TEACHER'S TALK AND CHARACTERISTIC OF CLASSROOM INTERACTION IN ENGLISH FOR YOUNG LEARNER

(A Descriptive Qualitative Study of Elementary Level of Semarang

Multinational School)

a final project
submitted in partial fulfillment of the requirements
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in English

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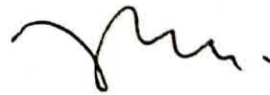   NIP. 196510181992031001

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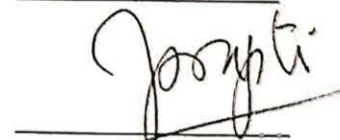   Galuh Kirana Dwi Areni S.S., M.Pd
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TEACHER TALK AND CHARACTERISTIC OF CLASSROOM INTERACTION IN ENGLISH FOR YOUNG LEARNER

(A Descriptive Qualitative Study of Elementary Level of Semarang Multinational School)

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Nurul Khusnaini

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MOTTO AND DEDICATION

"you are the manager of your time"

-D.R-

"it's better to be hated for what you are than to be loved for what you are not"

-Andre Gide-

To:

My beloved parents, Sulaiman and Zumrotus Solekhah

My one and only sister, Nasikhatul Khasanah

My beloved friends

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ABSTRACT

Khusnaini, Nurul. 2019. *The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English for Young Learners.*Final Project.English Department.Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Pasca Kalisa, S.Pd., M.A., M.Pd.

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Teacher talk plays an important role in classroom activities in an effort to make the teaching plan successful and achieving the teaching goals. Teaching young learner is not same with adults, they need more attention. Teacher more have the role-play to guide the students, and on the other hand students would prefer to be informed by the teacher then do it by themselves. In this case the need to know the type of teacher talk is important to support the succeful of teaching.

This study was aimed to find out the type of teacher talk and the characteristic of classroom interaction take place in theEnglish language classroom of Semarang Multinational School.

This study applied descriptive qualitative research. There were two activities in gathering the data of this study: observation and audio recording. In analyzing this study,the researcher used interactive theory proposed by Flander (1989).

The findings showed that based on Flanders Interaction Analisys Categories (FIAC), the teacher indirectly influenced the students in teaching and learning process by relying hard on asking questions. Besides asking questions to students, teacher also used (1) accepting students' feeling, (2) praising or encouraging students, and (3) accepting or even using students' ideas.In addition the pattern of content cross interaction tended to be more on asking questions than lecturing behavior. It indicated that teacher often relied on asking questions to students in the teaching and learning process rather than to introduce new learning material and help conveying information to students.

In conclusion,the teacher indirectly influenced the students in the teaching and learning process. This kind of interaction indicated that teacher often relied on asking rather than lecturing the students.

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CHAPTER I

INTRODUCTION

This chapter discusses the following subchapters: background of the study, reasons for choosing the study, research problems, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms, and the outline of the study. However, further explanation will be discussed below.

1.1 Background of the Study

There is no learning without teaching in an effort to make the teaching plan successful. So as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays an important role in classroom activities. Some researchers have discussed the relationship between teacher talk and language learning. Nunan (1991) stated: "Teacher talk is one of important aspect not only for the organization of the classroom but also for the processes of the acquisition."

The type of teacher talk is often seen as a determining factor for success or failure in teaching in the classroom (Hakansson, cited from ZhouXing and Zhou Yun, 2002). Most of the research on teacher talk mainly discuss its features and the types of teacher talk itself. One of the significant features is its being facilitator for the students. It is an alternative way to the teacher-fronted classroom (Clifton, 2006). By Cullen (2002), another critical feature of teacher talk is supportive teacher talk. Walsh

(2002), further believes that how teachers, through their choice of language, construct or obstruct learner participation and learning in classroom communication.

In another previous study, Gorcev Incecay(2010) focused on investigating the characteristic of teacher talk. According to his research, he stated that the teacher needs to be more aware of the recent approaches to minimize the obstruction of their talk in the young learner' learning process. They also need to be improved to increase the proficiency level of the students as much as their participation. Besides, the teachers also need to choose an appropriate methodology to be used in their teaching activities.

Through the research result above, it can be seen that a school need a god quality of teacher to support success in teaching and learning activities. So, to make the teaching and learning successful, the school should know the goal of teaching and learning itself. Regarding the objectives of the English teaching at an elementary school, English is taught to children to make them be able to comprehend pure oral and written English (Cf.Huda,1999; Suyanto,1997; Sinaga,1997).

Teaching using English to children is not the same as teaching adults because it has something to do with helping children to achieve the goals and objectives deemed (Jarolimekand Foster,1989). Rather than show character opportunistically, they should slightly modify the academic instruction to systematically and regularly address virtues (Narvaez, 2005:721).

The teacher-student relationship is one of the most powerful elements within the learning environment (Liberante, 2012:1). The teachers are the second parents for

their students; they know what the students need, especially in the school environment. For example, the teachers should understand what the students need in the classroom activity, including a right subject which should be learned by the students.

Therefore, this study aims to find the type of teacher talk and characteristic of classroom interaction in the class of an International Elementary School in Semarang based on Flanders' Interaction Analysis Categories. Malahmah-Thomas (1987, p.20) affirms that FIAC could provide information about classroom interaction, including who, why, what, and how. In Flanders' Interaction Analysis Categories, teacher talk categorized into seven types. The types are accepting the feeling, praising or encouraging students, accepting or using students ideas, asking questions, lecturing, giving direction, and criticizing and justifying authorities. FIAC also include students talk categories, students' initiation or responses, and silent moment. After obtaining the information of teacher talk type, classroom interaction characteristic could also be defined. It includes a content cross, teacher control, teacher support, and students' participation. It expected that the findings of this study could evaluate teacher's teaching process in the classroom and even become a provision for teacher to-be.

1.2 Reasons for Choosing the Topic

The study is related to all theteacher's talk of elementary teacher of Semarang Multinational School in teaching young Indonesian learner at one of International

primary school in Semarang. Several reasons become my point of considerations in choosing this topic:

1. As we all know, children's education is essential. There are a lot of primary schools. But, only a few schools use an international curriculum. It is one of the international schools in Semarang is Semarang Multinational School. So, in this case, the role of the teachers is significant to make learning activities more attractive to the children.

2. Teachers are identified as a critical factor in making learning effective even more so in an International school where students are learning relies so much on teacher's teaching. Examining the perspective of teachers is worth-discussing since the writer would be a future educator.

3. There is just a little bit an international elementary school in Semarang so that it is an exciting subject to be discussed. Finding out the strategies that the teachers use, the teacher talk itself or the way they teach the students can be a new view or example for teachers and prospective teachers and also especially for whoever read this research.

1.3 Statement of the Problems

Based on the background study above, this study is designed to answer the following questions:

1. What type of teacher talk take place in the English language classroom?

2. What are the characteristics of classroom interaction that occurs in classroom activities?

1.4 Objectives of the Study

Based on the research questions, the objectives of the study are :

1. To find out the type of teacher talk take that goes on English language classroom of Semarang Multinational School.

2. To find out the characteristic of classroom interaction that occurs in classroom activities.

1.5 Significances of the Study

By doing this study, the writer hopes it will be useful for:

Theoretically, this study will give some information about the teachers' strategies or teacher talk to increase the interest of young learners in teaching and learning activities of native teachers at Multi-National School as one of international primary school in Semarang.

Practically, this study expectedly will raise awareness of the systematized efforts to educate for virtues.

Pedagogically, this research hopefully can be useful as a reference for the next researchers who are interested in studying teachers talk or about young learners.

In the end, I hope this study can be useful for all readers to improve their knowledge about how important the quality of teachers.

1.6 Scope of the Study

Based on the research problems mentioned by the writer, the subject of this study is limited to the teacher and student activity goes through. How the teachers were guide the learning activities and how the role of the teachers is to make the students more active in the classroom, or we can call the teachertalk. In this study, the researcherwill observe how the teachers can handle an international primary school student, in fact, in every lesson they use English in the classroom, except in Indonesian studies.

1.7 Outline of the Study

In order to make the readers comprehend this study easily, the final project is systemized as below:

Chapter 1 provided an introduction about theimportant role of teacher talk in English for young learners. It explained the background why the researcher choose this topic as her final project. It includes the general overview of the basic framework of the study. This chapter contains the backgrounds of the study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, the scope of the study, and the outline of the study.

Chapter 2 gave the readers the review of related literature about teacher talk and classroom interaction. It contains the review of the previous studies, the review of theoretical background, and the theoretical framework of the study. In short, this chapter consists of several comprehensive theories that support the study. The terms of this study will be about the theories of the type of teacher talk and the characteristic of classroom interaction from several experts.

Chapter 3 presented methods of investigation of this study. This chapter includes the research designs, the subjects of the study, the roles of the researcher, the types of data, the procedures for collecting the data, and the procedures for analyzing the data. In this research the researcher used qualitative case study, and the participants were the grade 1 until grade 6 teacher of Elementary Semarang Multinational School. The researcher used observation sheet and audio recording as the method for collecting the data.

Chapter 4 showed the findings and discussions of the study to the reader. The researcher gave the details of the result from the data obtained from all two meetings. It tells in details about the findings and discussions that the researcher gets through the instruments that she spreads to the subject of this study.

Chapter 5 discusses the conclusion and suggestion of this study. This chapter is the last chapter that provides the idea of the researcher that concludes the research that she made. It also consists of some suggestion provided by the researcher in the study that she conducts included the suggestion for the school, for the teacher, and also for the other researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some studies which had discussed teacher talk towards young learner learning activities and some theories underlying the topic of this study. That theory relates to the general concept of curriculum, teaching young learner, teaching and learning process, teacher talk itself, and the role of teachers in a classroom.

2.1 Review of the Previous Studies

Some researchers were studying teaching young learner, teacher talk, teacher's perception, teachers' quality, and international school. In this study, the researcher focused on the context of teaching English to the young learners in an international elementary school students. The researcher chose some existing studies which were close to the research.

The first study was done by Jones (2000). This study mainly aimed at finding the strategies used by the teachers to teach English to the young learner, especially elementary school. This study used some sources from the experts, one of the causes that he used in his research was five categories which are proposed by Brown (2001: 87-90) in rendering some practical approaches to teaching young learners. They were intellectual development, attention span, sensory input, affective factors, and meaningfullanguage.

The second study has been done by Choudhury, 2005. In her study, the result showed that both teachers and learners were the contributing sources in managing the classroom interaction and at the same time leading the learning opportunities. It was also evident that making learners more actively participate as much as possible cannot be universally right, as not all learners learn best in the same way and every learner had their ways in understanding the materials.

Inamullah (2005) researched to explore patterns of classroom interaction at secondary and tertiary levels in the Northwest Frontier Province of Pakistan using Flanders Interaction Analysis System. This study found that it would be better to stimulate teachers to improve their teaching behavior to maximize students learning.

In the following, Walsh (2006) found that the critical point in every second language classroom was that the appropriate language use in every school occurs when teachers sufficiently understood their goals during the learning activities to match their teaching and learning goals with the use of their language. Besides, discussing the Teacher talk of the TESOL Classroom (2006), Walsh determined different ways to enable an EFL second language teacher to gain learners contributions and made a strategic decision at the moment by moment of a lesson. The study determined that there was a mutual relationship between classroom interaction and language learning. Moreover, he argued that increased interactional awareness for teachers leads to the use of appropriate interactions and then teacher

awareness was exemplified in the use of metal language, critical self-evaluation, and more conscious interactive decision making.

Dagarin, 2015.She focused on the development of interaction in a foreign language classroom based on Flanders Interaction Analysis Categories, and finally, she found that teacher talk was an essential input for the students. Furthermore, she proved that many EFL classroom dominated by teacher talk. In the end, she emphasized that the teachers help students by asking questions, choosing appropriate topics, and providing them with comprehensible input. Students could improve their communication skills by deploying a variety of interaction strategies.

Incecay, 2010. According to his study, he stated that the teacher needed to be more aware of the recent approaches to minimize the obstruction of their talk in the young learner's learning process. And also, they needed to be improved to increase the proficiency level of the students as much as their participation. In addition, the teachers also needed to choose an appropriate methodology to be used in their teaching activities.

Also, Yanfen and Yuqin researched in 2010. They investigated how teacher talk was preferred, respectively, by teachers and students. They stated that teacher more have the role-play to guide the students. The teachersgave them morequestion to make the students show up. In ways of follow up, when students did not answer or gave an incorrect answer, teachers usually prefered means of prompting to get students to work out the solution by themselves, and this was what teachers did in class. However, students would prefer to be informed by the teacher then do it by

them. When students have found the expected answer, they still prefer to be silent, rather than being just acknowledged. No matter whether students provided or not the expected answer, encouragement is always welcomed.

In addition, Li, Shouhui, & Xinyin (2011). In the research they have done, they found that the teacher was the center of the classroom activities. But, first, they must know what they have to explain to students, whether the material they are going to give was appropriate to the target or not. They must also pay attention to student behavior, how to obtain student attention, and make students understand the material given. They also stated that the teachers of English could determine how English was to be taught to young learners –learning English through activities in social contexts. Meanwhile, the management of the English classroom and atmosphere during the teaching-learning process depended on the activities which are done by the teachers so that the students who were getting bored would become interested in participating in the class.

The next study was done by Malihi (2015). The findings of the study showed that more than half of the targeted EFL elementary school teachers are not equipped with proper teaching knowledge concerning young learners. He urged for designing teacher-training programs based on their investigated needed and their suggestions of what they lack since their attitudes showed high enthusiasm towards teaching elementary students and regarded introducing English as a necessity at these levels. Also, teachers must be prepared and professionally supported pedagogically and on the language proficiency level as well. He also suggested that teacher-training

programs should be able to meet all EFL teachers' needs, including elementary school teachers.

Amatari (2015) added as a teacher; they better have their own time to decide which position will best to their teaching. Therefore, they can determine a technique that gives insight into student-teacher exchanges, putting teachers in a better place to analyze and improve their teaching and enhance the social abilities of the students cannot be overemphasized. He stated that research using FIAC has suggested that the proportion of teacher statements that make use of ideas and opinions expressed by the pupils (sometimes called 'indirectness') was directly related to average class scores on constructive attitudes towards the teacher and the classwork; and also, scores higher on achievement tests.

Habibi and Sofwan (2015). They did this study because in their opinion the quality of a teacher was so important because it was crucial that can beneficially lead to positive individual student development and it even would lessen the inappropriate behavior in the classroom. In the end, they stated two main findings in this study, and they were about the teachers' profile itself and language proficiency.

Based on his study, all teachers or participants in this research have officially graduated from undergraduate programs. The data show that most of the participants lack involvements in English training. Furthermore, it only had two participants ever got involved in a training program of English; the program, which was a class of TOEFL training, was conducted in one Islamic university in Jambi in 2004. Then the result showed that most teachers of English in the city of Jambi were not qualified in

term of English proficiency. Among fifteen teachers that were participants in this research, only did one participant obtained a score of 500 in the EPT test which was considered as a standard score, on the other hand, the lowest score of EPT received by two teachers was 300. Besides, two teachers got the EPT scores of 447 and 455. The mean score of the test was 363.06. This mean score was generally regarded as low achievement in a Test of English as a foreign language except the best-scored achieved by one of the participants.

Dagarin (2015). According to her study, she also found that successful interaction was the basis of positive human relationships among people. Similarly to everyday-life interaction, students have to be trained to be more effective communicators in a foreign language. Teachers could do a lot of things to make the students more interest in classroom activities. She has found that classroom interaction can be more effective if a variety of teacher and student talk was applied in the classroom. Teachers might accept student's feelings, praise, encourages and accept students' ideas instead of directly lecturing, and similarly, students might be encouraged to initiate conversation more, instead of only responding to teachers.

On the other hand, Chan and Yuan (2015). According to their research, it seemed that the main objective was to know has the school been reasonably successful in raising teachers' awareness of inclusive education principles, creating a whole-school culture of inclusiveness, and forming a partnership with parents or not. From the result show that the case school was well on the way to implementing inclusive education, but much more still needs to be done. Increasing teachers'

commitment by putting inclusive education at the top of the agenda for staff training also required. They should enhance communication among teachers, paraprofessionals and also with the parents. To succeed the inclusive education in an international school, they have to equip teachers with more diversified teaching strategies.

Among them was a study by Sharma (2016) who investigated a study of classroom interaction characteristics using Flander's classroom interaction analysis in a math class. He revealed that most of the teacher's talking time was devoted to asking questions and lectures. She further explained that the teacher spoke for more than 50% of the time, while the students spoke for only about 20% of the lesson time. Nevertheless, even though the teacher-dominated the talking time, the students were active enough during the classroom interaction. In terms of the type of teacher talk used, which was also based on Flander's framework, his study showed that the teacher had used more direct influence (lecturing, giving directions and criticizing or justifying authority) compared to indirect influence (accepting feeling, praises or encourages, accepting or using ideas of students, and asking questions).

Firdaus (2016). From his study he found that the teacher always use the seven type of teacher talk in the classroom activities, including 1) accepts feeling, 2) praises or encourages, 3) takes or uses the ideas of student, 4) asks the questions, 5) lecturing, 6) giving direction, 7) criticizing or justifying authority. Nevertheless, it showed the dominant was asking the questions and lecturing. In asking questions, the

teacher used both referential and display items. Anyway, display questions were authoritatively utilized by the teacher. This pattern was intended to make the learners attentive to the subject of discussion. Meanwhile, the teacher usually uses lecturing as a method to deliver lessons. He realized that the concept of communicative approach requires the teacher as a negotiator rather than as a transmitter of knowledge

2.2   Theoretical Background

In this part, the researcher presented several concepts that support this study. The concept consists of Teacher Talk, Young Learner, and Teaching English to Young Learner.

2.2.1   Teacher Talk

According to Cook (2008: 160), language teaching classrooms were different from other classes because language was not just the content but also the medium. As an indispensable part of foreign language teaching, teacher talk has its features in that both the content and the medium were the target language.

We have known for a long time that talk was essential to students thinking and learning, and their productive engagement in classroom life. Improving the quality and quantity of teacher talk, or in other word teacher-students talk, was often seen as a key to enhance classroom learning (Eke and Lee, 2009: 14)

As a teacher of an International school, teachers have to have more ability to gain students interest during classroom activities. The students from various backgrounds must have different skills. Some students have learned English from

their parents since their kids, and there were also some students that have no ability in English.

According to FIAC, teacher talk was categorized into two main types, indirect influence and direct influence. In indirect influence, the teacher could accept students' feeling, praising or encouraging students, accepting or using students' ideas, and asking questions to the pupil. The teacher directly influences the students by lecturing the students, giving directions, and criticizing as well as justifying authorities.

2.2.1.1 Type Of Teacher Talk

The talk that a teacher does in the teaching-learning process wass essential to promote communication in the classroom. Hence, the language teacher uses to speak should be understandable for students and able to create a pleasant learning atmosphere. Flander (1989, cited in Walsh 2006) divides teacher talk into seven types (accepts or deals with feelings, praises and encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk in three types (response and initiation), and also silence (period of silence or confusion) These are as follows:

1. Indirect Influence

a) *Deals with feeling*: in a nonthreatening way, accepting,discussing, referring to, or communicating an understanding of the past, present, or future sense of students.

b) *Praise or encourages*: Praising, complimenting, and tellingstudents why what they have said or done is valued. Encouraging students to give their opinion or

ideas, trying to provide them with confidence, confirming that answers are correct or not.

b.1) Jokes: Intentional joking, kidding, making funs, attemptingto be humorous, providing the joking is not at anyone's expense (Unintentional humor is not included in this category).

c) *Uses ideas of students:* Clarifying, using, interpreting, andsummarizing the opinions of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.

c.1) Repeats student response verbatim: Repeating the exactwords of students after they participate.

d) *Asks a question:* Asking questions to which the answer isanticipated. (Rhetorical questions are not included in this category).

2. Direct Influence

a) Gives information: Giving information, facts, own opinions, or ideas: lecturing or asking rhetorical questions.

a.1)Correctstudent's answer without rejections: Telling students who have made a mistake of their response without using words or intonations which communicate criticism. Gives directions: Giving directions, request, or commands that students are expected to follow, directing various drills, facilitating either whole-class and small-group activity.

b) Criticizes student behavior: Rejecting the inappropriate behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, and also dissatisfaction with what students are doing.

c) *Criticizes student's response:* informing the student his or heranswer is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by word or intonation.

2.2.1.2 Characteristic of Classroom Interaction

The pattern of classroom interaction was correlated to the teacher talk and the development process of thinking skills (Abkharon, 2013). Vu (2009, p.1) supported (2009, p.1) that the interaction pattern covers the classroom might influence student's academic achievement in the future so that it was essential to notice the interaction pattern that has an impact to students educational.

Flanders' Interaction Analysis Categories also provide researchers with the classroom interaction characteristic for those who want to find more and elaborate what kind of classroom interaction that emerge in the classroom as a result of teacher and students interaction. The characteristic of classroom interaction included a content cross, teacher control, teacher support, and students' participation (Li, Shouhui, & Xinying, 2011, p.6). The characteristic of classroom interaction could be defined through interaction matrix that was built by firstly pairing the category number in the transcription of recorded classroom interaction and then putting it in

the column and rows of the matrix. Rows in the matrix refer to the first number of each pair while the columns show the second number of pairing code.

1. A content cross is defined as the teacher's dependent on asking questions and lecturing students. This characteristic can be seen from many appearances of tallies in rows 4-5 and columns 4-5 in which category numberfour is used to refer the asking question behavior, and 5 shows the lecturing behavior.

2. Teacher control pattern can be seen from the dominance of teacher's behavior of giving direction and instruction and criticizing as well as justifying authorities. In the interaction matrix, this characteristic can be seen from the tallies that mostly appear in column and row 6 and 7.

3. Teacher support that was characterized by the appearance of tallies in columns and rows 1-3. Category number1 showed students' feeling acceptance by the teacher, while category number2 refered to the teacher's praises or encouragement towards students. Category number3 represented the acceptance of students' ideas, and the teacher may even use the concepts of students.

4. students' participation pattern is defined by the domination of category number8, 9, and also 10 in the interaction matrix, which represents students' initiation and response.

2.2.2 Young Learners

Young learners are enthusiastic and lively as learners. They will have some activities even when they do not understand why or how (Siswanto, 2017, p. 31`). According to Curtain and Dahlberg as cited in Siswanto (2017, p. 31), based on their age, young

learners are divided into four, they are pre-school (2-4 years old), primary students (
5-7 years old), intermediate students (8-10 years old), and early adolescent students
(11-14 years old).

In addition, Students of Elementary school are students aged from 6 to 12 years
old. According to Suhartatik as cited in Rusiana and Nuraeningsih (2016)defines that
young learners are children ages 4 until 12 years old.She explain about the
characteristics of young learners are: moody, have short attention span, highly
motivated on things they like big curiosity, like talking and concrete things, and like
physical activities.

Students are essentially individual, social, and moral beings. As individual
beings, children have distinctive characteristics that are owned by themselves and not
possessed by others. Thus, "every child has individual differences that naturally exist
in the children personal" (Saifullah and Kartono as cited in Suharjo, 2006, p. 35).

2.2.3 Teaching English To Young Learners

Teaching a foreign language required educators to recognize the needs of their
students. The requirements of young English language learners (YELL) differ
significantly from those adult learners. By identifying their needs, teachers could then
adapt various factors in the classroom to have the most significant impact on YELL
learning.

Yelland (2006) has suggested that teaching English for young learners should
be supported by a productive language environment so that the young EFL (Englishas

First Language) learners could learn naturally from real or meaningful contexts. Besides, according to Brewster, there should be a way to maintain students' feeling of enthusiasm.

To teach English to the young learner, monitoring the class and adjusting lessons, so that was an essential tool for teachers. Cameron (2003: 111) stated that "if the children are to be kept considerate and mentally active, the teacher must be alert and adaptive to the student's responses to tasks, adjusting activities and make use of language learning opportunities that arise on the spot."

In addition, Scott and Ytreberge as cited in Sukarno (2008, p. 63), in creating an enjoyable and conducive classroom which supports the success of the teaching English to young learners at the elementary school, there were seven things which teacher of elementary should have: (1) abilities, (2) attitudes, (3) helping the students feel secure, (4) the physical surrounding, (5) arrangement of the desks and chairs, (6) grouping the students, (7) classroom language.

2.3   Theoretical Framework

This research focuses on the analysis of teacher talk and classroom interaction in teaching English for the young learner. The researcher would find the types and characteristic of teacher talk used by the teachers, and also the student's perception of their teacher talk.

One of the most critical aspects of teaching and learning English to a young learner was teacher talk. The teacher talk or teacher strategies would tremendously

help students to understand the subject during the activities. As Nunan (1991) argues that:"Teacher talk is one of important aspect not only for the organization of the classroom but also for the processes of the acquisition." The type of teacher talk was even regarded as a specific factor of success or failure in classroom teaching (Hakansson, cited from ZhouXing and Zhou Yun, 2002). This statement leads the researcher to assume that in doing teacher talk, the teachers should be creative in the teaching process.

The first way to do this research was by observing the teacher talk itself. The researcher would do an observation during the class activities and use an observation sheet at that time. The resercher observed the teacher talk by making use of the observation sheet according to Flanders Interaction Analysis Categories (1989).

Furthermore, to find information about the characteristic of classroom interaction, the researcher also used the step by Flander (1989). This step used an audio recording of class activities. The audio recording would be coded, paired, and put into the interaction matrix. After the interaction matrix had been filled, the calculation of each column and rows could be started, and the result would give researcher information about the characteristic of classroom interaction.

Finally, the last step was analyzing the data collected from the observation and also the audio recording. Cohen et al. (2004) stated that data analysis involves organizing, accounting for, and explaining the data (p. 461). Thus, from the analysis, the researcher will conclude the findings of this study

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter shows the conclusions and some suggestions for this final project. The conclusions show the result of this final project, which has discussed in the previous section. Moreover, the suggestions addressed for the teachers and the school, also for other researchers.

5.1 Conclusion

Based on the data analysis in the previous chapter, the researcher found out that the result of the research denotes that teacher talk type in the classroom interaction was indirect influence based on Flanders' Interaction Analysis Categories (FIAC). Data from observation result highly show that the teacher indirectly influenced the students in teaching and learning process by relying hard on asking questions. Besides asking questions to students, the teacher also used accepting students' feeling, praising or encouraging students, and accepting or even using students' ideas based on the observation done by the researcher.

The type of teacher talk also leads to classroom interaction pattern. By making use both of the audio recordings either the interaction matrix, the researcher could identify the interaction pattern in the classroom. It found that the interaction pattern occurred in the classroom was content cross, which was marked by the emergence of code 4 (asking question) and code 5 (lecturing). However, the content cross characteristic could be more on one category. In this research, it discovered that the

pattern of content cross tended to be more on asking questions than lecturing behavior. It indicates that teacher exceptionally depends on asking questions. This result is consistent with the observation result that the teacher often asking questions and make the studesnts more participate in the classroom rather than familiarize the students with a new chapter of the lesson.

5.2 Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions related to the teacher talk and classroom interaction.

For schools, increase the application of existing learning, as much as possible always open with criticism and suggestions from all parties in improving the quality of education.

For the teachers, they should pay more attention to the type of questions asked the students to attract more students' attention and the students' criticism.

For other researchers, they might intend to seek the correlation of teacher talk type with the students' achievement in the classroom. Please conduct the research use more than two methods. Because the researcher only used observation and audio recording in collecting the data, and she did not do clarification regarding the teacher's perception toward their student's behavior.

The author also hopes that this study could evaluate the teacher's teaching in the classroom and even become a provision for teacher to-be.

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