

**STUDENTS' PERCEPTION OF TEACHER TALK IN ENGLISH
CLASS AT SMP TA'MIRIYAH SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement to the Degree of
Sarjana Pendidikan (S. Pd) in Teacher English



By :

Listhya Yusti Novita

D75215056

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA**

2019

PERNYATAAN KEASLIAN TULISAN

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Listhya Yusti Novita

NIM : D75215056

Jurusan/ Program Studi : Pendidikan Bahasa/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Listhya Yusti Novita

NIM. D75215056

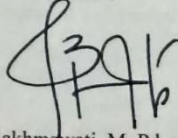
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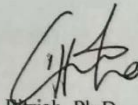
Advisor I



Rakhmawati, M. Pd

NIP. 197803172009122002

Advisor II



Pitriah, Ph.D

NIP. 19761004120092001

EXAMINER APPROVAL SHEET

EXAMINER APPROVAL SHEET

This thesis by Listhya Yusti Novita entitled "*Students' Perception of Teacher Talk in English Class at SMP Ta'miriyah Surabaya*" has been examined December 23rd 2019 and approved by the Boards of examiners.



Dean,

Prof. Dr. H. Alf Masud, M.Ag.M.Pd.

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the Board of examiners

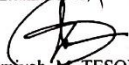
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Hilda Izzati Madjid, M.A

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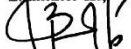
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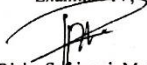
Examiner III,



Rakhmawati, M. Pd.

197803172009122002

Examiner IV,



Rizka Satriyani, M. Pd.

198409142009122005

PUBLICATION APPROVAL SHEET



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Listhya Yusti Novita
NIM : 075215056
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : listhyayusti23@gmail.com

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ABSTRAK

Yusti, Listhya Novita. (2019). *Students' Perception of Teacher Talk in English Class at SMP Ta'miriyah Surabaya*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Pembimbing: Rakhmawati, M.Pd and Fitriah, Ph.D

Kata Kunci: *Persepsi Siswa dan Cara Bicara Guru*

Persepsi siswa adalah bagaimana siswa percaya dengan apa yang mereka rasakan melalui alat indera yang mereka miliki ketika mereka mengamati pembicaraan guru selama pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk menguji jenis-jenis pembicaraan yang digunakan guru kepada siswa dalam praktik di dalam kelas. Untuk menjawab masalah ini, penelitian ini menerapkan pendekatan kualitatif dengan mengamati kegiatan di dalam kelas dan memberi kuisioner kepada 28 siswa SMP. Hasilnya menunjukkan bahwa guru menggunakan empat tipe bicara seperti: pertanyaan, pemberian umpan balik, negosiasi antara guru dan siswa, dan pemberian instruksi dan informasi. Pada garis besar guru biasa menggunakan pertanyaan dan memberikan instruksi di kelas. Untuk persepsi siswa ada tiga jenis pembicaraan guru yang mendapatkan persepsi positif dari siswa seperti pertanyaan, umpan balik, dan memberikan instuksi dan informasi. Satu tipe cara bicara yang mendapatkan persepsi negatif yaitu negosiasi dari guru dan siswa. Hasil penelitian ini menyiratkan bahwa guru perlu memahami cara mereka berbicara dengan siswa yang agar membantu siswa memahami materi, ketika guru dapat berbicara secara efektif itu akan membantu siswa memahami materi dengan baik.

ABSTRACT

Yusti, Listhya Novita. (2019). *Students' Perception of Teacher Talk in English Class at SMP Ta'miriyah Surabaya*. A thesis. English Language Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Rakhmawati, M.Pd and Fitriah, Ph.D

Key Words: *student perception and teacher talk*.

Students' perception is how the students believe with what they feel through the sense tools that they have when they observe to teacher talk during English class. This research aimed to examine the types of talk that the teacher used to the students in classroom practices. To answer this issue, the study applied a qualitative approach by observing classroom activities and administering the questionnaire to 28 students of junior high school. The result indicated that the teacher used questioning, giving feedback, negotiating between the teacher and students, and giving instruction and information. The teacher most commonly used questioning and giving instruction in the classroom. There were three types of teacher talk that got positive perception from the students such as questioning, giving feedback, giving instruction and information. One type of teacher talk that got negative perception was negotiating between teacher and students. The result of this research implied that the teacher needs to understand the way they talk with the students that can help the students understand the material when the teacher able to talk effectively it will help the students understand the material well.

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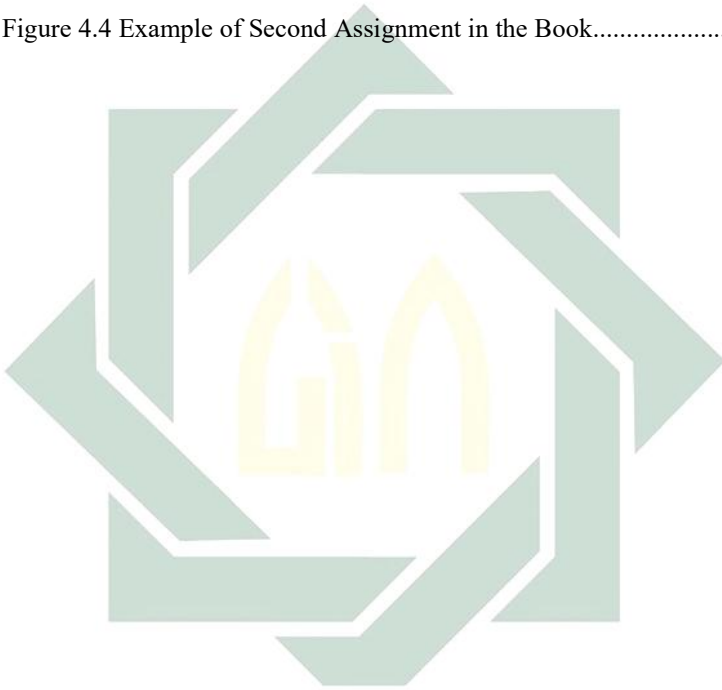
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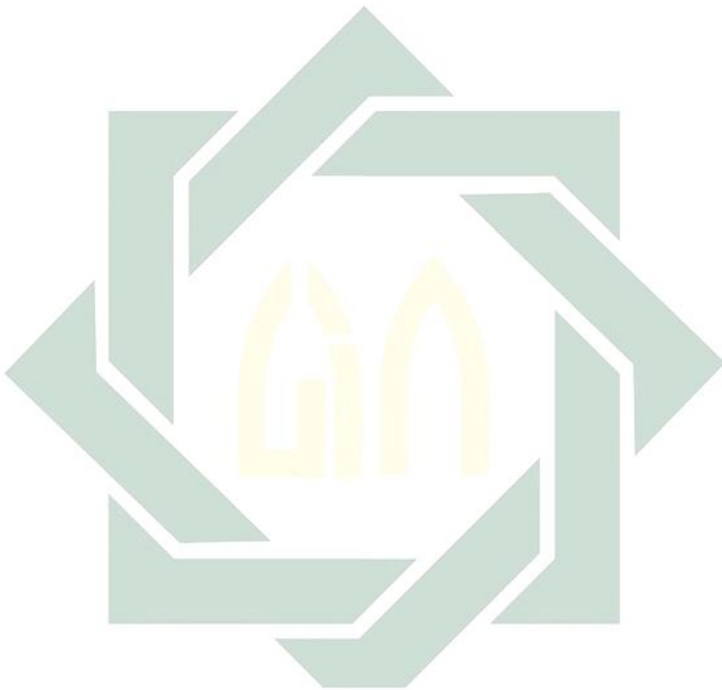
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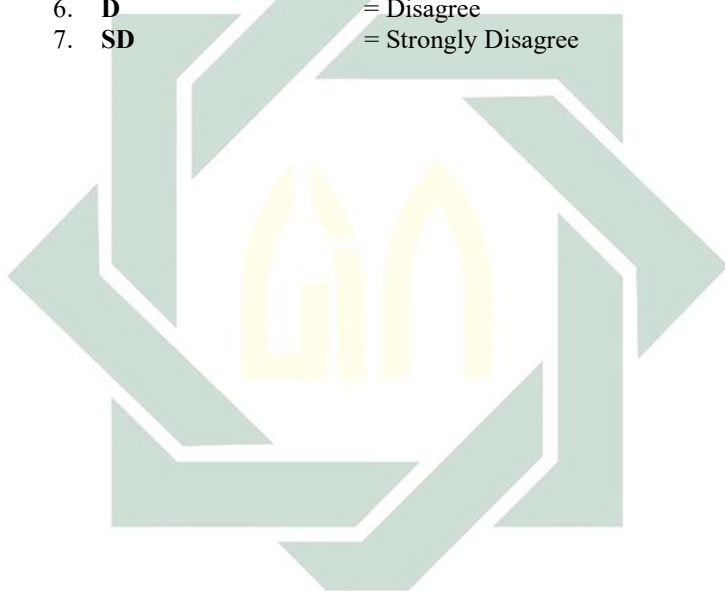
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LIST OF ABBREVIATION

The following are the full meaning of the abbreviation used in this thesis.

- | | |
|-----------------|--------------------------------|
| 1. FLINT | = Foreign Language Interaction |
| 2. SMP | = Sekolah Menengah Pertama |
| 3. SMA | = Sekolah Menengah Atas |
| 4. SA | = Strongly Agree |
| 5. A | = Agree |
| 6. D | = Disagree |
| 7. SD | = Strongly Disagree |



CHAPTER I INTRODUCTION

This chapter consists of a background of the study, research questions, research objectives, significance of the study, scope, and limitation, and definition of key terms. The description will be explained below.

A. Background of Study

The power of the teacher once delivering the material is extremely influence so the material provided may be understood by students and also the teacher should do a balance reaction with the students. Teacher talk tends to dominate activities involving explaining and evaluating, which limits students to talk in terms of each amount and meaningful purpose. As a result, students pay longer listen to the teacher talk than engaged in active language interaction with either academics or different students.¹ If the teacher is a lot of dominant in school once the lesson takes place, it will cause perceptions from the students.

Perception could be information from somebody by involving the five senses that square measure closely-held consistent with Alman's perception is that the means stimuli square measure chosen so that they will be meaning.² Perception is often divided into positive perceptions and negative perception. In the teaching and learning process, students' perception square measures additional inlined to however students listen to and assess the teachers' teaching ability once giving material. Students' perception of the teacher talk in teaching got to be identified with the thought that students square measure the most target of teaching and learning in faculties and science students square measure that agency most frequently relates to the teacher so that applicable changes are often created to induce students' appreciation.

The teaching and learning process will need balanced interaction between teacher and students so that teacher does not dominate by means that of teacher talk which can result in unhealthy perception in students. For example in SMP Ta'miriyah

¹Carole Cox, *Teaching Language Arts Student-and Response-Centered Classroom* (New York: California State University, 1999), 153.

²Altman, S., Valenzi, E., & Hodgetts, R. M. *Organizational behaviour: Theory and practice*. (London: Academic Press, Inc, 1985), 85.

Surabaya, especially in English lessons is given twice per week with ninety minuted daily mistreatment of the K13 curriculum. In learning activities, as usual, the teacher comes to the class. Then the teacher tells the lesson to be learned on that day and explains the material to the students with the lecture method where the teacher talks all the time, the teacher explains with media that is typically used, particularly book and sometimes uses powerpoint. When the teacher provides evidence of the material, the teacher asks the students to apply the examples within the book with their body language and little activity from students to give their ideas. Finally, the teacher provides assignments to the students from the book.

There some researches relating to the current issue that is conducted. The first research that was written by Yulita Estin Prihandini, information collected from the interview were analyzed by victimization descriptive analysis technique. It had been found that students have a positive perspective toward reading ways since they were aware that reading ways will facilitate them in reading comprehension.³ The second journal was written by Denni Ramadan, the result showed that principally students agree of English as a medium of instruction applied dominantly by a land teacher in teaching land subject within the category.⁴ The third analysis that was written by Wahyu Dewi Pratiwi, the result of the descriptive analysis shows that the teacher principally gave feedback indirect manner.⁵ The fourth an analysis that was written by Afrianto Akhmad Mukhamirudin, needs of the study were to seek out the interaction pattern within the room throughout the teaching-learning activity results of the analysis showed that the pattern of interaction was principally started by the teacher and

³Yulita Estin Prihandini. Thesis: "*Student's Perception on Reading Strategies for Improving Reading Comprehension*" (Bandung: Universitas Pendidikan Indonesia, 2014), 4.

⁴Denni Rahmadani. "Students' Perception of English as a Medium of Instruction in Teaching English at Senior High School in Palangara Raya". *Journal on English as a Foreign Language*. Vol. 6, No. 2, Palangara Raya. 2016.131.

⁵Wahyu Dewi Pratiwi. Thesis: "*Students' Perception Towards Teacher's Written Feedback Among 11th Grade Students at SMA N 1 Wedi Klaten*" (Yogyakarta: State University of Yogyakarta, 2013), 13.

giving data class was the foremost pattern occurred.⁶ The fifth analysis was written by Semi Sukarni and Siti Ulfah, this thesis is a descriptive qualitative study on teacher and student talk in the classroom interaction, particularly on the participants' interaction in SMP N 18 Purworejo. The result of this study shows that the teacher was more active in the interaction. Meanwhile, the student was less active than the teacher.⁷

There are several focuses previous studies related to this present study, such as the first previous study focus on students' perception of reading methods to improve reading comprehension. The second previous study focuses on students' perception of the application of English which is applied dominantly by the teacher. The third previous study focuses on students' perception of teacher feedback that students like. The fourth previous study focuses on interaction in the classroom during the learning process to improve teacher and student interaction through teacher talk. The last previous study focus on the interaction between teacher and students talk that used in the class. From some previous studies above, the researcher is interested in carrying out research entitled "Students' Perception of Teacher Talk in English Class at SMP Ta'miriyah Surabaya". From this research, we know the types of teacher talk that used by the English teacher in the class and the perception from students on teacher talk when delivering material during class.

B. Research Questions

Based on the background of the research above, there are two questions formulated in this research. The research questions are as follows.

1. What types of teacher talk that the teacher use in English class at SMP Ta'miriyah Surabaya?
2. What are the students' perceptionstoward teacher talk types usedin English class at SMP Ta'miriyah Surabaya?

⁶Afrianto Akhmad Mukhamirudin. "Improving Teacher Talk to Enchance Teacher-Students Interaction: An Action Research at SMP N 1 Slawi" (English Language and Literature Department. Faculty of Language and Arts. Semarang State University), 6.

⁷Semi Sukarni and Siti Ulfah. "An Analysis of Teacher and Student Talk in The Classroom Interaction of The Eight Grade of SMP N 18 Purworejo". *Journal Vision*. Vol 4 No. 2, 2015, 1-2.

C. Objectives of the Research

Based on the research questions, the objectives of this research can be described in some points below.

1. to find out types of teacher talk that the teacher uses in English class at SMP Ta'miriyah Surabaya.
2. to find out the negative or positive perception by students toward teacher talk types used in English class at SMP Ta'miriyah Surabaya.

D. Significance of the Research

This research is intended to give benefit to students, teachers, and further researchers.

- a. For students
This research can increase students to improve their ability to speak and confident when giving the opinion or just ask the teacher. It also can make the students more active in participating in that class.
- b. For teachers
This research can be used as a teacher knows what good language to use in the class so the students can be enjoyed and can participate in activities class. It also can make the teacher do balance the types of teacher talk when doing the activity in the class.
- c. For further researchers
The result can be used as the next researcher as a reference do the research the process of learning English especially teacher talk and it can be used for further researchers to search to reason from the students when they give the perception.

E. Scope and Limitation of the Research

This research focuses on types of teacher talk that used by an English teacher in English class and the perception from the students of the types teacher talk in the class during the delivered English lesson by their teacher. The teacher talk analyzes start from opening class until closing the class. There are four types of teacher talk analyzed in this research: questioning, giving feedback, negotiating between the teacher and students, giving instruction and information. The researcher analyzes data from the observation checklist and closed-ended questionnaires that had been answered by students after they get the English lesson.

F. Definition of Key Terms

1. Teacher talk

Teacher talk is the language that the teacher uses to communicate with students using a second language that is formal and linguistic.⁸ In this research, teacher talk is how the teacher does questions answer, giving feedback, negotiating with students, and giving instruction and information with the students about the material during the learning process, especially in the class.

2. Student's perception

Students' perception is the perspective of students about events that occur in the classroom during the learning process and reveal their opinions to the teacher or classmates adding to their learning process.⁹ In this research, students' perception is how the students believe with what they feel through the sense tools they have to obtain meaning when they are listening to teacher talk during English learning.

⁸Xiao-yan, MA. *Teacher Talk and EFL in University Classroom*. Chongqing Normal University & Yangtze Normal. China. 2006.

⁹Gurnam Shidu Kaur. *Literature in the Language Classroom: Seeing through the eyes of Learners*. In: Ganakumaran & Edwin Malaci (Eds). *Teaching of Literature in ESL/EFL context*, 2003), 15.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes theories and literature related to the problem in this research are provided in this chapter. Besides, some previous studies are revealed in this chapter.

A. Review of Related Literature

This section will be explained about the definition of teacher talk, types of teacher talk, the definition of students' perception, and types of perception from some theory.

1. Teacher talk

a. Definition of teacher talk

Krashen and Terrell believed that teacher talk is the language used by the teacher to the students to motivate them on how to communicate well. If the teacher uses good language when communicating with their students, they will understand and not only gain knowledge of the form of basic lessons but also a good language.¹⁰ Teacher talk is a method of delivering the teacher by their speech involving students and giving back goals with their speeches.¹¹ Nunan describes that teacher talk is of crucial importance not just for audiences in the classroom students or however conjointly for the processes of the acquisition.¹² From some definitions above, teacher talk is one of the activities used by the teacher with the students in the class during the learning process.

b. Types of teacher talk

There are some types of teacher talk that used by the teacher to teach in class such as questioning, giving feedback, negotiation between the teacher and students, giving instruction and information.

1) Questioning

Richard said that questioning is one of the activities most often used by the teacher to get

¹⁰Bayu Hendro W, "Teacher's Talk Role in Teaching Speaking". Igniting a Brighter Future of EFL Teaching and Learning Multilingual Societies. 978-602-74437-0-9.

¹¹Jack Richards-Lockhart Charles, *Reflective Teaching in Second Language Classroom* (New York: Cambridge University Press, 1994), 176.

¹²Davin Nunan. *Language Teaching Methodology: a text book for Teachers*. (Cambridge: Cambridge University Press, 1991), 189.

information from students. In activities class, time is used to ask questions and answers.¹³ There are some kinds of questions like display question, referential question, open question, close question, convergent question, and divergent question.

Ellis defines the display question is the question that is made to check whether the listener or interlocutor of reality when the questioner already knows the answer.¹⁴ This question focuses on questions raised by questioners who already know the answers. In another book, Ellis stated that a closed question is a question that is limited by one answer that can be accepted by the listener.¹⁵ This question focuses on giving yes or no answer or one or two words.

Nunan and Lamb have stated that referential question is a question that is given when the questioner does not know the answer.¹⁶ This question refers to questions that are not known by the questioner and can obtain a variety of subjective information from sources. In another book, Nunan and Lamb also believe that open question is the question that is given by the teacher to get broad answers from students.¹⁷ This question focuses on answers widely and openly from sources.

Swan describes that the rhetorical question is the question does not perpetually elicit the information. In several languages, the questions are sometimes used as a distraction for something.¹⁸ This

¹³Jack Richards-Lockhart Charles, *Reflective Teaching in Second Language Classroom* (New York: Cambridge University Press, 1994), 185.

¹⁴Rod Ellis, *Second Language Acquisition and Language Pedagogy* (Clevedon: Multilingual Matters Ltd, 1992),123.

¹⁵Rod Ellis, *The Study of Second Language Acquisition* (Oxford University Press, 1994), 695.

¹⁶David Nunan-Clarice Lamb, *The Self-Directed Teacher:Managing the Learning Process* (United Kingdom: Cambridge University Press, 1996), 88.

¹⁷David Nunan-Clarice Lamb, *"The Self....."* 84.

¹⁸Michael Swan, *"Pertical English Usage. 3rd eddition"* (Oxford University Press, 2005), 467.

question focuses on emphasizing something that is intended.

Richard describes that convergent question encourages the same students' comments or comments that are centered on the subject matter, comments or answers are given are often short answers, such as "yes" or "no" or short statements.¹⁹ This question focuses on one correct answer from sources. The divergent question is a question that encourages a variety of answers from students with long answers and which requires students to participate in high-order thinking. The teacher encourages students to provide information from what they know rather than remember the information provided previously.²⁰ This question focuses on encouragement to give answers and generate participation from students.

2) Giving feedback

As stated by Thornbury that content feedback by the teacher, it means how the teacher gives the responses to the students, participation that focuses on what the students say by their knowledge.²¹ There are some kinds of feedback, such as prompt feedback, encouragement feedback, criticizing feedback, praising feedback, and summarizing feedback.

Based on Mehan's theory prompt feedback is an attempt to get participants to give the correct answers by using directions to show their mistakes or ask the students to clarify what was said or by the teacher gives repetition with emphasis on the wrong part, so the students know their mistakes. Encouragement feedback is the act of giving an idea by someone with intentions, beliefs, or self-

¹⁹Jack Richard, et al, *Reflective*..... 164.

²⁰Jack Richard-Charles Lockhart, "*Reflective Teaching*.....165.

²¹Scott Thornbury. "Teacher Research Teacher Talk". *ELT Journal*. Vol 50 No.4, 1996, 279.

confidence. Criticizing feedback is giving responses to the students who have very badly wrong.²²

Prising feedback can be justified or comments on. Sometimes the teacher gives comments to the students to encourage them to give their answers but sometimes the teacher also throws answers to other students to answers the questions. While, summarizing feedback is when the students give the correct answer then, the teacher will give a more simple answer so other students can understand it.²³

3) Negotiating between teacher and students

Thornbury has said that attempts to negotiate meaning with the students, where the teacher gives the clarifications and excuse to the students discontinue their teacher then do the same thing.²⁴ As for negotiations between the teacher and students are divided into three types, such as personal negotiation, interactive negotiation, and procedural negotiation.²⁵

Personal negotiation is a kind of cognitive process that includes personal thinking and retrospect of learning factors such as differentiation, inquiry, alloying, impressions and reflection, etc. For example, when people try to conclude or explain the knowledge that they read or hear, negotiation is taken between the possible meaning and the meaning explained. Interactive negotiation is the root of language acquisition, interactive negotiation will arise when people express whether they understand or not the meaning of others. The process, input needs to be explained and that person producing the output of the target language must be simple and interpret the information so that it becomes a location of

²²Hugh Mehan, *Learning Lessons; Social Organization in the Classroom*. (Cambridge: Harvard University, 1979)

²³Liu Yanfen and Zhao Yuqin. "A Study of Teacher Talk in Interactions in English Classes" *Chinese Journal of Applied Linguistics*. Vol 33, 2010.

²⁴Scott Thornbury . "Teacher 280

²⁵Michael, P.B., & Andrew, L. *Classroom Decision-Making*. (Shanghai: Shanghai Foreign Language Education Press, 2002), 20.

creativity. Procedural negotiation gives the function to arrange teaching in the classroom so that success is mainly about how the class must be taught. During the process, there are some steps that receive special attention, for example, who is working with whom? With what the material? for what purpose? The teacher must take steps in accordance with the answers to these questions by negotiating with the students and adjust the teaching institution dynamically and flexibly.

Another theory about categories or types of teacher talk in keeping with Moskowitz, which is termed Foreign Language Interaction (FLINT) focuses on three points, the following.²⁶

- 1) Giving information: giving information implies that the teacher shares information, facts, his or her plan or teaching. Information on teaching is usually wont to get across necessary facts, opinions, concepts or generalization to the coed. Giving information is delivered by the teacher after they extend the material or information about the necessary things.
- 2) Giving instruction: giving instruction is one in all the foremost necessary role of the teacher within the classroom. The direction is an associate order given by the teacher toward the students. It refers to the teacher's instruction by giving the students direction, commands, or orders that the student's expected to understand what they imagined to do.

3. Students perception

a. Definition of perception

Jacobs defines perception as one of the important elements to help success in the learning process. Learning will be obtained through support and every individual has support from himself or herself in the form of stimuli that have an impact on the sensory owned.²⁷ Bimo said that

²⁶Robert G Moskowitz. "Interaction Analysis: A new modern language for supervisors" *Foreign Language Annals*. Vol. 5, 1971. 211-221.

²⁷Jacobs, M, et al. *Teching-learning dynamics: a participan approach for OBE*. 3rd edition. (Sandown: Heineman. 2004), 231.

perception is the process of organizing, interpreting the stimuli received by an organism or individual so that it is something that is meaningful and is an integrated activity in the individual.²⁸ Perception is the stimulation of sensory receptors by the individuals in their world. What the humans experience consciously are not always the same as what they experience with auditorily, visual, or diplomatic. Everyone's perception is influenced by the way they see what's around them. So individual analysis of sensory stimuli will be concerned by their attention.²⁹ Sidhu describes that students' perception is the perspective of students about events that occur in the classroom during the learning process and reveal their opinions to the teacher or classmates adding to their learning process.³⁰ From some definitions, it can be concluded students' perception is a process of observation to know and understand about certain objects through the sense tools they have to obtain meaning. While this study focuses on two based perceptions that will be analyzed.

b. Types of perception

As for types of perception according to Catherine consists of two, there are positive perceptions and negative perceptions.³¹ Positive perception is the perception that illustrates all knowledge and responses in a way to use them. It will be done with busyness, absorbing, and contributing to the goals experienced. The negative perception is the perception that illustrates all knowledge and responses that are not comparable to using. It will be done by inactivity, protesting, and against the targets experienced.

²⁸Bimo Walgito. *Psikologi Untuk Keperawatan*. (Jakarta. Penerbit Buku Kedokteran EGC, 2001), 93.

²⁹Hamachek, D. *Psychology in teaching, learning and growth*. 5th edition. (Boston: Allyn & Bacon, 1995), 199.

³⁰Gurnam Shidu Kaur. *Literature in the Language Classroom: Seeing through the eyes of Learners*. In: Ganakumaran & Edwin Malaci (Eds). *Teaching of Literature in ESL/EFL context*, 2003), 15.

³¹Catherine E. Burns & Ardys M. Dunn. *Pediatric Primary Care Fifth Edition*. (United States of America: Library of Congress Cataloging, 2009), 304.

According to Irwanto, after individuals interact with objects the object perceived, the results of perception can be divided into two, namely. The positive perception that describes all knowledge (whether or not you know it or not) and the response that continues with the effort to use it. It will continue with the activeness or accept and support the perceived object. Negative perception that describes all knowledge (whether or not you know it or not) and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object.

Thus it can be said that both positive and negative perceptions will always affect a person in acting. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of an object that is perceived.

B. Review of Previous Studies

There were five distinctions between previous studies related to present this research. The first previous study was done by Afrianto Akhmad Mukhamirudin³². The purpose of this study was to seek out the interaction pattern in the class throughout the teaching-learning activity, to enhance teacher-student interaction through the teacher talk. An analysis instrument from Moskowitz named Foreign Language Interaction Analysis (FLINT) was accustomed to analyzing the teacher talk and also the interaction. The interview and questionnaire were conducted to grasp the teacher's and students' opinions of the analysis. All the collected data were represented qualitative. The results of this study showed that the pattern of interaction was largely started by the teacher and giving data class was the foremost pattern that occurred. The teacher talk was not dominating and also the students got a lot of opportunities to act. It had been shown by the decrement of teacher talk share that occurred in teaching-learning activity.

The second previous study was done by Denni Rahmadani.³³ The aims of this study to uncover what extent of the students' expectations of English as a Medium of Interaction employed by

³²Afrianto Akhmad Mukhamirudin. "Improving..... 6.

³³Denni Rahmadani. "Students'..... 43.

land teachers in teaching English at SMA in Palangara Raya. To collect the data, the study employs a questionnaire with ten items given to 134 students of the 2nd grade taken from one class of each school. It had been used as the cluster random sampling technique to require the samples. As a result of this study, it has shown that almost all of the students agree with English as a Medium of Instruction dominantly applied by the English teacher within the teaching of English subjects. By implementing applied as a Medium of Instruction during this classroom, it will increase students' English ability with applicable English normal, encourage them to be told English, improve their confidence to talk English, facilitate them to grasp English textbook or article, and assist them to know the international culture.

The third previous study by Wahyu Dewi Pratiwi.³⁴ This study is geared toward students' perception towards teacher's written feedback eleventh-grade students. The respondents of this study were eleventh-grade students of SMA N 1 Wedi Klaten. This study belongs to the descriptive qualitative. The main research instrument was the students' perception of the teacher's written feedback. The data was taken from the students' writing. The researcher used 3 instruments such as field notes, questionnaires, and interviews. The data analysis technique is the method of data arrangement and data categorization. The results of the descriptive analysis show that the teacher mostly gave feedback in an indirect manner. Supported the third analysis question, it absolutely was discovered that: the students like written feedback than oral feedback, teacher's written feedback was objective, teacher-written feedback was clear, teacher's written feedback aided to the students, teacher's written feedback was encouraging, and also the students never had negative result of the teacher's written feedback, teacher's written feedback failed to disturb the method of writing, the teacher typically offers feedback to the students.

The fourth previous study by Semi Sukarni and Siti Ulfah.³⁵ The aims of this study are first to explain the interaction utilized by the teacher and students conducted within the classroom of the 8th grade of SMP N 18 Purworejo within the academic year 2012-

³⁴Wahyu Dewi Pratiwi. Thesis: "Students' 13.

³⁵Semi Sukarni, et al. "An Analysis 1-2.

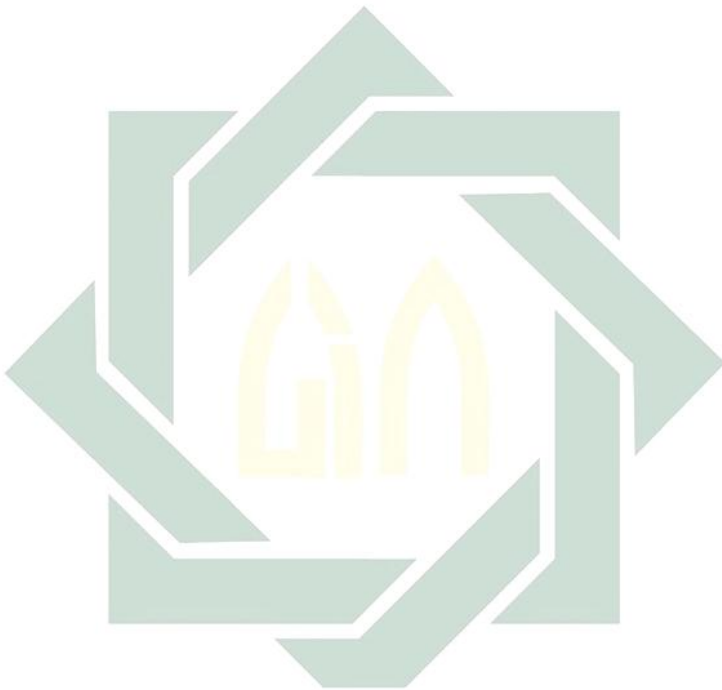
2013; secondly, to grasp what kind of interaction characteristics of the teacher-student talk within the room interaction; thirdly, to identify languages utilized in the room interaction used throughout teaching-learning method. This research could be a descriptive qualitative study on teacher and student talk within the room interaction, significantly on the participants' interaction in SMP N 18 Purworejo. The data of this study are the interaction between the teacher and therefore the students within the class. The researcher used observation and recording for assembling the data. The results of this study show that the teacher was additional activities within the interaction. Meanwhile, the students were less active than the teacher. Supported the finding, the researcher concludes that the teacher was dominant within the class interaction.

The fifth previous study by Yulita Estin Prihandini.³⁶ The study analyzed the students' perception of reading methods for up reading comprehension. Qualitative and quantitative approaches were used during this study. The obtained knowledge was analyzed by mistreatment Pearson Product Moment Correlation to find whether or not there is any correlation between students' reading methods and reading comprehension assessment. Data collected from the interview were analyzed by mistreatment the descriptive qualitative analysis technique. The result shows that the parametric statistic equals 0,457. The correlation between students' reading strategies and reading comprehension test has a positive direction, though the correlation is incredibly low. The fact shows that though high and low achievers used similar reading strategies however the result's completely different in their reading scores. It depends on however effective students use their strategies.

The differences for the first previous study, the researcher is more dominant in speaking class. So the researcher suggests that students be more active in classroom learning. The second previous study aims to explain English as a Medium of Instruction which is very helpful for students in the English lessons applied by the teacher. The third previous study explained the perception of students who stated they preferred the teacher's feedback in writing. The fourth previous study explained that teachers were more dominant in interacting with more Indonesian than

³⁶Yulita Estin Prihandini. Thesis: "Student's..... 4.

English when delivering the material. The fifth previous study the positive perceptions of students using reading strategies to influence their motivation to read. This study explains the students' perception of the teacher talk when delivering an English lesson.



CHAPTER III

RESEARCH METHOD

This chapter includes the research design, research setting, data and source of data, data collection techniques, and data analysis technique.

A. Research Design and Approach

This research used descriptive qualitative. Creswell believes that qualitative research is a media to explore a which means of every individual or organism that has associated with issues associated with the society.³⁷ Descriptive studies design for locating truth concerning actual phenomena through the method of assembling information, classifying information, analyzing and decoding supported the analysis method.³⁸ In this step, the researcher chooses what method is appropriate for this research. This research contains two research questions that are central questions that ask for an exploration of the concept in this study. Henceforth, the researcher needs to investigate what types of teacher talk used by the English teacher and the perception by the students about types of teacher talk in their class when delivering the English lessons. This research described it one by one the results of the study in the form of paragraphs and some tables to facilitate the reader to better understand.

B. Research Subject

Millan describes that the subject is a private who participates in a square measure search study or is as somebody from whom the information is collected.³⁹ The subject in this research is VIII-A students at SMP Ta'miriyah Surabaya in the academic year 2019-2020. In this research, the researcher used the purposeful sample. According to Creswell, a purposeful sample is away in the decisive subject of the research by choosing sure individuals or sites that are best suitable to assist the researcher in understanding a

³⁷John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (University of Nebraska- Lincoln, 2007)

³⁸John W. Creswell. *Education Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research*. (Pearson: University of Nebraska-Lincoln, 2005)

³⁹Mc Millan, J. H. *Eduaction Research Fundamentals for the Consumer: Second Edition*. (New York: Harper Collins College Publisher, 1996), 85.

development being investigated.⁴⁰ There are three classes in the school. Based on the conversation between the researcher and the English teacher, the researcher only used one class, class VIII-A because it was assumed that the students had the ability to think more critically than other classes and collect the data related to the types of teacher talk and the perception from the students during the learning process.

C. Research Setting

1. Place

The setting of this research was in SMP Ta'miriyah Surabaya. It is located in Indrapura No.2, Krembangan Surabaya, East Java 60175. Particularly, this research was done in one class of eight grade. This selection of the grade VIII-A as the research setting because it enables the researcher to collect the data to types of teacher talk that used by the teacher and perception of the students of the teacher talk.

2. Time

This research was conducted in August and twice while the school began preparing a new semester program with the academic year 2019/2020. So the researcher obtained the data through direct observation of the teacher talk from the beginning of the class until the end of the class with the help of a video recorder to reinforce the observation and gave a questionnaire on the students of VIII-A after they got an English lesson from their teacher.

D. Data and Source of Data

1. Types of data

In this research, the researcher answer two research questions used data in this research follow.

a. Data

The data in this research is the observation of the types of teacher talk and video recorder during the English learning process in the class the next data in this research is a closed-ended questionnaire about the perception from

⁴⁰John W. Creswell, *Educational Research: Planning, Concusting, and Evaluating Quantitative and Qualitative Research*, Fourth edition (Boston:Pearson Education, 2012), 206.

the students of types the teacher talk when gives the material for students.

b. Source of data

In this research, the source of first data gains from the teacher. The first data is obtained by doing observation during the English learning process in the class and video recording to strengthen the result of observation. The source of second data gains from the students. The second data is obtained by giving the questionnaire after the students get an English lesson given by the teacher in the class.

E. Data Collection Technique

In this research, the researcher uses observation, video recorder and questionnaire techniques to answer the research questions.

1. Observation

The first observation is the approach of collective data and information during a direct approach by wanting closely at folks and places within the location.⁴¹ In this research, the observation technique uses non-participant observation. This means that the researcher does not involve inactivity. the researcher just sits in class then observes the learning process start from opening the class until the end of the class and pays attention to how the teacher talks to the students about the material that learned on that day. If there is something similar to the types of teacher talk, the researcher gives a checklist in the column “yes” and gives little explanation beside it. By the observation, the researcher gains a deep understanding and see all the learning process in the classroom including the conditions and activities that occur in the classroom.

2. Video recording

The researcher does video recording while doing observation in the classroom. While the researcher observed using the observation checklist that was made before conducting the research, the researcher also took video

⁴¹John W. Creswell, *Education Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research* (Ohio: Pearson, 2005), 213.

recording as secondary data to strengthen the data from the observation that had been made.

3. Questionnaire

The third instrument in this research is the questionnaire. The questionnaire could be a type sheet with many statements utilized in the survey style of participants or resource persons within the study and came to the researcher.⁴² The researcher conducts the questionnaire. The questionnaire is divided into two, there are open-ended questionnaire and a close-ended questionnaire. In this research, the researcher uses a close-ended questionnaire with twenty-five statements, there are fourteen statements of questioning that consists of one statement of display question, three statements of referential question, two statements of rhetorical question, two statements of open question, two statements of close question, two statements of convergent question, two statements of divergent question, two statements of giving feedback, three statements of negotiating between teacher and students, and six statements of giving instruction and information. The questionnaire uses a Likert scale to measure students' perceptions and the researcher translates it into Indonesian to help participants answer the questionnaire easily. This questionnaire only focuses on students' perceptions. The questionnaire not only helps students to express their perception but also helps the researcher to know data about students' perceptions toward the teacher talk types while providing an English lesson.

F. Research Instrument

Data that are collected during this research are needed to hold out the finding of this research. All of the information can be collected by the exploitation of some instruments below.

a. Observation checklist

An observation checklist is presented in tables form which contains some aspects such as some questions that used by the teacher in the classroom, giving feedback from the teacher to students, negotiating problems in the learning process, giving instruction and information by

⁴²John W. Creswell. *Education Research*, (Boston: Pearson Education, 2012), 382.

the teacher to students. Data is obtained using an observation checklist designed using a “yes” or “no” checklist. Data has been taken during direct observation in one class of VII-A.

b. Video recording

This research used a video recorder to get the data from the observation that is created whereas within the room. It is important as a result of it facilitates the researcher to strengthen the results of observation that are created to be additional correct, avoiding losing sure components throughout the observation. The recording here was the device itself by mobile phone.

c. Close-ended questionnaire

The researcher used a closed-ended questionnaire to answer the second research question because it was easier to process, provide the code and can be processed using a computer and makes it easier for students do not have to write or express their thought in written form. The questions on the influence of students’ perception toward types teacher talk during the learning process take place, especially in giving the material in grade VIII-A in the first semester of SMP Ta’miriyah Surabaya in the academic year 2019/2020.

Table 3.1

Data, Source of Data, Data Collection Technique and Research Instrument

No.	Data	Source of Data	Data Collection Technique	Intrument
1.	Observation of types of teacher talk and video recorder	A teacher (during English learning process)	Observation and video recorder	Observation checklist and video recording.
2.	Closed-ended questionnaire about students’ perception toward types teacher talk	Students (the end of English learning process)	questionnaire	Closed-ended questionnaire

G. Data Analysis Technique

After collecting the data, the researcher has done to analyze the data. The data analysis in qualitative research. This method is employed to analyze the information by wanting the common issue that recured and determines the most theme that summarizes all the views that have collected.⁴³ The techniques for analyzing the data are outlined below:

a. Collecting data

In this step, the data collected within the field is collected. The researcher copies students' teacher's teaching practice to get the information required to answer the first and second research questions. The first research question is the types of teacher talk used by the English teacher in English class. Meanwhile, the second research question is the perception given by students to the teacher relating to the types of teacher talk. In addition, the researcher also used an observation checklist, video recorder, and a close-ended questionnaire. Video recorder in the classroom is taken by a mobile phone.

b. Organizing and preparing data analysis

In this step, the data were prepared and organized. Here, the researcher identifies all the data that has been obtained through observation, video recorder, and questionnaire sheets based on information that has been provided by the speakers to answer two research questions in this research. The information is about the types of teacher talk which are done by the English teacher when the learning process was taking place and the students' perception toward teacher talk types in the English class.

c. Reading all the data

The researcher read all the data that has been compiled and ready within the previous step. Throughout the process of reading the data, the researcher analyzes the observation data by putting a checklist on the observation sheet (✓) and giving a little explanation of the checklist and playing back the video recorder to strengthen the observation. Then for the questionnaire data, the researcher analyzes by calculating the

⁴³Michael Quinn Patton-Michael Cochran, *Guide to Using Qualitative Research Methodology*. (Medicins San Frontieres, 2002). 124.

results of the questionnaire carefully to get the information most accurate regarding the research questions.

d. Coding the data

In this step, the researcher analyzes the data by labeling the data on each research instrument such as in the observation list, the researcher categorized the teacher's utterances in several types of talk that have been made. Questionnaire sheet, the researcher categorized twenty-five statements into the types of teacher talk. For video analysis, the researcher played back the video recorder result that has been done in the classroom. This is to ensure that some information from the three instruments needs to be used or reduced.

e. Interpreting data

After collecting the data and read all of them, the last is the researcher decoding the finding of all the instruments of research. The finding and discussion of this research explained within the next chapter.

H. Research Stages

The process of accomplishing this research such as preliminary research, planning, implementing, analyzing data, and concluding data were done as the following stages.

a. Preliminary research

This research did preliminary research to find out this research is possible to be done or not. In this introduction, the researcher went to the targeted school SMP Ta'miriyah Surabaya to asked permission from the headmaster, then the researcher met the English teacher to make an appointment did this research.

b. Collecting data

After preliminary research, the researcher collects the data. Data related to the types of teacher talk used by the English teacher was gathered through observation by using the observation checklist. Besides, students' teacher's teaching practice videos and a questionnaire about the students' perception toward teacher talk types were also used to support the data.

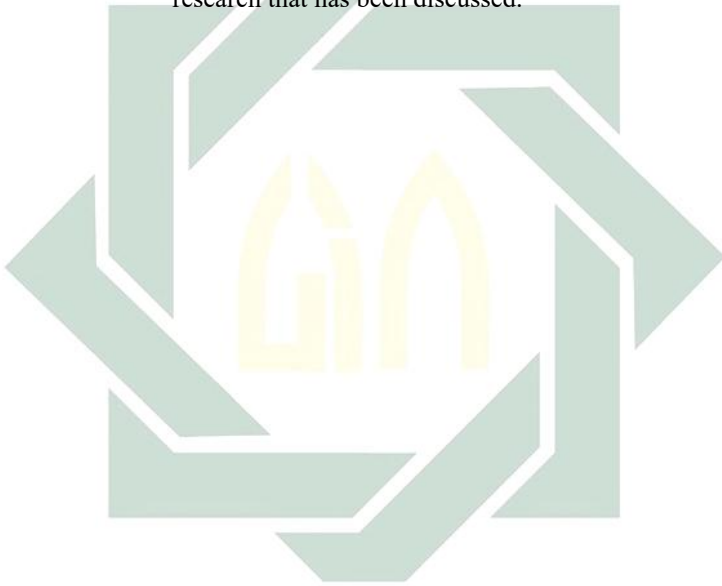
c. Analyzing data

In the next stages, after collecting all the data needed, the researcher started to analyze the data based

on the theoretical framework. Firstly the researcher saw the video recorder of students' teacher's learning process to strengthen the results of the observation list after that the researcher read all the data of the questionnaire and counted the result using Microsoft Excel.

d. Concluding data

After all, data had been analyzed, then combine the results of analysis and existing theories. Finally, the researcher made a conclusion based on all section of this research that has been discussed.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the data that was obtained during the research. This chapter is used to answer the research question questions in the first chapter, that focused on the types of teacher talk that the teacher used and perception from students toward the types of teacher talk.

There are three types of instruments used to collect the data in this research, namely observation, video recorder and questionnaire. To answer the first question, the researcher uses the observation checklist and video recorder, it collects data to explain what types of teacher talk that teacher uses when giving English material in the classroom during the learning process. To answer the second research question, the researcher used a questionnaire to explain students' perceptions of the types of teacher talk when giving English material in the classroom.

A. Research Finding

In this section, data from observation and questionnaire are presented. From observing the teacher talk data is related to the teacher teaching asking questions, giving feedback, negotiating between teacher and students, giving instruction and information to students during the learning process. The observation conducted twice. Then, the data from the questionnaire were mostly related to students' perceptions toward the types of teacher talk whereas within the classroom. The questionnaire refers to a list of questions for twenty-eight students. There were any twenty-five questions on the list.

1. The types of teacher talk that the teacher used in English class

The steps to investigate the types of teacher talk that used by the teacher when in classroom in descriptive writing are: begin to inspire from the beginning of learning with the help of a video recorder, analyze the teacher talk on each speech given by the teacher with the responses of students during the learning process take place. Detailed information about the teacher talk used by the English teacher is presented in the following paragraphs: observation and video recording. The data showed that the teacher used questioning particularly some kinds of questions, giving feedback, negotiating between

the teacher and students, and giving instruction and information in English learning.

a. Questioning

The researcher found that the teacher used questioning to get the information from the students. There was some questioning that the researcher found from the teacher used in English class during the learning process, such as display question, referential question, rhetorical question, close question, convergent question, and divergent question. There were six questions belongs to display a question, for a referential question, there were four questions that the teacher talked about. There was one question belong to the rhetorical question, there were four questions belongs to the close question, there were three questions belongs to the convergent question. For divergent questions, there was one question that the teacher talked about. These questions will be described.

1. Display question

Table 4.1

Display Question in Types of Teacher Talk in English Class

Types of teacher talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Display question	<i>"come on Alya what are the differences between the word "will" and the word "can" from my previous explanation before?"</i>	<i>"what we have learned yesterday?"</i>
	<i>"What is the meaning of this conversation?"</i>	<i>"in this conversation, which part includes the words asking for help?"</i>
	<i>"who is in the conversation?"</i>	<i>"what will you do after this?"</i>

The first type identified was display question, it is the question from the teacher that already knows the answer. The teacher used to display questions as types of teacher talk in the learning process. The teacher gave some questions to the students about the material being studied in class. The first question

was the teacher asking about differences between “will” and “can”, for example, *“come on Alya what are the differences between the word “will” and the word “can” from my previous explanation before?”*etc. the teacher asked the students about the differences between “will” and “can” because he wanted to know the students’ understanding.

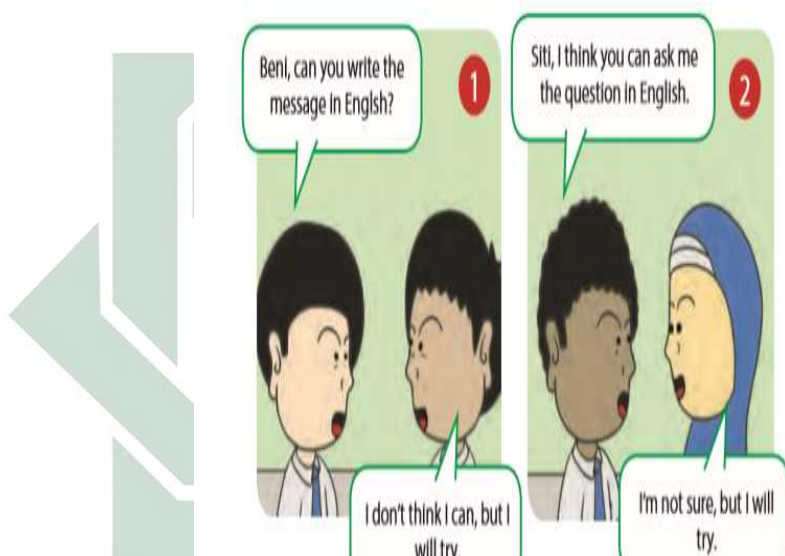


Figure 4.1

Example of First Conversations in the Book

The second question was the teacher asked some students about the meaning of the conversation in the book. The teacher asked like that because he wanted to know the students' vocabulary of the English language. for example *“Naya, what is the meaning of the conversation number three?”* The third question was when the teacher asked for two students to read the conversation. *“now for the third conversation em... Diaz and Dicki okay before you read, who is in the conversation?”* the teacher asked

the students about who was on that conversation because he wanted to know the background knowledge of the students.

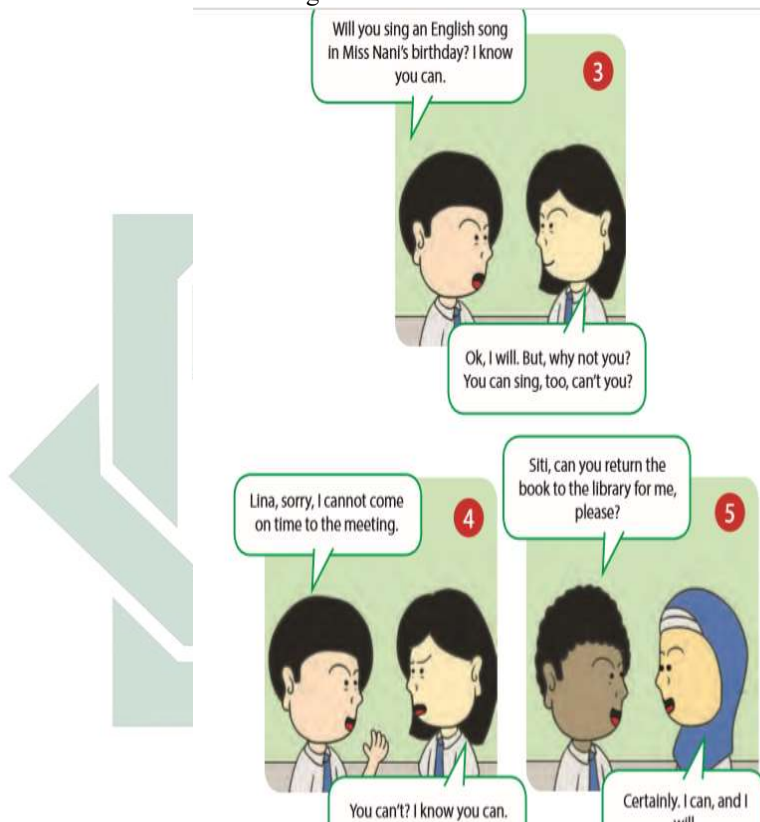
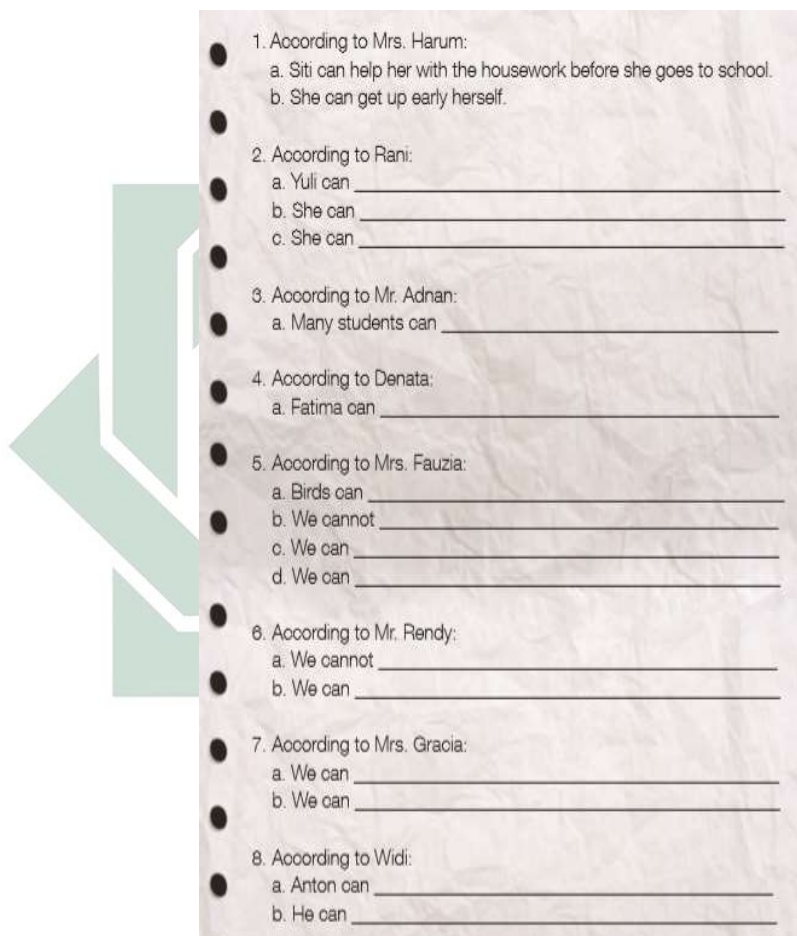


Figure 4.2

Example of SecondConversation in the Book

The last session was the teacher asked students the answer of assignment in the book, for example, "come on what is the answer to question number two? And the last is for number eight what can Anton do and what cannot he do?" the teacher asked the students about the answer to the students'

assignment because he wanted to know the students' insight of the assignment.



1. According to Mrs. Harum:
 - a. Siti can help her with the housework before she goes to school.
 - b. She can get up early herself.
2. According to Rani:
 - a. Yuli can _____
 - b. She can _____
 - c. She can _____
3. According to Mr. Adnan:
 - a. Many students can _____
4. According to Denata:
 - a. Fatima can _____
5. According to Mrs. Fauzia:
 - a. Birds can _____
 - b. We cannot _____
 - c. We can _____
 - d. We can _____
6. According to Mr. Rendy:
 - a. We cannot _____
 - b. We can _____
7. According to Mrs. Gracia:
 - a. We can _____
 - b. We can _____
8. According to Widi:
 - a. Anton can _____
 - b. He can _____

Figure 4.3
Example of the First Assignment in the Book
2. Referential question

Table 4.2
Referential Question in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Referential Question	<i>"will you swim?"</i>	<i>"what do you think with this conversation?"</i>
	<i>"Can you swim?"</i>	<i>"What time can you do that activity?"</i>

The second type was identified as a referential question, it is the question which the teacher does not know the answer. The referential question was a question from the teacher that was used to ask the student activities to be carried out in the future. The teacher expresses questions in several ways such as *"Ghani will you swim next Saturday?"* and *"Ghani, can you swim?"* the teacher asked the students concerning what the students did to get the new information

3. Rhetorical Question

Table 4.3
Rhetorical Question in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Rhetorical Question	<i>"can you read Imam's writing?"</i>	

The third type identified was the rhetorical question, the rhetorical question is the question that the teacher used only as a distraction of something from students. This question was given to the students after the teacher did not know and felt his student's writing was ugly. The teacher express *"Akmal can you read Imam's writing?"* the teacher asked to the students matter the distraction of another student's writing.

4. Close question

Table 4.4
Close Question in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Close Question	<i>"do you understand the explanation from me?"</i>	<i>"can you this assignment quickly?"</i>
	<i>"can the word <u>will</u> be used for ability"</i>	<i>"will you help me to clean the whiteboard?"</i>

The fourth type identified was a close question, the close question is the question that the teacher uses to get a short answer from students. The close questions also used by the teacher. This question was given to the students after the teacher explained the differences and functions of "will" and "can" then the teacher asked the students. The teacher expresses questions to students in different ways. The teacher expresses *"do you understand the explanation from me?"* and *"can the word will be used for ability?"* the teacher asked the students toward interpretation of that question.

5. Convergent question

Table 4.5
Convergent Question in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Convergent Question	<i>"what does it means in this book?"</i>	<i>"What is the correct answer for number 4?"</i>
		<i>"How do you differentiate between <u>will</u> and <u>can</u> if answer fills the blank question?"</i>

The fifth type identified was the convergent question, the convergent question is the question that the teacher uses to get one correct answer from the

students. The teacher also used a convergent question. This question was given to the students after the teacher read some sentences in the book and then the teacher asked the students. For example, the teacher asked to the students *“okay the next assignment is, please you read the instruction on page 25 and what does it mean in this book?”* the students said *“we write three people that they can and can not do in daily activities”* then the teacher said *“good, please do this assignment just 10 minutes”*. The teacher asked the students to get the right answer on page 25 from students.



We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will use the form below to write down what the three people can do and cannot do in the areas. **Third**, we will use the data to write about each of them. We will handwrite it or type it on a computer. **Then**, we will put our works on the wall of the classroom. We will answer questions from people who visit our works.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Name	Areas / Fields				
		English	Music	Sports	Housework	Others
1.	Wina	- read story - answer questions - not ask question	- play flute - sing English songs - sing folk songs	- swim - run - not basket-ball	- fry eggs - cook rice - fry banana	- knit - draw
2.						
3.						
4.						

Figure 4.4
Example of Second Assignment in the Book.

6. Divergent question

Table 4.6
Divergent Question in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Divergent Question	<i>"Please, what is your own answer about the differences between a will and can?"</i>	

The sixth type identified was the divergent question, it is the question that the teacher used to check how long the students know about the material. The divergent question was the question of his to the students to practice their ability to think outside of the material about "will" and "can" that had been given by the teacher. For example *"what is your own answer about the differences between a will and can"*. the teacher asked the students because the teacher assumed students can be thought highly about the answers asked by the teacher.

The researcher also found other results from types of teacher talk, such as given feedback, negotiate between the teacher and students, giving instruction and information.

b. Giving feedback

Table 4.7
Giving Feedback in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Giving feedback	<i>"if you say <u>can</u> not /kan/ but /kən/"</i>	<i>"please say /pa:s/"</i>
		<i>/wɪdɒt/</i>

The next type identified was given feedback, giving feedback means the teacher responds to answer the students by giving an answer that easily understood by students. Giving feedback also used by the teacher in the

English learning process. Some feedback that the teacher gave to the students. The teacher gave feedback to the students when they mispronounce words in English when they read the results of their assignments. For example, the student said *canhe* said with vocal “a” not “ə”. The next when the students said “*pas*” with the suffix “*t*” the teacher gave feedback like “*don’t say like that, please say /pa:s/ so the word ‘a’ little long*” Next example, when the students said “*wit-hut*” then the teacher gave feedback the correct answer liked “*no like that to say but like /wiðoʊt/, so the word ‘t’ not pronounced clearly*” the teacher gave feedback to the students that said the wrong word when the students read the conversation in the book.

c. Negotiating between teacher and students

Table 4.8

Negotiating between Teacher and Students in Types of Teacher Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
Negotiating between teacher and students		<i>“do you sure if I said <u>her brother will walk 2 kilometers every day to be healthy?</u> Because of your answer just simple right?”</i>

The next identified was negotiating between teachers and students. It means the teacher clarifies with students about material that is not understood by each other. The students clarified their answers with the teacher about the assignment in the book. For example, when the students answered the question “*answer number 4 is her brother will exercise every day Sir*” and the teacher said “*do you sure if I said her brother will walk 2 kilometers every day to be healthy? Because of your answer just simple right?*”so the students said, “*oo.. like that Sir*”. The teacher and the students exchanged ideas about the answer originally answered by students.

d. Giving instruction and information

Table 4.9
Giving Instruction and Information in Types of Teacher
Talk in English Class

Types of Teacher Talk	Observation I (21 August 2019)	Observation II (22 August 2019)
The last type of teacher talk that identified was giving instruction and information.	<i>"if you haven't finished please doing this assignment now and I give just 15 minutes, please finishing this assignment now!"</i>	<i>"remember, <u>will</u> and <u>can</u> just to an informal situation"</i>
	<i>"The function of the will is to do the activity that used for desire but can for ability"</i>	<i>"Please open the book page 25"</i>
	<i>"Read the dialog in this book."</i>	<i>"let's discuss it together with your homework"</i>
	<i>"Please answer number 3"</i>	<i>"<u>can</u> is used to ask permission (permission) to do something. <u>will</u> is used to talk about possibilities or make predictions"</i>
	<i>"repeat after me, please"</i>	

The last type of teacher talk that identified was giving instruction and information. The teacher gave the instruction twice to the students and gave clear information. the teacher used was giving instruction and information. The teacher often gave the instruction and some information to the students to start of beginning the class until the end. For example, the teacher gave instruction twice the time to the students to do the assignment *"if you haven't finished please doing this assignment now and I give just 15 minutes, please finishing this assignment now!"* the teacher gave instruction to the students twice to do their assignment just for 15 minutes. The teacher also gave the information based on the fact *"the function of the will is to do the activity that used for desire but can for ability. For example, fish can live only in the ocean and the teacher*

will give a good score for diligent students”. The teacher gave information to the students the function of the difference between “will” and “can”.

2. The students’ perception of the teacher talk in English class

This research was conducted on August 22nd, 2019. The finding of the students’ perception was from the questionnaire, it used a Likert scale. The researcher used the questionnaire to know deeply the students’ perception toward types of teacher talk in the English learning process. This questionnaire distributed to twenty-eight students. Around twenty-five questions were contained in this questionnaire and consist of four factors based on the theory of types of teacher talk. Here SA means Strongly Agree, A is Agree, D means Disagree and SD for Strongly Disagree.

These were the results of questionnaires toward students’ perceptions toward teacher talk types in English class. The first types are display question, there was 1 statement that related to the display question aspect.

Table 4.10
Students’ Perception of Display Question in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Display Question	1. I am happy if the teacher gives a question with the answer that he/she was already known before.	(1) 3,57 %	(5) 17,8 6%	(17) 60,7 1%	(5) 17,86 %

Related to the students’ perception toward teacher talk types in English class, table 4.10 showed that the types from that aspect were display question which had one element. This was indicated by the response to the first statement “I am happy if the teacher gives a question with the answer that he/she has already known before” around 1 person (3,57%) stated that he strongly agrees, 5 people (17,86%) stated that they agree. 17 people (60,71%) chose to disagree, and 5 people (17,86%) said that they strongly disagree. This result

indicates that students in the majority were happy if the teacher gave a question with a short answer.

Table 4.11

Students' Perception of Referential Question in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Referential Question	1. I am happy when the teacher asks but just I know the answer.	(15) 53,57%	(8) 28,57%	(2) 7,14%	(3) 10,71%
	2. I am not happy when the teacher asks with the answer that has been known before by the teacher.	(7) 25,00%	(14) 50,00%	(5) 17,86%	(2) 7,14%
	3. I am not happy if the teacher asks the question to get the new information from the students.	(2) 7,14%	(1) 3,57%	(18) 64,29%	(7) 25,00%

From table 4.11, we can be analyzed that in the first statement of the referential question was "I am happy when the teacher asks with the answer that has not been known before by the teacher" the student's response is (53,57%) which were 15 students strongly agree, (28,57%) they response agree, then (7,14%) students disagreed, and just three students chose strongly disagree. This result indicated that students were not happy if the teacher asked them but did not know before.

The second statement "I am not happy when the teacher asks with the answer that has been known before by the teacher" the result was opposite from the first statement, there were 14 (50%) students said that they agree, then there were (25,00%) response strongly agree but just 5 students choose to disagree and (7,14%) students strongly disagree. So from this statement, we knew that the students not happy if their

teacher asked them but he already has known the answer before.

The last statement of this aspect was “I am not happy if the teacher asks the question to get the new information from the students”. Based on this statement 1 student (3,57%) were agree than 18 students (64,29%) disagree, and others said (25%) choose strongly disagree and just 2 students said strongly agree.

Table 4.12
Students’ Perception of Rhetorical Question in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The Rhetorical Question	1. I can understand the question and answer that given by the teacher itself.	(8) 28,5 7%	(2) 7,14 %	(16) 57,1 4%	(2) 7,14 %
	2. I can not understand the question and answer that given by the teacher itself.	(12) 42,8 6%	(3) 10,7 1%	(12) 42,8 6%	(1) 3,57 %

The next types of teacher talk that the influence of students’ perception was rhetorical question, the researcher found that the first statement of students’ perception in the aspect of the rhetorical question which was “I can understand the question and answer that given by the teacher itself” (7,14%) respondent had positive respond or agree, then (57,14%) had different responsibilities, they said that disagree, while the other which were (28,57%) students strongly agree then just 2 students chose strongly disagree. This indicates that the students mostly more understood if the teacher asked without asked the answer from the students.

The second statement of table 4.12 “I can not understand the question and answer that given by the teacher itself”. It shows there were 3 people (10,71%) that had positive respond or agrees, then (42,86%) they strongly agree, but there were

12 students who had negative responses and the same opinion by choosing strongly disagree there was 1 student. From this data, we knew that most students did not understand when the teacher asked and given answers by themselves without the students' respond.

Table 4.13
Students' Perception of Open Question in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Open Question	1. I am happy if the teacher gives a question with my own answer.	(17) 60,7 1%	(11) 39,2 9%		
	2. I am happy if the teacher gives question-related to the reason I made the decision	(4) 14,2 9%	(9) 32,1 4%	(13) 46,4 3%	(2) 7,14 %

According to table 4.13, we can be analyzed that the first statement of the open question "I am happy if the teacher gives question with my own answer" the students' perception was (39,29%) said that agree and 17 people gave positive respond if their teacher gave opportunity to the students to answer with their own.

The second statement of this aspect was "I am happy if the teacher gives question-related to the reason I made the decision". The number of students that giving disagreement were (46,43%) or 13 students, then just 2 students that had given strongly agreement. The others which were 9 students said that they agree if their teacher gave the question that the students' decision. It also came from 4 students (14,29%) that they strongly agree with this statement. According to the data analysis, we can be known that most students were giving negative perception if their teacher gave question-related the reason from them.

Table 4.14
Students' Perception of Close Question in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Close Question	1. I am excited to learn if the teacher gives a question with a short answer.	(13) 46,43%	(11) 39,29%	(4) 14,29%	
	2. I am happy if the teacher gives a question that has to require a long answer.		(1) 3,57%	(16) 57,14%	(11) 39,29%

Based on the table, there were two statements include as an indicator in close question. The first statement was “I am excited to learn if the teacher gives a question with a short answer” the response from students was 13 students strongly agree, and the same opinions by choosing to agree there were 11 students (39,29%), then just 4 students or 14,29% gave a negative perception. So the result of this statement was most students gave a positive perception if their teacher gives the question that had a short answer.

The second statement “I am happy if the teacher gives a question that has to require a long answer” the result of this statement there were 16 students or (57,14%) disagree and (39,29%) students said that they strongly agree, but just 1 student or (3,57%) chose to disagree. So we can be known that the students were not happy if the teacher gave the questions that had a long answer.

Table 4.15
Students' Perception of Convergent Question in Types of
Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Convergent Question	1. I like it if the teacher asks me to gives one correct answer.	(5) 17,86 %	(12) 42,8 6%	(11) 39,2 9%	
	2. I do not like when the teacher asks the students to consider the true answers before choosing an answer.	(2) 7,14%	(7) 25,0 0%	(15) 53,5 7%	(5) 17,8 6%

The next aspect was the convergent question, there were two statements. The first statement was "I like it if the teacher asks me to gives one correct answer". It shows there were 11 students or (39,29%) said that disagree, but (42,86%) or 12 students chose to agree and the same opinions by chosen strongly agree just (17,86%) or 5 students. The result of this statement was the students did not like it if the teacher gave the question just had one correct answer.

The second statement was "I do not like when the teacher asks the students to consider the truth the answer before choosing an answer" the respondents had an agreement as many 25% that they liked if gave directly answer without considering the true answer, almost the same response was added 7,14% or 2 students that gave strongly agree. In the opposite response, there were 15 students gave disagree that the teacher did not ask the students to consider the true answer before choosing the answer and there were 17,86% of students chosen strongly disagree with this statement.

From the second statement, it can be summed that most students do not like it if their teacher asked them to consider the true answer before choosing the answer.

Table 4.16
Students' Perception of Divergent Question in Types of
Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Divergent Question Type	1. I am happy if the teacher asks about the material in the previous meeting.	(8) 28,57 %	(19) 67,86 %	(1) 3,57%	
	2. I am not happy if the teacher asks about the material in the previous meeting.	(14) 50,00 %	(5) 17,86 %	(6) 21,43 %	(3) 10,71%

Table 4.16 shows that there were two statements on divergent question aspects. As many 67,86% or 19 students stated that they agree and 8 students chose strongly agree if the teacher asked about the material in the previous meeting but only 3,57 students disagree with this statement.

For the second statement "I am not happy if the teacher asks about the material in the previous meeting" 17,86% students had positive response or they agree if their teacher did not ask the material on the previous meeting they were not happy, this statement was also supported by 50% or 14 students that chose strongly agree then there were 6 students (21,43%) had different responsibilities or disagree it also supported by 10,71% students that chose strongly disagree.

From those statements, we can be known that the students were happier if their teacher asked them about the material in the previous meeting to know their understanding of the material.

Table 4.17
Students' Perception of Giving Feedback in Types of
Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Giving Feedback	1. I am happy if the teacher corrects my mistakes.	(11) 39,29%	(16) 57,14%	(1) 3,57%	
	2. I am not happy if the teacher corrects my mistakes.	(5) 17,86%	(4) 14,29%	(1) 3,57%	(18) 64,29%

The first statement in table 4.17 it was about students' perception of giving feedback. As many (57,14%) of students chose to agree and also there were 11 students (39,29%) stated that strongly agree, it meant feedback that the teacher has given was very important to them for their knowledge and only 1 student that has negative responses.

The second statement "I am not happy if the teacher corrects my mistakes" the most response from students there were (17,86%) stated that strongly agree than 4 students chose to agree. The opposite responses there was 1 student (3,57%) chose to disagree and 18 students said that they strongly disagree with this statement.

So indicate those statements on the giving feedback aspect, we can be analyzed that the students felt happy if their teacher corrects their mistakes in the English teaching-learning process.

Table 4.18
Students' Perception of Negotiating Between Teacher and
Students in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Negotiating Between Teacher and Students	1. I am happy if the teacher and students clarify together if any mistakes.	(16) 57,14%	(11) 39,29%	(1) 3,57%	
	2. I like it if the teacher and students exchange their opinions.	(5) 17,86%	(1) 3,57%	(22) 78,57%	
	3. I am not happy if the teacher and students exchange their opinions.	(5) 17,86%	(2) 7,14%	(5) 17,86%	(16) 57,14%

Based on table 4.18 there were three statements on negotiating between teachers and students. The first statement "I am happy if the teacher and students clarify together if any mistakes". Around 16 students (57,14%) stated that they strongly agree with this statement and it supported with (39,29%) students chose to agree, just 1 person that had a negative perception in this statement.

The second statement as many (22 students) said that they disagree but in other perceptions, there was 1 student (3,57%) stated that agree and 17,86% chose strongly agree. According to this statement, we can be analyzed the student liked if they and the teacher did not exchange their opinions.

For the third statement "I am not happy if the teacher and students exchange their opinions" the students' perceptions were (7,14%) which were 2 students gave positive agreement, then the other (17,86%) also have the same opinion by choosing strongly agree. Then, for disagreement, there were (17,86%) and (57,14%) said that strongly agree if the teacher and students exchanged their opinions. From the data above, we can be known the most students felt happy if they and their teacher exchanged their opinions.

Table 4.19
Students' Perception of Giving Instruction and Information
in Types of Teacher Talk

Aspect	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Giving instruction and information	1. I am often confused with the teacher's explanation when giving the material.	(1) 3,57 %	(10) 35,7 1%	(14) 50,0 0%	(3) 10,71 %
	2. I do not like if the teacher gives instruction repeatedly.	(2) 7,14 %	(14) 50,0 0%	(8) 28,5 7%	(4) 14,29 %
	3. I like the teacher gives real information about the material.	(11) 39,2 9%	(17) 60,7 1%		
	4. I get much important information from the teacher's explanation.	(11) 39,2 9%	(16) 57,1 4%	(1) 3,57 %	
	5. I always understand with the teacher explanation when giving material.	(5) 17,8 6%	(16) 57,1 4%	(5) 17,8 6%	(2) 7,14 %
	6. I like if the teacher gives instruction not to rush.	(18) 64,2 9%	(5) 17,8 6%	(3) 10,7 1%	(2) 7,14 %

Table 4.19 describes the last aspect influence students' perception of types of teacher talk. In this aspect there were 6 statements, the data was as follow.

The first statement was "I am often confused the teacher's explanation when giving the material" the students' response 35,71% which were 10 students gave positive agreement, then the other (7,14%) or 2 students had the same opinion by choosing strongly agree. Then the opposite response there were 14 students were giving disagreement and (10,71%) of students chose strongly disagree. It meant most students were not confused with the teacher's explanation when gave the English material.

The second statement showed that the students as many 50% had the positive response that was giving agreement, the same opinion 2 students by choosing strongly agree. But there were (28,57%) students gave a negative response with disagree and also 4 students stated that strongly disagree.

The third statement showed that 60,71% of the students agree with it and the same opinion by choosing strongly agree there were 39,29% of students. So according to this statement, we can be known if the real information from the teacher was very liked by the students.

The fourth statement showed that the students as many 57,14% were having an agreement and the other was strongly agree 39,29% if they got much important information from the teacher explanation. While around (3,57%) the option disagrees. From the results, we can be analyzed that most of the students got much important information from the teacher's explanation in English class.

The fifth statement as many of 17,86% students said that they disagree, the other response strongly disagrees, with the number of percentages were (7,14%) it was around 2 students said that. The opposite response (57,14%) which were 16 students agree with this statement and around (17,86%) strongly agree. It can be concluded that most students were not confused with the teacher's explanation when giving material because they understand with it.

The last statement "I like if the teacher gives instruction not to rush" the perception of students were (64,29%) which were 18 students strongly agree then the other (17,86%) also had the same opinion by choosing to agree. While the disagreements there were (10,71%) of students and the rest respondent (7,14%) or 2 students stated that they strongly disagree with this statement. According to the data above can be concluded that most students liked if the teacher gave the instruction slowly or step by step.

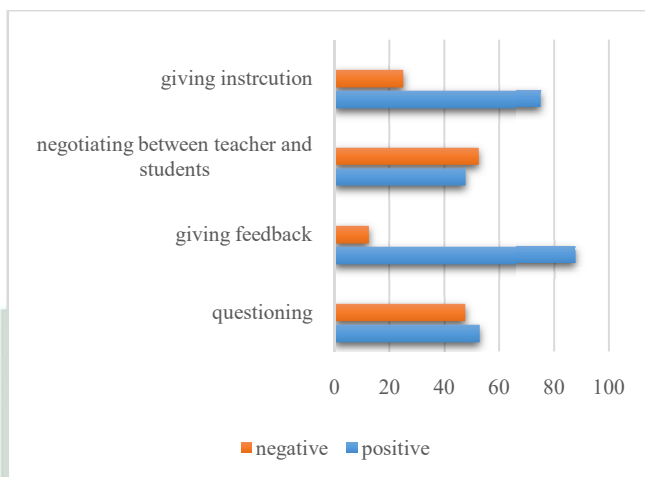


Chart 4.1
Students' Perception of Types of Teacher Talk

According to Chart 4.1, the researcher analyzed four types of the types of teacher talk such as questioning, giving feedback, negotiating between teacher and students, and giving instruction and information. There were just threetypes that were good to do in English class based on the perception by the students. The first aspect was given feedback there was (87,5%) positive perception of students. The second was questioning the total number (52,6%). The third giving instruction and informationwere that had (75%) positive perception. Giving instruction negotiating between the teacher and students that got negative perception from the students/total number (52,4%) negative perception from students. So, the teacher should be known what the types were good to do in the classroom so the students also felt comfortable when receiving the material and students more active during the learning process. Even so from those four types of teacher talk that interested in students' perception such as giving feedback, it can be interested because they believed it can help them understanding their mistake. The

second was giving instruction and information, it can be interested because the instruction and the information provided by the teacher were brief but clear and direct. The third was questioning it can be interested because the students felt that they can give their idea to the teacher by the creativity of high-level thinking and give their experience related to logic. For negotiating between the teacher and students, it can not be interested because students felt the teacher was more often dominant with the answer compared to the answer of the students when exchanging ideas.

B. Discussion

In this section, the result of the research finding was discussed with the review of the theory as explained in the theoretical framework in chapter II. The first discussion was about the types of teacher talk that the teacher used in English class and the second discussion about the students' perception of types teacher talk in English class. The discussions were presented as follows.

1. The Types of Teacher Talk that English Teacher Used in English Class

The first research question was addressed on the types of teacher talk that the teacher used in English class. The finding of this research review that there are four differences types of teacher talk that used in the classroom teaching consisted of questioning, giving feedback, negotiating between the teacher and students, and giving instruction and information. However, from those four types of teacher talk, the majority of the teacher used were questioning and giving instruction. The first is questioning, there are some reasons that questioning is the most commonly used in the classroom, first, this question may be easy for the teacher to do as it will give clear information for the students to do. Second is the questioning that the teacher used not really difficult to answer by the students. the example such as *what we have learned yesterday? what do you think about this conversation? what does it means in this book?* etc. This finding confirmed the previous study that also investigates the used of the types of teacher talk in the classroom a journal by Rahman also found

questioning as to the most commonly used in the classroom. The teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching.⁴⁴ If identified the context, questioning as familiar for the teacher as they teach the students not only in junior high school but also in senior high school who need clear instruction of they should do, get the information and know the students' understanding of the lesson and also made the students more participate in the class, by giving question both the teacher and the students did a good interaction through questioning strategies and it will help the students understand the structure of the question. So the students can learn from the teacher question. As the theory by Cheudron said that question can be a clear facility for interaction to determine the topic and who is expected to be the next speaker.⁴⁵ The teacher question can create the main facilities for attracting student attention, enhancing verbal responses, and evaluating student progress, although there is a sufficiently large database of whether language teaching methodologies require this brief relationship. The second is giving instruction, there are several reasons that giving instruction is the commonly used in the classroom, first is the students can do what is instructed or requested by the teacher in the context of learning and give requests to the students to do or not do something that causes negativity. For an example of giving instructions such as "*read the dialog in this book*", "*please open the book page 25*", "*repeat after me, please*" etc. This finding confirmed the previous study that also investigates the used of types of teacher talk in class a thesis from Syarifah also found the teacher also used giving instruction in English class and the students gave relevant responses of oral instruction. There were some benefits from giving instruction of their teacher such as the students got some expression and used it for a purpose, the students gave language and input that can be understood by others and the

⁴⁴Qashas Rahman., et.al, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu". *ELT Worldwide* Vol. 3 No. 1, Makassar 2016, 9.

⁴⁵Craig Chaudron, "*Second Language*..... 127.

students more excited and motivated to learn English.⁴⁶ If identified the context, giving instruction will help the students to more can express their English language to do one specific goal and can more motivated to learn English learning. The researcher argues the teacher more be balanced to do the all types of teacher talk in that class so that the learning process can be more effective to do and can have a positive impact on the students.

2. Students' Perception of Teacher Talk in English Class

There were four types of teacher talk which the teacher should use when the learning process is taking place such as questioning, giving feedback, negotiating between the teacher and students and giving instruction and information. Most of the perception from the students that had positive perception was giving feedback. There are some reasons that giving feedback got positive perception from students, first was the teacher usually had conversations with the students while reminding the students to continue to learn or be active in the classroom. The second was the teacher also gave a good response or answer to the students when they asked or answered the question if there was some wrong with simple language so that it can be understood by the students. The third was The teacher usually values students' answers by giving praise and summarise to motivate the students in learning English. When the students gave the wrong answer, the teacher also gave the correct answer directly and concisely so that they were clearer with those answers. The example such as "*if you say can not like /kan/ but /kən/*". This finding confirmed the previous study that also investigates the used of types of teacher talk in the classroom a thesis from Wahyu Dewi Pratiwi said that the teacher mostly used the feedback that gave a positive impact on the students, especially written feedback. Mostly the students in that research chose written feedback rather than oral feedback from their teacher because written feedback from the teacher was clear. So the students

⁴⁶Eva Syarifah, Thesis: "*Teacher's English Oral Instruction in EFL Young Learners' Classroom: a Descriptive Study at One of Primary School in Bandung*". (Bandung: universitas Pendidikan Indonesia, 2012), 7.

never gave a negative effect on their teacher's feedback.⁴⁷ If identified the context, given feedback as familiar for the teacher as they teach the students not only in junior high school but also in senior high school which is the students feel that they are noticed by their teacher and can train the students or provide their skill. Besides that giving positive feedback make the students more actively working on something, because they feel there are people who give encouragement to be better. As the journal by Butisingh said that feedback from the teacher was positive although given to skin differences and also greatly contributed to minority students.⁴⁸ Giving feedback from the teacher can improve the students learning abilities, because the students not only understand their mistakes, they also get encouragement from their teacher to continue to improve their abilities and justify their mistakes. So the students can increase the achievement that they can. The researcher argues the students not only like some types of teacher talk because other types also need to be used to support their activities in the classroom during the learning process.

⁴⁷Wahyu Dewi P, Thesis: "*Students' Perception Towards Teacher's Written Feedback Among 11th Grade Students at SMA N 1 Wedi Klaten*" (Yogyakarta: State University of Yogyakarta, 2013), 13.

⁴⁸Samantha Butisingh, et al., "Students' Race and Teachers' Social Support Affect the Positive Feedback Bias in Public Schools". *Journal of Educational Psychology*. Vol. 104, No. 4

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. This chapter will be divided into two parts. The first part is about the conclusion. It explains the types of teacher talk that are used by the English teacher when the English learning process takes place and the perception of the students about the teacher talk when the English learning process takes place. The second part is about the suggestion. It contains a suggestion for the teacher, students, and the next researchers related to this topic.

A. Conclusion

The results from this research are the types of teacher talk used by the English teacher when the English learning process takes place and the perception from the students about types of teacher talk. Based on the data in research findings, there are several parts that can be explained in this conclusion such as.

1. Types of teacher talk that the teacher used in English class

Based on the classroom observation result, there are four types that the teacher used in English class during the learning process types of teacher talk. The first type is questioning. Second, the teacher used giving feedback. Third, the teacher used negotiating between the teacher and students. Fourth the teacher used giving instruction and information. The most commonly used by the teacher were display question and giving instructions.

2. Students' perception of teacher talk in English class

From the research finding, there are three types of teacher talk that have a positive perception from the students and one type of teacher talk that have a negative perception. The meaning of positive perception in this research is the types of teacher talk is suitable for use in English class.

The first, the students give 87,5% positive perception for giving feedback. The second, the students give a positive perception of 75% for giving instruction and information. The third, the students give positive perception 52,6% for questioning, and for negotiating between the teacher and students get 52,4 negative perceptions from students.

B. Suggestion

Based on the conclusion of the above research, there are some suggestions intended for the teacher, the students, and the further researcher who conduct research similar to this research.

a. For teacher

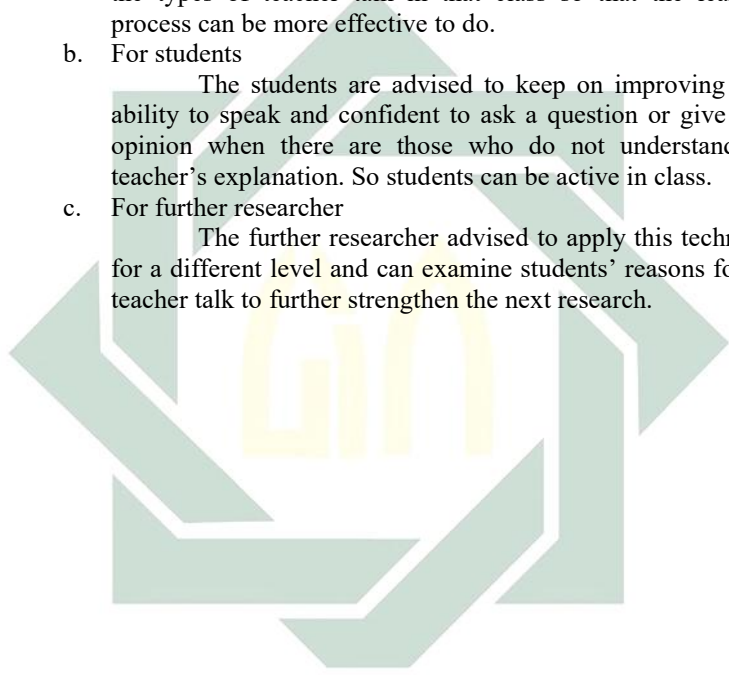
It is expected that the teacher can be balanced to do all of the types of teacher talk in that class so that the learning process can be more effective to do.

b. For students

The students are advised to keep on improving their ability to speak and confident to ask a question or give their opinion when there are those who do not understand the teacher's explanation. So students can be active in class.

c. For further researcher

The further researcher advised to apply this technique for a different level and can examine students' reasons for the teacher talk to further strengthen the next research.



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