teacher give applause and points. And last picture , the teacher ask who can answer for the last picture, the learners raise hand and the teacher choose one learner to come forward but the learner answer incorrectly and the

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teacher offers to answer together then the learners answer correctly. The teacher explaining the answer that the learners understand.

Then teacher give the assignments to the learner and the learner must be answer on their exercise book. The teacher give 15 minutes to they assignment. After 15 minutes, the teacher ask *"have you finish the assignment?"* some learners respond *yes mam* and another respond *no mam*. *"Tulus, have you finished the task?"* asked teacher. *"Not yet mam"* respond the learner. However, the teacher give 5 minutes again for them to work on and immediately collect their assignments in front.

After that, the teacher finishing class and the teacher concluded the lesson by repeating and give example about the material that had learn. The last, the teacher closed the lesson by saying Hamdalah and did not for greeting, the learners answer the greetings.

Observation 4

Fourth Meeting, November 10th 2022

The teacher open the class by greeting that was responded by all learners. Then teacher will attend all learners. Before the teacher start the lesson, the teacher ask the learners to play some random games like *sambung kata*. The learners are divide into three groups according to the rows of their seats. Then, the teacher give clue for them to start playing game, teacher give the first clue, is river. However, the learners from rows 1 respond water, rows 2 answer long, rows 3 did not answer the clue. And the teacher give chance to rows 1, rows 1 answer deep, rows 2 answer fish, rows 3 answer murky, then the rows 1 respond stone, rows 2 did not answer, rows 3 answer water flow, rows 2 respond grass, rows 1 answer quickly rating, then the teacher throws answer to rows 3 but rows 3 didn't answer.

Furthermore, rows 3 got punishment, and all learners in rows 3 come to forward to be punished for entertaining their classmates. After that

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teacher saying okay very good everyone thank you and give applause. The teacher repeats the memorization their memorized before entering the class. The teacher said *"as you saw earlier, teman kamu yang maju kedepan itu sudah termasuk ke dalam (singular) there is and (plural) there are yang sudah kita pelajari kemaren, okay how many your friends were in front of you?"* the learners respond *"seven mam"*, then teachers said again *"kalo ada 7 berarti termasuk kemana?"* the learners answer *"there are",* the teacher ask again *"why there are?"* the learners respond *"because there are many people"*, then teacher saying *"ok great everyone".*

After that, the teacher divide the task into groups consisting of 5 groups to discuss the pictures that will be shared by teacher using (singular) there is and plural (there are) , then the groups will come forward to present the result of their discussion. Then the teacher ask *"Do you understand*?", the learners answer *"yes, mam".* The teacher will give 20 minutes for their discuss. After 20 minutes, the teacher asking "*Any groups has finish?"*, then the learners compact respond *"yes, finish mam*". And the teacher ask for groups 1 to present their discuss, one person came forward presenting the results of their discussion using English, the teacher and the other learners listen. The person introduce himself and his group, then he present the result discussion of the groups. He presenting the result about the picture like , there are many people in the market, there is a boy in the traditional market, there are many vegetables in the market, and there are many clothes in the market. After he present, the teacher say great, thank you for groups 1, give applause and points to the groups.

Next to the groups 2, one person came forward and introduce herself and her groups using English , then she presenting the result discussion of her groups , the teacher and the other learners listening. She presenting the result of their discuss about the picture, like there are many people in the zoo, there are many animals in the zoo, there is the bear in the pool, there is the monkey in the tree, there are many goose in the zoo. After she presenting, the teacher say thank you , give applause and point to the

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groups. Continue to the group 3, one person came forward and introduce himself and he groups using English. He presenting the result discussion of the picture like, there are many tables in the classroom, there are many chairs in the classroom, there is a vas in the classroom, there is a whiteboard in the classroom, there are three pictures in the classroom , there is a book on the table. After he presenting, the teacher say thank you, very good, give applause and points to the group.

Then groups 4, one persom came forward and introduce herself and her groups using English. She presenting the result discussion of the picture like , there is a whiteboard in the classroom, there is a table in the classroom, there is a pot in the classroom, there are three pictures on the wall, there are three books on the table , there is a clock on the wall. After she presenting, the teacher saying ok good job guys, give applause and points to the group. And last groups, group 5. One person came forward and introduce herself and her groups using English. She presenting the result discussion of the picture like, there are six people in the garden, there are many flowers in the garden , there is a field in the picture, there is a tree in picture, there is a glasses in the picture. Ater she presenting, the teacher saying good job, thank you, give applause and point the group.

After that, the teacher finishing class and the teacher concluded the lesson by repeating and give example about the material that had learn. The last, the teacher closed the lesson by saying Hamdalah and did not for greeting, the learners answer the greetings.

Based on the observation result, can be seen there are types of teacher and learners talks that occurs in English classroom during fourth meeting. The types that occur from the teacher and learner talks during the lesson.

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Appendix 2:

Interview

Teacher Interview :

Question	Answer
1. What kind of information that usually you gives to your learners?	Usually I inform my learner orally or in written form and still revolve around the material
2. How do you make sure that the learners understand on your explanation?	I tested them with question about the material
3. What are the reactions of learners when they cannot understand the material that your conveyed ?	They must be confused and want to ask the questions but are hesitant to talk and I usually give them attention and examples so they can understand
4. What will you do to make them understand if they find long direction in doing activity?	I'm going to repeat the explanation while joking to relax them
5. How if they misunderstanding about you teaching direction?	Giving direction both clear and slow so they can and respond quickly to what I described

Learners Interview :

1. What kind of information that usually your teacher give to you ?

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(Informasi apa yang biasanya diberikan oleh guru kepada kamu?)

2. What are the reactions when you don't understand your teacher is talking about?
   (Apa reaksi ketika kamu tidak mengerti yang dibicarakan guru kamu?)
3. What will you do when your teacher ask a question ?
   (Apa yang akan kamu ketika guru kamu memberikan pertanyaan?)
4. How can you understand the explanation that your teacher give?
   (Bagaimana kamu bisa memahami penjelasan yang guru kamu berikan?)

Name	Answer
1. Jason	1.Assignment 2. Confused 3. Answer the question using English Indonesian 4. Understand
2. Neisya	1. Latice of exams and assignments 2. Try to understand 3. Answer as I can using English 4. Ask a question and understand what the teacher is talking about by looking for translation
3. Anisa	1. About the material 2. Ask a friend or go straight to the teacher 3. Answer using English 4. Read the material on the book
4. Rania	1.Because I as a secretary in the class , usually the teacher delivers it to me directly and then I tell my friends back

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	2. Silent and confused 3. Answer as I can 4. Reread the material
5. Syifa	1.About the material and the assignments 2. Ask to the teacher 3. Answer using English Indonesian 4. Reread the material and ask to the teacher
6. Karina	1.Read a book and give an assignments 2. Ask to the teacher 3. Ask my friend to help me translate 4. Study and read the material
7. Kevyn	1.Assignment and the material 2. Try to understand or ask to the teacher 3. Answer as I can 4. Reread the material about
8. Cantika	1.About the material 2. Ask to the teacher 3. Answer using English Indonesian 4. Read the material
9. Indri	1.About the material , make the example about the material, and write the answer on whiteboard 2. Confused or ask the question 3. Answer as I can 4. Listening and try to understdand
10. Izza	1.Assignment, the material, exams

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	2. shocked, confused and ask the question 3. Try to answer question to the teacher 4. Listening
11. Moza	1.About the material 2. Silent or ask the question 3. Answer as I can 4. heed and ask the question
12. Zaki	1.About the material and the exams 2. Ask the question 3. Answer using English Indonesian 4. Listening and ask question
13. Asfa	1.Assignment, homework and the materil 2. Ask to teacher 3. Try to answer 4. Reread the material
14. Tulus	1.Assignment, the material 2. Ask to the teacher 3. Answer as I can 4. Listening and reread the material
15. Reihana	1.Assignemnt and about the material 2. Ask to the teacher 3. Answer using Indonesian English 4. Reread the material
16. Angel	1.About the material 2. Ask a question 3. Shocked and answer as I can

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	4. heed to the teacher
17. Fahira	1.Assignment, about the material 2. Ask to the teacher 3. Answer using English Indonesian 4. Reread the book
18. Laili	1.Read the material 2. Ask a question 3. Answer as I can 4. Try to ask the teacher and read the material
19. Chelsea	1.Assignment 2. Ask a question 3. Answer using English Indonesian 4. Listening
20. Aurel	1.About the material 2. Silent and ask to my friend 3. Answer as I can 4. Listening
21. Clarissa	1.Assignment 2. Ask a question 3. Answer the question 4. Reread the material
22. Naura	1.About the material and assignment 2. Ask to the teacher 3. Answer using English Indonesian 4. Ask to repeat the material
23. Annisa	1.Advice, about the material and the assignment

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	2. Ask to my friend 3. Answer as I can 4. Reread the book
24. Zahra	1.Assignment 2. Ask to my friend 3. answer using Indonesian English 4. Read the book
25. Najwa	1.About the material 2. Ask to the teacher 3. Answer the question 4. Listening
26. Zyfana	1.Assignment 2. Ask to the teacher 3. Answer as I can 4. Ask to repeat the material
27. Yohanes	1.The material and advice 2. Ask to my friend 3. Answer using English Indonesian 4. Listening and look at the teacher
28. Javad	1.Assignment 2. Ask to my friend 3. Answer as I can 4. Look at the teacher when the teacher explain the material
29. Cyntia	1.Assignment, games and quiz, about the material 2. Ask to the teacher 3. Asnwer using English Indonesia

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	4. Ask to my friend
30. Aisyah	1.Exams, assignment and the material 2. confused and ask to my frined 3. answer as I can using English 4. Listening and read a book
31. Aura	1.Exams, assignment 2. Silent and read a book 3. Answer as I can 4. Ask to my friend
32. Crecia	1.About the material 2. Silent and confused 3. Answer using English Indonesia 4. Reread the material
33. Cristian	1.Exams, assignment 2. silent , confused, and ask to the teacher 3. silent and answer as I can 4. reread the book
34. Farhan	1.About the material 2. Ask to the teacher 3. answer using English Indonesian 4. look at the teacher and reread the material
35. Melda	1.Assignment and the material 2. ask to teacher 3. answer as I can 4. listening
36. Kaisa	1.Exams, the material 2. confused and ask to the teacher

	3. Answer as I can 4. Reread the material

Appendix 3 :

Documentation

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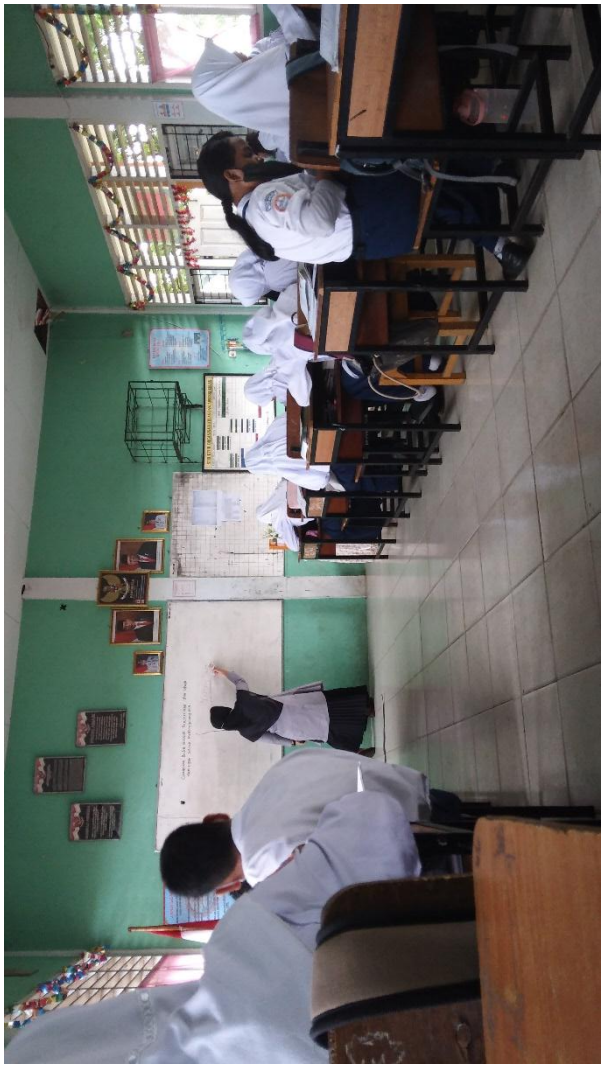

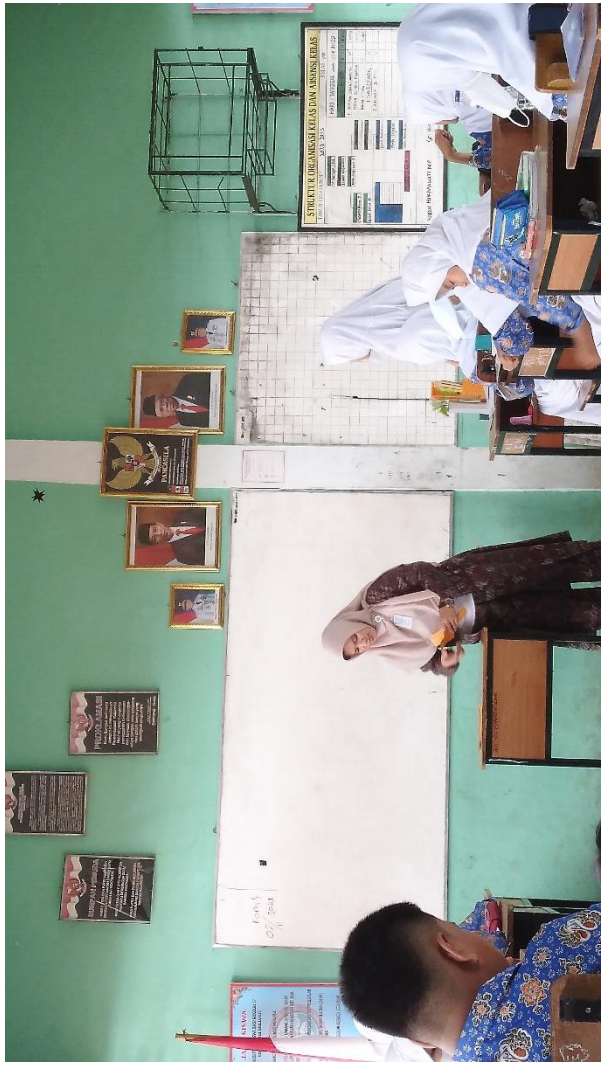

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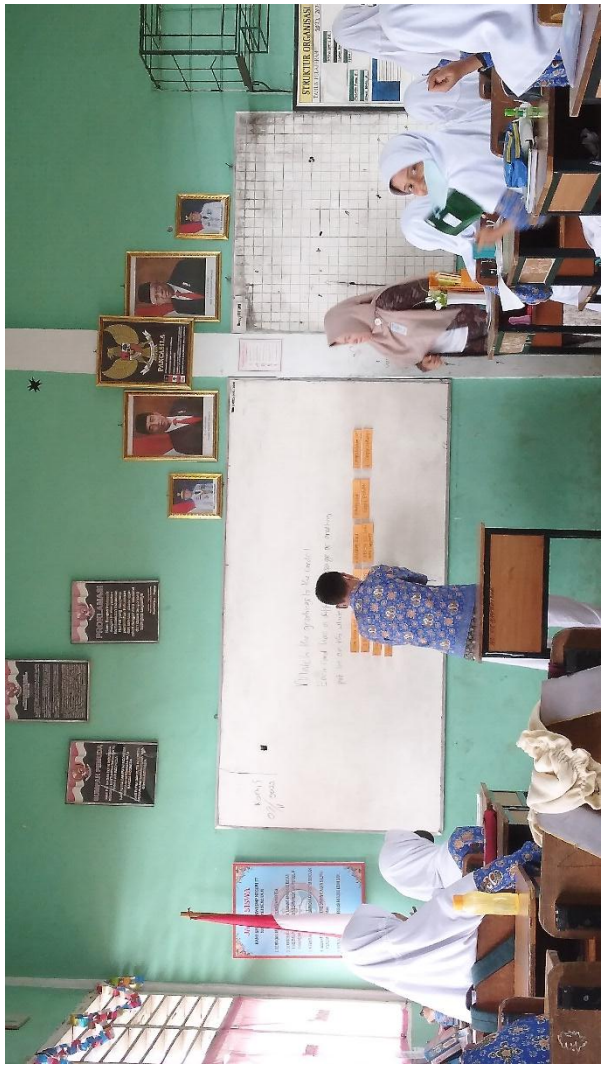

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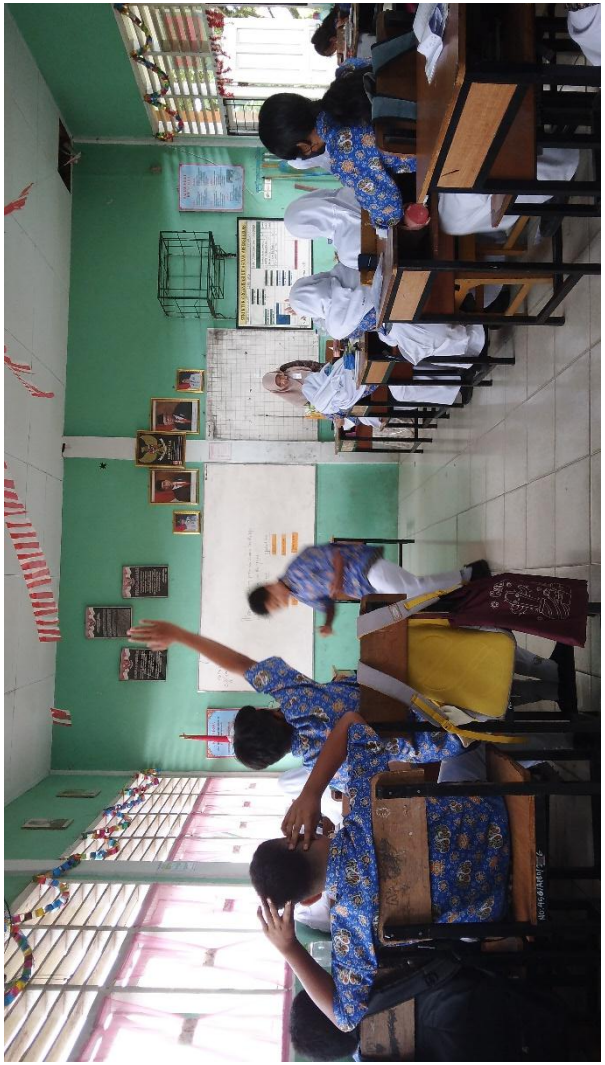

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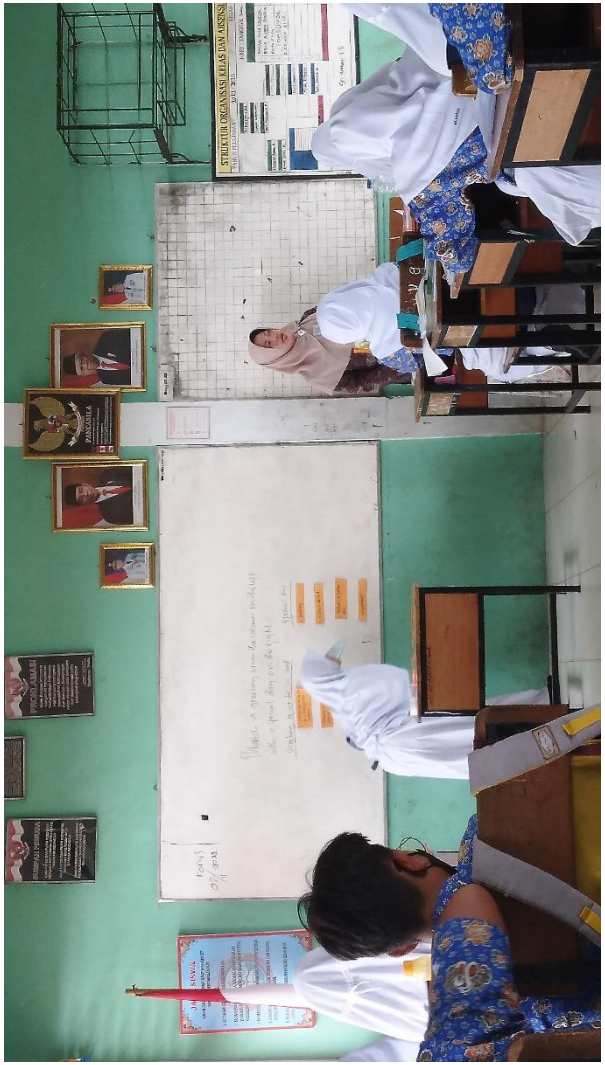

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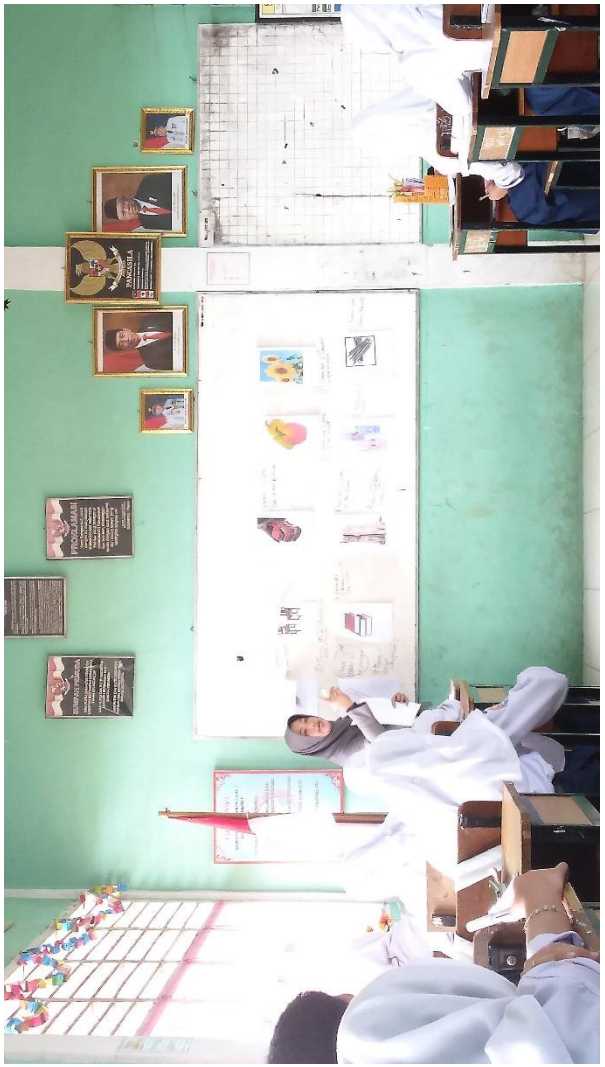

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CURRICULUM VITAE

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Religion : Islam

Email : lathifahhsnzni367@gmail.com

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2	2012	SDN OO4 BATAM	Batam
3	2015	SMPN 8 KAB. TEBO	Tebo
4	2018	SMAN 16 BATAM	Batam
5	2023	The State Islamic University of Sulthan Thaha Saifuddin Jambi	Jambi