

Teacher Talk in Speaking Course: A Descriptive Study at English

Department of UIN Ar-Raniry

THESIS

Submitted by

MAYA FITRIYA RAIS

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231324431



FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2018/1439 H

THESIS

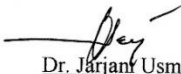
Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education


By:
Maya Fitriya Rais
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324431

Approved by:

Main Supervisor,

Co-Supervisor,


Dr. Jarjan Usman, S. Ag., S. S., M. Sc., MS
NIP. 197208122000031002


Mulia, M. Ed
NIP. 197810132014111001


It has been defended in *Sidang Munaqasyah* in front of the Council of Examiners
for Working Paper and has been accepted in Partial Fulfillment of the
Requirements for *Sarjana* Degree S-1 on Teacher Education

On:

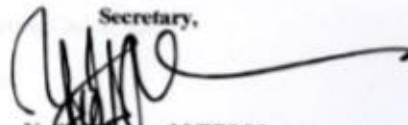
Thursday, February 8th, 2018 M
Jumadil Awal 22nd, 1439 H

Darussalam – Banda Aceh

Chairman,


Dr. Jarjani Usman, S.Ag., S.S., M. Sc., M.S

Secretary,


Yuliy Manna, M.TESOL

Member,

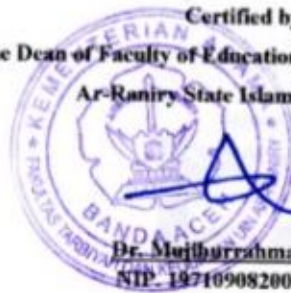

Mulia, M.Ed

Member,


T. Mardani, S.Ag., M.IntlDev

Certified by:

✓ The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University



Dr. Muithurrahman, M.Ag
NIP. 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
JlnSyekhAbdur Rauf Kopelma Darussalam Banda Aceh
Email:pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Maya Fitriya Rais
NIM : 231324431
Tempat/Tgl. Lahir : Takengon, 18 Februari 1996
Alamat : Jl. Laksamana Hayati, Gampong Cadek, Kec.
Baitussalam, Kab. Aceh Besar.
Judul Skripsi : Teacher Talk In Speaking Course: A Descriptive Study at
English Department of UIN Ar-Raniry

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya,
kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan
kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 30 Januari 2018

Saya yang membuat surat pernyataan,



Maya Fitriya Rais

ACKNOWLEDGEMENT



Alhamdulillah, all praises to Allah *subhanallahuwata'ala*, the Almighty, the most beneficent and the most merciful, who has given the author opportunity, strength, health to complete this thesis. Peace and salutation be upon the beloved Prophet Muhammad *shallallahu 'alaihi wa sallam*, his family, and companions.

First of all, the author would like to give her deepest gratitude and appreciation to author's advisors, Mr. Dr. Jarjani, S.Ag., S.S., M.Sc., M.S and Mr. Mulia M.Ed their time, supports, advices and valuable guidance and a great deal of time during the supervision of completing this thesis. In addition, the author would like to thank author's academic supervisor, Dr. Mustafa AR, M.A, that has guided her throughout her time in the university. Then, her deep gratitude for all lecturers of English Education Department for the knowledge, experiences, and supports that they have given to her.

Moreover, the author would like to express her deepest love and sincere gratitude to her beloved father Ismail Ibrahim and her beloved mother Rapini, who always give their endless love, pray, care, patient, and support. Also, the author would like to dedicate her special thanks to her classmates TEN0813 who have been struggled with her in any situation and condition during the study time until

completing this thesis. Then, her thanks to all of friends of TEN13 for the great experiences, helps and supports in all moments they have been through. Thanks in advanced for her long term-besties, mbak Vica and mbak Tya for the positive energy and all the time to support and cheer her up. Last but not least, her deep gratitude for her super realist for all the patience, care, mood booster and help.

Nobody is perfect, neither the author of this thesis is. Hopefully, the result of this study will be useful for one who needs it.

Banda Aceh, January 30th 2018

Maya FitriyaRais

ABSTRACT

Name : Maya Fitriya Rais

Reg. No : 231324431

Faculty/Major : Faculty of Education and Teacher Training/ Department of English Education

Title : Teacher Talk in Speaking Course: A descriptive Study at English Department of UIN Ar-Raniry

Supervisor I : Dr. Jarjani Usman, S.Ag.,S.S.,M.Sc.,M.S.

Supervisor II : Mulia, M.Ed.

Keywords : teacher talk, English speaking course, higher education.

This study analyzed the lecturer talk and explored their perceptions on their own talk during English speaking learning. This study addressed two research questions, including: (1) What are the categories of teacher talk that occurs during English speaking learning of Speaking course? (2) How do the lecturers perceive of their own talk in teaching English speaking? To answer the research questions, this study used descriptive qualitative method. Data were analyzed descriptively based on Foreign Language Interaction Analysis (FLINT) system by Moskowitz (1971) as cited in Brown (2007). The results revealed that *giving information* was the most commonly used category of talk by both of the lecturers in the speaking class, whereas *dealing with feeling* was the least. This means that the lecturers tended to use direct influence rather than indirect one. The interview results show that both lecturers admitted that they were aware of the functions of their own talk and had purposes for the different categories of talk used when they talked during their English speaking class. To a large extent, the findings mirror previous research findings, such as Masturah's (2016), that giving information from teacher is dominant.

TABLE OF CONTENTS

APPROVAL LETTER	ii
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
LIST OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Research background	1
B. Research questions	4
C. The aims	4
D. The significance	4
E. The terms used.....	5
D. The thesis organization.....	5
CHAPTER II	7
LITERATURE REVIEW.....	7
A. An overview of teacher talk.....	7

B. Teacher talk in Foreign Language Interaction Analysis (FLINT) system	10
C. Perception on teacher talk	15
D. Teacher talk in English speaking course	17
 CHAPTER III.....	 20
RESEARCH METHODOLOGY.....	20
A. Research design.....	20
B. The participants	20
C. The setting	21
D. Data collection.....	22
E. Data analysis.....	23
 CHAPTER IV	 25
FINDINGS AND DISCUSSION.....	25
A. Research Findings	25
1. <i>The categories of teacher talk in English speaking course</i>	25
2. <i>The description of teacher talk Discussion</i>	27
3. <i>The result of interview</i>	33
B. Discussion	37
 CHAPTER V	 41
CONCLUSION AND SUGGESTION.....	41

A. Conclusion.....	41
B. Suggestion	42
REFERENCES	43
APPENDICES	49

LIST OF TABLES

Table 2.1 Foreign Language Interaction (FLINT) System Analysis	12
Table 4.1 The Frequency of Teacher Talk Categories	27

LIST OF APPENDICES

- I. Appointment letter of supervisor
- II. Recommendation of conducting research from Faculty of Education and
Teacher Training of UIN Ar-Raniry
- III. Letter of finishing research from English Education Department
- IV. Autobiography

CHAPTER I

INTRODUCTION

This introductory section describes the research background, research question, research aim, research significance and research terminologies.

A. Research background

Classroom activity is generally fulfilled with the interactions between teacher and students. In English foreign language classroom, the teacher usually speaks in front of the class, in terms of teaching and using the target language. What and how teacher talks influence the teaching and learning process. The language teacher used determines the way students learn, whether they are supposed to learn actively or passively. If teacher asks students by using inferential question individually or collaboratively for instance, will encourage students to use deep learning. Differently, if teacher uses display question will create passive learning process because the students only recall the facts. In line with this, Parrish (2004) stated that teacher talk stands for some categories, they are warm-up chats, direct instruction, giving directions, giving feedback, making transitions, and checking understanding. Moreover, students' learning process is influenced by the pragmatic language teacher use.

Furthermore, teacher talk is an important part that should be noticed in classroom interaction as it affects students' understanding of the learning material and reaching the target language. It holds a crucial role since the teacher spends a large amount of time in the class to give direction, explain activities, and check students' understanding in term of using the target language (Sinclair & Brazil, 1985, as cited in Yanfen & Yuqin, 2010). As the facilitator, the teacher should give students the appropriate question and feedback. So, it will encourage the students to understand about what teacher said and give the appropriate response in order to prove that the students comprehend the question from the teacher. As Nunan (1991) stated that teacher talk is very important for the processes of acquisition, organization, and management of the classroom. When students understand the material which is conveyed in English and they are able to respond it appropriately by using English as well, it means the teacher talk works as expected.

Especially in speaking class, a teacher should create classroom interaction which uses the target language (English) as the main tool. To be realized or not, teacher's own talk contributes a significant value whether to have the students actively involve the classroom interaction or simply listen to the members of the class. As author's own experiences, the students of speaking class are already burdened by their own anxieties. Teacher talk may affect the students to encourage them to speak freely or even presses the students to feel afraid of making mistake and choose to be silent listeners along the class. Lei (2009) stated that a good teacher talk is shown by its effectiveness in facilitating the learning process and promoting a

communicative interaction. Drawing upon this, the teacher is not the only one who should speak up during the class. He or she should push the students to be communicative and use the target language as much as possible instead.

Several studies focusing on teacher talk have been conducted with a variety of approaches. Pujiastuti (2013) did her research by focusing on the teacher and student talk in classroom interaction for young learners. She found that teacher mostly took a role as a controller in the classroom since the teacher regularly guides the classroom interaction. Lecturing and giving direction are the most teacher talk's categories that she used. Setiawati (2012) also conducted a descriptive study about teacher talk. By doing mixed method research, she found that students felt the class was more motivating, interesting and challenging when the teacher did more interesting activities and less constructive teacher talk. However, teacher talk with a good quality is required by the students as a role model in their speaking.

Unlike previous studies Gharbavi and Iravani's (2014) study analyzed the teacher talk quality and quantity in a communicative approach. The finding revealed that the teacher did not create an authentic communication, followed the IRF (Initiation, Response, and Feedback) sequence and gave a feedback which is simply an acknowledgment. Those matters decrease the students' spirit and make them not enthusiastic and cooperative more and more.

Especially in higher education in Aceh, the issue about teacher talk is rarely researched. This opens up the research gap that needs filling. However, for secondary school, there has been a study that focused on teacher talk at grade XI-3 at

SMA 10 Fajar Harapan, Banda Aceh, by Masturah (2016). The results show that giving information is the most dominant type applied by the teacher. Thus, this study was conducted to fill the gap focusing on EFL classroom process in Islamic higher education. This study uses the seven categories of teacher talk based on Foreign Language Interaction Analysis (FLINT) system adapted from Moskowitz (1971, as cited in Brown, 2007).

B. Research questions

To address the problem mentioned above, this research is guided by the following research questions:

1. What are the categories of teacher talk that occurs during the English speaking course at UIN Ar-Raniry?
2. How do the lecturers perceive their own talk in teaching speaking?

C. The aims

The aim of this study is to find out the categories of teacher talk that occurs in the English speaking course and lecturers' perceptions on their own talk in teaching speaking.

D. The significance

This research is significant in that it can contribute the improvement of English teaching and learning process at Department of English Language Education, especially in lecturer profesionality. The result of this research hopefully can be

useful reference for the lecturer on considering and doing teacher talk. Also, contribute the reader to get a clear insight about teacher talk that supports his or her teaching focus and awareness of the teacher talk's importance and effect. Moreover, this research is expected to give benefit for further study in the future.

E. The terms used

There are several main keywords that need clarifying for this research.

1. Teacher Talk

Teacher talk is the way teacher communicate in the classroom interaction. As Richards and Lockhart (1994) stated that teacher talk is the kinds of modification in teachers' speech, like the way teacher gives questions and feedbacks to the students in English class.

2. English Speaking

Speaking is the productive oral skill which consists of producing systematic verbal utterance to convey meaning (Nunan, 2003). Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level.

F. The thesis organization

This study consists of five chapters. Chapter 1 introduces the background of the research include the problem statement and describe the specific problem, research question, aim, significance, terms used and research organization. Chapter 2

reviews relevant literature and relevant research associated with the problem addressed in this study ranging from overview of teacher talk, the categories of teacher talk in foreign language interaction system, perception on teacher talk, and teacher talk in speaking course. Chapter 3 describes the methodology used in this research. This chapter explains research design, the participants, the setting, data collection, and data analysis. Chapter 4 presents and discusses the findings which included the description of classroom observation from video and audio recording and the interview analysis. Finally, chapter 5 comes up with summary and discussion of the research findings and recommendation for the next research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature pertaining to teacher talk, the Foreign Language Interaction Analysis (FLINT) system, and perception on teacher talk.

A. An overview of teachertalk

Teacher role in language teaching stands for two major points. Teacher acts as the one who teaches the language material and one who uses the target language in the classroom interaction. The way teacher conveys his or her modification speech called teacher talk. There are various perspectives towards teacher talk's meaning. Ur (2000, as cited in Liu & Zhu, 2012) define that teacher talk is the language used by the teacher in teaching the L2 learners in classroom interaction. In line with this, Sangmeister (2008) stated that teacher talk is the exact words that teachers say to the students.

In teaching speaking, teachers do the teacher talk both to communicate and convey the material. Since teacher talk is used to manage the class, teacher talk plays an essential role. Richards and Lockhart (2006) stated that the teacher do teacher talk in order to be understood as easy as possible by the students. So, the effective teacher talk is the one which provides important support as it has to facilitate both language comprehension and learner production. Teacher talk is usually viewed as one of the decisive factors of success or failure in classroom teaching (Xu, 2010). Teachers hold the responsibility not only how to manage the class but also their own teacher talk.

Iswan (2015) stated that the appropriate teacher's talk can generate good atmosphere and more friendly relationship between teacher and students. Moreover, teacher talk also creates more opportunities for students to participate the language learning process actively.

Speaking course demands the teacher to encourage the students to enable to speak in front of the class by using the target language. As Cullen (2002) stated that supportive teacher talk is important. It includes follow-up and feedback in the learning process. The way teacher conveys the speaking material, asks the students to speak, and gives the feedback will influence the next performance of the students. Once they feel insecure with their speaking, they will feel reluctant or even stop doing it. In line with this, Garbavi and Iravani (2014) stated that teacher talk plays a vital role since it can shape students' attitudes, feelings, and thoughts. It also can motivate or hinder the interaction among teachers and students. So, teacher should ask himself or herself of how he or she can use the target language to support students' development and learning as the ultimate purposes.

Furthermore, Walsh (2002), believes that teacher's choice of language can construct or obstruct learner participation and learning in classroom communication. Teacher talk leads the students to involve the speaking class actively or even drag it to the other way. As Inceçay (2010) said that the results of his study have shown that the participating teacher's language use has both constructive and obstructive role on young learners' learning process. The ways teacher uses the language constructively are more effective in terms of participation of the learners. In line with this, teacher

should manage his or her own teacher talk to motivate the students in order to understand the speaking material and speak up in the target language to improve students' acquisition of speaking course.

Besides, teacher also should pay attention on his or her teacher talk time. It is normally happens that teacher keep talking during the class and decrease the students involvement percentage. Wasi'ah (2016) stated that teacher talk is used to guide the students' learning activity in constructing a joint and share the educational knowledge. However, teacher's way of using language and giving opportunity to the students in developing language are very important to understand. In other words, the purpose of teacher talk which is to construct and maintain good communicative practices also should take an appropriate proportion in the classroom. Limitation of the teacher talk time is very important in the classroom teaching (Wang, 2014). Good teacher talk stands for the one which deal with effective teacher talk, facilitate learning and promote communicative interaction.

According to Ma (2006), there are two kinds feature of teacher talk, the formal features and the functional features. As the result of investigation and summary of some research, Chaudron (1998, as cited in Ma, 2006) revealed the following formal features of teacher talk:

- Rate of speech appears to be slower;
- Pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer;
- Pronunciation tends to be exaggerated and simplified;
- Vocabulary use is more basic;
- Degree of subordination is slower;

More declaratives and statements are used than questions;
 Teachers may do self-repeat more frequently;

On the other hand, the functional features of teacher talk as follow:
 Teacher talk amount (quality and quantity);
 Teacher's questions;
 Interactional modifications;
 Teacher's feedback. (Ma, 2006, pp. 14-20)

B. Teacher talk in Foreign Language Interaction Analysis (FLINT) system

Moskowitz (1971, as cited in Brown, 2007, p. 217) has drawn the modification for language pedagogy of Flander's Interaction Analysis Categories system (FIAC) to describe a classroom interaction called as FLINT. According to Allwright and Bailey (1991), this model was expanded and refined as a research tool, to pursue the issue of good language teaching, and become a feedback tool in teacher training.

FLINT categories are used as a guideline to analyze the teacher's own teaching behavior. Teacher could have more objective feedback and firmer basis for comparison to behave differently in class. Since FLINT categories can be calculated and evaluated, teacher may consider and assess his or her own talk to improve the quality of teaching process. The following is the complete taxonomy of FLINT in Brown (2007, p. 217) which adopted from Moskowitz (1971), as depicted in Table 2.1 below.

Table 2.1 Foreign Language Interaction (FLINT) System Analysis

Adopted from Moskowitz (1971) as cited in Brown (2007, p.217)

T E A C H E R T A L K	I N D I R E C T	1. Deal with feelings: In a non-threatening way, accepting, discussing, referring to, understanding of past, present, or future feelings of students.
	C C T I N F L U E N C E	2. Praise or encourage: Praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, and confirming that answers are correct.) 2a. Joking: 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. Use ideas of students: Clarifying, using, interpreting, and summarizing the ideas or suggestions from a student. The ideas must be rephrased by the teacher but still recognized as being student's contributions. 3a. Repeating student's response verbatim: Repeating the exact words of students after they participate. 4. Ask questions: Asking questions to which the answer is anticipated. (Rhetorical question not included this category.)

D I R E C T I N F L U E N C E	5. Give information: Giving information, facts, own opinions, or own ideas, lecturing, explaining, narrating, reading the materials, or asking rhetorical questions.
	5a. Corrects without rejection: Telling students who made a mistake the correct response without using words or intonations which communicate criticism.
	6. Give directions: Giving directions, requests, or commands that students are expected to follow; directing various drills; facilitating wholeclass and small-group activity.
	7. Criticize student's behavior: Rejecting the behavior of student; trying to change student behavior from the non-acceptable to acceptable pattern; communicating anger, displeasure, annoyance, and dissatisfaction with what students are doing.
	7a. Criticizing student's response: Telling the student's response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Drawing upon Table 2.1, this study focuses on teacher talk which consists of seven categories, including:

1. Dealing with feeling

Without any intention to intimidate students, teacher accepts, discusses, refers to, communicates or understands the past, present or future feelings of students. The way teacher accepts and understands students' feelings will lead to comfortable interaction in classroom.

2. Praising or encouraging

Praising and complimenting as the appreciation of what students have done or said makes them understand that their participations are valued. The way teacher encourages the students to continue, makes the students feel confidence, and confirms the students' right answers are considered as teacher's way in supporting and motivating the students.

3. Using ideas of students

In this part, teacher uses, interprets, and summarizes the students' ideas. The teacher shows that he or she cares and pays attention to the students' involvement in classroom activities. Teacher may rephrase students' ideas but still show it as the students' contribution.

4. Asking question

The teacher may ask questions to encourage the students to speak up their minds. The kind of question is limited on the one which has the anticipated answer. In this case, rhetorical question is unacceptable.

5. Giving information

Not only asking questions, but also giving information can be called as the most often thing occur in classroom interaction. Here, the teacher gives the students many kinds of information, facts, own opinion and ideas. Lecturing or asking rhetorical question is acceptable.

6. Giving direction

When the students involve in the classroom activity, teacher needs to manage the class well by giving directions, requests, or commands. Surely, the students are expected to follow the teacher's direction. For example, a teacher directs the students various drills, facilitates the whole class and small group activity.

7. Criticizing student's behavior

Students have different characters and sometimes it may cause some problems. By the time, teacher can reject students' unacceptable behavior and try to change it. Teacher is also able to communicate his or her anger, displeasure, annoyance, dissatisfaction, toward what the students have done.

Beside the categories, some studies have been conducted towards the observations with various results. A study by HoerunNisa (2014) which conducted in English Education Department of Kuningan University showed that giving information (the fifth category) is the most dominant type with 34.1% applied by the teacher. Asking question (the fourth category) came to the second rate. The same result came from Masturah (2016), who has done the study in SMA 10 Fajar Harapan Banda Aceh. She found that the most dominant type applied by the teacher was 28.2% giving information. Asking question was found as the second rate with a slight different as it appeared 24.2%. In other hand, Pangesti (2016) found that asking question dominated the type of teacher talk categories with 226 utterances in SMK Batik 1 Surakarta. Giving information stands for the second rate.

The mentioned studies revealed the most used types of teacher talk. Although the percentages were different, these showed that the two dominant types from seven categories of teacher talk applied by the teachers were the fourth (asking question) and the fifth category (giving information). Meanwhile, the rests appeared infrequently or even not at all. In other hand, Wardhana (2016) found that giving direction was the most dominant type (36 %) in SMAN 1 Sukamakmur.

C. Perception on teacher talk

Prawira (2012) stated that perception is a process that starting by sensing the stimulus that received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. While Saleh (2009) stated that

perception is the ability to distinguish categories and focus on attention in object stimulus. In other hand, Hong (2003) said that perception is one's thought about something that he or she learns to measure how his or her attitude toward it whether he or she agrees or not to the method or the thing he or she learns. This means that everybody conducts the perception based on their mind and ability based on what he or she considers as the stimulus. Michener et al (2004) said that perception is conducted by developing an understanding of the social context from the data we get through our sense. So, basically, perception refers to the process which we create the impression by our own measurement. In term of teacher perception on teacher talk, it refers to teacher's thought about what they have done in classroom when they conduct the teaching learning process, especially their kind modification of speech in classroom interaction.

In teaching process, teacher needs more than just perception to improve the quality of teaching process. Teacher is not only perceiving but also following up the perception into reflection that can be understood as a self-evaluation for teacher about what he or she has done in the teaching, include the progress achieved. In term of reflection on teacher talk, teacher should care about the words he or she conveys since it affects to the students. Allington and Johnston (2002) argued that teacher use of teacher talk in smart way like explicit, efficacious, and responsive toward the students' meaning cause significant change effects in student learning process. When

teacher attract student to involve the class by using a good teacher talk, it means the teacher is success to generate positive affect from his or her talk.

Roskos, Boehlen, and Walker (2001) said when teacher involved in transcription and self-assessment of teacher talk during literacy instruction he or she became more aware of his or her own talk. In line with the importance of reflection, a teacher need to reflect his or her way of teaching, evaluate and improve it. Teacher talk quality and time are seems to be the points that should be highlighted by the teacher. A study which conducted by Wardhana (2016), revealed a result that the teacher, whom he observed, argued that she mostly used praise or encouragement and asking question to appreciate the students' work and motivate them as well, while asking question meant to check the students' understanding of the lessons.

D. Teacher talk in English speaking course

Gönen (2016) said that language teachers need to increase the awareness about their talk in term of contributing communicative language learning. Teacher has to realize the role of teacher talk and how he or she has done and improved it in purpose of achieving the communicative teaching. Krashen and Tarell (2005) stated that, when a teacher talks to their students and the students understand it, that means the teacher not only gives the lesson material, but also give the best language lesson.

Motivation is one of the important points that influence the students in learning activity and understand the lesson. Littlewood, (1984) stated that motivation is the crucial thing that determines whether a student start out a task at all, how much

energy learner spend on it, and how long learner persevere it. This is an indication that the communicative skills are developed when the learners is motivated and given the opportunity to practice using the target language. In this part, teacher has to realize his or he role in motivating the student to learn. Krashen and Tarell(2005) recommend that learners should be motivated so that they do not feel threatened. Teacher should motivate the students to speak freely and remind them not to afraid of making mistake. Al-Hosni (2014) observe that anxiety and unwillingness to learn by learners in speaking skills lesson are the two main obstacles for learning English. These obstacles influence the students whenthey negatively corrected of their error in front of their friends. Moreover, those learners with low proficiency and rate self as 'poor' become more anxious and are not willing to communicate. Here, the teacher has to understand that the way he or she corrects the mistake affect students' anxiety and willingness to speak. Teacher should be careful of it. Opposite of rejecting the student, he or she is better to praise and encourage them to get them speak, it will reduce their anxieties and increase their motivation to speak. As Tuan and Mai (2015) stated that a teacher should try to correct mistakes in positive wayand with a lot of encouragement. Teacher also has to remember that students also expect their teachers to give them feedback on their performance.

Furthermore, teacher also has the other role, like giving information, facts and ideas. Teachers should facilitate the learning process by providing learners with knowledge (Alharbi, 2015). Also, teachers should provide learners with authentic

language in context (Alharbi, 2015; Hosni, 2014), to make them understand how to use the proper target language. Achmad and Yusuf (2014) stated that teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language in speaking class. Therefore, the classroom activity should be student-centered, not teacher-centered. Teacher has the responsibility to prepare conducive classroom activities and facilitate speaking exercises at the best way. Teacher has to consider the role of the interactive teacher (Brown, 2007, pp. 214-216) in managing classroom activity. They are: 1) Teacher as controller (taking responsibility of classroom and determining what students do, what they should speak and what language form they should use). 2) Teacher as director (taking responsibility of directing the students to keep the process flows smoothly and efficiently). 3) Teacher as manager (planning the lesson and at the same time allowing each student to be creative within the parameter). 4) Teacher as facilitator (allowing students to find their pathways to success with the guidance and motivation). 5) Teacher as resource (giving advice and counsel when the students need it). Then, Tsui (1996) identified six speaking strategies to be employed by teachers when teaching speaking skills lesson for instance: 1) lengthen wait time between question and answer; 2) improve questioning techniques; 3) focus on content; 4) establish a warm rapport with the students; 5) accept variety of answers and 6) allow for student rehearsals.

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights the research design, participants, setting, data collection and data analysis.

A. Research design

To answer the research questions, this research uses descriptive qualitative to describe and explore the real situation that happen in classroom. According to Walliman (2011), qualitative analysis is based on data expressed mostly in the form of words like descriptions, accounts, opinions, feelings etc. Moreover, Johnson and Christensen (2012) stated that qualitative research is applied to figure out a topic or phenomenon, comprehend people's experiences, and reveal the point of view. So, the reason why this research applied the qualitative research design is because it intended to explore and understand the social phenomenon (Creswell, 2009). In this case, it refers to the teacher talk phenomenon in speaking class.

B. The participants

Population refers to all of potential participants, it comes out as a whole group of people that you are interested in (Schreiber & Asner-Self, 2011). The population of this study was eleven lecturers who taught English speaking course at English Language Education Department, Education and Teacher Training Faculty, Ar-Raniry State Islamic University in 2017/2018.

Then, sample is a small sub group that has been chosen from larger population (Bordens& Abbot, 2011). In this case, the author applied random sampling technique. This technique is done by choosing the units in the population which the other units also has an equal chance of being selected (Nayak& Singh, 2015). The author picked two out of eleven lecturers. The first lecturer studied in International Islamic University Malaysia while the second lecturer graduated from Master program of English education in Syiah Kuala University. Here, the first lecturer labelled as lecturer A while the second lecturer labelled as lecturer B.

C. The setting

This research was carried out at English Language Education Department, Education and Teacher Training Faculty, Ar-Raniry State Islamic University. The university is located in Jln. Syeikh Abdul Rauf Kopelma Darussalam, Banda Aceh. It is administered by Ministry of Religious Affair of Republic of Indonesia and under supervision the General Directorate of Islamic Institutes trough the Directorate of Islamic Higher Institutions.

English Language Education Department is managed under Education and Teacher Training Faculty. The faculty is focused to produce Islamic-oriented graduates who are professional in their fields and able to apply their knowledge in various educational institutions. Drawing upon this, English Language Education Department which is particularly selected as the representation of population and sample of this research, prepares the graduates to have sufficient knowledge in

teaching English at schools or English language institutions. This department has specific missions, they are; (1) educating prospective teachers and generating English language teachers who has quality as well as innovative, independent, professional, noble, and fear Allah SWT, (2) conducting studies and researches to develop English language teaching to be practical, applicable, and modern, which refers to local wisdom for prospective teachers who are ready to serve as reliable English teachers in various educational institutions, (3) educating prospective teachers and producing English teachers who are ready to compete and equipping them to develop their ability for further study and professional work, as well as contributing to national development according to their own expertise.

D. Data collection

The data was collected by doing classroom observation in two classes that are taught by two different lecturers. The author conducted the classroom observation in the same portion, one meeting in lecturer A's English speaking class and one meeting in lecturer B's English speaking class. The author used both video recording and audio recording to capture the real situation of classroom interaction in order to record the seven categories of teacher talk which occurred during the teaching learning process. Moreover, the author acted as non-participant observer.

Furthermore, this study also used reflective interview, a method which the interviewer prepares and asks question which to offer opportunities for the respondent to discover his or her knowledge, skills, experiences, attitudes, beliefs, and values

(Lee & Barnett, 1994). Here, the interviewer did not use any guidance of interview since the questions came from the classroom observation result. The interviewer asked the reason of what the interviewees have done during the classroom observation. This type of interview has been chosen because the interviewer gave a chance to the interviewees to develop his or her own thought based on the event in the classroom observation and they could tell their perception towards their own teacher talk clearly. So, it fulfilled the interviewer purpose to get the open-ended answers which more emphasis on the interviewee elaborating points of interest and quite effective to gain the information needed. Before asking the question, the interviewer firstly explained briefly about teacher talk and seven categories of teacher talk. The interview took 12 and 10 minutes each to Lecturer A and B.

E. Data analysis

This qualitative study used the theoretical framework of Miles and Huberman (1994 as cited in Creswell, 2014). As Masturah (2016) also used a procedure proposed by Miles and Huberman to obtain a clear view of the categories of teacher's talk that happened in the class.

Both the transcript of classroom observations and interview results were analyzed by these are the three steps of the method:

1. Data reduction

The data was reduced without significant loss of information. The information was edited, summarized, coded by using several categories of teacher talk of FLINT system by Moskowitz (1971) as cited in Brown (2007, p. 217), and found its theme.

2. Data display

Here, the research finding displayed in a form. A good display made to ease the author for further analysis.

3. Drawing and verifying conclusion.

The display of the research findings was being discussed regarding the research problem. Then it was concluded as the research findings in this last step and compare it using other references.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion about teacher talk in English speaking course. The findings displayed are based on data obtained from the classroom observation and interviews. The data are then organized based on the themes and significance of each research question. The findings are also followed by detailed discussion to answer the research questions and compare to the previous studies.

A. Research findings

The data analyses were arranged into two sections based on the research question, including: 1) the categories of teacher talk that occurs during English speaking course, and 2) how the lecturers perceive on their own talk in teaching English speaking.

1. The categories of teacher talk in English speaking course

The teacher talk in this section is divided into that of lecturer A and lecturer B. The classroom observation of Lecturer's A English speaking class was conducted at English department of UIN Ar-Raniry on November 30th, 2017 while the classroom observation of Lecturer's B English speaking class was conducted on December 13rd, 2017. The author collected data from video recording and audio recording. In the

aspect of teacher talk categories that occurred in both of classroom observations, the frequency and percentage of each category are presented in Table 4.1 below.

Table 4.1 The Frequency of Teacher Talk Categories

No	The Categories of Teacher Talk	Frequency & Percentage		Frequency & Percentage	
		Lecturer A		LecturerB	
1	Dealing with feeling	1	0.2 %	4	1.1 %
2	Praising and encouraging	54	13.1 %	64	17.2 %
3	Using idea of the student	29	7.1 %	26	7.0 %
4	Asking question	95	23.1 %	116	31.3 %
5	Giving information	196	47.6 %	118	31.8 %
6	Giving direction	13	3.1 %	39	10.5 %
7	Criticizing student's behavior	24	5.8 %	4	1.1 %
	Total	412	100 %	371	100 %

Table 4.1 shows that *giving information* was the most dominant category used by lecturer A with 196 occurrences (47.6%) and B with 118 occurrences (31.8%). This means that the lecturers tended to use direct influence rather than indirect one. For lecturer A, it followed by *asking question* with 95 occurrences (23.1%), *praising and encouraging* with 54 occurrences (13.1%), *using idea of the*

student with 29 occurrences (7,1%), *criticizing student's behavior* with 24 occurrences (5,8%), *giving direction* with 13 occurrences (3.1%), and *dealing with feeling* with 1 occurrences (0.2%). Meanwhile, for lecturer B, it followed by *asking question* with 116 occurrences (31.3%), *praising and encouraging* with 64 occurrences (17.2%), *giving direction* with 39 occurrences (10.5%), *using idea of the student* with 26 occurrences (7.0%), *criticizing student's behavior* with 4 occurrences (1.1%), and *dealing with feeling* with 4 occurrences (1.1%). It can be concluded that both lecturers had the same two categories in the highest frequency, *giving information* in the first place and *asking question* in the second place. In other hand, the use of *criticizing of student's behavior* was different. Lecturer A used it more than lecturer B.

2. The description of teacher talk

The example found in data represented as L refers to lecturer, S refers to student, SS refers to students.

a. *Dealing with feeling*

Excerpt 4.2

Lecturer A

Lecturer B

- | | |
|---|--|
| <p>1 L: Okay, bismillahirrahmanirrah
 2 im. Eee. <i>Nice to meet you</i>
 3 <i>again</i>. Uhm. Okay, amm, do
 4 you remember what we
 5 discussed in the last week?
 6 SS: About.. (crowded).</p> | <p>L:
 Assalamu'alaikumwarahmatullahiwabarakatuh.
 SS: Wa'alaikumussalamwarahmatullahiwabarak
 atuh.
 L: <i>How are you today? Good?</i>
 SS: Good. Yes. (Crowded)</p> |
|---|--|

Excerpt 4.2 shows that dealing with feeling appeared in the opening of class, as indicated in what lecturer A says: “*Nice to meet you again*” (line 2), while lecturer B says: “*How are you today? Good?*”(line 5). Both lecturers were having this category as the least category they used. It was only 1 occurrence (0.2%) of lecturer A and 4 occurrences of lecturer B (1.1%).

b. Praising and encouraging

Excerpt 4.3

Lecturer A	Lecturer B
1 S: As far as I concern a good family	S: Am I a lecturer?
2 is, aa, a family which is has, aa,	SS: Yeees! (Laughing). (Giving
3 strong foundation. The strong,	applause).
4 basically, the strong rule....	L: <i>Good. Good, Della. Very good.</i>
5 L: Okay. Alright. Okay. Ya. To you,	
6 a good family, ya, had strong	
7 foundation, Islamic ya. Okay. Strong	
8 islamic foundation. <i>Okay. Good.</i>	

Excerpt 4.3 shows that both lecturers praised the students after they answered the questions, as indicated in what lecturer A says: “*Okay. Good*”(line 8), while lecturer B says: “*Good. Good, Della. Very good*”(line 4). This category was used appeared in 54 occurrences (13.1 %) of lecturer A and 64 occurrences (17.2 %) of lecturer B. However, those percentages not only stand for praising, but also include encouraging and even joking.

c. Using idea of the student

Excerpt 4.4

	Lecturer A	Lecturer B
1	L: Well, you said that, uhm, ee,	L: Or no. Okay. Okay. Let's try
2	everybody has freedom in your	eemm, the other example, okay. I'll
3	family.	put in the back. Uhm, policeman. It's
4	S: Ya.	okay? Police. Okay. Am I, am I a
5	L: Right. <i>So everyone, every member</i>	woman?
6	<i>of your family has freedom to</i>	SS: May be, hmm. May be.
7	<i>whatever they like, be whatever they</i>	(Crowded).
8	<i>like.</i>	L: <i>May be yes, may be no. Yaa, it</i>
9		<i>means, ee, could be a man or</i>
10		<i>woman.</i> Ee, am I a famous, am I an
11		artist?

Excerpt 4.4 shows that both lecturers rephrased student's idea, as indicated in what lecturer A says: "*So everyone, every member of your family has freedom to whatever they like, be whatever they like.*" (line 5-8), while lecturer B says: "*May be yes, may be no. Yaa, it means, ee, could be a man or woman.*" (line 8-10). This category stands for 29 occurrences (7.1 %) of lecturer A and 26 occurrences (7.0 %) of lecturer B. The percentages of both lecturers are slightly different.

d. Asking question

Excerpt 4.5

	Lecturer A	Lecturer B
1	L: Okay. <i>What do you understand</i>	L: Hmm. Play a game. <i>Have you ever</i>
2	<i>about family? What is it?</i>	<i>played a game with speaking class?</i>
3	S: Family? Family is, ee, people	<i>Okay, do you want to play?</i>
4	who always together with us and	SS: Yees.
5	support us everyday and, ee, give us,	

6 ee, give motivation to be, to us.

Excerpt 4.5 shows that both lecturers asked questions to the students which the answers were anticipated, as indicated in what lecturer A says: “*What do you understand about family? What is it?*”(line 1-2), while lecturer B says: “*Have you ever played a game with speaking class? Okay, do you want to play?*”(line 1-3). This was the second most-used category by both of the lecturers.

e. Giving information.

Excerpt 4.6

	Lecturer A	Lecturer B
1	L: What do you mean firm family?	L: Okay. <i>There are some</i>
2	S: Eee. Tegas. Oo, straight. Straight family.	<i>games that suitable for</i>
3	Straight family.	<i>speaking class.</i> It’s hard
4	L: Okay. So, when, when, <i>when somebody ask</i>	for me to speak loudly yaa
5	<i>you what type of family you come from it refer to</i>	because of, e, my voice.
6	<i>whether you are come from extended, an</i>	But you can listen, right?
7	<i>extended family, nuclear family, or what, single</i>	SS: Yeees.
8	<i>parent family, or bio cultural family.</i> Ya. This is	
9	important. Type of family. Ya. Ya. Tell me about	
10	what type of family you come from.	

Excerpt 4.6 shows that lecturer A and B gave the information to the students related to what they were learning about, as indicated in what lecturer A says: “Okay. So, when, when, *when somebody ask you what type of family you come from it refer to whether you are come from extended, an extended family, nuclear family, or what,*

single parent family, or bio cultural family.”(line 4-8), while lecturer B says: “*There are some games that suitable for speaking class.*”(line 1-3). This category was in the highest frequency used by both lecturers.

f. Giving direction.

Excerpt 4.7

Lecturer A	Lecturer B
1 L: Twelve fifty five, okay. Fifty. Ya.	L: Okay. Eem. (Laughing). Okay.
2 Okay. <i>Sit in group for ten minutes and</i>	<i>Della, turn around, turn around. Turn</i>
3 <i>discuss, apayankamucari di duniaini,</i>	<i>around.</i>
4 <i>and why.</i> Ya. What are you looking	SS: (Laughing).
5 for? Are you looking for love,	
6 education, happiness, health, or what?	
7 Sit in a group of four. <i>Quick! Hurry</i>	
8 <i>up!</i>	
9 SS: (Moving).	

Excerpt 4.7 shows that both lecturers used this category to direct the students by giving command, as indicated in what lecturer A says: “*Sit in group for ten minutes and discuss, apa yang kamucari di dunia ini, and why.*”(line 2-4) and “*Quick! Hurry up!*”(line 7-8) while lecturer B says: “*Della, turn around, turn around. Turn around.*”(line 2-3). Lecturer B did this category more often with 39 occurrences (10.5%) while lecturer A only had 13 occurrences (3.1%).

g. Criticizing student's behavior

Excerpt 4.8

	Lecturer A	Lecturer B
1	S: I think the positive is...	L: <i>You only mention three</i>
2	L: <i>I am asking you a negative thing.</i>	<i>vocabularies. I ask you ten</i>
3		<i>vocabularies.</i>
4		S: Enjoy. Four.
5		L: What?
6		S: Enjoy.

Excerpt 4.8 shows that both lecturers criticized the students when the students did not answer or do as they should did, as indicated in what lecturer A says: “*I am asking you a negative thing.*”(line 1), while lecturer B says: “*You only mention three vocabularies. I ask you ten vocabularies.*”(line 1-3). Lecturer A used this category more often with 24 occurrences (5.8%), while lecturer B only had 4 occurrences (1.1%).

3. The results from interview

In order to answer the second research question, the interview was conducted. Lecturer A was interviewed on January 23rd, 2017 and lecturer B was interviewed on January 22nd, 2017. Here are the answers of reflective interview based on the occurrence of teacher talk categories in classroom observation.

a. Dealing with feeling

Excerpt 4.9 Lecturers' perceptions toward dealing with feeling

Lecturer A

Lecturer B

- | | |
|--|---|
| 1 <i>Greeting them in purpose to create a</i>
2 <i>warm atmosphere. So to create a</i>
3 <i>class, which is friendly so that the</i>
4 <i>children feel comfortable.</i>
5
6
7 | Oya. Every time I go to class, I always
start with em, greeting the students,
why? <i>One of the factors is that their</i>
<i>attention, ee, is already in the classroom</i>
<i>by then. Well also, greeting is useful, in</i>
<i>my opinion, that's mean there is an</i>
<i>attention to the children.</i> |
|--|---|

Excerpt 4.9 shows that both lecturers did the greeting as the representative of dealing with feeling. Lecturer A perceived that he did it as warming up to conduct a friendly class so the students feel comfortable to study. Meanwhile, lecturer B did it both to attract students' attention and give the attention to the students as well.

b. Praising and encouraging

Excerpt 4.10 Lecturers' perceptions toward praising and encouraging

Lecturer A

Lecturer B

- | | |
|--|--|
| 1 That's very important. <i>If we give them</i>
2 <i>rewards, students, they feel</i>
3 <i>appreciated. When someone feels</i>
4 <i>appreciated, he or she will feel</i>
5 <i>motivated to do something. If in terms</i>
6 <i>of, e, teaching English, or other fields,</i>
7 <i>if we appreciate, reward them, their</i>
8 <i>spirit will grow. Hm, especially in</i>
9 <i>speaking class.</i>
10 | Um, yes. <i>I always do it to motivate</i>
<i>them so they can be more active in</i>
<i>the class and also to trigger other</i>
<i>friends who have never appeared,</i>
<i>ee, to be able to show up as well.</i>
Okay. That's one form of
appreciation towards what they have
done. Yes. <i>It's one of my ways to get</i>
<i>them to speak. Motivate. So do not</i>
<i>ever be afraid of being wrong.</i> |
|--|--|

Excerpt 4.10 shows that both lecturers praised and encouraged as the feedback for the students in purpose of motivating them in speaking class. Lecturer A believed

that appreciation will make the student feel motivated and grow their spirit. While lecturer B believed that appreciation is a good way to get the students speak. It also motivates and triggers them to be more active.

c. Using idea of the student

Excerpt 4.11 Lecturers' perceptions on using idea of the student

Lecturer A	Lecturer B
1 <i>The importance of that, to reinforce</i>	Maybe, ee, I use it, first, <i>I want to</i>
2 <i>that opinion is acceptable.</i> Yes, of	<i>repeat what the students say, so that</i>
3 course, in term of opinion, not	<i>other students also listen to it.</i>
4 everyone should agree with us. It is an	Maybe when the student says
5 opinion. Okay. That's what we called	something, not everybody is
6 by reinforcement. <i>That's a signal that</i>	listening. <i>Well, by repeating, they</i>
7 <i>I agree with his opinion.</i>	<i>will pay attention more.</i> Eee, maybe
8	it's one of the factors, <i>to make all</i>
9	<i>students' attention come to us and</i>
10	<i>they know what their friends just</i>
	<i>said.</i>

Excerpt 4.11 shows that lecturer A used the student's idea to reinforce that the idea is acceptable and he agreed with it. Meanwhile, lecturer B rephrased the student's idea in order to make sure that all students listen to it and pay more attention to her.

d. Asking question.

Excerpt 4.12 Lecturers' perceptions toward asking question

Lecturer A

Lecturer B

- | | |
|---|---|
| 1 Aa, <i>that's for checking, to check</i>
2 <i>whether they are reading or not.</i>
3 Because, every time I come in, I
4 gave the topic first. After we finish
5 one topic, for the next week it
6 already informed, please search this,
7 this. So, yea, we have to ask. Yes,
8 it's better to ask the student. For
9 example, you teach, you are teaching
10 present simple, <i>it is better to elicit</i>
11 <i>the student,ask the student,ee,</i>
12 question related to present simple. | <i>Okay, I asked that to trigger them to</i>
<i>answer or say something in the</i>
<i>classroom.</i> Because if, for example we
just go in, give the topic, sometimes,
it's hard for them to start speaking. <i>But</i>
<i>by asking or asking questions, ee, for</i>
<i>example, "what do you know about</i>
<i>this,"at least one or two students will</i>
<i>speak. Well, so I give these questions</i>
<i>to trigger, ee, warming up for the</i>
<i>students to start speaking.</i> |
|---|---|

Excerpt 4.12 shows that lecturer A asked question to the students to check their knowledge. He also perceived that asking question is good to elicit the idea related to the learning topic. In other hand, lecturer B asked question to trigger the students to speak by answering the question.

e. Giving information

Excerpt 4.13 Lecturers' perceptions toward giving information

Lecturer A

Lecturer B

- | | |
|---|---|
| 1 Yes. This is knowledge yea.
2 <i>Giving them knowledge. It is</i>
3 <i>required.</i>
4
5
6 | <i>By giving the information, ee, they will have,</i>
<i>knowledge.</i> When children speak, ee, there are
words or vocabularies that do not fit there, <i>I'll</i>
<i>just change his information with more precise</i>
<i>information, that's for, not making them down</i>
<i>and do not brave to talk.</i> |
|---|---|

Excerpt 4.13 shows that both lecturers perceived that giving information is functioning as transferring knowledge. Moreover, lecturer B perceived that clarifying students' idea without rejecting is good to keep them brave to speak.

f. Giving direction

Excerpt 4.14 Lecturers' perceptions toward giving direction

Lecturer A	Lecturer B
1 Yes, a good teacher, a good lecturer,	<i>Ee, maybe more to, what, directing ya.</i>
2 may not be hands off, yes, he should	<i>Ee, I may be like, giving direction here</i>
3 not be out of control, <i>he should</i>	<i>seems to be , I do not like to see, I do</i>
4 <i>monitor it, direct, to direct them, to</i>	<i>not like, yea, ee students, what it's</i>
5 <i>monitor, and to observe, and to see.</i>	<i>called, static, yes.Ee, that means when</i>
6 You know, sometime ee, the, the	he wants to do something, activity, just
7 students do not want to participate,	stand up. Now, with giving direction,
8 so, so cannot hand off of it. So	we can say "try if you move here, try
9 when, we should always be "Oh.	you stand here." Well, let them more,
10 yes, why you are sitting only, you	moving, yes. <i>By moving usually the</i>
11 should give idea.	<i>idea is coming up.</i> Okay.

Excerpt 4.14 shows that lecturer A perceived giving direction is required since a good lecturer should always direct and monitor the students to keep them active. In other hand, lecturer B perceived that giving direction has to be done to direct the students to make them dynamist and elicit the students' idea.

g. Criticizing student's behavior

Excerpt 4.15 Lecturers' perception toward criticizing student's behavior

Lecturer A	Lecturer B
1 Ee, that means he did not understand	<i>I usually criticize if there is anything</i>
2 the question. So, when we ask A he	<i>related to moral value.</i> Usually, for

3 answer B. Then, they get used to it, example, there are friends, there, I ask
 4 em, yes, for, trying to respond to one student to stand in front and then
 5 something. *That's what I always* he or she makes mistake, and then, the
 6 *remind, it's previous habit.* I'm friends laugh. I immediately said "no,
 7 actually very emotional. That is not that's not good, so do not do that again.
 8 the true patterns. *So, I always* Yes. That's not good for your friend."
 9 *cultivate, ee, that we called ethic in* Or do not, for example there are words
 10 *communication.* So we must have that are not so good, *I usually critic*
 11 ethics in communicating. When *them directly there. Ee, do not let it*
 12 people ask. If there are people, the *happen again. It's habit. Yes. And it's*
 13 twenty-five people are all talking, not *a bad habit.* I think, habit should be
 14 only us, but also even the angels will cut right there. Because if we let it be,
 15 not understand. it will be carried away again. But, *by*
 16 *cutting it there, student will think it*
 17 *over to do that again in the future.*

Excerpt 4.15 shows that both lecturers criticized the students for their unacceptable behaviour during the teaching learning process. It was the way of lecturers to discipline the students. The lecturers did it to change students' bad habit and make sure they will not do it again.

B. Discussion

The purpose of this qualitative research was to discover about teacher talk in English speaking course. As stated in Chapter I, the research are fulfilled with two research questions: *what are teacher talk categories that occur in English speaking course and how are lecturers' perceptions on their own talk.* In this section, the author discussed some points related to the findings and linked it to the relevant theories and previous studies.

The first result can be concluded based on the classroom observation result confirmed the seven categories of teacher talk adopted by Moskowitz (1971) theory. Then, *giving information* was the most dominant category used by both English speaking lecturers. Lecturer A used it 47.6%, while lecturer B used it 31.8%. It means that the lecturers gave information, facts, own opinions, or own ideas, lecturing, explaining, narrating, asking rhetorical questions or correcting without rejecting more frequent than other categories. It proved by high percentages that showed the lecturers took a large portion of doing it. It can be said that both lecturers considered transferring knowledge so much as a required point that they should do in teaching. This went to the same finding as HoerunNisa (2014) and Masturah (2016), while it was different to Wardhana's (2016) that he pointed out *giving direction* was the most dominant one.

The second result can be concluded based on the interview result. It interpreted that the lecturers used the categories of teacher talk to facilitate the learning process as best as they can. Both of them did greeting to create good atmosphere in the class. Lecturer A did it as warming up to conduct a comfortable class for the students, while lecturer B did it to get students' focus to the class. Moreover, lecturers praised and encouraged the students to motivate the students in speaking class. Lecturer A appreciated the students to make them motivated and increase their spirit, while lecturer B appreciated the students to motivate and trigger

them to be more active. In line with this, Krashen and Tarell (2005) stated that learners should be motivated so that they do not feel threatened.

In using students' ideas, lecturer A did it to reinforce that the idea is acceptable and he agreed with it, while, lecturer B rephrased the student's idea in order to make sure that all students listen to gain the attention from the students. Then, as Wardhana (2016) found that teacher asked question to check students' understanding, lecturer A asked question to the students to check their knowledge, while lecturer B asked question to get the answer and perceived it as the trigger that can make them speak.

In line with Alharbi (2015) that stated teachers should facilitate the learning process by providing learners with knowledge, both lecturers did giving information for transferring knowledge. Moreover, lecturer B perceived that clarifying students' idea without rejecting is good to keep them brave to speak, as Gage and Berliner (1991), stated that students learn best in a non-threatening environment.

Lecturer A perceived that good lecturer will always direct and monitor the students to keep them active, while lecturer B perceived it is required to direct the students to make them dynamist and elicit the their ideas. Both lecturers criticized the students for their unacceptable behaviour during the teaching learning process to discipline the students. The lecturers did it to change students' bad habit and make sure they will not do it again. Although Tuan and Mai (2015) stated that a teacher

should try to correct mistakes in positive way and with a lot of encouragement, but when it comes to moral value, the lecturers felt that they need to emphasize the prohibition of unacceptable moral value in a firm way to prevent it happen again. Drawing upon the explanation above, it can be concluded that both lecturers realized the function of teacher talk and they conducted the teacher talk in their speaking class in purpose. They realized the role of each category of teacher talk and utilized it well in facilitating the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusion and suggestion. The first part comes up with conclusion and the second part with suggestions.

A. Conclusion

The research was conducted to find out the teacher talk that occurred in speaking course and lecturers' perception on their own talk. Based on the findings, the author would like to conclude the aspects that had been found after the analysis. There are two conclusions can be described in this study, they are as follows:

1. All the categories suggested in Moskowitz's (1971) FLINT theory, ranging from *dealing with feeling* to *criticizing student's behavior* were reflected in teacher talk in the English Speaking class. However, most fall into direct influence because *giving information* stand as the most frequently used category by both of the lecturers with more than 30% occurrences, followed by *asking question*. Meanwhile *dealing with feeling* was the least categories occurred in the speaking class.
2. Both of the lecturers perceived that their talk in English Speaking class in different categories are with their respective purposes. They did *dealing with feeling* to create the comfortable class for the students and get students' attention. *Praising and encouraging* has been done to motivate the students to

speak. *Using Idea of students* took place to reinforce and as a signal that the idea was accepted. Also to make sure the whole students listen to the idea and pay attention on it. *Asking question* functioned to check students' knowledge and trigger the students to speak by answering it. *Giving information* was required in process of transferring knowledge. *Giving direction* meant to direct, control, and keep the class dynamist. Finally, *Criticizing student's behavior* took place to discipline the students, change students' bad habit and make sure they will not do the same mistake.

B. Suggestion

After conducting this study, some recommendations can be made as in the following:

1. It is worthwhile that lecturers record their own talk during the teaching process and analyze it so as to improve their talk in classroom activities.
2. The author also suggests for the lecturers who do not aware yet about teacher talk should start to consider it as important part of teaching process. This study could be utilized for the educational field as the basis of teacher talk practice.
3. For further study, it is important to utilizedifferent theories to analyze teacher talk. Also, it is good to explore more about the impacts of teacher talk on the students' achievements in order to see the effectiveness of teacher talk itself.

REFERENCES

- Achmad, D. & Yusuf, Y. Q. (2014). Observing pair-work in an English speaking class. *International Journal of Instruction*, 7(1).
- Alharbi, A. H. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8(1).
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Allington, R., & Johnston, P. (2002). *Reading to learn: Lessons from exemplary fourthgrade classroom*. New York: The Guilford Press.
- Astiti, N. W. W. (2012). *Ananalysis of teacher talk in English classes in SMK PGRI 4 Denpasar*. Denpasar: Ganesha University of Education.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education, Inc.
- Bordens, K. S., & Abbot B. B. (2011). *Research design and methods*. New York: The McGraw-Hill Companies. Inc.

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: SAGE Publication, Inc.
- Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches*. USA: Sage Publications
- Cullen, R. (2002) *Supportive teacher talk: The importance of the follow-up in English language teaching*. Oxford: Oxford University Press.
- Gage, N. & Berliner, D. (1991). *Educational Psychology*. Boston: Houghton.
- Gharbavi, A., & Iravani, H. (2014). Is teacher talk pernicious to students? A discourse analysis of teacher talk. *Procedia Social and Behavioral Science*, 98, 552-561.
- Gönen, S. İ. K. (2016). Reflectivity through the analysis of teacher talk : The case of pre-service English language teachers. *Mustafa Kemal University Journal of Social Sciences Institute*, 13(6), 203–222.
- HoerunNisa, S. (2014). Classroom interaction analysis in Indonesian EFL speaking class. *English Review: Journal of English Education*, 2(2), 1–9.
- Hong, K.-S., Ridzuan, A. A., & Kuek, M.-K. (2003). Students' attitudes toward the use of the Internet for learning: A study at a university in Malaysia. *Educational Technology & Society*, 6(2), 45-49.

- Inceçay, G. (2010). The role of teacher talk in young learners' language process. *Procedia-Social and Behavioral Sciences*, 2(2), 277–281.
- Johnson B., & Christensen L. (2012). *Educational research quantitative, qualitative, andmixed approaches*. California: Sage Publications.
- Krashen, S., & Terrell, T. (1983). *The natural approach*. New York: Pergamon.
- Lee, G. V., & Barnett, B. G. (1994). Using reflective questioning to promote collaborative dialogue. *Journal of Staff Development*, 15(1), 16-21.
- Lei, X. (2009). Communicative teacher talk in the English classroom. *English Language Teaching*, 1(2), 75-79.
- Littlewood, W. (1984). Foreign and second language learning. Cambridge: Cambridge University Press.
- Liu, M., & Zhu, L. (2012). An investigation and analysis of teacher talk in college English class. *International Journal of English Linguistics*, 2(5), 117–121.
- Ma, X. (2006). *Teacher talk and EFL in university classrooms*. Chongqing Normal University & Yangtze Normal University.
- Masturah, N. (2016). *An analysis of teacher's talk in an English classroom (A descriptive study at SMA 10 FajarHarapan, Banda Aceh)*. Banda Aceh: Syiah Kuala University.

- Michener, H. A., Delamater, J. D., & Myers, D. J. (2004). *Social psychology*. Belmont: Thompson Wadsworth.
- Nayak, J. K., & Singh, P. (2015). *Fundamentals of research methodology: Problems and Prospects*. New Delhi: SSDN Publishers.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teacher*. New York: Prentice Hall.
- Nunan, D. (2003). Language The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 58-61.
- Pangesti, D. (2016). *Teacher talk in English teaching and learning process at SMK Batik 1 Surakarta in 2015/ 2016 academic year*. Surakarta: Muhammadiyah University of Surakarta.
- Parrish, B. (2004). *Teaching adult ESL apractical introduction*. New York: McGraw Hill.
- Prawira, P. A. (2012). *Psikologiumundenganperspektifbaru*. Yogyakarta: Ar-Ruzz Media.
- Pujiastuti, R. T. (2013). Classroom interaction: An analysis of teacher talk and student talk in English for young learners (EYL). *Journal of English and Education*, 1(1), 163-172.

- Richards, C. J., & Lockhart, C. (2006). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Roskos, K., Boehlen, S., & Walker, B. (2000). Learning the art of instructional conversation: The influence of self-assessment on teachers' instructional discourse in a reading clinic. *The Elementary School Journal*, 100(3), 229–252.
- Sangmeister, K. M. (2008). *"If you hear my voice , do the hula": The nature of teacher talk during classroom routine in intermediate classrooms in an exemplary urban school*. Ann Arbor: Proquest LLC.
- Schreiber, J. B., & Asner-Self, K. (2011). *Educational research. The interrelationship of questions, sampling, design, and analysis*. New Jersey: John Wiley & Sons, Inc.
- Saleh, A. R. (2009). *Psikologisuatupengantardalamperspektifislam*. Jakarta: Kencana.
- Setiawati, L. (2012). A descriptive study on the teacher talk at EYL classroom. *Indonesian Journal of Applied Linguistics*, 1(2), 33-48.
- Thornbury, S. (2005). *How to teach Speaking*. London: Longman.
- Tuan, N. H., & Mai, T.N. (2015). Factors affecting students' speaking performance at Le Thanh high school. *Asian Journal of Educational Research*, 3(2), 8-23.

- Ur, P. (2000). *A course in language teaching: Practice and theory*. Beijing: Foreign Language Teaching and Research Press.
- Walliman, N. (2011). *Research methods the basics*. New York: Routledge.
- Walsh, S (2002). Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*, 6(1), 3-23.
- Wang, H. (2014). The analysis of teacher talk in learner-centered teaching mode. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 8(4), 1172-1174.
- Wardhana, Andri. (2016). *An analysis of the teacher talk in the classroom interaction (A descriptive qualitative study at the second grade of SMAN 1 Sukamakmur)*. Banda Aceh: Syiah Kuala University.
- Wasi 'ah, N. (2016). A study of teacher talk in classroom interaction at an islamic senior high school. *OKARA Journal of Languages and Literature*, 1(1), 29-43.
- Xu, X. (2010). Analysis of teacher talk on the basis of relevance theory. *Canadian Social Science*, 6(3), 45-50.
- Yanfen, L., & Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, 33(2), 76-86.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8698/UN.08/FTK/KP.07.6/10/2017
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 20 September 2017

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA
2. Mulia, M.Ed
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Maya Fitriya Rais
NIM : 231324431
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher Talk in Speaking Course: A Descriptive Study at English Department of UIN Ar-Raniry
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- 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: 4 Oktober 2017

An. Rektor
Dekan



Tembusan

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



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-11395/Un.08/TU-FTK/ TL.00/12/2017

05 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Maya Fitriya Rais
N I M : 231 324 431
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Laksamana Malahayati Lr.Terminal No.3 Cadek Aceh Besar

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris. UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teacher Talk in Speaking Course: A Descriptive Study at English Department of UIN Ar-Raniry

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farziah Ali

BAG. UMUM BAG. UMUM

Kode 6044



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4685/UN.08/KJ.PBI/TL.00/12/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11395/Un.08/TU-FTK/ TL.00/12/2017 tanggal 5 Desember 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Maya Fitriya Rais
NIM : 231 324 431
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Teacher Talk in Speaking Course: A Descriptive Study at English Department of UIN Ar-Raniry

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 Desember 2017

Ketua Prodi Pendidikan Bahasa Inggris



T. Zulfikar

AUTOBIOGRAPHY

1. Full Name : Maya Fitriya Rais
2. Place/ Date of Birth : Takengon, February 18th 1996
3. Address : Gampong Cadek, Kec. Baitussalam, Kab.
Aceh Besar.
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Student's Reg. Number : 231324431
10. Educational Background
 - a. Elementary School : SDN2 Wih Pesam(2001-2007)
 - b. Junior High School : SMPN1 Wih Pesam(2007-2010)
 - c. Senior High School : SMA Inshafuddin (2010-2013)
 - d. University : UIN Ar-Raniry Banda Aceh (2013-2018)
11. Parents
 - a. Father's Name : Ismail Ibrahim
 - b. Mother's Name : Rapini
12. Parents' Occupations
 - a. Father : Entrepreneur
 - b. Mother : Housewife

Banda Aceh, January 30th2018

The author,

Maya Fitriya Rais