

**AN ANALYSIS OF AN INTERACTIVE TEACHER TALK ON ENGLISH
TEACHING AND LEARNING IN THE SEVENTH GRADES AT SMP N 02
WEDI KLATEN DURING THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements For the Degree of Sarjana



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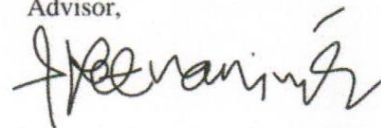
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Thankyou for the attention.

Wassalamu'alaikum wa rahmatullahi wa barokatuh

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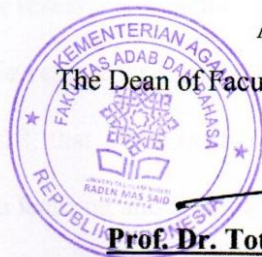
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DEDICATION

Alhamdulillahirabbil'alamin. Praise and thanks to Allah SWT, who has given all the blessings. I would dedicate this thesis to the people who love me. I'd like to dedicate this thesis to the people who love me and support me now, tomorrow, and forever.

1. My beloved father (Mr. Pujo Suwanto)
2. My beloved mother (Mrs. Triana)
3. My beloved sister (Vira Sulistyowati)
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MOTTO

“ Sesungguhnya bersama kesukaran itu ada kemudahan. Karena itu bila kau telah selesai (mengerjakan yang lain) dan kepada Tuhan, berharaplah”

(Q.S Al- Insyirah: 68)

“Experience is what you get when you didn't get what you wanted”

(Randy Pausch)

“Learn from yesterday, live for today, hope for tomorrow”

(Albert Einstein)

“Ojo Leren Dadi Wong Becik”

(Javanese proverb)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“An Analysis of an Interactive Teacher Talk on English Teaching and Learning in the Seventh Grades at SMP N 02 Wedi Klaten During the Academic Year 2022/2023”** in real masterpieces. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 15 Desember 2022

Stated by

A handwritten signature in black ink is written over a rectangular postage stamp. The stamp is yellow and red, featuring a portrait of a man and the text 'SEPULUH RIBU RUPIAH' and 'METERAI TEMPEL'. The number '10000' is visible on the stamp.

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The researcher realizes that this thesis is still far from perfect. The researcher hopes that this is useful fo the researcher in particular and readers in general.

Klaten, 15 Desember 2022

The researcher



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ABSTRACT

Nur Lail Septiana.2022. *An Analysis of an Interactive Teacher Talk on English Teaching and Learning in the Seventh Grades at SMP N 02 Wedi Klaten During the Academic Year of 2022/2023*.Thesis of English Education Department, Culture and Languages Faculty, Raden Mas Said Islamic University of Surakarta.

Advisor : Dr. Hj. Woro Retnaningsih, M.Pd.

Keyword : Classroom interactive, Teacher Talk, English Teaching

The purpose of this research are to (1) identify the types of teacher talk revealed in interactions between teachers and students in the seventh grade classroom, particularly in intensive class, (2) identify student talk when teaching and learning, particularly in intensive class, (3) identify the types of teacher talk revealed in interactions between teachers and students in the seventh grade classroom, particularly in regular class and (4) identify student talk when teaching and learning, particularly in regular class.

The descriptive qualitative research method was used in this study. The subject of this research is an English teacher. The data obtained by using an observation method accompanied by video and audio recording Then, the data were transmitted in written form. In addition, a coding system was also applied to help the researcher classify the data. The researcher used the triangulation technique from Moleong (2002). The researcher used source triangulation and categorization of teacher talk proposed by Flanders Interaction Analysis Catagories (FIAC).

The result of the research showed that: (1) the teacher's talk in English class, especially in intensive clas, types used of teacher are asking questions, giving directions, informing, encouraging or praising, critiquing, and lecturing. (2) The student's talk in English class, especially intensive class there are student initiation and student responses (3) The The teacher's talk in English class,especially in regular class, the teacher use types asking questions, giving directions, informing, encouraging or praising, critiquing, and lecturing, (4) The student's talk in English class, particularly in the regular class that was discovered student initiation and student responses, indicating that students were silent or confused about the teacher's delivery of the material in the classroom during the teacher's delivery of the material of learning.

CHAPTER I

INTRODUCTION

This chapter will explain several points, namely Background of the Study, Identification of The problems, Limitation of The Problem, Statements of The Problems, The objectives of The Study, Benefit of The Study, and Definition of Key Terms.

A. Background the study

Communication is the process of transferring information, messages, and conversations from one person to another. Communication allows people to express themselves and share their ideas. People can bridge the gap in their lives by sharing these ideas. As Richard and Smith (2010:97) state, communication usually consists of at least one speaker or sender, a communication message transmitted, and someone or some people for whom this message is intended. In this application, communication cannot occur without the existence of language because it acts as an intermediary in conveying the meaning of a communication. Thus, language is the most important thing to use to communicate and interact with others.

Poor interaction between teacher and student is a common reason why students struggle to learn English. Classroom interaction is primarily focused on exchanges that take place in the full class when a teacher and students work together to complete class related tasks (Wray, 2001). According to Brown's (2017), interaction is the cooperative exchange of ideas, sentiments, or thoughts

between two or more persons (students and instructor, or teacher students and students), which has a reciprocal influence on both parties.

According to Sinclair and Coulthard (1975) they started that classroom interaction generally happen called IRF (Intitation, Responses, and Feedback). The teacher make initiation when teacher teaches the material, ask a question, give direction, give information, and student give response, the teacher give feedback from the student's response through praise or encourage, and other ways. The interaction in the classroom involves the student's response and some initiations in the classrrom, because of that, interaction is important during the learning process.

The use of language in many circumstances to negotiate meaning in human life is highlighted by communicative competence theories. To put it another way, to transfer an idea from one person to another and vice versa. A process of learning a language is so interaction in a language school. This communication can take the form of socializing, classroom management, bargaining exercises, feedback, subject discussion, explanations of phenomena, story-telling, anecdotal comments, and the issue of directives (Nunan, 1994).

Language allows us to understand the speaker's intention. We can interact with each other by using language, so language is the key to human life. People cannot interact with each other without language. We can use language in a group and for many purposes. According to Richard and Schmidth (2010:11), language is the system of human communication that consists of the

structured arrangement of sounds (or their written representation) into large units, e.g., morphemes, words, sentences, and utterances.

English is an important and familiar subject for students. However, they feel it is difficult to master. Since Indonesia is not a country where English is the first language, students find it hard to communicate in English. So English is now an international language. In Indonesia, English lessons must be taught to school learners; they will not be left behind like in other countries.

The teaching process actually provides students the opportunity to speculate, ask questions, think about, and even discuss the course material in order to foster student interaction. All of the classroom activities, including verbal and nonverbal interaction, are included in the term "classroom interaction." After discussing the interactive classroom and the English language for teaching and learning, we must learn about the techniques or strategies that each teacher uses. Teaching strategies are required to make the learning process effective and efficient. Gerlach and Ely (2013:7) say that, according to Brown (2000:7), strategies are special methods of approaching a task as models of operation for achieving a particular end, a planned design for controlling and manipulating certain information.

Based on the strategies and research described above, the teacher in the classroom requires a strategy known as "Teacher Talk" during the teaching process. When instructing students, developing their intellectual capacity, and overseeing classroom activities, teachers employ "teacher speak." Teachers

speak to students in the target language to improve communication. By responding to what their teacher says, language learners practice the language in this manner. Additionally, teachers use the language to promote interaction between themselves and the students. As a result, we can argue that teacher talk is a type of interaction- or communication-based talk.

A set of plans and arrangements regarding teaching materials is what is called a curriculum. The curriculum is another aspect of education to achieve in the teaching of learning. Foshat (1969) said that the curriculum is the entire learning experience under the guidance of the school. Tanner & Tanner (1975) define the curriculum as a planned learning experience in which guidance and desired learning outcomes are formulated through the systematic reunification of knowledge and experience under the auspices of the school for students to continuously grow in personal academic and social abilities. Thus, it can be concluded that the curriculum is a reference for educational institutions in carrying out the educational process to achieve certain goals.

The researcher is very interested in knowing the types of teacher talk based on the previous explanations. First, it can be implemented in the teaching process when teachers teach every student. Second, the researcher selects the type of teacher talk to determine that each intensive and regular class has a unique type of teacher talk. Based on my observation, the teacher has implemented teacher talk in the English classroom, for example:

T: "Assalamualaikum Warahmatullahi Wabarokatuh, my student?"

S: "Wa'alaikumussalam Warahmatullahi Wabarokatuh,".

(T/PL/IC/M-1/01/D1/9.11.20222)

In the opening activity, Mrs. Puput Lupitasari, S.P.D. (PL), as the teacher, used acknowledgement statements when she greeted students in the opening of the teaching and learning process. "Assalamualaikum Warahmatullahi Wabarokatuh," the teacher said, which is called salam in Indonesia. This greeting statement is very familiar in Indonesia. From the example above, the teacher continued the opening class by greeted the students by saying :

T: Good morning, students.

S: Good morning, Mom.

(T/PL/IC/M-2/01/D2/09.11.2022)

Following that, the teacher continued to inquire about the students' circumstances before beginning the English language lesson. The teacher asked the students, "How are you today?" To begin the class, acknowledgement type teacher talk is used to greet the students of intensive class. As a result, the teacher's utterance was classified as greeting-related teacher talk. By performing the greeting utterances, the teacher tried to express her feelings in words.

The teacher is doing interactive work with students by using greetings to open the class. This is an example of interactive teacher talk in the classroom.

Based on the observation that has been made by the researcher, That phenomenon occurs when an English teacher explains the lesson in a classroom during the teaching-learning process in SMP N 02 Wedi Klaten. The subject of this study was chosen by the researcher because she is interested in the teaching materials of an English subject with the condition that the student has a low background in using English. However, the teaching-learning process becomes attractive, enjoyable, and funny for students. The teacher always uses an interactive style with gestures to deliver and make understandable the material of the English lesson.

In previous studies, some researchers conducted this type of research on interactive teacher talk. The similarities between this study and other previous studies are in the field research. It is about analyzing interactive teacher talk and the research design that uses qualitative research as a research method. While the difference is in using different theories, Nur,est (2018) investigated the use of observation as data collection techniques in his study. In their study, foreign language interaction analysis was used to identify the categories of teacher talk that occurred during the learning process. Another study by Trysia (2019) found that the parts of the teacher's speech used by the teacher increased students' activeness about the material of their speaking abilities when interacting in the classroom during the teaching and learning process.

In this research, the researcher would like to identify the types of teacher talk used by English teachers in teaching and learning. One teacher and two classes of seventh graders from SMP N 02 Wedi Klaten are the subjects of

this study. The researcher is very interested in learning English at SMP N 02 Wedi Klaten in relation to the phenomenon. The researcher chose this topic to analyze the type of interactive teacher talk in the classroom, and there are still very few researchers conducting research in this school, and there are still very few researchers who conduct research on teachers' talk when teaching English to seventh graders, who begin to interact using English and its compulsory subjects.

Based on observations with English teachers at SMP N 02 Wedi Klaten, the researcher wants to have a deeper understanding of how the English teachers manage and mediate their talk in English Classroom Interactive. As a result, the researcher wishes to conduct the research "An Analysis of an Interactive Teacher Talk on Teaching and Learning of Seventh Grade at SMP N 02 Wedi Klaten during the Academic Year 2022/2023".

B. Identification Of the Problem

Based on the background of the study, the researcher had found the Teachers' problems while teaching speaking at SMP N 02 Wedi Klaten such as the lack of motivation and the lack of attention from the parents' limited vocabulary, the pronunciation, and the grammar. The influence of the native language and an external problem keep the score low. So, the researcher will analyze teacher talk used by teachers in teaching classroom interaction.

C. Limitation of the Problem

In this research, the researcher limits the study to analyzing the types of teacher talk used by the teacher in classroom interaction and the students' responses toward teacher talk. Furthermore, the researcher classified the type of teacher talk based on the indicator of the types of teacher talk adapted from Flander's Interaction Analysis Categories (FIAC). The subject of this research is one of the teachers. Thus, the current study focuses on identifying types of teacher talk used by one of the teachers and students' responses to that talk in a classroom interaction with seventh grades students from SMP N 02 Wedi in Klaten during the academic year 2022-2023.

D. Problem Statements

Based on the context, the interaction in English class is centered on the teacher's and student's responses to each other's conversation. The following questions can be used to formulate the research problem:

1. What types of teacher talk are used in teaching-learning processes in an intensive class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023?
2. What types of student talk are used in teaching-learning processes in intensive class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023?

3. What types of teacher talk are used in teaching-learning processes in an regular class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023?
4. What types of student talk are used in teaching-learning processes in regular class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023?

E. The Objectives of the Study

The purpose of this study can be explained based on the statement above that can be stated as follows:

1. To know the types of teacher talk that occur in intensive class between teacher and students.
2. To know the types of student talk that occur in intensive class between teacher and students.
3. To know the types of teacher talk that occur in regular class between teacher and students.
4. To know the types of student talk that occur in regular class between teacher and students.

F. Benefit of the Study

There are some benefits that will be gained from this study. The researcher divides the benefits into two categories: Both have theoretical and practical benefits:

1. Theoritically

- a. This research will help to support a few theories in English education.
- b. The result of this study can give more information related to the challenges faced by teachers in teaching English with this type of learning process.
- c. This study can make students more active and critical with the children.

2. Practically

This study will be able to provide some benefits, including:

- a. For the researcher

Other researchers conducting research on teacher talk in the English teaching and learning process can use the findings of this study as a reference.

- b. For the educators

They can pay attention to things that need to be done in the classroom by students and teachers in order to make the teaching and learning process more effective. those who teach English to seventh-grade students, in particular.

- c. For the school institution

This research can be used to help students achieve their learning objectives.

- d. For the reader or other researchers

This research result can hopefully provide helpful information D encourage them to conduct deeper studies on the students. Key of Terms

G. Key of Term

1. Teacher talk

Many kinds of languages are used by teachers when they are in the teaching and learning process so that students can understand. Adapted from Richards (1992).

2. Interactive in the classroom

Interaction is the relationship of people who communicate in one place. For students social interaction in the classroom there are teachers and students who provide input orally or in writing and establish communication with each other.

3. Teaching English

Being able to communicate the English language in a clear and engaging way is essential when teaching English as a foreign language.

4. Curriculum 2013

Curriculum of 2013 is one of government's effort to resolve the various problems being faced by the world of education today (*Permendikbud No. 59 Tahun 2004, kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, Rom 1, Point (A)*).

Guidance of planned learning experiences and desired learning outcomes are formulated through systematic reunification of knowledge

and experience under the auspices of the school for students to continuously grow in personal academic and social abilities.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Teaching Strategies

Teaching in the learning process, teaching must use strategy not only to teach but also to do the best teaching possible so that students can achieve the goal of understanding learning and critical thinking. According to Hamruni (2009:7), the implementation of a teacher's strategies is dependent on the approach used and how that strategy can be implemented.

According to the definition provided by the researcher above, a strategy is a method of doing something with a specific approach to the problem in order to achieve success in achieving the objectives. Strategy plays an important role in the learning process. Teachers have the responsibility in education to use the appropriate steps and strategies in order to achieve the learning process's objectives. As previously stated, the researcher observes the research using a type of teacher talk strategy.

B. Description of Teacher Talk

1. Definition of Teacher Talk

In research, it is necessary to put forward several theories that are interrelated with research that has been conducted to get the same perception or view between the author and the reader. This chapter presents research theory to clarify some concepts applied in this study related to interaction, especially

teacher talk. Therefore, the following theories are intended for a clear explanation of this research:

According to Sinclair and Brazil (1985), there is another perspective on teacher talk. They both expressed the opinion that the language the teacher speaks is different, and the speech is not translated directly, but the activities or activities carried out in the sense of what is done are very similar. They also added that when a sentence becomes part of a text or an utterance in a conversation, the sentence is active communication for students. In addition, it relates to the role of the teacher in controlling and determining what students do, including when they should speak and what form of language they should use (Brown, 2000).

Allwright (2001) defines a teacher's speech as an important way the teacher uses to convey information and control the behavior of the student learning process. Teacher talk gives students direction or instructions, explains learning activities, and provides understanding to identify parts of the teacher's speech that occurred during the learning activity. The teacher interacts with students here in English using mixed language, making it easier for them to understand and follow what the teacher says. The class becomes relevant and conducive as a result, and parts of the teacher's speech can be used by the teacher to improve student activity.

Teacher talk is different from other talks, and it has special features that can be differentiated from others' talk. According to some scholars,

teacher talk has two kinds of features (Mulyati, 2013). The first one is functional features, which refer to language features that the teacher uses to organize and control the classroom and which contain asking questions, giving feedback, and making corrections (Richards, 1996). The second one is formal features, which refer to the form of teacher talk, such as speed, pause, repetition, and modifications of teacher talk by (Yanfen and Yuqin, 2010).

According to Johnson, as quoted by Richard (1992), there are three major aspects of teacher talk. They are:

a. Physiological aspect

This aspect relates to the voice produced by the teacher. The teacher has to be able to control his voice when he speaks in the classroom.

b. Interpersonal aspect

This aspect is concerned with how the teacher speaks with utterances that are structured appropriately for the situation and communicated to the students in order to foster a positive classroom environment.

c. Pedagogical aspect

This aspect related to how the teacher organized the lesson so it could create a good interaction. From the statement above, it can be

seen that a teacher has to be able to make his talk balance with student talk, situation, and context because it can affect students' language acquisition. It is known that the focus of teacher talk is curriculum, instruction, and evaluation—the content and conduct of teaching—so the teacher's ability to combine and apply the three aspects in his talk is really needed.

Functional features are features used by teachers and students to improve speech adaptation using English. Features that enhance adaptation are more likely to be inherited than other features (Houwer, et al, 2013). the teacher asks and relates to the learning material. After asking some questions, the teacher provides feedback based on student performance, in the form of assessments and correction.

Formal features are features that contain elements of speed, pause, repetition, and modification of the teacher's speech. Chaudron (1988) has observed teacher speeches and summarized the results of modified teacher speech in second language classes. When teachers speak, they should speak slowly. Then, the teacher tends to use more frequency of pauses with a longer time. Furthermore, the teacher's pronunciation tends to be clearer and easier to understand. Then, the teacher chooses vocabulary that is easy or familiar for students to understand. After that, clauses tend to be less subordinate. Finally, the teacher uses more frequency of self-repetition :

a. Speed

When teachers are teaching students a language in class, they often speak at a slower pace than in other situations. Because slow speed is used by teachers when teaching English in class so that students better understand what is being taught.

b. Pause

Teachers tend to use more frequent breaks with longer periods of time when teaching language students in the classroom, especially lower-level students (Chaudron, 1988). Pauses can give students more time to process or better catch what the teacher is saying and also facilitate comprehension.

c. Pronunciation

In English, pronunciation is not as easy as in Indonesian because it is foreign and must be memorized and also because there is new vocabulary there is no consistency between the sound of the word and the way it is spelled (Hadfield, 2008). For example, /ai/ can be spelled with 'i' as in high or 'y' as in sky. Unlike in Indonesia so it's an introduction to a new spelling therefore, clearer pronunciation can help students understand different ways of sounding.

d. Vocabulary

Teachers may often choose vocabulary that can be modified easier and more basic or take basic words that have been memorized

from English. They also often replace difficult words with words they think are more commonly used (Richards, 1996). For example, the teacher might ask, why should the teacher use this "What are the basic color variations?" instead of "What are the base colors?".

e. Modify in grammar

Teachers often simplify the grammatical structure of sentences during teaching in language classes to make it easier (Richards, 1996). For example, the teacher may use fewer subordinate clauses and avoid using complex tenses.

f. Repetition

Teachers use more frequency of self-repetition to direct students' attention, discipline students and help students practice difficult language.

Based the explanation above, the researcher caan concluded that teacher talk is a major way used by the teacher to interact with the students, convey information, have dicussion and negotiations, motivate her students, checking student's understanding, therefore the teacher can give the student's knowledge, and control their behavior.

In this research, the researcher gives a summary of these author's concepts of teacher talk to compare the kinds of teacher talk. :

a. Flanders Interaction Analysis Categories System (FIAC).

The Flanders interaction analysis system is a method for categorizing verbal interactions between professors, teacher, lecture and students in the classroom. Non-verbal gestures are not taken into account in Flanders' instrument because it was created specifically for observing spoken interactions in the classroom.

The format FIAC consisted of ten categories : seven categories to code verbal interaction of teacher talk are accepts feelings, praises or encourages, accepts or uses ideas of students, asking questions, lecturing, giving direction, criticizing or justifying authority, two categories to code students talk are student talk response and student talk initiation, and one category to record silence or confusion in the classroom (Flander, 1970:34).

b. Foreign Language Interaction (FLINT)

Mozkowitz's FLINT analysis system in Brown (2001:177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of influence: indirect and direct influences. Six categories from indirect influences are deals with feelings, praise or encourages, jokes, uses idea of students, repeats students responses verbatim, ask question, five categories direct influence are gives information, corrects without rejection, gives directions, criticizes student behavior, criticizes

student responses. There are seven categories of student talk ; student response (specific), students response (open-ended or student-initiated), silence, silence-av, confusion (work-oriented), confusion (non-work-oriented), non verbal.

Based on the description of the data above, the researcher more likely to be interested in analyzing teacher talk classification proposed by Flanders (1970:34). The researcher decided to analyze the utterances from the teacher and students at seventh grades of SMP N 02 Wedi Klaten.

2. Types of Teacher Talk

Involving students in interacting during the teaching and learning process, teachers are expected to use teacher talk in interacting aimed at making the beginning of learning more relevant and also making students feel excited and happy. then, the teacher can also understand students more than teacher talk because teacher talk has 7 parts that are very important for the process of interaction during teaching and learning.

The result of the research shows that there are some kinds of teachers' talk argued from Sitti (2017) performed by the teachers during classroom interaction, they are:

a. Greeting Students

Greeting students is an important beginning or beginning of the teacher's conversation in learning so that students feel happy and

enthusiastic because the teacher greets early provides conditions that make them happy by asking how they are and also encouraging or motivating at the beginning of learning. The purpose of "greeting" is to open a conversation, give a greeting that fits the time, or to close a conversation.

Rasyid (1997: 7-8) suggests that speaking is one of the most prominent behaviors expressed by the teacher in the class that may be the most things that are difficult for teachers to avoid because as a teacher in Javanese terms it is "*Gugu lan Ditiru*" that having means the teacher to doing something the students vcan implemented, so teachers should not be silent when in class. related to greetings in the teacher's conversation, the term function of the teacher's speech in the teaching and learning process in the interaction class, distinguishes the speaking teacher from being an indirect teacher and a direct teacher speaking. Indirect teacher talks cover four areas of the teaching and learning process, namely is:

- 1) receive feelings from students
- 2) stimulate student motivation and interests or talents
- 3) using student perceptions and
- 4) offering questions.

Live teacher or direct of speaking ability:

- 1) informing something

- 2) giving direction
- 3) justify student authority

According to Wina Sanjaya (2005) defines in the book *Learning in the Implementation Competency-Based Curriculum*, good questions have a positive impact on students, including can increase student participation or activity in full in the learning process, can improve students' thinking skills, because thinking itself is the essence from asking, can arouse students' curiosity, and guide students to determine answers. Focusing students on the problems discussed.

The use of clear and concise questions, the teacher's questions must be clear even though they are simple and expressed briefly using words that students can understand according to their developmental level. The teacher must also ask questions according to the contents of the material or materials that have been prepared before learning begins in each learning process, the questions that the teacher will ask already includes the development of student abilities with the aim of encourage students to be more active, make students think according to their ability.

Learning and teaching are complex activities. Remembering teaching and Learning activities are complex activities, it is impossible to show and conclude that a certain teaching and learning method is superior to another and learning methods in an effort to achieve all

lessons, in situations and conditions and forever. For this reason, the following will discuss ways that can be used in educational learning, such as the lecture method, discussion method, group method and mixed method. The learning method is a way or the technique of presenting teaching materials that will be used by the teacher when delivering learning materials, both individually and in groups. To achieve learning objectives that have been formulated, a teacher must know the various methods.

Having knowledge of the nature of the various methods, (Basyori et al., 2021) a teacher will be easier to determine the method that best suits the situation and conditions. The use of teaching methods is very dependent on the learning objectives and learning activities that give birth to the interaction of human elements is a process to achieve teaching goals. One of the efforts made by the teacher is never left is how to understand the position of the method as one of the components that play a role in the success of teaching and learning activities. And always the analysis is carried out, an understanding of the position of the method is born as a tool of extrinsic motivation, as a teaching strategy in learning and as a tool to achieve goals.

Learning is an activity that we must do and we give to our children. Because that's the key to success in achieving a bright future, preparing the nation's generation with a high level of scientific insight. And in the end it is hoped that it will be beneficial for the nation,

state and religion. Seeing the important role of education, implementing effective and efficient methods is a must.

b. Repeating Previous Material

Reviewing the material previously included as part of the teacher's conversation with the aim that the teacher can review the previous material and provide instructions for students to remember the material that has been taught. Teachers can find out the extent of student understanding in understanding the material that has been given to students, so it is easier for teachers to know the development of student knowledge and the extent to which students understand the previous material as well as new material.

Reviewing materials related to the teaching and learning process at class, deliver new material and explain to students by answering questions, asking students what they did not understand about the material. Teacher required to provide an explanation every teacher gives new material, this is Research teachers must deliver the material according to the teacher's conversation during the teaching and learning process in the classroom. Sugandi (2000) argues that learning is carried out consciously and planned in providing the material;

- 1) Learning can provide a sense of growing students' attention and motivation in learning.

- 2) Learning can provide an interesting and challenging learning can use appropriate and interesting learning aids so that students can be moved in doing a task from the teacher.
- 3) Learning that can create a safe, conducive and fun learning atmosphere for students.
- 4) Learning can make students ready to receive lessons both physically and psychologically with the readiness of students.

The student response referred to here is the student's response to the learning that has been carried out, especially the questions or learning tasks used. Good questions can give a positive response to students after they take part in learning activities. Students become a benchmark for the success of the learning process.

Therefore, student responses about the learning process can be information about how the anomalous exchange application works. Introducing new material by the teacher every time they start learning, of course the teacher must be ready with the material that has been prepared in accordance with the basic competencies or curriculum that has been provided at school although the teacher must also be able to add knowledge by improvising and innovating in teaching, can explain from new material It is important to think about what you will do during the introduction of new material and what your students will do during the teaching and learning process in the classroom. explain new material by involving students so that students can better understand

the content of the material, and make students more active in interacting.

c. Introduction New Material

Introducing new material by the teacher each time starting learning and explaining from the new material It's important to think through what you will be doing during the intro to new material and what your students will be doing during the teaching and learning process in the classroom. explain new material by involving students so students can better understand the contents of the material, and make students more active in interacting.

d. Giving Directions and Instructions

Instructions or directions in learning that have been carried out by teachers can be challenging to teach but their practical uses are:easy for students to understand and there are lots of fun activities that can be incorporated into lessons to make them more enjoyable such as games for discussion and fun interactions using songs. the direction that happened In the classroom many things can be done by the teacher, such as giving directions or instructions to open a book to find out new material, or gesturing at any time. You want to give a problem listening the teacher will say "I will read the dialogue twice, listen carefully". Prayitno (2011) divides directions that contain a good lesson learned from the speaker that can be used as reference material or reasons for

the speech partner to do something, in the form of orders to others to take certain actions by giving instructions and ways. Interaction in the classroom has played an important role.

Everyone may learn something better if he experiences it with himself, when students are involved in hands-on classroom activities, they will study better. behave in a neat position facing the blackboard and ready to listen to the teacher's directions. It is also stated that learning success is determined by quality interactions between teachers and students during learning activities. It students who are active in conversation will have less opportunity to learn give more speeches than students in class interactions. It's clear makes sense because teaching under the guidance of the teacher as a whole requires, isn't it surprisingly, 70% of speech in most classrooms. This can be clear Illustrated in the three main sections of class exchange interactions:

1) Initiation.

The teacher took the initiative by asking something from students through questions. The step starts from the exchange of teachers acting as leader.

2) Response.

Students answer any questions that are needed. So the movement is teacher initiation, student responses act as followers.

3) Feedback.

The teacher does not immediately take another initiation, but provides feedback on the student's response whether it is acceptable or not.

e. Encourage and Motivate

Encouraging and motivating is learning that can make students active and excited in learning, good learning must be able to provide the right stimulus to make students really want to be involved in learning so that potential achievement of the indicators planned in each lesson can be achieved. The diversity of students' characters in a class makes teachers have to be able to read and understand the students' characters so that learning planning can be done arranged in such a way as to regulate and accommodate all the characters owned by students to succeed in participating in learning because students are different from one another.

One way that can be done by someone to raise the spirit and Students' enthusiasm in learning is the teacher's ability to provide motivation, motivator reinforcement in the learning process. Motivation itself in its meaning is divided into two areas, namely intrinsic motivation or commonly said motivation that comes from within students, while extrinsic motivation is a form of reinforcement or motivation that comes from outside the student.

Basically, the motivation that can be given by the teacher is extrinsic motivation but not it is impossible for extrinsic motivation to be accumulated by students into intrinsic motivation form of motivation. Talking about the benefits of motivation and reinforcement there are several benefits of providing motivation for students both in teaching and learning activities as well as in activities outside of learning.

- 1) Simamora (2004: 523), argues that besides being useful for students, motivation is also beneficial for teachers, namely as follows:
- 2) Generating and maintaining the spirit of student learning to succeed.
- 3) Students' learning motivation in various classes, some are indifferent, some are not focused, there are those who play beside those who want to learn.

Improve and make teachers aware to choose between various roles such as: advisor, facilitator, instructor, discussion partner, encouragement, teacher educator. Teach students not to give up easily "Don't be afraid to fail, be brave and see problems as challenges not obstacles, every problem must have a solution" is a some words of motivation that can raise the fighting spirit of students to want to not easily give up with the various problems it faces. Because as we know that The biggest enemy in oneself is fear / easy to give up, with good

motivation students will not easily discouraged when faced with various things, such as lessons they find it difficult, competition etc.

f. Giving suggestions or constructive criticism

As educators, the main task of the teacher is to provide knowledge that is useful for students future of children. In addition, a teacher is also expected to be able to provide moral education or the importance of knowledge of morality and manners to children, ask when the child does the child experience difficulties in the teaching and learning process, motivating or the teacher as a learning inspiration, providing direction for students learning activities, providing facilities for children's learning processes, and as a intermediary for learning and social difficulties that a child may faced at school. In addition to their role towards students, teachers are also required to provide reports on the development of children to their parents and discuss with parents if there is a problem related to children at school. It's better if the teacher is too conduct regular home visits to find out the progress of their students at home.

Widada (2000) argues that a form of command to others to make certain decisions action by giving instructions and other means. So that the role of the teacher and In order for the parent to function optimally, good cooperation is needed between the two. Always take care communication of children's educational progress by asking the teacher at school. The teacher advises students not to be late for class

that contains discipline advice for students. If they realized the importance of this, they would try to do what the teacher suggested. Just imagine, if only a student has graduated and happened to get a job that was late for the office. This is something funny. Habits when school is brought to work. Grateful it's at school, for late example would be suggested but if in the world of work it could immediately scolded or maybe expelled from work because the job only requires people whose quantity and quality are able to compete with excellence.

g. Closing Class

In teaching and learning activities, it is not only conveying subject matter to students, but learning requires mental involvement and student action self. The teacher in giving the material when it is finished can give a song so that it is not easily bored and bored. If a teacher only gives explanations and demonstrations then it will does not produce optimal learning outcomes. Actually, the optimal learning outcomes will be obtained if a learning process involves students to work and develop creativity. In the learning process, students are often found to be passive in responding to the teacher, some even do not understand and do nothing don't want to participate.

When things like that are found, they act as a motivator Teachers must be able to motivate students to always be enthusiastic in participating in learning until the end of the activity students are able to

achieve competencies that have been learned. What is meant by closing the lesson is not I say closing greetings and hamdalah or prayers at the end of each learning activity, because the activity should be done at the end of an activity. But what is meant by closing the lesson skill is the teacher's skill Activities in ending the lesson by repeating the subjects that have been taught so that students gain a complete understanding description of the subject matter and learning outcomes that have been studied.

Closing the lesson is the teacher's effort to provide a comprehensive picture of what has been learned, is an attempt to determine the success of students in absorbing lesson, and determine the starting point for the next lesson. Activities from Closing the lesson can also be imagined as an exit for a teaching and learning process activity. The exit can give various impressions and messages to student. Meanwhile, as inspiration, the teacher must also be able to explore and develop the inspiration that students have and must be able to understand each other, so that students can demonstrate optimally their abilities. Simply put, all of the above concepts can be applied in teaching and learning activities ranging from opening skills, process and closing skills. Closing skills have several objectives, including:

- 1) To find out the level of success of students as teachers who have provided proper knowledge in studying the subject matter.

- 2) To measure the extent to which learning objectives and indicators have been achieved by students.
 - 3) Evaluate the success of educators in implementing the lesson plans that have been prepared beforehand.
 - 4) Get additional material according to the teacher's insight or teacher's experience that has been applied in the classroom to further improve teaching Help students learn about the relationship between the experiences they have mastered and things they are just learning.
 - 5) Organize all learning activities that have been studied so that they are meaningful in learning understand the essence of the lesson.
 - 6) Motivate students to be more enthusiastic about learning at the next meeting.
- h. Flanders Interaction Analysis Categories (FIAC)

System emphasizes the teaching of the classroom teacher-student interaction, which a system, taking into account the direct and indirect teaching style behavior classification. It is a system of classroom interaction analysis which has been used for many years by researcher to analyze the interaction between the teacher and students during the teaching learning process in the classroom interaction.

The format FIAC consisted of ten categories: seven categories to code verbal interaction of teacher talk: Two categories to code student talk and one category to record silence or confusion in the

classroom (Flanders, 1970:34). Based on those Flanders Interaction Analysis ten categories, there are three main categories in the classroom interaction : They are Teacher talk, student talk, silence or confusion.

Table 2.1 Description (FIAC)

No.	Flander's Interaction Analysis Categories (FIAC)
Teacher's Talk	
a. Indirect Talk	
1).	<p>Accepts Feelings</p> <ul style="list-style-type: none"> • Accept and Clarifies an attitude or the feeling tone of a student in a non-threatening manner. • Feeling may be positive or negative • Predicting and recalling feeling are included.
2)	<p>Praises or Encourages</p> <ul style="list-style-type: none"> • Praises or encourages student action or behavior • Jokes that release tension, but not at the expense of another individual: nodding head or saying "um, hm" or "go on" • The teacher gives positive reinforcement by saying words like "good", "good job", "excellent"

3)	<p>Accepts or uses ideas of student</p> <ul style="list-style-type: none"> • If the student passes on some suggestion, the teacher may repeat in nutshell in his own style or words. • The teacher clarifies, builds or develops ideas or suggestions given by a student.
4)	<p>Asking Question</p> <ul style="list-style-type: none"> • Asking question about content or procedure, based on the teacher ideas and expecting an answer from the student.
b. Direct Talk	
5)	<p>Lecturing</p> <ul style="list-style-type: none"> • Giving facts or opinion about content or procedure: expressing his own ideas. • Giving his own explanation. • Criticizing an authority other than a student.
6)	<p>Giving Direction</p> <ul style="list-style-type: none"> • The teacher gives direction, commands, orders or initiation with which a student is expected to comply with

	<ul style="list-style-type: none"> ▪ Open your book ▪ Stand up, please
7)	<p>Critizing or justifying Authority</p> <ul style="list-style-type: none"> • When the teacher asks the student not to interrupt with foolish questions, then this behavior is included in this category. • Teacher asks “what” and “why” to the student. • Statements intended to change student behavior from unexpected to accaptable pattern. • Bawling someone out.
Student Talk	
1)	<p>Students Talk Responses</p> <ul style="list-style-type: none"> • Students talk in responses to teacher’s talk. • Teacher asks question and student give answer to the question.
2)	<p>Student Talk Intiation</p> <ul style="list-style-type: none"> • Talk by students that they initiate.

	<ul style="list-style-type: none"> • Expressing own ideas, initiation new topic, freedom to develop opinions and a line of thought like asking thoughtful question, • going beyond the existing structure.
3)	<p>Silence or Pause orr Confusion</p> <ul style="list-style-type: none"> • Pauses, short peripods of silence and periode of confusion in which communication cannot by the observer.

C. Interactive in the classroom

From S.Shentamarai (2018) The interactive teaching and learning strategies in classroom teaching are described in this section. Strategies are shown in bold text or new materials in learning activities. Teachers should refer to this resource section for an explanation of the objectives and how to apply the strategies with their students.

The strategy aims to promote critical and reflective thinking, research and evaluation skills that will help students take positive action to protect, promote, and advocate for their own health, well-being and safety and that of others.

1. Students use personal and social skills to work collaboratively with others in learning activities, to appreciate strengths.
2. The ability of individuals and their friends to develop various interpersonal skills such as communication, negotiation, team work.
3. Leadership and appreciation of diverse perspectives.
4. Interactive teaching involves facilitators and students.
5. Encourage and expect students to participate.
6. Use questions to stimulate discussion, emphasizing the value of answers.
7. Give participants hands-on experience involving students in their learning.
This is organized to meet the objective of building on existing skills.
8. Provide a variety of learning styles Foster transferable and independent learning.
9. Use teaching aids to gain and retain attention.

Sardiman (2001) argues that interactive is a reaction to an education that has the aim of educating students, leading students to the maturation process. When the teacher gives the material in class, the teacher must understand how to easy in delivering material and students can get information or insight from what the teacher talks about in delivering the material. All activities carried out by teachers and students in class is the reaction of the interaction when discussing materials or materials that have been provided. Long and Sato (1983) observed all kinds of phenomena or events about teacher-student conversations, and made some comparisons in language skills between the languages used by teachers inside and outside the language

classroom. Their main findings are as follows ,Formal adjustment occurs at all language levels in pronunciation, lexis, and grammar. In general, non-grammatical modification of various utterances does not occur. An interaction adjustment occurs, Ellis (1985: 145).

In addition, the teacher's speech is simplified in other ways in syntactic, phonological, and semantic language. Chaudron (1988:85), proposes a teacher's speech in a language class with seven modifications:

1. Pauses, evidence that the speaker has planned more, perhaps more often and for longer.
2. Pronunciation tends to be redundant and oversimplified.
3. The use of vocabulary is more basic.
4. The degree of subordination is slower.
5. Provide more declaratives and statements that can be used rather than asking questions.
6. Teachers can repeat themselves more often.

D. Teaching English

According to Sardiman (2011), learning is an activity that cannot be isolated from teaching activities, and teaching is also seen as an endeavor to build an environment that is allowing the learning process to occur. Students are individuals who actively participate and engage in numerous activities in an effort to identify and resolve problems, and teaching is the provision of enabling conditions. The term "teaching" changes to "learning," which is seen

as a process of environmental management aimed at modifying student behavior in a favorable and better manner in accordance with the potential and multiplication that kids possess. Teaching can be interpreted as conveying the contents of the material to students, to help students develop abilities that exist in him. Therefore, the teacher must be able to make students expand the content through the questions given by the teacher. complex activities carried out by the teacher in conveying knowledge to students, resulting in a learning process. Complex activities in question include arranging student learning activities, utilizing the environment (both in class and outside the classroom), and providing stimuli, guidance guidance and encouragement to students.

Rohani (2004) claims that teaching is a process of guiding learning experiences. Experience itself is only possible if students with their own activities react to their environment. For example, if a student wants to solve a problem then he must think according to certain steps. teach a teacher's business that regulates the environment so that the best situations and conditions are formed for the child being taught, so that learning can not only take place for a group of students outside the classroom or in other places that enable the student to learn.

Opinion by khan and ali (2010:2) Speaking Everyone wants to take full benefit from knowledge or insight of modern education, use of libraries, research knowledge, science, trade in technological advances, the impact of international relations as well as from the development of media which can be characterized by the various ease of access that everyone has. Everyone has a

good knowledge of English and good communication skills for communication with various people in the world, access to ease of language can be demonstrated in an international language.

Teaching English is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

People who have no kindness communication skills will suffer greatly in this era of competition compared to people who have kindness communication skills and can immediately attract the attention of authorities to give him a higher position or responsibility into increase their self-esteem and reputation. Speech is the main means of communication and the structure of society itself will be substantially different if we fail to develop communication through the speech of John Laver (1994). To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all four skills Venkateswaren.s, (1995). If all students' language production was controlled from outside, he will hardly be able to transfer his knowledge from a language learning situation to a language use situation Bygate (2003).

The student who repeats two tasks, having first done it ten weeks earlier completes them more fluently and with greater complexity on second occasions because of the shift from conceptualization to that the formulation

from Carter and Numan (2005). Teachers can facilitate language acquisition through problems solve activities and tasks that ensure natural learner participation and interaction from Aslam (2003). For this purpose, knowledge of Phonetics is required for an English teacher to correct students' mistakes and to help them in differentiating the sounds of English and their mother tongue by Saiful (2003), someone from Recognized tastes and cultures can make us distinguish between stress, rhythm, intonation, and tone by Swan (2006).

Now certain teachers are unfamiliar with the notion of recently developed language techniques. This situation is common in nearly 60 Government colleges in N.W.F.P., Pakistan (Aurangzeb, 1992). Teachers who have completed courses such as because TOEFL and DIPTEIL can decide better whether a particular activity/sport is appropriate or not Fayyaz, (1992).

From Anne Burns (1998:102) giving opinion The class activities derived from a teacher's conversational analysis highlight the level of conversational micro-interaction, and teachers can explore language performance in the following ways:

1. Discuss the speaker's role and right to change oral interactions in dissimilar or different contexts
2. Observe and discuss how interactants can maintain and maintain their turn to speak to the teacher.

3. Practice a language that signifies a person's desire to speak in an interest or talent that can be seen from the way of speaking and the speaking ability of students.
4. Record, predict and practice different types of turns or spellings that tend to follow each other.
5. Compare norms for obtaining, taking, and keeping cross-cultural turns.
6. Analyze the role of backchannelling and feedback tokens in turn allocation and maintenance.
7. Recognize signals that the other person wants to speak. Gardner (1994) reports the use of unscripted dialogue, such as an explanation of how a tape recorder works, by an Australian teacher to adult secondary students to highlight the typical function of the minimal feedback token (right, okay, uh huh, mm hm, oh, and yes) and evaluate ratings (very, good).

E. Curriculum 2013

In the 2014/2015 academic year, the 2013 Curriculum has been implemented throughout Indonesia, which is a renewal and refinement of the 2006 Curriculum. The basic characteristics of the 2013 Curriculum lie in the approach used in Teachers' knowledge in choosing the right method and developing the assessment instrument is still lacking.

Given the importance of implementing a good assessment in supporting the implementation of the curriculum, it is necessary to have a study and rules

regarding how to apply the assessment to the 2013 Curriculum in the field.

Specifically, the objectives of this study are to:

1. Obtain facts and descriptions in the field of implementation of assessments in the 2013 Curriculum.
2. Identify the obstacles (barriers) and success factors for the implementation of the assessment in the 2013 Curriculum.
3. Provide recommendations to the Government in making policies for the implementation of the assessment on the 2013 Curriculum in education units.

To support the framework of thinking and broaden horizons in order to sharpen the discussion, various relevant literature studies are needed, there are several discussions in the relevant literature review, especially regarding assessment in the 2013 Curriculum.

The curriculum is one of the crucial aspects in determining the success of a country's education. Taba (1962) provides an understanding of the curriculum as a plan for learning. Wheeler (1967) says that the curriculum is a planned experience given to learners under the guidance of the school. Foshay (1969) said that the curriculum is the entire learning experience under the guidance of the school. (Tanner & Tanner, 1975) defines the curriculum as a planned learning experience guidance and desired learning outcomes are formulated through the systematic reunification of knowledge and experience under the auspices of the school for students to continuously grow in personal

academic and social abilities. Thus, it can be concluded that the curriculum is a reference for educational institutions in carrying out the educational process to achieve certain goals.

Curriculum changes produce a challenge for the government (Retnawati est, 2016). The transition period is very likely to begin with the implementation of various lines not smooth. Eraslan (2013) revealed that one of the challenges faced in the transition period is the limited ability and insight of teachers regarding the assessment system. To overcome this problem, the government held various training programs and workshops. The agenda aims to ensure teachers' understanding and confidence in the main ideas of the curriculum. Confidence and understanding of the main idea of the curriculum has a big role in supporting the ability of teachers to develop learning according to the mandate of the applicable curriculum.

Assessment is an important aspect of the educational process. Assessment is a step to collect various information that is used to determine the policy of the learning process (Uno & Koni, 2012:2). Mardapi (2008:5) suggests that assessment is an aspect that determines the quality of education. Mardapi (2008:6) suggests that the assessment should include the process of tracing, checking, searching, and inferring. According to *Permendiknas Number. 20 of 2007*, in order for the assessment process to run well, the assessment must be valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, and accountable.

The assessment domains in the 2013 Curriculum include spiritual domains, social attitudes, knowledge, and skills. More generally, it can be categorized into three domains, namely cognitive (knowledge), affective (social and spiritual attitudes), and psychomotor (skills). Cognitive domain includes results related to aspects of knowledge, understanding, and thinking skills (Bloom, 1956:12). Attitude according to (Fernandes, 1984:57) is a person's tendency towards objects in the form of people, concepts, ideas, and groups. Thus, the affective domain includes a person's feelings and interests by Setiadi, hari (2016).

Syahmadi (In Wahyudin and Sukyadi, 2015) describe that the learning process with table of specification as follows:

Table 2.2 Curriculum of Learning Activity

STAGE	LEARNING ACTIVITY
Observing	Students listen explanation of the teacher in the interactive of learning without media (listening-reading)
Questioning	Students deliver some question that are facual related to the observation and define some question, hypothesis (speaking-writing). This activity will be

	<p>guided by teacher until it becomes habitual (independent) activity for students.</p>
Experimenting	<p>Student collect data through available resource such as document, object, book, internet media, experiment (reading-listening).</p>
Associating	<p>Student analyze the data by forming categories and relationship within them (reading). Students draw conclusions from the results of data analysis started from the data (reading-writing).</p>
Communicating	<p>Students present their conceptual understanding regarding the conclusion they have made in the form of oral or written text, chart, diagram, or picture (speaking-writing). Students begin to write a text they have learn through guided or free writing task (writing).</p>

F. Intensive and Regular Class

1. Regular class

Regular class is a class using an education system that provides mass classical education services to students, meaning that it does not provide special groupings/differentiations on the basis of ability, achievement, but the division of classes is evenly distributed in terms of quantity. In essence, superior class insight is a perspective Indonesian nation to realize ideas, ideas, and thoughts in the best form of behavior and attitude according to the ability of citizens consistently and disciplined in the context of nation building.

Insights of excellence include faith and piety to God Almighty One, self-reliance who is able to face the era of globalization, superiority can produce quality work, expertise and professionalism in mastery of knowledge and kinship in strengthening the unity and kinship in strengthening national unity and integrity. With The insight of excellence is expected to achieve excellence in Chess International (Depdikbud, 1996).

One alternative in order to implement insight excellence is through superior class programs. It refers to *Decree of the Minister of Education and Culture Number 0487/U/1992*, there are article 15, namely the application of insight into excellence through acceleration programs, special programs, special class programs, and special education programs, which reflects the education of excellence by Bafadal, Ibrahim (2006:22).

2. Intensive Class

Featured Class is a class that is attended by a number of students who excels in the three assessment domains with above average intelligence specifically grouped. This grouping is intended for foster students in developing intelligence, abilities, skills, and potential as optimally as possible so that they have the best knowledge, skills, and attitudes as well as passion superior insight concept from featured class and as a pilot class that can be done involving all school stakeholders starting from parents, students, teachers, employees, environment, supervisors, Diknas agencies and all parties related to educational matters.

In the Law of the Republic of Indonesia Number 20 of 2003 About the National Education System Chapter IV Article 5 concerning Rights and Citizens' Obligations which reads: "Citizens who have potential intelligence and special talents are entitled to education special". In addition, such as the National Education Goals listed in the Law of the Republic of Indonesia Number 20 Years 2003 concerning the National Education System which says that The purpose of National Education is "Creating people who believe" and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a good citizen democratic and responsible.

At this time many people who have intelligence and special talents but still low in faith and morality. So are many people who have the intelligence and talent that as well as a strong desire to be special and get

education, but he is concerned that there are still difficulties in terms of economics. For those who come from families who are economically weak and less able to finance school, but have intelligence and good talents to be developed can send them to school their children in schools that implement scholarship programs achievement, so that later the child's intelligence, talent and ability can be developed into a human being who is knowledgeable and good manners.

Intensive Class is a class that is intended for people who have intelligence, good potential to be developed and must stay in a boarding school in order to get an education or material about religion. In addition, registration for the Intensive class is also through a selection test including written selection and oral selection as well as interview for accompanying parents.

The ability of superior students is better and superior compared to peers' abilities. The superior child is not only superior in his intelligence only, but also superior in health, social adjustment, and moral attitude. The advantages they have will form a high self-confidence. Therefore Excellent students are able to think rationally and can make the right decisions. If the individual has a high level of intelligence then he will have a definite picture of himself as a person capable of facing new challenges, self-confidence and self-esteem and do not despair when faced with failure. With So individuals who have a high level of intelligence have a high self-

concept high, which of course will not appear negative thoughts and feelings towards him.

G. Previous Relavant Study

The researcher presents the previous study dealing with the topic. The first thesis from Nur, siti, syamsul (2018). “Teacher Talk In classroom In Teaching Speaking for the first grades students at SMA Negeri 20 Medan” His study aims in analyzing the teacher's speech in teaching speaking. The subjects of this study were English teachers and 40 first grade students of SMA Negeri 20 Medan. in data collection is done through: observation, and audio recording. In this study, FLINT was used to identify the categories of teacher talk that occurred during the learning process. In addition, this research was conducted in the form of descriptive qualitative research in which the researcher acted as a non-participant observer in the classroom. From the data that has been taken, it is found that the categories of teacher talk used by teachers in teaching speaking in class I SMA Negeri 20 Medan are related to feelings, praise or encouragement, jokes, use of student ideas, repetition. verbatim student responses, asking questions, providing information, correcting without rejection, giving directions, criticizing student behavior, and criticizing student responses. The teacher talk feature which is dominantly used by teachers helps students to be more active in class because the teacher provides opportunities for students to convey their ideas, and try their abilities in speaking skills.

The Researchers presents the the previous study dealing with topic. The second thesis from Trysia (2019) “Teacher Talk In English Classroom Interaction A Case Study at SMA Muhammadiyah 18 Sunggal” This study discusses the analysis of the teacher's speech in the classroom interaction. The purpose of this study was to determine the interaction of the language used by teacher speaking in English class interaction.to check language function the type used by the speaking teacher in the English class interaction. this researcher using a qualitative descriptive method. Source of data obtained by English class recording at SMA Muhammadiyah 18.

From the research can look at Trysia, (2019) get data analysis using the objective data analysis technique by Sugiono. the results reveal The researcher also found that the part of the teacher's speech used by the teacher was able to help students in understanding the material being studied and able to increase student activity or contribution in the learning process how teach. it can be concluded that the teacher who teaches speaking skills to the eleventh students of SMA Muhammadiyah 18 class have used the parts of the teacher's speech well. after that, the parts of the teacher's speech used by the teacher have been increase students' activeness about the material of speaking ability in interact in the classroom during the teaching and learning process.

The third thesis from Wasi'ah, nur (2016). The tittled “A study of teacher talk in classroom interaction at an islamic senior high school” This study investigated interactional features performed by English teacher during teaching learning process in classroom interaction, how the teacher performed

it, and how interactional features helped the teacher to achieve pedagogic goal. This study used descriptive qualitative method. The data was collected by using audio-video recording and field notes. The result showed that the English teacher performed eleven interactional features out of fourteen in the classroom those are scaffolding, direct repair, content feedback, extended wait-time, seeking clarification, confirmation check, teacher echo, teacher interruption, extended teacher turn, display question and extended learner turn. Related to pedagogic goal, only teacher interruption did not help the teacher in achieving any pedagogic goal.

Another research had been done by (Sagita, 2018) “Teacher Talk and Learner Talk in The Classroom Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang)”. The purpose of this research from (Sagita, 2018) was to know what teacher talk constitute in classroom interaction, what learner talk constitute in classroom interaction and what percentages of the teacher and learner talk in classroom interaction. The methodology of research used in this research is interaction analysis. An English teacher and whole learners of VII A grade class at SMP N 2 Sindang were chosen as the sample in this research. The class is in the second semester in academic year 2009-2010.

From the journal Khuasaini, nurul (2019). “The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English for Young Learner”. This study was aimed to find out the type of teacher talk and the characteristic of classroom interaction take place in the English language

classroom of Semarang Multinational School. This study applied descriptive qualitative research. There were two activities in gathering the data of this study: observation and audio recording. In analyzing this study, the researcher used interactive theory proposed by Flander (1989). The findings showed that based on Flanders Interaction Analysis Categories (FIAC), the teacher indirectly influenced the students in teaching and learning process by relying hard on asking question.

Table 2 3 Similarities and differences Previous Related Study

No	Appellative	Title	Similarities	Differences
1.	Nur, siti, syamsul (2018)	Teacher Talk In classroom In Teaching Speaking for the first grades students at SMA Negeri 20 Medan.	Talk used by teachers in teaching speaking in class I SMA Negeri 20 Medan are related to feelings, praise or encouragement, jokes, use of student ideas, repetition. verbatim student responses, asking questions,	In this study, FLINT was used to identify the categories of teacher talk that occurred during the learning process.

			providing information.	
2.	Trisya (2019)	Teacher Talk In English Classroom Interaction A Case Study at SMA Muhammadiyah 18 Sunggal.	<i>This study discusses the analysis of the teacher's speech in the classroom interaction</i>	<i>Teacher who teaches speaking skills to the eleventh students of SMA Muhammadiyah 18 class have used the parts of the teacher's speech well with flanders theories</i>
3.	Wasi'ah, nur (2016)	A study of teacher talk in classroom interaction at an islamic senior high school	This study investigated interactional features	Related to pedagogic goal, only teacher interruption did not help the teacher in achieving any pedagogic goal.
4.	Sagita, ivon (2009)	Teacher Talk and Learner Talk in The Classroom	This study was aimed to find out the type of teacher talk and the	In the available data showed that the teacher used more in indirect

		Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang)	characteristic of classroom interaction	influence of FIAC category, they are; accepting feeling, encouragement, accepting or using idea of the learner, and asking question) rather than direct influence (lecturing, giving direction, and criticizing).
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CHAPTER III

RESEARCH METODOLOGY

This chapter, the researcher describes about research methodology. It covers research design, setting of the research, technique of collecting data, technique of analyzing data and trustworthiness of the data.

A. Research Design

The qualitative method with a narrative approach was used in this study. According to Hancock (2009:7), qualitative research is concerned with developing explanations for social phenomena. According to Bodgan and Taylor in Meleong (2010:4), a qualitative method is research that produces descriptive data in the form of written or spoken words of people and human behaviors that can be observed.

Narrative research is a narrative report that tells the sequence of events in detail. In narrative research design, the researcher describes people's lives, collects stories from people's lives, and writes stories from someone's personal experience (Clandinin, 2007).

Based on some definitions before, narrative research is researching social things that happened to phenomena, people's lives or individual experiences that described with written or spoken words scientifically. The researcher, as an observer, had no specific interaction with the research subjects other than gathering data from observation. As a result, all of the data was derived from what the researcher discovered in the field.

use video and recording technique										
Analysing the Data and create transcripti on										
Reporting the research										
Munaqosa h										

C. Subject and Object

1. Research Subject

According to Arikunto (2002), a "subject" is a thing or person to whom the data of a related variable is attached. The research subject is something that is being studied by a person, an object, or an institution (organization). The research subject is essentially the person who will be affected by the research findings.

According to observations, the seventh grades of senior high school at SMP N 02 Wedi have eight classes divided into regular and intensive classes, with regular classes ranging from A to G and intensive classes which is from H. The teachers who teach these classes are: Mrs. Puput Lupitasari, S.Pd. who teaches both intensive and regular classes (G and H). Mrs. Retno Wuladari, S.Pd. teaches classes from A to C, and Mrs. Noviana Pratiwi, S.Pd, teaches classes (D, E, and F). There are 267 students observed.

2. Research Object

The nature of the state of an object, person, or object that is the center of attention and the target of research is referred to as the object of research. This study focuses solely on the difficulties by teachers when teaching English to students in the senior high school level, involving seventh grade students (SMP N 02 Wedi Klaten). The first semester of the academic year 2022-2023, research in teaching and learning.

D. Research Instruments

According to Bodgan and Biklen in Meleong (2010:27), the main instrument of qualitative research. The researcher was involved in the whole research process. During the research, the researcher acts as the study's designer, data collector, analyst, data interpreter, and result reporter. A document is a data collection tool.

E. Research Data Collection

1. Observation

The researchers used observation to collect and review data and information about the process of teaching English to seventh grade students at SMP N 02 Wedi Klaten. "Observation" is defined as a way of collecting data in the field by researchers for research. The data collection method in this study is the listening method followed by two techniques, namely the basic technique in the form of tapping techniques and the advanced technique in the form of SBLC (*Simak Bebas Libat Cakap*) techniques, recording techniques, and note-taking techniques (Sudaryanto, 2015).

Sudaryanto (2015) states that there are four techniques to carry out this method. Some examples are:

a. *Teknis Simak Bebas Cakap* (Non-Participate Observation Technique)

refers to a technique in which the researcher observes language being used in a certain context or discourse without getting involved in the observation. Consider the technique where the researcher only acts as an observer of the language used by the teacher. The researcher was not involved in the speech event whose language was being studied and only listened to the dialogue that occurred with the teacher. The researcher observed the teaching and learning. How is the teacher learning and making conversation?

b. *Teknik Rekam* (Recording Technique)

According to Sadariyanto (1993:135), rekam techniques involve recording the conversation with recorder media such as a cellphone or camera.

c. *Teknik Catat* (note-taking technique)

The researcher will carry stationery, such as a pen and pencil. This refers to a technique in which the writer takes down some notes of the conversation right after observing the conversation. The researcher takes note when learning. After completing the teknik simak bebas, the researcher will use the transcript formulation and then use the transcript for the researcher's data.

In the listen method, the tapping technique is used by using a recording device, which is known to the investigator and examined. The

Cakap method employs the fishing or stimulation technique, which has the potential to present the lingual phenomenon being observed that is consistent with the parameters carried. This research is also supported by the application of the SCP (Simple Concordance Program) device program version 4.09. Data analysis in this study involves the Padan method and the Agih method (Sudaryanto, 2015: 15). Specifically, researchers conduct this research by observing the activities of the teaching and learning process in the classroom.

Teachers assist researchers in obtaining the necessary data. Researchers observe the teaching talk and student talk in intensive and regular class to seventh grade students at SMP N 02 Wedi Klaten.

2. Interview

The second technique is the interview. An interview is a conversation between an interviewer and a subject about the content of an observation or a topic. Interviews are a flexible tool for data collection.

In this research, the researcher used direct interviews and indirect interviews because she wanted to get clear and accurate data from the source. Direct interviews were conducted by the teacher, while indirect interviews were conducted by the students. In this interview, the researcher asked several questions to get information about the classroom interactive, the importance of interactive in the classroom, and many more. The researcher prepared a list of questions and used a tape recorder during the interview. The interviewer used a tape recorder during the interview. The interview used a tape recorder to record the interview's process with the translator.

3. Documentation

Documentation is one of qualitative data by viewing and analyzing the documents created from subject of the research. Documentation refers to public document (newspaper, minutes of meeting, official reports) or private documents (personal journal, diaries, letter, email etc.). It enable the researcher to obtain a language and words of participants (Creswell, 2014:269). The researcher gains the information by collecting the document of what kinds of platform or web teacher used to assess the students. What platform teacher used to assess students skill or students' knowledge, lesson plan, and journal of students score.

F. Research Data Analysis

After the data is collected, the next step is to analyze the data. In analyzing data, the researcher used the Qualitative Description Method. According to Nazir (1998) said that the descriptive method is a research method that makes a description of situation or even. Data analyze is a process arranging the data systematically to get the enable data to discover the research. The data analysis of this study are as follow:

1. Making transcription

This step was used to know the type of teacher's talk that is used during teaching and learning English. To make the researcher easy to analyze and classify the data the researcher changed the recording in the form of transcription.

2. Identifying

This step was conducted because the researcher wanted to reduce whether the data is important or not. This step is also used to distinguish from other research. That are two data the researcher identified. The researcher identified learning process that included the English teacher's utterances. Then the researcher identified whether the data contain of type of teacher's talk or not. The researcher reduced the data, through some unimportant data. And took the important data that was used as data in this research.

3. Classifying

After having identified and reduce the data, the researcher classified the data into seven kinds of Teacher talk according to Flanders (1970).

G. Trustworthiness of The Data

The validity of the data is important in the research. Every study needs validity to prove the evidence of the result correctly. Frankel, Wallen, and Hyan (2012: 458) explain that "in qualitative research, validity refers to the proportions, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect, while realibility refers to the consistency of these inferences over time, location, and circumstances." The study's outcome can be predicted without hesitating or threatening whether the collected data is accurate or inaccurate, complete or incomplete, based on the validity and readability.

In the context of a study, triangulation becomes the most effective way to eliminate differences in reality construction. In other words, with triangulation, the researcher can recheck the finding by comparing the data obtained from multiple techniques (Moleong, 2009:33).

Credibility refers to whether the participant's perceptions of the settings or events match up with the researcher's interpretations of them in the research report. Lodi, et al. (2010:169). The credibility was increased by discussing how the data sources' information was compared using triangulation techniques to verify the conclusions. The source was utterances made by the English teacher and seventh-grade students at SMP N 02 Wedi Klaten during the English teaching and learning process of the material reading text (a personal letter and brochure). To achieve dependability, detailed explanations of how the data on teacher talk and student talk in classroom interaction were collected and analyzed will be provided. The last step to avoid such subjectivity is comfort. The researcher used the triangulation technique to test the conformability.

Moleong (2007:330) said that triangulation is a technique for checking the trustworthiness of the data that uses another different source. This technique is for checking and as a comparison for the data. Denzin in Moleong (2007:330) classifies four kinds of triangulation: triangulation by source, by method, by researcher, and by theory. This research uses triangulation by source. The sources are articles, journals, another thesis, transcription data, and video recordings. The researcher examined the data of teacher and student utterances using Flanders' (1970: 70) teacher talk and student talk. To check the

data, the researcher discusses it with peer reviewers. The researcher gave the table data, data recording, transcription text, and validation data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyze the data gathered from the research. The data were obtained from observation and documentation. This chapter was divided into two sections, research finding and discussion. This chapter presents research finding and discussion. This chapter presents research finding type teacher talk interactive when teaching in the classroom, especially in the seventh grade students of SMP N 02 Wedi during academic year 2022/2023. The discussion section provides the explanation of the research finding related to the statements and suggestion from experts.

A. Research Findings

The researcher is interested in the teacher's talk in the classroom interaction in the seventh grade (regular and intensive classes) of SMP N 02 Wedi Klaten during the academic year 2022-2023, as mentioned in the background chapter. The research will be presented in the form of a description based on the data that have been obtained in this research, either through observation and transcription of the teacher's and students' responses in the class activity.

Based on the problem statement that refers to the research question in Chapter I, the following data is the result of the research: what type of teacher's talk and student's talk in interactive English classrooms at the seventh grade level of SMP N 02 Wedi during the academic year 2022/2023.

The study was conducted during meeting of the seventh grade in VII G and H SMP N 02 Wedi. The researcher also had transcription videos and documentation to show the data in detail. The researcher also uses coding to make the data explanation easier. The codes used in this research are:

Table 4.1 Code in trancription

Category	Code
Teacher	T
Students	S
Teacher nama initial	PL
Intensive class	IC
Reguler Class	RC
Number of Data	01
Date	09-11-2022/11-11-2022
U	Utterance
First Meeting	M-1

1. Types of teacher talk are used in teaching-learning processes in an intensive class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023.

This research was done in the classroom, so the researcher used classroom-based methods in the research design. This study was conducted in the classroom by one teacher, who observed the students twice. In each meeting, data findings were classified into three categories: opening, main activity, and closing.

The result of observation for intensive classes with Mrs. Puput Lupitasari, S.Pd., on November 9, 2022, from 7:00 am to 8:00 a.m. can be explained as follows: Mrs. Puput Lupitasari was teaching the material for housekeeping activities at the time. There are 32 students in the classroom when teaching takes place.

During the research, the researcher saw interactions between the teacher and the student. They discussed homework and asked about the learner. According to Flanders' theory, the teacher's talk included the following elements: asking questions, giving directions, informing, prompting, praising or encouraging, critiquing, using the students' ideas, and lecturing. While observing the features of the students' responses, initiation, and silence, the researcher observed how teachers and students responded in the classroom interaction in the VII Intensive class during the English lesson. The situation and condition in the classroom were

discovered by the researcher. The class consists of active and passive students, the active one feeling so excited to follow the class, while the passive student just follows the class without giving any responses or interactions.

Based on the research, the researcher found interaction between the teacher and the student, as well as another student with another one. The researcher made documentation by using video recorders that were transcribed into written text, and then the researcher analyzed every feature and category that involved the teacher and students in classroom activity. The researcher found praise or encouragement, asking questions, lecturing, giving directions, critiquing, and response, or initiation, in the teacher's talk, but not in the student responses.

a. Opening activity

By using the types of teacher talk to something or someone in the classroom, the teacher greeted the students and inquired about their health and who was absent that day. Begin by saying "Greetings," then inquire about the students' health, and so on; there are students talking in the opening. The researcher found different types of teacher talk.

Mrs. Puput Lupitasari gave several orders, or commands, to the students to write their works on the boards. Giving directions, commands, orders, or initiations with which a student is expected to comply (Flanders, 1970: 34), the researcher found utterances that

contained the type of teacher's talk that gives directions, and there were four types of data that categorize the type of teacher's talk that gives directions in the analysis.

The researcher found types of teacher's talk in which there are components such as greeting students, giving directions, and using indirections. In the data analysis, the researcher also creates data coding to analyze the data. The data is coded as follows:

(T/PL/IC/M-1/D.1/09.10.2022), (T/PL/IC/M-1/D.2/09.10.2022),
 (T/PL/IC/M-1/D-3/09.10.2022), (T/PL/IC/M-1/D-4/09.10.2022),
 (T/PL/IC/M-1/D-5/09.10.2022), (T/PL/IC/M-1/D.6/09.10.2022),
 (T/PL/IC/M-1/D.7/09.10.2022), (T/PL/IC/M-1/D.8/09.10.2022).

1) Asking question

Mrs. Puput asked a question about the previous material. The material is about students' homework, which is primarily focused on translating English words into Indonesian. The researcher classifies the type of teacher's talk as asking questions based on Mrs. Puput's utterances. The definition is about content or procedure, based on the teacher's ideas and expecting an answer from the students (Flanders, 1970:34).

There was only one category in the analysis (T/PL/IC/M-1/D.1/09.11.2022). The utterances of the data:

T : *“ada PR tentang pelajaran kemaren? Tentang apa?”*

In the opening activity, Mrs. Puput Lupitasari, S.Pd. (PL), as the teacher, uses a type of teacher talk, asking questions about previous material. The researcher saw that teacher try to ask about students' home work based on the task from the last meeting. The goal of asking questions is to learn the meaning of what the student did, it can be a good opener in teaching and learning. The first activity will be greetings and praying together, but it cannot be said that it is included in the type of teacher's talks.

2) Giving directions

Mrs. Puput Lupitasari gave several orders or commands to the students, including some corrections and discussions of other students' work. Giving direction, commands, orders, or initiations with which a student is expected to comply (Flanders, 1970:34), the researcher discovered utterances that contain this type of teacher talk about giving directions based on the utterances. There are three data categories in the analysis that categorize the type of teacher's talk-giving direction, and the codes for this type of teacher's talk-giving direction are:

(T/PL/IC/M-1/D-2/09.11.2022), (T/PL/IC/M-1/D-3/09.11.2022),
(T/PL/IC/M-1/D.4/09.11.2022).

Here utterances from the teacher:

T: *“ayo kalian berdua, please took book in meja kantor buguru”*

(T/PL/IC/M-1/D-2/09.11.2022)

T: *“Oke, siap. Sekarang Papan tulis saya bagi 3, untuk menulis silahkan lihat dan amati.”*

(T/PL/IC/M-1/D.3/09.10.2022)

T: *“Kemaren wes tak nilai rung ya PR dan buku nya, coba dilihat?”*

(T/PL/IC/M-1/D.4/09.10.2022).

In the opening activity, the teacher gave some direction for students to write their works and to take a book to the office. Several utterances contain those commands, for example, "Ayo, Sekarang".

3) Praise or encourages

Mrs. Puput encouraged the students to come in front of the board to write the task after the researcher discovered two pieces of data that contained praise or encouragement in the opening activity. Praise or encouragement is given for student action behaviors. Jokes that release tension, but not at the expense of another individual: nodding the head, saying "um, hm," or going on. The teacher gives positive reinforcement by saying words like "good" and "good job." (Flanders, 1970:34). There were two types of data in the analysis.

(T/PL/IC/M-1/D.5/09.11.2022) , (T/PL/M-1/D.6./09.11.2022).

Here are the utterances :

T: *“Good, nilai kelas ini bagus, nilainya.*

(T/PL/IC/M-1/D.5/09.11.2022)

T: *“Ayo, ayo lks nya dikeluarkan”*

(T/PL/IC/M-1/D.6./09.11.2022).

Based on the utterances, the teacher tries to give encouragement to students when they write their work on the board, it may be the same with the teacher's talk giving directions, but it is not, because in the situation, Mrs. Puput gives education to make one of the students look up the material in LKS and book references and give praise like, “good”.

Table 4.2 Teacher’s Talk in Opening Activity

Activity	Praise	Asking question	Giving directions
Opening activity	2	1	3

b. Observing activity

In the observing activity, teacher ask student’s work to present in written on the board. In this activity teacher gives students to observe other student’s work and find the mistakes together. There are several utterances are contained type of teacher’s talk, here are the findings :

The resaercher found one type’s teacher talk that consist 5 utterances type of asking questiion. In the analysis of the data the researcher also create data coding of the data: (T/PL/IC/M-

1/D.7/09.11.2022), (T/PL/IC/M-1/D.8/09.11.2022), (/PL/IC/M-1/D.9/09.11.2022), (T/PL/IC/M-1/D.10/09.11.2022), (T/PL/IC/M-1/D.11/09.11.2022).

1) Asking Question

Mrs Puput gave a question about the students works. The material is about student's home work focus in translating English word in to Indonesian language. Based on the Mrs. Puput utterances the researcher catagories in to type of teacher's talk asking question, the definition is about content or procedures, based on the teacher ideas and expecting an answer from the srudent(Flanders, 1970:34). In the analysis there were 5 data which catagories in teacher's talk asking question, here the coding data:

(T/PL/IC/M-1/D.7/09.11.2022), (T/PL/IC/M-1/D.8/09.11.2022),
(T/PL/IC/M-1/D.9/09.11.2022), (T/PL/IC/M-1/D.10/09.11.2022),
(T/PL/IC/M-1/D.11/09.11.2022).

Here are the utterances :

T: "*Neg jawaban mu gimana anak anak?*"

(T/PL/IC/M-1/D.7/09.11.2022)

T: "*Oke selanjutnya jawaban No 2?*"

(T/PL/IC/M-1/D.8/09.11.2022)

T: "*Oke anak-anak nah, no 2 kenapa itu bisa stasiun?*"

(T/PL/IC/M-1/D.9/09.11.2022)

T : *“Selanjutnya barisan depan yok tulis jawabannya di papan tulis itu apa?”*

(T/PL/IC/M-1/D.10/09.11.2022)

T: *“ingat harus tau dan hafal ejaan biar kalian ga salah dalam penulisan nya yang benar itu bagaimana?”*

(T/PL/IC/M-1/D.11/09.11.2022)

In the observing activity the researcher saw, that teacher tries to ask about students task. Asking question has a purpose to know the meaning of the content that student did, before start the discussion teacher talk several questions, with students work have written on the board, for example “nomer 2 kenapa stasiun?” teacher give stimulation and general perceptions about the students answer.

Table 4.3 Teacher’s talk in Observing Activity

Activity	Acceptes student’s idea	Asking question	Giving direction
Observing activity	-	5	-

c. Questionig Activity

In this questioning activity, teacher gives chance to student to ask and evaluating other,s students and teacher’s talk that found in this activity:

The researcher found one type of teacher’s talk that consist 3 utterances type of giving direction. In the analysis there is not praise and asking question because the teacher also giving direction, below of the data the

researcher also creates data coding to analyze the data. Here are coding of the data: (T/PL/IC/M-1/D.12/09.112022), (T/PL/IC/M-1/D.13/09.112022), (T/PL/IC/M-1/D.14/09.112022).

1) Giving directions.

Mrs Puput gave several orders or commands to the students, to give some corrections and discussion with other students works. Giving direction, commands, orders or initiation with which a student is expected to comply (Flanders, 1970:34), based on the utterances the researchert found utterances that contains type of teacher's talk giving directions. In the analysis there were 3 data which catagories in to type of teacher's talk giving directions, the coding of the data type of teacher's talk giving directions are : (T/PL/IC/M-1/D.12/09.112022), (T/PL/IC/M-1/D.13/09.112022), (T/PL/IC/M-1/D.14/09.112022). Here the utterances :

T : “ *yang kemaren sudah membuat tugas yang dikasih tugas miss puput untuk pembuatan Youtube ngacung? dalam pembuatan konten tutur bahasanya harus yang sopan*”

(T/PL/IC/M-1/D.12/09.112022)

T : “ *beararti baru sedikit, jangan lupa deadline 5 hari lagi*”

(T/PL/IC/M-1/D.13/09.112022)

T: “*Ayo yang tidak tahu artinya silahkan buka kamus!*”

(T/PL/IC/M-1/D.14/09.112022)

Teacher give direction to student about to observe and finish their work or task in learning. Some students do not finish their work, while giving question about their friend work. Mrs Puput also

give interaction and instruction of students to doing in the youtube channel. For example for utterances of teacher “Ayo, seng wes garap youtube siapa, gek ndang dikerjakan soale tinggal 5 hari lagi”.

Table 4.4 Teacher’s talk in Questioning activity

Activity	Praise	Asking Question	Giving direction
Questioning Activity	-	-	3

d. Experimenting Activity

In experimenting activity, students try to collect information about their work, from internet or dictionary to finish the home work, because the material is about new vocabulary. Teacher give a permission to open the dictionary and browse in the internet. But in the school the class is discussing about the home work or task by deliver teacher , here several utteances that contains type of teacher’s talk.

In the experimenting activity the researcher found two type of teacher’s talk, those are lecturing and giving directions, the mount of lecturing consists nine utterances and giving direction consists 1 utterance, then the researcher uses data coding to analyze the data here are the coding: (T/PL/IC/M-1/D.15/09.11.2022), (T/PL/IC/M-1/D.16/09.112022), (T/PL/IC/M-1/D.17/09.112022), (T/PL/IC/M-1/D.18/09.112022), (T/PL/IC/M-1/D.19/09.112022), (T/PL/IC/M-1/D.20/09.112022), (T/PL/IC/M-1/D.21/09.112022), (T/PL/IC/M-1/D.22/09.112022), (T/PL/IC/M-1/D.23/09.112022), (T/PL/IC/M-1/D.24/09.112022).

1) Lecturing

Mrs Puput give explanation about the material, meaning word in Indonesia language. Then the students follow up the material by give response, giving facts or opinion about contains. Giving his own explanation. Critizing an authority other than a student (Flanders; 1970:34). Here are the utterances releated with type of teacher talk lecturing.

T: *“Terus, untuk pertanyaan no 1 iron itu ditambah s tidak?”*
(T/PL/IC/M-1/D.15/09.112022)

T: *“Kemudian silahkan lihat subjek, neg tunggal tambahi s.”*
(T/PL/IC/M-1/D.16/09.112022)

T: *“ jika pak tehno gimana?”*
(T/PL/IC/M-1/D.17/09.112022)

T: *“Nah, maksud ibu itu, kalau pak tekno , pak tasno, pak edi itu using subjek apa?”*
(T/PL/IC/M-1/D.18/09.112022)

T: *“ Subjek atau dalam bahasa inggrisnya apa?”*
(T/PL/IC/M-1/D.19/09.112022)

T: *“Kuncinya itu ada di Subjek.ya my students kalo subjeknya kamu bisa menentukan secara benar, berarti kalian nanti iso mbedakke, mana yang dikasi s atau tidak”*
(T/PL/IC/M-1/D.20/09.112022)

T: *“untuk itu, kalian please amati dan hafalkan subjek lalu, hafalkan juga dia plural atau single? Dia jamak atau tunggal”*

(T/PL/IC/M-1/D.21/09.112022)

T: *“Hla ini (sambil menunjuk di papan tulis) arti ne apa?”*

(T/PL/IC/M-1/D.22/09.112022)

T: *“kalau mencuci berarti using s ga? Lihat subjeknya?”*

(T/PL/IC/M-1/D.23/09.112022)

From the utterances, can be said that the teacher gives several explanaton about the answer, this actions can increase information that will be gotten by students, so the researcher decides the utterances includes in type of teacher’s talk in experimenting activites.

2) Giving Direction

In experimenting activity Mrs Puput gives several commands that has a purpose to ask students write all the answer, giving commands, orders or initiations with which a student is expected to comply (Flanders,1970:34), there are several utterances in experimenting activity from teacher, here are the detail :

T: *“Kuncinya itu ada di Subjek.ya my students kalsubjeknya kamu bisa menentukan secara benar, berarti kalian nanti iso mbedakke, mana yang dikasi s atau tidak ”*

(T/PL/IC/M-1/D.24/09.112022)

From the utterances, we know that teacher give information about his answer, about the task. Teacher explains that his answer longer than students works, so teacher decided to give explanation if his answer more specific and detail.

Then teacher give direction to students write down the dictate from teacher, if student found several difficult words to understand they can ask to other students.

Table 4.5 Teacher's Talk in Experimenting Activity

Activity	Lecturing	Asking question	Giving direction
Experimenting Activity	9	-	1

e. Associating Activity

Associating activity relates with students creativity in process of learning, that they got from internet, dictionary or other resources. There are several utterances that shows students processing the information and discussion with the teacher, here are the findings :

In associating activity the researcher found one type of teacher's talk, that is asking questions, the amount of asking question consists 4 utterances, then the researcher uses data coding to analyze the data here are the coding: (T/PL/IC/M-1/D.25/09.112022), (T/PL/IC/M-1/D.26/09.112022), (T/PL/IC/M-1/D.27/09.112022), (T/PL/IC/M-1/D.28/09.112022).

1) Asking Questions

Mrs Puput gave a question about the students works focus in translating English word in to Indonesian Language. Based on the Mrs Puput utterances the researcher categories in to type of teacher's talk asking question, the definition is about content or procedures,

based on the teacher ideas and expecting an answer from the students (Flanders, 1970: 34). In the analysis there were 4 data which categories in teacher's talk asking question, here the coding data about content or procedures, based on the teacher ideas and expecting an answer from the students. Here are the utterances:

T: "*Oke selanjutnya, sebutkan kata kerja yang kalian ketahui*"
(T/PL/IC/M-1/D.25/09.112022)

T: "*Nah selanjutnya, ada sing apa itu sing*"
(T/PL/IC/M-1/D.26/09.112022)

T: "*oke mbak putri, minta tolong maju*"
(T/PL/IC/M-1/D.27/09.112022)

T: "*selanjutnya yang mau maju saya perlihatkan*"
(T/PL/IC/M-1/D.28/09.112022)

This step teacher gives question about their work, teacher has a purpose to know, how far the students mastery the materials after they finish the home work. It can help students have deeper understanding about the material.

Table 4.6 Teacher's talk in Associating Activity

Activity	Asking Question	Giving direction
Associating Activity	4	-

f. Communicating Activity

In communicating activity Mrs Puput gave students to show up, their ability and their works will be the essential point in communicating

activity. Communicate what have they learned about it it important, this activity it can be ask students to write down their works in the board, or read their works in class. Here are the utterances that have found in the class:

In communicating activity the researcher found two type of teacher's talk, those are asking questions and criticizing, the mount of asking quistion consists 2 utterances and criticizing 2 utterances also, then the researcher uses data coding to analyze the data here are the coding: (T/PL/IC/M-1/D.29/09.112022), (T/PL/IC/M-1/30.50/09.112022), (T/PL/IC/M-1/D.31/09.112022), (T/PL/IC/M-1/D.32/09.112022).

1) Asking Question

In this activity, students and Mrs Puput made a discussion with started question from Mrs Puput, the discusion is about the cirrection of the student;s works. The material is about student's home work focus in translating English word in to Indonesian language. Based on the Mrs Puput utterances the researcher catagories in to type of teacher's talk asking question, the definition is about content or procedures, based on the teacher ideas and expecting an aswer from the student (Flanders, 1970: 34). In the analysis there were 2 data which catagories in teacher's talk asking question, here the coding data about content or procedures, based on the teacher ideas and expicting an answer from students. Here are the utterances:

T: *“kalau water artinya apa?”*

(T/PL/IC/M-1/D.29/09.112022)

T : *“nah air itu kalau benda, kalau kata kerja itu berarti ?”*

(T/PL/IC/M-1/D.30/09.112022)

This step teacher gives question about their work, teacher has a purpose to know, how far the students mastery the materials after they finish the home work. It can help students have deeper understanding about the materials.

2) Critizing or justfying Authority

Mrs Puput also gave critizing to students did some noises in the class, when the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. Teacher asks “what” and “why” to the students. Statements intended to change student behavior from unexpected to acceptable pattern. Bawling someone out (Flanders, 1970:34). Here are the utterances :

T: *“Apakah arti dari iron itu menyetlika? diusahakan dalam pengerjaan kalian itu buka kamus dan full english ya”*

(T/PL/IC/M-1/D.31/09.112022)

T: *“Seperti biasa siapa yang maju dan harus membaca task ini full english, Kenapa berbeda dengan kelas lain? kan kalian intensive harus disesuaikan dengan namanya.”*

(T/PL/IC/M-1/D.32/09.112022)

Teacher give criticizing about student's act in annoyong other students, making the class very noises and then the teacher criticize him.

Table 4.7 Teacher's Talk in Communicating Activity

Activity	Asking Question	Critizing
Communicating Activity	2	2

g. Closing Activity

Giving conclusion and several general description about the next material will be included in this activity, then the researcher also created coding data to analyze the data here are the coding : (T/PL/IC/M-1/D.33/09.112022), (T/PL/IC/M-1/D.34/09.112022), (T/PL/IC/M-1/D.35/09.112022), (T/PL/IC/M-1/D.36/09.11.2022), (T/PL/IC/D.37/09.11.2022).

1) Giving Direction

In closing activity Mrs Puput gives several commands that has a purpose to ask students finish their task, giving commaands, orders or initiations, giving direction with which a student is expected to comply (Flanders. 1970:34), there are several utterances in closing activity from teacher, here are the detail:

T: “ *Oke, untuk selanjutnya kalian kerjakan PR ya, Miss kasih PR untuk mebuat Yotube seperti biasa yang isinya adalah : dailly aktivitas, jadi 1 orang memaparkan 1 aktovitas dan ada host nya untuk menerangkan , ketika kalian misal bangun action nya seperti apa ? bahasa Inggrisny aapa? Gtu ya.* ”

(T/PL/IC/M-1/D.33/09.112022)

T: “ *Iya aploud di channel kalian* ”

(T/PL/IC/M-1/D.34/09.112022)

T: “ *yang tidak ngerjain per orangan, tidak ada nilai tambahan untuk menambah nilai yang kurang dari kalian* ”

(T/PL/IC/M-1/D.35/09.112022)

T: “ *Lalu kasih nama dan nomor absen kalian lalu, tulis darimana kelompok kalian* ”

(T/PL/IC/D.36/09.11.2022)

T: “ *Karena untuk menambah nilai ujian semester, tolong dibuat sesempurna mungkin* ”

(T/PL/IC/D.37/09.11.2022).

Teacher give the next task, it is about finish the task, and giving homework and give attantion to student not forget to doing homework.

Table 4.8 Closing Teacher’s talk in Closing Activity

Activity	Lecturing	Asking question	Giving direction
Closing Activity	-	-	5

From the finding above the researcher creates table to simplify in showing the data, here it is the table:

Table 4.9 Number of Teacher’s Talk in Intensive Class

Actvity	Prais e	Asking Questio n	Lecturin g	Giving directio n	Critizin g
Opening	2	1	-	3	-

Observing	-	5	-	-	-
Questioning	-	-	-	3	-
Experimenting	-	-	9	1	-
Associating	-	4	-	-	-
Communicating	-	2	-	-	2
Closing	-	-	-	5	-
Total	2	12	9	12	2

Based on the findings the researcher creates conclusions about teacher's talk type. Then 37 total number of teacher's talk was found by the researcher. Consists (2) teacher's talk praise, (12) teacher's talk asking questions, and (9) teacher's talk lecturing, (12) teacher's talk giving direction's, (2) teacher's talk criticizing.

2. Types of student talk are used in teaching-learning processes in an intensive class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023.

This research was done in the classroom, so the researcher used classroom-based methods in research design. This study was conducted in the classroom by one teacher and 32 students in intensive class.

The result of observation for intensive class with Mrs. Puput Lupitasari, S.Pd., on November 9, 2022, from 7:00 am to 8:00 am. can be explained as follow: Mrs Puput was teaching the material for housekeeping activities at the time. There are 32 students in the classroom when teaching take place.

During the reseach, the researcher saw interaction between the teacher and the student. They discussed homework and asked about the leaerner. According to Flanders's theory, the student's talk include the following elements: student's respon, asking question, initiation,and silence.

The researcher found types of student's talk in which there are compenent such as student responses, asking question, srudent's initiation, student's keep silent, student's confuse. In the data analysis teh researcher also creates data coding to analyze the data is coded as follow:

a. Opening Activity

There are utterances from student that contains student talk, in opening activity discussing and ask about the home work, the researcher found the utterances with coding: (S/IC/M-1/D.38/09.11.2022), (S/IC/M-1/D.39/09.2022), (S/IC/D.40/09.11.2022) (S/IC/M-1/D.41/09.11.2022).

1) Student Responses

In the opening activity several students give response to teacher's talk. Teacher ask question, and student gives answer to the question (Flanders, 1970:34) Here are the utterances :

T: "Ayo dil, wes garap PR rung wingi? Cah intensive ki ga oleh males males"

S: "*sudahlah bu*"

(S/IC/M-1/D.38/09.11.2022)

Another response from other student that found by the researcher, here are the utterance:

T: "Wes beberapa hari ya fin,?"

S: "*Yes mam, 1 minggu makane dia ngerjaan miss*"

(S/IC/M-1/D.39/09.11.2022)

Other students also gave another response, here are the utterance:

T: "kemaren itu public place di task 2 lks ya?"

S: "yes mam"

(S/IC/M-1/D.40/09.11.2022)

In the opening activity some student give responsdes with teacher's ask about their work like saying, "sudahlah bu", "yes mam", etc.

In addition, based on observation, the research found types of student responses, but differences between student talk and student responses include:

2) Students's Initiation

Some students gave their original ideas or initiations, then talk by students that they initiate. Expressing own ideas : initiating a new topic : freedom to develop opinions and a line of thought like aqsking thoughtful question, going beyond the exixtinf structure (Flanders,1970:34), here it is the utterance from the student:

S: *"Miss,dalam pengerjaan saya buka kamus and google karena banyak kata mboten familiar miss"*

(S/IC/M-1/D.41/09.11.2022)

In the opening activity, some students give their own ideas, about the home work, with out any directions from the teacher.

Table 4.10 Student's talk in Opening Activity

Activity	Student's responses	Student's initiation
Opening activity	3	1

b. Observing Activity

There are utterances from students that contains student talk, in Observing activity discussing about the task, the researcher found 6 utterance with coding: (S/IC/M-1/D.42/09.11.2022), (S/IC/M-1/D.43/09.11.2022), (S/IC/M-1/D.44/09.11.2022), (S/IC/M-1/D.45/09.11.2022), (S/IC/M-1/D.46/09.11.2022), (S/IC/M-1/D.47/09.11.2022).

1) Student Respons

In the observing activity the researcher found student's response to teacher's talk. Teacher asks question, and student give answer to the question(Flanders, 1970:34), here are the utterances:

T: "Selanjutnya kita mempelajari House hold activity?"

S: "*Ya miss*"

(S/IC/M-1/D.42/09.11.2022)

T : "Sebutkan aktivitas sehari-hari kalian? Dari tidur mau sampai tidur lagi"

S: "*ohiya ya miss, ada banyak itu miss seperti menyetlika, ada juga, membersihkan tempat tidur*"

(S/IC/M-1/D.43/09.11.2022)

T: "Sama apalagi pasti ada to yang mau ke sekolah itu pasti nyetilika dulu?"

S: "*Ada miss*"

(S/IC/M-1/D.44/09.11.2022)

T: “ nah, English please”

S: “Take a bath, ironing , and helping mother miss”

(S/IC/M-1/D.45/09.11.2022)

T: “Silahkan cari lagi ya sebanyak- banyak nya biar nambah kata kerja juga.”

S: “ yes miss”

(S/IC/M-1/D.46/09.11.2022)

2) Student’s initiations

S: “buka google ya miss di paket hanya sedikit”

(S/IC/M-1/D.47/09.11.2022)

In the observing activity, some students give responses, for example “Siswa :ohiya kan itu tunggal ya miss”.

Table 4 11 Student’s Talk in Observing Activity

Activity	Student’s responses	Student’s initiation
Observing activity	5	1

c. Questioning Activity

In questioning activity the reseacher found one utterance that contains student’s talk initiation, to analyze the data the researcher also creates coding data. Here it is the code (S//IC/M-1/D.48/09.11.2022), (S/IC/M-1/49/09.11.2022).

Based on the observation, the researcher found students responses but its difference with student's responses.

1) Students's initiation

Talk by students that they initiate Expressing own ideas: initiating a new topic, freedom to develop information and a line of thought like asking thoughtful question going beyond the existing structure (Flanders, 1970: 34), here it is the utterances :

T : "Nah, house hold itu adalah rumah tangga nah kalo House hold activity itu apa mbak?"

S : "*Oh iya miss, berarti menurut di google aktivitas rumah tangga*"

(S/IC/M-1/D.48/09.112022)

S: "*Bagaimana jika besok membawa kamus sendiri-sendiri miss, untuk meminimalisir main handphone*"

(S/IC/M-1/D.49/09.11.2022).

From the utterances the researcher knows the student give evaluating on his friend's answer, finally there is just one student gives an utterance that contains student's talk initiation.

Table 4.12 Student's Talk in Questioning Activity

Activity	Student's responses	Student's initiation
Questioning Activity	-	2

d. Experimenting Activity

In experimenting activity the researcher found three utterances that contains student talk initiation, to analyze the data the researcher also creates coding data, here it is the code : (S/IC/M-1/D.50/09.112022), (S/IC/M-1/D.51/09.112022), (S/IC/M-1/D.52/09.112022).

Based on the observation, the researcher not found students responses but, the researcher found :

1) Student's initiation

In experimenting activity the researcher found some students give their own initiatives to show their ideas. The student talk by their own initiate. Expressing own ideas: initiation new topic, freedom to develop opinions and a line of thought like asking thoughtful question : going beyond the existing structure (Flanders, 1970 : 34).

Here are the utterances :

T: “Yang lain, jangan lupa ya untuk subjeknya”

S: “*Boleh membuka kamus atau google miss*”

(S//IC/M-1/D.50/09.112022)

S: “*Iron itu harus ironing atau n l miss*”

(S//IC/M-1/D.51/09.112022)

S: “*opening , gitu n nya juga l ya miss*”

(S//IC/M-1/D.52/09.112022)

From the utterances the researcher knows, that the students give question about “Iron” in Indonesia language is Nyetlika. Then “Boleh membuka kamus miss”, it is an idea to complete the task by using internet searching.

Table 4.13 Student’s Talk in Experimenting Activity

Activity	Student’s responses	Student’s initiation
Experimenting Activity	-	3

e. Associating Activity

There are utterances from students that contains students talk, in associating activity discussing about the home work, the researcher found the utterances with coding: (S//IC/M-1/D.53/09.112022), (S//IC/M-1/D.54/09.112022), (S//IC/M-1/D.55/09.112022), (S//IC/M-1/D.56/09.112022).

1) Student Responses

In associating activity the students try to understand the material by listening, the explanation from Mrs Puput and they also give some correct responses, to answer the question from Mrs Puput and they also some correct responses, to answer the questions from Mrs Puput. Student talk in response to teacher’s talk. Teacher asks question and student give answer to the question (Flanders, 1970: 34). Here are the utterances that matches with teacher questions in associating activity.

T: “ Oke siap yok kita bahas nomer 1, aktivty sehari hari dalam bahasa lain itu apa bahasa inggris e do mudeg ra?”

S: “ *Emm.. Daily activity miss* ”

(S//IC/M-1/D.53/09.112022)

T : “oke selanjutnya dalam kegiatan sehari kalian tiap pagi kalian sering membantu ibu, atau koyo cah TK? Bar tangi terus sarapan?”

S: “*Bantu nyerahin dagang ibu ten pasar Miss*”

(S//IC/M-1/D.54/09.112022)

T: “Siap pintar mbak dila, lalu bahasa Inggris e apa?”

S: “Helping Mother “

(S//IC/M-1/D.55/09.112022)

T : “Berarti kalo helping mother irtu help nya tambah s tidak?”

S: “*Iya mam, karena subjeknya she*”

(S//IC/M-1/D.56/09.112022)

2) Student’s Initiation

S: “*Mam, maaf kalo he itu dia laki laki dan dia singular*”

(S//IC/M-1/D.57/09.112022)

Students give responses in teacher’s question, giving correct replies will help them understand about matertial, then students feeling familiar with several words. I will helpful to mastery vocabulary.

Table 4.14 Student’s Talk in Associating Activity

Activity	Student’s responses	Student’s initiation
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Associating Activity	4	1
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f. Communicating Activity

There are utterances from students that contains student talk, in communicating activity discussing about the home work, the researcher found the utterances : (S/IC/M-1/D.58/09.112022), (S/IC/M-1/D.59/09.112022), (S/IC/M-1/D.60/09.112022), (S/IC/M-1/D.61/09.112022).

1) Student responses

In communicating activity the students try to show their answer of the task and they also give some correct responses, to answer the questions from Mrs Puput, student talk in response to teacher's talk. Teacher asks question and student gives answer to the question (Flanders, 1970:34). Here are the utterances that matches with teacher questions in associating activity:

T: "Oke masuk ke jawaban berikutnya"

S: "*saya mam*"

(S/IC/M-1/D.58/09.112022)

T: "terus jawaban selanjutnya?"

S: "*Jawabannya selanjutnya clean mam*"

(S/IC/M-1/D.59/09.112022)

T: “sudah kalian hafalkan kosa kata baru nya?”

S: “*sudah mam, untuk nambah verb nya*”

(S/IC/M-1/D.60/09.112022)

T: “Baik, hafalkan juga pronoun nya sekalian ,sering buka kamus, lihat verb nya beraturan ga!”

S: “*Baik mam*”

(S/IC/M-1/D.61/09.112022)

Student give responses in teacher’s question, giving correct replies will help them more understand about the material, then teacher can measure the students capability in mastery the vocabularies especially in the task.

Table 4.15 Student’s Talk in communicating activity

Activity	Student’s Responses	Student’s initiation
Communiting	4	-

g. Closing Activity

There are one type of student’s talk in closing activity, there is students initiaations, here are the coding :

1) Student’s initiations

S: “*Miss, if the home work any question, saya wa panjenengan ya miss?*”

T: “sangat boleh mbak”

(S/IC/M-1/D.62/09.112022)

Table 4 16 Closing Activity Student's talk

Activity	Student's talk responses	Student's talk initiation
Closing Activity	-	1

The researcher creates table of student's talk type, in the following table :

Table 4.17 Number of Student's Talk in Intensive class

Activity	Student's responses	Student's initiations
Opening	3	1
Observing	5	1
Questioning	-	2
Experimenting	-	3
Associating	4	1
Communicating	4	-
Closing	-	1
Total	16	9

Based on the findings above the researcher creates conclusions to shows the whole data type of students talk in general here the conclusions. Consists 25 Students's talk type, those are (16) students talk responses and (9) students talk initiation.

3. Types of teacher talk are used in teaching-learning processes in an regular class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023.

The result of observation for Regular classes that hold Mrs. Puput Lupitasari, S.Pd on Saturday, on November 11, 2022, at 09.00-10.20 can be explained as follow. At time, Mrs Puput Lupitasari was teaching the material of Day. There are 32 students in the classroom when teaching process.

a. Opening activity

In the opening class, the teacher greeted the students and asked about the students condition, and who were absent at that day by using kinds of type teacher talk to something or soeone in the classroom. Start from saying “Greetings”, asked the students’s condition and etc.there are students talk in the opening. The researcher found type of teacher talk and students responses.

Mrs Puput Lupitasari gave several orders or commandas to the students, to wrote their works in the boards. Giving directions, commands, orders or initiations with which a students is expected to comply (Flanders, 1970 :34), based on the utterances the researcher found utterances that contains type of teacher’s talk giving directions in the analysis there are data which catagoried in to type of teacher’s talk giving directions, the coding of the data type of teacher’s talk.

The researcher found types of teacher's talk in which there are components which parts of greeting students, giving directions, and indications. In the data analysis of the data researcher also create data coding to analyze the data. Here coding of the data: (T/PL/RC/M-1/D.1/11.11.2022), (T/PL/RC/M-1/D.2/11.11.2022), (T/PL/RC/M-1/D.3/11.11.2022), (T/PL/RC/M-1/D.4/11.11.2022), (T/PL/RC/M-1/D.5/11.11.2022), (T/PL/RC/M-1/D.6/11.11.2022), (T/PL/RC/M-1/D.7/11.11.2022), (T/PL/RC/M-1/D.8/11.11.2022), (T/PL/RC/M1/D.11/11.11.2022).

1) Asking question

Mrs. Puput gave a question about the previous material. The material is about students home work focus in translating English word in to Indonesian language. Based on the Mrs. Puput utterances the researcher categories in to type of teacher's talk asking question. The definition is about content or procedure, based on the teacher ideas and expecting an answer from the students (Flanders, 1970:34).

In the analysis there was 1 data which categories T/PL/RC/M-1/D.1/11.11.2022, The utterances of the data:

T: *"Ada PR, Ada yang ga ngerjain?"*

In the opening activity, Mrs. Puput Lupitasari, S.Pd (PL) as the teacher uses type of teacher talk asking question about previous material homework. The researcher saw, that teacher try to ask about

students home work based on the task. Asking question has a purpose to know the meaning of the content that student did, it can be a good opener in teaching learning. Greetings and pray together it will be the first activity but it can't be said it includes in type of teacher's talks.

2) Giving directions

Mrs. Puput Lupitasari gave several orders or commands to the students, to give some correction and discussion with other students work. Giving direction, commands, order or initiations with which a student is expected to comply (Flanders, 1970:34), based on the utterances the researcher found utterances that contains type of teacher talk giving directions. In the analysis there were 2 data which categories in to type of teacher's talk giving direction the coding of the data type teachers talk giving direction are :

(T/PL/RC/M-1/D.2/11.11.2022), (T/PL/RC/M-1/D-3/11.11.2022), (T/PL/RC/M-1/D.4/11.11.2022), (T/PL/RC/M-2/D.5/11.11.2022), (T/PL/RC/M-1/D.6/11.11.2022).

Here utterances from the teacher:

T: "*Gafa gur betul 3 ngopo?*"

(T/PL/RC/M-1/D.2/11.11.2022)

T: "*Oke, siap. Sekarang Papan tulis saya bagi 3, untuk menulis silahkan lihat dan amati.*"

(T/PL/RC/M-1/D.3/11.11.2022)

T: *“Kemaren House hold activity, sekarang Day?”*

(T/PL/RC/M-1/D.4/11.11.2022)

T: *“House Hold artinya apa? Masih ingat ga? Lihat kamus!”*

(T/PL/RC/M-1/D.5/11.11.2022)

T: *“Buka gamus lagi, kalau tidak hafal”*

(T/PL/RC/M-1/D.6/11.11.2022).

In the opening activity, teacher give some direction for students to write in the board.

3) Praise or encourages

In the opening activity, the researcher found 2 data contains praises or encourages, Mrs. Puput gave the encouragement to made the students come in front of to write the task in the board. Praise or encouragement is student action behavior. Jokes that release tension, but not at the expense of another individual: nodding head, or saying “um,hm?” or go on. The teacher gives positives reinforcement by saying words : like “good”, “good job”. (Flanders, 1970:34). In the analysis there was 2 data which categories (T/PL/RC/M-1/D.7/11.11.2022), (T/PL/M-1/D.8./11.11.2022). Here are the utterances :

T: *“ayo lks nya dikeluarkan, arep diapakan, pasti eneg sik ra gowo.”*

(T/PL/RC/M-1/D.7/11.11.2022)

T: *“good , Hmmm...nilai nya PR ada yang dapat 100 Ayo, mas mbak nilai ne wingi ada seng neng ngisor 60 ada 4 belajar gak?”*

, hafalkan pronoun, nama benda aja masih ada yang salah nulisnya.”

(T/PL/RC/M-1/D.8./11.11.2022)

Based in the utterances, teacher tries to give encouragement to students, in write their work in the board, it may be the same with teacher,s talk giving directions, but it is not, because in the situation Mrs Puput gives educations to make one of student come in front of the class.

Table 4 18 Teacher’s Talk in Opening Activity

Activity	Praise	Asking question	Giving directions
Opening activity	2	1	5

b. Observing activity

In the observing activity, teacher ask student’s work to present in written on the board. In this activity teacher gives students to observe other student’s work and find the mistakes together.

The resaercher found one type’s teacher talk that consist 5 utterances type of asking questiion. In the analysis of the data the researcher also create data coding of the data: (T/PL/RC/M-1/D.9/09.11.2022), (T/PL/RC/M-1/D.10/11.11.2022), (/PL/RC/M-

1/D.11/11.11.2022), (T/PL/RC/M-1/D.12/11.11.2022), (T/PL/RC/M-1/D.13/11.11.2022).

1) Asking Question

Mrs Puput gave a question about the students works. The material is about student's home work focus in translating English word in to Indonesian language. Based on the Mrs. Puput utterances the researcher catagories in to type of teacher's talk asking question, the definition is about content or procedures, based on the teacher ideas and expecting an answer from the student (Flanders, 1970:34). In the analysis there were 5 data which catagories in teacher's talk asking question, here the coding data: (T/PL/RC/M-1/D.9/11.11.2022), (T/PL/RC/M-1/D.10/11.11.2022), (T/PL/RC/M-1/D.11/11.11.2022) (T/PL/RC/M-1/D.12/11.11.2022), (T/PL/RC/M-1/D.13/11.11.2022).

Here are the utterances :

T: "*Neg jawaban mu gimana anak anak?*"

S: "airport miss"

(T/PL/RC/M-1/D.9/11.11.2022)

T: "*Oke selanjutnya jawaban No 2?*"

(T/PL/RC/M-1/D.10/11.11.2022)

T: "*Oke anak-anak nah, no 2 kenapa itu bisa stasiun?*"

(T/PL/RC/M-1/D.11/11.11.2022)

T : “ *Selanjutnya barisan depan yok tulis jawabannya di papan tulis itu apa?*”

(T/PL/RC/M-1/D.12/11.11.2022)

T: “*ingat harus tau dan hafal ejaan biar kalian ga salah dalam penulisan nya yang benar itu bagaimana?*”

(T/PL/RC/M-1/D.13/11.11.2022)

In the observing activity the researcher saw, that teacher tries to ask about students task. Asking question has a purpose to know the meaning of the content that student did, before start the discussion teacher talk several questions, with students work have written on the board, for example “nomer 2 kenapa staiun?” teacher give stimulation and general perceptions about the students answer.

Table 4 19 Teacher’s talk in Observing Activity

Activity	Acceptes student’s idea	Asking question	Giving direction
Observing activity	-	5	-

c. Questioning Activity

In this questioning activity, teacher gives chance to student to ask and evaluating other’s students and teacher’s. The researcher found one type of teacher’s talk that consist 3 utterances type of giving direction. In the analysis of the data the researcher also createas data coding to analyze the data. Here are coding of the data: (T/PL/RC/M-

1/D.14/11.112022), (T/PL/RC/M-1/D.15/11.112022), (T/PL/RC/M-1/D.16/11.112022).

1) Giving directions.

Mrs Puput gave several orders or commands to the students, to give some corrections and discussion with other students works. Giving direction, commands, orders or initiation with which a student is expected to comply (Flanders, 1970:34), based on the utterances the researchert found utterances that contains type of teacher's talk giving directions. In the analysis there were 3 data which catagories in to type of teacher's talk giving directions, the coding of the data type of teacher's talk giving directions are : (T/PL/RC/M-1/D.14/09.112022) (T/PL/RC/M-1/D.15/09.112022) (T/PL/RC/M-1/D.16/11.112022). Here the utterances :

T : *“yang kemaren dikasih tugas miss puput untuk pembuatan YoTube ngacung dan tunjukan”*

(T/PL/RC/M-1/D.14/11.112022)

T : *“ beararti baru sedikit, jangan lupa deadline 5 hari lagi”*

(T/PL/RC/M-1/D.15/11.112022)

T: *“ Ayo yang tidak tahu artinya silahkan buka kamus”*

(T/PL/RC/M-1/D.16/11.112022)

Teacher give direction to student about to observe and finish their work or task in learning. Some students do not finish their

work, while giving question about their friend work. Mrs Puput also give interaction and instruction of students to doing in the youtube channel. For example for utterances of teacher “Ayo, seng wes garap youtube siapa, gek ndang dikerjakan soale tinggal 5 hari lagi”.

Table 4 20 Teacher’s talk in Questioning activity

Activity	Accepts student’s ideas	Asking Question	Giving direction
Questioning Activity	-	-	3

d. Experimenting Activity

In experimenting activity, students try to collect information about their work, from internet or dictionary to finish the home work, because the material is about new vocabulary. Teacher give a permission to open the dictionary and browse in the internet. But in the school the class is discussing about the home work or task by deliver teacher , here several utteances that contains type of teacher’s talk.

In the experimenting activity the researcher found two type of teacher’s talk, those are lecturing and giving directions, the mount of lecturing consists 8 utterances and giving directioin consisrts 1 utterance, then the researcher uses data coding to analyze the data here are the coding: (T/PL/RC/M-1/D.17/11.112022), (T/PL/RC/M-1/D.18/11.11.2022), (T/PL/RC/M-1/D.19/11.112022), (T/PL/RC/M-

2/D.20/11.11..2022), (T/PL/IC/M-2/D.21/09.112022), (T/PL/RC/M-2/D.22/11.112022), (T/PL/RC/M-2/D.23/11.112022), (T/PL/RC/M-2/D.24/11.112022), (T/PL/IC/M-2/D.25/11.112022).

1) Lecturing

Mrs Puput give explanation about the material, meaning word in Indonesia language. Then the students follow up the material by give response, giving facts or opinion about contains. Giving his own explanation. Critizing an authority other than a student (Flanders; 1970:34). Here are the utterances related with type of teacher talk lecturing.

T: *“Silahkan diingat patokannya untuk pembelajaran dengan bab ini ,itu kamu harus bisa mengetahui hari ini, hari minggu apa?”*

(T/PL/RC/M-1/D.17/11.112022)

T: *“Kemudian untuk kalian, silahkan lihat timing yang ditanyakan, kalau hari rabu apa?”*

(T/PL/RC/M-1/D.18/11.112022)

T: *“ besok bahasa inggrisnya apa? Lalu kemare?”*

(T/PL/IC/M-1/D.19/11.112022)

T: *“Nah, maksud ibu itu,jika kamu tahu hari ini untuk menjawab pertanyaan no ibu yang selanjutnya?”*

(T/PL/RC/M-1/D.20/11.112022)

T: *“Jadi untuk hari itu , soalnya berketerusan?”*

(T/PL/RC/M-1/D.21/11.112022)

T: *“Soalnya itu berurutan , no 1 bisa jawab hari ini, no 2 bisa jawab hari lusa, tergantung dari pertanyaannya itu apa?”*

(T/PL/RC/M-1/D.22/11.112022)

T: *“untuk itu, kalian please amati”*

(T/PL/RC/M-1/D.23/11.112022)

T: *“Hla ini (sambil menunjuk di papan tulis) arti ne apa?”*

S: *“kamis miss”*

(T/PL/RC/M-1/D.24/11.112022)

T: *“kalau kamis berarti lusa hari apa?”*

(T/PL/RC/M-1/D.25/11.112022)

There are example about lecturing. The teacher give some explanation and remind abot the material. From the utterances, can be said that the teacher gives several explanaton about the answer, this actions can increase information that will be gotten by students, so the researcher decides the utterances includes in type of teacher’s talk in experimenting activites.

2) Giving Direction

In experimenting activity Mrs Puput gives several commands that has a purpose to ask students write all the answer,

giving commands, orders or initiations with which a student is expected to comply (Flanders,1970:34), there are several utterances in experimenting activity from teacher, here are the detail :

T: *“Kuncinya itu ada di Subjek.ya my students kalsubjeknya kamu bisa menentukan secara benar, berarti kalian nanti iso mbedakke, mana yang dikasi s atau tidak”*

(T/PL/RC/M-1/D.26/11.112022)

From the utterances, we know that teacher give information about his answer, about the home work Teacher explains that his answer longer than students works, so teacher decided to give explanation if his answer more specific an detail.

Then teacher give direction to students write down the dictate from teacher, if student found several difficult words to understand they can ask to other students.

Table 4 21 Teacher’s Talk in Experimenting Activity

Activity	Lecturing	Asking question	Giving direction
Experimenting Activity	9	-	1

e. Associating Activity

Associating activity releates with students creativity in process of learning, that they got from internet, dictionary or orther resourches.

There are several utterances that shows students processing the information and discussion with the teacher, here are the findings :

In associating activity the researcher found one type of teacher's talk, that is asking questions, the amount of asking question consists 4 utterances, then the researcher uses data coding to analyze the data here are the coding (T/PL/RC/M-1/D.27/11.112022), (T/PL/RC/M-2/D.28/11.112022), (T/PL/RC/M-2/D.29/11.112022), (T/PL/RC/M-2/D.30/11.112022).

1) Asking Questions

Mrs Puput gave a question about the students works focus in translating English word in to Indonesian Language. Based on the Mrs Puput utterances the researcher categories in to type of teacher's talk asking question, the definition is about content or procedures, based on the teacher ideas and expecting an answer from the students (Flanders, 1970: 34). In the analysis there were 4 data which categories in teacher's talk asking question, here the coding data about content or procedures, based on the teacher ideas and expecting an answer from the students. Here are the utterances:

T: *“ Oke selanjutnya, sebutkan nama nama hari lagi, hafalkan yang kalian ketahui ”*

(T/PL/RC/M-1/D.27/11.112022)

T: *“ Nah selanjutnya, ada Saturday hari apa itu ”*

(T/PL/RC/M-1/D.28/11.112022)

T: “*oke mbak putri, minta tolong maju*”

(T/PL/RC/M-1/D.29/11.112022)

T: “*selanjutnya yang mau maju saya perlihatkan*”

(T/PL/IC/M-1/D.30/11.112022)

This step teacher gives question about their work, teacher has a purpose to know, how far the students mastery the materials after they finish the home work. It can help students have deeper understanding about the material.

Table 4 22 Teacher’s talk in Assosiating Activity

Activity	Asking Question	Giving direction
Assosiating Activity	4	-

f. Communicating Activity

In communicating activity Mrs Puput gave students to show up, their ability and their works will be the essential point in communicating activity. Communicate what have they learned about it it important, this activity it can be ask students to write down their works in the board, or read their works in class. Here are the utterances that have found in the class.

In communicating activity the researcher found two type of teacher’s talk, those are asking questions and criticizing, the mount of asking quistion consists 2 utterances and criticizing 2 utterances also, then the researcher uses data coding to analyze the data here are the coding:

(T/PL/RC/M-1/D.31/11.112022), (T/PL/RC/M-1/D.32/11.112022),
 (T/PL/RC/M-1/D.33/11.112022), (T/PL/RC/M-1/D.34/11.112022),
 (T/PL/RC/M-1/D.35/11.11.2022), (T/PL/M-1/D.36/11.11.2022),
 (T/PL/M-1/D.37/11.11.2022).

1) Asking Question

In this activity, students and Mrs Puput made a discussion with started question from Mrs Puput, the discussion is about the cirrection of the student;s works. The material is about student’s home work focus in translating English word in to Indonesian language. Based on the Mrs Puput utterances the researcher catagories in to type of teacher’s talk asking question, the definition is about content or procedures, based on the teacher ideas and expecting an aswer from the student (Flanders, 1970: 34). In the analysis there were 3 data which catagories in teacher’s talk asking question, here the coding data about content or procedures, based on the teacher ideas and expicting an answer from students. Here are the utterances:

T: *“kalau the day after tomorrow artinya apa?”*

(T/PL/RC/M-1/D.31/11.112022)

T : *“nah penting di hafal timing untuk memnetukan hari ya?”*

(T/PL/RC/M-1/D.32/11.112022)

T : *“setidaknya kalau ditanya teman hari apa kalian bisa jawab Monday kan seru ya?”*

(T/PL/RC/M-1/D.33/11.112022)

T: *“Apakah hari ini Monday?”*

(T/PL/RC/M-1/D.34/11.112022)

T: *“Apakah besok itu Saturday?”*

(T/PL/RC/M-1/D.35/11.112022)

This step teacher gives question about their work, teacher has a purpose to know, how far the students mastery the materials after they finish the home work. It can help students have deeper understanding about the materials.

2) Critizing or justfying Authority

Mrs Puput also gave critizing to students did some noises in the class, when the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. Teacher asks “what” and “why” to the students. Statements intended to change student behavior from unexpected to acceptable pattern. Bawling someone out (Flanders, 1970:34). Here are the utterances :

T: *“ Yo, diusahakan dalam pengerjaan kalian itu buka kamus dan full english ben bener ejaan ne ya, ojo koyo gafa”*

(T/PL/RC/M-1/D.36/11.112022)

T: *“Seperti biasa siapa yang mau membaca soal, neg pengen entuk biji tambahan senengane neg ra dikon mesti gurune sik kon baca, harus lebih aktif ya anak-anak”*

(T/PL/IC/M-1/D.37/11.112022)

Teacher give criticizing about student's act in annoyong other students, making the class very noises and then the teacher criticize him.

Table 4 23 Teacher's Talk in Communicating Activity

Activity	Asking Question	Critizing
Communicating Activity	5	2

g. Closing Activity

Giving conclusion and several general description about the next material will be included in this activity, then the researcher also created coding data to analyze the data here are the coding : (T/PL/RC/M-1/D.38/11.112022), (T/PL/RC/M-1/D.39/11.112022. Here in detail:

In closing activity Mrs Puput gives several commands that has a purpoe to ask students finish their task, giving commaands, orders or initiations, giving direction with which a student is epected to comply (Flanders. 1970:34), there are several utterances in closing activity from teacher, here are the detail:

T: *“Oke, selanjutnya silahkan kalian mencari di internet cardinal number dan ordinal number dihafalkan”*

(T/PL/RC/M-1/D.38/11.112022)

T: *“yang tidak ngerjain per orangan, tidak ada nilai tambahan untuk menambah nilai yang kurang dari kalian”*

(T/PL/RC/M-1/D.39/11.112022)

Teacher give the next task, it is about finish the task, and giving homework and give attantion to student not forget to doing homework.

Table 4 24 Teacher’s talk in Closing Activity

Activity	Lecturing	Asking question	Giving direction
Closing Activity	-	-	2

Table 4 25 Number of Teacher’s Talk in Regular Class

Actvity	Praise	Asking Question	Lecturing	Giving direction	Critizing
Opening	2	1	-	5	-
Observing	-	5	-	-	-
Questioning	-	-	-	3	-
Experimenting	-	-	9	1	-
Associating	-	4	-	-	-
Communicating	-	5	-	-	2
Closing	-	-	2	-	-
Total	2	15	11	9	2

Based on the findings the researcher creates conclusions about teacher's talk type. Then 39 total number of teacher's talk was found by the researcher. Consists (2) teacher's talk praise, (11) teacher's talk giving directions, (2) teachers talk critizing, (15) asking question, (9) lecturing.

4. Types of student talk are used in teaching-learning processes in regular class in the seventh grade at SMP N 02 Wedi during the academic year 2022/2023.

There are utterances from student that contains student talk, in opening activity discussing about the home work, the researcher found the utterances with coding (S/RC/M-1/D.40/11.11.2022) (S/RC/M-2/D.41/11.11.2022) (S/RC/M-1/D.42/11.11.2022).

a. Opening Activity

1) Student responses

In the opening activity several students give response to teacher's talk. Teacher ask question, and student gives answer to the question (Flanders, 1970:34). Here are the utterances :

T: "Ayo dil,gafa nggarap tapi kok oleh males ra tau membaca buku mesti"

S: "*hehe kurang dikit bu*"

(S/IC/M-1/D.40/11.11.2022)

Another response from other student that found by the researcher, here are the utterance:

T: “Wes beberapa hari ya padahal waktune,?”

S: “*Yes 1 minggu an mam*”

(S/IC/M-1/D.41/11.11.2022)

In the opening activity some student give responses with teacher’s ask about their work like saying, “kurang dikit”, “yes 1 mingguan mam”, etc. Based on the observation, the researcher found some type of student, below the talk about students:

2) Students’s Initiation

Some students gave their original ideas or initiations, then talk by students that they initiate. Expressing own ideas : initiating a new topic : freedom to develop opinions and a line of thought like asking thoughtful question, going beyond the existinf structure (Flanders,1970:34), here it is the utterance from the student:

S: “*Miss, boleh buka kamus?*”

(S/IC/M-1/D.42/11.11.2022)

In the opening activity, some students give their own ideas, about the home work, with out any directions from the teacher.

Table 4.26 Student's Talk in Opening Activity

Activity	Student's responses	Student's initiation
Opening activity	2	1

b. Observing activity

In the observing activity, teacher ask student's work to present in written on the board. In this activity teacher gives students to observe other student's work and find the mistakes together. There are several utterances are contained type of student's talk.

The researcher found student's talk, in observing activity discussing about the task, the researcher found the utterance with coding (S/RC/M-1/D.43/09.11.2022), (S/RC/M-2/D.44/11.11.2022).

1) Student Responses

In the observing activity the researcher found student's response to teacher's talk. Teacher asks question, and student give answer to the question(Flanders, 1970:34), here are the utterances:

T: "Opo iku kok ditambahi s, subjek e kui opo?"

S: "*Ya miss, karena tunggal*"

(S/IC/M-1/D.43/11.11.2022)

S: "*ohiya ya miss, kan tunggal*"

(S/IC/M-1/D.44/11.11.2022)

In the observing activity, some students give responses, for example "Siswa :ohiya kan itu tunggal ya miss".

Table 4.27 Student's talk in Observing Activity

Activity	Student's responses	Student's initiation
Observing activity	2	-

c. Questioning Activity

In questioning activity the researcher found one utterance that contains student's talk initiation, to analyze the data the researcher also creates coding data. Here it is the code (S/RC/M-1/D.45/11.11.2022). The researcher not found, responses the students but found type of student talk:

1) Students's talk initiation

Talk by students that they initiate Expressing own ideas: initiating a new topic, freedom to develop information and a line of thought like asking thoughtful question going beyond the existing structure (Flanders, 1970: 34), here it is the utterances :

S : *"Oh iya miss, berarti aktivitas rumah tangga lalu sekarang day itu hari miss"*

(S/RC/M-1/D.46/11.112022)

From the utterances the researcher knows the student give evaluating on her teacher's answer, finally there is just one student gives an utterance that contains student's talk initiation.

Table 4.28 Student's talk in Questioning Activity

Activity	Student's responses	Student's initiation
Questioning Activity	-	1

d. Experimenting Activity

In experimenting activity the researcher found three utterances that contains student talk initiation, to analyze the data the researcher also creates coding data , here it is the code (S/RC/M-2/D.47/11.112022), (S/RC/M-1/D.48/09.112022). Based on the observation, the researcher not found student responses in experimenting activity, but the researcher found:

1) Student's initiation

In experimenting activity the researcher found some students give their own initiatives to show their ideas. The student talk by their own initiate. Expressing own ideas: initiation new topic, freedom to develop opinions and a line of thought like asking thoughtful question : going beyond the existing structure (Flanders, 1970 : 34). Here are the utterances :

S: “ *Boleh membuka kamus untuk timing miss*”

(S//RC/M-1/D.47/11.112022)

S: “ *The day after now itu kemaren miss?*”

(S//RC/M-1/D.48/11.112022)

From the utterances the researcher knows, that the students give question about timing. Then “Boleh membuka kamus miss”, it is an idea to complete the task by using internet searching.

Table 4 29 Student’s Talk in Experimenting Activity

Activity	Student’s responses	Student’s initiation
Experimenting Activity	-	2

a. Associating Activity

There are utterances from students that contains students talk responses, in opening activity discussing about the home work, the researcher found the utterances with coding: (S//RC/M-2/D.49/11.112022), (S//RC/M-1/D.50/09.112022), (S//RC/M-2/D.51/11.112022), (S//RC/M-1/D.52/11.112022).

1) Students Responses

In associating activity the students try to understand the material by listening, the explanation from Mrs Puput and they also give some correct responses, to answer the question from Mrs Puput and they also some correct responses, to answer the questions from Mrs Puput. Student talk in response to teacher’s talk. Teacher aks question and student give answer to the question (Flanders, 1970: 34). Here are the utterances that matches with teacher questions in associating activity.

T: “ Oke siap yok kita bahas nomer 1,Day after today?”

S: student keep silent

(S//RC/M-1/D.49/11.112022)

T : “Ayo kok gak pada hafal”

S: student’s confuse

(S//IC/M-1/D.50/11.112022)

T: “ Jangan kebalik ya Tuesday sama thursday?”

S: student’s confuse

(S//RC/M-1/D.51/11.112022)

T : “ Thusday sama thursday itu pengejaannya gimana? ”

S: “ *Iya mam* ”

(S//RC/M-2/D.52/11.112022)

Students give responses in teacher’s question, giving correct replies will help them understand about material, then students feeling familiar with several words. It will be helpful to mastery vocabulary.

Table 4 30 Student’s Talk Associating Activity

Activity	Student’s responses			Student’s initiation
Associating Activity	Silent	Confuse	Responses	-
	1	2	1	

b. Communicating Activity

There are utterances from students that contains student talk response, in communicating activity discussing about the home work,

the researcher found the utterances : (S/RC/M-1/D.53/11.112022), (S/RC/M-1/D.54/09.112022), (S/RC/M-2/D.55/11.11.2022), (S/RC/M-2/D.56/09.112022).

1) Students responses

In communicating activity the students try to show their answer of the task and they also give some correct responses, to answer the questions from Mrs Puput, student talk in response to teacher's talk. Teacher asks question and student gives answer to the question (Flanders, 1970:34). Here are the utterances that matches with teacher questions in associating activity:

T: "Oke masuk ke jawaban berikutnya"

S: "*Saya miss*"

(S/RC/M-1/D.53/11.112022)

T: "terus jawaban selanjutnya?"

S: "*saya miss*"

(S/RC/M-1/D.54/11.112022)

T: "sudah kalian hafalkan kosa kata baru nya?"

S: "*Nanti kalau dirumah ya miss*"

(S/RC/M-1/D.55/11.112022)

T: "Baik, hafalkan juga pronoun nya sekalian ,sering buka kamus, lihat verb nya ber atura ga"

S: *“Halah miss”*

(S/RC/M-1/D.56/11.11.2022).

Student give responses in teacher’s question, giving correct replies will help them more understand about the material, then teacher can measure the students capability in mastery the vocabularies especially in the task.

Table 4.31 Student’s Talk in communicating activity

Activity	Students talk respons	Students talk initiations
Communicating	4	

c. Closing Activity

In closing activity the researcher found one type of srtudents talk, here are ther coding :

1) Student responses

T: *“Don’t forget to looking for ordinal and the cardinal number”*

S: *“Baik mam”*

(S/RC/M-1/D.57/11.11.2022)

Table 4 32 Student’s talk in closing activity

Activity	Student’s talk responses	Student’s talk initiations
Closing activity	1	-

The researcher creates table of student's talk type, in the following table :

Table 4.33 Number of Student's Talk in Regular class

Activity	Student's responses	Silence	Confuse	Student's initiations
Opening	2			1
Observing	2			-
Questioning				1
Experimenting				2
Associating	1	1	2	-
Communicating	4			-
Closing	1			-
Total	10	1	2	4

There are number of student's responses 16 which the students make (10) Student's responses, (1) student's keep silence ,(2) the students confuse, and (4) the students which have initiations.

Table 4.34 Type of Teacher Talk

Activity	Accepts feeling and Praise	Asking question	Lecturing	Giving direction	Critizing

Class	IC	RC	IC	RC	IC	RC	IC	RC	IC	RC
Opening	2	2	1	1	-	-	3	5	-	-
Observing	-	-	5	5	-	-	-	-	-	-
Questioning	-	-	-	-	-	-	3	3	-	-
Experimenting	-	-	-	-	9	9	1	1	-	-
Associating	-	-	4	4	-	-	-	-	-	-
Communicating	-	-	2	5	-	-	-	-	-	2
Closing	-	-	-	-	-	-	5	2	-	-
Total	2	2	12	15	9	9	12	11	2	2

Based on the research, the researcher discovered that lecturing is the most dominant activity in a teacher's talk, in which the teacher gives 10 utterances in a regular class to deliver the learning.

Table 4.35 Types of Student'S Talk

Activity	Student's Responses		Student's Initiations		Silence and confuse	
	IC	RC	IC	RC	IC	RC
Opening	3	2	1	1	-	-
Observing	5	2	1	-	-	-
Questioning	-	-	2	1	-	-
Experimenting	-	-	3	2	-	-

Associating	4	1	-	-	-	3
Communiating	4	4	-	-	-	-
Closing	1	-	1	-	-	-
Total	17	9	8	4	0	3

Based on the research, the researcher discovered that student responses is the most dominant activity in a student's talk, in which the students gives 17 utterances in a intensive class to deliver the learning.

B. Discussios

Based on the result finding that was found by the researcher, the VII intensive and regular grade SMP N 02 Wedi Klaten were the active class, it can be seen on the data that contains in the table that shows total of type teacher's talk and student's talk based on the research here are the detail number that shows intensive class more active in the class learning activity. There is no students silent and confuse, so it be can said intensive class it is related with the way students have their own initiation to communicative their own original ideas, with out any commands or pushes from orther aspects(Flanders, 1970:34).

The main difference in those intensive classes is that the students are more active in sharing their own ideas, implying that the teaching-learning process is different, leading the teacher to use different methods in teaching

English. The different conditions the students are in have an impact on the research findings, which is why the researcher was unable to mention the students' talk confuse in the previous chapter. The teacher made more efforts to teach in the regular class because the students needed to think more critically and because the researcher discovered confusion and silence among the students by assigning tasks to individuals in the data.

In relation to chapter two's theories, Flanders' theory, the researcher only discovered a few findings that are compatible between the transcription learned in class and the theories to define the utterances to the categories mentioned in chapter two, as shown below.

By using Flander's theory that was mentioned in Chapter 2, the researcher answers the question about the types of teacher's and students' talk in the VII intensive and regular classes at SMP N 02 Wedi Klaten. The researcher discovered 37 utterances in intensive class learning that contain the type of teacher talk and 25 utterances in intensive class that contain student's talk. In regular class, the researcher found 39 utterances that contained the type of teacher's talk in the learning activity and then 16 utterances that contained the type of student's talk in the regular class learning activity.

According to the findings of the above analysis, there are seven types of teacher talk and three types of student talk in classroom interaction. According to the data above (mostly asking questions with 27 utterances and giving directions with 23 utterances), the most common types of teacher's talk

and student's talk utterances used in classroom interaction are asking questions (16 utterances) and receiving student responses (12 utterances). The majority of teacher talk and student utterances used in classroom interaction are questions and student responses. According to the data gathered, they only used praise twice and acceptance once in classroom interactions.

Based on those findings, the researcher concludes that intensive classes are more active than regular classes, demonstrating that each student has unique abilities for following the learning activity. The difference is significant enough because, in general, the teacher uses the same approach and technique in teaching the classes. While the conditions and abilities of every student play a role in the teaching and learning process. It demonstrates that teachers' intentions are to make the class as entertaining as possible in order to keep students interested and paying attention. Through students having different backgrounds, the teacher will be the start of effective learning in the class, creating good interactions that will lead students to have good interactions, and the class will be so alive and excited to be followed. Although they did not use full English, the teacher and students interacted well. There are several passive students who do not pay attention in class, but in groups to do homework that have group discussions, they are active enough to show their ideas to other students, and they always talk to each other. At times, students ask questions and initiate conversations with the teacher about the materials.

In English class, the teacher built the interactions with the students by asking questions, giving directions, lecturing, and encouraging, criticizing, and prompting about the students' ideas.

According to the theories, if the teacher is dominant in talking and class interaction, the students will have less time for other things, like taking notes or other activities. It happened during the teaching and learning process. Especially in regular classes at SMP N 02 Wedi Because students cannot follow the teacher if she uses full English during lecture time, the teacher is more dominant asking question and the center of attention in the class; the teacher is always the guide, manager, mediator, and handler during the teaching and learning process.

In teaching and learning Javanese is more dominant than the English used by the teacher. When the teacher was talking in English to the students, she used familiar and famous words so that they could understand the lesson. The teacher and the students had a good interaction in the classroom, especially in English class. Because the teacher can bring the class to life, interaction with the teacher during the teaching process is beneficial.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the result of the research described in the previous chapter, it can be concluded that classroom interaction between teacher and students by talking about each other in SMP N 02 Wedi at seventh grade in the VII intensive and regular class was as follows:

1. The teacher's talk in English class, especially in intensive class, is to support the process of teaching and learning, which the teacher-learner at SMP N 02 Wedi was doing in intensive class by asking questions, giving directions, informing, encouraging or praising, critiquing, and lecturing. The most frequently asked about teacher is the one who used to give directions.
2. The students' talk in English class, particularly in the intensive class of SMP N 02 Wedi Klaten, that was discovered in classroom interaction based on observation was the students' talk, and the researcher discovered student initiation and student responses, indicating that no students remained silent or confused in the classroom during the teacher's delivery of the material of learning. In the intensive class, they were active enough during the English class.
3. The teacher's talk in English class, especially in regular class, is to support the process of teaching and learning, which the teacher-learner at SMP N 02 Wedi was doing in regular class by asking questions, giving directions, informing, encouraging or praising, critiquing, and lecturing. The teacher

should deliver the material in greater detail and ensure that the students understand it. The dominant skill in this class is asking questions.

4. The student's talk in English class, particularly in the regular class of SMP N 02 Wedi Klaten, that was discovered in classroom interaction based on observation was the students' talk, and the researcher discovered student initiation and student responses, indicating that students were silent or confused about the teacher's delivery of the material in the classroom during the teacher's delivery of the material of learning. In conclusion, the teacher and students in SMP N 02 Wedi Klaten at seventh grade or VII intensive and regular class are sufficiently active in communicating with each other in languages such as English, Indonesian, and Javanese during English class. So, it made for good interaction in the classroom.

B. Suggestion

The researcher gives some suggestions according to the result of the study, as follows:

1. For SMP N 02 Wedi Klaten, the school should add an activity or programs for the students that can develop their English skills, especially in classroom interaction by talking to each other in daily life, and the students can also practice their English skills.
2. To make students more active and interested in the language, educators should provide more motivation to students when teaching and learning English. The educators also should be creative as teachers to create

activities for teaching English, especially to make the students talk more in the classroom.

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APPENDIX

FIELD NOTE

Time : Monday,05 September 2022

Place : SMP N 02Wedi Klaten

Agenda : Meeting with English teacher of intensive and regular Class

On September 6, 2021, the agenda in SMP N 02 is Wedi Klaten's meeting with the English teacher of the intensive and regular classes. She is Mrs. Puput Lupitasari, S.P. At 10 a.m., the researcher goes to SMP N 02 Wedi Klaten and meets with Mrs. Puput to obtain permission to conduct pre-research and have a conversation in SMP N 02 Wedi Klaten, particularly in VII Class. Then Mrs. Puput asked about the title of my thesis, and then the researcher and Mrs. Puput had a discussion about the times of pre-research and observation. Mrs. Puput will give information about the time that the researcher can do pre-research and observation. The researcher would then return to her home and thank Mrs. Puput.

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INTERVIEW

Time : Wednesday, 09 November 2022

Place : SMP N 02 Wedi Klaten

Agenda : Observation (First meeting intensive class)

The first observation was carried out by the researcher in VII classes. The English classes begin at 7:00 a.m. and last until 9:20 a.m. The teacher opened class with a greeting. Before the teaching-learning process started, the teacher asked students to prepare themselves, and the teacher managed the environment. Following that, the teacher informed the students of all of the material they had learned in previous classes. After that, the teacher told students about the material today. At the moment, the teacher is giving material about "household activity."

During the main activity, the teacher explains the material; during the learning process, the teacher asks questions, to which the students respond. The teacher explains the material about daily activities using pronouns. The teacher also teaches the students proper English pronunciation. The teacher gives assignments as homework. Following the completion of the learning process, the teacher draws a conclusion about the material that the students have learned today and asks the students if they have any questions about the material or explanations that they do not understand, to which the students respond. The material will be continued in the next meeting, according to the teacher. Then, the teacher closes the classroom activity with a greeting.

Time : Friday, 11 November 2022
Place : SMP N 02 Wedi Klaten
Agenda : Observation (second meeting intensive class)

The second observation was carried out by the researcher in VII classes. The English classes begin at 7:00 a.m. and last until 9:20 a.m. The teacher opened class with a greeting. Before the teaching-learning process started, the teacher asked students to prepare themselves, and the teacher managed the environment. Following that, the teacher informed the students of all of the material they had learned in previous classes. After that, the teacher told students about the material today. At the moment, the teacher is giving material about "Day."

During the main activity, the teacher explains the material; during the learning process, the teacher asks questions, to which the students respond. The teacher explains the material about timing using simple past tense. The teacher also teaches the students proper English pronunciation. The teacher gives assignments as homework. Following the completion of the learning process, the teacher draws a conclusion about the material that the students have learned today and asks the students if they have any questions about the material or explanations that they do not understand, to which the students respond. The material will be continued in the next meeting, according to the teacher. Then, the teacher closes the classroom activity with a greeting.

Time : Wednesday,09 November 2022
Place : SMP N 02 Wedi Klaten
Agenda : Observation (First meeting regular class)

The first observation was carried out by the researcher in VII classes. The English classes begin at 11:00 a.m. and last until 12:20 a.m. The teacher opened class with a greeting. Before the teaching-learning process started, the teacher asked students to prepare themselves, and the teacher managed the environment. Following that, the teacher informed the students of all of the material they had learned in previous classes. After that, the teacher told students about the material today. At the moment, the teacher is giving material about "household activity."

During the main activity, the teacher explains the material; during the learning process, the teacher asks questions, to which the students respond. The teacher explains the material about daily activities using pronouns. The teacher also teaches the students proper English pronunciation. The teacher gives assignments as homework. Following the completion of the learning process, the teacher draws a conclusion about the material that the students have learned today and asks the students if they have any questions about the material or explanations that they do not understand, to which the students respond. The material will be continued in the next meeting, according to the teacher. Then, the teacher closes the classroom activity with a greeting.

Time : Friday, 11 November 2022
Place : SMP N 02 Wedi Klaten
Agenda : Observation (Second meeting regular class)

The first observation was carried out by the researcher in VII classes. The English classes begin at 11:00 a.m. and last until 12:20 a.m. The teacher opened class with a greeting. Before the teaching-learning process started, the teacher asked students to prepare themselves, and the teacher managed the environment. Following that, the teacher informed the students of all of the material they had learned in previous classes. After that, the teacher told students about the material today. At the moment, the teacher is giving material about "Day."

During the main activity, the teacher explains the material; during the learning process, the teacher asks questions, to which the students respond. The teacher explains the material about daily activities using pronouns. The teacher also teaches the students proper Simple past tense. The teacher gives assignments as homework. Following the completion of the learning process, the teacher draws a conclusion about the material that the students have learned today and asks the students if they have any questions about the material or explanations that they do not understand, to which the students respond. The material will be continued in the next meeting, according to the teacher. Then, the teacher closes the classroom activity with a greeting.

TRANSCRIPT 1

Subject : Bahasa Inggris

Class : Intensive

Topic : House Hold Activity

Teacher : Puput Lupitasari, S.Pd.

Date : 09 November 2022

Time : 07.00-08.20

Guru : Ayo gek jejer baris anak-anak.

Siswa : Ayo bu.

Guru: Hayo, seragame sik rapi. Ora jeketut- jeketut esuk-esuk kok.

Siswa: Injih buk

Guru: Ayo siapkan mas

Siswa A: Siap grak.

Guru : Ayo, berdoa

Siswa A : Siap grak, berdoa mulai.

Guru : Assalamualaikum Wr.Wb

Siswa: Waalaikumussalam Wr.Wb

Guru : Good morning my students, how are you?

Siswa : Good morning mam, good condition, thankyou, and you ?

Guru : Alhamdulillah very good, Who absent today?

Siswa : Semua masuk bu.

Guru : Alhamdulillah. Ingat neg ora mangkat harus using a letters ya. Kalau ga masuk sebelumnya WA dulu biar mencerminkan kalo kalian itu vear murid intensive.

Siswa : Biaik buk

Guru : kemaren PR nya public place ya, di lks task 2 ya?

Siswa : iya miss

Guru : ngerjain semua kan?

Siswa : iya miss

Guru : ingat ya , dalam pengerjaan soal public place harus hafal vocab place nya. mengingat no 2 itu jawabannya apa?

Siswa : airport miss

Guru : kok bisa Airport

Siswa : because there are planes miss

Guru: Good joob, and nice

Guru : Yok materi kita hari ini adalah , coba kalian sebutkan aktivitas kalian sehari-hari ya. Dari bangun tidur ampe kalian bobok lagi ya, apa saja?

Siswa : Ada mencuci, sarapan, ada ganti baju.

Guru : Mesti neg sing neng kene neg arep sekolah ngrepoti bapak ibu e dinggo nyetliko, eneg ra?

Siswa : Ada bu

Guru : Nah, bahasa inggris nya sekarang kita tulis simak dan amati ya , ojo lali LKS e dibuka dinggo ngopo neg gur dimasukan di tas. Baik buk ,yang punya buku paket in semua ya?

Siswa A : ada yang 2 tidak bu

Guru : tolong gabung ya mas , temen panggone rasah cethyl yo.

Siswa : oke bu.

Guru : Nah, aktivitas sehari; hari kalian daily activity not only one activity but many activity , example ironing, washes , take a bath, sweep the floor, cleaning bathroom.

Guru : jangan lupa ya, penggunaan pronoun nya harus yangb tepat lihat subjeknya.

Guru : Miss puput kash contoh ya, ketika kalian usiinfg she using her untuk kepunyaan and then lihat penggunaan grammar nya ya, yang dilakukan sekarang berarti menggunakan grammar apa? Lalu kalian bisa tambahkan s atau es jangan lupa juga ya. Sekarang , silahkan catat amati , buku yang ada di paket dan LKS ya.

Siswa : Baik buk, insyallah tidak lupa

Guru : Tunjukan kalau kalian itu murid dalam program ya.. saya mau lihat hasil kalian nanti satu persatu

Siswa ; Baik buk, bukunya dikumpulkan buk ,

Guru : Ohiya bisa diambil .

Siswa : Bu tanya

Guru : Boleh , gimana mas ?

Siswa : Bu, kalau kata kerjanya itu belakang nya h itu berarti gimana?

Guru : Nah, temen- teman ingat ya dan simak di buku kalau belakang i, misal wash ga bisa wash gtu tapi washes, karena lihat beraturan atau ga ya.

Siswa : Baik bu.

Guru : Oke ibu kasih 5 soal silahkan kalian tulis, jangan lupa sekali lagi ya harus amati waktu, kata kerja dan harus lihat pronounnya.

Guru: seperti biasa catat yang rapi

Siswa : Baik buk.

Guru : Silahkan kalian cocokan dengan teman sebangkunya , silahkan kalian membuat kelompok untuk melakukan kegiatan daily activity dan di shooting ke dalam video, aktivitas keseharian kalian and using English Language, waktunya 2 hari cukup ga ? di upload di youtube kalian?, nanti dari bangun ada yang praktik, terus, membersihkan tempat tidur lalu silahkan ya nanti salah 1 ada yang menerangkan dia sedang apa gtu ya. Kalau kurang jelas bisa di tanyakan di group Wa, seperti biasa ya harus sesuai jam pelajaran diluar itu miss jawabannya ketika sudah jam waktu sekolah..

Siswa ; Bagaimana Jika 1 minggu buk.

Guru : Ya gakpapa.

Siswa: jika kurang tahu bisa menghubungi miss puput lewat wa ya miss

Guru ; sangat bisa, tapi ya kudu lihat waktu, engga jam 1 pagi wa engko yo gak dibalas

Siswa : biase ne heppy bu, gabut

Guru: iya mbak heppy saking rajinnya jadi wa miss puput selalu malam-malam

Siswa : ya miss

TRANSCRIPT 2

Subject : Bahasa Inggris

Class : Reguler

Topic : Day

Teacher : Puput Lupitasari, S.Pd.

Date : 9 November 2022

Time : 09.00-10.20

Guru : Assalamualaikum Wr.Wb , good morning guys , how are you today, How absent today?

Siswa : Waalaikumussalam Wr.Wb. All is present miss

Guru: Good , today will learn about Day , miss ada bahannya, simak ya.

Siswa ; Miss, bukunya dikumpulkan

Guru : Ohiyo wingi kok bijine eneg sik turun 60 ya, tapi asda juga yang nilai ne 100. Mesti ra tau sinau to, hayooo bahasa inggris kui kuncine latihan , ngartekke lho

Siswa : Baik Miss

Guru : Oke silahkan miss disimak ,ini miss membawa apa guys ? nah ini didalam nya terdapat nama- nama hari , pasti kalian tahu ya hari itu ada berapa , bukan berapa ? nah miss hari ini ingin memberikan materi tentang hari , biar kalian kalau lihat HP mode bahasa inggris itu kalian ga usah cari google ya, hehhe

Guru : Hari ada 7 , Miss yakin kalia pasti tahu ya sejak Tk saja kaliian pasti dikasih nyanyian nama- nama hari tapi sayangnya belum menggunakan bahasa inggris.

Guru : jadi ketika kalian nulis hari di buku kalian biasanya setiap ketemuan menggunakan hari, bisa dihafalkan hari senin, Monday , sampai minggu , mari kita eja bareng-bareng ya.

Siswa : Baik Miss

Guru : Baik waktunya kalian mengamati , lks dan paket kalian ya. Dalam menjawab soal ingat kalian juga harus hafal , hari ini , kemaren , besok , sebelum, setelah karena sangat penting dalam menjawab soal.

Siswa : Baik buk , yesterday, tomorrow.

Guru : Good mbak heppy

Siswa ; Buk kalau today minggu , lusa hari apa ? lusa bahasa inggrisnya apa?

Guru : Nah kalian bisa ditambahkan ya dibuku kosa kata kalian the day after tomorrow ya

Siswa : Baik buk

Guru : Silahkan kalian kerjakan ya, jangan lupa untuk tatanan hari nya. Untuk patokan kalian harus ngerti ini hari apa ya, jadi bisa ngerti karena pertanyaan nya itu nanti turun menurun.

Siswa : Oh berkelanjutan gitu ya buk.

Guru : Iya

Guru : Diteliti ya students, harus ada h atau nggak nya, misal Thursday ga boleh Tuesday nanti salah, lebih teliti lagi.

Siswa : kalian harus tahu ya dan terapkan agar besok jika kalian melanjutkan ke SMA favorite itu bisa stidaknya bahasa dasar atau bahasa keseharian itu bisa untuk speak nya.

Siswa : Baik ibu

Guru : Untuk PR nya mudah saja untuk pertermuan hari ini, silahkan kalian cari doggogle tentang ordinal dan cardinal number. Ayo maju siapa yang no 1 samai 5

Siswa ; Saya bu, saya , saya.

Guru : Yok, siapa cepat dia dapat hehe

Siswa : Ya miss.

Guru: Wengi sik ga masuk pramuka sopo? Do dipanggili to yoan, makane sekarang tu nilai pramuka wajib.

Siswa : banyak bu, dsini yang ga berangkat 5 anak bu

Guru: walah, ben karepmu kui sesok rak dipanggili dikasi sanksi atau skors

Siswa : salahe huu ramangkat

Guru : kalian tahu kan pramuka sekarang diwajibkan meskipun ya belum pakai kurikulum baru tapi ini bau-baunya mau pakai kurikulum yang baru

Siswa : kurikulum apa miss?

Guru : kurikulum merdeka

Siswa : merdekaaaaaa

Guru: iyo, saiki ekstra wajib di berangkati ga boleh ijan ijin ae

Siswa: iya bu.

Guru: sekarang ada petuga yang bagian data, neg kalian kui ora tenanan yowes, sanksi dan akan di pandang sama guru BP kelas kalian gimana?

Siswa : lhoo huuu rungokke kui

Guru : makanya, harus berangkat semua

Siswa: ya miss

Guru : Ohiya, kalian pengen pramuka sore apa siang?

Siswa: ya sore miss, enak sore

Guru: nah, padahal juga sudah dikasi waktu sore.

Guru : dan sama saja sekarang semua sekolah yang menerapkan kurikulum merdeka pada berangkat semua?

Siswa : iya, kelas 3 itu semuanya pada berangkat miss kakak saya, padahal sudah SMA

Guru : nah itu

Guru : kembali ke laptop

Guru : ojo lali PR nya, biar kalian fasih speaking miss selalu tekan kan untuk memperbanyak vocab , ntah itu kata kerja dan lain-lain ya

Siswa : Baik mis

TRANSCRIPT 3

Subject : Bahasa Inggris

Class : Intensive

Topic : Day

Teacher : Puput Lupitasari, S.Pd.

Date : 11 November 2022

Time : 07:00-08:20

Guru : Ayok mas, disiapkan (berbaris didepan pintu)

Siswa : siap grak (bersaliman dengan guru)

Guru : Assalamualaikum Wr. Wb

Siswa : Wassalamualaikum Wr. Wb

Guru : How are you today my students?

Siswa : Iam fine thankyou, and you?

Guru: Iam fine too, ohiya who absent today ?

Siswa : alhamdulillah all present miss.

Guru : Alhamdulillah, dadi ya setidak e patut neg di jeluk program intensive, good tingkatan.

Siswa : Miss ada PR

Guru: ya mas, tapi sebeulunya, lihat lah belakng kalian ada kakak nya itu, yang ma penelitian, sudah 2 kal, doakann cepat selesai ya, aamiin

Siswa : Hai kakak

Guru : oke sekarang jangan lupa, kita akan memulai materi baru materinya adalah Day.

Siswa : hari mam

Guru : iya, ini sangat umum digunakan ya, kalau kalian itu ditanya biar gaya gitu ya, hari apa ini Monday gitu kan luar biasa

Siswa : lupa miss, soanya ga di SD belum pernah diajarin.

Guru : iya, yok sekarng kit aulas dan Repeat after me

Siswa: yes miss

Guru: kalian lihat miss bawa apa?

Siswa: kertas miss

Guru : iya lama ini kertas, isinya apa tentang apa?

Siswa: Day mam

Guru: good, Sunday s-u-n-d-a-y

Siswa: Sunday s-u-n-d-a-y

Guru: Tuesday t-u-e-s-d-a-y

Siswa: Tuesday t-u-e-s-d-d-a-y

Guru: Wednesday W-e-d-n-e-s-d-a-y

Siswa :Thursday t-h-u-r-s-d-a-y

Guru: Friday F-r-i-d-a-y

Siswa: Friday F-r-i-d-a-y

Guru: Saturday S-a-t-u-r-d-a-y

Siswa: Saturday S-a-t-u-r-d-a-y

Guru : Monday m-o-n-d-a-y

Siswa: Monday m-o-n-d-a-y

Guru: Good miss kasi waktu 10 menit silah kan dihafal.

Siswa: baik miss

Guru : oke, dalam pengerjaan soal, kalian harus tahu apa itu, hari ini, besok, before, after, dan lain2

Siswa: bisa lihat google atau kamus miss?

Guru: boleh

Siswa: miss kalo lusa itu apa?

Guru : apa ya kalau lusa? Ada yang tahu

Siswa : the day after tomorrow

Guru: Good.

Siswa: siap miss beri soal 5, silahkan dicatat ya

Guru: soal 5 itu patokannya adalah kalian harus tahu ini hari apa, misal ini hari senin besok hari apa?

Guru: lalu kalian harus hafal nama hari

Guru : karena apa? Kalau kalian itu hafal gampang ngerjain soal yang selanjutnya, turun temurun

Siswa : kok bisa ya miss

Guru: iya karena soalnya berurutan

Siswa : Ohiya miss, baik miss

Guru : yok kita cocokan, ada peranyaan?

Siswa : tidak miss

Guru: ohiya disini yang ga berangkat pramuka siapa? Saya yakin pasti berangkat semua

Siswa: iya miss, tapi minggu kemaren ada yang ga berangkat 1 karena sakit terus nangis

Guru: kok bisa sampai begitu

Siswa: iya miss karena perute sakit

Guru : oh yang cowok nangis itu ya

Siswa:iya miss

Guru : gakpapa kalo sakit tapi kalo alfa, ada sanksi sekarang itu bau-baunya itu sudah mau ke kurilum merdeka

Siswa: iya miss, kakak saya kelas 3 SMP, SMA pada berangkat semua.

Guru: iya wajib sekarang tu, meskipun kurikulum kita masih 2013 tpi biar ga kaget bapak waka kurikulum sudah mengantisipasi dan mulai menerapkan.

Siswa : baik miss, jadi mau ganti kurikulum miss?

Guru: lihat saja besok ya

Siswa: bedanya dengan kurikulum 2013 apa miss?

Guru : ada banyak perbedaanya, kalau kurikulum merdeka ada kelas dimana nanti seperti PKK entah itu pembuatan jamu atau apa?

Siswa : ohiya miss, asik dong

Guru : Ya begitulah, nah pramuka sajas epeerti menerapkan kurikulum yang sekarang kan

Siswa : iya miss

Guru : Kembali ke laptop ya

Siswa: Baik miss

Guru : jangan lupa ya kalian harus hafal kosa kata, subjenya, pronounnya itu kunci dalam bahasa Inggris

Siswa : Baik miss

Guru : See you

Siswa : See you too

TRANSCRIPT 4

Subject : Bahasa Inggris

Class : Reguler

Topic : Day

Teacher : Puput Lupitasari, S.Pd.

Date : 09 November 2022

Time : 09.00-10.20

Guru : Ayo PR nya kemaren bagaimana? Do garap urung ? mesti urung

Siswa : sudah bu

Guru: Ayo., mulai ya kemaen sik ra garap PR sopo ? tentang House Hold activity

Siswa: kurag dikit bu

Guru: Kok nilai ne 100 gur siti, ok do anjlok kabeh nilai ne mesti do ora tau sinau, ra tau ngapalne yo?

Siswa A: Sudah bu tapi lupa

Guru : wes , saiki kita mmepelajari tentanh day opo kui?

Siswa A : Hari bu

Guru : oke tirukan dulu ya

Siswa : oke bu

Guru : senin

Siswa : Biaik buk

Guru : Senin Monday , selasa apa?

Siswa : selasa

Guru : ya bener bahasa inggris e apa?

Guru : Nah, bahasa inggris nya sekarang kita tulis simak dan amati ya , ojo lali LKS e dibuka dinggo ngopo neg gur dimasukan di tas. Baik buk ,yang punya buku paket in semua ya?

Siswa A : ada yang 2 tidak bu

Guru : tolong gabung ya mas , temen panggone rasaqh cethil yo.

Siswa : oke bu.

Guru : ohiya belum mengulas ya aktivitas sehari- hari kae opo? hari kalian daily activity not only one activity but many activity , example ironing, washes , take a bath, sweep the floor, cleaning bathroom.

Guru : jangan lupa ya, penggunaan pronoun nya harus yangb tepat lihat subjeknya.

Guru : Hari itu ada 6 kalian harus hafalin time nya ya

Siswa : Baik buk, insyallah tidak lupa

Guru : oke Miss kasih soal ya

Siswa ; Baik buk, bukunya dikumpulkan buk ,

Guru : Ohiya bisa diambil .

Siswa : Bu tanya

Guru : Boleh , gimana mas ?

Siswa : Bu, kalau kata kerjanya itu belakang nya h itu berarti gimana?

Guru : Nah, temen- teman ingat ya dan simak di buku kalau belakang i, misal wash ga bisa wash gt tapi washes, karena lihat beraturan atau ga ya.

Siswa : Baik bu.

Guru : Oke ibu kasih 5 soal silahkan kalian tulis, jangan lupa sekali lagi ya harus amati waktu, kata kerja dan harus lihat pronounnya.

Siswa : Baik buk.

Guru : Silahkan kalian cocokan dengan teman sebangkunya , silahkan kalian membuat kelompok untuk melakukan kegiatan daily activity dan di shooting ke dalam video, aktivitas keseharian kalian and using English Language, waktu nya 2 hari cukup ga ? di upload di youtube kalian?, nanti dari bangun ada yang praktik, terus, membersihkan tempat tidur lalu silahkan ya nanti salah 1 ada yang menerangkan dia sedang apa gitu ya. Kalau kurang jelas bisa di tanyakan di group Wa, seperti biasa ya harus sesuai jam pelajaran diluar itu miss jawabnya ketika sudah jam waktu sekolah..

Siswa ; Bagaimana Jika 1 minggu buk.

Guru : Ya gakpapa.

BOOK REFERENCE 1

(?) Do I like hot tea?

2. Objective Pronoun

Subjects	Objects	Examples
I	me	They call me Hanna.
You	you	Sarah meets you at the school canteen.
we	us	You don't have to worry about us .
They	them	Manda approaches them carefully.
He	him	The parents love him so much.
She	her	Tom brings her back here.
It	it	There is an apple on the table. I eat it up.

3. Email (Electronic mail)

BOOK REFERENCE 2

Section 3 – Language Focus

Describing household activities

When we talk about activities we do regularly, we use the **present simple**.

- I **clean** my house **everyday**.
- You **make** the bed **every morning**.
- We **do** the laundry **twice a day**.
- They **tidy up** the room **every afternoon**.

Add **-s** or **-es** after the verb for **he, she, and it**.

- **She cleans** the windows.
- **He irons** the clothes.
- **Sinta mops** the floor.
- **Galang washes** the dishes **every other day**.

For the **negative**, use **don't** for **I, you, we, and they**. Use **doesn't** for **he, she, and it**.

- I **make** the bed **every morning**. I **don't** dust the furniture on Wednesday.
- **Galang takes out** the trash **every afternoon**. **He doesn't** water the plants **every day**.

For the **present simple questions**, use **do** for **I, you, we, and they** and **does** for **he, she, and it**.

- When **do you do** the laundry?
- **Does he make** the bed **every day**?
- **Does Ara put** away her toys **after playing with them**?
- **Does Pak Rahmansyah do** the laundry **everyday**?

Arrange the words to make sentences.

- they - the - clean - windows
- plants - waters - the - she
- We - do - every - the - laundry - day
- dust - twice - furniture - the - I - a - day
- iron - the - you - don't - clothes - morning - every

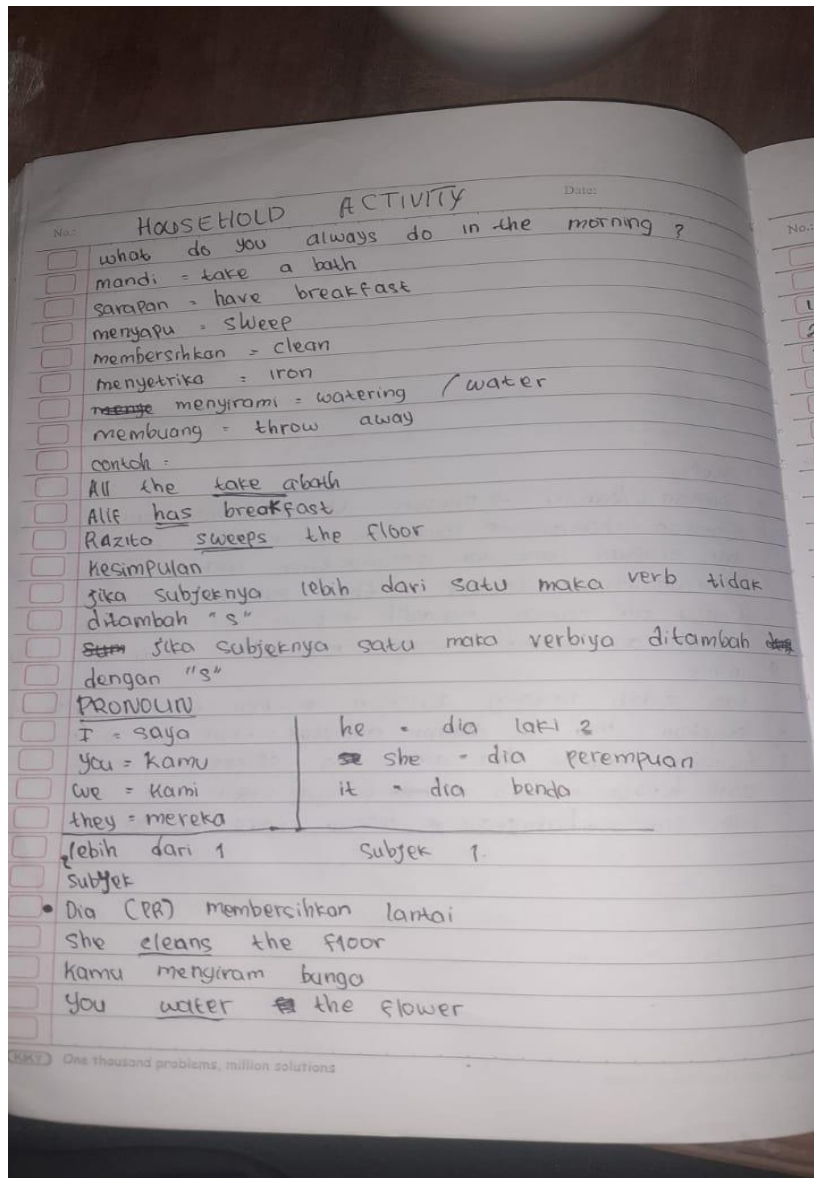
Worksheet 3.15

b. Circle the correct word to complete the sentences.

1. I iron/irons the clothes every Saturday.
2. She clean/cleans the windows every weekend.
3. We wash/washes the dishes every afternoon.
4. He sweep/sweeps the floor every day.
5. My sister do/does the laundry twice a week.
6. My father make/makes the bed every morning.
7. They don't/doesn't water the plants every day.
8. My brother don't/doesn't take out the trash on Monday.
9. You don't/doesn't tidy up the room every day.
10. When do/does you clean your house?

Worksheet 3.16

BOOK REFERENCE 3





No.:

Date:

Complete the sentences with correct words

1. I (iron) iron the clothes everyday
2. She (clean) cleans the window
3. We (wash) wash the uniform every weekend
4. My father (make) makes the bed
5. Fajri and Fauzan (water) water the plant.

translate

1. Saya menyetrika pakaian setiap hari
2. Dia (Pr) membersihkan jendela
3. Kami menyuci seragam setiap akhir Pekan
4. Ayah saya sedang membuat tempat tidur
5. Fajri dan Fauzan menyirami tanaman

Cari kata

1. 1x / satu kali = one time / once
2. 2x / dua kali = twice
3. biasanya = usually
4. Kadang - kadang = sometimes
5. Sering = often
6. Setiap pagi = every morning
7. Kerjakan PR nya = do the homework
8. Jangan mencontek = ~~do~~ do not cheat
9. boleh cari di google = can search on google
10. Selesai = done
11. 3 kali = three times

(KRY) I can do all heavy things

PICTURE OBSERVED



PICTURES OF INTENSIVE AND REGULAR CLASS





PICTURE REGULER CLASS





LESSON PLAN MATERIAL

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Satuan Pendidikan : SMP N 2 Wedi
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / I
 Materi pokok : **House Hold Activity**
 Alokasi Waktu : 2 Jam Pelajaran (JP)= 2X40 menit (80 menit)
 Nama Guru : Puput Lupitasari, S.Pd.

NO	KOMPONEN	KETERANGAN
1	KOMPETENSI DASAR (KD)	3.1 Mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. 4.1 Menggunakan contoh dalam perencanaan menulis dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat
2	MATERI	House Hold Activity
	WAKTU	2 Jam Pelajaran (JP)= 2X40 menit (80 menit)
3	TUJUAN	Melalui proses mengamati, menanya, mengumpulkan informasi, mengolah informasi dan mengkomunikasikan hasil mengolah informasi : 1. Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab 2. Siswa mampu menulis aktivitas sehari-hari yang dilakukan di rumah berdasarkan pengalaman menggunakan kalimat dan unsur kebahasaan yang benar (Simple present tense)
4	KEGIATAN PEMBELAJARAN	Pendahuluan / Apersepsi : ❖ Menampilkan video percakapan tentang House Hold Activity ❖ Pertanyaan awal : What is your habit?, What do you always do in the morning ? ❖ Kegiatan Inti : 1. Siswa mengamati tayangan video dengan seksama. 2. Siswa menunjukkan ungkapan pada tayangan video 3. Siswa menerka ungkapan yang diperkirakan menunjukkan House Hold Activity 4. Siswa menirukan pengucapan dengan intonasi dan tekanan yang tepat. 5. Siswa menanyakan berbagai hal yang berkaitan dengan ungkapan target. 6. Siswa mengumpulkan berbagai informasi tentang kemampuan untuk melengkapi tabel dengan mewawancarai siswa dari kelompok yang berlainan. 7. Siswa menuliskan kalimat berdasar tabel. 8. Siswa secara bergiliran membacakan kalimat – kalimat yang ditulisnya dengan pengucapan dan intonasi yang berterima. Penutup : Setelah mengetahui House Hold Activity , siswa mampu memahami dan menyusun teks House Hold Activity .
5	Penilaian	Rasa Ingin Tahu : Melalui pengamatan pada proses pembelajaran Tanggung Jawab : Melalui pengamatan pada proses dan hasil dari

		pembelajaran Pengetahuan dan Keterampilan : Melalui diskusi, Tanya jawab dan lembar tugas yang diberikan guru pada proses pembelajaran dan penugasan
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Mengetahui,
Kepala Sekolah SMP N 2 Wedi



Dr. Iri Haniek, M.Pd.
NIP.196412211995122003



Klaten,
Guru Mata Pelajaran



Puput Lupitasari, S.Pd.
NIP. 199507272019032010

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Satuan Pendidikan : SMP N 02 Wedi
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / I
 Materi pokok : **Day atau Hari**
 Alokasi Waktu : 2 Jam Pelajaran (JP)= 2X40 menit (80 menit)
 Nama Guru : Puput Lupitasari, S.Pd

NO	KOMPONEN	KETERANGAN
1	KOMPETENSI DASAR (KD)	3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. 4.14 Menangkap makna lagu.
2	MATERI WAKTU	Day atau hari 2 Jam Pelajaran (JP)= 2X40 menit (80 menit)
3	TUJUAN	Melalui proses mengamati, menanya, mengumpulkan informasi, mengolah informasi dan mengkomunikasikan hasil mengolah informasi : <ol style="list-style-type: none"> 1. Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab 2. Siswa mampu memahami dan menyelesaikan nama nama hari 3. Siswa mampu menyelesaikan masalah berkaitan dengan Bahasa inggrisnya hari
4	KEGIATAN PEMBELAJARAN	Pendahuluan / Apersepsi : <ol style="list-style-type: none"> 4. Menampilkan video percakapan tentang Hari 5. Pertanyaan awal : What is day today? Kegiatan Inti : <ol style="list-style-type: none"> 1. Siswa mengamati tayangan video dengan seksama. 2. Siswa menunjukkan ungkapan pada tayangan video 3. Siswa menirukan pengucapan dengan intonasi dan tekanan yang tepat. 4. Siswa menanyakan berbagai hal yang berkaitan dengan ungkapan target. 5. Siswa mengumpulkan berbagai informasi tentang kemampuan untuk melengkapi tabel dengan mewawancara siswa dari kelompok yang berlainan. 6. Siswa menuliskan kalimat berdasar tabel. 7. Siswa secara bergiliran membacakan kalimat – kalimat yang ditulisnya dengan pengucapan dan intonasi yang berterima. Penutup : Setelah mengetahui Hari , siswa mampu memahami dan menangkap makna hari
5	Penilaian	Rasa Ingin Tahu : Melalui pengamatan pada proses pembelajaran Tanggung Jawab : Melalui pengamatan pada proses dan hasil dari pembelajaran

		Pengetahuan dan Ketrampilan : Melalui diskusi, Tanya jawab dan lembar tugas yang diberikan guru pada proses pembelajaran dan penugasan
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Mengetahui,
 Kepala Sekolah SMP N 02 Wedi

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 NIP. 196412211995122003



Klaten,
 Guru Mata Pelajaran

 Puput Lupitasari, S.Pd
 NIP. 19950727201903