

**THE ANALYSIS OF TEACHER - LEARNER TALK IN
A NARRATIVE CLASSROOM INTERACTION**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
DARUSSALAM - BANDA ACEH**

2023 M / 1445 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfilment of The Requirement for
The Bachelor Degree of Education in English Language Teaching

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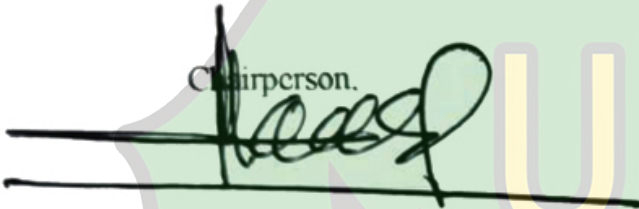
It has been defended in *Sidang Munaqasyah*
In front of the board of the Examination for the working paper and has been
accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:
Thursday, 21 Desember 2023
8 Jumadil Akhir 1445 H

In Darussalam, Banda Aceh

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DECLARATION OF ORIGINALITY

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Analysis Of Teacher - Learner Talk In A Narrative Classroom Interaction

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini yang saya buat dengan sesungguhnya.

AR - RANIRY

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Saya yang membuat surat pernyataan,



Muhammad Ikhsan

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise belong to Allah *Subhanallahu Wa Ta'ala* who has always given health, blessing, and salvation throughout the whole process of completing this thesis in the Department of English Language Education, Ar-Raniry State Islamic University. *Shalawat dan salam* for our Prophet Muhammad (Peace be upon him) who has spread kindness in the world.

As a researcher, I am grateful to my parents, Muhammad Daud and Suriani, who have always supported me and prayed for my success in carrying out this research. May Allah reward my parents in heaven. Then I'd want to thank my older siblings for their support, assistance, and encouragement during the process of preparing this thesis.

Furthermore, I would like to express my appreciation and gratitude to the lecturers who assisted me in the composition of this thesis, Prof. Dr. Muhammad AR, M. Ed as my main supervisor, and Khairiah Syahabuddin, M.HSc. ESL., M. TESOL., Ph. D as my co-supervisor. I was able to finish this thesis because to their guidance, revisions, and assistance. I'd also like to thank MAS Darul Ulum teachers that assisted me with my study, especially Ms. Riska, as well as the learners in class X4.

Thank you also to my friends who supported and encouraged me, particularly Syaifaturrahmah, Ervina Hajar, Lita Ellijah, Fahira Cahyani, and Fathur Rizqi. They continue to encourage and support me, may Allah reward them for their kindness.

Researcher also recognizes that there are several flaws in the way this research was being conducted. As a result, any and all criticism and recommendations will be much appreciated.

Banda Aceh, 30 October 2023

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ABSTRACT

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Main supervisor : Prof. Dr. Muhammad AR, M. Ed
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Keywords : Teacher-Learner Talk, Classroom Interaction

The purpose of this study was to observe the interactions that took place in the classroom between teachers and learners. This study also looks at the sorts of teacher-learner talk in classroom interactions, which were the focus of research at MAS Darul Ulum, particularly thirty learners of class X4. To fulfill the criteria in the study method, data was collected from three learners using purposive sampling. In this study, researchers conducted qualitative research to acquire data through interviews and observations. The objectives of this study were to find out the types of teacher talk and learner talk that occur in the classroom. To find out the interaction between teacher and learner in the classroom interaction. Based on the findings of this study, the interactions in the classroom were very excellent, the teacher used the teacher talk type to deliver material to the class, and the learners responded very well. There are three types of teacher talk and three types of learner talks. This type of teacher talk is often employed by teachers in the learning process, learners often respond in class, and they participated very well in the learning process.

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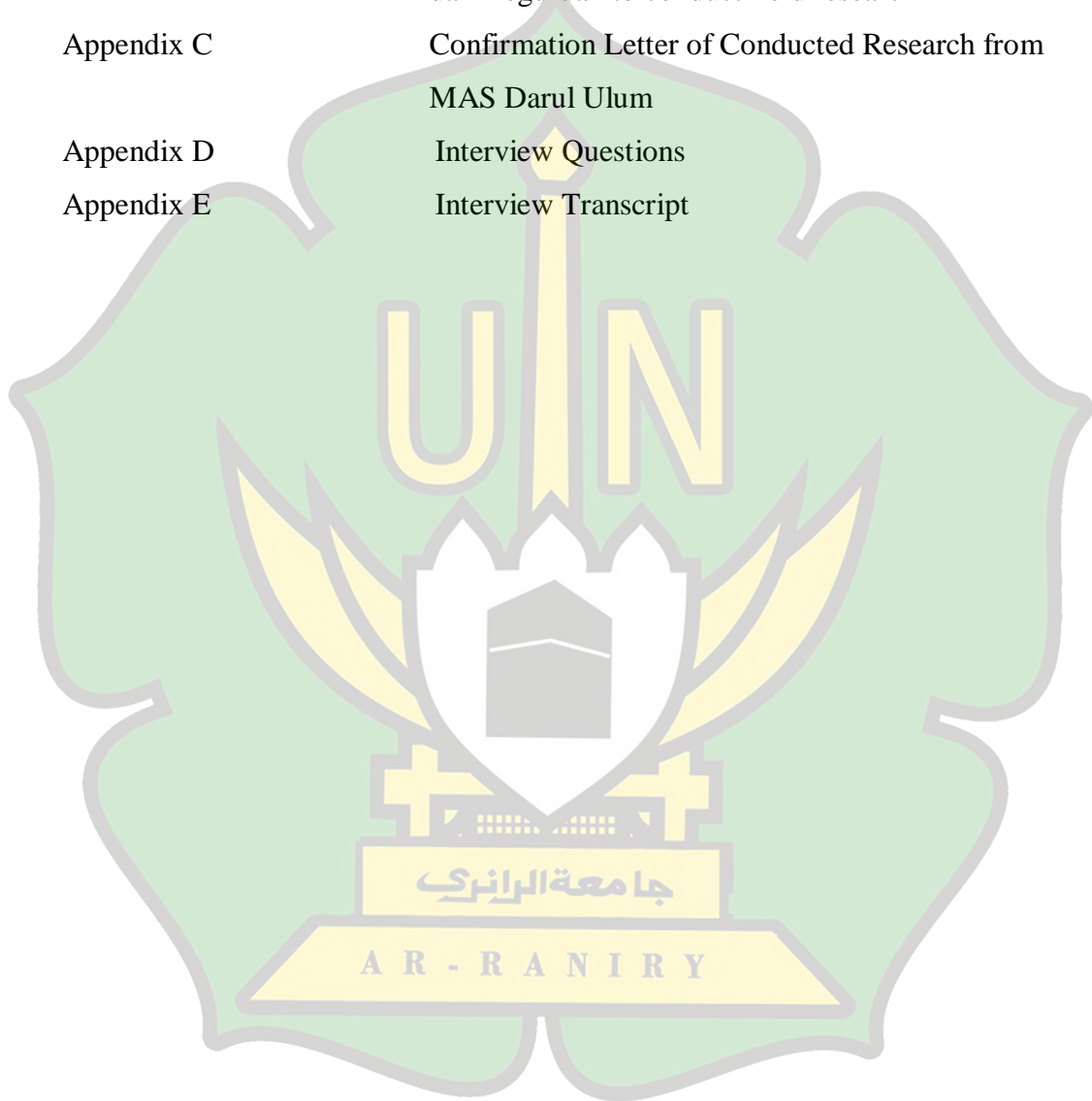


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CHAPTER I

INTRODUCTION

This chapter elaborates background of study, research question, research aim, the significant of study, research terminologies, and definition.

A. Background of Study

The importance of classroom interaction in the learning process cannot be disregarded. According to Sagita (2018), the interaction between teachers and learners is essential for the success of the teaching and learning process . Classroom interaction is focused mainly on interactions between the teacher and learners as a whole (Wray, 2001). It is a typical failure in English learning if the teacher and learner communicate poorly in the classroom. These habits must be modified to allow for creativity and advancement during the learning process. The interaction process can also be said as a process to learn a language by getting used to it. While the goal of language instruction is not only to produce grammatical sentences, it is also to improve communicative function. According to Harmer (2007), there are three stages of effective language acquisition known as ESA phases: Engage (E), Study (S), and Activate (A). Prioritize engagement as the first crucial factor before motivating learners to study and practice. Engaging the learners is vital to cultivate their interest in the subject matter. Hence, fostering effective connection between teacher and learners would enable to establish a positive rapport.

Furthermore, the contact can be used to communicate thoughts, feelings, and ideas between teachers and learners and ideas between colleague teachers and learners for future changes. Interaction between learners will develop their

relationships, either among themselves or with their teachers, because it allows them to learn and receive feedback on their performance (Al-Naimat, 2011). Lacking interaction in the classroom, the class will become quieter and more boring. To make the classroom more active, a teacher must develop strategies to encourage learners to interact in the classroom. Lack of interaction is a typical blunder that has occurred in the past, and it also happens when learning English. Sundari (2017) demonstrates that the teacher must initiate the majority of classroom interactions through verbal communication by combining the first and target languages, offering directions, asking questions, correcting learner errors, and much more. It is not only the teacher who talk during the learning process but also the learners need to talk in the classroom, therefore, teachers could stimulate their learners by asking questions and providing comments. Giving comments on learners' responses improves their active engagement in the classroom. Feedback is information provided to a learner on his or her performance in a learning assignment, generally with the goal of improving that performance (Ur, 2009).

According to Brock (2008), increasing the quantity of classroom contact will assist foreign language learners in learning the target language smoothly and fast. In this situation, the teaching method does actually provide learners with the chance to inquire, guess, analyze, and even discuss about the course material in an ordered manner in order to foster interaction amongst learners. The classroom interaction includes all of the classroom events, both verbal and nonverbal interaction, where verbal interaction occurs when the teacher and learners talk, and nonverbal interaction occurs when the teacher and learners communicate without

using words (Sukarmi & Ulfah, 2015). Furthermore, Sundari (2017) stated in her qualitative study titled classroom interaction in TEFL at Lower Secondary Schools in Indonesia that most classroom interaction should be initiated by teachers through verbal communication by combining first and target language, giving direction, asking questions, correcting learners' errors, and a variety of other activities. Verbal and non verbal dimension, pedagogical, and personal aspects emerge the head to govern and manage the classroom and to develop rapport between instructor and learners. Setiawati (2012) argued that teacher talk is the most valuable input of language exposure because the situation in Indonesia does not encourage learners to use target language in ordinary conversation. As a result, it is extremely probable that teachers will utilize English more frequently in the classroom in order to provide comprehensible input to students.

Wasi'ah (2016) argues that teacher talks is used to guide learners learning activities in the construction of a joint and to impart educational knowledge with learners. Interaction plays an important role in language classes because it can increase learners' vocabulary. Except for a few learners who have experience speaking English at home or in other contexts, most learners in an English as a foreign language (EFL) class are still unfamiliar with utilizing the language in regular conversation. As a result, the teacher has some rules as a facilitator to introduce learners to new language, particularly as a model. To carry out such responsibilities, teachers must establish an engaging environment in the language classroom. For language instructors, interaction is essential. In the interaction process, they can improve their language knowledge and listening ability to foreign

languages by way of interaction between learners and teachers or between fellow learners in the learning process. Then learners can become more independent by solving their problems, with quick responses, better understanding foreign languages in dialogues that occur directly in class or conversations in reading, and much more.

Yanfen and Yuqin (2010) argue that teacher talk plays a crucial role in foreign language instruction by facilitating the organization of activities. The manner in which instructors communicate not only affects the effectiveness of their teaching, but also directly impacts the quality of learning for students. According to Amatari (2015) the quality and amount of teacher-learner contact is an important aspect of effective classroom instruction. Interaction is the occurrence of action-reaction or mutual influence between individuals, such as learners in a classroom setting, or between materials and individuals or groups. The behavior of people in the setting being examined is frequently used to infer an interaction. This behavior can be classed as cognitive, emotional, or controlling in nature. Also, many important functions in the interaction process. Learners are repeating what other learners or teachers are saying in the moment. When a learner acquires a language, their language development occurs. When learners study a foreign language in class, it works the same way. Learners might be considered to be speaking when they mimic their teachers' actions, share their ideas, or offer feedback on what they observe or experience in the classroom. According to Rivers (as a cited in Hikmah, 2019) that learners can expand their language store by listening or reading actual linguistic content, or by interacting with their peers in dialogues.

According to Lei (2009) teacher discussion in the EFL classroom is a challenge for language teachers. On the one hand, excessive teacher discourse deprives pupils of the opportunity to speak in the classroom. However, on the other hand, teacher discourse in the classroom can efficiently stimulate learning and increase communicative connection. However, Nunan (2000) proposes that when assessing the suitability of the amount of teacher talk, it is important to consider several factors, such as: (1) the timing of the talk within the lesson, (2) the reasons behind the teacher's talk, whether it is spontaneous or planned, (3) the potential value of the talk as beneficial input for language acquisition. However, teachers and learners can exchange knowledge, exchange feelings/attitudes, and maintain indirect or oral language relationships. Teachers can also gain more experience. In addition, speaking provides an advantage for teachers in gaining a deeper understanding of learners' skills, how they understand, and the motivations that can make them more enthusiastic.

Learner talk is described as ways of learner to share their opinions or suggestions in the classroom basis. Learner talk focuses on learner verbal interaction in the classroom using academic material as the main topic. There may be three dialogue patterns happen in learner talk interactions such as teacher-to-learner, learner-to-learner and learner-to-teacher dialogue. Variety also can happen within these three patterns. Learner talk may happen in big group, small group, person-to-person interaction or online interaction. Learner talk, in these forms, is essential to Vygotsky's (1978) theory that social learning is of the utmost

importance in education. These interactions are crucial to student achievement and growth (Gillies, 2014).

Rebecca (2003) defines a narrative text describes a sequence of logically connected events that are experienced or caused by factors. She goes on to say that comprehending the plot, theme, characters, events, and their relationships are essential to understanding a narrative. According to Anderson and Anderson (2003) a narrative is a writing that engages the reader by telling a tale. It has action, setting, and character. The narrative's problem, setting, and characters are typically introduced at the beginning. The peak of the issue occurs in the middle. The issue is solved in the conclusion. Anderson and Anderson (2003) also said that there are five generic structures that can be used to construct a narrative text, They are introduction, complication, a series of events or evaluation, conclusion, and coda. According to the 2006 National Curriculum, there are some language characteristics of narrative that include a focus on particular participants, the use of the past tense most of the time, the use of temporal conjunctions, the use of a lot of action verbs, and the frequent use of direct and indirect sentences. Learners may have difficulty to read narrative literature for a variety of reasons. In the realms of fiction and nonfiction, narrative text spans a diverse range of genres. The complexity of the narrative texts that children encounter rises as they move through the grades (Dymock, 2007).

The Islamic boarding school MAS Darul Ulum is located on Jl. Syiah Kuala No. 5, Lambaro Skep, Kec. Kuta Alam, Banda Aceh City, Aceh. In general, MAS Darul Ulum learners prefer to learn in both academic and non-academic disciplines.

Learners are also encouraged to speak two foreign languages, English and Arabic. Because most learners are quite active and have a big level of curiosity, teacher-learner exchanges occur frequently during the teaching and learning process. It happened because the teacher at MAS Darul Ulum creates a creative environment for interaction between teachers and learners in class.

Teacher talk and learner talk are synergistic variables that contribute to classroom interaction and should be balanced (Sari, 2014). When the language teacher dominates the conversation, the language learners become inert and immobile. They cannot freely accept input. However, in the event of the language teacher's absence, the lack of knowledge among language learners would be greatly affected, and this damage can only be remedied by the teacher's explanation. The communication between teachers and learners during classroom interaction holds significant importance in the field of education. Extensive research has been conducted on the communication patterns of teachers and learners in the context of classroom interaction motivation. First, Sari (2014) examined the study of teacher and learner communication in classroom interactions. The purpose of this study was to demonstrate that the interaction between teacher and learner was interactive. The teacher talked to deliver materials to the learners, and the learners reacted to the teacher. Second, Hikmah (2019) investigated classroom interaction in the eighth-grade English teaching-learning process at MTS Negeri 8 Muaro Jambi. It aimed to analyze the many forms of teacher talk, learner talk, and classroom interaction used in the English teaching-learning process.

The studies above show that there are some variances and similarities in the study of teacher-learner communication in classroom interaction. This study is similar because it concerns teacher-learner interaction in the classroom. The distinction in this study is in the various types of teacher-learner interaction in the classroom. This study is very similar to the prior studies. Its focus on "the analysis of teacher - learner talk in a narrative classroom interaction" distinguishes it from the rest.

B. Research Questions

This research has the following problem formulations, based on the explanation in the background above:

1. How is the interaction between teacher and learner in the classroom interaction?
2. What types of teacher talk and learner talk occur in classroom interaction?

C. Aims of study

The above-mentioned research topic directs this study's emphasis to the following areas:

1. To find out the interaction between teacher and learner in the classroom interaction.
2. To find out the types of teacher talk and learner talk occur in classroom interaction.

D. Significance of Study

There are several parties who may gain from research:

1. The Teachers

In order to improve learner English instruction, teacher have to encourage a greater dialogue of indirect influence, which includes learners' approval. Teacher must also provide encouragement, criticism, and reminders, in this way, student engagement can be enhanced.

2. The Learners

Learners have more chances for improving their language proficiency when they are both within and outside of the limits of the classroom, and also receive valuable and significant input from teachers.

3. The Further Researchers

These findings can be used by future academics who wish to investigate the topic of improving teacher-learner interactions in the context of utilizing English in the classroom.

E. Terminology

The researcher defines some of the terms used in this study to make it easier for readers to understand and avoid confusion.

1. Teacher talk

Teacher talk refers to the language used by the teacher in the classroom, which mostly consists of providing directions, explaining tasks, and assessing the learners' comprehension (Yanfen & Yuqin, 2010).

2. Learner Talk

Learner talk refers to the act of repeating either the teacher's speech or the speech of other students. Learners engage in language growth when they acquire new languages. The process of learning language in the classroom is similar (Sari, 2018).

3. Narrative text

According to Rebecca (2003) narrative text is one that recounts a series of logically related events that are experienced or created by circumstances. According to Anderson & Anderson (2003) narrative text is a piece of literature that interests the reader by telling a story.

4. Classroom Interaction

Yanfen and Yuqin (2010) define interaction as the collaborative exchange of thoughts, sentiments, or ideas between two or more individuals. It plays a vital part in the teaching of English. Learners can improve their language storage and usage by interacting with teachers.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on providing theoretical foundation for the research. It's goal is to direct this scope of study, this study discusses using teacher talk and learner talk in classroom interaction, theories of teacher and learner talk and classroom interaction.

A. Definition of Narrative Text

According to Rebecca (2003) narrative text as one that describes a sequence of logically connected events that are experienced or caused by factors. According to Anderson and Anderson (2003) narrative text is a writing that engages the reader by telling a tale. It has action, setting, and character. The narrative's problem, setting, and characters are typically introduced at the beginning. The peak of the issue occurs in the middle. The issue is solved in the conclusion. Based to this definition, a Narrative Text is a text that tells a story from the past. Because Narrative Text presents a story from the past, the grammar employed in Narrative Text is in the past tense.

1. Generic Structure of Narrative Text

According to Mark and Kathy, the steps to creating a narrative are as follows:

a. Orientation/ exposition

It could be a sentence or the first chapter. The audience is informed of the story's characters, its setting, and its time period by the narrator.

b. Complications/Ascent

This triggered a chain of events that had an impact on the plot.

c. Sequence of events/climax

In this section, The narrator describes how the character reacts to adversity in this section. It shows their emotions and actions. Events might be told in chronological sequence or in flashback.

d. Resolution/down action

For better or worse, the meaning may be clarified in this section, however it is rarely left indefinitely uncertain.

e. Provide comfort or moral reorientation

According to the story, there is an optional ending to the incident. According to the preceding description, the researcher may get to the conclusion that the general structure of Narrative Text begins with orientation, such as showing the character in the text. Second, difficulty might cause hassle between characters. The third stage is the climax, which is how the character reacts with the challenges. The fourth stage is resolution, which is how the conflicts can/cannot be handled. And the last stage is reorientation, which is where we earn moral worth.

Narrative Text Language Features

- a. Use action verbs such as climbed, turned, brought, and so on.
- b. In the narrative text, the writers use particular nouns as pronouns for humans and animals. For example, king, queen, and so on.

- c. Kata sifat berdasarkan frase kata benda. Beberapa contohnya adalah rambut hitam panjang, dua buah apel merah, dan lain sebagainya.
- d. To categorize incidents use conjunctions and temporal conjunctions. For example: Wait soon, then, before, and after.
- e. To indicate where actions are taking place, use adverbs and adverbial phrases. For example: This place, the mountain, later, etc.
- f. Readers' emotions can be created by using conversation.
- g. Employ the past tense.
- h. Use a range of basic, compound, and complex sentences.

2. Kinds of Narrative Text

Emilia (2005) argues that there exist five Narrative Texts. They are listed in the following sequence:

- a. Fables are lecture stories that often have animal characters (grasshopper and ant, for example, or mouse deer and crocodile) that behave like people.
- b. A legend is a true story that often exaggerates its heroes. (The tale of Sankurion, Marin Kundang, Toba Lake, etc.)
- c. A fairy tale is a hilarious story that depicts the impossibly difficult and exaggerates the hero's achievements. (Snow White, Pinocchio, Cinderella, etc.)
- d. A folktale, or old story, reveals a culture's traditions.

- e. A science fiction story assumes a certain envisioned scientific advancement or social tendency. (Jules Verne from Earth to Moon, Starship Soldier by Robert Heinlein, etc.)

Depending on the definition given above, there are five different types of narrative texts: fables, legends, fairy tales, folktales, and science fiction.

B. Definition of teacher and learner talk

Siregar (2020) characterises talk as a tool for defining attitudes, choosing a course of action, and influencing behavior. Other definitions of talk include a social purpose and a tool for reflection, learning, meaning transfer, and making sense. The terminology used by teachers and learners to communicate in the classroom is known as "teacher and learner talk."

1. Teacher talk

According to Wasi'ah (2016) teacher talk is used to impart educational knowledge with learners and to direct their developing learning activities. According to Yuqin (2010), teacher talk is a crucial aspect of teaching foreign languages when it comes to organising activities. The manner in which teachers communicate not only affects the quality of their learning process, but also ensures the effectiveness of student learning. Based on the statement above, the researcher concluded that teacher talk is a particular language used in the classroom that has its own distinctive features and is viewed as a register with distinct formal and grammatical aspects. Teacher discourse is an essential component of the teaching and learning process. It's because teacher have two responsibilities in the language classroom. The first aim is to provide sufficient high-quality English language

input, and the second is to provide more opportunities for learner to utilize the target language.

a. The characteristic of teacher talk

Nunan (1991) states that the language used by teachers in lessons in second languages offers a direct input that learners can comprehend. This can be accomplished if the speech given by the teacher possesses the characteristics that follow:

1) Clear

Teacher talk includes ensuring that learners have no issues in understanding the information being conveyed. The language used should be simple and devoid from any potential confusion.

2) Effective Efficient

Teacher talk is considered successful and efficient when the learner is able to actively, fluently, and accurately utilize it following the way it is received.

3) Appropriate

Teacher talk is considered suitable when used in accordance with the appropriate situation and environment.

b. The role of a teacher

According to Harmer (2012) teacher has five roles:

1) Controller

When a teacher works as controller, they are in charge of the class and the activity, and they usually "lead from the front." Controllers take attendance, advise

students what to do, organise drills, read aloud, and demonstrate the characteristics of a guided by teachers in classroom with a variety of ways.

2) Prompter

We should be kind and encouraging when we prompt, but most of all, we need to be clear about what we want them to do. To be overly demanding could mean taking the lead away from the learner. If, on the other hand, we are too shy, we might not give the right amount of help.

3) Participant

One risk of having teachers participate is that they might be able to take over the conversation.

4) Resource

It is important to be helpful and present when we are a teacher, but we also must resist the urge to spoon-feed our students and make them too dependent on us.

5) Tutor

This job is hard in big groups because being a teacher means having a closer relationship with the students than being a leader or controller.

c. The type of the teacher talk

In the process of learning a foreign language, teacher talk plays an additional purpose. Its objectives are to develop foreign language proficiency in learners and to facilitate communication with them. The Flanders instrument was created to monitor simply verbal interaction in the classroom; nonverbal indications are not included. The Flanders Interaction Analysis, which classified teacher conversation

that occurs in the classroom, is referred to in this study. According to Flanders (1989) categorizations are split into primary initiating groups.

- a) lecturing meant giving factual or subjective information about the methods of the subject, sharing opinions, and giving specific details about the teaching materials, like “who did...? what is...? How does...? What time does...? what is...? Why is...?”
- b) Giving Direction meant directing the way and giving guidelines or commands that the learner should follow. Example, “please open your book on page....”
- c) Statements meant to change learners' behavior from not acceptable to acceptable included criticizing. For example, "Don't be noisy!!"

d. Concept of teacher talk

What is claimed by teacher talk in language teaching is the language that is commonly employed by teachers in their communication. Not just for the structure and management of the classroom, but also for the acquisition process, teacher speak is essential. Teachers typically reduce their speech in the classroom, giving it many of the features of outsider speech, such as speaking slower and louder than normal, using simpler language and syntax, and repeating themes (Richard & Richard, 2010).

Many definitions of Teacher talk have been offered from distinct viewpoints. Teacher speech, as defined by Yanfen & Yuqin (2010), is an essential aspect of foreign language education, and how teachers speak impacts not only how successfully they run their lessons, but also how well learners learn. Xiaou-yan (2006) states two things about teacher talk. The first is that we can see that one type

of language is particular if teacher talk is used in English class. This means that the teacher can have a particular qualities that set it apart from other people. The second point is that teacher talk is a way for teachers to talk to their learners, which can help learners improve their foreign language skills.

According to Ur In Liu and Zhu (2012) teacher talk is the language that the teacher uses to talk to learners who are learning a second language. Furthermore, Yufrizal (2008) states that teacher talk is a different kind of stranger talk that happens in schools. According to the above definitions, teacher talk is the language teachers use with their learners to give them directions, explain tasks, and make sure they understand.

2. Learner Talk

Learner talk is the repetition of teacher or peer talk. Learners experiences language growth when they learn a new language. It is the same when they are learning a foreign language at school. First, they copy the teacher's speech and require more time to record each teacher's talk, which is known as the "silent period," then they begin to communicate their own ideas through debate, and lastly they may improve their communication skills. Learner talk is also known as learner speech when a learner imitates his or her teacher's examples, communicates his or her own ideas, or makes remarks and criticism about anything in the classroom.

a. Part of learner talk

Harmer (2012) states learners divided into three parts, they are:

- a) Young learners, particularly those between the ages of nine and ten. We have made progress in the education of young students. We can request teenagers to address learning problems directly in a manner that younger learners may not fully understand. We can engage in conversations about theoretical topics with them.
- b) Adolescents are often considered as problem learners. Yet with their ability for abstract thought and their intense commitment to what they are doing once they engaged, adolescents may well be the most interesting learners of all. Most of them recognize the need for learning and, with the correct goals, can be responsible enough to complete what is expected of them.
- c) Adult learners are never completely free from problems, and they own certain characteristics that may cause difficulties in the process of learning and teaching. They can show rejection of teaching methods, since they may have seen failures or negative feedback throughout their schooling, leading to feelings of anxiety and low trust when it comes to language acquisition. Furthermore, many older adults have concerns about potential problems with their cognitive abilities as they age

b. Type of Learner Talk

Learner talk divided into three aspects namely:

- a) Learner talk response was learner gives response to teacher.

Teacher : So is this sentence right or wrong?

Learner : Wrong sir

- b) Learner talk initiation was learner expressing their own ideas.

Teacher : How do you use the simple past tense?

Learner : S+Verb2

- c) Because of the learner's lack of understanding, there was silence or confusion in the conversation.

Teacher : What is narrative text?

Learner :! (silence/confusion)

c. Concept of learner talk

In addition to teacher talk, learner talk is a part of English classroom interaction. learner talk is the language that learners use in class to communicate with one another. Learner talk, according to Astuti (2011) when learners copy their teacher's examples, express ideas, or provide feedback and criticism in the classroom. Sari (2018) argues that learner talk is repeating teacher talk or peers talk.

C. Definition of Classroom Interaction

Yanfen and Yuqin (2010) state that interaction is when two or more people share their thoughts, feelings, or ideas with one another. It is an important part of teaching English. Learners can improve their English skills and use the abilities that they already have by interacting with teachers.

1. Aspect of classroom interaction

There are two main types of interaction in the classroom: negotiating of meaning and the role of feedback. We can not say that learning through interaction is good if these two things are not present in the classroom. Interaction is full of negotiating of meaning, and the learner can get feedback from the people they talk to. The main aspects of Classroom interaction, are:

a) Negotiation of Meaning

Studies on how students connect with one another mostly look at the conversations that happen when students are learning a second language. In these conversations, negotiation of meaning is what happens when people are trying to keep the communication going. They also say that the main structure of communication is the negotiation of meaning. So, learners in the school should make their language use easier for the other students to understand so that they can interact with them. But if there is a lack of understanding, different processes can be focused on to fix the interaction's main point. For example, when learners are negotiating meaning, they will also focus on the form because negotiation involves feedback and changes to input and output when learners try to send again their misunderstanding, which can happen because of problems with language use.

b) The Role of Feedback

Learners must identify and recognize errors in order for interaction to increase their speaking skills. As a result, certain writers attention is essential for learning feedback from learners. Learners can correct and bring one other's attention to faults in them, but they almost never replace their right form with incorrect form. However, input from teachers may differ from feedback from learners since teachers utilize a variety of correcting strategies. There are two types of feedback: explicit feedback and implicit feedback. Explicit feedback is defined as any feedback that states effectively that learners do not utilize the second language properly in their interaction, it is also known as meta linguistic feedback since teachers offer the linguistic form of the learners' faults. Implicit feedback relates to remedial feedback such as requests for clarification or recasts, teachers recast the learners interaction by modifying one or more sentence components.

2. Types of classroom interaction

Classroom interaction is affected by the sort of teacher talk and learner talk that occurs in the classroom interaction. A classroom interaction is a discussion between a teacher and learners. It discusses how the teacher encourages learners to speak up in class and how learners engage with their peers. Three types of classroom contact have been recognized by researchers: interactions between learners and peers, interactions between learners and instructors, and interactions between learners and the material (Anderson, 2003). The ability of learners to communicate with and receive feedback from their teacher is referred to as learner interaction with the teacher, while learner interaction with peers refers to the

capacity of learners to interact with one another to form an active learning community. Learner interaction with content refers to the capacity of learners to access, manipulate, synthesize, and communicate content information. This three-type interaction model was developed by Anderson & Garrison (2003) and can result in interactions between teachers and learners, teachers and content, and content and other material. At least three forms of interaction occur regularly in classroom interaction, as follows:

a) Teacher-learner interaction

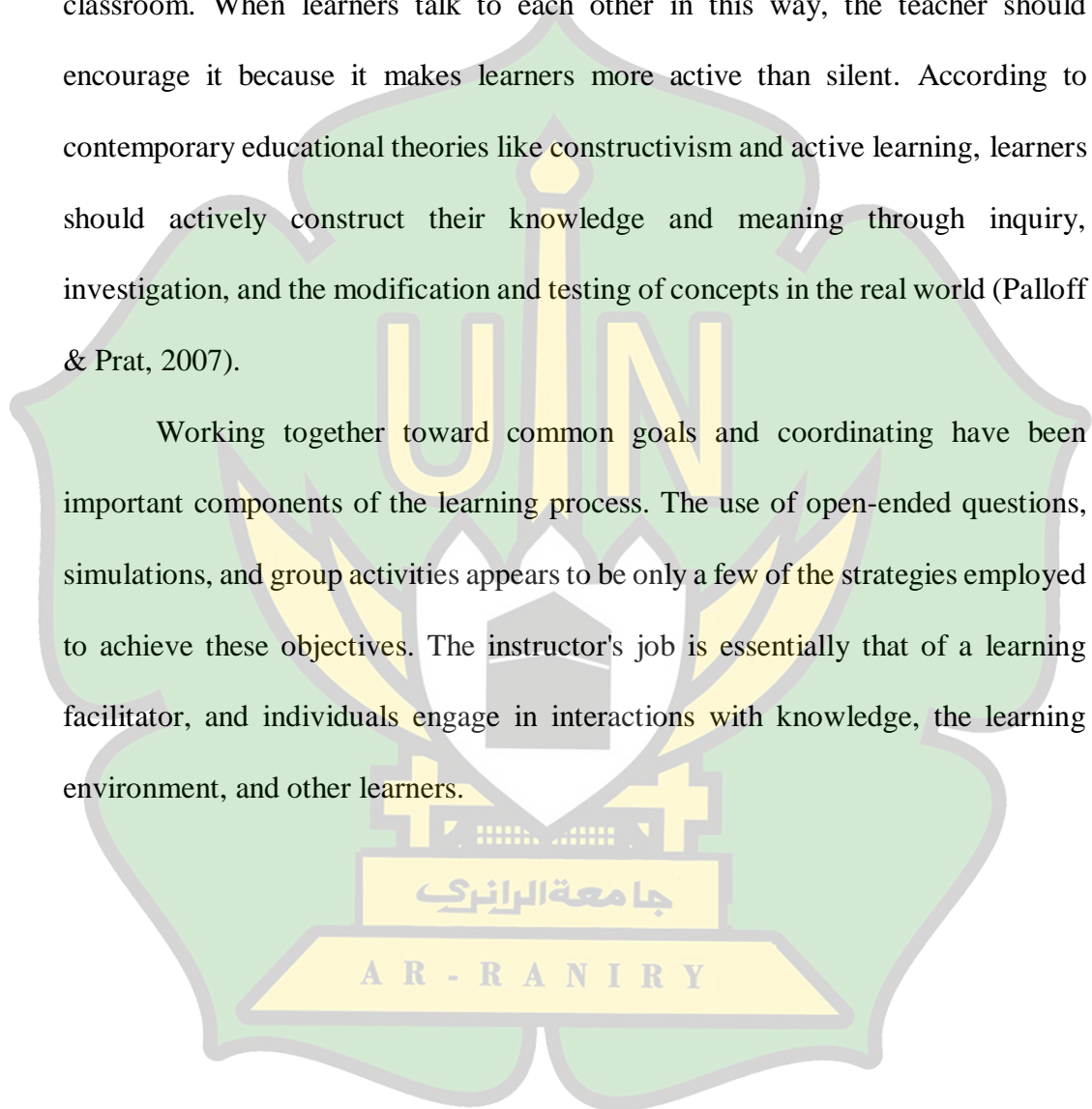
It occurs between the teacher and several learners, emphasizing that the teacher participates in such interaction. He talks the material with his students, asks questions, utilizes their ideas, instructs, gives direction, criticizes or supports learner discussion replies. On the other hand, learners will gain from depending on their teachers' experiences on how to interact in the most effective way. Harmer (2012) states that when teachers talk to their learners, they should pay attention to three things. First, they need to pay attention to what kind of words the learners can understand. The teacher should give an assignment that is comprehension-level for all of the students. Second, the teacher must prepare what they're going to say to the learners. This is why the teacher talk is a reference for the learners. Lastly, the teacher should tell them how they will speak, including their voice, tone, and phrasing.

b) Learner-learner interaction

Structured and well-managed learner-learner interaction in the classroom will be an important factor in cognitive development, learner educational attainment

and emerging social competence. Collaborative work can also help students improve their skills. So, this kind of contact will help learners make friends, which will promote the idea of a learning community and lower feelings of isolation in the classroom. When learners talk to each other in this way, the teacher should encourage it because it makes learners more active than silent. According to contemporary educational theories like constructivism and active learning, learners should actively construct their knowledge and meaning through inquiry, investigation, and the modification and testing of concepts in the real world (Palloff & Prat, 2007).

Working together toward common goals and coordinating have been important components of the learning process. The use of open-ended questions, simulations, and group activities appears to be only a few of the strategies employed to achieve these objectives. The instructor's job is essentially that of a learning facilitator, and individuals engage in interactions with knowledge, the learning environment, and other learners.



CHAPTER III

RESEARCH METHODOLOGY

This chapter mainly describes the methodology of the research and an outline history of the research location. It explained the tools and instruments which are needed for the researcher to do this research.

A. Research Design

Implementing a proper and accurate research method can increase the accessibility and effectiveness of the data analysis process. Moeleong stated that qualitative research focuses on understanding about the phenomena experienced by research subjects primarily in their behaviour, motivation, action, and perception. Comprehensively and by implementing several natural methods and descriptions in the form of words and language in a specific natural environment (Moleong, 2012).

This research used descriptive qualitative method. According to Gay (2012), a descriptive approach involves the collecting, analyzing, and interpreting of narrative and visual non-numerical data to gain an intensive comprehension of a phenomenon. Descriptive research methods are based on various assumptions and made for several purposes than quantitative research methods. This research was proceeded using a descriptive qualitative technique. It might accurately describe a scenario based on facts and characterize the many sorts of teacher and learner conversation that happen in a classroom setting (Djam'an Satori, 2012).

B. Research Participant

The research which aims to determine the analysis of the teacher-learner talk in classroom interaction was proceeded at Darul ‘Ulum islamic boarding school, Banda Aceh in academic year 2022/2023. The participants involved in this research were one teacher and 30 learners at the first grade of MAS YPUI Banda Aceh in academic year 2022/2023. The first class consists of four classes, two for boys and two for girls. The class chosen by the researcher was class X4, and this class was a class containing only girls. The researcher chose this class because of the adjustments made at school, and the teacher appointed was also based on the school. The researcher chose this school because the researcher was interested in the language practice system in boarding schools and wanted to see whether with this system active interaction could occur in the classroom.

Purposive sampling is the most commonly chosen sampling technique in qualitative research, therefore purposive sampling technique is implemented in this research. Sugiyono (2016) stated that the purposive sampling is a method for data sources that takes particular factors into consideration. The reason for using the purposive sampling technique was that not all samples have criteria according to the phenomena studied. Sample selection is based on certain characteristics, which are considered to be closely related to previously known population characteristics. The ability of the participants to be questioned is required to collect accurate data.

C. Research Instrument

A research instrument is a tool used to collect, measure, and evaluate data from a research topic. Notoatmodjo (2010) defines research instruments as "the

tools that will be utilized to collect data. These study instruments might take the shape of questionnaires, observation forms, data collection forms, and so on. In this research, checklist observation and semi-structured interviews will be employed as instruments.

According to Gay (2012) observation is the most appropriate and successful method of data collecting. The observation checklist was used to collect data in a factual manner by observing the classroom scenario. However, According to Sugiyono (2010), a semi-structured interview is an interview guide used to uncover problems more openly, in which the parties involved are asked to question each other for their perspectives and ideas in depth. The interview was designed to supplement both the observation checklist and the audio recording in the classroom engagement. To acquire data, the researcher employed structured interviews with the teacher and learner. To confirm the authenticity of the data, a mobile phone is used to record video of the teaching learning process, record the dialogue during the interview, and photograph the activities.

D. Data Collection

The data were collected by observation and interview. Observation is a significant contribution to descriptive research since some sorts of information may be gathered through direct observation. The classroom interaction will be recorded on video and audio in this study. The researcher observe the teaching learning process and notes all the activities associated with the learning process using observation checklist. In this research, interview were used to collect information about the aspects of interaction in the classroom and teacher learner talk in the

classroom. The researcher conducted interview with a teacher and three learners in the first grade of MAS Darul Ulum. The researcher interviewed the teacher in the purpose of collecting the data about what were the classroom activities the teacher usually hold, also asked about the teacher talks and the learner talks in the classroom interaction.

E. Data Analysis

The researcher analyzed data based on the steps suggested by (Gay, 2012), they are as follows:

a. Reading Memo

The first step is the researcher needed to read and wrote down about all the field notes then make a highlight on the specific types of teacher talk and learner happened in the classroom interaction to help the researcher easily to manage the collected data.

b. Describing

The next step is the researcher should explained the types of teacher and learner talk happened in the classroom interaction that could be the results of observation and interviews, and gave detailed descriptions about the participant, the setting and interaction between teachers and learners in the class.

c. Classifying

The last thing to do is the researcher should classified or coded the types of teacher talk and learner talk happened in the classroom interaction into sentence for the purpose of analyzing or to categorize on the research questions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings and discussions. This was obtained by the researcher during observations and interviews implemented at the research location.

A. Findings

The findings of this study were based on the research questions of this study. This study has two research questions: 1. How is the interaction between teacher and learner in the classroom interaction? 2. What types of teacher talk and learner talk occur in classroom interaction?

1. The interaction between Teacher and Learner conduct Interaction in the Classroom

Based on observations in the classroom while teaching learning process, the researcher discovered that the pattern of classroom interaction was individual work. The teacher's constant request demonstrated it for involvement. The interaction between teacher and learner in the classroom can be regarded as completely interactive. It signifies that the teacher and learners interacted well with one another. There are two types of interaction in the classroom: teacher-learner interaction and learner-learner interaction (Siti Murtiningrum, 2009).

a. Teacher-learners interaction

Teacher interaction with learners during the teaching and learning process was very good. The following is data from interviews with teacher and learners as participants.

RF (T) said:

“While in class with me, the learners usually, before going into the material that day, ask first how prepared they are in learning English, and I ask why we have to learn English? Is it important to learn English? Apart from that, I also often ask learners what new vocabulary they have acquired in English. For example, some people watch films, some read books, maybe they get new vocab from there.”

The teacher played a vital role in learning by stimulating learners to maintain interaction and creating an active class atmosphere. The teacher continued to ask questions and asked for learners' opinions.

b. Learner-learner interaction

The learners were very enthusiastic when discussing in class with their colleagues. The following is data obtained from interviews with learners.

SAS (S) said:

“Sometimes, I do not focus on what my teacher is teaching, so I will ask my friend to explain it again. We also have so many group projects in the class; for example, if our teacher asks us to do a presentation, at that time, we must interact and cooperate well with our group team.”

AM (S) said:

“When the teacher gives questions like a quiz and a grade is given, we usually interact with each other to respond to questions given by the teacher and also when there is a group assignment.”

SRF (S) said:

“Usually, I interact with my friends when I get confused with the material or miss the teacher's explanation. So that I don't fall further behind, I will immediately ask my friends.”

In the interactions that occurred between learners, they interacted quite actively, such as when there was group work in class and when they asked their friends, they were left behind in an explanation from the teacher.

2. Types of teacher talk and learner talk occur in classroom interaction

1) Type of teacher talk occur in classroom interaction

The types of teacher talk were divided into three aspects: lecturing, giving direction, and criticizing. In which teacher talk identified the utterance produced by the teacher during the teaching learning process. The researcher did observation to see the types of teacher talk that occurred in the classroom. Furthermore, the interview helped the researcher collect the teacher's talk in the classroom. Therefore, after analyzing the observation and interview, it was found that the types of teacher talk used by the teacher, such as lecturing, giving direction, and criticizing.

a. Lecturing

Based on the observation and interview, lecturing was the teacher's most used method of instruction in classroom interaction. Lecturing is the most important part of teaching and learning as it conveys all the information to the learners. The data below was obtained by interviewing the teacher.

RF (T) said:

“Usually, when I introduce new material, I don't tell them on that day, for example, the name of the material, for example, simple past tense, I don't tell them, I give them examples first, then I tell them to make sentences, then after they have done it several times I give them practice and I In the second meeting, I said, so we have studied the material with the title of the material being simple past tense, like that.”

The teacher explained every sub-theme to make learners understand the information and then gave some examples. At the end of the lesson, the teacher clarified the learner's answer and gave additional detailed information or explanations from the topics discussed; the teacher would review the explanation to check the learner's understanding.

b. Giving direction

Based on the observation and interview, the teacher gave instructions during the learning process, and the learners responded well. The data below was obtained by interviewing the teacher.

RF (T) said:

“The directions I give during class activities depend on what material I teach. For example, my direction is "Understand this reading text" or "Create a group for discussion." For learners, they will follow the directions I give as long as I give directions that they can understand. Therefore, I also gave directions in English and Indonesian so they could understand better. So far, the learners' response has been enthusiastic about whatever directions I give in class.”

The teacher actively gave learners directions in the learning process; the directions given were pretty simple and in two languages, English and Indonesian so that learners could understand.

c. Criticizing

Based on the observation and interview, the teacher's criticism process was very active. When learners were noisy, the teacher asked them to keep silent and paid attention to her in the classroom. The data below was obtained by interviewing the teacher.

RF (T) said:

“For example, if it's noisy, I usually say, "Okay, class, attention please!" or "Be quiet, please, pay attention to the teacher!" if I say something like that, the class will usually stop being noisy for a while.”

When learners making mistakes in class, such as making noise, the teacher immediately criticizes the learners.

2) Types of learner talk occur in the classroom interaction

The types of learner talk were divided into three aspects: learner talk response, learner talk initiation, and silence or confusion. The interview with learners helped the researcher collect the learner's talk in the classroom. As a result, the researcher discovered the following after evaluating the observation and interview:

a. Learner talk response

Based on the observation and interview, learners' responses that occurred in class are good. The data below was obtained by interviewing learners.

SAS (S) said:

“I sometimes respond, sometimes not, according to what I understand.”

AM (S) said:

“For that reason, I depend on the question asked; if I understand the question, then I will answer, and if I don't understand, I won't answer.”

SRF (S) said:

“Depends on the teacher's question. For example, if I understand the question, I will respond. If I don't understand, I won't respond.”

Learner talk response happened when the teacher asking the learner whether they already understood or not about the material that has been studied.

b. Learner talk initiation

Based on observations and interviews, the learner talk initiation is quite common in the classroom. The learners decided to speak based on their ideas rather than repeating what the teacher had already told them. The following information was gathered from interviews with learners.

SAS (S) said:

“I often respond to the teacher's questions with my own opinion briefly, according to my understanding. For example, if the teacher discusses the meaning of narrative text, I will respond according to my understanding and according to my own opinion.”

AM (S) said:

“It depends on what material the teacher is discussing, and it depends on my understanding. For example, if my understanding is lacking, I will respond briefly, but if the teacher asks, I will answer. For example, when asked for meaning in the Narrative text material, I will answer according to what I know and based on my own opinion.”

SRF (S) said:

“According to what I understand, for example, in narrative text, if the teacher asks about the meaning of narrative text, I will respond to the question with the understanding that I have, which is in my own opinion.”

This learner-talk initiation often occurred because learners in the class were also very active in answering the teacher's questions.

c. Silence or confusion

Based on the observation and interview, sometimes the learners became silent because they did not understand the teacher's question. The data below was obtained by interviewing learners.

SAS (S) said:

"I will be silent if the teacher is teaching a difficult topic, and it is hard for me to follow her pace."

AM (S) said:

"What causes me sometimes to start to become silent during the learning process is when the teacher is explaining material that I like, or when I don't understand the material but I don't have the opportunity to ask questions, then I will choose to remain silent and then ask a friend when I've finished class."

SRF (S) said:

"If the learning conditions are boring and I don't understand the discussion, I will keep quiet and let other learners who understand to answer the teacher's question."

Learners sometimes remained silent in class because they didn't understand the material brought by the teacher, and they chose to be

silent. Sometimes, they wanted to ask questions, but the teacher still explained the material, so they asked their classmates.

B. Discussion

The researcher discussed the research findings using relevant references. The researcher discussed the research by referring from one theory to another that is relevant to the answer to the scientific queries to validate the research findings. The exposition is presented below:

1. The interaction between teacher and learner in the classroom

The result of the observation done by the researcher found that the interaction between teacher and learners were interactive. The teacher and learners exchanged their own opinions in the process of teaching and learning activity, creating a good interaction and a positive atmosphere which are essential for learners to boost their learning ability. The teacher explored and improved their teaching materials by interacting and communicating with their learners. By implementing good interaction with learners, the teaching learning process will be more effective because it is not only supporting the learners to be more active in the class but also the teacher can evaluate how much knowledge the learners gain in the class at the same time. This finding was supported by Pratama (2015) in his research, revealed that the usage of teacher learner interaction aspects in the classroom can create an interactive environment which supports the teaching and learning process.

The learners in the class were very enthusiastic in the learning process. They were active when the teacher created study groups, they also asked each other whether they missed something when the teacher was teaching a difficult subject and the learners would help their classmates by explaining about what they had learned if there was any learner who didn't understand the teacher's explanation. This finding was supported by Eka Lestari (2022) revealed that learners are enthusiastic in the learning process and often ask questions to the teacher. Even teacher try to make learners confident so they become active in class.

2. The types of teacher talk and learner talk occur in the classroom interaction

1) The types of teacher talk that occur in the classroom interaction

Based on the findings, different types of teacher talk occur in the classroom. The result from the interview showed 3 variables; which are lecturing, giving direction, and criticizing.

The teacher talk mostly used by the teacher was lecturing. During the teaching and learning process, the teacher explained and provided material in factual information. The teacher always guides learners to comprehend, and if a learner asks a question, the teacher will react instantly. In addition, if a learner becomes bored, the teacher will offer questions to keep them engaged in class. This finding was supported by Nur Aini Villy (2018) conducted research related to teacher talk, she stated that the role of teachers in stimulating learners in the learning process is very important.

When learners make mistakes throughout the learning process, the teacher criticizes them; the learners' reactions are excellent, and as a result, the interactions in class are excellent. When learners are confused throughout the learning process, the giving direction process is frequently employed to help them grasp the subject provided by the teacher. The process also has excellent interactivity. This finding was supported by Siti Nurpahmi (2017) revealed that teacher talk and found almost the same points, such as correcting/criticizing and giving instruction/direction. In her research, several variations were found in the interactions that occurred during the learning process. and the process of criticizing and giving direction makes the class atmosphere very interactive.

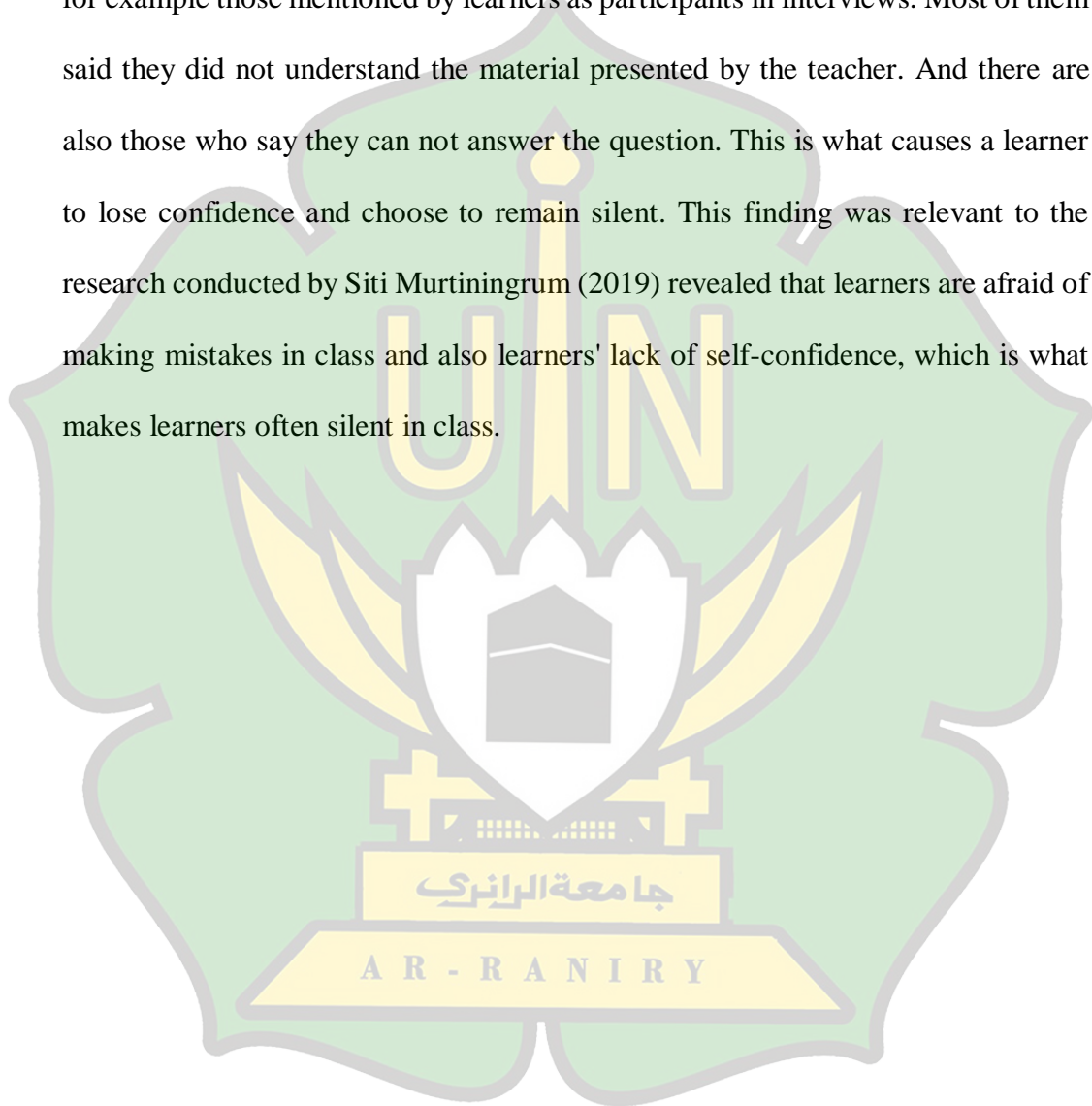
2) The types of learner talk that occur in the classroom interaction

Based on the findings, different types of teacher talk occur in the classroom. The result from the interview showed 3 variables; which are learner talk response, learner talk initiation, and silence or confusion.

The learner talk response and learner talk initiation processes occurred very well. The response given by learners in the learning process was very good so that very active interaction occurred. This can make learners more confident in giving their opinions. The learner responded to not only the teacher but also the most initiated their opinion during teaching learning process. Research in line with that conducted by Riska et al (2019) show that through answering the teacher's questions and offering their opinions, learners actively participated. As a result, classroom

interactions between teacher and learners are highly engaged. They interacted well with one another.

Silence or confusion occurs due to several factors that exist among learners, for example those mentioned by learners as participants in interviews. Most of them said they did not understand the material presented by the teacher. And there are also those who say they can not answer the question. This is what causes a learner to lose confidence and choose to remain silent. This finding was relevant to the research conducted by Siti Murtiningrum (2019) revealed that learners are afraid of making mistakes in class and also learners' lack of self-confidence, which is what makes learners often silent in class.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion derived from the findings of the research and suggestions by the researcher.

A. Conclusion

Concerning the result of findings and the discussions of the research, it can be concluded that the classroom interaction that occurred during the teaching and learning process is generally run well. The teacher employed some ways of communication. Other than that teacher employed teacher talk, such as lecturing, giving direction, and criticizing, and the learner also employed learner talk, such as learner talk response, learner initiation response, and sometimes silence. Also researcher found some results that represent in this thesis about (1) How is the interaction between teacher and learner in the classroom interaction, (2) What types of teacher talk and learner talk occur in classroom interaction.

The interaction between teacher and learners in classroom interactions were truly interactive, they created good interactions with one another. The most frequent teacher discussions in class were lectures and giving directions, teachers also play a very important role in making learners active in class, and learners were also very enthusiastic about learning. Learner talk that often occurs in class were the learner talk initiation, especially those expressing their own ideas, they were very confident in class, and teachers also often appreciated those who were active. The conditions

that occurred in the classroom were very enthusiastic, both teachers and learners were very active in the learning process.

B. Suggestion

After seeing the finding as well as discussion, the researcher gives suggestion that may be useful for teacher and also for the other researchers who would conduct the same topic in the future:

1. Teachers who provide learning can use interesting methods to make the class atmosphere more active. This is also useful for getting learners to talk and making them more confident.
2. For learners, they are only expected to be more enthusiastic about learning English, because this is very useful for them in the future.
3. For future researchers, perhaps they can conduct research in a more interesting way, and can also use more interesting content.



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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2280/UN.08/FTK/KP.07.6/01/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 Januari 2023

MEMUTUSKAN


Menetapkan
PERTAMA : Menunjuk Saudara:
1. Prof. Dr. Muhammad AR Sebagai Pembimbing Pertama
2. Khairiyah Syahabuddin M.HSc.ESL., M.TESOL., Ph.D Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Muhammad Ikhsan**
NIM : **170203210**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Analysis of Teacher-Learner Talk in A Narrative Classroom Interaction**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Januari 2023
Dekan

Saiful Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

APPENDIX B
RECOMMENDATION LETTER FROM FAKULTAS TARBİYAH DAN
KEGURUAN TO CONDUCT THE RESEARCH

8/10/23, 3:13 PM

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-8113/Un.08/FTK.1/TL.00/08/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MAS DARUS ULUM YPUI Kota Banda Aceh
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD IKHSAN / 170203210**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Blang Oi Kec. Meuraxa Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Analysis of Teacher-Learner Talk in A Narrative Classroom Interaction*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 04 September
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

APPENDIX C

CONFIRMATION LETTER FROM MAS DARUL ULUM



YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH MADRASAH ALIYAH DARUL ULUM



Jalan Syiah Kuala No. 5, Gampong Keuramat, Kuta Alam, Banda Aceh 23126
Telepon (0651) 33312; Pos-el: masdarululumypui@gmail.com; laman: <https://masdubna.sch.id>

Nomor : MA.a/DU/PP.00.6/078/11/2023
Perihal : Penelitian An. MUHAMMAD IKHSAN

21 November 2023

Kepada Yth.
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry
di-
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor: B-8113/Un.08/FTK.1/TL.00/08/2023 tanggal 4 Agustus 2023, perihal sebagaimana tersebut pada pokok surat, maka dengan ini Kami menyatakan bahwa:

n a m a : MUHAMMAD IKHSAN
NIM : 170203210
semester : XII
Jurusan : Pendidikan Bahasa Inggris
alamat : Jalan Revolusi Desa Pante Beureune Kecamatan
Meurah Dua Kabupaten Pidie Jaya

telah selesai mengadakan penelitian pada tanggal 23 dan 30 Agustus 2023 untuk bahan penulisan disertasi dengan judul:

"The Analysis of Teacher-Learner Talk in A Narrative Classroom Interaction"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

AR - RANIRY



MARIANI, S.Ag., M.A
NIP. 197309141999052001

APPENDIX D
INTERVIEW PROTOCOL

Instrument (Interview Protocol)

Project : The Analysis Of Teacher - Learner Talk In A Narrative Classroom Interaction

Time of interview : 11:30 AM
Date : 30 Agustus 2023
Place : MAS Darul Ulum
Interviewer : Muhammad Ikhsan
Interviewee : RF, SAS, AM, SRF

This is a research study about “The Analysis Of Teacher - Learner Talk In A Narrative Classroom Interaction”. The purpose of this research is to figure out teacher-learner talk in classroom. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee’s confidentiality based on informed consent. The interview will take approximately 8-10 minutes.

Question for teacher:

1. How do you try to encourage students to be active in English lessons while interacting in the classroom during the teaching and learning process?
2. How do you convey the material or what students have to do that day?
3. What directions do you usually give during class activities? How do students usually respond?
4. During the teaching and learning process, the class situation was very noisy. What do you do in class with that condition, what sentences do you usually say?

Question for student:

1. When does interaction between students usually occur in class? How did the interaction occur?

2. Do you often or not respond to the teacher's statements or questions during the learning process?
3. Do you like responding to questions based on your own opinion? Please give the example?
4. What causes students to sometimes become silent in class during the learning process?



APPENDIX E
TRANSCRIPT OF INTERVIEW

Participant 1 (Teacher)

Interviewee: RF (Visual)

Date of interview: 30 Agustus 2023

1. How do you try to encourage students to be active in English lessons while interacting in the classroom during the teaching and learning process?

Answer : *“While in class with me, the students usually before going into the material that day, usually I ask first how prepared they are in learning English, and i ask why do we have to learn English?, Is it important to learn English?, then apart from that, I also often ask students what new vocabulary they have acquired in English. for example, some people watch films, some read books, maybe they get new vocab from there.”*

2. How do you convey the material or what students have to do that day?

Answer : *“Usually when I introduce new material I don't tell them on that day, for example the name of the material, for example simple past tense, I don't tell them, I give them examples first then I tell them to make sentences, then after they have done it several times I give them practice and I In the second meeting, I said, so we have studied the material with the title of the material being simple past tense, like that.”*

3. What directions do you usually give during class activities? How do students usually respond?

Answer: *“The directions I usually give during class activities usually depend on what material I am teaching. For example, the direction I give is something like "understand this reading text" or something like "create a group for discussion". For students, they will follow the directions I give, as long as I give directions that they can understand, therefore I also give*

directions in English and Indonesian so they can understand better. So far the students' response has been very enthusiastic about whatever directions I give in class.'

4. During the teaching and learning process, the class situation was very noisy. What do you do in class with that condition, what sentences do you usually say?

Answer: "For example, if it's really noisy I usually say "okay class attention please!" or "be quiet please, pay attention to teacher!", if I say something like that, the class will usually stop being noisy for a while."

Participant 2 (Student)

Interviewee: SAS (Visual)

Date of interview: 30 Agustus 2023

1. When does interaction between students usually occur in class? How did the interaction occur?

Answer: "In the class sometimes I am not focus on what my teacher is teaching so I will ask my friend to explain it again to me. And We also have so many group project in the class, for example if our teacher asks us to do presentation, at that time we must interact and cooperate well with our group team."

2. Do you often or not respond to the teacher's statements or questions during the learning process?

Answer: "I sometimes respond, sometimes not, according to what I understand."

3. Do you like responding to questions based on your own opinion? Please give the example?

Answer: *“I often respond to the teacher's questions with my own opinion briefly, according to my understanding. For example, if the teacher discusses the meaning of narrative text, I will respond according to my understanding and according to my own opinion.”*

4. What causes students to sometimes become silent in class during the learning process?

Answer: *“I will be silent if the teacher is teaching a difficult topic and it is hard for me to follow her pace.”*

Participant 3 (Student)

Interviewee: AM (Visual)

Date of interview: 30 Agustus 2023

1. When does interaction between students usually occur in class? How did the interaction occur?

Answer: *“when the teacher gives questions like a quiz and a grade is given, we usually interact with each other to respond to questions given by the teacher and also when there is a group assignment.”*

2. Do you often or not respond to the teacher's statements or questions during the learning process?

Answer: *“For that reason, I depend on the question asked, if I understand the question then I will answer and if I don't understand I won't answer.”*

3. Do you like responding to questions based on your own opinion? Please give the example?

Answer: *“It depends on what material the teacher is discussing, and it depends on my own understanding. For example, if my understanding is lacking then I will respond briefly, but if the teacher asks specifically I will answer specifically. For example,*

in the Narrative text material, when asked for meaning, I will answer according to what I know and based on my own opinion.”

4. What causes students to sometimes become silent in class during the learning process?

Answer: “What causes me to sometimes start to become silent during the learning process is when the teacher is explaining material that I like, or when I don't understand the material but I don't have the opportunity to ask questions, then I will choose to remain silent and then ask a friend when I've finished class.”

Participant 4 (Student)

Interviewee: SRF (Visual)

Date of interview: 30 Agustus 2023

1. When does interaction between students usually occur in class? How did the interaction occur?

Answer: “Usually I interact with my friends when I start to get confused with the material or miss the explanation that the teacher is explaining. So that I don't fall further behind, I will immediately ask my friends.”

2. Do you often or not respond to the teacher's statements or questions during the learning process?

Answer: “Depends on the teacher's question. For example, if I understand the question, I will respond. If I don't understand, I won't respond.”

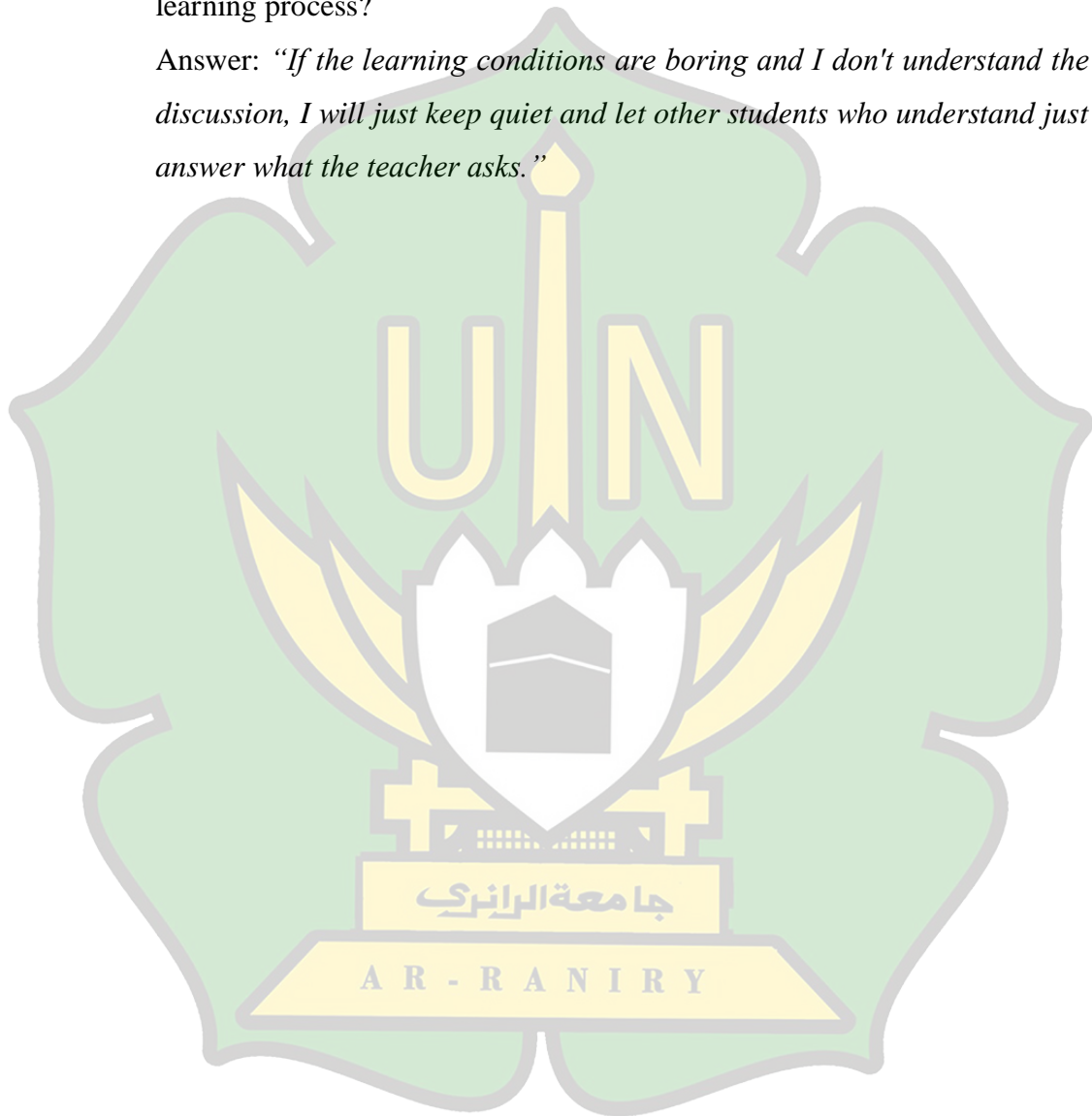
3. Do you like responding to questions based on your own opinion? Please give the example?

Answer: “According to what I understand, for example in narrative text, if the teacher asks about the meaning of

narrative text, I will respond to the question with the understanding that I have and that is in my own opinion.”

4. What causes students to sometimes become silent in class during the learning process?

Answer: “If the learning conditions are boring and I don't understand the discussion, I will just keep quiet and let other students who understand just answer what the teacher asks.”



AUTOBIOGRAPHY

Full Name : Muhammad Ikhsan

Students' Number : 170203210

Place/Date of Birth : Meurah Dua, 12-03-2000

Sex : Male

Religion : Islam

Nationality/Ethnic : Indonesia/Acehnese

Marital Status : Single

Occupation : Student

Address : Pante Beureune, Meurah Dua, Pidie Jaya

Phone Number : 082246240442

E-mail : m.ikhshandaud@gmail.com

Parents

Name of Father : (Alm) H. Muhammad Daud

Name of Mother : H. Suriani, S.Pd

Father's occupation : Entrepreneur

Mother's occupation : Civil Servant

Educational Background

Elementary School : Min 2 Pidie Jaya (2004-2010)

Junior High School : MTSs Jeumala Amal (2011-2014)

Senior High School : MAS Jeumala Amal (2015-2017)

University : PBI UIN Ar-Raniry (2017-2023)