IMPROVING TEACHER TALK TO ENHANCE TEACHER – STUDENTS INTERACTION
(An action research at SMP N 1 Slawi)

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in English

by

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APPROVAL

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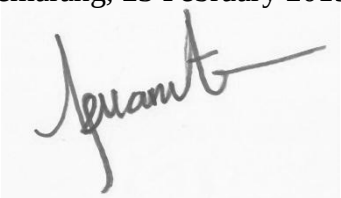

Afrianto Akhmad Mukhamirudin

MOTTO AND DEDICATION

Be patient,
be persistent,
be purposeful,
and most importantly
be present in the things you want to pursue.
(@itsbirdy)

For those who have always been praying, inspiring, and supporting me: *my beloved parents, brothers, family and all of my best friends…*

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Foremost, I praise Allah the Almighty for his blessing upon me in the form of inspiration, spirit, guidance and hopes during the completion of my study and final project. I realize that without assistance and guidance from many people, this final project could not be finished.

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ABSTRACT

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The purposes of the study were to find out the interaction pattern in the classroom during the teaching-learning activity, to find out the effort might be done to improve teacher talk and to know how to enhance teacher-students interaction through improving the teacher talk.

An Action Research was conducted with the object of this study was teacher talk delivered by the teacher of SMP N 1 Slawi and the interaction pattern in the teaching-learning activity at the seventh grader students of VII-4. The activity of action research consisted of planning, acting, observing and reflecting. In cycle 1, a discussion about certain material related with the teacher talk and interaction was conducted. The result of interaction in the pre cycle activity was also given in cycle 1. The same activity was conducted in cycle 2, a discussion and interaction analysis of the cycle 1 was delivered to the teacher. Those activities were done outside the classroom. An analysis instrument from Moskowitz named Foreign Language Interaction Analysis (FLINT) was used to analyze the teacher talk and the interaction. An interview and questionnaire were conducted to know the teacher and students opinion of the research. All the collected data was described qualitatively. The report of the research consisted of descriptive of some facts and events occurred during the research.

The result of the research showed that the pattern of interaction was mostly started by the teacher and giving information category was the most pattern occurred. The action research phases, the given suggestions and discussion succeeded to improve the teacher talk. The teacher talk was not dominating and the students got more opportunities to interact. It was shown by the decrement of the teacher talk percentage occurred in teaching-learning activity. The teacher talk in pre cycle activity was 66.2%, 64% in cycle 1 and 57.3% in cycle 2. The teacher also succeeded to enhance the interaction in the classroom. The students become more responsive and participate actively in the teaching-learning activity. The enhancement of interaction was shown by the students' response. In the pre cycle the students talk achieved 28.3%, 22.5% in cycle 1 and 37.5% in cycle 2.

Based on the result above, it can be concluded that the teacher talk had been improved and the interaction showed an enhancement through the students' response. Giving reflection to the teacher talk can improve the talk to be better and giving suggestion based on the theory of certain expert can be beneficial input to improve the teacher talk and creating interactive situation in the classroom.

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CHAPTER I

INTRODUCTION

This chapter presents introduction of the background of the topic, which consists of the background of the study, the reason for choosing the topic, the statement of the problem, the purpose of the study, the significance of the study, and the outline of the report.

1.1 Background of the Study

The teachers' role to make students interested in learning is very important. They should know how to make their students study well. Especially in learning a language in order to get optimal knowledge of the target language, a teacher should be able to stimulate the students to interact using the target language. Teachers also should consider the language used to interact with the students, which will encourage them to communicate using English.

The main goal of the language learning is to be able to communicate in the target language. Hence, some opportunities are needed by students to use the target language. As students, they spend much time in the classroom in which they learn the target language, so classroom is considered as the possible place where the students get the opportunities to speak in the target language. The opportunities are realized through interaction in the classroom. The meaning of interaction here is when the teacher and students engage in a turn-taking conversation. The interaction happened in the class sometimes is elicited by the teacher. They tend to ask a question to the students to elicit the students'

participation in order to create teacher-students interaction. In this chance, the teacher can create an opportunity for the students to interact in English by asking a question in the target language. By interacting with the teacher, the students will apply their language knowledge and also get many opportunities to practice communicating in English. As stated by Liu Yanfen and Zhao Yuqin, (2010: 77), "through the interaction with teachers, students can increase their language store and use all languages they possess. Interaction is an important concept for English language teachers". Thus, the role of the teacher is crucial in class since s/he should know how to elicit the students speak in English. Interaction is considered as the one of the effective ways to learn a language.

The existence of interaction is directly influenced by the teachers talk. Teacher talk is a speech delivered by the teacher when they teach or explain a lesson to the students. It is not a one-way speech but it also engages the students, so, teacher does not talk all the time during the lesson. The engagement of the students in the teacher talk makes the relation that affects the students. Thus, the teacher talk considered has beneficial affection to the students, it will be an advantageous input to students if it is arranged or delivered in a good proportion. In fact, creating learning situation, which will encourage students to talk or actively participate, is not easy. Thus, teachers should function their talk as 'central point' to gain effective teaching-learning situation (Vygotsky, 1978). How the teacher manages their talk should be considered since their talk will affect students comprehension to the lesson.

Since English is considered as a foreign language in Indonesia, the students get less supportive environment. As stated by Paul, (2003:76), “in an English-as-a-foreign-language (EFL) classroom, in particular, the opportunities to practice verbal communication outside the classroom are often significantly limited”. The teacher talk is likely to be the major or even the only source of target language input (Stern, 1983: 400). The classroom will be the possible place for the students to practice the target language and to get an input from the teacher.

One of the main problems of teaching English, which is faced by the teacher is the existence of unresponsive students. They prefer to become passive rather than to participate in learning process actively. This circumstance becomes common in some school, because, English, as we know, is a foreign language which rarely used by the students outside the classroom. Furthermore, the environment around the students is not quite supportive and the opportunities to apply the target language are even fewer. The most possible way to practice is through interaction with the teacher.

Dealing with the fact that teacher-centered teaching method is widely used in which the teacher stands in front of the class teach students. They steer all the learning process in classroom. Thus, the teacher elicitation to interact with the students is very indispensable as encouragement for the students to speak in English. Brown (2001:82) states that, “a teacher-centered or teacher-fronted classroom is appropriate for some of classroom time”. Teacher responsibility is to keep the interaction flowing smoothly and efficiently.

In teacher-centered teaching method sometimes, the teacher tends to focus in delivering the lesson. They more concentrate on how the lesson will be delivered and can be understood by the students. Those facts lead the teacher to speak in Indonesian language than to deliver the lesson in English. This event occur because of the teachers are afraid that the students cannot learn the lesson maximally. As the result the functional aspect of learning language is ignored by the teacher. Hence, the creation of opportunities for the students to apply target language is less noticed by teacher.

Realizing that teacher domination and unresponsive behavior of students in English Foreign Language will not enhance students' competence, teacher has to manage their talk into appropriate proportion. It means that they have to think how to make their learners talk more.

In order to get information on how to decrease students' passive behavior and also improve the teacher talk to be more effective, conducting such a research of teacher talk in the classroom would be beneficial information for the teacher. Hence, the collected information will be an evaluation data for the teacher to improve their talk and to get better understanding on what is going on in language used.

By improving the teacher proficiency in managing their talk, they are expected to create interactive, effective, and supporting environment for the students. At this rate, the students will get more opportunities to apply the target language. Through interaction, students can use all they have learned in real-life exchanges where they express their thoughts and use English for communication,

so, they get the experience of using the language. As a result, they can develop their language skill. Moreover, the students also get more language input from teacher talk.

To conduct such a research the present study focuses on the teacher talk in the classroom. I will apply FLINT (Foreign Language Interaction Analysis) as the instrument to process the information and analyze the interaction in the classroom.

FLINT is an instrument, which is used to describe the verbal communication in the classroom. This theory is developed by Moskowitz in 1975. She divided teacher talk into two categories, including indirect influence and direct influence. In each category, there are some points, which describe certain interaction event that we can find in the classroom.

I chose SMP N 1 Slawi to conduct the research, because, based on my observation the teachers at that school still tends to focus on delivering the lesson. The teachers directly explain the lesson without considering what they said during the lesson. The teachers are lack to consider on his talk, which make it as meaningless talk. This situation leads the students to be unresponsive and interactive situation restrictively happen. In fact, the amount of the students is relative small, which in a class consist of 23 students. In this situation, the teacher should be able to elicit student's participation individually or as a group, but the teacher remains explaining the material. That is why the research is conducted at the SMP N 1 Slawi since the teacher is willing to improve his talk and to cooperate with me to conduct the research.

1.2 Reasons for Choosing the Topic

I chose the topic of the present study because I believe creating interactive environment in the classroom is an important point in the learning process and it will affect the students learning outcome. It would help the students to learn communicating in English by actively interact with the teacher in learning process.

By conducting such analysis of what is going on with the classroom interaction, some beneficial information of the interaction pattern in the teaching-learning situation will be obtained. Here, the result of the research can be an evaluative data to improve teacher proficiency in interacting with the students. Also, to know and observe what kind of interaction which will be effective in teaching. Since the way teachers talk has influence to students' input.

By improving teacher talk the teacher can use his talk effectively as one of the language input for the students. The students not only get knowledge of English directly from the lesson given by teacher, but also they can get it by listening to the teacher talk. In this way the classroom would be a supportive environment for the students to learn English.

1.3 Statements of the Problem

Based on the background of the study above, the problems that will be explored are stated as the following questions:

1) What is the pattern of interaction between the teacher and students, which occur during the learning process?
2) What is the possible effort might be done to improve teacher talk?

3) How to enhance teacher-students interaction through improving teacher talk?

1.4 Purposes of the Study

The purpose of the study are:

1) To find out the pattern of interaction between the teacher and students which occur during the learning process?
2) To find out the effort might be done to improve teacher talk.
3) To know how to enhance teacher-students interaction through improving teacher talk.

1.5 Significances of the Study

1) Theoretically, the study would give point of view about how teacher talk and interaction have an influence to the language learning, so, the information would be a reference for the next researcher to conduct such similar research.
2) Practically, the study is expected to provide useful information about improving teacher talk to enhance teacher-students interaction which can make teacher aware of some aspects they should notice to create supportive learning situation. The teacher gets information about how to activate teacher talk effectively and properly.
3) Pedagogically, the results of the study can be a source of information on how the teacher create supportive environment for the students to learn English maximally. Giving an idea how interaction will create

opportunities for the students to practice using English actively in classroom.

1.6 Limitation of the Study

The focus of the present study is on the teacher talk, but, it is limited on some aspects of the teacher talk. They are; asking question, giving information, and giving directions. In this research, the researcher tries to improve those aspects to enhance teacher-students interaction in the classroom, so the subject of the research is a teacher who teaches SMP N 1 Slawi.

1.7 Outline of the Study

This study consists of five chapters. Chapter I is introduction which explains about general background of the study, reasons for choosing the topic, problems of the study, purposes of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature which contains the theoretical reviews, the previous study, and the theoretical framework.

Chapter III presents the method of investigation which includes the research approach, the object of study, the procedure of data collecting, the unit of analysis, the procedure of data analyzing, and the presentation of the result.

Chapter IV presents the findings and discussions of findings supported by the analysis.

Chapter V presents the conclusions of the study and also some suggestions in relation to the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter includes the review of the literatures, which has a relation with the present study. It presents three types of literature reviews: review of the previous study, review of the theoretical study, and the theoretical framework.

2.1 Review of the Previous Study

There are some studies, which have done before the present study. This review can be used as the reference in present study.

One of the previous studies entitled "The Teacher and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal". The purposes of the study were firstly, to describe the speech strategies used by the teacher and learners in the classroom; secondly, to identify languages used most of the time by the teacher and students in the classroom interaction and the reason. Based on the result of this study, it can be concluded that there are mutual dependence of roles between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English (Nafrina 2007).

A similar research was conducted in SMA N 3 Semarang in the academic year 2008/2009. The researcher observed two teachers during they teach the students. The learning process was recorded, transcribed and then analyzed based on the elicitation categories of Coulthard (1975) and Slatery and Willis (2001).

The results of the study indicate that the lessons were well organized. The teachers presented them in systematic way. The interaction between the teachers and the students was good. The teachers' question and students' answer run smoothly. The conclusion shows that the types of students' response were in the form of acknowledgement, affirmative clauses, denial, and some extension answers. The researcher suggested that elicitation techniques used by teacher succeeded in encouraging students talk. English teachers should be creative in delivering questions. The teachers can use the combination of elicitations, which affect student' responses (Nurokhmah 2009).

There was also a research, which was conducted at the SMP N 2 Gubug. The purpose of the study was to get a description of how English is taught in a junior high school. By using Flanders' interaction analysis system, the data were analyzed and concluded that the patterns of interaction were mostly teacher initiated, with a very few exceptions in which students ask question, or propose an idea (Karseno 2008).

A research that was focused on modifying questioning and giving feedback of teacher had been conducted in 1998. The subject was an English teacher of a private high school in Western Japan and also the second year boys students. The aim of the research was to investigate teachers' questions, questions modification, students' production generated by questions, and feedback as the aspects of interaction through class observation. The conclusion of the research was the teacher modified the questions mostly by rephrasing or adding questions for clarification. The wait time was rather short, and the reason seems to be that

most of the questions were asked to the whole class rather than to individual students. When the teacher asked one question, she circulated the class and asked the same one or modified one individually to get students' attention and to make sure that every student understood what was asked. This indicates one of the difficulties in big classes with more than 40 students. It means even when 20 students understand what the teacher says, there are still left 20 students who do not.

Based on the studies above the teacher is still being the one who takes control of the class. Teacher's initiation is the main tool to create interactive situation. Those events lead to the fact that the teacher needs to manage their talk in order to use it maximally. Moreover, the unresponsive behavior or less active of the students also still occurred, so improving teacher talk will be considered as a solution to get the best learning situation for the students.

The present study is going to use Flint (Foreign Language Interaction Analysis) to analyze the classroom interaction. Since the focus is to improve teacher talk, an action research is also conducted. In order to decrease the unresponsive students and creating interactive learning situation, the research focuses on three points which are mentioned in the Flint; asking questions, giving information, and giving directions, because, based on my opinion by improving those aspects it can elicit students participation and the unresponsive behavior of the students can be omitted. Those aspects also relate with the language input, so there is a chance for the students to learn more by listening to the teacher talk.

2.2 Review of the Theoretical Study

Review of the theoretical study discusses some theories, which relate to the present study. The theories are taken from some sources. The theories include:

2.2.1 Teacher Talk

Teacher talk is one of the sources of language inputs that students get in the classroom. As I assume, teacher talk is a speech used by a teacher in order to deliver lessons in the class. Relating with the previous statements, the teacher talk is very possible to affects students' language acquisition since based on my observation, teacher is the one who speaks the most in the classroom. Therefore, teacher is the most listened person in the class. The teacher serves as the main source of input and the pupils are prevented from practicing imperfectly learned forms (Ellis 1984: 100). As not only the main source of input, but also teacher talk is beneficial as the direction, the main reference for the students in learning language.

It is known that in the class teacher talk serves many purposes since it is the main tool of teacher to deliver lesson. It is stated by Ellis (1984: 55):

> Rather, it appears that the adjustment in teacher speech to nonnative-speaking learners serve the temporary purpose of maintaining communication – clarifying information and eliciting learner' responses – and do not identify the interaction as an entirely different social situation.

The above statement gives us view that as teacher talk has some purposes and they affect students' development, the teacher should not ignore how they use their speech. A management of teacher talk to make it be more effective and efficient is needed. Thus, it would create an input, which is comprehensible for

the students to acquire the target language. The modifications of teacher talk also possible to be done by the teacher. As the input for the students, the teacher can adjust their talk to be suitable with the students' necessity. As explained by Ellis, (1984: 100) that "teacher's input to learners could influence L2 acquisition by being modified in various way."

The teacher should provide an input, which can be understood by the students. In other words such a comprehensible input is needed by the students, because, the purpose of the input is to make the students understand how to apply English through the application itself. As stated by Salaberri (1995: 3), "it is important to provide the learners with comprehensible input (language they can understand but not necessarily produce themselves)". The comprehensible input itself can be created through teacher talk since teacher talk has active role in the language learning.

The present study focuses on the teacher talk that is limited on three points based on Moskowitz's category in FLINT. They are; asking questions, giving information, and giving direction. Those three points are considered as an activity mostly occurred in the classroom. The main activity of the teacher include explaining the lesson, then they asks the students about the lesson to check their understanding, and also giving directions or instruction to do certain task.

2.2.2 Asking Question

Questioning is one of the aspects which is the focus of the study since it is considered important related with teacher-students interaction. Questioning is one of the most common techniques used by teachers (Richards & Lockhart, 2000).

By asking a question, the teacher can interact with the students since this thing demands an answer from the students. Through questioning, the teacher is able to control the classroom interaction and interactive situation in the classroom can be realized. By giving this information, the teacher is expected will be more aware when asking a question to the students. Richards and Lockhart (2000: 197) explains several reasons why questions are commonly used in teaching:

1) They stimulate and maintain students' interest.
2) They encourage students to think and focus on the content of the lesson.
3) They enable a teacher to clarify what a student has said.
4) They enable a teacher to elicit particular structures or vocabulary items.
5) They enable teachers to check students' understanding.
6) They encourage student participation in a lesson.

Those points emphasize that questioning can affect the students and also has some purposes in teaching learning process, for instance, how the questioning stimulate and maintain the students' interest. Here, the teacher would be able to ask a question that might elicit students' curiosity to the lesson, so the condition of the students who want to know the answer will make them be more interested in following the lesson.

Through questioning, the teacher can get information about the students' comprehension of the lesson. Here, the teacher can decide what the next move to teach the students is. Questioning also creates an atmosphere in the classroom, for instance, if the teacher wants to encourage the students the teacher may ask about what is going on with the students. Then, if the teacher likes to interact with the

students, teacher may ask a question that demands an answer from the students. Therefore, if the teacher is able to employ questioning as a tool to interact with the students, interactive situation in the classroom might be happened. Moreover, questioning can elicit student's participation that will be the opportunities for the students to practice using English and will make the students to have further thought about the lesson.

By knowing kinds or types of questions, the teacher proficiency in asking questions improved and be better. The teacher is informed types of questions, so he will know which one is better to be used in teaching the students in the classroom.

2.2.2.1 Types of Teacher Question

Richards & Lockhart (2000) classify the questions into three categories in terms of the purpose of questions in classrooms; procedural, convergent, and divergent. Procedural questions have to do with classroom procedures, routines, and classroom management. They are used to keep the teaching process flows smoothly. The application of this type can be found when the teacher asks about assignments. For example:

Did everyone bring their homework?
Do you all understand what I want you to do?
How much more time do you need?
Can you all read what I've written on the blackboard?
Did anyone bring a dictionary to class?
Why aren't you doing the assignment?

Convergent questions encourage similar student responses, or responses that focus on a central theme which asked by the teacher. These responses are often in form short answers, such as “yes” or “no” or short statements. They do not need the students to engage in high-level thinking in order to come up with a response but often focus on the recall of previously presented information. For example:

How many of you have a personal computer in your home?
Do you use it every day?
What do you mainly use it for?
What are some other machines that you have in your home?
What are the names of some computer companies?
What is the difference between software and hardware?

Divergent questions are quite different from convergent questions. These questions encourage diverse responses from the students which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information. For example:

How have computers had an economic impact on society?
How would businesses today function without computers?
Do you think computers have had any negative effects on society?
What are the best ways of promoting the use of computers in education?

By knowing the type of the questions, the teacher gets an idea of what kind of question would be appropriate with the situation occurred during the teaching learning activity in the classroom. Informing the types of the question during the research would be useful information for the teacher. Hence, the teacher will know how to apply or question their students appropriately and make

his talk be more effective and efficient by avoiding unimportant question, so the teacher can interact with the students effectively.

2.2.2.2 Basic and Advanced Questioning

As Turney *et al.* explains which is cited by Widyaningsih (2007: 36), there are nine components of the skills of the questionings. They are:

1) Structuring

   It is possible for the teacher to structure the discussion during the lesson by giving specific information relevant to the task either immediately before or after a series of questions.

2) Phrasing – Clarity and Brevity

   The questions should be phrased in words that are appropriate to the level of the development of the students in order to facilitate the students' responses.

3) Re-directing

   It is used to maintain attention to one question and to invite several students to respond. Having posed a question for the whole class the teacher may select students to respond in turn by naming them (verbal re-direction) or by pointing, nodding or smiling (gestural re-directing).

4) Distributing

   To make all the students are encouraged to feel responsible for forming answers the questions should be directed, as general rule, to the whole class.

5) Pausing

The teacher should pause for a few seconds after asking questions of the whole group and before requesting a particular child to respond.

6) Reacting

The teacher enthusiasm and warmth in reacting to the students' answer will often be an important determinant both of that students' further participation in the lesson and the participation of other students.

7) Prompting

By rephrasing the same questions in a parallel fashion, the teacher may help the students to avoid difficult words, and thus complete the task successfully. The students are also possible to be assisted with simpler questions relevant to the original task.

8) Changing the level of Cognitive Demand

As well preparing key questions which vary the level of cognitive demand, teachers may also find it easier to ask higher order questions when they have source materials such as graphs, document and apparatus of various kinds to which students are able to refer in answering these questions.

As I assume that, the points above are quite simple. Since they show how the teacher should behave in the classroom during the teaching process. The points also do not consist of complicated things, yet they are quite practical to be applied in the classroom and to improve teacher talk.

The importance of the components of the questioning to be informed to the teacher during the research is to help the teacher constructs a question and how to

deliver it to the students so that the teacher can get the expected answer. The components also mention about how to react to the students respond, so the teacher will know how to behave when s/he does not get the expected answer, weather s/he has to rephrase the question, pausing for a while or prompting etc. By applying those components to the classroom, it is expected that interactive situation in the classroom realize.

2.2.3 Giving Information

In teaching there are some aspects should be considered by the teacher. Like, the teacher plans activities designed to facilitate the learners' acquisition and the use of the target language. At the same time, as a language teacher, they also should use the target language in the classroom as the principal means for explaining the lesson, giving instructions and directions, modeling target language patterns, and giving feedback on student performance. All of those aspects are realized through teacher talk, so the management of teacher talk would be considered important since it will affect the students. As cited by Richards and Lockhart in Chaudron (1988), there are some strategies, which can be applied and considered in delivering the lesson. They are:

1) *Speaking more slowly.* When teachers speak to language learners in the classroom, they often use a slower rate of speech than they would use in other situations.
2) *Using pauses.* These pauses give learners more time to process what the teacher has said and hence facilitate their comprehension.
3) *Changing pronunciation.* Teachers may sometimes use a clearer articulation or a more standard style of speech.
4) *Modifying vocabulary.* The used of common words. For example, the teacher might ask, "What do you think this picture *shows?* instead of "What do you think this picture *depicts?*

5) *Modifying grammar*. Simplifying the grammatical the structure of sentences in the classroom. For example, avoid to using complex tenses.
6) *Modifying discourse*. Teachers may repeat themselves or answer their own questions in order to make them understood.

By considering those aspects, the teacher is expected to be more aware when explaining the lesson to the students. The teacher can explain clearly in front of the class and the students can understand the explanation of the lesson. By having good explanation, it is also expected that the students will get much more language input which they could use to interact with the teacher.

2.2.4 Giving Directions

At the beginning of the lesson the use of English in the classroom should be considered by the teacher, since, it may be felt like normal thing happened in class. As stated by Salaberri (1995: 7), "it is important that the class accept the use of English in the classroom as something normal right from the start." The students will not think twice to interact using English, because, the teacher gets the students used to the English and make them feel comfort to speak in English. Those events will lead the classroom to be a supportive environment for the students to practice English and teacher-students interaction is possible to happen.

Teacher can make the students get used to English by giving instructions or directions in the target language. Moreover, in the classroom there is much time for the teacher to give instruction in English, so by maximize this thing the creation of supportive environment will easily occur in the classroom.

There are some instructions, which commonly occurred in every moment in the classroom. Salaberri (1995) classifies some instruction, which occur in the classroom. They are:

1) The following list contains a set of common instructions which the class can easily understand:

Come in.	*Stand by. . .*
Go out.	*Put your hands up.*
Stand up.	*Put your hands down.*
Sit down.	*Hold your books up.*
Come out to the front of the class	*Show me your pencil.*

2) There are several instructions, which often used at the beginning of a session and as session develop.

Now, pay attention, everybody.	*Listen to (the tape/me).*
You need (coloured pencils).	*Now, repeat after me.*
We'll learn how to. . .	*Again, please.*
Are you ready?	*Everybody/This row..*
Turn to page. . .please.	*Who's next?*
Look at Activity.	*Like this, not like that*
Take this copy	

3) In the same way, there are several expression used when drawing the session to a close.

It's time to finish.	*Any questions?*
Have you finished?	*Collect your work, please.*
Let's stop.	*Pack your (books) now*
Stop now.	*Are your desks tidy?*
Let's check the answers.	
Don't forget to bring your book on.	

4) It is also often necessary to give instructions for the order of stages in an activity. These instructions require linking adverbs such as:

First, . . .	*Then, . . .*
Next, . . .	*Finally, . . .*

Those information above mention about some situation mostly occurred in the classroom and also give some examples of common expression can be used in

those situation. The example of the situation and the expression to handle the situation is expected improve the teacher awareness in giving direction during the activity in the classroom, so the students would not meet difficulty in following the activity and the teacher talk would effectively use. Furthermore, the students will get direction and instruction clearly to do the activity in the classroom.

2.2.5 Modification Aspects of Teacher Talk

Modifying teacher talk is possibly to be done. In his book, Lynch (1996: 39) explains that "all this makes it important to think about the options we have for modifying what we say in order to make ourselves understood." The modification is adjusted with the students' necessary, so the improvement of teacher talk will be effective and also what the teacher says in classroom can be accepted by students' understanding.

Lynch (1996: 39) also describes three aspects that can be applied to modify the teacher talk. They are input modification, interaction modification, and modification of information choice.

The first is Input Modifications. This part focus on how the teacher uses the language when he speaks in the classroom. It relates with the word choice, the sentence construction, the way teacher speaks and the teacher's gesture. Lynch explains those points in a table.

Table 2.1 Points of Input Modification

Vocabulary • Use of more common vocabulary • Avoidance of idioms • Use of nouns rather than pronouns
Grammar • Shorter utterances • Less complex utterances • More regular surface structure • Increased use of present tense
Pronunciation • Slower speech • Clearer articulation • More frequent use of standard forms • Less vowel-reduction (use of /<<</ in English) • Greater stress differentiation • Wider pitch range • More pauses • Longer pauses
Non-verbal • Increased use of gesture • Increased use of facial expression

Those points above can be a consideration for the teacher to improve his talk since those points can be applied during explaining the lesson. In this research, those aspects also might be suggested to make the teacher be more concerns on the way s/he explains or talks in front of the students. The main of the research is improving teacher talk and I see this theory would be useful during the research since the theory might give other sight on how to improve teacher talk.

The second modification is Interaction Modifications. Through interaction, the students get more opportunities to learn the language. As stated by Lynch (1996: 44) "….why it is important to consider the interaction as a whole is that it is now clear that interaction modifications are more influential in assisting learners' comprehension than are modifications of the spoken input alone." This part gives a sight on the pattern of interaction, which commonly occurred in the classroom, so the teacher will get information on what things possibly to be done in order to create interactive situation during the teaching-learning process.

Table 2.2 Points of Interaction Modification

Confirmation check Making sure that the teacher have understood is what the learner means. **Comprehension check** Making sure that the learner has understood what the teacher mean. **Clarification request** Asking the learner to explain or rephrase. **Repetition** Repeating the words or those of the learner. **Reformulation** Rephrasing the content which have been said. **Completion** Completing the learner's utterance. **Backtracking** Returning to a point in the conversation, up to what the learner has understood teacher's explanation.

The points above mention about how the teacher can maintain an interaction in the classroom with the students. As one of the concerns of the

research in the present study, information about how to maintain an interaction and how the teacher should behave would be a useful suggestion, which can be given to the teacher. Moreover, the teacher might get a sight how to create interactive situation in the classroom.

The third is Modifications of Information choice. The way teacher delivers the information to the students is considered important. Lynch (1996: 49) "it found that native EFL teachers, as well as modifying input and interaction, adjusted both the amount and the type of information they gave to intermediate and elementary-level learners, in three ways". They are:

1) Increasing the quantity of descriptive detail
2) Making the logical links in the story explicit
3) Filling in assumed gaps in socio-cultural knowledge

Those three points above give an idea how to deliver the information to the students to make them accept it and understand the delivered information. Therefore, the confusion of the students in classroom can be avoided and the students can follow the lesson without any difficulty. The learning activity can be done smoothly and the teacher probably delivers his talk effectively. That is the reason that might be a consideration for the theory to be given to the teacher as a suggestion in order to improve the teacher talk.

2.2.6 Interaction in the Classroom

Classroom interaction is a verbal communication that includes teacher and students in a turn taking during the learning process. The interaction in the classroom has an important role in learning process, because, via interaction the

teacher can exchange ideas or information, sharing feelings or experience and also socializing. According to Chaudron (1988: 131-136) there are some roles have been attributed to the interactive features of classroom behaviors. They are:

1) Turn Taking: The teacher and the students take turn to speak during the interaction or learning process. The number of turns someone takes in the interaction is an indication of how s/he participates in the interaction actively.
2) Questioning and answering: The teacher's question may facilitate the learners to apply the target language. Whereas the learners' response can be viewed as an effective attempt to promote learning.
3) Negotiation of Meaning: When understanding does not take place, either on the part of the learners or the teacher, they can ask each other for clarification by means of comprehension checks, confirmation checks, or clarification requests (Chaudron, 1988: 131).
4) Feedback: By giving feedback to the students, it can enhance the learning process and it is necessary that the teacher gives the learners feedback which typically includes error correction.

As explained above, interaction has important purposes that cannot be ignored by the teachers. Teachers' behaviors in the classroom can affect the learning process, how they manage the class and interact with the students. By interacting, the teachers can enhance the interpersonal relation with the students, and creating effective learning situation in the classroom.

Based on the previous explanation, it can also be assumed that interaction influences students' language development. As stated by Ellis (1984:15) that "language development is the result of an interaction between the learner's existing state of knowledge (Linguistic Conceptual) and the linguistic environment to which he is exposed". Through interaction, the students are pushed to apply their knowledge about language in the real environment.

Interactive learning and teaching process deemed as a meaningful situation. Thus, it can enhance the students' motivation and maximize the use of the target language. Chaudron stated interaction is considered significant (1988: 10):

1) Only through interaction the learners can decompose the target language structures and derive meaning from classroom events.
2) Interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle).
3) The meaningfulness for learners of classroom events of any kinds, whether thought of as interactive or not depends on the extent of which communication has been jointly constructed between the teacher and the learners.

As one point mentioned above, interaction makes the learning situation be more meaningful. This situation might lead the students to use or to understand the target language easily. Moreover, if the students actively communicate or interact in the classroom, it is possible that the students will directly know how to apply the target language properly.

2.2.7 Interaction Analysis

Classroom interaction analysis is kind of methods used to investigate teacher-students' verbal behavior as they interact in the classroom. This method describes the verbal behavior which has a finite set of preselected and predetermined categories developed by certain researcher. There are several methods that can be used to do this research, among the methods are Flander's Interaction Analysis Categories (FIAC), Brown Interaction Analysis System (BIAS), Fanselow's Foci for Observing Communication used in Settings (FOCUS), and Foreign Language Interaction Analysis (Flint). In this research, the writer will not use all those

methods in the same time. The researcher chose Flint as the methods, which will be used.

Moskowitz, whose work with interaction analysis has concentrated on the Flanders system. She modified the application of the original categories to specific behaviors in the foreign language classroom has in addition developed a special instrument for observing interaction in foreign language classes.

The name of the modification is The Foreign Language Interaction System, or the FLint System, based on the Flanders categories. Moskowitz separates the silence and confusion (category 10) into two separate categories and by adding another category for laughter, the total number of categories is increased to twelve. She also adds as sub-categories certain behaviors, which relate to teacher talk in foreign language classes - jokes, repeats student's ideas verbatim, corrects without criticism, directs a pattern drill, criticizes student behavior and criticizes student responses. Confusion is divided into two types--enthusiastic or eager to participate and cut of order. The use of English is treated as a special category and is represented in the coding as the letter "e" after the category number.

From these modifications, it is possible to determine not only all the indirect-direct ratios (I/D) calculated with the Flanders system, but also ratios involving the use of English (Swanson 1971). Thus, the following questions could be answered:

1) Is the teacher more direct or indirect when he uses the foreign language?
2) Is the teacher more or indirect when using English?

3) What is the ratio of foreign language to English for the entire class, the teacher, and the students?

The answers to these questions reveal a great deal about a foreign language class, not only in terms of the amount of English that was used, but also in the type of communication for which it was used. The categories enthusiastic, confusion, and laughter often necessary elements in a foreign language, class provides further measures for assessing the tone or climate of the foreign language class.

The system is composed of Flanders' ten categories and twelve additional categories. They are:

Table 2.3 Foreign Language Interaction Analysis (Moskowitz 1971:213)

TEACHER TALK
INDIRECT INFLUENCE
1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students. 2. PRAISES OR ENCOURAGES: Praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct. **2a.** JOKES: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category. 3. USES IDEAS OF STUDENTS:

Clarifying, using, interpreting, summarizing the idea of students. The ideas must be rephrased by the teacher but still recognized as being student contributions. **3a.** REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate. 4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.
DIRECT INFLUENCE
5. GIVES INFORMATION: Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions. **5a.** CORRECTS WITHOUT REJECTION: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism. 6. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow. **6a.** DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills). 7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance,

dissatisfaction with what students are doing.

7a. CRITICIZES STUDENT RESPONSE:

Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.

STUDENT TALK

8. STUDENT RESPONSE, SPECIFIC:
   Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.

   8a. STUDENT RESPONSE, CHORAL:

   Choral response by the total class or part of the class.

9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATE:
   Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must make a selection. Initiating the participation.

10. SILENCE:
    Pauses in the interaction. Periods of quiet during which there is no verbal interaction.

    10a. SILENCE-AV:

    Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc,. is being used to communicate.

11. CONFUSION, WORK-ORIENTED:
    More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or

respond, concerned with task at hand.

11a. CONFUSION, NON-WORK-ORIENTED:

More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.

12. LAUGHTER:
Laughing, giggling by the class, individuals, and/or the teacher.

(e) USES ENGLISH:
Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.
(n) NONVERBAL:
Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.

Moskowitz expanded and refined FIAC and then used Flint as a research tool, to pursue the issue of what constitutes “good” language teaching, and as a feedback tool in teacher training (Allwright and Bailey, 1991: 11).

Flint is an adaption of Flanders’ system, which an observational tool is used to classify the verbal behavior of teachers, and pupils as they interact in the classroom. This instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. A process of encoding and decoding a pattern of interaction is needed since it is an interaction analysis. Encoding helps in recording the events in a

meaningful way and decoding is used to arrange the data in a useful way and then analyzing the behaviors and interactions in the classroom interaction. In using this system, the observer sits in the classroom in the best position to hear and see the participants. At the end of every three seconds, the researcher needs to decide which category best represents the communication events just completed. Thus, the time involves in coding one tally for every 3 seconds.

2.2.8 The Strength of Foreign Language Interaction Analysis

To give clear sight of the technique that is the main instrument of the research, it will be helpful if the researcher knows the strength and the limitations of the technique that will be applied. By knowing its strength and limitation, it will prevent the researcher to do inappropriate application of the technique.

In his book, Brown (2001) also gives brief explanation about Flint, to him the model gives teachers a taxonomy for observing other teachers. Also, it gives teachers a framework for evaluating and improving their own teaching. Last, it helps to set a learning climate for interactive teaching. When observing a language teacher by using FLINT model, it is possible to get more ideas about how to initiate interaction in class.

Since Foreign Language Analysis is a modification of the Flander's technique, it can be said that both of them are alike. Evans (1970), in his work explains some of the strength of the Flander's technique. The major strength of the techniques is that the technique provides an objective method for

distinguishing teacher behaviors from teacher characteristics. Due to the techniques provides some categories of verbal behavior of teacher it makes the technique applicable. The second major strength is the technique focuses on describing the interaction situation of the class rather than evaluate the teacher. By describing the situation in the classroom, the teacher will get more information about what is going on with the classroom since the technique also includes the students' verbal behavior.

In his work, Evans (1979: 5) also mentions some additional strength of the Flander's technique. They are:

1) the sequence of events are preserved, permitting a study of the on-going classroom interaction as it evolves;
2) the system is relatively easy to learn and to use;
3) the categories and procedures are defined in such a way that independent observers, after a period of training, are able to reach a high level of inter coder agreement; and
4) the system is not restricted to any particular subject area or grade level.

Considering those strength and advantages of the theory, it is expected that the goal of the research will be reached, so the problems will be solved. The teacher also can get better information and ideas how to improve his talk to enhance the interaction in the classroom.

2.2.9 The Limitations of Foreign Language Interaction Analysis

Although the FLINT system is a highly sophisticated method with many categories to investigate classroom interaction, some categories proved to be unsuitable (Yamazaki 1998). One case that occurred in her research was the difficulty to differ the silence category and confusion. To her it was hard since

there were many cases when at the same moments some were quietly listening to the teacher or their peers and some were talking and not paying attention.

Although there are many merits in taking video of the class, in her study, two problems occurred with this method. The first is that it was not effective enough to record students' utterances in a big classroom. Whenever students' production was made in a low voice, the video recorded nothing but silence because most of it was audible only to the teacher standing just by the student. The second problem occurred with the transcripts. It was sometimes too difficult to transcribe all the words uttered by the speaker. It is indispensable to have the teacher's cooperation in checking the transcript to make it authentic material for the analysis.

2.2.10 The Management of Learning in the Classroom

Interaction is not the only element in teaching; there are some points, which should be considered; syllabus, lesson plan, teaching material, etc. Those aspects cannot be separated in teaching-learning process, because, it connects each other. That is why the teacher cannot concentrate only in managing interaction.

> We do not manage interaction purely for its own sake. We manage interaction in the language classroom for the sake of giving everyone the best possible opportunities for learning the language. In fact, everything we do in the classroom, any of us, can make a difference to what anyone else in the class could possibly learn from being there. In this way, managing interaction and managing learning come together (Allwright and Bailey 1991: 21).

The focus of managing learning situation is on how, as teacher, s/he could create an opportunity for the students to learn. A preparation before teaching is

very needed to plan sequence of lessons effectively in classroom. Allwright and Bailey (1991: 22) suggest that generally speaking, teachers plan, more or less explicitly, three major aspects of their lessons;

1) Plan *what* they intend to teach – the 'syllabus', in other words. Knowing the material which is going to be taught is very important. Many teachers may be able to rely on a syllabus drawn up for them by people in authority, and perhaps simply embodied in a textbook.
2) Method – how the syllabus is to be taught. Teachers normally go into the classroom with predetermined plan for how the syllabus is going to be taught, and it is seen as an obvious part of their job to do so.
3) Atmosphere they would like to have in their classrooms. The third aspect is not so clear-cut a matter, but it does seem fair to suggest that most teachers have a good idea of the sort of 'atmosphere' they would like to have in their classrooms, and do their best to plan to set up such an atmosphere (whether they want it to be relaxed and friendly, or brisk and business-like, or whatever).

It is one thing to have plans, though, and quite another to bring them to life in the classroom precisely as intended (Allwright and Bailey, 1991: 22). By interacting teacher implements their plans, delivering the lesson and creating learning situation for the students.

2.2.11 Action Research

In this study, the researcher also conducts an action research. The action research focuses on how to improve teacher talk to enhance teacher-students interaction. According Skytt in Hamilton (1997:3) stated that "action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement".

Based on the definition above, it is concluded that action research is a research, which is conducted in the class. The purpose of the research itself is to solve the teaching-learning process. By conducting action research, the result also can be used to improve the teaching-learning process and maximize it. One of the main aims of AR is to identify a 'problematic' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns 2010: 2). As Kemmis and MacTaggart in Burns (1988: 10) mention some characteristic of action research to get clearer sight of action research:

1) Develop a plan of critically informed action to improve what is already happening;
2) Act to implement the plan;
3) Observe the effects of the critically informed action in the context in which it occurs;
4) Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

The main ideas of action research are on how the researcher steps us a plan and implement it to improve certain situation. In addition, how the researcher sees the process as observing the action and get the ideas how it is going also important since the data will be used to plan the next action. Knowing the characteristics of the method gives clearer sight of the basic knowledge to understand it.

2.2.12 The Advantages of Action Research

In conducting a research, it is better for the researcher to know what makes his/her method can be applied. By knowing this kind of information, it is expected that the research will be a valid one. Koshy, (2005: 38) explains some advantageous of action research. Action research is a powerful and useful model for practitioner research because:

1) Research can be set within a specific context or situation;
2) researchers can be participants – they don't have to be *distant* and *detached* from the situation;
3) action research involves continuous evaluation and modifications can be made as the project progresses;
4) there are opportunities for theory to emerge from the research rather than always follow a previously formulated theory;
5) the study can lead to open-ended outcomes;
6) through action research, the researcher can bring a story to life.

Through these advantages, I expect that this method is going to be the solution to solve the research problems of present study.

2.2.13 The Steps in Action Research

There are steps of action research. As cited by Burns in Kemmis and McTaggart (2010: 7), in action research, a cycle consists of four steps. The cycles can be repeated as necessary. They are planning, acting, observing, and reflecting. The steps can be seen in the following figure

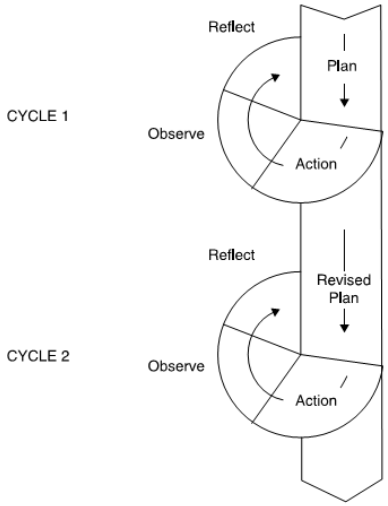


Figure 2.1 Cyclical Action Research Model by Kemmis and McTaggart (Cited in Burns, 2010:9)

The steps above will be explained as follow:

(1) Planning

Planning is the first step in doing action research. In this step, the researcher or the teacher identifies the problem or issue and develop a plan of action in order to improve specifics area of the research context.

(2) Action

In this step, the researcher or teacher executes carefully the plan that is made before through some treatments. The action uses certain methods or material suitable with the situation and the main issue. This step is the main step of action research. In other words, this is the implementation of the planning.

(3) Observation

In the observation, the researcher or teacher observes the process of the action step. The purpose of this step is to find out whether the improvement or the change has reached or not throughout the action.

(4) Reflection

In the last step, reflection, the research or the teacher evaluates the effect of the action in order to know what has happened and to understand the problem and describe whether there is any positive or negative result for the study improvement. Based on the reflection, the researcher revises the previous plan to be applied for the next cycle.

The present research is going to follow those four steps of action research. It will be begun by identifying the problems based on the main issue of the research. They are the less interactive classroom situation because of the existence of unresponsive students during the teaching-learning situation in the classroom and the used of the teacher talk which is not to be the main consideration in teaching, so the teaching-learning situation is less interactive. Based on those problems, I will set the plan to improve the situation by improving the use teacher talk of the teacher.

Based on the main instrument of the research, which is Foreign Language Interaction analysis, I take three categories from it as the main focus of the research, they are: asking questions, giving information, and giving direction. Those categories are categorized as the teacher talk and the treatments are going to focus on those three categories. The treatment will be done by doing discussion

with the teacher since the subject of the research is teacher.

The treatment will include deciding certain material or lesson to be taught in the classroom and planning the activity, which is going to be performed in the class. By doing this, the teacher will know what the teacher is going to talk about in the classroom, how to make the students feel enthusiastic, and how he will interact with the students. The result of the analysis during the teacher teaches his students will be also given.

I will also use some theories from some experts as the treatments for the teacher. In questioning Richards & Lockhart (2000), classify the types of questions into three categories, here the teacher will know what kind of question should be asked to the students when he wants to get an expected answer. Then, Turney *et al.* also explains nine components of questioning skills, the teacher will get an idea how to behave whenever he asks to the students and what he should do to face the students response.

In giving information part, the theories from Richards and Lockhart in Chaudron (1988) will also be used. They mention some strategies, which can be applied and considered in delivering the lesson, so the teacher knows how to explain the lesson appropriately. Then, for giving directions part, there is theory from Salaberri (1995) which is going to be used and it consists of some instructions mostly occurred in the classroom.

The theory from Lynch about the modification of teacher talk might also be used, since, he some ideas how to modify teacher talk relating with the

interaction in the classroom, also some inputs which can be done to the teacher, so it might improve teacher proficiency.

2.3 Theoretical Framework

Based on the title of the present study that is Improving Teacher Talk to Enhance Teacher-Students Interaction, the theoretical framework of this study begins by the intention to get information about interaction pattern so that the researcher get needed information to enhance teacher-students interaction. To find out the interaction pattern occurred in the classroom, I apply interaction analysis by Moskowitz that is Foreign Language Interaction Analysis. Based on the Moskowitz's category, the research is focused on three points. They are asking questions, giving information, and giving direction. Those points are used as the focus to improve the teacher talk. I also use the theory from Lynch, which tells about the modification of teacher talk. He gives some view on how to modify teacher talk relating with the interaction in the classroom, also some inputs which can be done to the teacher, so the modification might improve teacher proficiency in using his talk.

To improve the teacher talk, the teacher is engaged in this research. In order to give an improvement to the teacher, an action research is applied in this research. The research is going to hold in a cycles. To conduct the action research, the theory from Kemmis and McTagart and Burns is used.

Some theories from some experts will also be used as the treatments for the teacher. In questioning Richards & Lockhart (2000), classify the types of questions into three categories. Then, Turney *et al*. also explains nine components

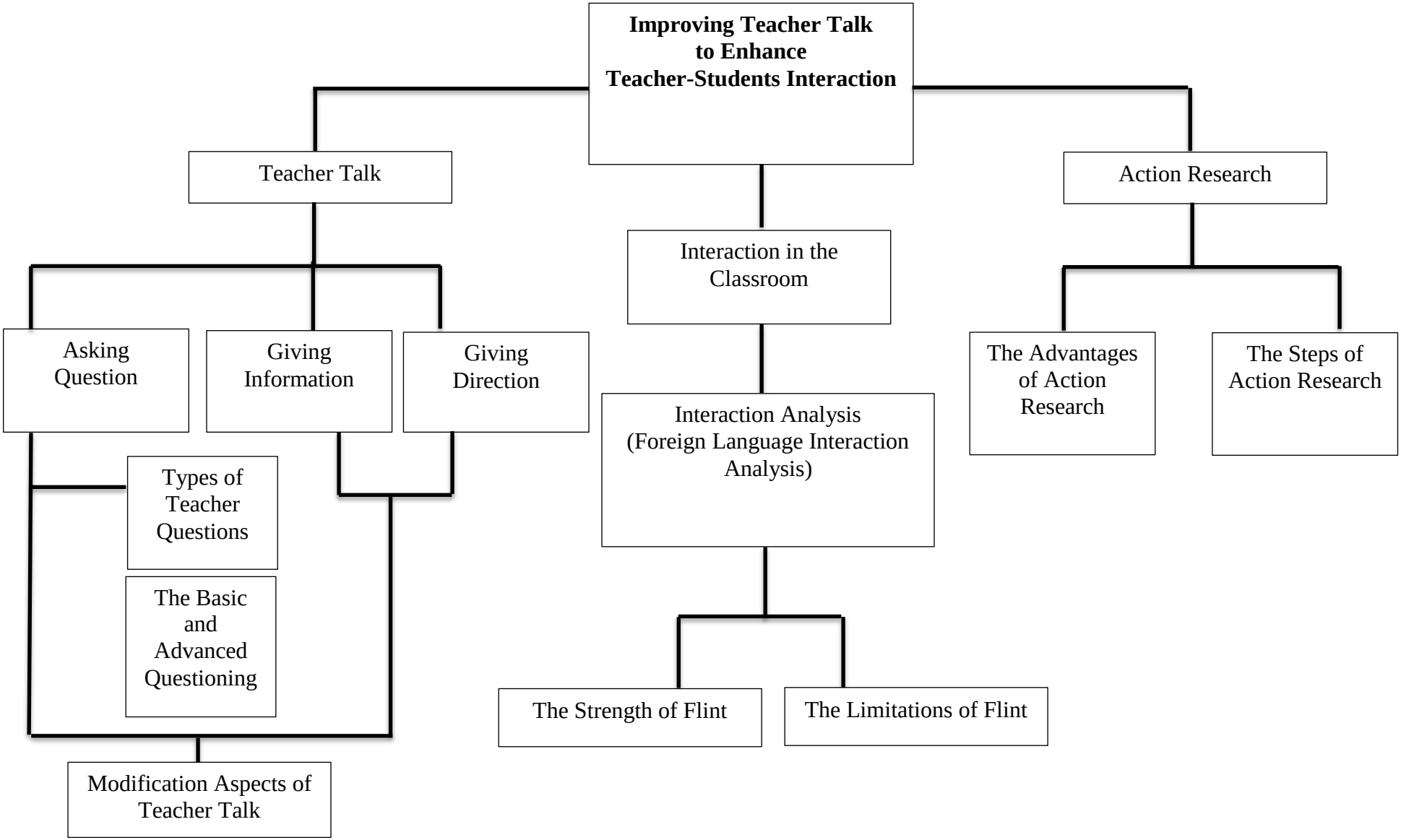
of questioning skills, the teacher will get a view on how to behave whenever he asks to the students and what he should be done to face the students response. That information will be given to the teacher as a suggestion for improving teacher talk. I will also explain that information to the teacher during the treatments.

To treat the proficiency teacher in giving information, the theories from Richards and Lockhart in Chaudron (1988) will also be used. They mention some strategies, which can be applied and considered in delivering the lesson, so the teacher knows how to explain the lesson appropriately. Then, for giving directions part, there is theory from Salaberri (1995) which is going to be used and it consists of some instructions mostly occurred in the classroom.

The treatment will also include deciding certain material or lesson to be taught in the classroom and planning the activity, which is going to be performed in the class. Based on the Allwright and Bailey's theory mention about in creating interactive classroom, the teacher also has to manage the lesson. By doing this, the teacher will know what the teacher is going to talk about in the classroom, how to make the students feel enthusiastic, and how he will interact with the students. The result of the analysis during the teacher teaches his students will be also given.

The importance of finding out the interaction pattern is to solve the problem of the students' passiveness in the learning process. The students tend to be passive rather than active in the classroom and this situation makes the teaching-learning process to be less interactive. Moreover, the use of teacher talk

which is not properly delivered by the teacher makes the teacher-students interaction is limited occur. It is expected that by improving teacher talk, the interactive situation in the classroom will occur. That is why I concern on how to improve teacher-students interaction in the classroom through teacher talk, so teacher could create interactive classroom between teacher and students.


Improving Teacher Talk to Enhance Teacher-Students Interaction
Teacher Talk
Action Research
Interaction in the Classroom
Asking Question
Giving Information
Giving Direction
The Advantages of Action Research
The Steps of Action Research
Interaction Analysis (Foreign Language Interaction Analysis)
Types of Teacher Questions
The Basic and Advanced Questioning
The Strength of Flint
The Limitations of Flint
Modification Aspects of Teacher Talk

CHAPTER III

RESEARCH METHOD

This chapter provides the information of method to collect and analyse the data. It includes subject of the study, role of the researcher, type of data, instrument for collecting data, procedures of collecting data, procedures of analysing data, and technique of reporting data.

3.1 Subject of the Study

The subject of the research was a teacher who related with the topic of the study. One of the main aims of AR is to identify a 'problematic' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns 2010: 2). Referring to Burns' statement, conducting a research with the teacher as a subject is possible to be done. Moreover, a teacher cannot be separated in the teaching learning process since they have relation each other.

An action research was conducted in this research. I conducted the research at SMP N 1 Slawi. The subject of the study was an English teacher of Junior High School. The teacher was given an input in order to improve his talk that enhanced teacher-students interaction in the learning process. To analyse the interaction in the classroom, the students were also included in this study.

The teacher has been teaching for 17 years. He uses English actively when teaches his students. To him interaction is also an important thing to consider

since through interaction as classroom language, students' language store can be improved. The teacher also uses gesture to help the students understand what the teacher said. He mostly gives instructions in English. He also applies certain method in teaching the students to make the students be more active, like, group discussion, drill, etc.

3.2 Role of the Researcher

In conducting the research, the researcher has several roles. The first, the researcher is an observer, as an observer he sat in a strategic position that enable him to observe the classroom activity and interaction.

The second, he is a data collector. Here, he used video-recorder to record all the activity might happen in the class and it is possible for him to observe the interaction happened during the teaching-learning process.

The third, the researcher is an analyser who analysing the data after completing, transcribing it into written version, arranging it into correct order, classifying it according to the theory.

3.3 Type of Data

As stated by Arikunto (161: 2010), "a data is the result of researcher's note weather in the form of facts or numbers. The concern of the present study is also on the teacher-students interaction, so the data is mostly in the form of facts which described by the researcher. Some data in the form of numbers also occurs, but it is also described into words and sentences.

The data of the study were collected in the form of recorded classroom interaction, the observer's field notes, respond of the questionnaires, and

interview notes and recording transcription. The types of database were examined in order to identify what kinds of activity were involved in the teacher-students interaction. The activities could be lecturing, questioning and answering, and also discussion. Based on the facts of the research location, the interaction contained teacher talk and students talk as well as teacher activity and learners' activity. In other words, the data of the study were in the form of speech and actions.

3.4 Instrument for Collecting Data

The present study investigated on the teacher-students interaction and the used of teacher talk by teacher in teaching the students, so to describe or explain the interaction and the teacher talk I used interaction analysis as the main tool. The data was analyzed by using interaction analysis that was developed by Moskowitz, Foreign Language Interaction Analysis (Flint). Since Flint is a technique that consists of categories and the application of the technique observes the interaction happened in the class, so it can be included as an observational technique. Flint is not the only instrument used in this research. To get optimal data, I also used other instrument. They are questionnaire, interview, and documentation.

3.4.1 Observation

Observation enables the researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur (Burns, 1999: 80). The term of observation also refers to an activity of using certain procedures that ensure that the collected information provides a

sound basis for answering research questions and supporting the interpretations of the data. The procedure used in the present study is Flint (Foreign Language Interaction Analysis) by Moskowitz.

3.4.2 Questionnaire

Questionnaire is a number of written questions which used to get information from the respondents in a mean a report of her/his personality or some things s/he knows (Arikunto 2010: 194). In order to get the respondents response or feedback about the research activity, questionnaire was delivered to the students since the research activity also affected the students. Because of the number of the students, questionnaire was considered appropriate to be applied, so the activity of getting the data did not take much time. The purpose of giving questionnaire was also to obtain students' opinion about the improvement of the teacher talk and to know the improvement of the research activity for the students.

Based on the types of questionnaire in the way of the respondents answer, there are two kinds of questionnaire; open format or closed format. In the present study, I used closed format questionnaire since the result is calculated quantitatively, so the comparison of the result can be seen clearly. The closed format questionnaire was in a form of the Likert scale which has four options namely a, b, c and d. The options in this Likert scale are strongly agree, agree, disagree, and strongly disagree. The table below showed the options detail.

Table 3.1 The Questionnaire Options Detail

Option	Code	Meaning
A	SA	Strongly Agree
B	A	Agree
C	D	Disagree
D	SD	Strongly Disagree

Based on Dörnyei (2003) explanation about types of information that can be obtained through questionnaire, I designed the questionnaire in an attitudinal form, so the questions concerned on the attitudes, beliefs, opinions, interests, and values of the respondents.

Table 3.2 Questionnaire guidelines and questionnaire items

Number	Questionnaire Guideline	Questionnaire Items
1	The students' opinion towards teacher talk.	The teacher's explanation is easy to be understood.
		The teacher's questions are easy to be understood.
		The teacher's instructions are easy to be understood
2	The influence of teacher talk towards students' behavior in learning process	The teacher talk does not make me afraid to ask/interact with him.
		I (the students) do not get much time to interact with the teacher because of the teacher talk.
		I (the students) am not afraid and able to to respond to the teacher's questions.
		I (the students) feel enthusiastic and am not afraid in responding teacher talk.
3	The students' opinion toward teacher behavior	The teacher gives an opportunity to the students to interact with him.
4	The students' opinion toward teaching-learning process	The activity makes the situation to be more interactive.
		The activity and the situation in the classroom support the students to practice and interact in English.

3.4.3 Interview

Interview is a dialogue done by the interviewer to get information from the interviewee (Arikunto, 2010: 198). It is done directly to the source of the information who is a man of course. Interviews are a popular and widely used means of collecting qualitative data (Burns, 1999: 118).

There were some interviews conducted during the research. The first one was conducted on August, 16 2014. The purpose of the first interview were to get

the personal information of the teacher as the object of the researcher, to get clear sight of the characteristics of the teacher in teaching and also to get information of the characteristics of the students at SMP N 1 Slawi.

The second interview was conducted after giving the input to get final information of the result of the action during the research. How the action activity affected his performance in teaching his students.

The following is the guideline of the interview. The interview was a structured interview, so before conducting the interview I made a guideline of some questions, which would be asked to the teacher. The guideline was designed based on the necessity of the research.

Table 3.3 Interview Guidelines

Number	Interview Guideline
1	Teacher's personal information
2	Teacher's characteristics in teaching the students
3	teacher's opinion about the students
4	Teacher's opinion toward the treatment
5	Teacher's behavior after the treatment done
6	Teaching-learning situation after the treatment

3.4.4 Documentation

The documentation that I used in this study was video recording. The documentation was taken during the teaching-learning process. It was used to help me analyzing the students' behavior during the teaching-learning process and to

record the teacher talk as well as a reflection for myself to improve the next treatments.

3.5 Procedures of Collecting Data

In doing this study, it took several steps in collecting the data. First, I prepared video-recorder to record the all the activity and interaction during teaching-learning process.

In this study, an action research was conducted, that is why I observed the use of teacher talk and the interaction in the classroom carefully. In action research, there are four phases in a cycle for doing classroom. There are planning, action, observation, and reflection. The four steps of classroom action research cycle were held by integrating each of them based on the previous step and the next one. It means that the activities in action research are based on the planning, action, observation, and reflection. If the target has not achieved yet in cycle 1, the next cycle must be conducted after revising the plan.

3.5.1 Pre Cycle

An activity called pre cycle was conducted in order to get some needed information before conducting the research. The activities of the pre cycles observation were asking for the permission of the school to conduct the research, interviewing the teacher to get further information about himself and the characteristics of his students and observing the teaching-learning situation.

The pre cycles observation was conducted on August 6, 2014. At that date, I met the headmaster of the SMP N 1 Slawi for asking his permission to conduct

the research. After got the permission I met the teacher who was the object of the research. While meeting with the teacher, I conducted an interview to get some information about himself and his students. I also came inside the classroom to record the teaching-learning activity to be analyzed. The following is the further description and explanation of the pre cycles observation.

3.5.2 Cycle 1

This cycle consists of planning, acting, observing, and reflecting. It will be more explained in the following:

1) Planning

   As the part of the planning activity, on October 22, 2014 I met the teacher to discuss some things related to the research. I explained how the research would be done to the teacher, made the schedule of the research, and decided in what date the research would be held. I also explained how the activity of the research would be done to the teacher. Outside the school, I prepared some stuff to be used in the research, like, camera or video tape to record the teaching-activity, tripod, some material about teacher talk and interaction presented in a power point, and lesson plan.

2) Acting

   In this part, the material, which prepared before, was given to the teacher. On the October 24, 2014, I met the teacher outside the classroom to give some material as the input for the teacher. I gave the material about the teacher talk to the teacher. The material was delivered to the teacher to

improve the teacher talk, especially on the three aspects they were asking question, giving information, and giving direction. The result of the interaction analysis was given to the teacher to give him a clear sight of his talk. It was delivered to make the teacher to be able to manage his talk, so it would be better.

The research has already agreed to focus on three category of teacher talk based on Moskowitz category. They are asking questions, giving information, and giving instruction. The theories from some experts were also given as the input for the teacher. In questioning, the theory of Richards & Lockhart (2000), which talks about the classification of the types of questions into three categories, was given. Here the teacher got information about what kind of question should be asked to the students when he wants to get an expected answer. Then, the theory from Turney *et al.* that explains the nine components of questioning skills was also given. The teacher got an idea how to behave whenever he asks to the students and what he should do to face the students' response.

In giving information part, the theories from Richards and Lockhart in Chaudron (1988) was delivered. They mention some strategies, which can be applied and considered in delivering the lesson and it made the teacher knows how to explain the lesson appropriately.

Then, for giving directions part, the theory from Salaberri (1995) which consists of some instructions mostly occurred in the classroom was

given to the teacher. The teacher got information how to link one direction to another and how to perform a direction appropriately.

As the input for the teacher, I gave the result of the analysis of the interaction before giving the input material. I explained what was going on in the classroom based on the Moskowitz system of analysis that is Foreign Language Interaction analysis. The teacher and I also prepared the lesson material and the activity that was going to be performed in the classroom.

3) Observing

On the October 27, 2014, I came inside the classroom to observe and record the teaching-learning situation in order to get the data bout the teacher talk and the interaction. Below are the explanation about the teaching-learning situation, teacher talk and the interaction.

4) Reflecting

After planning, action, and observation had been done, the reflection was done by evaluating the implementation of the input. By this reflection, I took a note about the weakness from the result in the activities of cycle 1. If the improvement of cycle 1 did not occur, I conducted the cycle 2.

3.5.3 Cycle 2

1) Planning

On the October 27, 2014, I discussed with the teacher on what day we were going to meet to conduct the meeting. The same preparation as on cycle 1 was also prepared. The analysis result of cycle 1, the lesson plan, and some material about teacher talk and interaction presented in a power point.

2) Acting

The activity of cycle 2 was conducted on the October 29, 2014. At cycle 2 the treatment, of course, was still given to the teacher since the result of the analysis should be improved. At cycle 2, the material given to the teacher was about interaction. The theory from Tony Lynch that discusses about interaction modification was given to the teacher. The theory explains about what the possibly elicitation might be done by the teacher in the classroom to create interactive situation. The theory from Chaudron also was also given. The theory of Chaudron gives explanation about interactive features of classroom behavior. The theory was given by relating to what happened in the classroom in the previous cycle, so the teacher got better comprehension on how to apply theory.

The analysis result of the teacher talk and interaction also given to the teacher together with some suggestions about the teacher talk, especially on the three categories.

3) Observing

On the November 1, 2014, I came to the classroom to observe the teaching-learning situation in order to get the data about the teacher talk and interaction. I recorded the teaching-learning activity to be analyzed outside the classroom.

4) Reflecting

In this activity, I analyze the data of the observation. The teacher's progress based on the analysis of the teaching process was compared to know the improvement. Three teaching activities were analyzed in this research. The first one was the teaching activity before conducting cycle 1 activity. The second one was after conducting cycle 1 activity and the third was after conducting cycle 2 activity. The questionnaires were analyzed to find out the students' behavior progress in following the teaching-learning activity. All the data were gathered, calculated and concluded to find out the improvement of the teacher talk and the interaction enhancement.

3.6 Procedure of Analyzing Data

The data that was analyzed in this study were the data of the teacher-learners interaction in the classroom. As the focus of the present study, the interaction happened in the class was analyzed by using Foreign Language Interaction Analysis by Moskowitz. After the data had been classified according to the Flint formula, they were interpreted. The interpreting activity was done by examining

the tallies in each sub-category to build description of what teacher and learner said during the classroom interaction. Attention was focused on:

a. Who spoke the most?
b. Did the teacher give the students enough opportunity to express their idea?
c. How often did the students respond, and how often did they initiate?
d. How did the teacher give lecture and assert ideas?
e. How did the teacher ask questions to the students?
f. How did the teacher give directions or commands?
g. How was the teacher going?

To describe the teacher and learners talk and the language used during the interaction, I examined the interview data. Based on the information given by both the teacher and the students, the activity was classified according to the actual patterns of behavior. For this purpose, the model suggested by Allwright and Bailey (1991:19) was used.

Following the model, analysis of interaction should address the following questions:

a. Who gets to speak? (participants/turn distribution)
b. What do they talk about? (content or topic)
c. What does each participant do with the various opportunities to speak? (task)
d. What short of atmosphere is created? (tone)
e. What accent, dialect, or language is used? (code)

By using that kind of data analysis technique, the description of the classroom interaction in the English classroom would be presented in this research. The result of the analysis would be useful for improving our understanding of the teaching learning process.

3.6.1 Foreign Language Interaction Analysis

In applying this system, some procedures should be done. Since Flint is a modification of Flander's Interaction Analysis, the procedure is quite the same. Arockiasamy in stxaviersbedcollege.org/sim/technology_arock.pdf explains them in brief form.

3.6.1.1 Encoding Procedure

The procedure consists of some points. They are:

1) The observer sits in the classroom in the best position to hear and see the participants.
2) At the end of every three seconds, he decides which category best represents the communication events just completed. Thus the time involves in coding one tally for every 3 seconds, is 20 tallies in one minute, 100 tallies in 5 minutes and 1200 tallies in one hour.
3) In this process, only the serial numbers of the categories are recorded.
4) The serial number of that category is recorded on the data sheet by the observer.
5) When the observation is over, the observer shifts to some other room and prepares the details of the basis of those serial numbers of the categories.

6) In this observation process, the writing of serial numbers of the categories is known as ENCODING.
7) Writing details of behavior of the basis of these categories is known as DECODING.
8) The observers should remember the serial numbers of these categories.

3.6.1.2 Rules for Recording or Decoding

Flint category method has many rules for observation without following which the observation is not possible. The observer must remember these rules. These rules help in maintaining consistency and making observations uniform. These rules are as follows:

1) ***Rule 1:*** If more than one type of category occurs during a 3 seconds period, the observer should choose the category that is numerically farther from category 5 (but not category 10). Suppose the observer is in doubt whether the category is 2 or 3; he should write 2 categories.
2) ***Rule 2:*** The observer should not involve his personal viewpoint.
3) ***Rule 3:*** If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.
4) ***Rule 4:*** If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10
5) ***Rule 5:*** When teacher calls a child by name, the observer is supposed to record a 4th category.

6) ***Rule 6:*** When the teacher repeats the students' answer and the answer is a correct, that is recorded as a category No. 2. This tells the student that he has the right answer and therefore functions as praise or encouragement.
7) ***Rule 7:*** When a teacher listens to a pupil and accepts his ideas for a discussion, then this behaviour belongs to category No. 3.
8) ***Rule 8:*** The words 'All is o', 'yes', 'yah', 'hum', 'alright', etc. belong to the category No. 2. (Encouragement)
9) ***Rule 9:*** If a teacher jokes without aiming at any pupil, this behavior belongs to the category No. 2. However, if he makes any joke aiming at some particular pupil, then it belongs to the category No. 7.
10) ***Rule 10:*** When all the pupils respond to a very small question collectively, then the serial number of category-8 is recorded.

3.6.1.3 Constructing Interaction Matrix

1) After encoding or observation procedure of interaction, the coded behaviors are written in 10 x 10 tables. This 10 (rows) x 10 (columns) table is known as a matrix.
2) The category numbers of the record sheet the tabulated in the matrix table. Each number is entered in the form of sequence pairs, being used twice, first as the first numbers and second as second number.
3) The row of the matrix represent the first number and the columns the second number.
4) For example an observation recorded is 6, 10, 7, 5, 1, 4, 8, 4

5) Hence, the beginning and end of the coding should have the same number of the categories.

6) It is the tradition of adding number 10 in the beginning and at the end. Hence the above number will be written in this way 10, 6, 10, 7, 5, 1, 4, 8, 4, 10

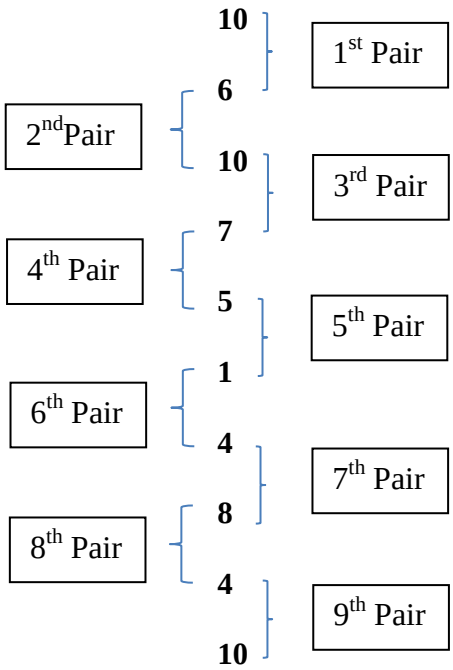


Figure 3.1 Sequence of the Pairs

7) Sequence of the pair: (10, 6), (6, 10), (10, 7), (7, 5), (5, 1), (1, 4), (4, 8), (8, 4), (4, 10)

8) While preparing matrices, one pair is marked at a time.

9) The matrices have rows and columns.

10) The first number of the pair represents "**row**" and second number of the pair represents "**column**".

11) For example, in the first pair (10, 6), the number 10 represents row and the number 6 represents column.

12) Every pair overlaps the other pair. Total tallies of the matrices (N).

13) In the matrices (N-1) i.e. one less number is marked. In the above example, N=10, (N-1) i.e. 9 numbers will be marked.

14) Each matrix has 100 cells.

Table 3.4 Interaction Matrix

ROW →

COLOUMN ↓

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**toatal**
1				**I**							**1**
2											**0**
3											**0**
4								**I**		**I**	**2**
5	**L**										**1**
6										**I**	**1**
7					**I**						**1**
8				**I**							**1**
9											**0**
10						**I**	**I**				**2**
Total	**1**	**0**	**0**	**2**	**1**	**1**	**1**	**1**	**0**	**2**	**9(N)**

3.6.1.4 Interpretation of Interaction Matrix

1) Teacher Talk Ratio / Percentage of Teacher Talk (TT)

The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$T1 = \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100$$

2) Indirect Teacher Talk Ratio (ITT)

- It indicates teacher actions in encouraging and supporting pupil's participation.
- Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N)

$$ITT = \frac{C1 + C2 + C3 + C4}{N} \times 100$$

3) Direct Teacher Talk Ratio (DTT)

- It indicates the teacher actions restricting student participation.
- In this ratio, the tallies of 5th, 6th and 7th categories are added and divided by "N" to calculate the percentage.

$$DTT = \frac{C5 + C6 + C7}{N} \times 100$$

4) Pupil's Talk Ratio/Percentage of Pupil Talk (PT)

- It indicates verbal activities of pupils in response to the teacher.
- In this ratio, the tallies of 8th and 9th categories are added and divided by "N" to calculate the percentage.

$$PT = \frac{C8 + C9}{N} \times 100$$

5) Silence or Confusion Ratio (SC)

$$SC = \frac{C10}{N} \times 100$$

6) Indirect and Direct Ratio (I/D)

$$\frac{I}{D} = \frac{C1 + C2 + C3 + C4}{C5 + C6 + C7} \times 100$$

3.6.2 Questionnaire

In my research, the closed format was used and it was taken in the form of yes-no questions because they were easy for the students of junior high school.

I tabulated the questionnaire data in order to show the result clearly. The table consists of these columns: number, students' code, and answers per items. After tabulating the questionnaires data, I counted the percentages of the total answers for each items. I calculated the percentage with the formula as follow:

$$Precentage = \frac{Total\ Answer}{The\ Number\ of\ the\ Student} \times 100\%$$

3.6.3 Interview

According to Burn (2010:75), "the aim of this type is to enable you to make some kind of comparison across your participants' responses, but also to allow for individual diversity and flexibility". Since the purpose of the interview was to get deeper information about the subjects' opinion, the aspects of this interview were related with the topic of the present study. They were the subject' interest, advantages of the treatment, the subjects' motivation, effectiveness of the input, and sustainability of the input.

3.7 Technique of Reporting Data

Most of the data collected in an action research project is in a qualitative form, which means that the researcher should be carefully to analyze and interpret the collected information. The process of qualitative analysis includes critical reading, finding connections between data, forming judgments and determining answers to research problems, so I should describe the entire situation, which occurred during the cycles in reporting the data.

When producing reports, it is not enough only to offer descriptions and activities lists. Explanations need to be given for the activities, in terms of the researcher's values, intentions and purposes for doing the research (McNiff and Whutehead 2002: 16). The final report will serve to summarize the project activities and highlight the results of the study.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on what has been discussed in the previous chapters, in this part a conclusion of the study is drawn to answer the research questions and things related to them. Some suggestions related to the study are also presented for language learning.

5.1 Conclusion

This study was trying to find out the interaction pattern during the teaching-learning activity, to find out the effort might be done to improve teacher talk and to know how to enhance teacher-students interaction through improving the teacher talk. After discussing the findings in the Chapter 4, the conclusion of the study can be drawn from the analysis of the used instrument in this study.

Based on what happened during the research, it can be concluded that the pattern of the interaction was mostly started by the teacher. The teacher actively elicited students' participation in order to create interactive situation in the classroom. The teacher's elicitation then followed by the students' response. Based on the analysis result, the activity that was mostly occurred in the interaction was giving information. Back to what happened in the classroom, the teacher gave much repetition of words to the students. Since the lesson was discussing the things that students could find in their surroundings, so it was fair for the teacher to give repetition to the students. The repetition was succeeded to create interactive situation in the classroom.

The Action Research was applied in order to aim the purposes of the study. Based on the fact gathered during the research, the action research was succeeded to improve the teacher talk. Through those four phases of action research, planning, acting, observing and reflecting, which was done continuously some input was given to the teacher in order to improve his talk. Not only some discussions of some material about teacher talk from the expert were done, but also some suggestion based on the analysis result and the reflection of the teaching-learning activity were given as the input and effort to improve the teacher talk. The teacher talk percentage that shows who the most talks in the classroom was succeeding to be reduced. At the first analysis of the teacher talk at the pre cycle activity 66.2% was occurred as the result, then at the cycle 1 the percentage decreased to 64% and at the cycle 2 the teacher talk percentage arrived at the 57.3%. It means that the teacher was successful in creating an effective teacher talk, so he did not talk all the time during the teaching-learning process.

The improvement of the teacher talk was expected would enhance the teacher-students interaction. After giving input of some theories related to the interaction, the teacher was expected would apply those theories in teaching his students, so the interaction would be better. The suggestion given by me was also applied by the teacher in the classroom and lesson topic, which was discussed the thing around the students' environment was also succeeded to stimulate students' participation in following the lesson. The classroom was to be more interactive. The application of the theory was succeeded to give more chance for the students to react or interact. Not only the teacher talk percentage was succeeded to be

reduced, but also the students talk was succeeded to be enhanced to. The students became more responsive and participate actively in the teaching-learning activity. At the pre cycle analysis result, the students talk reached on the 28.3% with the detail 20% at the category 8 and 8.3% at the category 9. At the cycle 1 the result of the analysis did not show improvement. It was known on the students' talk that became 22.5% with the detail 16% at the category 8 and 6.5% at the category 9. At the cycle 1 the students talk achieved 22.5% and at the cycle 2 the percentage of the students talk was increased at the 37.5%. The improvement also occurred on the category 8 and the category 9. The category 8 got 16% at the cycle 1 and at the cycle 2 it became 17.3%. Meanwhile, the result of the category 9 got 6.5% at the cycle 1 and it became 20% at the cycle 2.

5.2 Suggestion

Based on the conclusions, there are some suggestions that presented as follows:

First, it is better for the teacher to look up some material about teacher talk to be red. By having this kind of information, the teacher will know better how to use his talk in the classroom. Some simple materials that is practical to be applied during the teaching-learning process will be better to be given to be red by the teacher. A theory from an expert will give much more ideas and comprehension towards the teacher talk. Some language classroom input will be more useful to create interaction with the students.

Second, the students' responses are still limited yet having certain topic to be discussed in the teaching-learning process will give much chance for the

students to explore with the teacher, so interactive situation between teacher and students possibly to occur.

Third, it is better to do the research more than two cycles since teacher talk and interaction are about how people behave, so it needs some more time to observe the change of the teacher's and students' behavior in order to know the improvement.

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ANNEX

Annex 1

LESSON PLAN

School : S M P N 1 Slawi
Class/ Semester : VII / 1
Subject : English
Topic/Chapter : I Love things around me / parts of my house
Meeting : 23 and 26
Time Allotment : 8 x 40 minutes

A. Basic of Competence

1. Be grateful of the chance of learning English as the medium of international language.
2. Respecting the polite and care behavior in personal communication with the teacher and friend.
3. Respecting the honest, discipline, confidence, and responsible in doing transactional communication with the teacher and friend.
4. Respecting the behavior of responsible, care, cooperation, and peace in doing functional communication.
5. Understanding the social function, text structure, and language feature of oral and written text to mention the name and the amount of animals, things, public building near the daily environment of the students.
6. Arranging oral and written text to mention the name of animals, things, and public building near the daily environment of the students with the right and appropriate language feature with the context.

B. Indicator of the Competency Achievement

1. Showing a motivation to improve English competency.
2. Identifying parts of home.
3. Identifying things inside the parts of home.
4. Mentioning things inside the parts of home.

C. Purpose of the Study

In the end of the study, the students are able to:

1. Through the steps in the indicator, the students are able to identify the things at home.
2. Through the steps in the indicator, the students are able to identify the things at the parts of home.
3. Through the steps in the indicator, the students are able to mention parts of home and the things inside it.

D. Lesson Material

Social Function

Introducing, identifying

Sturcture of the text

- Benda yang dipaparkan

Target Language

- The name of the parts/things at home
- Interrogative sentence *what? Which one? How many?*
- Classifier of singular *a* dan *the* dan plural *(-s)*
- Pronoun *it, they, this, that, those, these*
- Expression of *there is/there are…,*
- Pronunciation, word stress, intonation, spelling dan hand writing

This, That, These, Those are called **demonstratives** and they are used to show the relative distance between the speaker and the noun.

1) Demonstrative Pronouns

1.1.1 We use this (singular) and these (plural) to refer to something that is here / near.

1.1.2 Examples:

- **This** is my car. (singular)
- **These** are our children. (plural)

We use **that** (singular) and **those** (plural) to refer to something that is **there / far**.

Examples:

- **That** is our house. (singular)
- **Those** are my shoes. (plural)

Note that the verb changes (i.e. singular / plural) depending on the pronoun that you use.

You can also use Demonstrative Pronouns by themselves:

- Did you do **that**?
- I'd like to buy **these**?
- Which of **those** would you like?

2) Demonstrative Adjectives

1.1.3 You can also use demonstratives before a noun. These are called demonstrative adjectives. The Demonstrative Adjective needs to agree (= be the same form) as the noun.

Examples of demonstrative adjectives:

- **This** party is boring. (singular)
- **That** city is busy. (singular)
- **These** chocolate**s** are delicious. (plural)
- **Those** flower**s** are beautiful. (plural)

3) Summary - What is the difference between Demonstrative Adjectives and Demonstrative Pronouns?

1.1.4 Demonstrative Adjectives and Demonstrative Pronouns use the same words. The easiest way to know that difference is that Demonstrative Adjectives are always before a noun while Demonstrative Pronouns are before a verb or by themselves.

- **This** book is old. (Demonstrative Adjective + Noun)
- **This** is new. (Demonstrative Pronoun + Verb)
- Did you like **that**? (Demonstrative Pronoun by itself)

Everything else is the same. For example, both Demonstrative Ajectives and Pronouns use the word THIS (singular) to talk about something that is close to you and the plural of THIS is THESE.

Topic

- Things, public building around the students' environment, giving real example of taking care the environment, confidence, and responsible

E. Learning Method

- Approach : Scientific Learning
- Strategy : observe, question, experiment, associate, communicate
- Method : Problem-based Learning

F. Learning Activity

First Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The teacher greets the students in English 2. Be sure the students respond 3. Get one of the students to lead the praying	5 Minutes
Main	**Observing** 1. The students listen to the teacher's explanation about parts/ things inside the bag 2. The students listen to the teacher mentions the things inside the bag.	70 Minutes

	3. The students listen to the teacher's modeling in pronouncing the words. 4. The students practice to pronounce the words after the teacher **Questioning** 1. The teachers check the teacher comprehension towards the theme through asking a question to them 2. The students get the knowledge related to the lesson **Experiment** 1. The students observe their own bag to know what things inside their bag. 2. The students write down the things inside their bag. **Associating** 1. The students do task. The task is the students are asked about the things inside the bag to their friend. They also should ask about the amount of the things inside the bag. **Networking** 1. The teacher checks the students' work by asking the amount of the person they have asked. 2. With the teacher's direction, the students tell the difficulty during doing the assignment and studying the theme and explain the problem solving of the problem	
Closing	Together with the students, the teacher concludes the lesson by relating it with the social condition of the students.	5 Minutes

Second Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The teacher greets the students in English 2. Be sure the students respond 3. Get one of the students to lead the praying	5 Minutes

Main	**Observing** 1. The students listen to the teacher's explanation about parts/ things at home 2. The teacher checks the students' homework to start the lesson. **Questioning** 1. The teachers check the teacher comprehension towards the theme through asking a question to them. 2. The students get the knowledge related to the lesson **Experiment** 1. The students write down the things at home on the whiteboard. 2. The students read the words of parts/things at home that they have written on the whiteboard. **Associating** 1. Together with the teacher, the students evaluate the writing of the things at home that they have written on the whiteboard. **Networking** 1. With the teacher's direction, the students tell the difficulty during doing the assignment and studying the theme and explain the problem solving of the problem	30 Minutes
Closing	Together with the students, the teacher concludes the lesson by relating it with the social condition of the students.	5 Minutes

Third Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The teacher greets the students in English 2. Be sure the students respond	5 Minutes

	3. Get one of the students to lead the praying	
Main	**Observing** 1. The students listen to the teacher's direction. 2. The teacher asks the students to sit with their group. 3. The teacher discusses the previous material to refresh the students' knowledge. 4. The teacher gives a picture to be observed by the students. **Questioning** 1. The teachers check the teacher comprehension towards the direction of the activity. 2. The teacher asks about the students' comprehension toward the picture. 3. The students get the knowledge related to the lesson **Experiment** 1. The students do the task with their group. 2. The students observe the picture with their group. 3. The students write down the things in the picture in the table. **Associating** 1. The teacher asks the students to get information about the picture from their friends. **Networking** 1. The students are asked to get information from other group about the things in the picture. 2. The teacher gives feedback. 3. With the teacher's direction, the students tell the difficulty during doing the assignment and studying the theme and explain the problem	30 Minutes

	solving of the problem	
Closing	Together with the students, the teacher concludes the lesson by relating it with the social condition of the students.	5 Minutes

G. Source / Learning Medium

Source : Book *When English Rings the Bell*

Lesson Medium : Picture

……, October 2014

Mengetahui:

Kepala SMP Guru Mapel Bahasa Inggris

Annex 2

Treatments Material

A. Asking Question

1) Introduction

Questioning is one of the most common techniques used by teachers (Richards & Lockhart, 2000). By asking a question, the teacher can interact with the students since this thing demands an answer from the students. Richards and Lockhart (2000: 197) explains several reasons why questions are commonly used in teaching:

1) They stimulate and maintain students' interest.
2) They encourage students to think and focus on the content of the lesson.
3) They enable a teacher to clarify what a student has said.
4) They enable a teacher to elicit particular structures or vocabulary items.
5) They enable teachers to check students' understanding.
6) They encourage student participation in a lesson.

2) Types of Questioning

Procedural questions have to do with classroom procedures and routines and classroom management. They are used to keep the teaching process flows smoothly.

For example:

a. *Did everyone bring their homework?*
b. *Do you all understand what I want you to do?*
c. *How much more time do you need?*
d. *Can you all read what I've written on the blackboard?*
e. *Did anyone bring a dictionary to class?*
f. *Why aren't you doing the assignment?*

Convergent questions encourage responses that focus on a central theme which asked by the teacher. These responses are often in form short answers, such as “yes” or “no” or short statements. They do not need the students to engage in high-level thinking in order to come up with a response but often focus on the recall of previously presented information.

For example:

a. *How many of you have a personal computer in your home?*
b. *Do you use it every day?*

c. *What do you mainly use it for?*

d. *What are some other machines that you have in your home?*

e. *What are the names of some computer companies?*

f. *What is the difference between software and hardware?*

Divergent questions encourage diverse responses from the students which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information.
For example:

a. *How have computers had an economic impact on society?*

b. *How would businesses today function without computers?*

c. *Do you think computers have had any negative effects on society?*

d. *What are the best ways of promoting the use of computers in education?*

3) Basic and Advanced Questioning

As Turney *et al.* explains which is cited by Widyaningsih (2007: 36), there are nine components of the skills of the questionings. They are:

1) **Structuring**

It is possible for the teacher to structure the discussion during the lesson by giving specific information relevant to the task either immediately before or after a series of questions.

2) **Phrasing – Clarity and Brevity**

The questions should be phrased in words that are appropriate to the level of the development of the students in order to facilitate the students' responses.

3) **Re-directing**

It is used to maintain attention to one questionand to invite several students to respond. Having posed a question for the whole class the teacher may select students to respond in turn by naming them (verbal re-direction) or by pointing, nodding or smiling (gestural re-directing).

4) **Distributing**

To make all the students are encouraged to feel responsible for forming answers the questions should be directed, as general rule, to the whole class.

5) **Pausing**

The teacher should pause for a few seconds after asking questions of the whole group and before requesting a particular child to respond.

6) **Reacting**

The teacher enthusiasm and warmth in reacting to the students' answer will often be an important determinant both of that students' further participation in the lesson and the participation of other students.

7) **Prompting**

By rephrasing the same questions in a parallel fashion, the teacher may help the students to avoid difficult words, and thus complete the task successfully. The students are also possible to be assisted with simpler questions relevant to the original task.

8) **Changing the level of Cognitive Demand**

As well preparing key questions which vary the level of cognitive demand, teachers may also find it easier to ask higher order questions when they have source materials such as graphs, document and apparatus of various kinds to which students are able to refer in answering these questions.

B. Giving Information

As cited by Richards and Lockhart in Chaudron (1988), there are some strategies which can be applied and considered in delivering the lesson. They are:

1. *Speaking more slowly*
   When teachers speak to language learners in the classroom, they often use a slower rate of speech than they would use in other situations.

2. *Using pauses*
   Teachers tend to pause more and to use longer pauses when teaching language learners, particularly lower-level students. These pauses give learners more time to process what the teacher has said and hence facilitate their comprehension.

3. *Changing pronunciation*
   Teachers may sometimes use a clearer articulation or a more standard style of speech, one which contains fewer reductions and contractions than they would use outside of a teaching situation. For example, instead of saying, "Couldja read that line, Juan?" the teacher might more carefully enunciate "Could you . ?"

4. *Modifying vocabulary*
   Teachers often replace a difficult word with what they think is a more commonly used word. For example, the teacher might ask,

   "What do you think this picture shows?"

   instead of *"What do you think this picture depicts?"*

   However, teachers sometimes unwittingly "complicate" vocabulary instead of simplifying it. For example, teachers might say, "What do you think this picture is *about?"* supplying an idiomatic (but not necessarily simpler) replacement for *depicts.*

5. *Modifying grammar*
   Language teachers often simplify the grammatical structure of sentences in the classroom. For example, teachers may use fewer subordinate clauses in a classroom situation than in other contexts, or avoid using complex tenses.

6. *Modifying discourse*
   Teachers may repeat themselves or answer their own questions in order to make them understood, as we saw in the dialogue earlier.

C. Giving Direction

There are some instructions which commonly occurred in every moment in the classroom. Salaberri (1995) classifies some instruction which occur in the classroom. They are: The following list contains a set of common instructions which the class can easily understand:

Come in.	*Stand by. . .*
Go out.	*Put your hands up.*
Stand up.	*Put your hands down.*
Sit down.	*Hold your books up.*
Come out to the front of the class	*Show me your pencil.*

There are several instructions which often used at the beginning of a session and as session develop.

Now, pay attention, everybody.	*Listen to (the tape/me).*
You need (coloured pencils).	*Now, repeat after me.*
We'll learn how to. . .	*Again, please.*
Are you ready?	*Everybody/This row..*
Turn to page. . .please.	*Who's next?*
Look at Activity.	*Like this, not like that*
Take this copy	

In the same way, there are several expression used when drawing the session to a close.

It's time to finish.	*Any questions?*
Let's stop.	*Pack your (books) now*

Stop now. *Are your desks tidy?*

Have you finished? *Collect your work, please*

Let's check the answers *Don't forget to bring your book on.*

It is also often necessary to give instructions for the order of stages in an activity. These instructions require linking adverbs such as:

First, . . . *Then, . . .*

Next, . . . *Finally, . . .*

D. Interaction

Interaction Modification

- Through interaction, the students get more opportunities to learn the language. As stated by Lynch (1996: 44) "….why it is important to consider the interaction as a whole is that it is now clear that interaction modifications are more influential in assisting learners' comprehension than are modifications of the spoken input alone."
- This part gives a sight on the points of interaction which commonly occurred in the classroom, so the teacher will get information on what things possibly to be done in order to create interactive situation during the teaching-learning process.

1. Confirmation check
   Making sure that the teacher have understood is what the learner means.

2. Comprehension check
   Making sure that the learner has understood what the teacher mean.

3. Clarification request
- Asking the learner to explain or rephrase.

4. Repetition
   Repeating the words or those of the learner.

5. Reformulation
   Rephrasing the content which have been said.

6. Completion
   Completing the learner's utterance.

7. Backtracking
   Returning to a point in the conversation, up to what the learner has understood you.

Interaction in the Classroom

The interaction in the classroom has an important role in learning process, because, via interaction the teacher can exchange ideas or information, sharing

feelings or experience and also socializing. According to Chaudron (1988: 131-136) there are some roles have been attributed to the interactive features of classroom behaviors.

1. Turn Taking
   The teacher and the students take turn to speak during the interaction or learning process. The number of turns someone takes in the interaction is an indication of how s/he participates in the interaction actively.

2. Questioning and answering
   The teacher's question may facilitate the learners to apply the target language. Whereas the learners' response can be viewed as an effective attempt to promote learning.

3. Negotiation of Meaning
   When understanding does not take place, either on the part of the learners or the teacher, they can ask each other for clarification by means of comprehension checks, confirmation checks, or clarification requests (Chaudron, 1988: 131).

4. Feedback
   By giving feedback to the students, it can enhance the learning process and it is necessary that the teacher gives the learners feedback which typically includes error correction.

Annex 3

Transcription 1

Utterances	Classification	
	Teacher Talk	**Student Talk**
1. T : Okay_____Assalamu'alaikum Warramatullahi Wabarokatuh.	1	1
Ss : Wa'alikumsalam Warramatullahi Wabarokatuh.	1	1
2. T : Good morning everybody.	1	1
Ss : Good morning, Sir.	1, 4	
3. T : How are you?		10
Ss : I am fine. And you?	4	9
T : Alhamdulillah. I am fine. Oiyah__Who is away today?	4	9
Ss : [Silent]	3,4	9
T : Who is away? Are you complete?	4	9
Ss : No		9
T : Who is away?	4	9
Ss : Khaira		
4. T :Khaira, Khaira, Khaira. What is the matter with Khaira?	3	
Ss : Sick	5	
5. T : Sick - Oke__How many days-uh-How many day is she sick?		
S : Three	4	
Ss :Four	4	9
6. T : Have you visit her?		9
S : No	4	
[The students were laughing]		9
7. T : No?	3	

[The students were laughing]	3, 4	9
8. T : Oke everybody, when your friend is sick and Khaira is sick for three days, it is better for you to visit her at home maybe. Is it home or in the hospital. [Silent]	5	9
9. T : Who lives near Khaira? Ss : In Bogares.	5	8
10. T : Who live near her house? S : Yang rumahnya dekat. . .		
11. T : Ya- Who lives near her house? Ya You [Pointing at certain student] Have you visit her?. . . . Have visit her?. . . . S : Not yet.		9
12. T : Not yet. S : Di rumah sakit.	4	9
13. T : Di rumah sakit? In a hospital? In Slawi or Tegal? S : Di Slawi.	5	9
14. T : Ya-oke-so-maybe-a-tomorrow or this afternoon, it is better for you to visit her and-aa-To start our-Hallo Ss : Haii	4 4 4	9
15. T : Oke-Ya. To start our class now, Let's say prayer to Alloh because-aaa-only Alloh who can help us to make you to understand and let's pray for your friend so she will get better soon. Oke who is the leader. [A student raised his hand] Lead your friend to say prayer. S : Let's pray together.	7 4	
[Silent] S : Finish	4	
16. T : Okey. In the previous meeting you done mid-test. Alrigth? S : Ya	6	
17. T : You have done a mid-test and the result is not so good.	5,4	

[Silent]		9
18. T : Is it difficult for you? No? S : Yes.	4	
19. T : Yes? Okay. [The students were laughing]	4	9
20. T : Why did you say yes? [Silent]	4	9
21. T : If you do not know-if you do not know maybe you just "excuse me sir, what does it mean?" or maybe you ask. Ya kalo kamu tidak paham kamu jangan apa. . .Yes No Yes No [The students were laughing] Oke boy? Brian Adam___Okay nowAny body have a- any body have a pencil case?	5 6	8
[Silent]		
22. T : Any body have a pencil case? [Some students were starting to take their pencil case]	6 6	
23. T : If you have a pencil case or pencil box, I want you to put on your table-put on your desk-your pencil case or pencil box. [The students were taking their pencil case and put it on the table]	6 6	8
24. T : If you do not have, It is okay. Do you have it [The teacher asked at certain student] S : No	4	9
25. T : No. Do you have it? [The teacher moved to another student to ask the same question]	6,5	
S : Yes		
26. T : Yes. Do you have it? [The teacher moved again to another students to ask the same question]	4	8
S : No	5	

27. T : Who does not have pencil case? [The teacher posed a question to all the students and some students raised their hand because they did not have pencil case] Ohh-Okay	5	9
28. T : Alrigth. Now-Alrigth-Now-Hallo [The teacher tried to catch the students' attention]	4 5	8
Ss : Haii.		8
29. T : I want you-aaa-to peep into your bag-I want you to peep into your bag. I want you to look into your bag. [Silent]	4	
30. T : Okay. Open your bag. [The students were starting to open their bag]	5	
31. T : And see-what are there in your bag? Ss : Books.	4	9
32. T : No-No-No. Don't-Don't say. Just keep it in your mind. Observe your bag. What can you find inside your bag? Okay? Open your bag-Ya-and see what can you find in your bag? Okay?	5	9
33. T : Open your bag__and you see what can you find in your bag and you have to remember. Have you-Have you-Have-Have you see your bag? Sudah dilihat? S : Sudah	5 5	8 8
34. T : Sudah. Okay. Now look at here, todays activity__kita akan belajar about things in the classroom. the first is in your pencil case-what can you find in the pencil case and then what can you find in your bag but because most of you do not bring pencil case, so for today we just learn what you can find in your. . . . Ss : Bag	5 5 5 5 5	8 8 8 8 8
35. T : Any body does not bring a bag?. . . .Okay every body bring it. [The students did not respond verbally]	4	8

36. T : Now-First-Ya-Tujuan penbelajaran-Hallo. . .First, you have to be able to name the things in your bag.ya-is it clear	4	8
Ss : Clear	4	8
37. T : Okay, and the second__Hello-Boy-Okay. The second is you have to be able to-what is it-tell the number of the things. Ya.	4	8
Jadi yang pertama harus bisa apa?. . . .harus bisa apa tadi…name the things in your bag.	4	8
Ss : menamai benda dalam tas.	4	8
38. T : Okay…and then the second. . .you have to count-caount-1-2-3-4-5. Okay. . .	5	8
Ss : Okay.	6	8
39. T : Okay. For example. May I your bag please? May I borrow your bag please? May I borrow? May I borrow? Okay-May I borrow? Okay-don't close-don't close-it's okay. Thank you	4	8
[The teacher talked to a student to borrow hers bag]	6	8
40. T : For example like this one, I give an example. I have a bag. This is my bag. Ya__and then__oh no no this is not my bag__but what is your name girl?	5	8
S : Rani	5	8
T : Pardon me	5	8
S : Rani	5	8
T : Rani	2,4	9
41. T : This is Rani's bag. There are 1-2-3-4-5-6 There are six books-There are six books-Okay together there are six books.	4	9
Ss : There are six books.	4	9
42. T : There are six books in Rani's bag.	5	
Ss : There are six books in Rani's bag.		9
43. T : Bag	3	9

Ss: Bag	2	
44. T : Rani's bag.	4	9
Ss : Rani's bag.	3	
45. T : In Rani's bag.	6	
Ss : In Rani's bag.		
46. T : Books in Rani's bag.		
Ss : Books in Rani's bag	4	
47. T : Six books in Rani's bag.		
Ss : Six books in Rani's bag.		9
48. T : Ther is-uhm-I am sorry-There are six books in Rani's bag.	5,4	9
Ss : There are six books in Rani's bag.	5	
49. T : So, how many books are there?		
Ss : Six books.	4	
50. T : six?		9
Ss : Books.	5,4	9
51. T : Okay. How many big books are there?	4	
Ss : One		9
52. T : One books?	5	
Ss : One big book	4	
53. T : One big book but six. . . .		9
Ss : Books	4	
54. T : One. . .		
Ss : Book		9
55. T : Six. . .	4	9
Ss : Books	5	
56. T : Alrigth__and then there is a hat__there is a hat, okay together there is a hat in Rani's bag.		9
Ss : There is a hat in Rani's bag.	5	
57. T : How many hat in Rani's bag?		9
58. Ss : One__How many hat___	5	
[The students were confused weather they had to answer the question or repeat that question		9

as repetition]		
	4	
59. T : Okay, together how many bag-I am sorry- How many hat		9
	4	
Ss : How many hat?	6	
		9
60. T : How many hats?	4	
Ss : How many hats?		
		9
61. T : Are there	6,4	
Ss : Are there		
		9
62. T : In Rani's bag	5	
Ss : In Rani's bag		
	4	
63. T : There is a hat in Rani's bag.		9
Ss : There is a hat in Rani's bag.	5	
64. T : Okay. . .Is it clear?		
Ss : Yes	5	
65. T : Is it clear?		
Ss : Yes.		
		9
66. T : Okay, I give you an example-book-what is it?	1	
		9
Ss : Book	4	
	5	
67. T : and then?		
Ss : Hat		1
	1	
68. T : and I am sure there are many things in your bag. Okay. . .so for the first__Okay that's for you, thank you	4	
		9
S : You're welcome	5	
69. T : Thank you		9
S : You're welcome		
		9
70. T : Alright, good. When somebody say thank you to you, what is your response?	5	
	4	
Ss : You're welcome		9
71. T : You're welcome, alright. Okay, now just observe your book-your bag and then write down the things you can find in the bag. Okay? Now do it. You have to write down. If you do not now, you can ask a question to me. Ya.	5	
	5	
	6	
	4	

When you do not know, you can as a question, ya. . .You know what to do?. . . .Tahu apa yang harus dilakukan? Tahu apa yang harus dilakukan? [The teacher asked to a certain student] S : No	4 5 6	8 9
72. T : You see the things in your bag, what is bag? Ss : Tas	4 5	
73. T : You look, look into-okay-look at this, hallo-hallo girl-okay. I look into the bag, so you look into your bag and then find the things. For example, I have a book and then I write a book, and then maybe. . .what is it? Ss : A hat.	6 5 2,5	8 8 8
74. T : A hat, I write down a hat. Is it clear now? Ss : Clear.	5 5	8 8
75. T : Do you know what to do?. . .Do you know what to do?. . . Ss : Yes.	4	
76. T : Yes. Okay. If you do not know the English one, you can ask your dictionary or you can ask me. Okay. Is it celar? Ss : Yes.	5 5	8 8
77. T : Now do it. Okay. How long do you need? I give you about five minutes. I give you five minutes. S : Sir?	2,3 4 2,4	8
78. T : Yes, please. Pardon me? S : di tulis semuanya sir?		8
79. T : Yes. Because whatever you can find in your bag, just write down. [The students began the task] S : Sir, dutulis di buku?	4 4 2,6	8 8 8
80. T : Yes. You write down. S : Okay, Sir.	6	

[The teacher moved to another student]	6,5	
		8
81. T : It is better for you to write down ward.	5	
Books-and then-and then-don't like a train.		8
Ya?	6	
S : Ya.		
		8
[The teacher moved to another student]	6	
	5	
82. T : What else you can find in your bag?		8
S : Pencil	5	
		8
83. T : Alrigth. What else you can find in your	5	
bag? Just see your bag. . .Ya what else?		8
S : Book	5	
		8
84. T : Nothing else? Tidak ada lagi?. . .Just book?	5	
Is there any pencil?		8
S : Yes	6	
85. T : Yes, so just write down. Where is the	4	
pencil?. . . .Ada pencilnya gak?		
S : Ada		
86. T : So, just write down.		9
[The teacher moved to another student]	5	
87. T : Okay. Is there a bottle in your bag?	4	
S : Yes	6	
88. T : Yes? So just write down. . .		8
[The teacher moved to another student]	4	
		9
89. T : Okay. If you want to write a book, just	4	
write once. Do't say-book-book-book-Okay		9
how many book? 1-2-3-4-5. You can say	4	
"books" or "five books" Okay one minute left.		9
S : Excuse me, Sir. . .	4	
		9
90. T : Yes, please	4	
S : Bahasa inggrisnya mukena. . .		9
	4	
91. T : Mukena. . .who knows mukena in English.		9
. .okay because it is specific for moslem	4	
religion, so you can say mukena is okay. Ya?		9
S : Thank you Sir	4	
		9
92. T : You're welcome.		

[The teacher moved to another student]	4	
		9
93. T : What do you bring?. . . .Bawanya apa?	4	
S : Kalo ada di laci sir?		
		9
94. T : you can say “In your drawer” you know this is drawer.	4	
		8
S : Yes.	4	
		8
[The teacher moved to another student]	4	
		8
S : Nulisnya gimana sir?	5	
95. T : Like this one. There are three books. Ya?	4	
		8
Is there any bottle in your bag?	4	
		9
S : Yes.	5	
96. T : Okay. One bottle.		
		9
[The teacher moved to another student]	4	
		8
97. T : Because you don’t bring your bag, so you just observe your drawer. Okay. Time is up.	4	
Five minutes. Need more time? Hallo. . .		
Ss : Haii		9
	5	
98. T : Need more time?. . .butuh waktu lebih?		
Ss : Yes.		9
	4	
99. T : Okay. I think it is enough because after this		9
one you have to observe the things in the classroom.	5	
[Silent]	5	
100. T : Now, listen to me. . .listen to me. . .I want		8
to ask a question. . .How many books are there in your bag?	5	
		8
[The teacher moved to a certain student]	5	
101. T : There are three books. . .		
S : There are . . .		
		8
102. T : Okay. . .repeat please	5	
S : There are three books in my bag.		8
103. T : Bag	6,5	
S : Bag.		8

104.T : Okay. Bag Ss : Bag	5	8
105.T : Back Ss : Back	6	8
106.T : Endog Ss : Endog	5	8
107.T : Okay. . .How many pencils are there in your pencil case? [The student moved to a certain student]	5 2,6	8 8
108.T : There are. . . S : There are. . .	4	9
109.T : Eight. . . S : There are eight pencils in my pencil case.	4	9
110.T : Okay. There are eight pencils in Briliana's pencil case. Okay. How many pencils in Briana's pencil case? Ss : Eight pencil.	4,6 6	8 8
111.T : Okay. Now, how many eraser are there in your pencil case. . .okay you [pointing at certain student] S : One	6 6	8 8
112.T : So? S : There are. . .	6 6	8 8
113.T : There is. . . S : There is an eraser in my pencil case.	6 6	8 8
114.T : Okay. Okay look at this one. . .Hallo. . . Ss : Haii	7	8
115.T : Don't put permanent marker here. . . [Silent. The teacher wrote on the whiteboard]	6 4	8
116.T : okay, repeat after me. . .How many. . . Ss : How many	5	8
117.T : How many Ss : How many	6	8
118.T : Repeat please. . .	6	

[The teacher pointed at a student] S : How many	6	
119.T : Okay. When I say something please pay attention Okay. . .How many Ss : How many	6	8
120.T : There is Ss : There is	5	
121.T : There is Ss : There is	4	9
122.T : There are Ss : There are	4 5	9
123.T : There are Ss : There are		9
124.T : Okay. Observe this one___ Okay, what is the different?. . .okay what is the different. . .if you know the difference, please raise your hand. . .is it the same or different? Is it the same or not? Ss : Not.	4 4 4	9 9 9
125.T : Okay. . .This pen is the same. . .Hallo. . .This pens are different. . .This pens are different. . . is it the same or different? You say yes or no. . .Please when I say something just listen to me. . .okay [The teacher talked to a student] S : Yes	4 5 4	9 9
126.T : Is it the same? Ss : Yes	5	9
127.T : Is it the same? Ss : Yes	4	
128.T : Is it the same? Ss : No	5	8
129.T : Is it different?	4	

Ss : Yes		9
130.T : Is it different?	5	
Ss : No		
131.T : Okay. So, is it different or the same?	4	
Ss : Different		9
132.T : Ini kalimatnya sama atau beda?	4	
Ss : Beda		9
133.T : Can you find the differences?	6	
Ss : Yes		
134.T : What is it? [ponted at a student]	4	
S : There is and there are		9
135.T : Okay. Boy can you tell me the differences?	2,5	
[The teacher pointed at another student]	4	
S : There are	5	
136.T : There are and?	4	9
S : Five books		9
137.T : And then?	4	
S : There is		9
138.T : There is. . .and then?	4	
S : A book.		9
139.T : A book. . .Ya. . .this is there is and a book.	4	
. .what does it mean? A book in Bahasa Indonesia?		9
Ss : Sebuah buku	4	
140.T : And then five books?	4	9
Ss : Lima buku		9
141.T : So, there are + more than one/ plural-okay-plural	4	
Ss : Plural		9
142.T : What does mean plural?	4	
Ss : Plural		9
143.T : What does it mean? Plural? Apa artinya plural?	5	8
	4	

S : Kata Jamak		9
144.T : Ya? Kata benda jamak. . .more than one, lebih dari satu?	4 6	
Ss : Satu	4	8
145.T : And then A book. . .what does it mean?	6	
Ss : Sebuah buku		
146.T : Now, I want you to ask your friend. . . Using this one “How many”. How many books are there. . . okay together, How many books are there?	4 2,4	8 8
Ss : How many books are there?	4	9
147.T : How many pens are there?	4	9
Ss : How many pens are there?		9
148.T : Okay. . .How many. . .Okay, we can say book here or maybe pen or maybe pencils. . .and the others. . .okay How many books are there in your bag?	5 4	8
Ss : How many books are there in your bag?	4	9
149.T : How many pens are there in your bag?	4	9
Ss : How many pens are there in your bag?	4	9
150.T : Okay, here, repeat after me. . . How many books are there in your bag?	4	9
Ss : How many books are there in your bag?	5	9
151.T : Pens		8
Ss : How many pens are there in your bag?	6	
[some students still kept silent]	4	9
152.T : Okay, speak please boys. . .speak up. . .okay 1 2 3	4	9
Ss : How many books are there in your bag?	4	9
153.T : Pens	5	
Ss : How many pens are there in your bag?		
154.T : Pencils		
Ss : How many pencils are there in your bag?		
155.T : Okay, good, this one, okay		

Ss : How many books are there in your bag?		9
	4	
[not all the students spoke up]		9
	1,6	
156.T : You cannot see? Oh my God. . . Can see you see the writing?		
S : No, Sir.		
157.T : Ketutupan?	5	
S : Yes.		
		9
158.T : But, can you see? Okay, you observe for the moment. How many books are there in your bag?		9
	6	
Ss : How many books are there in your bag?		8
	4	
159.T : Pens	5	
Ss : How many pens are there in your bag?		
		9
160.T : Speak up boy, pencil	6	
Ss : How many pencils are there in your bag?		8
	4	
161.T : Okay, and then for this one, one and two, how many	5	9
Ss : How many books are there in your bag?		
162.T : Pens		
Ss : How many pens are there in your bag?		
163.T : and then. . .	6	
Ss : How many pencils are there in your bag?		8
	6	
164.T : Okay, the last one		
Ss : How many books are there in your bag?	6	
How many pens are there in your bag? How many pencils are there in your bag?	4	
	4	
165.T : Okay, now, Hallo. . .		9
Ss : Haii	4	
		9
166.T : 1 2 3 ask a question 123 answer the questions. How many books are there in your bag?	4	
		9
Ss : How many books are there in your bag?	4	
		9
167.T : A book. There is a book in my bag	4	
Ss : There is a book in my bag.		9
	6	

168.T : Okay, You ask a question. pencil Ss : How many. . .		8
169.T : This one, 123 ask a question, and now your turn to answer, okay? [The students failed to understand the instruction, so he stopped the students for a while]	4	
170.T : Ya, 123 Ss : How many pencils are there in your nag?	4	9 9
171.T : Five. Ss : There are five pencils in my bag.	4	
172.T : Okay, now, after this one, you have to ask your friend, ask your friend, but you have to make this one first, write down in your note book. Make this one, number, place, things, number. Any question? you know this one? What is number? Ss : Nomor	4 4 3	9 9 9
173.T : Place? Ss : Tempat	4	9
174.T : Can you use another? For example, How many doors are there in your classroom? Ss : How many doors are there in your classroom?	5	
175.T : One, the answer is? Ss : There is a door in my classroom.	4	9
176.T : Alright, okay now I have another questions, how many paintings are there in your classroom? Ss : There are nine paintings in the classroom.	4 4	9 9
177.T : Pardon me. Ss : There are nine paintings in the classroom.	4	9 9
178.T : Okay, that is for the example. The place is can be. . .What is your name girl? S : Shifa	5 4	
179.T : Shifa's bag. Shifa, how many eraser in		9

your bag? S : One.	5	
		9
180. T : I ask about eraser, so, There is an eraser. Is it clear? There is an eraser. Jadi, and then number, what number here? Ss : Jumlah	5 4	
		9
181. T : I ask somebody, place, and name. so, Shifa's bag. I ask Shifa about eraser in the hers bag. For example, the second, In the classroom, I ask Rizky, Rizky how many whiteboard in the classroom? S : There is a whiteboard in my classroom.	5	
		9
182. T : Okay, there is a whiteboard in the classroom [The teacher wrote the student's respond on the whiteboard]	1	
		1
183. T : any question? why is it use A or an? S : Karena huruf depannya. .	1 4	9
184. T : Bukan hurufnya, tapi apa? An for vowel untuk vocal menggunakan an, tapi kalo konsonan menggunakan a. what does it mean? Apa artinya ini? S : sebuah	5 4	9
185. T : Is it clear now? Ss : Yes.	4 6	9
186. T : Okay, now you make the table. Kamu buat tablenya dulu and then after this one you have to ask to your friend, okay? Come on. [The students were starting to make the table]	4	9
187. T : Are you finish? S : Yes.	2,5 4	9
188. T : Good.__I think, if you can't make a line without a ruler is okay. Do you have any ruler? S : No.	5 4	9
189. T : No. Alright__Okay, before we do this activity, I will check first the name of the thing. What is it? Ss : A ruler	4 4 4	9 9 9

190.T : What is it? Ss : A pencilcase	4	9
191.T : What is it? Ss : A tipex	4	9
192.T : What is it? Ss : AN eraser	4 4	9 8
193.T : What is it? Ss : A whiteboard	4	9
194.T : What is it? Ss : A calendar	4 4	9 9
195.T : What is it? Ss : A spaidol	4	9
196.T : No. just read what is it?. . . .Boldmarker Ss : Boldmarker.	5 4	8 9
197.T : What is it? Ss : Eraser	4 6	8
198.T : And then what is it? Ss : A lamp	4	
199.T : What is it? Ss : LCD	6	8
200.T : What is it? Ss : AC	4	8
201.T : Air conditioner Ss : Air conditioner	2,4 4	9 9
202.T : What is that? Ss : Clock	4	9
203.T : What do you say jam in English?. . . You ask your friend. Ss : Clock	5 4 4	8 9 9
204.T : Okay, Panggih, what do you say jam in English? [Silent]	4	9
205.T : Okay, come on. . .tell your friend.	4	9

[The teacher pointed another student to help]		
	4	9
S : Clock		
	5	8
206. T : What do you say jam in English panggih?		
S : Clock	6	
207. T : Okay very good. What is it?	4	9
Ss : Table.		
	4	9
208. T : Table or desk. What is it?		
Ss : Chair	4	9
209. T : What is it?		
Ss : Korden	5	
210. T : Curtain		
Ss : Curtain		
211. T : Ada yang bingung tulisanya kaya apa?		
Ss : Ada. . horden		9
212. T : Curtain, how do you spell it? C. . .and then U	4	9
Ss : R	1,6	
213. T : And then. .		
Ss : T		
214. T : And then. . .A. . .and then. . .	5	
Ss : I		9
		9
215. T : And then. . .		
Ss : N	6	8
216. T : Curtain	4	
Ss : Curtain	5	
		9
217. T : Now, I want you to ask six boys and six girls. You have to ask six boys and six girls to ask about this one. You know what to do?	6	8
Ss : Yes.	4	9
218. T : Siapa yang masih bingung? Is it clear now?		
S : Pak	5	
219. T : Yes.		

S : yang number. . .		
220.T : Ohh masih bingung yang number. Your friend is confused about number. For example, I ask Shifa, Shifa how many erasers are there in your bag? There is an eraser. Because in in Shifa's bag only one eraser, so, I write down there is an eraser. If Shifa has five erasers, so, I will write down. There are five erasers, because?	6 6 6 4	8
Ss : More than one.	4	9
221.T : Is it clear?	4	9
S : Yes. Thank you sir.	4	9
222.T : You're welcome. Okay. Now move.	4	9
[The students started to ask their friend, so, they had to kove from their chair. The situation was full of student-student interaction. The teacher moved around also to check the students]	4 6	9 8
223.T : Okay. Remember not only asking about in the bag but also in the classroom, okay?	4	
Ss : Yes, Sir.		
S : Sir, kalo gak punya pensil?		9
224.T : Hallo		
Ss : Haii	4	9
225.T : What if your friend does not have? Bagaimana kalo gak punya? Just say There is no. there is no pencil. Ya?	4	
Ss : Yes.		9
226.T : Hallo. . . [52.15]	4	
Ss : Haii		9
227.T : Have you finished?	4	
Ss : No.		9
228.T : Okay. I give you more time.	3	9
[The task was done by the students for 15 minutes. Actually, in the middle of the activity the teacher interacted with the students a lot,	4	9

but, it could not be recorded since the situation was so crowded and full of voice.]	5	
229. T : Hallo Ss : Haii	4	9
230. T : Okay, time is up,back to your chair. Back to your sit. [The teacher instructed the students]	4	9
231. T : Okay, now I want you to count, how many girls and how many boys have you asked. Have you count?. . .Ya you boy. . .Hafid. . .How many girls have you asked?	4	9
S : Nine Sir.	4	9
232. T : How many boys have you asked?	4	9
S : Seven Sir.	5	
233. T : How about you? [Pointed to another student]	4	9
S : 21	5	9
234. T : Wow, twenty-one. How many boys?	5	
S : Ten boys	4	9
235. T : And. . .?	5	
S : Eleven girls.	4	9
236. T : Okay __hallo Ss : Haii	5	
237. T : Okay, I have observed you about there are and there is. Tadi ada yang masih salah, there is an, it should be there is a noun in it. Diikuti kata bendanya. And there are + plural noun. Now I want to ask you what have you learned today? Apa yang sudah kamu pelajari hari ini? Hafis. . . What have you learned today?		9
S : About things.	1	9
238. T : Where?	4	9
S : In the classroom.	4	
239. T : Okay. About things in the classroom. what else? What have you learned?		9
[Pointed another student]	4	9

S : About things in the bag	4	
240. T : Okay. Only things? what else? What about this one?		9
S : Menanyakan benda yang ada disekitar kita.	3	9
241. T : Alrigth. Menanyakan benda yang ada disekitar kita. Yang ditanyakan apanya?	4	
S : Jumlahnya.		9
242. T : Okay. Ask about the number of the things	5	
Ss : Ask about number of the things.		
[Together with the teacher]	4	
243. T : Have you mastered. Kira kira sudah pada bisa belum?		9
Ss : Sedikit.	4	9
244. T : Siapa yang merasa belum bisa ngacung. . .123. . .Okay, so, you have learned again. For the writing I have checked you one by one, untuk tulianya InsyaAlloh sudah benar__What do you feel of today's lesson?	4	9
	4	9
	4	9
Ss : Happy	5	
245. T : What about you?		
S : Happy.	4	
		9
246. T : Why do you feel happy?		
S : Asyik	5	
		9
247. T : What about you? What do you feel?		
S : Happy	5	
248. T : Are you tired?	4	
Ss : No		9
249. T : So, today we have discussed about the number of the things in the classroom. jadi kita sudah belajar tentang apa tadi? Benda benda didalam. . .	5	
Ss : Kelas		
		9
250. T : Dan menanyakan serta menyertakan jumlah benda yang ada didalam. . .		9
Ss : Kelas	1	

251. T : And for the next meeting I want you to learn__Hallo boys__I want you to find to write down the things at your home at your house. is it clear?	1	9
Ss : Yes	9	
252. T : And then next time we discuss and practice to asking and answering the things in your house. okay. . .I think it is enough for this meeting. please learn your friend to say prayer. Mari kita berdoa dulu. Because we have learned and it is better for us to say prayer to close out meeting	5	9
S : Attention please. Let's pray together. Finish. Greeting.	9	9
253. T : See you	1	
Ss : See you. Assalamu'alaikum Wr. Wb.	9	9
254. T : Wa'alikumsalam Wr. Wb. Please have a break time.	1	

Annex 4

Transcription 2

Utterances	Classification	
	Teacher Talk	**Student Talk**
1. T : How are they?___How are outside the classroom?	4	
Ss : Ahmad Junaedi		9
2. T : Ahmad Junaedi	3	
S : Panggih, Bayu, Zidan, Nofal. Itu pak		9
S : Pusing ini pak, tadi lehernya sakit.		9
3. T : Eee. Sini. How about you? I know you are from the canteen, right?	4	
S : No, Sir		9
4. T : What are you eating?	4	
S : No, Sir.		9
5. T : Do you think he is eating? [Laughter]	4	
6. T : When you come into the class and I am already inside, I am sorry Sir I am late. Okay.	7	
S : Yes, Sir.		9
7. T : Remember. Ada penilaian?	4	
Ss : Sikap.		9
8. T : Kedisplinan termasuk apa? Tepat waktu. Okay. Do not do it again next time. Okay? I am sorry Sir.	4	
Ss : I am sorry Sir.		1
9. T : Alright. You please lead your friend to say prayer.	6	
S : Attention please. Let's pray. Finish.		9
10. T : Okay, in the previous meeting, I given you task to learn about anything at home, right?	5	
	4	

Ss : Yes.		9
11. T : Have you found?	4	
Ss : Yes.		9
12. T : How many things can you find at home?	4	
Okay, open your book. How many? Count, 123, count, how many?	6	
[The teacher asked certain student]		
S : [Silent, the student seemed not ready yet.]		
13. T : Ya. How many you can find?	4	
[The teacher asked another student]		
S : 24		9
14. T : How about you? How many?	4	
[Some students were not ready yet]		
15. T : Have you count? Okay how many?	4	
S : 24		9
16. T : How about you?	4	
S : [Silent]		
17. T : Tahu disuruh apa tadi?	4	
S : Ngitung.		9
18. T : Disuruh apa tadi? Count.	4	
S : 20		9
19. T : What about you?	4	
S : 21		9
20. T : What about you?	4	
S : 22		9
21. T : And you?	4	
S : 13		9
22. T : Alright.	2	
[The teacher wote on the whiteboard]		
23. T : Okay. Now read. Living room.	6,5	
Ss : Living room. Bedroom. Bath room.		8

Bedroom. Bathroom		
24. T : Bath Ss : Bath. Bedroom. Bathroom. Kithcen.	5	8
25. T : Alrigth. At least at four room. I hope some of you will write down some words__Who will write down maybe something in the living room, come on, you? Only the things, the name of the things. You first. I want you to write five things in the living room S : Yes, Sir.	5 4 6	9
26. T : Okay, and then who can write down five things in the bedroom? Come on, five things in the bedroom. You know bedroom? [A student rides hers hand] S : Bedroom?	4	9
27. T : Okay, you. Ya in the bedroom. And then five things in the bathroom. In the bathroom, you know bathroom? S : Yes, Sir.	6 5 4	9
28. T : Alrigth, can you write about his one? Only the name, can you? S : Yes, Sir.	4	9
29. T : Alright, thank you. Okay, use eraser. Okay who can write five things in the kitchen? [A student rised his hand]	6 6	
30. T : Alrigth. . .Okay good [A student had finished writing on the whiteboard]	2	
31. T : Who can write another five things in the living room? Come on. . .and I need five more, who will write down. . .come on. . .and then I need five more things in the bedroom. . .come on. . .rised your hand please, rised your hand. [A student rised hers hand]	4 6	

32. T : Okay, good girl. Please, which one will you write? Bathroom, bedroom, or kitchen? S : Bedroom	2	
33. T : Bedroom alright. And then who else? Five other things, boys come on. . .come on. . . Okay I will ask you to come in front the classroom, okay you. [The teacher pointed a student]	4 4 6	9
34. T : I want you to write five other things in the living room. And then in the bathroom . . . can you? Can you write down? [A student nodded]	6	
35. T : That is okay. And then five other things in the kitchen. [A student rised hers hand]	4	
36. T : Okay you, alright. S : I have finished Sir.	5	
37. T : Alright. Where is Panggih? You know Panggih? S : Panggih is sick.	6 4	9
38. T : Panggih is sick? Alrigth. S : Pas latihan basket dirumahnya.		9
39. T : Okay look at here, I want you to read. Let's read. Ss : Calendar, clock, picture, lamp, picture	4 6	9
40. T : Pic-ture Ss : Pic-ture, lamp, chair,		8
41. T : Chair Ss : Chair, curtain, curtain	5	8
42. T : Curtain Ss : Curtain. Window, chair	5	8
43. T : Now, I want you to look to these writings. Any comments? If you have a comment please rise your hand, raise your	5	8

hand. [A student rised hers hand]	6 4	
44. T : Please come here, which one. [The student corrected the wrong one]		
45. T : Alright, give applause. [The students gave applause]	6	
46. T : Another thing about the writing here, come on S : The same thing.	2 6	
47. T : The same thing? W S : Double chair		9
48. T : This one and. . .Hallo boy. . .is it right? Ss : No	4	9
49. T : So? Ss : Ou.	4	9
50. T : Okay, calendar Ss : Calendar, clock, chair, picture, window, curtain	4 6	9
51. T : What about this one?. . .bedroom. . . Ss : Bedroom, cupboard,		8
52. T : Cupboard Ss : Cupboard, spring bed, lamp, bookshelves, pillow, calendar, mirror, table	4,5	8
53. T : Table Ss : Table, book case	5	8
54. T : Book case Ss : Bookcase	5	8
55. T : Any comment?. . .just observe this one, come one. . .what about this one? Is it right? Please you check in your dictionary, open your dictionary. [The teacher showed a word which was	5 4	8

wrong]	6	
Ss : Digabung		
56. T : Okay, open your dictionary. . .Boy is it your book?		9
S : Yes, Sir.	6	
57. T : If you borrow a book from your friend, just ask for permission, boleh pinjem	4	9
S : [The student nodded]	5	
58. T : What it should be?		
Ss : Digabung		
59. T : It should be cupboard. One word or two word?	4	9
Ss : One word.	5	
60. T : What about this one?	4	
Ss : Spring bed.		9
61. T : It is okay, but usually spring bed. . .alrigth okay and then this one. . .bathroom	4	9
Ss : Bathroom	5	
62. T : Bath		
Ss : Bath		8
63. T : Bath	5	
Ss : Bath		8
64. T : Okay, Tsa	5	
Ss : Tsa		8
65. T : Tsa	5	
Ss : Tsa		8
66. T : Bath	5	
Ss : Bath		8
67. T : ba	5	
Ss : Ba		8
68. T : Ta	5	

Ss : Ta		8
69. T : Bed	5	
Ss : Bed		8
70. T : This use dal but it use ta. . .dal	5	
Ss : Dal		8
71. T : Bed	5	
Ss : Bed		8
72. T : Tsa	5	
Ss : Tsa		8
73. T : Bath	5	
Ss : Bath		8
74. T : Alrigth. . . Bathroom	5	
Ss : Bathroom		8
[The teacher point another word on the whiteboard]	5	
		8
Ss : Soup		
75. T : What is it?. . .what is it boy?. . .it is not e. . okay		8
Ss : Soap, soap, soap	4	
76. T : Soap		
Ss : Soap		8
77. T : Shop	5	
Ss : Shop		8
78. T : Okay. . Shop	5	
Ss : Shop		8
79. T : Shop. . syin	5	
Ss : Shop		8
80. T : Alrigth, so?	5	
Ss : Soap, toilet		8
81. T : What does it mean toilet?	5	
		8

Ss : WC	4	
82. T : It can be we have toilet paper, you know toilet paper?	5	8
Ss : Yes	4	
83. T : Or toilet tissue. . .okay the rest		8
Ss : Tooth paste	5,6	
84. T : Paste		8
Ss : Paste, shampoo	5	
85. T : Shampoo		8
Ss : Shampoo, towel, tooth brush	5	
86. T : Any comment?		8
S : Yes	4	
87. T : Raise your hand		9
[A student raised his hand]	6	
88. T : Ya		
S : Towel tulisanya salah pak	6	
89. T : Okay, come forward, come on stand up, which one?	6	9
[the student corrected the worng word on the whiteboard]		
90. T : Is it right? Hello		
Ss : Haii	4	
91. T : is it right?		8
Ss : Yes	4	
92. T : Okay, give applause for him. . .what is it?		8
Ss : Tooth brush	2,4	
93. T : Okay, brush		8
Ss : brush	5	
94. T : What is it? What do you think it is?. . .Boy. . Look at the whiteboard, don't talk by yourself. . hello	4 6	8

Ss : Haii		
95. T : Maybe it is special cream, special cream		8
Ss : Special cream	5	
96. T : DO you use special cream?		8
S : No	4	
97. T : DO you use special cream?		9
S : No	4	
98. T : I don't either, okay read		9
Ss : Kitchen, knive, mixer, refrigerator, cup, refrigerator	5,6	
		8
99. T : refri-gera-tor		
Ss : refri-gera-tor. Soup, cooking oil microwave	5	
		8
100. T : Microwave	5	
Ss : Microwave, skimmer		8
101. T : Skimmer	5	
Ss : Skimmer, can opener		8
102. T : Any comment? Yes? . . Okay, It should be. . can-opener	4	
Ss : Can-opener	5	
		8
103. T : Do you know can opener?	4	
S : Pembuka kaleng		8
104. T : Okay. . .microwave. . .do you know microwave?	4	
Ss : yes		
		8
105. T : It should be usually microwave oven__oven	5	
Ss : Oven		8
106. T : Open	5	
Ss : Open		8
107. T : Oven or open?	4	
		8

Ss : Oven	5	
108. T : Microwave oven		8
Ss : Microwave oven	5	
109. T : Knive		8
Ss : Knive	5	
110. T : Do not say k-nive, knive		8
Ss : Knive, mixer,	4	
111. T : Anybody do not know the meaning in Indonesia? Which one you do not know the meaning__Actually I should use this LCD but because it has problem__bisa dipake gak?	5 4	
Ss : Bisa	4	
112. T : Tadi bisa?		9
Ss : Bisa	4	
113. T : Okay, which one you do not know the meaning? [The teacher prepared the laptop and LCD for some moment]	6	
114. T : Turn off the front lamp please. . .alrigth. . .please. . .Hallo		8
Ss : Haii	5	
115. T : Okay, I don't want you to talk, please keep silent for a moment, I should prepare the LCD, okay?	4	
Ss : Yes		9
116. T : While I am preparing the LCD, I want you to read the words on the whiteboard and trying to remember the meaning in indonesa, is it clear?	5	
Ss : Yes	4	
117. T : Hallo		9
Ss : Haii	4	
		8

118. T : Okay, because We have problem with the LCD, we will use this picture. Now, I want you to do in a grup. . this belong to group one, two, three, four, five, and then group six, group seven, and you move there, do not sit alone on the corner. Please take your sit. . . [The teacher delivered the picture to the students]	5	
119. T : Hallo Ss : Haii	4	
120. T : Hallo Ss : Haii	4	8
121. T : You have got spme picture, actually I should display in the LCD. What you have to do is you have to tell your friend and make group discussion ask your friend. For example bedroom. . Ss : Bedroom	5	8
122. T : and then you ask your friend . . . how many bla bla bla. . . what thing can you in the picture. . .how many pillow in the picture? how many? S : One	5	8
123. T : Come here please, for example, Hallo Ss : Haii	6	9
124. T : For example, I use this picture and then I ask her, Hai, How many pillow are there in the bedroom? There is. . . S : There is a pillow in the bedroom.	5	8
125. T : Hallo. . Kalo lebh dari satu pakenya apa? Ss : There are	4	8
126. T : And then you ask me. . . S : How many bed in the bedroom?	6	8
127. T : There is a bed in the bedroom. . . is it		8

clear? Ss : Yeah	5,4	9
128. T : So, you make table like yesterday, where is the table [The teacher sk to a certain student]	5	
129. T : You make like this one. Bisa dilanjutkan dibawahnya. And because it is break time, we can continue after the break time. Is it clear? Ss : Yes	5 4	9
130. T : I think that is all, See you Ss : See you	5	1
131. T : You can continue after the break time you can practice. Wassalamu'alaikum Wr. Wb. Ss : Wa'alikumsalam Wr. Wb.	5	

Annex 5

Transcription 3

Utterances	Classification	
	Teacher Talk	**Student Talk**
1. T : Good morning everybody?	1	
Ss : Good morning Sir.		1
2. T : How are you?	1	
Ss : I am fine. And you?		1
3. T : I am fine Alhamdulillah.	1	
Boy. . .sit down. . .okay before we start it is	6	
better for us to say prayer first. Because I cannot make you understand, and I also can't make you clever but Alloh help us.okay the leader, who is the leader?	5	
[the leader raised his hand]	4	
4. T : Okay, be serious, repeat please		
S : Let's pray together. . .finish	6	
		9
5. T : Where is your friend?		
S : Hafiz. . .itu pak	4	
		9
6. T : Have you finished Hafiz?		
S : Yes, Sir.	4	
		9
7. T : Okay please sit down___		
So, anybody away today? Are you complete?	6	
Ss : Yes, we complete.	4	
		9
8. T : Alrigth, okay, Alhamdulillah. Are you feeling better? Are you feel good?	1	
Ss : Yes.		
		9
9. T : And in the previous meeting, I given you a picture, right?	4	
Ss : Yes.		
		9
10. T : I actually I want you to ask. . .Juned. . .please be serious. . .actually I want you to	7	

	ask your friend about what you see in the picture, but because we do not have enough time, we continue our activity today. And after this material, we are going to discuss about animal, okay?. . .so. . . okay have you asked you friend?	5	
	S : Yes.	4	
11.	T : So, who did you asked? You asked who? Have you asked this one? Where did you get this information from? Kemarin Tanya siapa?	4	9
	S : In my book Sir.		
12.	T : Oh, in your book. Do you still have this picture?		9
	Ss : Yes.	4	
13.	T : Alrigth, I want you to stand up, and you asked your friend. Have you write this information? Hello	6	9
	Ss : Haii	4	
14.	T : Have you write about the number of the things in the picture in your notebook?		8
	Ss : Yes	4	
15.	T : Did you write?		
	Ss : No.		9
16.	T : No? Why not? [Silent]	4	
17.	T : Who has not write? Yang belum nulis siapa? [most of the students raised their hand]	4	9
18.	T : Because the time is up ya? Because it is break time?	4	
	Ss : Yes.	4	
19.	T : Now I want you sit in your group. Now please. Group 1. 2. 3. 4. 5. . .move move [the students moved to their group]		9
20.	T : Hello	6	

Ss : Haii		
21. T : Please sit down in your group. What group are you in?	4	8
S : 4	6	
22. T : Only three?	4	
S : Yes.		9
23. T : Do you still have the picture?	4	
S : Yes		9
24. T : Hallo	4	
Ss : Haii		9
25. T : What you have to do? Hallo	4	
Ss : Haii		8
26. T : Please, listen boy, pay attention here, listen to me, because I don't want you to miss understand. . .Okay, now what you have to do is you ask your friend about the number, maybe I have to refresh again I have to remind you about the question. . .what group are you in boy?	4 6 5	8
S : Itu pak.		
27. T : Okay, please take your sit. Now listen and repeat. How many. . .		
Ss : How many	4	9
28. T : How many		
Ss : How many	6	
29. T : How many pens are there in the picture?	5	
Ss : How many pens are there in the picture?		8
30. T : How many pillows are there in the picture?	5	8
Ss : How many pillows are there in the picture?	5	8
31. T : How many sofa are there in the picture?	5	8

	Ss : How many sofa are there in the picture?	5	
32.	T : Okay, now you ask about the number of the things in the picture__but maybe you have any question about the picture? Maybe you find something in the picture but you do not know the English one, maybe you know the Indonesian one but you do not know the English one, so if you have a question please raise your hand__now observe the picture__try to know the name of the picture. . . [The teacher moved around the students to check them]	5 4 5 6	8
33.	T : Okay, you have to know all the things in the picture. If you do not know just ask a question. [the teacher moved to another group]		
34.	T : You know all the things in the picture? You know all the name of the things in the picture? S : Yes.	5 4	
35.	T : Okay. . .I will ask you, what is it? S : Chair		9
36.	T : Come on, how do you say in English? S : Chair	4	9
37.	T : Oke repeat please S : Chair	4	9
38.	T : You S : Chair	6	9
39.	T : Alright, listen to her S : Chair	6	9
40.	T : Louder please S : Chair	6	9
41.	T : Okay, listen, chair Ss : Chair	6	9

42.	T : Chair Ss : Chair	6,5	8
43.	T : It is chair, okay, good. S : Excuse me Sir.	5	8
44.	T : Yes, do you want to ask? Which one? S : Ini pak.	5,2	9
45.	T : you know what is it? Ss : No, Sir.	4	9
46.	T : It is, when you want to know how to go, and you just turn on and find the channel, so what is it? S : Television	4 5	9
47.	T : Ya, anything else? If you have a question just ask me. [The teacher moved to another group] S : Excuse me Sir	4 4	9
48.	T : Ya, yes S : Yang ini apa Sir? S : A cup?	4	9
49.	T : Ya, good [12.33 The teacher and the group discussed some picture but the voice could be recorded because the situation in the classroom was so crowded] S : What is it Sir?	2	9 9
50.	T : It is wastafel. S : Okay.		9
51.	T : Anything else? It is enough? S : Yes. S : Excuse me Sir.	5 4	9
52.	T : Yes, please, which one? [The rest		9

explanation could not be heard clearly]		9
53. T : Any question? S : Yes.	4	
54. T : Hello Ss : Haii	4	9
55. T : Our activity now is you just observe the picture and make sure you know all the things in the picture because after this you will ask a question, if you will ask a question but you do not know the name of the things, it is impossible for you to ask a question, right?. . . so first you have to know what ist what is it first, so if you know you can ask a question. . . is it clear? Ss : Yes.	4 5	8
56. T : Is it clear? Ss : Yes		
57. T : Are you sure? Ss : Yes.	4	9
58. T : Is it enough? S : Yeah	4	9
59. T : Anything you do not know the English one in this picture? You know all? You know all the name of the things in the picture? [The teacher and the students discussed for some moment but the conversation could not be heard clearly.]	4 4 4	9 9
60. T : Okay, what about you? You know all the thing in the picture? S : Excuse me Sir.		
61. T : Yes. [The the teacher explanation could not be heard clearly]		
62. T : Okay, have you know all the things?	4	

	Hallo Ss : haii	4	9
63.	T : Have you know all the things? Ss : Yes.		
64.	T : Alrigth, now. . .[The teacher wrote something on the whiteboard]	4	8
65.	T : Look at here, come on look at here, number, name, things, and then number. . . it is for the first activity. . .Hey boy, girl you know what to do? Do you understand?. . . it is for the first activity you have to ask your friend and then for the next, after you finish this one, you have to ask your friend from other group. For example this group one, okay please pay attention to me, listen to me, for example this is group one and then group one will say to group seven, group seven ya? S : Yes.	4 5 6 5 4 5	9
66.	T : Excuse me? [Silent]		
67.	T : If we say excuse me what is the response? Yes please. . .excuse me? Ss : Yes please.		
68.	T : Where are you now? You look at your picture. What is it? We are in the living room. Ss : We are in the living room.		9
69.	T : And then your friend will ask a question__how many sofa are there in the living room? And then you have to answer the question. Ss : There are three sofa in the picture.	4 4 5	9
70.	T : Okay like that one__aand then you ask the other__where are you know? And soon and soon__Okay is it clear now? Ss : Yes.	5	8
71.	T : But for the first, we finish this		

one__Hallo Ss : Haii		
72. T : For example, I want to ask__Yuku how many magazines are there in the living room?__I want to ask a magazine. [Silent]	5	8
73. T : You count. . . S : One	4	
74. T : Okay, you write There is one magazine. Like what we did in the last acitivity. Is it clear now? Ss : Yes.	6 5	9 8
75. T : Okay, now do it, I will observe you. . . [the teacher moved around to the students to check them]	6	
76. T : Have you made the table? S : Not yet.	5	9
77. T : You make the table first. [The teacher moved to another group]	4	
78. T : have you made the table? [Silent]	6	9
79. T : Have you made the table? [Pointed at whiteboard]		
80. T : This is also a table. Have you made the table? S : Belum	4	9
81. T : Okay. [The teacher moved to another group]	6	
82. T : Have you made? Ss : Sedang Sir. [The teacher moved to another group]	4 4	
83. T : Come on make the table like that one first.	5	

[The teacher moved to another group]		9
84. T : Have you made? Make the table first. Everyone make the table. And then you ask your friend in your group. Like in the last activity right?	1	
S : ooohh. Okay	4	9
85. T : Continue please. [the teacher moved to another group]	6	
86. T : Have you started?	4	
S : Yes.	5	
87. T : You ask Laura? Or Laura ask you? S : I ask Laura.		
88. T : Okay, please continue and then after that you ask your friend, your friend, your friend. [The teacher moved to another group]	6	9
89. T : You ask your friend in your group, okay? Ss : [The students nodded]	4	
90. T : And then you write you friend's name in your note book.	4	9
Ss : Okay, Sir.		9
[The teacher moved to another group]	6	
91. T : Have you asked him? S : Yes.		
92. T : Please continue. [The teacher moved]	6	
[The conversation could be heard clearly]	5	
[The teacher moved]		9
93. T : Have you started? You asked Rian? S : Yes.	4	
94. T : What did you ask about? S : Name	6	9

95. T : Okay. Have you asked? S : [The student nodded]		
96. T : Who will you ask? Will you ask him? S : Yes.	4	
97. T : Have you asked somedoby? S : Yes, Fajar and Rian	4	9
98. T : Fajar and Rian. Okay have you asked him? S : Yes.	4	9
99. T : You ask him. Please if he is confused please help him how to ask a question. You know what I mean? S : Yes, Sir. [The teacher moved to another group]	4 4 4	9 9
100. T : How many students have you asked? S : One Sir.	6	9
101. T : Just one, Laura?___Laura how many students have you asked? S : Three students	4	
102. T : Three students. alrigth please continue. [The teacher moved to another group]	4	9
103. T : Heii. Be serious please. S : Pak.	4	9
104. T : Ya. S : Ini Tanya ke temen di group?	4	
105. T : Yes. For example you ask him___How many television are there in the living room?___Who will you aksed? [Silent, the students seemed confused]	3,6 7	9
106. T : You know who? S : Siapa	4	9
107. T : Okay. Who will you ask?		9

S : dia pak.	5	
108. T : I will ask. . . . S : I will ask Putri	4	
109. T : Okay, you write it on your note book. Okay please continue. Who will you ask? S : Dia pak.	4	8
110. T : Okay, ask all your friend in your group okay? S : Yes, Sir	4 5	9
[The teacher moved to another group]		9
111. T : Eeee___Jut put here and you observe together. Okay continue. [The teacher moved]	5 4	9
112. T : Okay, I will observe you and take the score. [The teacher moved around to the students to take a note about them in order to be scored]	6 4	9
[In the minute 30.16 – 42.15 the teacher sill moved around to the students to take a note about them in order to score the students. the conversation was happened since the teacher asked about name and the id number of the students. the situation was so crowded and full of the students' voice, so it could be transcribed here.]	5 5	
[In the minte 46.14 the teacher posed a question in front of the class]		
113. T : Hallo Ss : haii		
114. T : Attention please___ Anybody can help me?		
S : Yes.		

115. T : I have one difficult question from your friend. Your friend asked me what is vas bunga in enlgish? I don't know, Can you help me? Ss : Vase.	4	8
116. T : Ya. How do you spell it? Ss : V-A-S-E	6 4	9
117. T : Is it right? Ss : Ya.	5	
118. T : Okay, now check it in your dictionary. Open your dictionary. I am happy that you can help me. Is it right? S : Yes, Sir.	4 4	9
119. T : Okay, time is up for your group discussion___you know cup cake? Tadi ada yang bilang cup itu jajan___maybe you know cup cake, you know cup cake? Ss : Kueh.	4 6	9 9
120. T : A cake made by using a cup. Okay? Attention please, Hallo Ss : Haii.	4	9
121. T : Now, it is time for you to ask a question to your friend from other group___you raise your hand first___and say My name is Iyem. My id number is 13 for example, and then I will ask Laure for example, excuse me Laura, where are you now Laura? And then you ask How many. . . .okay, is it clear? [Silent]	5 4 4 5 6	9
122. T : Jelas Ss : Jelas	5	8
123. T : Please raise your hand, the one who ask a question will get a score. Okay please say your name and your id number. S : My name is Moh, Fathur Rohman, my id		

number is 15.		
124. T : Who will you ask? S : Excuse me Elsa.	4	
125. T : Please pay attention. S : Where are you know?	4	
126. T : You stand up. S : We are in the living room.	5	9
S : How many table in the living room?		
S : There are two tables in the picture.		
127. T : Okay, you pretend that you are in the living room. You say there are two tables in the living room. Give applause for your friend.	4	8
What is your id number?	6	
S : Eleven		8
128. T : Another please, ask a question. if you are not rise your hand I will choose you.	6	8
[A student raise hers hand]		8
129. T : Okay, stand up please. Say your name and your id number please.	5	8
S : My name is [Could be heard] my id number is eigth-teen.	2	
130. T : eigth-teen repeat please S : Eigth-teen	4	8
131. T : You will ask? S : Excuse me dafa	6	
132. T : Okay, stand up Dafa S : Where are you now?	6	
S : I am in the bedroom.	4	
133. T : If you are not sure, excuse me, repeat please, pardon me.		8

S : Repeat please	6	
134. T : Because she does not hear you, so you repeat.		8
S : I am in the living room.	4	
S : How many television are there in the living room?	6	8
S : There is one television in the living room.		8
135. T : Okay please applause. What is your id number?	5	
S : 13.		8
136. T : 13 alrigth okay. Come on another question please.	5	
[A student raise his hand]		8
137. T : Okay, stand up please. Say your name in your id number.		8
S : My name is Mohammad. . .by id number is seven-teen.		8
138. T : Okay, who will you ask?	2	
S : Excuse me Luther.	4	9
139. T : Okay, the other please, please keep silent and listen to your friend.	3	
S : Where are you now?	6	
S : I am in the living room.	6	
S : How many sofa are there in the living room?		8
S : There are three sofa in the living room.		
140. T : Okay, give applause___what is your id number?	4	8
S : Four-teen	6	
141. T : Okay. Another question please.		8

[A student rasie her hand]		8
S : My name is Putri, my id number is 25.		8
142. T : Okay, booy, listen to your friend. S : Excuse me Naya.		8
S : Yes, please.	2	
S : Where are you now?	4	8
S : We are in the bathroom.	6	
S : How many tooth brush in your bathroom?		8
S : There is no tooth brush.	6	
143. T : Okay, sit down. What is your id number? S : 20		8 8
144. T : Okay together. Bathroom Ss : Bathroom.		8 8
145. T : Bedroom Ss : Bedroom		8 8
146. T : Are you in the bathroom or in the bedroom? Ss : Bathroom	6,4 5	9
147. T : Okay, okay together Bathroom Ss : Bathroom	5	8
148. T : Bedroom Ss : Bedroom.	4	8
149. T : When you are taking shower where will you go? In the bedroom or bathroom? Ss : Bathroom.	5	8 8
150. T : if you want to sleep, where do you go? Ss : Bedroom.	5	8
151. T : Bedroom or bathroom.	4	

Ss : Bedroom.		8
152. T : So, you have to be able to differentiate between bedroom and bathroom. Okay once again. Bedroom.	4	8
Ss : Bedroom.	4	8
153. T : Bathroom.	5	
Ss : Bathroom.		
154. T : Ya. Next question please.	5	
[A student rised her hand]		8
155. T : Say your name and your id number please	5	
S : May name is Shifa, may id number is twenty-four. Excuse me Rani.	6	8
S : Yes, please	6	
S : Where are you now?		8
S : I am in the kitchen.		
S : How many knives are there in the kitchen		8
S : [The voice could be heard]		8
S : Repeat please		8
S : There are two knives in the kitchen.		8
156. T : Can you hear?		8
S : yes.		8
157. T : Give applause. What is your id number?	4	
S : [The voice could be heard]		9
158. T : Okay together, knives	2,4	
Ss : Knives		9
159. T : Knives	5	
Ss : Knives		8
160. T : Although it is. . . .okay together knive	5	
		8

Ss : Knives	5	
161. T : Do not say k-nive. . .no but		8
Ss : Knives	5	
162. T : Okay together knive		8
Ss : Knive	5	
163. T : Like this one___[The teacher wrote something on the whiteboard]	5	8
164. T : Know		
Ss : Know	5	
165. T : Do not say I k-now I k-now. Like this one [The teacher wrote something on the whiteboard]	5	8
166. T : How do you spell it?		
Ss : K-nock K-nock		
167. T : Knock knock. Okay together	4	
Ss : Knock Knock		8
168. T : Okay the next question please	5	
[A student raised his hand]		8
S : My name is Luther, my id number is four-teen	6	
169. T : Four—teen		8
S : Excuse me Panggih?		
170. T : Stand up Pamggih	5	
S : How many cup in your kitchen.		8
171. T : Where are you now?	6	
S : Where are you now?		8
172. T : Are sure he is in the kitchen?	5	
S : Yes.		8
173. T : Because you see the picture. . .okay ask him	4	9
S : Where are you now?	4	
	6	

S : I am in the kitchen.		8
S : How many cup are there in the kitchen?		8
S : There are five cup in the kitchen.		8
174. T : cups. S : There are five cups in the kitchen.	5	8
175. T : Give applause. What is your id number Panggih? S : 21	2 4	9
176. T : Okay, pay attention here. [The teacher wrote something on the whiteboard]	6	
177. T : Okay together cup Ss : Cup	5	8
178. T : Cups Ss : Cups	5	8
179. T : A cup Ss : A cup	5	8
180. T : One cup Ss : One cup	5	8
181. T : Two cups Ss : Two cups	5	8
182. T : One S : Cup	5	8
183. T : Five Ss : Cups	5	8
184. T : One Ss : Cup	5	8
185. T : Seven Ss : Cups	5	8
186. T : one book Ss : One book	5	8
187. T : Seven		8

Ss : Books	5	
188. T : A table		8
Ss : A table	5	
189. T : One		8
Ss : Table	5	
190. T : Seven		8
Ss : Tables	5	
191. T : A bottle		8
Ss : A bottle	5	
192. T : One		8
Ss : Bottle	5	
193. T : Seven		8
Ss : Bottles	5	
194. T : Very good___you know the difference?		8
Cup and cups	2,4	
Ss : Yes		
195. T : What is the difference?		8
S : Jamak	4	
196. T : Plural		9
Ss : Plural	5	
197. T : Which one is plural?		8
Ss : Cups	4	
198. T : Cups___an this one?		8
S : Tunggal	4	
199. T : Tunggal or Singular, single, alright, so		8
you remember good	4	
200. T : Okay, the next question please,		
[A student raised her hand]	6	
201. T : Okay you.		
S : My name is [the voice could be heard]	6	
S : Excuse me Ari		8

S : Yes please.		8
S : Where are you now?		8
S : I am in the kitchen.		8
S : How many spoons are there in the kitchen.		8
S :.	6	8
202. T : Okay count.		8
S : There are two spoons in the kitchen.		8
S : Okay, thank you.		8
S : You're welcome.	2	
203. T : Okay give applause, what is your id number?	4	9
S : Twelve.	3,5	
204. T : Twelve. Okay together. Spoon		8
Ss : Spoon.	5	
205. T : Spoon.		8
Ss : Spoon.	5	
206. T : Songebob		8
Ss : Spongeboob.	5	
207. T : Okay. Spoon.		8
Ss : Spoon.	5	
208. T : Okay read.		8
Ss : Spoon, knives, knives, bus	5	
209. T : Bus		8
Ss : Bus, cup, cups, knives.	6	
210. T : Okay, one more question the last. Okay you girl. Say your name and your id number.		8
S : My name is [] my id number [].	4	
211. T : Panggih.		8
	6	

S : Excuse me Dina.		
212. T : Can you repeat please. Because I cannot hear you.		8
S : My name is Nisa, my id number is 29. Excuse me Dina.		8
		8
S : Yes, please.		8
S : Where are you now?		8
S : I am in the dining room.		8
S : How many chair in the dining room.	6	
		8
S : There are three chairs in the dining room.		8
213. T : Louder please.	4	
S : There are three chairs in the dining room.		9
S : Thank you.	6,5	
214. T : What is your id number?		8
S :	5	
215. T : Okay, together. Chair		8
Ss : Chair	5	
216. T : Chair	4	
Ss : Chair		8
217. T : Okay. Now maybe the time is up. Please from this discussion___Hallo	6 7	
Ss : Haii.		
218. T : Boy. Keep your mobile phone or I will take it. Nanti saya ambil tak kasih wali kelas biar orang tuanya yang ambil.___What have you learned? Apa yang sudah kamu pelajari?	4	9
S : Ask friend to know the number of the things in the room.	6 5	
219. T : Okay and then another please. If you can't speak in English you can say in Indonesia. Come on. Ya what have you	4 4	

learned? Kamu sudah belajar apa? Ini pembelajaran sudah selesai saya lagi pengin tahu pendapat kamu. Jangan jangan kita sudah cari kegiatan apa kamu gak tau apa yang sudah dipelajari.	5 4	9
S : Gak bisa bahasa Indonesia pak.		9
220. T : Ohh ndak bisa bahasa Indonesia.	4	
S : Eh bahasa inggris	4	
221. T : ooh mau pake bahasa inggris saja? Okay please. Ya apa yang sudah kamu pelajarai hari ini?		9
S : Lebih percaya diri.	3	
222. T : Okay lebih percaya diri.	4	
223. T : What is your feeling in learning English? Gimana perasaanmu tadi?		9
S : Senang	4	
224. T : Senang, happy. Why? Kenapa?		9
S : Bisa lebih tau.	4	
225. T : pa yang sudah kamu ketahui hari ini?		9
S : Barng barang.	4	
226. T : Boleh pak guru coba		
S : [The student nodded]	4	
227. T : Bahasa inggrisnya kursi apa?		8
S : Chair.	4	
228. T : Okay. I will ask, how many chair are there in the living room. Answer. . .		8
S : There are six. . .	5	
229. T : In your home.		8
S : There are six chair in the living room.	4	
230. T : Okay okay that is okay. Are you happy?		9
Ss : Yes.	4	
231. T : Are you tired?		9
	4	

Ss : No.		9
232. T : Are you sad? Ss : No.	4	
233. T : So, is it useful our activity today? Useful sih apa useful. You know useful? Ss : No	4	9 9
234. T : Use___bermanfaat. Is it useful for you? Ss : Yes.	4	9
235. T : Apa kalian lebih berani bertanya? Ss : Yes.	5 4	
236. T : Because the time is over right now____what is his name? What is your name? S : Panca	4 7	9 9
237. T : Pardon me? S : Panca	5	
238. T : Please Panca when I talk pay attention to me. Okay for your homework____for the next time I want you to find the name of the animal in your house and around the school. Is it clear? Ss : Yes.	4 5 6	9
239. T : I hope next time we will have another activity. I think that is all today. Please back to your sit, back to your sit____Okay sit down. Please to close our class let's say prayer to Alloh, so our lesson today will be useful. Semoga pelajaran ini bisa bermanfa. . . Ss : Bermanfaat.	6	9 9
240. T : Please lead your friend. S : Attention please, let's pray. Finish, greeting.	1	1
241. T : See you.		

Ss : See you, Wasalamu'alaikum Wr. Wb. 242. T : Wa'alikumsalam Wr. Wb.		

Annex 6

Foreign Language Interaction Analysis Pre Cycle

1. Encoding Sheet Analysis

NO	10														
1	1	5	4	5	4	5	6	10	10	4	5	6	5	4	5
2	1	5	9	5	6	6	5	10	5	5	4	8	4	8	10
3	8	4	4	5	5	8	5	10	4	6	3	6	5	8	10
4	1	6	4	5	5	2	4	10	5	6	3	2	5	8	5
5	4	9	5	5	5	6	4	10	9	4	4	5	5	8	5
6	8	9	8	5	5	5	9	10	9	9	8	8	5	5	5
7	4	10	6	4	5	8	4	9	4	5	2	10	4	5	6
8	4	5	6	5	5	8	5	10	9	6	4	8	4	4	8
9	9	5	6	5	5	5	4	5	4	6	4	8	4	8	8
10	4	5	6	5	5	8	5	5	5	6	4	6	4	8	6
11	5	10	6	5	8	4	5	4	5	5	8	10	7	5	8
12	5	9	8	4	5	9	5	2	1	4	8	10	4	5	8

NO															
1	4	4	7	4	8	8	5	4	9	4	8	10	8	8	6
2	4	4	6	5	8	5	8	6	2	4	8	10	8	8	8
3	9	7	6	5	8	5	8	4	4	5	4	8	8	8	8
4	4	7	6	5	8	1	4	6	4	8	6	4	2	2	2
5	4	7	6	4	5	1	5	9	9	8	8	4	4	8	
6	9	7	6	5	8	1	5	4	5	8	4	4	8	8	4
7	4	5	6	8	4	2	8	4	5	4	6	8	4	6	4
8	9	4	10	4	8	4	4	8	5	4	10	4	8	6	4
9	5	4	4	5	8	9	5	2	9	10	10	5	8	5	6
10	5	6	9	5	8	6	9	4	5	8	10	10	8	5	8
11	8	6	6	4	2	6	5	6	5	8	10	5	8	8	8
12	5	6	5	4	10	6	5	10	5	2	10	5	2	2	8

NO										
1	6	4	5	10	8	8	4	10	9	5
2	8	8	5	4	8	8	8	5	2	4
3	8	3	5	4	4	5	1	4	4	6
4	8	8	5	2	8	5	6	4	4	6
5	8	5	5	5	8	5	11	4	8	5
6	8	8	5	5	4	5	11	9	4	5
7	8	8	4	9	6	5	11	9	4	5
8	6	5	4	5	6	5	11	4	4	6
9	6	4	4	5	6	4	11	2	5	5
10	8	8	8	4	6	4	11	9	5	5
11	5	8	8	8	8	9	11	4	5	9
12	8	2	8	8	4	9	11	5	5	9

NO										
1	8	5	8	8	8	3	6	5	5	9
2	5	5	4	8	8	5	6	5	4	1
3	5	5	8	8	8	4	6	5	9	1
4	8	4	9	8	4	8	6	5	4	6
5	8	8	5	4	9	5	6	4	9	10
6	5	5	5	8	4	5	6	4	9	
7	5	5	4	4	8	5	6	9	9	
8	5	5	6	4	4	5	6	9	5	
9	9	4	5	8	4	5	6	4	5	
10	5	4	6	8	8	5	4	9	5	
11	5	8	10	8	8	8	5	3	5	
12	5	5	10	8	8	8	6	4	5	

2. Coding Sheet Analysis

NO								
1	(10,1)	(5,4)	(5,5)	(9,4)	(6,4)	(8,7)	(5,5)	(4,4)
2	(1,1)	(4,4)	(5,5	(4,4)	(4,9)	(7,6)	(5,5)	(4,5)
3	(1,8)	(4,9)	(5,4)	(4,7)	(9,4)	(6,6)	(5,5)	(5,5)
4	(8,1)	(9,4)	(4,6)	(4,7)	(4,4)	(6,6)	(5,5)	(5,5)
5	(1,4)	(4,4)	(6,9)	(4,7)	(4,5)	(6,6)	(5,5)	(5,4)
6	(4,8)	(4,9)	(9,9)	(4,7)	(5,8)	(6,6)	(5,5)	(4,5)
7	(8,4)	(9,4)	(9,10)	(7,5)	(8,6)	(6,6)	(5,4)	(5,8)
8	(4,4)	(4,9)	(10,5)	(5,4)	(6,6)	(6,10)	(4,5)	(8,4)
9	(4,9)	(9,5)	(5,5)	(4,4)	(6,6)	(10,4)	(5,5)	(4,5)
10	(9,4)	(5,5)	(5,5)	(4,6)	(6,6)	(4,9)	(5,5)	(5,5)
11	(4,5)	(5,8)	(5,10)	(6,6)	(6,6)	(9,6)	(5,5)	(5,4)
12	(5,5)	(8,5)	(10,9)	(6,6)	(6,8)	(6,5)	(5,4)	(4,4)

NO								
1	(4,4)	(5,8)	(10,5)	(9,8)	(6,6)	(5,5)	(5,10)	(2,4)
2	(4,6)	(5,5)	(5,6)	(8,5)	(6,5)	(5,8)	(10,10)	(4,6)
3	(6,5)	(5,5)	(6,8)	(5,5)	(5,5)	(8,8)	(10,10)	(6,4)
4	(5,5)	(5,5)	(8,2)	(5,1)	(5,4)	(8,4)	(10,10)	(4,6)
5	(5,5)	(8,5)	(2,6)	(1,1)	(4,4)	(4,5)	(10,10)	(6,9)
6	(5,5)	(5,8)	(6,5)	(1,1)	(4,9)	(5,5)	(10,10)	(9,4)
7	(5,5)	(8,4)	(5,8)	(1,2)	(9,4)	(5,8	(10,9)	(4,4)
8	(5,5)	(4,8)	(8,8)	(2,4)	(4,5)	(8,4)	(9,10)	(4,8)
9	(5,5)	(8,8)	(8,5)	(4,9)	(5,4)	(4,5)	(10,5)	(8,2)
10	(5,5)	(8,8)	(5,8)	(9,6)	(4,5)	(5,9)	(5,5)	(2,4)
11	(5,8)	(8,2)	(8,4)	(6,6)	(5,5)	(9,5)	(5,4)	(4,6)
12	(8,5)	(2,10)	(4,9)	(6,6)	(5,5)	(5,5)	(4,2)	(6,10)

NO								
1	(10,10)	(1,9)	(5,4)	(4,4)	(2,5)	(8,8)	(10,6)	(10,10)
2	(10,5)	(9,2)	(4,5)	(4,4)	(5,4)	(8,8)	(6,8)	(10,10)
3	(5,4)	(2,4)	(5,6)	(4,4)	(4,3)	(8,4)	(8,6)	(10,4)
4	(4,5)	(4,4)	(6,6)	(5,8)	(3,3)	(4,6)	(6,2)	(4,8)
5	(5,9)	(4,9)	(6,4)	(8,8)	(3,4)	(6,8)	(2,5)	(8,4)
6	(9,9)	(9,5)	(4,9)	(8,8)	(4,8)	(8,4)	(5,8)	(5,8)
7	(9,4)	(5,5)	(9,5)	(8,4)	(8,2)	(4,6)	(8,10	(4,8)
8	(4,9)	(5,5)	(5,6)	(4,4)	(2,4)	(6,10)	(10,8)	(8,4)
9	(9,4)	(5,9)	(6,6)	(4,10)	(4,4)	(10,10)	(8,8)	(4,5)
10	(4,5)	(,5)	(6,6)	(10,8)	(4,4)	(10,10)	(8,6)	(5,10)
11	(5,5)	(5,5)	(6,5)	(8,8)	(4,8)	(10,10)	(6,10)	(10,5)
12	(5,1)	(5,5)	(5,4)	(8,2)	(8,8)	(10,10)	(10,10)	(5,5)

NO								
1	(5,4)	(4,8)	(2,4)	(5,8)	(2,5)	(8,6)	(8,6)	(8,8)
2	(5,4)	(8,8)	(4,8)	(8,8)	(5,10)	(6,8)	(6,8)	(8,5)
3	(4,5)	(8,8)	(8,8)	(8,8)	(10,10)	(8,8)	(8,8	(5,5)
4	(5,5)	(8,2)	(8,8)	(8,2)	(10,5)	(8,2)	(8,8)	(5,8)
5	(5,5)	(2,4)	(8,8)	(2,8)	(5,5)	(2,8)	(8,8)	(8,8)
6	(5,5)	(4,8)	(8,5)	(8,8)	(5,5)	(8,4)	(8,8)	(8,5)
7	(5,4)	(8,4)	(5,5)	(8,6)	(5,6)	(4,4)	(8,8)	(5,5)
8	(4,7)	(4,8)	(5,4)	(6,6)	(6,8)	(4,4)	(8,6)	(5,5)
9	(7,7)	(8,8)	(4,8)	(6,5)	(8,8)	(4,4)	(6,6)	(5,9)
10	(7,7)	(8,8)	(8,8)	(5,5)	(8,6)	(4,6)	(6,8)	(9,5)
11	(7,4)	(8,2)	(8,5)	(5,8)	(6,8)	(8,8	(8,5)	(5,5)
12	(4,7)	(2,8)	(5,5)	(8,2)	(8,8)	(8,8)	(5,8)	(5,5)

NO								
1	(5,4)	(2,5)	(5,5)	(8,4)	(10,10)	(8,8)	(8,8)	(4,8)
2	(4,8)	(5,5)	(5,5)	(4,8)	(10,4)	(8,8)	(8,8)	(8,8)
3	(8,3)	(5,5)	(5,5)	(8,9)	(4,4)	(8,8)	(8,4)	(8,8)
4	(3,8)	(5,4)	(5,5)	(9,5)	(4,2)	(8,8)	(4,8)	(8,4)
5	(8,5)	(4,8)	(5,5)	(5,5)	(2,5)	(8,4)	(8,8)	(4,9)
6	(5,8)	(8,5)	(5,5)	(5,4)	(5,5)	(4,8)	(8,4)	(9,4)
7	(8,8)	(5,5)	(5,4)	(4,6)	(5,9)	(8,4)	(4,6)	(4,8)
8	(8,5)	(5,5)	(4,4)	(6,5)	(9,5)	(4,4)	(6,6)	(8,4)
9	(5,4)	(5,4)	(4,4)	(5,6)	(5,5)	(4,8)	(6,6)	(4,4)
10	(4,8)	(4,4)	(4,8)	(6,10	(5,4)	(8,8)	(6,6)	(4,8)
11	(8,8)	(4,8)	(8,8)	(10,10)	(4,8)	(8,8)	(6,8)	(8,8)
12	(8,2)	(8,5)	(8,8)	(10,10)	(8,8)	(8,8)	(8,4)	(8,8)

3. Matrix Table of Pre Cycle Analysis

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**Total**
1				1	1	2		1		1		**6**
2		1			4	1		5	3			**14**
3			1					1	2			**4**
4	1	6		24	28	7	1	27	13	3	2	**112**
5		4	2	24	63	9	2	17	8	2		**131**
6	2	1		10	5	27		12	1	1		**59**
7					3		3					**6**
8	2	1		34	21	6		34	1	2		**101**
9		1	1	18	3	2		3	13	1		**43**
10				1	2	4		1	2	15	1	**26**
11					1	1				1		**3**
Total	**6**	**14**	**4**	**112**	**131**	**59**	**6**	**101**	**43**	**26**	**3**	**505**
%	**1.1 %**	**3%**	**1 %**	**22 %**	**26 %**	**12 %**	**1.1 %**	**20 %**	**8.3 %**	**5.1 %**	**0.5 %**	**100%**

Annex 7

Foreign Language Interaction Analysis Cycle 1

1. **Encoding Analysis Sheet**

	10	8	2	4	2	4	8	8	6	4	8
1	4	4	10	10	2	8	6	8	8	8	4
2	8	5	10	6	5	10	4	4	8	4	8
3	3	4	10	6	5	7	6	9	5	5	8
4	8	6	10	5	2	2	4	6	8	8	4
5	9	10	10	4	2	10	9	4	5	4	8
6	7	4	10	2	6	10	4	9	5	9	9
7	7	8	10	4	2	6	9	6	5	6	2
8	4	6	10	2	4	2	9	6	5	6	4
9	4	8	10	2	8	2	2	6	4	4	9
10	8	5	6	7	2	10	4	9	4	2	5
11	7	6	8a	7	4	10	2	6	8	4	8
12	7	6	8	4	2	2	9	7	5	2	8

1	8	5	4	8	4	2	4	2	7	8	4	8
2	8	5	8	2	10	2	9	7	7	8	5	5
3	4	7	4	6	10	6	9	4	7	5	4	8
4	4	7	2	6	2	5	6	8	4	5	4	8
5	4	7	4	6	4	6	6	4	4	8	4	8
6	8	5	7	4	4	6	6	9	9	5	9	8
7	8	8	4	2	4	8	8	8	3	5	5	8
8	8	10	2	5	2	6	8	8	4	2	7	4
9	4	2	4	6	5	6	8	4	9	8	7	9
10	4a	5	4	4	5	2	8	8	9	9	5	9
11	4	5	8	4	4	4	8	8	2	5	5	4
12	8	8	2	4	2	4	8	8	5	4	8	5

											6
1	8	10	11	6	4	5	5	5	5	8	8
2	9	6	11	6	4	5	5	6	5	6	5
3	9	6	11	6	4	5	4	6	5	5	8
4	5	2	11	11	5	8	9	6	6	5	4
5	5	10	11	11	5	6	4	5	5	5	6
6	8	10	11	11	5	8	10	4	5	6	4
7	8	10	11	5	5	5	10	4	9	6	4
8	8	10	11	7	5	10	4	8	6	6	4
9	8	6	11	11	5	11	9	10	6	6	5
10	8	6	11	11	8	7	10	11	5	5	5
11	4	6	11	11	4a	5	2	11	6	5	5
12	4	5	11	11	2	5	10	11	7	5	10

2. Coding Analysis Sheet

1	(6,8)	(4,8	(8,4)	(5,8)	(10,10)	(11,11)	(7,6)
2	(8,8)	(8,5)	(4,8)	(8,9)	(10,6)	(11,11)	(6,6)
3	(8,5)	(5,5)	(8,8)	(9,9)	(6,6)	(11,11)	(6,6)
4	(5,8)	(5,8)	(8,4)	(9,5)	(6,2)	(11,11)	(6,1)
5	(8,5)	(8,4)	(4,8)	(5,5	(2,10)	(11,11)	(11,11)
6	(5,5)	(4,9)	(8,9)	(5,8)	(10,10)	(11,11)	(11,11)
7	(5,5)	(9,6)	(9,2)	(8,8)	(10,10)	(11,11)	(11,5)
8	(5,5)	(6,6)	(2,4)	(8,8)	(10,10)	(11,11)	(5,7)
9	(5,4)	(6,4)	(4,9)	(8,8)	(10,6)	(11,11)	(7,11)
10	(4,4)	(4,2)	(9,4)	(8,8)	(6,6)	(11,11)	(11,11)
11	(4,8)	(2,4)	(5,8)	(8,4)	(6,6)	(11,11)	(11,11)
12	(8,5)	(4,2)	(8,8)	(4,4)	(6,5)	(11,11)	(11,11)

1	(5,8)	(2,4)	(8,8)	(4,5)	(5,5)	(11,5)	(11,8)	(5,4)	(2,6)
2	(8,8)	(4,5)	(8,5)	(5,5)	(5,6)	(5,5)	(8,6)	(4,4)	(6,8)
3	(8,5)	(5,4)	(5,8)	(5,4)	(6,6)	(5,5)	(6,5)	(4,4)	(8,5)
4	(5,5)	(4,4)	(8,8)	(4,9)	(6,6)	(5,6)	(5,5)	(4,5)	(5,8)
5	(5,8)	(4,4)	(8,8)	(9,4)	(6,5)	(6,5)	(5,5)	(5,5)	(8,8)
6	(8,5)	(4,9)	(8,8)	(4,10)	(5,4)	(5,5)	(5,6)	(5,5)	(8,4)
7	(5,)	(9,5)	(8,8)	(10,10)	(4,4)	(5,9)	(6,6)	(5,5)	(4,6)
8	(5,2)	(5,7)	(8,4)	(10,4)	(4,8)	(9,6)	(6,6)	(5,5)	(6,4a)
9	(2,8)	(7,7)	(4,9)	(4,9)	(8,10)	(6,6)	(6,6)	(5,5)	(4a,4)
10	(8,9)	(7,5)	(9,9)	(9,10)	(11,11)	(6,5)	(6,5)	(5,8)	(4,4)
11	(9,5)	(5,5)	(9,4)	(10,2)	(11,11)	(5,6)	(5,5)	(8,4a)	(4,5)
12	(5,4)	(5,8)	(4,5)	(2,10)	(11,11)	(6,7)	(5,5)	(4a,2)	(5,5)
									(5,10)

1	(10,4)	(8,4)	(2,10)	(4,10)	(2,2)	(4,8)	(8,6)	(8,8)
2	(4,8)	(4,5)	(10,10)	(10,6)	(2,5)	(8,10)	(6,4)	(,4)
3	(8,3)	(5,4)	(10,10)	(6,6)	(5,5)	(10,7)	(4,6)	(4,9)
4	(3,8)	(4,6)	(10,10)	(6,5)	(5,2)	(7,2)	(6,4)	9,6)
5	(8,9)	(6,10)	(10,10)	(5,4)	(2,2)	(2,10)	(4,9)	(6,4)
6	(9,7)	(10,4)	(10,10)	(4,2)	(2,6)	(10,10)	(9,4)	(4,9)
7	(7,7)	(4,8)	(10,10)	(2,4)	(6,2)	(10,6)	(4,9)	(9,6)
8	(7,4)	(8,6)	(10,10)	(4,2)	(2,4)	(6,2)	(9,9)	(6,6)
9	(4,4)	(6,8)	(10,10)	(2,2)	(4,8)	(2,2)	(9,2)	(6,6)
10	(4,8)	(8,5)	(10,6)	(2,7)	(8,2)	(2,10)	(2,4)	(6,9)
11	(8,7)	(5,6)	(6,8A)	(7,7)	(2,4)	(10,10)	(4,2)	(9,6)
12	(7,7)	(6,6)	(8A,8)	(7,4)	(4,2)	(2,2)	(2,9)	(6,7)

1	(7,5)	(6,4)	(8,8)	(4,4)	(2,2)	(2,4)	(9,2)	(7,7)
2	(5,5)	(4,8)	(8,2)	(4,10)	(2,2)	(4,9)	(2,7)	(7,7)
3	(5,7)	(8,4)	(2,6)	(10,10)	(2,6)	(9,9)	(7,4)	(7,7)
4	(7,7)	(4,2)	(6,6)	(10,2)	(6,5)	(9,6)	(4,8)	(7,4)
5	(7,7)	(2,4)	(6,6)	(2,4)	(5,6)	(6,6)	(8,4)	(4,4)
6	(7,5)	(4,7)	(6,4)	(4,4)	(6,6)	(6,6)	(4,9)	(4,9)
7	(5,8)	(7,4)	(4,2)	(4,4)	(6,8)	(6,8)	(9,8)	(9,3)
8	(8,10)	(4,2)	(2,5)	(4,2)	(8,6)	(8,8)	(8,8)	(3,4)
9	(10,2)	(2,4)	(5,6)	(5,4)	(6,6)	(8,8)	(8,4)	(4,9)
10	(2,5)	(4,4)	(6,4)	(5,5)	(6,2)	(8,8)	(4,8)	(9,2)
11	(5,5)	(4,8)	(4,4)	(5,4)	(2,4)	(8,8)	(8,8)	(2,5)
12	(5,8)	(8,2)	(4,4)	(4,2)	(4,4)	(8,8)	(8,8)	(5,6)

3. Matrix Table of the Cycle 1

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**Total**
1												**0**
2		6		12	2	4	1	3	4	4		**36**
3								1	1			**2**
4		12	1	18	9	8	5	12	3	3		**71**
5		5		6	27	8	3	9	4		2	**64**
6		4		3	8	22	1	4	6	5		**53**
7		2		1	3	2	9	1	1	1		**20**
8		1	1	14	13	6		25	1		1	**62**
9		1		14	1	1		4	4			**25**
10		5		3	1	1		2	1	16		**29**
11						1	1	1			20	**23**
Total	**0**	**36**	**2**	**71**	**64**	**53**	**20**	**62**	**25**	**29**	**23**	**385**
%		**9 %**	**0.5 %**	**18.5 %**	**17 %**	**14 %**	**5%**	**16 %**	**6.5 %**	**7%**	**6.5 %**	**100%**

Annex 8

Foreign Language Interaction Analysis Cycle 2

1. Encoding Analysis Sheet

1	10	7	4	8	11	9	9	5	4	6	8	6	6	5	9	6
2	1	8	8	6	11	6	9	5	4	5	5	6	6	6	5	4
3	1	7	9	11	6	4	9	5	4	5	4	10	4	4	4	10
4	6	6	8	1	8	9	2	5	9	5	8	4	9	4	9	5
5	5	5	4	11	8	6	9	5	4	5	8	6	9	9	4	4
6	5	5	4	4	8	2	5	9	9	5	5	4	4	4	4	9
7	5	5	5	9	5	8	5	2	4	5	6	4	9	4	4	9
8	5	5	4	6	8	5	9	4	4	10	8	5	6	4	9	4
9	4	5	6	9	6	8	5	9	9	4	5	8	6	4	5	9
10	6	5	6	2	5	2	9	9	5	4	5	8	6	9	6	4
11	6	10	6	11	4	9	5	9	5	4	4	4	6	9	6	9
12	9	10	6	11	4	5	5	5	5	8	4	9	6	6	4	9

1	9	4	6	8	6	4	9	5	5	6	5	4	6	9	6	4
2	4	4	6	5	6	5	4	5	4	6	4	9	6	9	6	5
3	4	4	6	8	6	5	2	5	8	5	6	2	9	4	4	9
4	9	4	11	6	6	5	9	5	8	6	2	6	9	4	5	9
5	4	4	11	5	4	9	9	5	8	5	8	2	4	9	5	4
6	5	9	11	6	6	8	5	5	4	9	2	6	4	9	10	9
7	4	4	11	6	4	8	5	5	8	9	5	6	9	6	10	4
8	9	4	11	5	6	5	5	5	4	8	5	9	9	6	7	9
9	9	6	11	4	6	5	5	5	2	4	5	9	11	6	6	4
10	5	6	11	4	4	4	5	4	10	6	6	5	6	7	7	9
11	8	4	11	6	9	5	5	9	10	9	6	6	6	4	7	6
12	5	8	11	10	4	9	5	4	6	8	6	9	5	9	6	9

1	10	9	6	5	5	8	8	8	8	8	8	8	6	9	6	9
2	11	9	2	5	5	8	8	8	8	8	8	8	4	9	9	9
3	11	9	9	5	5	8	8	8	8	8	8	8	4	9	5	1
4	11	9	9	4	2	2	8	8	8	8	8	8	4	2	6	
5	11	9	9	9	2	2	9	8	8	8	8	8	4	4	6	
6	11	7	9	9	9	6	8	8	8	8	8	8	4	2	11	
7	11	7	9	5	6	6	8	8	8	8	8	8	9	9	11	
8	11	7	4	5	6	8	8	8	4	8	8	8	6	9	11	
9	11	7	8	6	6	8	8	8	4	8	8	8	9	4	11	
10	4	7	6	5	6	8	4	8	6	2	8	8	3	4	11	
11	6	4	6	6	8	8	8	8	8	4	8	8	4	5	11	
12	6	7	5	9	6	6	8	8	8	4	8	8	4	9	11	

1	8	9	4	4	8	8	8	5	8	4	8	8	4	9	11
2	8	4	5	8	6	8	8	8	8	8	8	8	9	5	11
3	11	8	4	8	8	8	8	8	8	8	8	4	9	5	11
4	9	9	4	8	8	8	8	8	8	8	8	5	4	4	11
5	4	4	5	6	8	8	8	5	8	6	6	4	9	9	6
6	9	4	5	6	5	2	8	8	2	6	6	4	9	9	6
7	4	4	8	8	8	6	8	8	4	6	6	8	9	7	6
8	4	9	6	8	8	6	8	5	8	8	7	9	4	7	5
9	9	4	6	8	8	8	6	8	4	8	8	9	9	5	9
10	9	9	6	8	8	6	6	4	6	8	6	4	6	5	6
11	9	9	6	5	8	8	8	9	8	8	8	6	4	6	6
12	9	6	5	5	8	8	8	8	8	8	8	6	9	6	9

2. Coding Analysis Sheet

1	(6,9)	(9,9)	(4,6)	(6,6)	(9,4)	(9,10)	(6,8)	(9,9)	(7,9
2	(9,9)	(9,5)	(6,6)	(6,4)	(4,5)	(10,11)	(8,8)	(9,9)	(9,4)
3	(9,4)	(5,4)	(6,4)	(4,10)	(5,9)	(11,11)	(8,11)	(9,9)	(4,8)
4	(4,4)	(4,9)	(4,5)	(10,5)	(9,9)	(11,11)	(11,9)	(9,9)	(8,9)
5	(4,9)	(9,4)	(5,5)	(5.,4)	(9,4)	(11,11)	(9,4)	(9,9)	(9,4)
6	(9,9)	(4,4)	(5,10)	(4,9)	(4,9)	(11,11)	(4,9)	(9,7)	(4,4)
7	(9,6)	(4,4)	(10,10)	(9,9)	(9,4)	(11,11)	(9,4)	(7,7)	(4,4)
8	(6,6)	(4,9)	(10,7)	(9,4)	(4,9)	(11,11)	(4,4)	(7,7)	(4,9)
9	(6,6)	(9,5)	(7,6)	(4,9)	(9,4)	(11,11)	(4,9)	(7,7)	(9,4)
10	(6,7)	(5,6)	(6,7)	(9,4)	(4,9)	(11,4)	(9,9)	(7,7)	(4,9)
11	(7,4)	(6,6)	(7,7)	(4,9)	(9,6)	(4,6)	(9,9)	(7,4)	(9,9)
12	(4,9)	(6,4)	(7,6)	(9,9)	(6,9)	(6,6)	(9,9)	(4,7)	(9,6)

1	(6,6	(5,4)	(5,5)	(9,4)	(5,5)	(6,8)	(8,8)	(6,8)	(8,8)
2	6,2)	(4,5)	(5,5)	(4,8)	(5,5)	(8,6)	(8,8)	(8,8)	(8,8)
3	(,2,9)	(5,4)	(5,5)	(8,8)	(5,5)	(6,8)	(8,8)	(8,8)	(8,8)
4	(9,9)	(4,4)	(5,4)	(8,8)	(5,2)	(8,8)	(8,2)	(8,8)	(8,8)
5	(9,9)	(4,5)	(4,9)	(8,6)	(2,2)	(8,8)	(2,2)	(8,8)	(8,9)
6	(9,9)	(5,5)	(9,9)	(6,6)	(2,9)	(8,5)	(2,6)	(8,2)	(9,8)
7	(9,9)	(5,8)	(9l,5)	(8,6)	(9,6)	(5,8)	(6,6)	(2,6)	(8,8)
8	(9,4)	(8,6)	(5,5)	(6,6)	(6,6)	(8,8)	(6,8)	(6,6)	(8,8)
9	(4,8)	(6,6)	(5,6)	(6,8)	(6,6)	(8,8)	(8,8)	(6,8)	(8,8)
10	(8,6)	(6,6)	(6,5)	(8,8)	(6,6)	(8,8)	(8,8)	(8,6)	(8,4)
11	(6,6)	(6,6)	(5,6)	(8,8)	(6,8)	(8,8)	(8,8)	(6,8)	(4,8)
12	(6,5)	(6,5)	(6,9)	(8,5)	(8,6)	(8,8)	(8,6)	(8,8)	(8,8)

1	(8,8)	(8,8)	(8,2)	(8,8)	(8,8)	(8,8)	(4,4)	(8,8)	(8,8)	(8,8)
2	(8,8)	(8,8)	(2,8)	(8,8)	(8,8)	(8,8)	(4,8)	(8,8)	(8,8)	(8,8)
3	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)
4	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)	(8,8)
5	(8,8)	(8,8)	(8,5)	(8,8)	(8,8)	(8,8)	(8,6)	(8,8)	(6,6)	(8,8)
6	(8,8)	(8,8)	(5,8)	(8,8)	(8,2)	(8,8)	(6,6)	(8,8)	(6,6)	(8,8)
7	(8,8)	(8,8)	(8,8)	(8,8)	(2,4)	(8,8)	(6,6)	(8,8)	(6,7)	(8,8)
8	(8,8)	(8,8)	(8,5)	(8,4)	(4,8)	(8,8)	(6,8)	(8,8)	(7,8)	(8,8)
9	(8,6)	(8,8)	(5,8)	(4,4)	(8,6)	(8,8)	(8,8)	(8,8)	(8,6)	(8,8)
10	(6,6)	(8,8)	(8,4)	(4,6)	(6,6)	(8,2)	(8,8)	(8,8)	(6,8)	(8,8)
11	(6,8)	(8,8)	(4,9)	(6,8)	(6,8)	(2,4)	(8,8)	(8,8)	(8,8)	(8,8)
12	(8,8)	(8,8)	(9,8)	(8,8)	(8,8)	(4,4)	(8,8)	(8,8)	(8,8)	(8,8)

1	(4,6)	(4,9)	(5,4)	(9,9)	(5,9)	(5,5)	(5,8)	(4,4)	(5,5)
2	(6,6)	(9,6)	(5,4)	(9,9)	(9,4)	(5,5)	(8,5)	(4,4)	(5,4)
3	(6,4)	(6,4)	(5,5)	(9,9)	(4,2)	(5,5)	(5,5)	(4,4)	(4,8)
4	(4,6)	(4,8)	(5,5)	(9,2)	(2,9)	(5,5)	(5,5)	(4,9)	(8,8)
5	(6,4)	(8,6)	(5,9)	(2,9)	(9,9)	(5,5)	(5,5)	(9,4)	(8,8)
6	(4,6)	(6,2)	(9,8)	(9,5)	(9,5)	(5,9)	(5,5)	(4,9)	(8,4)
7	(6,6)	(2,8)	(8,8)	(5,5)	(5,5)	(9,2)	(5,5)	(9,4)	(4,8)
8	(6,4)	(8,5)	(8,5)	(5,9)	(5,5)	(2,4)	(5,5)	(4,4)	(8,4)
9	(4,9)	(5,8)	(5,5)	(9L5)	(5,5)	(4,9)	(5,5)	(4,9)	(4,2)
10	(9,9)	(8,2)	(5,4)	(5,9)	(5,5)	(9,9)	(5,4)	(9,5)	(2,10)
11	(9,4)	(2,9)	(4,5)	(9,5)	(5,5)	(9,9)	(4,9)	(5,5)	(10,10)
12	(6,6)	(9,5)	(5,9)	(5,5)	(5,5)	(9,5)	(9,4)	(5,5)	(10,6)

1	(6,6)	(8,6)	(8,8)	(4,5	(6,6)	(9,4)	(9,6	(6,6)	(5,5)
2	(6,5)	(6,6)	(8,5)	(5,4)	(6,6)	(4,9)	(6,6)	(6,7)	(5,6)
3	(5,5)	(6,5)	(5,4	(4,6)	(6,10)	(9,2)	(6,4)	(6,9)	(6,4)
4	(5,5)	(5,6)	(4,8)	(6,2)	(10,4)	(2,6)	(4,9)	(9,9	(4,4
5	(5,5)	(6,5)	(8,8)	(2,8)	(4,6)	(6,2)	(9,9)	(9,4)	(4,9)
6	(5,5)	(5,9)	(8,5)	(8,2)	(6,4)	(2,6)	(9,4)	(4,4)	(9,4)
7	(5,5)	(9,9)	(5,6)	(2,5)	)4,5)	(6,6)	(4,9)	(4,9)	(4,4)
8	(5,10)	(9,8)	(6,8)	(5,5)	(5,8)	(6,9)	(9,6)	(9,9)	(4,4)
9	(10,4)	(8,4)	(8,5)	(5,5)	(8,8)	(9,9)	(6,6)	(9,11)	(4,4)
10	(4,4)	(4,6)	(5,5)	(5,6)	(8,4)	(9,5)	(6,6)	(11,11)	(4,9)
11	(4,4)	(6,8)	(5,4)	(6,6)	(4,9)	(5,6)	(6,6)	(11,6)	(9,9)
12	(4,8)	(8,8)	(4,4)	(6,6)	(9,4)	(6,9)	(6,6)	(6,6)	(9,6)

No							
1	(8,8)	(6,6)	(4,4)	(9,9)	(9,9)	(6,6)	(11,11)
2	(8,4	(6,4)	(4,9)	(9,9)	(9,5)	(6,9)	(11,11)
3	(4,5)	(4,4)	(9,9)	(9,9)	(5,5)	(9,5)	(11,11)
4	(5,4)	(4,4)	(9,4)	(9,2)	(5,4)	(5,6)	(11,11)
5	(4,4)	(4,4)	(4,9)	(2,4)	(4,9)	(6,6)	(11,6)
6	(4,6)	(4,4)	(9,9)	(4,2)	(9,9)	(6,11)	(6,6)
7	(6,9)	(4,9)	(9,9)	(2,9)	(9,7)	(11,11)	(6,6)
8	(9,9)	(9,6)	9,4)	(9,9)	(7,7)	(11,11)	(6,5)
9	(9,4)	(6,9)	(4,9)	(9,4)	(7,5)	(11,11)	(5,9)
10	(4,6)	(9,3)	(9,6)	(4,4)	(5,5)	(11,11)	(9,6)
11	(4,6)	(3,4)	(6,4)	(4,5)	(5,6)	(11,11)	(6,6)
12	(6,6)	(4,4)	(4,9)	(5,9)	(6,6)	(11,11)	(6,9)

3. Matrix Table Analysis of Cycle 2

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**Total**
1	1				1			1		1		**4**
2		5	1	6	5	3		5	22			**47**
3		1										**1**
4		20		21	27	10	3	30	26	2	7	**152**
5		4		20	99	11	2	15	25	2	2	**185**
6		9		7	11	16	1	21	15	1	3	**84**
7		1			2	2	2	2	1	1		**11**
8	2	2		51	7	25		53	7			**148**
9		4		30	15	13	3	11	64		1	**170**
10					5	1			1	2		**10**
11	1	1		2	1	2		5	1	1	28	**41**
Total	**4**	**47**	**1**	**152**	**185**	**84**	**11**	**148**	**170**	**10**	**41**	**853**
%	**0.46 %**	**5.5 %**	**0.11 %**	**18 %**	**22%**	**10 %**	**1.28 %**	**17.3 %**	**20%**	**1.17 %**	**5%**	**100%**

Annex 9

Questionnaire

ANGKET TANGGAPAN SISWA TERHADAP UCAPAN GURU DAN PENGARUHNYA PADA SIKAP SISWA

Nama :Naya Azzahra
Kelas/ No. Absen : VII.4 /19
Petunjuk Pengisian :

1. Jawablah pertanyaan berikut ini dengan sebenar-benarnya.
2. Angket ini tidak berpengaruh terhadap hasil belajar anda.
3. Baca dengan seksama petunjuk dan pernyataan dibawah ini.
4. Pilih salah satu sesuai dengan kenyataan yang Anda alami, dengan cara memberi tanda (v) pada salah satu option.
5. Tanyakan jika ada kesulitan.

No	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Saya bias memahami penjelasan guru dalam bahasa inggris.		✓		
2.	Pertanyaan yang diberikan guru dalam bahasa inggris bias saya pahami.		✓		
3.	Instruksi yang diberikan oleh guru dalam bahasa inggris bias saya pahami.		✓		
4.	Ucapan guru dalam bahasa inggris tidak membuat saya takut untuk berinteraksi dengan guru	✓			
5.	Ucapan guru tidak memberikan saya banyak kesempatan untuk melakukan interaksi pada saat pelajaran.			✓	
6.	Saya bias dan tidak takut untuk berinteraksi dengan guru.	✓			
7.	Saya antusias dan tidak takut menggunakan bahasa inggris untuk menanggapai ucapan/pertanyaan guru.	✓			
8.	Guru memberikan kesempatan kepada murid untuk berinteraksi dengannya.	✓			
9.	Kegiatan pada saat pelajaran membuatsituasi di dalam kelas menjadi interaktif.	✓			
10.	Kegiatan dan situasi di dalam kelas mendukung untuk berlatih dan berinteraksi dengan menggunakan bahasa inggris.	✓			

Keterangan :
SS :Sangat Setuju
S :Setuju
TS :Tidak Setuju
STS : Sangat Tidak Setuju

ANGKET TANGGAPAN SISWA TERHADAP UCAPAN GURU DAN PENGARUHNYA PADA SIKAP SISWA

Nama : Rizta Kusumahandini
Kelas/ No. Absen : 7A / 26
Petunjuk Pengisian :

1. Jawablah pertanyaan berikut ini dengan sebenar-benarnya.
2. Angket ini tidak berpengaruh terhadap hasil belajar anda.
3. Baca dengan seksama petunjuk dan pernyataan dibawah ini.
4. Pilih salah satu sesuai dengan kenyataan yang Anda alami, dengan cara memberi tanda (v) pada salah satu option.
5. Tanyakan jika ada kesulitan.

No	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Saya bias memahami penjelasan guru dalam bahasa inggris.	✓			
2.	Pertanyaan yang diberikan guru dalam bahasa inggris bias saya pahami.		✓		
3.	Instruksi yang diberikan oleh guru dalam bahasa inggris bias saya pahami.		✓		
4.	Ucapan guru dalam bahasa inggris tidak membuat saya takut untuk berinteraksi dengan guru		✓		
5.	Ucapan guru tidak memberikan saya banyak kesempatan untuk melakukan interaksi pada saat pelajaran.			✓	
6.	Saya bias dan tidak takut untuk berinteraksi dengan guru.		✓		
7.	Saya antusias dan tidak takut menggunakan bahasa inggris untuk menanggapai ucapan/pertanyaan guru.	✓			
8.	Guru memberikan kesempatan kepada murid untuk berinteraksi dengannya.	✓			
9.	Kegiatan pada saat pelajaran membuatsituasi di dalam kelas menjadi interaktif.			✓	
10.	Kegiatan dan situasi di dalam kelas mendukung untuk berlatih dan berinteraksi dengan menggunakan bahasa inggris.		✓		

Keterangan :
SS :Sangat Setuju
S :Setuju
TS :Tidak Setuju
STS : Sangat Tidak Setuju

Annex 10

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, KampusSekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010, Eamil : fbs@unnes.ac.id
Website : http://fbs.unnes.ac.id

Nomor : 3701/UN37.1.2/PM/2014 — 1 Okoeber 2014
Lamp : -
Hal : Permohonan Izin Observasi

Yth. **Kepala SMPN 29 Semarang**
di Semarang

Dengan hormat kami beritahukan bahwa dalam rangka memenuhi tugas mata kuliah ***Final Project***, kami mohon Saudara berkenan memberikan izin kepada mahasiswa yang tersebut di bawah ini untuk melakukan observasi di Lembaga/Instansi yang Saudara pimpin. Adapun mahasiswa tersebut adalah:

No	Nama Mahasiswa	Nim	Jurusan	Waktu Pelaksanaan
1.	Afrianto Akhmad N	2201410018	Pendidikan Bahasa Inggris	Oktober 2014 s.d selesai

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

Dekan,

Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

TembusanYth.:
1. Ketjur. Pendidikan Bahasa Inggris
2. Ybs

FM-01-AKD-21C

Annex 11

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010
Website : http://fbs.unnes.ac.id

Nomor : 1914/UN37.1.2/PM/2014 — 7 Mei 2014
Lamp. : -
Hal : **Permohonan Izin Observasi**

Yth. Kepala SMP N 1 Slawi
di Kabupaten Tegal

Dengan hormat kami beritahukan bahwa dalam rangka memenuhi tugas mata kuliah ***Final Project***, kami mohon Saudara berkenan memberikan izin kepada mahasiswa yang tersebut di bawah ini untuk melakukan observasi di Lembaga/Instansi yang Saudara pimpin.
Adapun mahasiswa tersebut adalah.

Nama	: **Afrianto Akhmad M.**
NIM	: 2201410018
Jurusan	: Bahasa dan Sastra Inggris
jenjang program	: S1
tahun akademik	: 2013-2014
fakultas	: Bahasa dan Seni
waktu pelaksanaan	: bulan Mei 2014 s.d. selesai.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

Dekan,

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG UNNES FAKULTAS BAHASA DAN SENI

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Tembusan Yth.:
1. Ketjur. Bahasa dan Sastra Inggris
2. Ybs.

FM-01-AKD-21C

Annex 12

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id
Laman : http://fbs.unnes.ac.id

Nomor : 3849/UN37.1.2/LT/2014 — 14 Oktober 2014
Lamp. : -
Hal : **Permohonan Izin Penelitian**

Yth. **Kepala SMPN 1 Slawi**
di Kabupaten Tegal

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: **Afrianto Akhmad Mukhamirudin**
nim	: 2201410018
jurusan	: Pendidikan Bahasa Inggris
jenjang program	: S1
tahun akademik	: 2014-2015
judul	: **Improving Teacher-Talk to Enhance Teacher - Students Interation (An Action Research at SMPN 1 Slawi)**

akan mengadakan penelitian di: SMPN 1 Slawi.
Waktu pelaksanaan : Oktober 2014 s.d selesai.
Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG UNNES FAKULTAS BAHASA DAN SENI

Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989001 1001

Tembusan:
1. Ketjur. BSA
2. Ybs.

FM-05-AKD-24

Annex 13

PEMERINTAH KABUPATEN TEGAL
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
UPTD SMP NEGERI 1 SLAWI
Jl. Prof. Moh. Yamin No. 32 ☎ (0283) 491121 Slawi✉ 52415
Website :www.smpn1slawi.sch.id e-mail : smpn1slawi@yahoo.com

SURAT KETERANGAN
Nomor : 074 / 377 / 2014

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Slawi Kec. Slawi Kab. Tegal menerangkan bahwa :

Nama	:	**AFRIANTO AKHMAD MUKHAMIRUDIN**
Perguruan Tinggi	:	**Universitas Negeri Semarang (UNNES)**
NIM	:	**2201410018**
Jurusan	:	**Pendidikan Bahasa Inggris**

telah melaksanakan penelitian di SMP Negeri 1 Slawi dalam rangka penyusunan skripsi dengan judul : ***Improving Teacher – Talk to Enhance Teacher – Students Interation (An Action Research at SMP N 1 Slawi)*** pada bulan Oktober 2014.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Slawi, 10 November 2014
Kepala SMP Negeri 1 Slawi

DINAS DIKPORA KABUPATEN TEGAL UPTD SMPN 1 SLAWI

Dr. ALFATAH, M.Pd.
NIP. 19670913 199512 1 003

Annex 14

DOCUMENTATION

Picture 1 Pre Cycle Discussion

Picture 2 Pre Cycle Teaching Activity

Picture 3 Cycle 1 Discussion

Picture 4 Cycle 1 Teaching Activity

Picture 5 Cycle 2 Discussion

Picture 6 Cycle 2 Teaching Activity

Picture 7 Questionnaire Delivery

Picture 8 Interview Sesion