



**AN ANALYSIS OF TEACHER TALK IN SUPRA  
SEGMENTAL-BASED ENGLISH PHONETICS CLASS OF  
ENGLISH DEPARTMENT OF UNNES**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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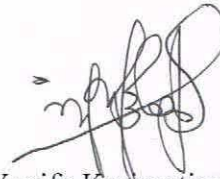
**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG**

**2019**

## DECLARATION OF ORIGINALITY

I, Yanifa Karimatinnisa', hereby declare that this final project entitled *AN ANALYSIS OF TEACHER TALK IN SUPRA SEGMENTAL-BASED ENGLISH PHONETICS CLASS OF ENGLISH DEPARTMENT OF UNNES* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, Juli 2019



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## APPROVAL

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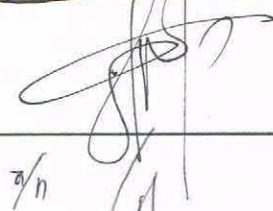
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## **MOTTO AND DEDICATION**

*For indeed, with hardship [will be] ease.*

*Indeed, with hardship [will be] ease.*

*(QS. Al Inshirah 5-6)*

*To my great parents, Soeprijono and To'ifatun;*

*my grandpa, Maksud Al Iskak;*

*my beloved man, Roi Andang Sanjaya;*

*and also my best friend, Devi Fatmala*

## ACKNOWLEDGEMENTS

*In the name of Allah, the Beneficent, the Merciful,*

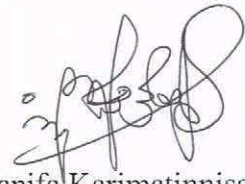
Firs and foremost, I would like to express all the highest praises and gratitude only to Allah Subhanahu Wa Ta'ala for His endless blessings and mercy so that I could finish this final project. Peace and blessings also be upon the Prophet Muhammad, his families, and relatives.

In making and completing this final project, I would like to express my gratitude to Drs. Amir Sisbiyanto, M.Hum, as my advisor who has assisted and provided me with valuable advice, guidance, as well as encouragement. Moreover, my greatest appreciation goes to all of my long-lasting teachers that taught invaluable things and made me what I am today.

I want to give all my deepest and honest gratitude to my mother, father, and my grandpa for the love prayer and support; also, I am very grateful that all of you have never given up on me, always fully-supported, and encouraged me through the hardest until I get to finish this final project. Special thanks to you, my dear, Roi Andang Sanjaya, thank you very much for your joy, endless-support and love. And also my best friend, Devi Fatmala who were always being my partner in doing silly things in every moment whether we had money and in broke condition.

I realize that this final project is not perfect because there are many weakness; therefore, criticism and suggestions are certainly needed for its betterment. Finally I hope that this study will be useful to improve knowledge.

Semarang, July 2019

A handwritten signature in black ink, consisting of several loops and flourishes, positioned above the printed name.

Yanifa Karimatinnisa'

## ABSTRACT

**Karimatinnisa', Yanifa.** 2019. *AN ANALYSIS OF TEACHER TALK IN SUPRA SEGMENTAL-BASED ENGLISH PHONETICS CLASS OF ENGLISH DEPARTMENT OF UNNES.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Drs. Amir Sisbiyanto, M.Hum.

**Key word:** Analysis, Teacher Talk, Supra Segmental-based English Phonetics Class.

This study aims to explain classroom interaction, especially teacher talk in Segmental-based English Phonetics Class of English Department of UNNES. The subject of this study is a male lecturer of Supra Segmental-based English Phonetics class. This study belongs to descriptive qualitative. The researcher collects the data through observation by using audio-video recording and fieldnotes, based on the theory of Cresswel. The data were analyzed by using SETT framework namely interactional features proposed by Walsh.

This study reveals that in the first meeting there are three interactional features out of fourteen used by the lecturer, they are scaffolding, extended-wait time, and extended teacher turn. All of the three interactional features succeed in helping the lecturer achieve the pedagogic goals. The second meeting shows that there are seven interactional features out of fourteen used by the lecturer. They are scaffolding, direct repair, extended wait-time, seeking clarification, teacher echo, extended teacher turn, and display question. Some interactional features in the same extract in the second meeting cannot help the lecturer in achieving the pedagogic goals. They are scaffolding, extended wait time, and seeking clarification. In the third meeting, there are eight interactional features out of fourteen used by the lecturer. They are scaffolding, direct repair, extended wait-time, seeking clarification, confirmation checks, teacher echo, teacher interruptions, and extended teacher turn. All of the interactional features in the third meeting are successfully assisted the lecturer in achieving the pedagogic goals.

It can be concluded that the most interactional features used by the lecturer is scaffolding. The lecturer is good enough in delivering materials in the class. He can achieve the pedagogic goals almost in every part of his talk. It is suggested that the lecturer to become more innovative, so he can achieve the pedagogic goals in every teaching and learning process.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report.

The following are the elaboration of each subdivision.

### **1.1 Background of the Study**

In an EFL class, English is used to communicate in the teaching and learning process. Students have to be able to speak and give respond to each other in English. It is not easy to the students use English in the teaching and learning process. They need to think hard when they have to speak. The teacher needs to have a good interaction to interact and communicate in order to make them understand.

Interaction is an occasion when two or more people communicate or react with each other. In the teaching and learning process especially language learning, interaction is the most important thing. It is regarded as being central to language acquisition, especially the interaction which occurs between teachers and learners

(Ellis, 1990, 1998).

Interaction plays an important role which affects the process itself in a classroom setting. In the classroom the students need to participate to think, speak, and be listened by the other students and also their teacher. They should develop their competency in their classroom, while the teacher help them by his talk to interact with them. It is the teacher's ability to manage learner contributions which will, arguably, determine the success or otherwise of a lesson (Walsh, 2006: 3). Rivers as stated in Brown (2001) said that through interaction students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions skits, joint problem-solving tasks, or dialogue journals. In interaction the students can use all they possess of the language all they have learned or casually absorbed in real-life exchange. Here is the classroom interaction happens.

There are two forms of classroom interaction. First, the interaction between teacher and students, and second the interaction between students. The interaction between the teacher and the students will be the focus of this study.

When the teachers teach their students they have to have a good skill in interacting and explaining the materials, because successful teaching stems from 'successful management of the interaction (Allwright, 1984a: 159). Teachers have many roles in a classroom. According to Brown (2001) there are some teacher roles, teacher as a controller, teacher as a director, teacher as a manager, teacher as a



facilitator, and teacher as a resource. Hence, teachers should improve the quality and quantity of their talk. Teacher talk is an indispensable part of language teaching in an EFL (English as a Foreign Language) context, which can bring about significant instructional benefits for teachers when applied meticulously and learning opportunities for language learners when noticed purposefully. It can potentially lead to success or failure in teaching and meeting learner needs, Nunan (1991). Here the awareness of the teachers using language is needed. They have to be aware of their goal at moment by moment in a lesson to match their teaching aim and pedagogic purpose to their language use.

Pedagogy itself is a contested term, but involves activities that evoke changes in the learner (Westbrook, J. et al. 2013: 7). He also stated that pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their 'teaching practices', that is, what teachers actually think, do and say in the classroom. Teacher beliefs are contextually based, and Alexander's definition also encompasses social, cultural and political aspects.

Bernstein contrasts two models of pedagogy that focus on the teacher's organisation, management, discourse and response to the students and which provide a useful theoretical framework with which to understand different pedagogic approaches:

**Performance model:** visible pedagogies where the teacher explicitly spells out to the students what and how they are to learn, with a recognisable strong framing or lesson structure, collective ways of behaving and standardised outcomes;

**Competence model:** invisible pedagogies with weaker framing that result in an ostensibly more informal approach where the teacher responds to individual children's needs, with hidden or unfocused learning outcomes (Bernstein, 1990).

Discussing Investigating Classroom Discourse (2006), Walsh introduces SETT (Self- Evaluation of Teacher Talk) to understand the organization of the language classroom. Steve Walsh puts forward SETT (Self-Evaluation of Teacher Talk) as a framework for analyzing discourse within the classroom. Although SETT is designed to equip teachers to self-evaluate their teaching, it provides a framework to evaluate other teaching. This paper takes the latter point. The framework is used to identify different modes of discourse, which are employed by teachers and students, to increase awareness of the importance of interaction and to maximize learning opportunities.

His research is an attempt to investigate the ways through which a foreign language teacher can increase learning opportunities and improve EFL classroom. And in this study SETT will be used to analyze the classroom interaction especially the teacher talk in Segmental-based English Phonetics class of English Department of UNNES. The point to be noted is that SETT is a framework to analyze discourse in the classroom. It has fourteen interactional features, namely scaffolding, direct repair,

content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, and form-focused feedback.

This study will be focused on the Supra Segmental-based English Phonetics class in English Department of UNNES. The Supra Segmental-based English Phonetic class is chosen because phonetic is the important thing in communication. When people want to speak foreign language especially English, they have to learn how to speak as a native speakers speak it. When they are mispronouncing some words, it will change the meaning and the messages which want to be delivered will not be accepted well by the interlocutors.

## **1.2 Reasons for Choosing the Topic**

There are some reasons why the topic is chosen. The first is the difficulties to communicate in English may cause misunderstanding in the classroom activities. Hesti, a student of English Education Class C 2016 said that sometimes it is hard to understand what the lecturer said, because the talk is too fast. Devi, a student of English Education Class B 2015 stated that it's not easy to give respond directly to the lecturer when he asked something to the students. The students need to think deeply how to answer it. she also said that sometimes she didn't understand about the

materials the lecturer given. In this case, the teacher should be able to manage his language in his talk as good as possible to make the students understand what he has delivered about.

The second reason is that teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive (Nunan, 1991: 189).

Also, the importance of the teacher talk and its instructional components have been implied by Stern (1983) who claims that the language teacher's capability of teaching is determined by language background, previous language teaching experience and formulated theoretical presuppositions about language learning and teaching. All these mentioned characteristics can affect the quality and effectiveness of teacher talk, which is regarded as the major medium of instruction (Kiasi, 2014: 96).

The third reason is that SETT (Self-Evaluation Teacher Talk) is the new approach that helps teacher to develop the understanding of the relationship between teacher talk, interaction and learning that was proposed by Walsh. SETT framework is designed to raise awareness of teacher talk, a realization of the importance of using

appropriate teacher talk according to pedagogic goals because the language used by the teachers in the classroom varies according to their pedagogic purpose at a given point in a lesson. In other words, pedagogy and interaction come together through talk: pedagogic goals are manifested in the talk-in interaction.

The last reason, why does the researcher choose the SupraSegmental-based English Phonetics class of English Department of UNNES? As stated before that phonetics is the important thing in the communication. It studies about how each sound in English is produced in the organ of speech in the body. The students have to speak English as a native speakers speak it. Because if they are mispronouncing some words, it changes the meaning. And maybe the communication will not happen as they expected.

SETT is used in many different contexts. One of them is to investigate higher education interaction. The Supra Segmental-based English Phonetics class is of some courses in the English Department of UNNES which is used English to communicate in the class. researcher choose the Supra Segmental-based English Phonetics class of English Department of UNNES because the class uses English to interact and communicate between teacher and students. It will be easier to get the data because this study is focused on EFL class.

### **1.3 Research Questions**

From the statement above this study outlines these following research questions:

- a. What are interactional features used by the lecturer in the classroom?
- b. How does the lecturer perform the interactional features in the classroom?
- c. How do interactional features help the lecturer achieve pedagogic goal in a classroom?

### **1.4 Purposes of the Study**

In the line with the statement of the research questions, the purposes of this study are to describe:

- a. the interactional features used by the lecturer in the classroom
- b. how interactional features are performed by the lecturer
- c. whether pedagogic goals are achieved by the lecturer or not

### **1.5 Limitation of The Study**

This study is focused on the classroom interaction especially the teacher talk of the Supra segmental-based English Phonetics Class of English Department of UNNES, whose the lecturer is Drs. Amir Sisbiyanto, M.Hum.

## **1.6 Significance of the Study**

At least there are three significance of the study as follow:

- a. Theoretically, the result of this study is expected to make the teachers easier in arranging and managing their talk moment by moment using interactional features of SETT framework.
- b. Pedagogically, this research is aimed to provide theories, practices, and analysis for teachers in their class. It also expected to help teachers of English course in Indonesia in order to deliver their materials.
- c. Practically, it is hoped that the result of this study will be useful for teachers in evaluating their teaching practice. So, they will know their quality of their teaching and will improve it.

## **1.7 Outline of the Report**

This final project is organized into five chapters. Chapter I presents introduction which comprises background of the study, reasons for choosing the topic, research problems, purpose of the study, limitation of the study, significance of the study, and outline of the study.

Chapter II reviews about the related literature which consist of two sub chapters. The first presents the review of previous studies, and the second sub chapter is the theoretical framework of this study.

In chapter III the methods of the investigation are discussed in eight sub chapters, they are research design, object of the study, role of the researcher, type of data, unit of analysis, procedures of collecting data, procedures of analyzing data, and the technique of reporting the results.

Chapter IV reports the results of the study from the general description, the result of the study, and the discussion of the study.

The last chapter presents the conclusion of the study based on the result of the study and some suggestions for the readers, particularly for the teacher who teaches EFL.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of three subdivisions, they are Review of Previous Studies, Theoretical Background, and Framework of Analysis. The first is Previous Studies. It explains about studies related to this research. The second is Theoretical Background which explains about the main idea underlies this research. And the last is Framework of Analysis. It deals with the limitation of the study.

#### **2.1 Review of the Previous Studies**

There have been a number of researchers concerned with the classroom interaction especially teacher talk. The first research was conducted by Nur Wasi'ah (2016). She is an English Teacher of Islamic Junior High School Al-Huda Jambi. The research investigated the interactional features performed by the teacher in Classroom Interaction of MAN InsanCendekia Jambi.

The purpose of the study is to describe how interactional features are performed by the English teacher in a classroom and to describe whether pedagogic goals are achieved by the teacher or not. The method she used was descriptive

qualitative method which describes all phenomena occurred in the classroom. The subject of her study was a male teacher who has been teaching English for twenty one years and graduated from Flinders University of South Australia.

The data was taken through observation and collected by using audio-video recording and field notes. Data analysis was done by using Interactive Model taken from Miles et al. The finding is that the English teacher performed eleven interactional features out of fourteen. They were scaffolding, direct repair, content feedback, extended wait-time, seeking clarification, confirmation check, teacher echo, teacher interruption, extended teacher turn, display question and extended learner turn.

### ***2.1.1 Scaffolding***

The first interactional features found in the data was scaffolding. It contains three strategies. The first is reformulation (rephrasing a learner's contribution), the second is extension (extending a learner's contribution), and the last is modelling (correcting a learner's contribution).

#### **a. Extract1**

T : "Can you find it in Indonesia?"

L6 : Yes, many in Indonesia. If you find the gold in the river, may be just not gold.

Because the gold just in ((2)).

T : The gold in the river is not real. Not really gold

L6 : Yes, not really gold. Because there is contents the sulfur one.

In this case, reformulation can help student answers accurately. It can be seen this sentence *“The gold in the river is not real. Not really gold”*. Then the student answers *“Yes not really gold. Because there is contents the sulfur one”*. The response here means that the teacher’s scaffolding assisted student in giving an appropriate answer. When the students can respond the teacher it means that this strategy can construct the learning opportunity. So, pedagogic goal of the teacher in this moment was achieved.

The second strategy is extension. It illustrated in extract 2

**b. Extract 2**

T : Ok, Siti Masrifah, what kind of clouds? How many?

Siti : =So many Mr=

LL : Hahahaaa

T : That you got the information from them, how many?

Siti : Ten sir, cirrus, altostratus, cumulus, cumolunimbus, eh... stratus, cirrostratus,,ehh..

Extension here was given by the teacher because he was not satisfied with the student’s answer. It can be seen from his sentence *“That you got the information from them, how many?”*

To answer the first teacher’s question, a student named Siti produced a short answer. However, she tried to give fuller explanation and mentioned the kind of clouds after the teacher extended her answer.

The last strategy in scaffolding is modelling. It was illustrated in extract3.

**c. Extract 3**

L2 : And then the next topic is red for all clear. That is so much I don't know how sing it, the lyrics are... a red sky at night is the shepherd's delight, a red sky in the morning is the shepherd's warning. Eh... you know shepherd?

T : =Shepherd

L2 : =Shepherd, it means is gembala. And then ehm...when the sun is low in the sky eh... morning or evening it tends to glow redanyway, yes like sunset or sunrise. Sunrise at morning...

The modelling in this case was given by the teacher because the student couldn't pronounce the word "shepherd" correctly. Therefore, the teacher gave an example to pronounce the word "shepherd". From the case it can be concluded that the teacher achieved the pedagogic goal. In sum, the teacher succeeds in playing an important role in classroom interaction through scaffolding.

**2.1.2 Direct Repair**

The second interactional feature found in the classroom was direct repair. It was illustrated in extract4.

**d. Extract4**

L15 :As the earth spins, the sun reaches its highest point in the sky at different times, an hour later for every satu per duaempat=

LL : hahahaha

T : =One twenty forth=

L15 : =One twenty forth.

Direct repair is used to correcting an error quickly and directly. It can be seen from the conversation. The students said “*satu per duaempat*” because he didn’t know what is “*satu per duaempat*” in English. So the teacher give the correct sentence by saying “one twenty four”.

### **2.1.3. Content Feedback**

Extract 5 illustrated how content feedback was performed.

#### **e. Extract 5**

L6 : Yes, many in Indonesia. If you find the gold in the river, may be just not gold. Because the gold just in ((2)).

T : The gold in the river is not real. Not really gold

L6 : Yes, Not really gold. Because there is contents the sulfur one.

T : Ok, be careful. Don’t buy gold from the river... but the gold from Java

LL : Hahaha

In this case the student said that the gold from the river is not real gold. So from the statement, the teacher give comment by saying “Ok, be careful. Don’t buy gold from the river... but the gold from Java”. The comments made students laughed and gave various expressions. The purpose of content feedback is to give feedback to the message rather than words used. The teacher here gave a funny comment and it

made the class to be fun. Teacher's use of this interactional feature is appropriate with pedagogic goal; language use and pedagogic purpose coincide.

#### **2.1.4. *Extended Wait-Time***

Extended wait-time was illustrated in extract6.

##### **f. Extract 6**

- T : Ok, thank you everybody. No, no. you are still here. Now, I want to ask them. You! Ok. What is different between rock, stone and mineral?
- L9 : (15) Rock is under by stone...
- L6 : No, no no...
- L9 : Stone under by rock=
- LL : =Hahahaa
- T : The quality
- L9 : Rock is under (4) rock is... The quality of stone under rock eh...the part of stone is mineral.

In this strategy the teacher allows sufficient time (several seconds) for students to respond or formulate a response. In extract above, the English teacher asked a student a question about the different between rock, stone and mineral. The student cannot answer directly because she still tried to find the answer from the text. Thus, the teacher let her to find it and waited for several seconds (indicated by mark (15) in transcript) to get the answer expected.

The teacher gave a clue by saying “the quality” and gave more time for the student to find the answer. And after the teacher provided wait-time, the student could give longer explanation.

#### **2.1.5. Seeking Clarification**

How the teacher performed this seeking clarification can be seen in the conversation below.

##### **g. Extract 7**

L6 : Stone? This the hard one? And Rock? Rock is the common stone in the world. Rock there is eh... three, divided three. But stone, that's not stone. Stone there is... under the rock.

T : You mean the quality?

L6 : Yes, the quality.

In the seeking clarification the teacher asked the student to clarify something the student has said, or it can be the student who asks the teacher to clarify something the teacher has said.

From the conversation, the student said “stone under the rock”. This statement was not clear for the teacher, so he asked the student about it by saying “you mean the quality?”

Hence, the English teacher used seeking clarification towards student's idea that was vague to understand to help him elaborate idea with more comprehensible utterance.

### **2.1.6. Confirmation Check**

Confirmation also performed by the teacher here. It was illustrated in extract 8.

#### **h. Extract 8**

T : Try to understand and then discuss with your friends. What does it mean what is it about, and then you make some notes, and then I want you to explain about the topic by using your own words, use your own words to explain about the topic. Do you understand?

LL : Yes

T : Ok?

LL : Ok

Confirmation check is making sure that the teacher has correctly understood the student's contribution. From the conversation the teacher explained the task that should be done by the students. In order to make sure if the students understood the command, the teacher asked "do you understand?" and the students answered "yes".

In this case, confirmation checks were very important to help the teacher in getting student's understanding about what he has conveyed in the classroom. It was important to know that there was not any unclear explanation for the students so that the teacher can continue the activity to the next activity.



### 2.1.7. *Teacher Echo*

According to Walsh (2006) there are two strategies in the teacher echo. First, teacher repeats a previous utterance, second, teacher repeats a learner's contribution. In her study these features were performed by the teacher in the opening when he started the class by giving some information about TOEFL program. It can be seen in conversation below.

#### i. **Extract 9**

T : (3) *the TOEFL score for four hundred and fifty until five hundred at least ok? Four hundred and fifty until five hundred, ok?*

L1 : Ok.

In this conversation, the teacher tried to restate his previous utterance to underline and emphasize his statement. This repetition was used because he wanted to underline and emphasize to the students for the purpose they can hear clearly what score that they have to get. It was indicated by italicized sentence in transcript such as *“the TOEFL score for four hundred and fifty until five hundred at least ok? Four hundred and fifty until five hundred, ok”*.

The use of repetition here is very important. The teacher wanted to know whether the students understood or not. He repeated the previous sentence to make the students hear and catch the information clearly.

The teacher achieved the goal, because the students can understand the sentence clearly, so that there is no question from the students.

### **2.1.8. Teacher Interruption**

Teacher interruption is interrupting a learner's contribution. This feature was illustrated in extract 10 bellow.

#### **j. Extract 10**

L4 : Sapphire is eh=

T : =Can you get a picture of sapphire? Yeah, please go on

L4 :Sapphire is eh... same with diamond is the hardest stone, it's not just...

In this case it can be seen that students tried to explain about sapphire, but suddenly the teacher interrupted his talk. Actually the teacher asked another student beside him who brought the tablet and showed the picture of stones indicated by his utterance "can you get a picture of sapphire?"

However, the teacher was aware of his interruption would breakdown student's explanation so he pleased the student to continue his explanation by saying "yeah, please go on".

Teacher interruption is unhelpful for the student. It means that the teacher did not achieve any pedagogic goal in this moment. It was suggested that the teacher should reduce interruption because it would be a pause of learner's explanation as Walsh stated that interruption causes the learner to lose the thread of what he was saying. It will be good if the teacher delay his question and wait until the student finish with his explanation.

### **2.1.8. *Extended Teacher Turn***

This feature was illustrated in extract 11.

#### **k. Extract 11**

LL : Amazing/ amazing.

T : All right, the first start in the class, I'd like to inform you with the program that we are going to do. Ok, I have discussed with the... I have et the people from eh... the course about TOEFL Planning that we are going to do.

The teacher gave a long explanation to share information to the students. The use of words "all right" and "ok" in his utterance was used to refer the student to information conveyed.

The use of this features was pedagogically is to transmit the information for the students. Extended teacher turn is very important in the teaching and learning process, because the teacher played an important role in the classroom. The words like "ok" and "all right" was always used by the teacher to refer the students into information to the next information.

### **2.1.9. *Display Question***

It illustrated in extract 12

#### **l. Extract 12**

T : No? Now I ask you question. Hm... there is Vina? They explain about hot dog

days. Do you know what does it mean?

Vina : (6) eh... the hottest days

T : Hottest day. Why did it called hot dog? Why is it called dog days?

Vina : (5) from roman people

T : And then?

Vina : The brightest star is Sirius the dog

T : Oh, the name of the star is Sirius the dog so that's why it called the hot dog days. Ok, good.. next Novita, What is acid rain?

Novita : (6) acid rain is... rain is acid=

LL : =hahaha

T : Why?

In this case the student could answer the question by giving a short explanation.

It means that the student understood about the materials which have been delivered by the teacher. By using display question the teacher could know whether the student understood about his materials or not.

#### ***2.1.10. Extended Learner Turn***

The purpose of this feature is to give the students chance to participate in the classroom. Thus, the students can improve their ability in learning.

It illustrated in extract 13 bellow.

**m. Extract 13**

L14 : Ok my friends, ok now try to listen me, and try to understand what I say. I will told you about imperial jealousy. You know jealousy?

LL : No

L14 : That's from word jealous

L15 : Cemburu

L14 : Nah=

LL :=Hahahaha

L14 : Ok the month of August. August is=

From the conversation it can be seen that the teacher gave a chance for the student to express his idea without involvement from the teacher. It can be indicated from the utterances "*Ok my friends, ok now try to listen me, and try to understand what I say. I will told you about imperial jealousy. You know jealousy?*". The student controlled the topic. He is able to produce relatively long turn.

Related to pedagogic goal, only teacher interruption does not have any clear function for the student. Thus, the teacher does not achieve any pedagogic goal of the moment.

The second research was conducted by Anahita Shamsipour, She was a student from Azad University, Shahreza Branch, Iran (2012). The study investigated about the ways through which teacher talk can create opportunities for learning in an EFL classroom in Iranian context. In addition, it identified how the teacher talk can lead to more and more learner involvement in an EFL context. The study also determined the types of the teacher talk which can decrease learning a foreign

language. The subjects of this study were three teachers who were teaching English as a foreign for more than 5 years. The data was collected by audio recorder for three subsequent sessions and then analyzed based on the interactional features proposed by Self-evaluation of teacher talk (SETT) framework.

The result is that nine features of scaffolding, direct repair, content feedback, extended wait time, referential question, seeking clarification, extended teacher turn, display questions and extended learner turn were categorized under the positive effect due to their encouraging nature in improving the learners' attempts. On the other hand, three features of teacher echo, teacher interruption and turn completion were analyzed under the negative effect based on their interfering role in sustaining oral communication in Top Notch conversation classes, at fundamental level in Iranian context.

#### ***2.1.11. Scaffolding (in turn 27, 29, 31)***

26. L2: ... vegetables is...good for us and ...and sandwich is bad for us=

72. T: =vegetables=

28. L2: =vegetables

29. T: ... plural form of the verb after vegetables (3)

30. L2: vegetables are=

31. T: = vegetables are good, not vegetables is good. Every day you should eat vegetables like lettuce, carrots, cucumber...and other thing because all of them are good for your body.

In this case only modelling occurs in the conversation. It can be seen in number 31. The teacher was correcting the student's utterances by saying "*vegetables are good, not vegetables is good. Every day you should eat vegetables like lettuce, carrots, cucumber...and other thing because all of them are good for your body*".

#### ***2.1.12. Extended Wait Time (in turn 43, 47)***

43. T: = but I am not sure (laughter) (3) so...Mohammad what can you do? (3)

44. L (Mohammad):= I can play soccer I can...I can cook

45. T: =you can cook

46. L (Mohamad):=I ...can swim

47. T: =what can't you do? (5)

In the above extract extended wait time is created during the dialogue and in the following extract learners contribute with no teacher intervention.

194. T: ok...who is ready? Hasan and Ali...come here

195. L (Ali): can you draw=

196. L (Hasan): =no can you=

197. L (Ali): =yes I draw very well=

198. L (Hasan): =when did you learn=

199. L (Ali): =when I was about... eight...

200. L (Hasan): was it hard

201. L(Ali): not at all

Extended wait-time here was performed by the teacher to give a time to the student in order to answer the questions. So it increases the students' responses which lead to longer answers and more students' contribution.

#### ***2.1.13. Direct Error Correction (in turn 52, 54)***

49. T: = because they move to Japan...and now tell do you like to visit japan

50. LL: =yes. 45

51. L6: I like to... ((4)) Japan, China, Italy=

52. T: =I like to go to Japan, China, Italy...what about other (3)

53. L7: kore=

54. T: =Korea

Direct repair or direct error correction in this case was in number 54. The teacher gave the correction of the student's utterance about pronouncing a name of a country "Korea".

#### ***2.1.14. Seeking Clarification (in turn 174)***



173. L12: what do... I was about eight (5) mean=

174. T:= about eight...it means that he can't remember the exact time...maybe he was seven and 10 months and ...maybe he was eight and 2 month therefor he says I am about eight...and what does not at all mean?...what does it mean.....

175. L12: no=

In this case the teacher asked the student to clarify something the student has said. It can be seen in number 174. The teacher said “*about eight...it means that he can't remember the exact time...maybe he was seven and 10 months and ...maybe he was eight and 2 month therefor he says I am about eight...and what does not at all mean?...what does it mean.....*”

#### **2.1.15. Content Feedback (in turn 193)**

191. T: yes we have falling intonation when your question start with WH question or information questions...so memorize a conversation=

192. L (4): =sir I memorizes it (laughter)

193. T: thank you let's other memorize the conversation you are the first one I will ask you, he is so...so eager to learn English.

Content feedback imply to teachers personal reaction to comments made by learners (Walsh, 2006, 2011). In contrast, sometimes teacher talk lead to

interactional space reduced and opportunities for learning minimized. The extracts determine how foreign language learning decrease.

**2.1.16. Turn Completion (in turn 235, 237)**

233. L5:= she can't wear those pants. They're too long

234. L6:=she can't buy those shoes, they are too... too...

235. T: big

236. L7:=he doesn't want that shirt.it too...too... .

237. T: it's too small=

238. L8:=I don't want this sofa ...it's too expensive

Turn completion is completing the student's contribution for the student. In the conversation above it can be seen the teacher was completing the student's utterance by saying "big" in number 235, and in number 237 by saying "it's too small".

Turn completion happens in EFL classroom when teachers fill in the gaps and advance the discussion (Walsh, 2006, 2011). When turn completion happens in EFL classroom, there is no negotiation of meaning, no need for clarification and confirmation check.

**2.1.17. Teacher Echo (in turn 267, 269)**

266=. L (Mohamad):I can cook well but I can't ski

267. T: = you can't ski=

268. L (Mohamad):=I can drive=

269. T: =you can [drive]

Teacher echo means that the teacher repeats a previous utterance and repeats student's contribution. From the conversation it can be seen in number 267 and 269.

Teacher echo is a common phenomenon in any second language classroom and it has a several functions (Walsh, 2006, 2011). The function of teacher echo in Top Notch conversation class, at Fundamental level is considered as a negative features because teachers do not know when and why to use echo. They allowed teacher echo to become a habit in their classes.

**2.1.18. Teacher Interruption (in turn 264)**

262. L (Maryam): please pass the ...yogurt

263. L (FatemeH): sure (mispronounced)

264. T: sure

265.L (FatemeH): [sure]...here you go,[here you go]

Teacher interruption means that the teacher interrupt the student's contribution. It can be seen in number 264. The student named FatemeH

mispronounced the word “sure” and the teacher interrupted her with the correct pronunciation.

The table below is the description of the accounts for the employed features in the classes, which divided into positive and negative.

Effects		Frequency	Present
Positive	Scaffolding	74	9.8
	Direct Repair	39	5.2
	Content Feedback	21	2.8
	Extended Wait Time	142	18.8
	Referential Questions	28	3.7
	Seeking Clarification	47	6.2
	Extended Teacher Turn	69	12.7
	Display Questions	96	9.1
	Extended Learner Turn	239	13.7
	Total	755	100.0
Negative	Teacher Echo	124	56.4
	Teacher Interruption	82	37.3
	Turn Completion	14	6.4
	Total	220	100.0

Based on the recorded data, out of 755 cases of positive features extended learner turn was the most frequently employed feature (31.7%) followed by extended wait time (18.8%) and extended teacher turn (12.7%). Meanwhile, content feedback (2.8%) and referential question (3.7%) were among the least frequent employed features in the classes. On the other hand, out of 220 cases under the negative effect category, more than half belonged to the teacher echo (56.4%) and turn completion had the lowest frequency in this part (6.4%).

The findings supported the role of the teacher talk as being a determinant one in the performance of the foreign language learners. Also, the results of this research play a significant role in ascertaining the ways in which Iranian foreign language teachers improve their talk to optimize learner contribution.

The third research is conducted by Fang Huan, a student from Yan'an University, Shaanxi, China. The study investigates the relationship between language use and pedagogic purpose from an analysis of a lesson transcript of a grammar lesson, and evaluates the quality of the teacher talk based on the Self-Evaluation of Teacher Talk (SETT) Grid. The purpose is to examine whether the teacher talk is appropriate in the classroom context or mode and to bring about a more conscious and effective use of teacher talk in her teaching profession in the future.

The procedure of the study started with the teaching of a grammar lesson, aiming to introduce the idea of the present; to teach the use of the Present Continuous tense; and to give the learners opportunity to manipulate the new grammar point. A ten-minute extract of the lesson is recorded and reviewed right after the lesson is taught. The extract of the recorded teaching is transcribed in the SETT instrument.

The most commonly occurring pattern of interaction is IRF structure. As Sinclair and Coulthard (1975) identified in their now wellknown analysis of classroom discourse, "I" represents an initiating move, such as a question posed by the teacher; "R" is the response from the class – usually from an individual student and "F" is the follow-up or feedback comment by the teacher. Here is the example:

<30>T: Can you think of a verb to describe your action, Sanda? (I)

<31>S5: Drink. (R)

<32>T: That's right. (F)

Another feature that involved in the IRF is Display Questions (asking questions to which the teacher knows the answer). For example:

<44>T: Who's left?

<45>Ss: Michael.

<46>T: What about him?

<47>Ss: Talk on the phone.

Direct Repair (correction an error quickly and directly) is also occurred in the analysis. Like in the example below:

<21>S4: I drank champagne.

<22>T: Really? Was it good?

<23>S4: Yes, it is very good.

<24>T: Chris, it WAS very good. All right?

The next feature is scaffolding, such as extending a learner's contributions appeared in the conversation. Example:

<16>T: And you, Kelly?

<17>S3: I sang.

<18>T: You sang songs. Did you?

<19>S3: Yes.

All the features of his teacher talk mentioned above, to a great extent, match the pedagogic goals in the Materials mode, which is intended to be in operation at the first stage of the lesson. It seemed that the interaction around the talk about the picture is well-controlled and the pre-determined responses are expected. However there are still Referential questions (genuine questions to which the teacher does not know the answer). Like the example below:

<10>T: Sharon, what did you do at the party?

<11>S1: I ate a lot.

The teacher echo (teacher repeats a learner's contribution) is found in his teacher talk several times. The purpose of it is to reinforce the new knowledge. In addition to that, the implied advantage of the teacher echo worked as a signal of conforming the students' answers which built up their confidence in manipulating the Present Continuous tense. For example:

<78>Ss: Philip is shouting.

<79>T: Very good. Philip is shouting.

The finding is that the extended wait-time (allowing sufficient time for the students to response or formulate a response) is spontaneous. By analyzing the teacher talk at the second stage, it appears that the extended teacher turns and teacher echo are conducted with the aim of producing correct forms and giving corrective feedback;

the clarification requests and Extended wait-time in the teacher talk are used when it is necessary to avoid the teacher-centred type of lesson, leaving enough opportunities and time for the students to participate in the interaction.

Thus, this study has the same topic that is classroom interaction especially teacher talk. The differences are the context of the study. This study is focused on the higher education that is Phonetic Class of English Department of UNNES.

## **2.2 Theoretical Background**

### ***2.2.1. Analysis***

According to Collins English dictionary analysis is the process of considering something carefully or using statistical methods in order to understand it or explain it.

James Mark, in Dictionary of Philosophy and Psychology (1925) stated that analysis is the isolation of what is more elementary from what is more complex by whatever method.

This study is focused on the discourse analysis in a classroom. It is Supra Segmental-based English Phonetic Class of English Department of UNNES. According to Levinson as stated in Walsh (2016:45), there are two major approaches to the study of naturally occurring interaction: discourse analysis (DA) and conversation analysis (CA).



Paltridge (2012) stated that *Discourse analysis* examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse.

The term *discourse analysis* was first introduced by Zellig Harris (1952) as a way of analysing connected speech and writing. Harris had two main interests: the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour. He examined the first of these in most detail, aiming to provide a way for describing how language features are distributed within texts and the ways in which they are combined in particular kinds and styles of texts., Paltridge (2012:2).

To analyze the discourse within the classroom, Steve Walsh (2016) proposed SETT framework. In this framework there are fourteen interactional features which are used to analyze the teacher talk. Below are the interactional features.

**FIGURE 2.1** *Interactional features*

<i>Interactional features</i>	<i>Descriptions</i>
A. Scaffolding	(1) Reformulation (rephrasing a learner's contribution) (2) Extension (extending a learner's contribution) (3) Modelling (correcting a learner's contribution)
B. Direct Repair	Correcting an error quickly and directly.
C. Content Feedback	Giving feedback to the message rather than the words used.
D. Extended Wait-Time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
E. Referential Questions	Genuine questions to which the teacher does not know the answer.
F. Seeking Clarification	(1) Teacher asks a student to clarify something the student has said (2) Student asks teacher to clarify something the teacher has said
G. Confirmation Checks	Making sure that the teacher has correctly understood the learner's contribution.
H. Extended learner Turn	Learner turn of more than one clause.
I. Teacher Echo	(1) Teacher repeats a previous utterance (2) Teacher repeats a learner's contribution
J. Teacher Interruption	Interrupting a learner's contribution.
K. Extended Teacher Turn	Teacher turn of more than one clause.
L. Turn Completion	Completing a learner's contribution for the learner.
M. Display Questions	Asking questions to which the teacher knows the answer.
N. Form-Focused Feedback	Giving feedback on the words used, not the message.

### ***2.2.2. Teacher Talk and Pedagogic Goals***

In relation to classroom interaction, teachers play an important role as language input providers and language models to be imitated by the students in teaching and learning classroom (Nurpahmi, 2017: 36). Brown (2001) said that teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Brown stated five roles of interactive teacher below.

#### **2.2.2.1. The Teacher as Controller**

The teacher as a controller here is a role that is sometimes expected in traditional educational institutions. So, the teacher controls the students' activity, what the students should do, when they have to speak, and also the language form they should use in the classroom.

#### **2.2.2.2. The Teacher as Director**

The teacher plays a role as a director. The teacher is like a conductor in the classroom like a director of a drama, so the students do their activity based on the teacher's direction. The teacher should keep the process flowing smoothly and efficiently.

### **2.2.2.3. The Teacher as Manager**

The teacher should plan the lesson, module, courses, and other media in order to make the teaching and learning process to be manageable. Management is an important thing. It may succeed the teaching and learning process.

### **2.2.2.4. The Teacher as Facilitator**

The teacher as a facilitator means that he should facilitating the process of learning. The teacher should help the students understand the topics which he will deliver about. He should also motivate the students in improving their skills.

### **2.2.2.5. The Teacher as Resource**

The teacher should ready in order to answer questions from the students, and he should available for advice and counsel when the students seek it.

Based on the stating above, the teachers should has a good skill in delivering their course, in order to make the students understand. It cannot be denied that the teachers in teaching carries out some specific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards, 1992: 471). So, Teacher talk is one of the important thing in this case. It should be clear and contains no errors.

Teacher talk is a part of classroom interaction that also related with the student's learning activity. Noni (1994: 1) as stated in Nurpahmi said that the

instructional language used by teachers should always serve the objectives of providing students' acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication. The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students. And the happening of interaction is affected directly by ways of teacher talk (Yanfen & Yuqin, 2010: 76).

Sinclair and Brazil (1982) point out that teacher talk is different from other talks because the circumstances, the social relation, the physical setting and the jobs to be done are different. Teacher talk is the kind of language used by the teacher or instruction in the classroom (Nurpahmi, 2017: 36). Similarly, Richards and Webber (1985) describe teacher-talk as a typical variety of language used by teachers in teaching process. It can create a harmonious atmosphere in the classroom and create more opportunities for interactions between teachers and students. But too much too much teacher talk can decrease students' opportunity to use the language. Therefore teachers should be cautious about how much time they take talking. It is important for teachers to use the classroom talking time efficiently (Murekson, 2017: 230).

As stated in Nurpahmi (2017), Celce Murcia (1989) distinguishes teacher talk into indirect and direct teacher talk. Indirect teacher talk covers four areas of teaching and learning process, that is (1) accepting students' feeling, (2) stimulating students' motivation and interest, (3) using students' perception, and (4) offering questions.

Direct teacher talk may come out in terms of (1) informing something, (2) giving direction, and (3) justifying students' authority.

According to Walsh (2006), contexts are locally constructed by participants through and in their interaction in the light of overall institutional goals and immediate pedagogic objective. Seedhouse (1996) pointed out that 'Context should be seen as the interface between pedagogy and interaction and thus as the environments through which the institutional business is accomplished'. The relationship between communication and pedagogic goals warrants closer understanding since it offers a finer grained framework for developing an understanding of L2 classroom interaction (Seedhouse, 2004). In other words, pedagogy and interaction come together through talk: pedagogic goals are manifested in the talk-in-interaction (Walsh, 2006: 62).

Watkins and Mortimore, as stated in Westbrook et.al, define pedagogy as 'any conscious activity by one person designed to enhance learning in another' (1999: 3). According to Bernstein, pedagogy 'is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator' (Bernstein, 2000:78). Bernstein contrasts two models of pedagogy that focus on the teacher's organization, management, discourse and response to the students and which provide a useful theoretical framework with which to understand different pedagogic approaches:

**Performance model:** visible pedagogies where the teacher explicitly spells out to the students what and how they are to learn, with a recognisable strong framing or lesson structure, collective ways of behaving and standardised outcomes;

**Competence model:** invisible pedagogies with weaker framing that result in an ostensibly more informal approach where the teacher responds to individual children's needs, with hidden or unfocused learning outcomes (Bernstein, 1990).

Pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their 'teaching practices', that is, what teachers actually think, do and say in the classroom. Teacher beliefs are contextually based, and Alexander's definition also encompasses social, cultural and political aspects (Westbrook et.al, 2013: 7).

Pedagogic goal in the classroom interaction means that the aim of the teaching and learning process is gained by the teacher. The teacher achieved the pedagogic goal when the explanation is understood by the students.

According to RPS (Rencana Pembelajaran Semester) of Segmental-based English Phonetics course of English Departement of UNNES there is a course goal (*Capaian pembelajaran matakuliah*) which should be achieved by the students. The goal is "Mastering the concept of English sounds and their phonetic symbols and being able to identify each sounds whether it belongs to vowel, diphthong, or

consonant group as well as producing it in relation with other sounds in the pronunciation of English words”.

The researcher hopes that through this study the teacher can understand his quality of his talk and improve it to be better. So the students can achieve the goal easier, especially how to produce sounds and pronounce it well. When the students achieve the course goal, it means that the teacher achieves the pedagogic goals in his class.

### ***2.2.3. Supra Segmental-based English Phonetics Class***

People speak a language. They use it as a means of communication with other people, as a tool to express their ideas. To communicate in English the teachers and the students produce sequences of sounds that join together to make up words, phrases, and sentences. So phonetics is a crucial thing. It studies about how each sound in English is produced in the organ of speech in the body.

The study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of speech sounds (Kelly, 2000: 9). Kelly also stated that phonetics is a wide-ranging field, and it does not necessarily have direct connection with the study of language itself. While the phonetic disciplines listed above can be studied independently of one another, they are clearly connected:



speech organs move to produce sounds, which travel in sound waves, which are received by ears and transmitted to the brain.

According to Ramelan (1977), the study of speech sounds may be carried out from different viewpoints. When someone studies about speech sounds as sounds, without regard to their function as signalling units of language, the science is called “phonetics”. When someone studies about speech sounds with a view to finding out the significant units of sounds in a given language, the science is called “phonemics”. These significant units of sounds distinguish utterances, and are called “phonemes”.

When the students want to learn about foreign language especially English, they have to be able to speak the language. They have to try to speak as a native speakers speak it. Ramelan (1977) stated that a student of language will be greatly facilitated if he is familiar with a theory of phonetics, which will tell him about the general mechanisms of producing the foreign speech sounds by means speech organs.

But there are also some problems. If the foreign language has a similar grammatical system or its sound system as the students' own language, it will be easier for them to study it. But it will be different for Indonesian students. They will find it more difficult to learn English than a French student for example. The students will find difficulties in learning a foreign language because since childhood they have been speaking their mother tongue. It has become a part of their habit. Their speech organs should move unusually like they speak their mother tongue. And it is difficult to change the habit of moving their speech organs. Hence, the way the

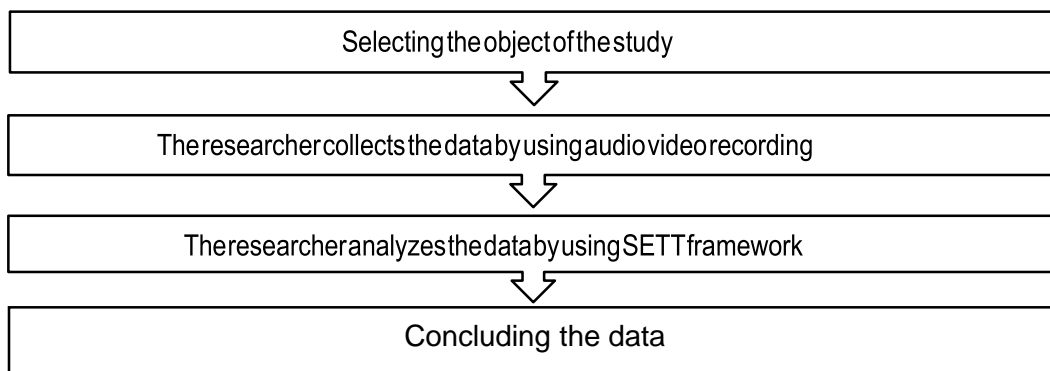
teachers teach the students will affect the learning outcomes. Again, the teachers have to be able to deliver the materials especially in the phonetics class. As stated before that phonetics is an important thing in the learning of a foreign language, the teacher should have a good skill in their talk and pronounce every single word in order to make the students understand.

This is why the Suprasegmental-based English Phonetics Class is chosen in this study. Because phonetics is a crucial thing in the language learning which affects the communication. A consideration of some errors of the pronunciation and of how it can inhibit successful of communication, is a useful basis on which to assess why it is important to deal with pronunciation in the classroom (Kelly, 2000: 11). If there are some mistakes in pronouncing some words, there will be misunderstanding in the communication process.

Suprasegmental-based English Phonetics is one of some courses in English Department of UNNES which should be taken by the English students of fourth semester. As stated before, according to RPS (Rencana Pembelajaran Semester) of English Department of UNNES, that this course has a course goal. The goal is “Mastering the concept of English sounds and their phonetic symbols and being able to identify each sound whether it belongs to vowel, diphthong, or consonant group as well as producing it in relation with other sounds in the pronunciation of English words”.

### 2.3 Framework of Analysis

This study focuses on the interaction between the teacher and the students in Segmental-based English Phonetics class of English Departement of UNNES. This research is to find the interactional features of SETT used by the teacher in the classroom, how does the teacher perform it, and how do the interactional features help the teacher achieves the pedagogic goals. Here is the concept of this research.



## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter covers the conclusion of the study. It also covers the suggestions in the second part. The following are the elaboration of each part.

#### **5.1 Conclusion**

This part presents the conclusion of the study. It covers the answer of the research questions in the first chapter. The question are about the kinds of the interactional features used by the lecturer in the class, the way he performs it, and how the features help the lecturer in achieving the pedagogic goals.

According to Walsh there are 14 interactional features. Namely scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display question, and form-focused feedback. In this study, there are 3 meetings which have been analyzed. In the meeting 1 there are 3 interactional features used by the lecturer in the class. They are scaffolding, extended wait-time, and extended teacher turn. In the meeting 2 there are 7 interactional

features used by the lecturer. they are scaffolding, direct repair, extended wait-time, seeking clarification, teacher echo, extended teacher turn, and display question. While, in the meeting 3 there are 8 interactional features found. They are scaffolding, direct repair, extended wait-time, seeking clarification, confirmation checks, teacher echo, teacher interruptions, and extended teacher turn.

In implementing the features, the lecturer performed it during teaching and learning process in his class. Every feature was performed variously according to their function. In the meeting 1, the 3 features successfully assisted the lecturer in achieving the pedagogic goals. They have a clear function to the students. Thus, the lecturer achieved the pedagogic goals in this part. In the meeting 2, most of the features succeeded in helping the lecturer to achieve the pedagogic goals. But there are some features in the same extract which couldn't give a clear function to the students. They are scaffolding in the extract 2.23, extended wait-time in the extract 2.23, and seeking clarification in the extract 2.23. while in the meeting 3, from the 8 interactional features, the most features used by the lecturer is modelling, which belongs to the scaffolding. all of the features in the data 3 successfully assisted the lecturer in achieving the pedagogic goal.

## 5.2 Suggestion

The researcher has seen the implementation of the interactional features and the way the lecturer performs it in the teaching and learning process. He implemented the features in a good way. He mostly used a joke in implementing the interactional features. He also used a song in the third meeting in his materials. It made the students easier in understanding the materials.

However, it will be good if the lecturer used another fun ways to be implemented in the other teaching and learning process, in order to make the students to be interested in the class.

By implementing the interactional features in a fun and a good ways, the students become more confident in showing their skills and sharing their ideas. But the lecturer should be able to control the students whenever he explains the materials with a joke. The lecturer should also be able to control when the students have to be serious.

The researcher hopes that this research will be useful for the lecturer of Supra Segemnatl-based English Phonetics and the next researchers who will conduct research related to this topic.

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