# TEACHER TALK IN THE ENGLISH CLASSES USING FLANDERS INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) AT SMKN 01 KARANGANYAR, CENTRAL JAVA IN THE ACADEMIC YEAR 2023/ 2024

**THESIS**

**Submitted as a Partial Requirements for Writing the Thesis**

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**FACULTY OF CULTURES AND LANGUAGES**

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**2024**

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*Assalamu'alaikum Wr. Wb.*

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has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqasyah*) to gain Bachelor Degree in English Language Education.

       Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Sukoharjo, 24 April 2024

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# RATIFICATION

**RATIFICATION**

This is to certify the *Sarjana* thesis entitled "Teacher Talk In The English Classes Using Flanders Interaction Analysis Categories System (FIACS) At SMKN 01 Karanganyar, Central Java In The Academic Year 2023/ 2024" by Intan Garnita Putri has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

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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 and support me now, tomorrow, and forever.

1. To the researcher, Intan Garnita Putri. This thesis is a reflection of the countless hours of hard work, sacrifices, tears, and late night spent refining this research and expanding her understanding. This journey has been filled with moments of self-discovery, growth, and overcoming self-doubt. Thank you for not giving up and trying your best, you did well.

2. My beloved parents father (the late Mr. Gunawan) and mother (Mrs. Nunuk), thank you to my mam who has been a good father and mother. Thank you for the endless love, pray, and support.

3. My almamater is UIN Raden Mas Said Surakarta.

4. My beloved friends, Indah, Bayu, Fadhilla, Vina, Rosa, and Rindu who always supporting me in anything and always accepting me who ever I am.

5. All my classmate friends (class G) who always accompanies me when I was in university.

6. To those who believed in me, even when I did not believe in myself

**MOTTO**

**"Whoever takes a path (way) to gain knowledge, Allah will surely make it easy for him to go to heaven."**

**(HR. Muslim)**

**"Long story short, I survived"**

**(Taylor Swift)**

# PRONOUNCEMENT

## PRONOUNCEMENT

| | |
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| Name | : Intan Garnita Putri |
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I hereby sincerely state that the thesis titled " **The teacher talk in the English classes using Flanders Interaction Analysis Categories System (FIACS) at SMKN 01 Karanganyar, Centarl Java in the academic year 2023/ 2024**" is my real masterpiece. The things out of my masterpiece in this thesisare signed by citation and referred in the bibliography.

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

Surakarta, 24 April 2024.

Stated by,

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one by one. Thanks for everything.

he researcher realizes that this thesis is still far from being perfect. The researcher hopes that this

hesis is useful for the researcher in particular and the readers in general.

Surakarta, .29... April ..2024

The researcher

Intan Garnita Putri

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# ABSTRACT

Intan Garnita Putri. 2024. *Teacher Talk in the English Classes Using Flanders Interaction Analysis Categories System (FIACS) at SMKN 01 Karanganyar, Central Java in the Academic Year 2023/ 2024.* Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

This research described the type and percentage of teacher talk at SMKN 01 Karanganyar, Central Java. This research aimed at examine (1) the types of teacher talk used in teaching-learning processes in the english classes based on FIACS. (2) The percentages of teacher talk in teaching-learning processes in the English class based on FIACS.

This research used the descriptive qualitative research method. The subject of this research are two English teachers of the class X and XI majoring in travel business at SMKN 01 Karanganyar, Central Java. The data were obtained by using an observation method accompained 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 technique of triangulation from Moleong (2002). The researcher used source triangulation and categorization of teacher talk proposed by Flanders Interaction Analysis Categories System (FIACS). In analyzing the data, the researcher used Flander's formulas and flanders interaction matrix by Flander (1970).

The results of the research showed that: (1) the types of teacher talk used in teaching-learning processes in the English classes based on FIACS in class X and XI majoring in travel business at SMKN 01 Karanganyar is an indirect talk, this means that teacher 1 and teacher 2 are active in providing support or encouragement to students, accepts and uses ideas from students, and is also active in asking questions. (2) The percentage of teacher talk in teaching-learning processes in the English classes based on FIACS in class X majoring in travel business at SMKN 01 Karanganyar in the academic year 2023/ 2024 takes 98,27% of the total, is divided into indirect talk which takes 51,72%, and direct talk which take 46,55%. The percentage is the most dominant pattern, namely indirect talk. The percentage of teacher talk in teaching learning processes in the English classes in class XI is 99,40% of the total, which is divided into indirect talk takes 66,46%, and direct talk which takes 32,93%. The percentages told the most dominant pattern, namely indirect talk.

***Keywords***: *teacher talk, Flanders Interaction Analysis Categories System (FIACS).*

# CHAPTER 1

# INTRODUCTION

## A. Background of the Study

One of the most important parts of the teaching and learning process is classroom interaction. Interaction is an important point in teaching and learning activities because not only students benefit, but teachers also get feedback on whether the material presented is well received by students. Classroom interaction requires a pattern of reciprocal relationships, giving and receiving ideas or information, sharing feelings and experiences. The interaction between teachers and students using communicative language in the teaching and learning process will greatly determine the success of students' learning because the message can be conveyed clearly in the interactions built by the teacher. Flanders (1961) defines teaching as an interactive process in which teachers and students participate. In this process, teachers and students interact with each other and among the students themselves.

Teacher talk is an equally important part that must be paid attention to, because teacher talk influences students' understanding of learning material and achieving the target language. As a facilitator, teachers must provide their students with appropriate questions and feedback. So, this will encourage students to understand what the teacher is explaining and provide appropriate

responses to prove that students understand the teacher's questions. As stated by Nunan (1991), teacher talk is very important for the process of learning, organizing and managing the classroom. When students understand the material presented in English and students can provide appropriate responses using English as the target language, it means that the teacher's conversation is going as expected. Teachers must be active in forming good classroom interactions. Being passive in teaching will not help students to understand the material presented. In recent years, many researchers have focused on examining teachers' techniques in teaching for the classroom. Teacher language is an important thing to investigate. Weddel in Fikri, Dewi, and Suarnajaya (2014), stated that the language used by the teacher in class or the teacher's conversation has a big impact on the success of the interaction that the teacher has with students.

The researcher was interested in the interaction analysis model in the classroom using FIACS (Flanders Interaction Analysis Categories System). Flanders Interaction Analysis Interaction (FIACS) by Flander (1970 quoted in Subudhi 2011), namely coding categories of interaction analysis to determine the quantity of verbal interaction in the classroom. This technique is an important technique for observing classroom interactions systematically. FIACS records what teachers and students say during the teaching and learning process. FIACS was developed by Ned. A. Flander used it in 1959 at the University of Minnesota as a teacher training technique.

There are two reasons why the researcher chose this technique first, FIACS is a technique that is suitable for classroom observation, this makes it easier for researchers to use the FIACS analysis model. Second, the FIACS model includes all categories, including teacher and students, but for this research, the researcher will only use the teacher category. The FIACS analysis model also systematically explains learning procedures related to teaching behavior, classroom interactions, and teaching results obtained from teachers.

Based on the pre-research, by conducting direct observations in the classroom, on September 20, 2023, in the class XI majoring in travel business at SMKN 01 Karanganyar, at that time the material taught in class was adjectives. The first step that the teacher took was, the teacher find out the students' background knowledge related to the topic, and then the teacher applies it to the learning material. The teacher does not use any learning media, but the teacher provides learning material using lecture method and question and answer method. However, the teacher uses the lecture method and question and answer method well, the teacher asks students for their opinions, such as: *"jika kalian membeli penggaris, kalian akan memilih membeli penggaris panjang atau pendek? Kenapa memilih panjang atau pendek?".* The students' responses were different, some answered short and some answered long. This makes students very enthusiastic because students want to participate in what the teacher asks the students. Then the teacher explains that long and short are adjectives. Based on the results of the pre-observation, the researcher wants to

analyze the types of teacher talk and the percentage of teacher talk types the teacher spent during classroom interaction in the English class based on FIACS in class X and XI majoring in travel business at SMKN 01 Karanganyar.

The researcher chose SMKN 1 Karanganyar as the research object because English in vocational high school is relatively unexplored, especially from the viewpoint of the teacher who is ultimately responsible for the student's learning. In general, vocational high school can not be the same as senior high school. Learning styles, needs, and student characteristics are very different. Vocational high school students demand stricter discipline than senior high school students. Essentially, the teaching-learning process is evident in student learning ability difference in the classroom. Therefore, teacher must focus more on the needs of their students.

A study of FIACS by Danti Novianti (2022), focuses on defining the various types of interactions that occur between teachers and students in class and to define the dominant conversations that occur during the interaction. The results obtained from this research are that teachers dominate the class more. There are ten categories of interaction, namely, two categories of student talk including; initiation of student conversation and silence. Of the seven categories of teacher talk, they include accepting feelings, praising, giving encouragement. Accepting or using students' ideas, asking questions, giving lectures, giving directions, criticizing or justifying authority. It was concluded that the majority

of teacher speaking time was spent giving instructions or commands to students.

Ari Ayunda et al (2021) in their research focused on finding out the percentage of teacher talk, directly and indirectly, and student talk among high school students. This research was conducted to investigate classroom interactions carried out by teachers in the teaching and learning process of high school students. The results obtained from this research were that students were quite actively involved in interactions in the classroom. And also shows that teachers build two-sided communication in the classroom rather than side communication.

Different from previous research, Ngatmini (2021) in her research stated that teachers' speaking skills play an important role in students' future professional careers. Therefore, the research he conducted aims to describe the verbal interactions that occur in the Indonesian national language speaking class with a specific aim. The collected data were analyzed using the Flanders interaction analysis category system. The findings revealed that there were ten categories of verbal interactions during speaking classes. Teacher talk contains feelings of receiving, praising/ encouraging, accepting/ using students' ideas, asking, lecturing, giving directions, criticizing or justifying authority. Student discussion includes providing responses and initiation. This shows that the lecturer positions himself as a facilitator. Class interactions between students are built on the direction of the lecturer.

The gap between this research with the previous studies above is; that previous research mostly focused on teacher and student conversations and some also focused on analyzing verbal interactions that occurred in the classroom. Previous research used FIACS analysis as an analytical tool. From the discussion above, it can be seen that teacher and student conversations play an important role in interactions in the classroom to learn the desired target language. Ineffective teacher talk delivered and inappropriate student talk will result in the achievement of teaching and learning abilities in the classroom. Based on these problems, this research tries to analyze types of teacher talk and the percentage of teacher talk types the teacher spent during the classroom interaction in the English class based on FIACS. This research will be conducted at SMKN 01 Karanganyar.

## B. Identification of the Problems

Teachers must be active and talkative in class to motivate students. Being passive in class will make students disinterested in the lesson. Increasing the number of interactions carried out by teachers will help students to learn the target language easily and quickly. According to Sumitro et al (2002: 70), "schools need teachers who have the competence to teach and educate innovatively, creatively, humanely, have enough time to pursue their professionalism, can maintain their authority in the eyes of students and the

community so that they are able to improve the quality of education." The following are several problems related to the influence of teacher talk in class, namely:

1. Lack of motivation from teachers to students during teaching and learning activities.

    The teacher acts as a facilitator in the learning process. Stimulating student learning by providing learning motivation is very important. Many teachers only prioritize learning objectives and skip motivating students' learning before starting learning, thus triggering a decrease in student activity during learning (Hayati, 2021).

2. The teacher's monotonous way of teaching

    Learning is carried out without anything different from the way the material is delivered. This monotonous learning makes students inactive and feel bored, making teaching and learning activities run smoothly.

3. The teacher is not active in the classroom.

    There are some teachers who are still not actively teaching in class, such as rarely going to class, not yet mastering the material optimally so that the delivery of the material does not seem smooth. This causes students to become passive in class, so that interaction in class is not created well.

## C. Limitation of the Problem

Based on the research problems mentioned by the author, this research will focus on teacher talk which is analyzed using the Flanders Interaction Analysis Categories System theory. The researcher only focused on the teacher talk in the class X majoring in travel business which contains 36 students containing 30 female students and 6 male students, and class XI majoring in travel business which contains 35 students containing 34 female students and 1 male student, because the researcher wanted to analyze further the types of teacher talk and the percentage that the teachers applied. In this research, researcher will observe and analyze types of teacher talk and the percentage of teacher talk. This research will be carried out in class X and XI majoring in travel business at SMKN 01 Karanganyar. Meanwhile, the research subject is two english teachers, Mrs. Eny and Mrs. Rahmania who teach in the class X and XI majoring in travel business. The researcher will attend all english learning sessions from the beginning of english learning to the end of english learning. The researcher will choose a seat at the back and the researcher will record the entire English learning session until it is finished. However, the researcher will only focus on recording the interactions that teachers carry out in the classroom. The researcher will also write several important points that the researcher can get from participating in class activities. The data collection techniques used by researchers are in the form of observation, interviews and documentation.

**D. Formulation of the Problems**

Based on the background of the study above, this research was designed to answer the following questions:

1. What types of teacher talk are used in teaching-learning processes in the English class based on FIACS in the class X and XI majoring travel business at SMKN 01 Karanganyar?

2. What the percentages of teacher talk in teaching-learning processes in the English class based on FIACS in the class X and XI majoring travel business at SMKN 01 Karanganyar?

**E. Objectives of the Study**

Based on the research questions, the objectives of the study are:

1. To find out the types of teacher talk used in teaching-learning processes in the english classes based on FIACS in the class X and XI majoring travel business at SMKN 01 Karanganyar.

2. To find out the percentages of teacher talk in teaching-learning processes in the English class based on FIACS in the class X and XI majoring travel business at SMKN 01 Karanganyar.

**F. Benefits of the Study**

By doing this study, the writer hopes it will be useful for:

1. Theoretically, it is hoped that this research will provide some information about teacher talk to improve teachers' abilities in how to deliver material to be delivered in the classroom.

2. Practically, for the English teacher, it is hoped that this research can be used as material for teacher reflection, so that teachers can improve their performance in teaching during teaching and learning activities. For the students, it is hoped that this research will motivate students to interact and improve their speaking abilities.

3. Pedagogically, it is hoped that this research will be useful as a reference for other researchers who are interested in researching teacher speech in the classroom.

**G. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward:

1. Teacher Talk

Teacher talk is an inseparable part of classroom interaction. The way teacher talk not only determines how well they deliver lessons, but also guarantees how well students will receive lessons.

2. Flanders Interaction Analysis Analysis (FIACS)

   Flanders Interaction Analysis Interaction (FIACS) by Flander (1970 quoted in Subudhi 2011), is coding categories of interaction analysis to determine the quantity of verbal interaction in the classroom. This technique is an important technique for observing classroom interactions systematically. FIACS records what teachers and students say during the teaching and learning process.

**CHAPTER II**

**LITERATURE REVIEW**

**A. Theoretical Review**

**1. Teacher talk**

a. Definition of teacher talk

Allwright (1984) defines that teacher talk is one of significant ways teacher uses to deliver information and control learning behavior of student. Teacher talk is giving direction to students, explaining learning activities, confirming student understanding to identify the parts of teacher talk that arise during learning activities take place. The way the teacher delivers the material is called teacher talk. The teachers focus to build the good interaction in order to fulfill the needs of their individual students. They should not only focus on material achievement when teaching, they should also be able to treat the student individuals.

Talk is one of the major ways for the teachers convey information to the students, and it's also one of the primary means of controlling the students behavior. Since the teacher does too much talking, it will be useful for the teacher study their own talk. Sinclair and brazil stated that in order to monitor their own talk performance, teacher should study their talk. Nunan in Lasantu (2012), argued that

teacher talk has crucial importance not only for the organization of the classroom but also for the processes of the acquisition. Walsh (2002), believes that teacher's choice of language can construct or obstruct learner participation and learning in classroom communication. Teacher talk leads the students to involve the speaking class actively or even drag it to the other way. Based on the definition above, can be concluded that the teacher talk is a the language that the teacher use in the classroom to build interaction with the students.

Teacher talk is different from other talks, and it has special features that can be differentiated from others talk. In trying communicate with students, the teacher usually simplifies their speech. It gives many characteristics of foreigner and other simplified style of speech addressed to language students. Ellis cited in Xiao-Yan, supports this statement through his comment that, "the language that teacher addresses to student language is treated as register, with its own specific formal and linguistics properties". As Cullen (2002) stated that supportive teacher talk is important. It includes follow up and feedback in the learning process. The way teacher conveys the speaking material, asks the students to speak, and gives the feedback will influence the next performance of the students.

In teaching speaking, teachers do the teacher talk both to communicate and convey the material. Since teacher talk is used to

manage the class, teacher talk plays an essential role. Richards and Lockhart (1996) stated that the teacher do teacher talk in order to be understood as easy as possible by the students. So, the effective teacher talk is the one which provides important support as it has to facilitate both language comprehension and learner production. Teacher hold the responsibility no only how to manage the class but also their own teacher talk.

b. Types of teacher talk

According to FIACS, there are two main types of teacher talk, direct and indirect talks . The first types is direct influence, it consist of lecturing, giving directions, and criticizing or authority. For example, teacher gives directions about the test in the classroom. The second types is indirect influence includes accepts feeling, praise or encouragement, accepts or uses ideas of students and asking question. For example, in giving praises the teacher mostly uses "good job", "excellent", etc. those are the categories of teacher talk. Flander (1989) divides teacher talk into seven types, accepts or deals with feelings, praises and encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority.

**Table 2.1. Types of teacher talk according to Flanders (1989, cited in Walsh 2006)**

| | | |
|---|---|---|
| **Indirect teacher talk** | 1 | **Accepts feeling**<br>- Acknowledge student expressed emotion (feeling) in a nonthreatening.<br>- Feeling may be positive or negative |
| | 2 | **Praises or encourages**<br>- Provides positive reinforcement of student contributions.<br>- Jokes that release tension, but not at the expense of another individual: nodding head or saying "go on".<br>- The teacher gives positive reinforcement by saying words like, "good", "good job", "excellent". |
| | 3 | **Accepts or uses ideas of students**<br>- Clarifies, develops, or refers to student contribution, often non evaluative. |
| | 4 | **Ask questions**<br>- Solicits information or opinion (non rhetorically).<br>- Asking question about content or procedure, based on the teacher ideas and expecting an answer from the students. |
| **Direct teacher talk** | 5 | **Lectures**<br>- Present information, opinion, or orientation; perhaps includes rhetorical questions.<br>- Giving his/ her own explanation.<br>- Giving facts or opinion about content or procedure; expressing his/ her own ideas. |
| | 6 | **Gives direction**<br>- Supplies directions or suggestion with which a student is expected to comply. "open your book", "stand up please". |
| | 7 | **Criticizes or justifies authority**<br>- Offers negative evaluation of student contribution or places emphasis on teacher's authoritative position.<br>- When the teacher asks the student not to interrupt with foolish question.<br>- Teacher asks, "what" and "why" to the student.<br>- Bawling someone out. |

Referring to the description, it can be concluded that teacher talk play a very important role in the teaching process as an interactive device. The teacher talk is a special language used in the classroom, which has its own characteristic and treated as register with its specific formal and linguistic properties.

2. **Classroom Interaction**

   a. Definition of Classroom Interaction

   Brown (2001: 169) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. In speaking, there is interaction between one and another people. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction. It can be concluded that interaction is a reciprocal relation between two or more persons and each of the people involved plays the role of actively.

   According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interaction that occur in the learning and teaching process. Classroom interaction is important for the teacher to evaluate their

teaching style in order to they can change the teacher teaching style like teacher centered to the students centered that is crucial for communicativ approach. Classroom interaction is about the teacher and students having an active discussion during class. Education with correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. If students are not given apperception, of course they will be difficult to associate what they will learn with what they have mastered and learned before.

According to Whilhem et al (2001:35), the teacher acts upon the students to cause a reaction. The reaction includes a response to a question, a item in a drill, a word pronoounced and a sentence written. Self motivation is a very important thing for them to have when the learning process takes place. Motivation is like a driving machine that will help students participate in learning activities with a feeling of 'enjoy' and happy without burden. Teacher must motivate students, effective teachers are teachers able to motivated, and able o maintain the motivation that students have to continue to survive and even become stronger.

b. Types of Classroom Interaction

According to Dagarin (2004) contends that there are five types of interaction that occur in the classroom, as the follows:

1) Teacher – whole class

    Teacher – whole class means that the teacher stumulates the students to talk an the classroom interaction is controlled by the teacher, teacher – whole class interaction is for stimulating the students talk, the teacher has to use some strategy to make the students to talk.

2) Teacher – a group of students

    The common activity that is in this interaction is the teacher gives a task that has to be discussed in the grou. It means, that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

3) Student – student

    This interaction facilitates the student to exchange information and ideas about the materials that they got. Rivera (2010), contends that most of interaction between student – student in EFL context is a dialogue where the

students have prepared the dialogue. Besides that, students who do not understand yet at trait materials can ask other students to answer or help them in understanding the material.

4) Students – students

This interaction will give advantage for the students since they will feel freedom to talk each other.

5) Students – teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.

Based on the explanation above, can be concluded that interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond.

c. The Role of Teacher in the Classroom

Classroom interaction will depend on the dominant type of interaction that is from teacher talk and students talk. If the teacher gives chance to the students to talk, the calssroom interaction will be

dominantt by students – students. Meanwhile, if the teacer always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Damhuis and de Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction.

The teacher's role is the teachers have to give chance to the students to talk in the classroom. Scheringer & Wettstein (2019), a teacher talk has its own set of primary rules that give the teacher some power over who talks, what topic they speak about, and how long they speak. The teacher is not admitted to take much time to talk in the classroom based on the communicative language teaching. Constructivist teachers do not take the role of the 'sage on he stage'. Instead, teachers act as a 'guide on the side' providing students with opportunities to test the adequacy of their current understandings. According to Schickedaz (1983: 14-6), a teacher is a key to the educational program. Furthermore, he adds that a teacher has a role as; (1) a knowledge importer that is a planner, organizer, and evaluator; (2) a disciplinarian; (3) a decision maker.

Teacher has to consider the role of the interactive teacher (Brown, 2007, p.214-216) in managing classroom activity, they are;

1) Teacher as controller (taking responsibility of classroom and determining what students do, what they should speak, and what language form they should use).

2) Teacher as director (taking responsibility of directing the students to keep the process flows smoothly and efficiently).

3) Teacher as manager (planning the lesson and the same time allowing each student to be creative within the parameter).

4) Teacher as facilitator (allowing students to find their pathways to success with the guidance and motivation).

5) Teacher as resource (giving advice and counsed when the students need it).

Based on explanation above, can be concluded that teaching a diverse classroom is tricky and needs the teachers to be creative. According to personality, every teacher plays a different role in the classroom efficiently. They must follow all of the above mentioned roles. Depending upon the classroom and situation, they can switch their roles. This helps to make the classroom exemplary. The teacher must focus on bringing out the best outputs in the classroom using different roles. An ideals teacher must have the roles. However, the important thing is that all the roles have their own place. Everything depends upon the need of the students.

3. **Flanders Interaction Analysis Categories System (FIACS)**

    a. Definition of Flanders Interaction Analysis Categories System.

    Flanders interaction analysis is developed by Flander (1970) which coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one important technique to observe classroom interaction systematically. According Tichapondwa (2008), Flanders interaction analysis category system is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders interaction analysis is a tool to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, student talk, and silence. FIACS records what teacher and student say during teaching and learning process (Flander, 1970). Besides that, Veronica (2015: p.43-44) mention that technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

    Based on FIACS, there are ten categories to classify classroom verbal interaction including into three groups, namely teacher talk, students talk, and silence. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three second interval, the observer will decide which best category of teacher and students talk represents the completed communication. These categories

will be put into coloumns of observational sheet to preserve the original

sequence of events after the researcher do plotting the coded data firstly.

There is a pattern of classroom interaction by Flander (1970 cited in

Hai and Bee 2006);

**Table 2.2. Pattern of classroom interaction by Flander (1970 cited in Hai and Bee 2006)**

| No. | | Flanders Interaction Analysis Categories System (FIACS) |
|---|---|---|
| | | **Teacher Talk** |
| **A.** | | **Indirect Talk** |
| | 1. | **Accept feeling**<br>- Acknowledge student expressed emotion (feeling) in a nonthreatening.<br>- Feeling may be positive or negative |
| | 2. | **Praise and Encourages**<br>- Provides positive reinforcement of student contributions.<br>- Jokes that release tension, but not at the expense of another individual: nodding head or saying "go on".<br>- The teacher gives positive reinforcement by saying words like, "good", "good job", "excellent". |
| | 3. | **Accepts or Uses Ideas of Students**<br>- Clarifies, develops, or refers to student contribution, often non evaluative. |
| | 4. | **Asking Question**<br>- Solicits information or opinion (non rhetorically).<br>- Asking question about content or procedure, based on the teacher ideas and expecting an answer from the students. |
| **B.** | | **Direct Talk** |
| | 5. | **Lecture/ Lecturing**<br>- Present information, opinion, or orientation; perhaps includes rhetorical questions.<br>- Giving his/ her own explanation.<br>- Giving facts or opinion about content or procedure; expressing his/ her own ideas. |

| | 6. | **Giving Direction**<br>- Supplies directions or suggestion with which a student is expected to comply. "open your book", "stand up please". |
|---|---|---|
| | 7. | **Criticizes or justifies authority**<br>- Offers negative evaluation of student contribution or places emphasis on teacher's authoritative position.<br>- When the teacher asks the student not to interrupt with foolish question.<br>- Teacher asks, "what" and "why" to the student.<br>- Bawling someone out. |
| **Student Talk** | | |
| | 8. | **Student Talk Response**<br>- It includes the students talk in response to teacher's talk.<br>- Teacher asks question, student gives answer to the question. |
| | 9. | **Student Talk Initiation**<br>- Talk by students that they initiate.<br>- Expressing own ideas; initiating new topic; freedom to develop opinions and a line of thought like asking thoughful questions; going beyond the existing structure. |
| **Silence or Pause or Confusion** | | |
| | | - Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer. |

Explanation of the patterns of FIACS:

**Teacher talk;**

1) Accepting feeling

French and Galloway (1968) asserts that this category

emerge in both verbal and non verbal phenomena. It can be seen

clearly whether the teacher accept students' feeling or not in both verbal and non verbal phenomena. Accepting student's feeling can build classroom environments that support the teaching and learning process as well as gives confidence and engage students in the teaching and learning process.

2) Praises and encourages

Teacher praises or encourages students are action or behavior when student give answer to the question asked by the teacher, the teacher gives positive rein forcement by saying words like "good", "excellent", "good job", "carry on", etc. Davies (2011) on his study adds that "praising may cause a change of pace in a lesson, which may result in a loss of concentration". Davies states that the negative effects of giving praise could overpower the positive ones in many situations in this class.

3) Accepts or uses ideas of students

In category 1 and 3 are different, only accepted students ideas. If a student give some suggestion, then the teacher may repeat with his own style words, clarifies, builds or develops ideas or suggestions given by a student. This category can be observed through teacher's confirmation of student's suggestion such as "I understand what you mean". Alsa through the

repetition pf students' statement by using her/ his own word and build or develop the ideas given by students by having a class discussion as worthy of consideration (French and Galloway, 1968).

4) Ask questions

Brown (2001) describes questioning in interaction as a way to stimulate students speaking up their thoughts. Ambrioso (2013), found that many studies affirmed that critical thinking using teacher questions facilitate students to answer questions that will help them in understanding the issues they are experiencing in society.

5) Lectures

Lecturing is one of the main classroom activities where teacher gives information or instruction to the students. Interaction to giving facts or opinions about content or procedure; expression of his own ideas giving his own explanation, citing an authority other than students.

6) Gives direction

The teacher gives direction, commands, or orders, or initiation with which a student is expected to comply with; "open your book", "stand up", etc. Brown (2001) states that "students need some direction and facilitation of information on

how they should demonstrate the whole ideas they own systematically". Sofyan and Mahmud (2014, p. 56) suggest that giving direction will provide students with opportunity for practicing their capability in english language.

7) Criticizes or justifies authority

This statement intended to change student behavior from unexpected/ non acceptable to acceptable pattern. If the teacher make any joke aiming at some particular students, then it belongs to this category. Critics given should not be harsh and making the students down as it will leave a bad effect for students (Gharbavi and Iravani, 2014). Additionally, most of criticizes that take place are intended to keep the students pay attention and listen to the speaker at the present time (Sofyan and Mahmud, 2014).

**Student talk;**

1) Student Talk Response

It includes the students talk in response to teacher talk. Teacher asks question, students gives answer to the question.

2) Student Talk Initiation

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 questions; going beyond the existing structure.

**Silence or Pause or Confusion**

Periods of quiet during which there is no verbal interaction, more than one person at time talking, short periods of silence and period of confusion in which communication can not be understood by the observer.

b.  Advantages of Flanders' Interaction Analysis Categories System (FIACS)

As a tool for interaction analysis in the teaching and learning process, the Flander system has come strength. Buch (1988) as cited in Amatari (2015:47) claims that FIACS has several advantages in interaction analysis. It is said that the analysis of FIACS is so dependable that even a person that is not present when the observation was done could make precise inferences about verbal communication and get the idea of the classroom interaction without having to see it with their own eyes.

1)  Can improve the online teaching learning behaviour and to find a way to make students more active in speaking english.

2) This analysis would serve as a vital feedback to the teacher or teacher trainee about his/ her intentions and actual behaviour in the classroom.

3) It is an effective tool to measure the social-emotional climate in the classroom.

Based on the explanation above, it can be concluded that through counting classroom interaction by using FIACS technique, there are some advantages helping understanding classroom, objective, and reliable because the technique can improve the online teaching learning behaviour and to find a way to make students more active in speaking english.

c. Disadvantages of Flanders Interaction Analysis Categories System (FIACS)

As a system for analysis classroom interaction in the teaching and learning process, Flanders Interaction Analysis Category System has some disadvantages. According to Odiri (2015), there are some disadvantages of FIACS technique, such as:

1) Efforts to describe teaching are often interpreated as evaluation of the teaching act and of the teacher. While description may be used as a basis of evaluation, judgement

can be made only after additional value assumptions are identified and applied to data.

2) The system does not describe the totality of classroom activity. Some behavior is always overlooked and who is to say that the unrecorded aspects of the teaching activities are more important than those recorded.

However, from the several disadvantages mentioned above, Buch (1988) as cited in amatari (2015: 47) states that FIACS has many advantages that can be relied on by researchers who will research verbal communication and classroom interaction. This analysis system is also very helpful for researchers in conducting their research.

## B. Previous Related Study

The researcher needs some references to carry out the research. The references are helpful or make it simple for the research to conduct a reference, the researcher uses similar research as references. There are some researchers that have been done research about FIACS technique in analyzing teacher talk.

Fitri, Sholihatul (2023) conducted research entitled "Teachers' Talk In The Teaching English: Roles And Challenges". The main objectives of her research were to identify the most common teacher' talk in EFL classrooms as well as the reasons that influenced their selection. The research focused on the

teacher's perception of how the teacher talks with students in class and some of the challenges that teachers might face while interacting with students to encourage students in the learning process to take place. Based on research findings on her research, the teacher applied more dominant english communication as input. Teachers felt that increasing the use of the target language will be more challenging because it is influenced by several aspects, such as the motivation, attitude, and skills of the teacher and students. The result showed that most teacher conversations are used in the form of questions, then explaining the lesson, giving directions to students, and praising or encouraging students.

The second previous study entitled: "Classroom Interaction In English Lesson Based On Flander's Interaction Analysis Categories (FIACS) At Seventh Grade Students Of SMPN 4 Siborongborong" this research is written by Pesti and Rotua (2020). The objectives of the study was to describe the dominant category used by the teacher and the students in english classroom interaction. The research was used FIACS for analyze the classroom interaction. The study was conducted by applying descriptive qualitative design. The result show that the dominant category of teacher talk in english classroom was giving direction and the lowest category was accept or use the idea of student, the dominant category of student talk was student talk response and the lowest category was student talk initiation.

The third research from Feny, Ira, Syamsul (2020). The titled: "An Analysis On Teacher Talk Using Flanders Interaction Analysis Categories (FIAC)". The aims of this study were to identify the characteristics and the categories of teacher talk in the classroom usin FIACS. This study was case study design and qualitative method.the result both of novice and senior lecturer showed that the caracteristic of teacher is content cross and the most frequent is indirect talk.

Another research had been done by Fuad Nabil (2022), "Analysis Of Classroom Interaction In International Class Od Chemistry Department At Padang University". The purpose of the research is to find out how the interactions take place in the learning process and what is the students attitude toward classroom interaction. The design of the research was using descriptive qualitative. The result revealed that the dominating category of each pattern, such as lecturer-students indicated the questioning category. Students-lecturer indicated the response category, and student-student indicated the response category. The students showed a positive attitude toward classroom interaction, so the interaction between the lecturer and the students can be implemented in the learning process.

From the journal Anggi, Silih (2022), "An Analysis of Verbal Interaction Between Teacher and Students in An Indonesian EFL Classroom". This study investigated the verbal interaction between teacher and student in the classroom. The objectives of this study were to determine what categories

and dominant of verbal interaction occurred in the classroom. The research was used FIACS for analyze the verbal interaction between teacher and students. The findings show two categories of verbal interaction occurred in the classroom comprising indirect teacher talk (includes accepting feelings, praising or encourage, and asking question) and direct teacher talk (comprises giving direction, criticizing, or justifying authorit). In addition, there are students talk which includes student-talk responses, student-initiation, silence, or confusion. In terms of teaching and learning, the teacher is more active than the students..

From the explanation above, it can be concluded that the similarity of all the previous related studies that the researchers listed is that all researchers used the Flanders Interaction Analysis System (FIACS) to analyze interactions that occur in the classroom, both teacher and student interactions. Several researchers also conducted research on the characteristics of teacher talk and student talk.

**Table 2.3. Similiarities and differences of previous study**

| No | Researcher | Title | Similiarities | Differences |
|----|-----------|-------|---------------|-------------|
| 1. | Fitri, Sholihatul (2023) | Teachers' Talk In Teaching English: Roles and Challenges. | - This study aim to identify the most common teachers' talk in EFL classrooms.<br>- The participants of this research were two english teachers.<br>- This study used a qualitative descriptive method.<br>- This study used FIACS to identify teacher talk. | - This research discusses how the teacher's insights about teacher speech and the challenges faced by the teacher when interacting with student. |
| 2. | Pesti, Rotua (2020) | Classroom Interaction in English Lesson Based On Flander's Interaction Analysis Categories (FIAC) At Seventh Grade Students of SMP Negeri 4 Siborongborong | - The study was conducted by applying descriptive qualitative design.<br>- The study was used FIACS. | - This study was concerned with the interaction of teacher and students in English classrooms.<br>- The sample of this study were the seventh grade students of SMPN 4 Siborongborong. |
| 3. | Feny, Ira, and Syamsul (2021) | An Analysis on Teacher Talk Using Flanders Interaction Analysis Categories (FIAC). | - The aims of this study were to identify the characteristics and the categories of teacher talk in the classroom using FIACS.<br>-The reseracher used observation and interview for collecting the data. | - The subject of this study was one novice and senior lecturer at IAIN Bengkulu. |
| 4. | Fuad and Ratmanida (2022) | Analysis of Classroom Interaction in International Class of | - The design of the research was using descriptive qualitative. | - The purpose of the study is to find out how the interaction take place in the learning process and |

| | | Chemistry Department at University Padang. | - This study was adopt Flanders Interaction Analysis Categories System (FIACS). | what is the students' attitude toward classroom interaction. |
|---|---|---|---|---|
| 5. | Anggi and Silih (2022) | An Analysis of Verbal Interaction Between Teacher and Students in an Indonesian EFL Classroom | - The researchers used a qualitative method.<br>- This study investigated the verbal interaction of teacher in the classroom. | - Purposive sampling has used in a class in eighth grade which has 30 students and an english teacher. |

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

In this research, the researcher used the descriptive qualitative research method. According to John W. Creswell (1994), qualitative research focuses on the process that is occuring as well as the product or outcome. Descriptive research provides a detailed profile of an event, condition or situation using either quantitave, qualitative, or a combination of methods. The researcher used qualitative research method because the research method that the researcher uses seeks to study or describe in depth the phenomenon being studied. In other case, the researcher can take an intensive approach with informants in order to obtain factual data.

Qualitative method in the form of descriptive design employed in this study. The design used to describe the types of object study. This study aims to describe what types of teacher talk occur in the classroom interaction.

## B. Research Setting

1. The setting of place

The research conducted at SMKN 01 Karanganyar on street Monginsidi, Manggeh, Tegalgede, Karanganyar, Central Java, 57714.

2. The setting of time

The research conducted at SMKN 01 Karanganyar in the class X and XI in academic year 2023/ 2024. The schedule of conducting the research can be seen in the following table:

**Table 3.1. The setting of time**

| Activity | Date of the time | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Sept. 2023 | October 2023 | | | | November 2023 | | | | December 2023 | | | | January 2024 | | | | February 2024 | | | | March 2024 | | | | April 2024 | | | |
| | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Pre observation | █ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal writing and guidance | █ | █ | █ | █ | █ | █ | █ | | | | | | | | | | | | | | | | | | | | | | |
| Proposal seminar | | | | | | | | █ | | | | | | | | | | | | | | | | | | | | | |
| Research data collection | | | | | | | | | | | | | | █ | █ | | | | | | | | | | | | | | |
| Analyzing data, writing, research reports, and guidance. | | | | | | | | | | | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | |
| Thesis examination | | | | | | | | | | | | | | | | | | | | | | | | | | | | █ | |

## C. Research subject

This research only focused on the teacher's talk that the teacher utters during the process of teaching and learning English. The research subject are two English teachers at SMKN 01 Karanganyar who teaches in the class X and XI majoring in travel business.

## D. Data and Source of the Data

To get the data, the researcher collected all forms of interaction in the classroom, especially interactions were carried out by the English teacher. The researcher came into the classroom to observe the class activity. The field note and audio-video recording were used. The field note and recorded observation were very important in transcribing the data. And the researcher confirm with the teacher to help researcher obtain recordings of teacher talk in the teaching and learning process. The research data were taken from scripts based on the video recorded.

The source of the data are two english teachers who teach in different classes at the class X and XI majoring in travel business. The researcher told the school principal about her research, what she would do, and what she needed as the data. This research would take two meeting. The researcher would follow the classroom activity in the classroom.

E. **Instrument of the Research**

Creswell (2014), stated in his book that qualitative research collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol an instrument for collecting data but the researchers are the ones who acually gather the information. In this research, researcher used three instruments, there are:

1. Observation using tally sheet

The researcher used observation to collect and review the data and information about the process of teaching english to tenth and eleventh grade at SMKN 01 Karanganyar. Creswell (2010: 267) stated that qualitative observation was observation in which researcher go directly to the field to observe the behavior and activities of individuals at the research location. Through the observation tally sheet, the researcher had got the expected data.

2. Video recording

In gaining the natural interaction between teacher and learners in the classroom, the researcher used video recording as a technique. It aims to record all the classroom activities and management teachers talk used in the classroom, furthermore recording can help the researcher to avoid mistakes in taking the data. The researcher considers this technique as a valuable source of accurate information on patterns of turn-taking, in this case, teacher-student interaction. The reason of using this technique is in line with

Burns (1999; p.54) says that recording can be valuable in furnishing researchers with objective, first hand data for analyzing data of teacher and students' behavior in the classroom.

3.  Interview

    According to Cresswell (2010: 267), interview require questions that are generally unstructured and open-ended which are designed to elicit the views and opinions of the participants. Besides collecting data through recording and observing the classroom interaction, the researcher used interview to support both. Holliday (2002) regard interviews as the main data. Alwasilah (2002) states that by interviewing the respondent, a researcher can get in-depth information because of the following reasons:

    a)  The researcher can explain and paraphrase the questions which cannot be understood by the respondent.

    b)  The researcher can give follow-up of questions.

    c)  Respondents tend to answer the questions when they are asked.

    d)  Respondents can say something in the past and the future.

    According to Ary et al (2010), there are three kinds of interviews as follows:

a) Free or unguided interview. In this method, the interviewer conducts the interview without a systematic question plan as a guideline to handle it.

b) Guided interview. The interviewer conducts the interview by using a set of question that had been planned.

c) Free guide interview. The interviewer uses a set of questions, each question designed to provide detailed information.

Based on the method interview explained about, the researcher used free guide interview because before conducting interview, the researcher brings general idea by some questions that were prepared before.

## F. Techniques of Collecting the Data

The data were collected by observation tally sheet and interview. The researcher also wrote a field note about the important points found. The observation reported descriptively based on what the researcher observed in the classroom. The report was narrative written. It is like the sequence of events happened in the classroom. The result of the interviews with the participants was reported in the form of transcript.

1.  Observation using tally sheet

     In this step, the researcher put out code on the particular teacher's talk in the teaching process. Before fill the observation tally sheet, the researcher has understood the observation tally sheet's guidance which include list of Flanders Interaction Analysis Categories System that adapted from the research of Hai and Bee (2006). This is the observation tally sheet's guidance.

**Table 3.2. FIAC Tally sheet based on Flanders**

| Category Teacher Talk | | |
|---|---|---|
| **Indirect teacher talk** | **1** | **Accepts feeling**<br>- in this category, teacher accepts the feelings of the students.<br>- he feels himself that the students should not punished for exhibiting his feeling.<br>- feeling may be positive or negative. |
| | **2** | **Praises or encourages**<br>- teacher praises or encourages student action or behavior.<br>- when a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good, 'better', 'correct', 'excellent', 'carry on', etc. |
| | **3** | **Accepts or uses ideas of students**<br>- it is just like 1$^{st}$ category. But in this category, the students ideas are accepted only and not his feelings.<br>- if a student passes on some suggestions, then the teacher may repeat in nustell in his own style or words.<br>- the teacher can say, 'I understand what you mean', etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student. |

| | | | |
|---|---|---|---|
| | **4** | **Ask questions**<br>- asking question about content or procedures, based on the teacher ideas and expecting an answer from the students.<br>- sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category. | |
| **Direct teacher talk** | **5** | **Lecture/ lecturing**<br>- giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions. | |
| | **6** | **Gives direction**<br>- The teacher gives directions, commands or orders or initiation with a student is expected o comply with:<br>   • Open your books.<br>   • Stand up on the benches.<br>   • Solve $4^{th}$ sum of exercise 5.3. | |
| | **7** | **Criticizes or justifies authority**<br>- When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category<br>- Teacher asks 'what' and 'why' to the students also come under this category.<br>- Statements intended to change student behavior from unexpected to acceptable pattern.<br>- Bawling someone out stating why the teacher is doing what he is doing. | |

Because at each three seconds involved some categories both teacher talk, there are some rules for deciding which one the best category should be put out code consistencely. These rules were as resommended by Flanders who cited in Sigh et al (2008) will be follow by the researcher as follows:

**Table 3.3. Rules of FIACS Techniques**

| | |
|---|---|
| Rule 1 | When it is not certain in which of two or more categories a statement belongs, choose the category 5. For example, if an observer is not sure whether it is 2 or 3 then choose 2. If in doubt between 5 and 7, then chhose 5. |
| Rule 2 | The observer should not involve his personal viewpoint. If a teacher attempts to be clever, students see his statements as critics of students; the observer sues category 7. |
| Rule 3 | If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds. |
| Rule 4 | If the time period of silenc exceeds 3 seconds, it chould be recprded under the category number 10. |
| Rule 5 | When the teacher calls a child by name, the observer is supposed to record a 4th category. |
| Rule 6 | When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category number 2. This tells the student that he has the right answer and therefore functions as praise or encouragement. |
| Rule 7 | When a teacher listens to a student and accepts his ideas for a discussion, then this behavior belongs to category number 3. |
| Rule 8 | The words 'all is ok'. 'yes', 'yah', 'hum, 'alright', etc. belong to the category number 2. (encouragement). |
| Rule 9 | If a teacher jokes without aiming at any students, this behavior belongs to the category number 2. But if he makes any joke aiming at some particular students, then it belongs to the category number 7. |
| Rule 10 | When all the students respond to a very small question collectively, then the serial number of category 8 is recorded. |

In addition, the researcher has used observation tally with a constant time to know each teacher talk at a certain time in order to calculate how the teacher talk in the classroom. Because, FIACS

suggest that at the end of each three seconds interval, the researcher have to decide which one of the best category of teacher talk represents the communication at each three seconds. It is called as plotting the coded data. According to Tichapondwa (20080, the researcher has to code the teacher talk at three seconds intervals when the researcher uses FIACS technique.

There is an illustration of how to put a code of classroom verbal interaction based on the observation tally sheet's guidance and the rules of Flander's code system. The illustration could be seen as the follows:

**Table 3.4. an illustration of how to put a code of classroom verbal interaction (Sigh et al. 2008)**

| Teacher interaction | Category | Explanation |
|---|---|---|
| T: open page 47 | 6 | The teacher gives an order to the students to open page 47. It is as teacher direct talk that is giving direction recorded as 6. |
| T: why are you confused when I said open page 47? | 7 | The teacher ask "why" to criticize why the students silence. It is as teacher direct talk that is criticizing by asking "why" recorded as 7. |
| T: what do you think about the topic? | 4 | The teacher ask the students about topic that is in page 47. It is as teacher direct talk that is asking questions recorded as 4. |
| T: have you ever ate the noodles? | 4 | The teacher ask the students about the content of the topic that is in page 47. E expect an answer from the students. It is as teacher direct talk recorded as 4. |
| T: how to make fried noodle? | 4 | The teacher was asking the students which related to the material. It is teacher question, recorded as 4. |
| T: okay, water, next? | 1 | The teacher was giving the positive feeling by saying "okay, water". It is accepts feeling, recorded as 1. |

| T: okay, next? | 1 | The teacher was giving the positive feeling showed by he let the student continuing the answer. It is accepts feeling, recorded as 1. |
|---|---|---|
| T: meat oke. Bisa juga sosis ya. Terus? | 3 | The teacher was accepting the student's answer and use the statements to make a suggestion. It is accepts or using the students' idea, recorded as 3. |

The observation recorded 6,7,4,4,4,1,1,3, was called as plotting the coded data. In addition, the beginning and end of the coding should have the same number of the categories. It is the tradition of adding number 10 in the beginning and at the end. Hence, the above number will be written in this way 10,6,7,4,4,4,1,1,3,10. Then, to fill the observation sheet below, the researcher had to plot the number recorded firstly by one pair is marked at a time, as the follow:



Based on the plotting the coded data above, the sequence of the pair including: (10,6), (6,7), (7,4), (4,4), (4,4), (4,1), (1,1), (1,3), (3,10).

Based on the sequence of pair, in the first pair (10,6) shows that the number 10 represents row and the number 6 represents coloumn. In addition, the first pair represent one point of the matrix and other. So, each coloumn and row one of the ten categories of Flander's coding system.

The observation tally sheet would be wrote in 10 x 10 table maining that 10 (rows) x 10 (columns) table for determining the specific aspects of the classroom interaction. In addition, it would be indicated what form a pair of categories. The row of the matrix represented the first number and the columns represent the second number. There is the example of observation tally sheet that is for putting out code at the end of each three seconds interval based on the plotting the coded data above:

**Table 3.5. illustration matrix by Flanders'**

|    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | N |
|----|---|---|---|---|---|---|---|---|---|----|---|
| 1  |   |   |   |   |   |   |   |   |   |    |   |
| 2  |   |   |   |   |   |   |   |   |   |    |   |
| 3  |   |   |   |   |   |   |   |   |   |    |   |
| 4  |   |   |   |   |   |   |   |   |   |    |   |
| 5  |   |   |   |   |   |   |   |   |   |    |   |
| 6  |   |   |   |   |   |   |   |   |   |    |   |
| 7  |   |   |   |   |   |   |   |   |   |    |   |
| 8  |   |   |   |   |   |   |   |   |   |    |   |
| 9  |   |   |   |   |   |   |   |   |   |    |   |
| 10 |   |   |   |   |   |   |   |   |   |    |   |
| N  |   |   |   |   |   |   |   |   |   |    |   |

information about classroom interaction especially, teacher in the
classroom, then interview questions were formulated. The
connection between the research questions and interview questions
was displayed as followed.

**Table 3. 6 interview questions for the teacher**

| No. | Category | Questions |
|---|---|---|
| 1. | Accept feeling | How do you accept feelings of students during the learning process in the classroom? |
| 2. | Praises or encourages | How do you give praises or encourages to the students during in the learning process? |
| 3. | Accept to use student's idea | How do you respond to ideas or suggestion given by the students in the learning process? |
| 4. | Asking question | How do you ask question to the students during learning process? |
| 5. | Lecture/ lecturing | How do you explain the material in the classroom? |
| 6. | Giving direction | How do you give direction or commands to the students during learning process? |
| 7. | Critizing or justifying authority | How do you criticize or justify the authority of the students in the classroom? |

G. **Trustworthiness of the Data**

The data information obtained from the research were in the field
observation and the data taken interview, must be verified to determine
whether the research findings are reliable. In this research, the research
verifies the research results by triangulation. Triangulation has long been
recognized in doing qualitative as well as evaluation research and sociology

(Yin, 2016). It can be understood as a process of u\sing multiple methods and multiple data sources to support the strength of interpretations in qualitative research. Creswell (2010:286) stated that triangulate different data sources by examining evidence originating from these sources and using it to build a coherent justification for the theme.

Moleong (2007: 33) said that triangulation is a technique for checking the trustworthiness of the data that uses another different source. Denzim in Moleong (2007:33) classifies four kinds of triangulation: triangulation by source, by method, by researcher, and by theory. This research used triangulation by source. The sources were articles, journals, another thesis, transcription data, and video recordings. The researcher gave the table data, data recording, and transcription text. This research examined the data of teacher utterances using Flanders' (1970: 70).

## H. Techniques of Analyzing the Data

The collected data obtained from the result of observation and interview were analyzed to draw conclusions. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion. Creswell (2013) stated that qualitative data analysis is a process of applying steps from specific to general with various different levels of analysis.

The qualitative research steps in data analysis are divided into three stages, there are:

1. Data collection

    The data from observations and interviews were gathered. This recording consists of description by see, hears, and experiences by samples.

2. Data reduction

    Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and pattern (Sugiyono, 2014; 247). Reduction process it can be carried out immediately after the data was obtained. Interview results, observation and recording of video were arranged in the form of patterned and grouped according to the research question.

    In this process, the research collected all information from observation, interview results, and recording of video that have english teachers' in classroom interaction. After observing and interviewing, the data or the answer from teacher and student observation were classified according to FIACS by Flander. Then, the researcher transcribed the data.

3. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In this process of the reducing and displaying the data, the researcher takes data from classroom interaction of teacher talk.

4. Conclusion drawing or verification

Conclusions were also verified as the analyst process. The conclusion drawing was started after the data were collected by making temporary conclusion. In the other words, the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about teacher talk in the english classes using Flanders' Interaction Analysis System at SMKN 01 Karanganyar. The researcher found out the teacher talk in the classroom interaction of english classes in SMKN 01 Karanganyar.

Those steps above were still in general. It will be better if each data collection is separated. After collecting the data through classroom observation, interview, and recording of video, those data were then analyzed by qualitative descriptive data analysis. The data analysis was divided into three steps: data analysis classroom observation, data analysis interview, and data analysis recording of video.

This research focused on what the teacher talk occur in the classroom. In order to answer these questions, the researcher used some step as follows:

1. Flanders' Formulation

   After the researcher got the data from observation, the researcher calculated how much the teacher talk time in classroom interaction by using Flander's formulates (1970, cited in Sigh et al. 2008) in order to getting expected data. There are the formulas:

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

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

   $$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \text{ x } 100\%$$

   b) Indirect Teacher Talk Ratio (ITT)

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

   $$ITT = \frac{C1+C2+C3+C4}{N} \text{ x } 100\%$$

c)  Direct Teacher Talk Ratio (DTT)

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

$$\text{DTT} = \frac{C5 + C6 + C7}{N} \text{ x } 100\%$$

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. Research Findings

In this chapter, the researcher is going to present the data of an analysis teacher talk in english classes using FIACS at SMKN 01 Karanganyar in academic year 2023/ 2024. The data was gotten from the observation tally sheet, the recording as the support, and the interview. The data of the research was gotten after the researcher held two classroom at tenth and eleventh grade majoring in travel business at SMKN 01 Karanganyar.

The research was conducted during meeting of the tenth and eleventh grade, majoring in travel business at SMKN 01 Karanganyar. The researcher also had transcription videos and documentation to show the data in detail. The researcher also uses code to make the data explanation easier. The codes used in this research are:

**Table 4. 1. Code in Transcription**

| Category | Code |
|---|---|
| English teacher in class X | T1 |
| English teacher in class XI | T2 |
| Accepts feeling | 1 |
| Praises and encourages | 2 |
| Accepts or uses ideas of students | 3 |
| Ask questions | 4 |
| Lecture/ lecturing | 5 |
| Gives direction | 6 |
| Criticizes and justifies authority | 7 |

1. **The types of teacher talk used in teaching-learning processes in the English classes based on Flanders Interaction Analysis Category System (FIACS) in the class X and XI majoring travel business at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

   a. **The types of teacher talk used in teaching-learning processes in the English classes based on Flanders Interaction Analysis Category System (FIACS) in the class X majoring travel business 2 at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

   This research was conducted in a classroom by single teacher. In the meeting, the data findings were classified into three categories; opening, main activity, and closing. The result of research for intensive class with T1, on January 17, 2024, from 14:10 p.m. to 15:30 p.m., can be explained as follows: T1 was teaching the material for procedure text at the time. There were 36 students in the classroom when the teaching took place. In this class, there were 30 female and six male students. In this research.

   The researcher made documentation using video recorders that were transcribed into written text, and then the researcher analyzed every category that involved the teacher talk in classroom activity.

1) Opening activity

In the first stage, T1 did the opening, before starting the teaching process, the teacher greeted students with "*assalamualaikum wr.wb.*". It was then followed by greeting students and asking, "*Good afternoon students, how are you today?*". This was performed to ensure that they were doing well. Then the teacher checks student attendance first before starting learning by said, "*absen dulu ya*".

The researcher found a type of teacher talk in which, for example, accepts feeling. In the opening activity, T1 used a type of teacher talk, accepts feeling this category was included in the type of indirect talk. The researcher saw that the T1 gives a greeting to the students with positive greeting, showed by, "*assalamualaikum wr.wb.*" and "*good afternoon students*".

2) Main activity

The second stage is the core part of learning. The process of understanding and extracting meaning from spoken sentences, stories, and directions is referred to as listening comprehension.

a) Observing activity

In the observing activity, the T1 gave a explanation to the students about the material to be discussed,

T1 : "*we will discuss about procedure text ya*".

T1 : " *kamu nanti dapat menemukan informasi tentang sebuah tips kemudian setelah membaca tips itu kamu dapat menganalisis tips yang harus dan tidak harus dilakukan. Melalui kegiatan diskusi kelompok dengan dijadikan beberapa teks prosedur ya*".

From the utterances, it can be said that the T1 gives several explanations about the material that will be discussed, which can increase the information that will be received by students. In the observing activity, T1 used a type of teacher talk, lecture/ lecturing, this category was included in the type of direct talk.

b) Questioning activity

In the questioning activity, T1 gives the students a chance to ask and evaluate other students. T1 gave several orders or commands and asked questions to the students, to give some instruction and discussion with other students' works such as:

T1 : "*I will divided you into..maybe for about five students for eight groups.Okay please make a group for five students. Berdasarkan absen or the number? Or random? Acak*"

T1 : "what say in english?"

The researcher found two types of activities; giving direction, this category was included in the type of direct talk and category of asking question was included in the type of indirect talk. T1 gives

direction to students about observing and finishing their learning work. Some students have not finished their work, and the teacher asks questions about their work. T1 also provided interaction and instruction to the students in English. For example,"*in English please yaa*".

c) Experimenting activity

In experimenting activity, students try to collect information about their assignment, from the internet or dictionary to finish the assignment. Then, the results of the search were made into a poster design using Canva. T1 give a permission to browse in the internet. There are several utterances that contain type of teacher talk;

T1 : "*what do you talk about in your eee, what you are title?*"

T1 : "*did you finished?*"

From these utterances, T1 asked one of the groups about the title or theme they used for the assignment. This utterance is included in the type of teacher talk, asking question, this was included in the type of indirect talk that, asking question.

T1 : "*Eight tips to how to do ya. If you have finished and send it into my whatsapp*"

From these utterances, T1 gives directions to group members who have completed their assignments to immediately send the

results of their assignments to the teacher's WhatsApp. This was included in the type of direct talk.

d) Assosiating activity

Assosiating activity related to students' creativity in the process of learning, that they got from the internet, dictionaries, or other resources. There are several utterances that show students' processing of information and discussions with the teacher;

T1 : "*How to get taller, oh ya good. How many tips? How many? Berapa tipsnya? Ada berapa*?"

T1 : "*How about this group*?"

T1 : "*Have you finished*?"

From the utterances, T1 asked a question about the students work. T1 aims to determine how far students are doing their assignments. This was included in the type of indirect talk

T1 : "*He.em misalkan lailatuz ini yang pertama, kamu kedua, ketiga, keempat, kelima gitu ya*"

From the utterances, this was included in the type of direct talk because the teacher gives directions to the group members who will present the results of their work in front of the class to create an appropriate reading order so that all members get their turn to speak

in front of the class. This can help students practice speaking English in front of class.

e) Communicating activity

In communicating activity, T1 gave students the opportunity to show up their abilities and their work was an essential point in the communicating activity. Communicating what they learned about it is important; this activity can ask students to write down their work on the board or read it in class. There are several utterances that show a communicating activity;

T1 : "*Okay, can you send it into my whatsapp? Then present it in front of class ya. Nanti presentasi*"

T1 : "*Yang satunya tuliskan di papan, lainnya lanjut baca.*"

From the utterances, T1 gives orders to one of the groups who has completed their assignment to immediately send the results of their assignment to the teacher's WhatsApp and present it to the class. This was included in the type of direct talk. T1 gives directions to students who are presenting in front of the class so that one member of the group writes the results of their assignment on the whiteboard and the others continue to present it in front of the class.

3) Closing activity

The conclusion and several geological descriptions of the next material will be included in this activity. In the closing activity, T1 gives several commands that has a purpose to ask students finish their tasks. T1 also encourages the students so that the group work is as creative as possible. There were several utterances in the closing activity of the teacher 1;

> T1 : "A*fter you see your friends presentation, for two groups ya. And every group have create in canva ya. So, I hope you will be more creative*"

> T1 : " *And all of you are excellent students and you make it usely. And you are very very excellent okay. I hope you will be better more than before. Nanti semoga nilai gotong royong apa kerja samanya dalam kelompok menjadi lebih bagus ya*."

From these utterances, this was included in the type of indirect talk because T1 encourages students to complete their group assignments as creatively as possible.

On the research from class X travel and business, during the teaching and learning process, T1 begins the lesson by displaying the initial competencies and pancasila profile in accordance with the material to be discussed and delivered to all students. T1 does not explain the material too much, and immediately divides the class into several groups and gives group assignments. T1 monitored the progress of the assignments carried out by each group. T1

sometimes give various kinds of praise students who do their assignments well. After completing the assignment, T1 asked the groups to come to the front of the class one by one to present the results of their group work. Teacher spend class time with group work and presentations in front of the students' classes..

From the above finding, the researcher plots the numbers recorded first with one marked pair at a time so that it will produce a data matrix such as the one below;

**Table 4. 2. Matrix table teacher talk in the class X Travel and Business 2**

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **1** | 4 | - | - | - | - | 1 | - | - | - | - | 5 |
| **2** | - | - | 1 | 1 | - | 1 | 1 | - | - | 1 | 5 |
| **3** | - | - | - | - | 1 | 2 | - | - | - | - | 3 |
| **4** | - | 2 | 1 | 1 | 1 | 3 | 2 | - | - | - | 17 |
| **5** | - | - | - | 2 | 2 | 3 | - | - | - | - | 7 |
| **6** | - | 2 | - | 5 | 2 | 3 | 2 | - | - | - | 14 |
| **7** | - | 1 | 1 | 1 | 1 | 1 | 1 | - | - | - | 6 |
| **8** | - | - | - | - | - | - | - | - | - | - | 0 |
| **9** | - | - | - | - | - | - | - | - | - | - | 0 |
| **10** | 1 | - | - | - | - | - | - | - | - | - | 1 |
| **Total** | 5 | 5 | 3 | 17 | 7 | 14 | 6 | 0 | 0 | 1 | **58** |

Notes:

| | |
|---|---|
| 1. Accepts feeling | 6. Giving directions |
| 2. Praises or encourages | 7. Criticizing or justifying |
| 3. Accepts or uses ideas of students | 8. Student-talk response |
| 4. Asks questions | 9. Student-talk initiation |
| 5. Lecturing | 10. Silence |

The matrix table is the total of the coded data that was obtained from the observation sheet. It showed if the interactions that occur in the classroom are dominated by the students, because in this learning activity, the teacher gave group assignments to students which made students more active in class. Based on the observation, the researcher sees if the teacher used more teacher questions and gave directions the students in the classroom, the teacher gave more directions or orders to the students and the teacher also asked students more questions. It showed that students are active in participating in classroom interaction.

b. **The result of the interview with an English teacher class X majoring in travel business 2.**

In collecting the data, the researcher interviewed with an English teacher in class X majoring in travel business 2 at SMKN 01 Karanganyar. The

researcher created a list of questions that were used to interview teacher for data collection.

The interview was conducted by the researcher on January 18, 2024, at 03.52 p.m. in the classroom. This interview focused on the way the teachers deliver learning material, T1 give praise or encouragement to students, the teachers accept ideas from students, the teacher ask questions in class, the teacher give orders or directions to students, and the teacher give criticism to students. The following are the results of interviews with T1 as an English teacher for classes X majoring in travel business 2 at SMKN 01 Karanganyar;

1) Accepts feeling

This category emerges in both verbal and nonverbal phenomena. It can be seen clearly whether the teacher accepts students' feelings or not in both verbal and nonverbal phenomena. Accepting student's feelings can build classroom environments that support the teaching and learning process as well as give confidence and engage students in the teaching and learning process. Based on the interview with T1, the teacher said that

> T1 : *Cara penyampaiannya pasti saya akan menyampaikan dengan sangat antusias dan sangat apaya berpikir dengan positif supaya anak anak merasa bahwa mereka itu penting untuk saya, sehingga anak akan merasa bahwa, oh iya*

*ternyata saya disini diperhatikan sama miss eni. Sehingga saya ingin mereka menjadi lebih senang selama belajar dikelas saya.*

T1 said that she would convey and channel his positive feeling so that students always felt that the teacher was always paying attention to them. In this way, students will always be more enthusiastic about participating in the learning process in the classroom.

2) Praises and encourages

The teacher praises or encourages students are action or behavior when students answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like "good", "excellent", "good job", "carry on", etc. Based on the interview with T1, she said that,

T1 : *Kalau untuk pujian, saya biasanya memberikan pujian itu pertama, disaat anak dapat menjawab pertanyaan saya dengan baik, pasti saya akan memberikan pujian sebagai reward supaya mereka termotivasi untuk menjadi lebih baik lagi dan lebih semangat lagi. Yang kedua, disaat siswa pun menjawab dengan tidak baik atau mungkin dengan jawaban yang kurang, saya tetap memberikan reward atau pujian*

*supaya siswa jadi lebih semangat lagi agar menjadi lebih*

*baik lagi.*

T1 gave praise to all students who answered questions correctly or incorrectly. This is so that students will be better in the future and not feel down if their answers are not correct. Usually, T1 say 'very good', 'excellent', 'great', or 'amazing'.

3) Accepts or uses ideas of students

In this category, if a student gives some suggestion, then the teacher may repeat with his own style words, clarifies, build, or develop ideas or suggestions given by a student. Based on the interview with T1 stated that,

> T1 : *Jika ada siswa yang ingin menyampaikan ide atau gagasan atau mungkin perbaikan untuk saya, saya akan meresponnya dengan amat sangat positif karena menurut saya, saya hanya manusia biasa dan saya perlu belajar dari waktu ke waktu dan saya belajar juga tidak hanya dari seseorang yang ilmunya lebih tinggi dari saya. Jadi ilmunya yang dibawah saya pun juga itu bermakna positif untuk saya, saya akan terima. Jadi saya sangat antusias sekali bahkan bila ada siswa yang memberikan masukan atau ide gagasan kepada saya.*

This shows that the T1 is open and will respond positively if students convey their ideas or provide improvements to the teacher.

4) Ask question

On interview with T1 showed that she often used the sentences 'Do you know about procedure text', and 'Have you heard about procedure text?' To open questions to students. T1 tends to ask about students' experiences which are then stimulated into learning material.

5) Lecture/ lecturing

Lecturing is one of the main classroom activities where the teacher gives information or instruction to the students. Interaction to giving facts or opinions about content or procedure; expression of his ideas giving his explanation, citing an authority other than students. Based on the interview with T1,

> T1 : *Sebenarnya kalau idealis ya saya inginnya menggunakan bahasa inggris terus, full bahasa inggris. 100% bahasa inggris. cuman pernah saya coba seperti itu tapi anak anak untuk penyampaian materi mungkin kurang paham karena mereka langsung 100% bahasa inggris itu kurang paham. Jadi saya campur mix, antara bahasa*

*inggris dan bahasa indonesia jadi saya sampaikan dulu dengan bahasa inggris terus saya terjemahkan ke bahasa indonesia.*

To teach students in class or deliver material in class, T1 used a mixture of languages. T1 will deliver the material in English first and then translate it into Indonesian. This helps students to understand the material to be studied and also helps students expand their English vocabulary.

6) Gives direction

The teacher gives direction, commands, orders, or initiation with which a student is expected to comply with; "open your book", "stand up", etc. Based on an interview with T1 that,

> T1 : *Untuk memberikan arahan atau perintah saya biasanya pakai bahasa inggris. jadi biar mereka belajar bahasa inggris dari kalimat kalimat sederhana walaupun sekedar instruksi, kalimat singkat seperti itu. Dan kadang saya tawarkan mereka misalkan, yuk buat kelompoknya mau urut absen 1-5 atau mau acak, nomor ganjil 1,3,5 atau mau berdasarkan tempat duduk saja depan belakang seperti itu. Saya kadang memberikan pilihan untuk mereka.*

In terms of giving instructions or directions, T1 usually uses English and when giving directions to students regarding group division in class, T1 gives her students the freedom to choose.

7) Criticizes or justifies authority

This statement is intended to change student behavior from unexpected/ nonacceptable to acceptable pattern. If the teacher makes any joke aimed at some particular students, then it belongs to this category. Critics should not be harsh and make the students down as it will have a bad effect on students. Based on interview with the T1, when giving a warning to students, T1 will give a verbal warning first, however, if the student still makes mistakes (crowded in class, disturbing his friends) then, T1 will tell students to sit at the front table. However, if there are students who have certain reasons, for example being late to class, T1 will tolerate students if they have an acceptable reason.

**c. The types of teacher talk used in teaching-learning processes in the English classes based on Flanders Interaction Analysis Category System (FIACS) in the class XI majoring travel business 1 at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

This research was conducted in the classroom by one teacher. In the meeting, data findings were classified into three categories; opening, main activity, and closing. The result of research for an intensive class with T2, on January 16, 2024, from 7:00 a.m. to 8:30 a.m., can be explained as follows: T2 was teaching the material for the announcement text at the time. There are 35 students in the classroom when teaching takes place. In this class, there are 34 female students and 1 male student.

The activities in the classroom were filled with lecturing by the teacher and task discussion. The researcher observed the activities from the front of the classroom. At the beginning of the lesson, T2 explains the meaning of the announcement text first. And then, T2 asked one of the students to read the material that had been written in the notebook that the students wrote in the previous meeting. After that, T2 asked the students to do exercises from a question that had been shared on group Whatsapp.

The researcher made documentation by using video recorders that were transcribed into written text, and then the researcher analyzed every category that involved the teacher talk in a classroom activity.

1) Opening activity

In the first stage that the teacher does the opening, before starting the teaching process, T2 greets students with;

T2 : "*Assalamualaikum wr.wb.*".

T2 : "*Good morning students, how are you today?*".

The researcher found a type of teacher talk in which such as accepts feeling, this was included as type of indirect talk. The researcher saw that T2 gave a greeting to the students with a positive greeting, shown by, "*Assalamualaikum wr.wb.*" and "*Good morning students, how are you today?*".

T2 : "*Yesterday I skip the class ya because I must go to the hospital. So, I give you assignment. Have you finished finished your assignment*?"

T2 : "*Okay we are start our material about…apa? What is about*?"

T2 uses a type of teacher talk, asking questions about previous material, this was included as type of indirect talk. The researcher saw

that teacher tried to ask about student's homework based on the task from the last meeting.

2) Main activity

The second stage is the core part of learning. According to Hagen et al., (2021) stated process of understanding and extracting meaning from spoken sentences, stories, and directions is referred to as listening comprehension.

a) Observing activity

In the observing activity, T2 explained to the students about the material to be discussed,

T2 : "*Announcement, how do you spell it? How do you write it?*"

From the utterances, can be said that T2 tries to ask about students the material will be discussed, this was included as type of indirect talk. Asking questions has the purpose to know the meaning of the content that the students did.

b) Questioning activity

In the questioning activity, T2 gives a chance to students to ask and evaluate other students. T2 gave several orders or commands and asked a question to the students, to give some instruction and discussion with other students works such as;

T2 : "*A-n-n-o-u-n-c-e-m-e-n-t. don't forget double n. jangan sampe nulis n nya cuman 1 tok. Itu sepele tapi biasanya banyak yang salah. okay point A, who is read? siapa? Coba Deta. Deta read the point A!*"

T2 : "*What is the purpose? Purpose itu dila apa*?"

T2 : "*Lainnya apa? Istilah lainnya purpose itu apa*?"

From the utterances, can be said that the teacher provided a question and an explanation regarding the spelling of the word 'announcement'. Asking question was included as type of indirect talk and gives a explanation regarding the spelling of the word 'announcement' was included as type of direct talk. T2 also gives instructions to students to read their notes.

c) Experimenting activity

In the experimenting activity, students try to collect information about their assignment, from the internet or a dictionary to finish the assignment. Several utterances contain the type of teacher talk;

T2 : "*Okeyyy bahasa Indonesia berarti gimana?*"

From the utterances, this was included as type of indirect talk because T2 gives a question to students about Indonesian translation from the English words contained in the notes they

have written. This is included in the experimenting activity which involves students trying to find translations of the words spoken by the teacher. T2 uses the ask question category to make students search for translations using their respective cell phones.

> T2 : "*Naylaaa..it is hard for you Nayla? To read English? Susah?*"
>
> T2 : "*You have to practices more. Jangan kamu buat praktek nanti tu bisa sendiri, kamu tu kayak bisa gabisa yauda gitu. Its all about practices kayak sering kek gitu nanti habitnya kebiasa.*"
>
> T2 : "*Oh Elfa, please be loudly ya elfa*"
>
> T2 : "*Okay yuk baca. tu siapa. Nayla to all student sampai for them. Dari example*"

From the utterances, T2 gives orders to students to read the notes that students have written previously, this was included as type of direct talk with the gives direction category. T2 also encourage to students who have difficulty speaking. This will make students more confident in speaking English.

d) Assosiating activity

Assosiating activity relates to students' creativity in the process of learning, which they get from the internet, dictionary,

or other resources. Several utterances show students processing the information and discussing with T2;

> T2 : "*Victims tu apa? Victims. Victims. Masa gatau victims. Hayooo*"
>
> T2 : "*Korban, kalo pake suspect? Cari google sek. S-u-s-p-e-c-t. suspect. Ada gak? Apa*?"

From the utterances, T2 gave a question about the student's work focused on translating English words into Indonesian language. Based on the teacher 2 utterances the researcher categorized into types of indirect talk.

e) Communicating activity

In the communicating activity, T2 gave students to show up their ability and their work will be the essential point in the communication activity. Several utterances show a communicating activity;

> T2 : "*Have you finished the assignment?*"
>
> T2 : "*Ahahhaha okay, I will read from Zahra's work. About what Zahra?*"

From the utterances, T2 gave a question about the student's work. T2 has a purpose to find out how far students are

doing their assignments. This was included as type of indirect talk with asking question category.

> T2 : "*You did the god job, give applause to Zahra*"

From the utterances, T2 gives praise to one of the students who has done their assignment well, this was included as type of indirect talk. This will motivate other students to see their friends who have done their assignments well.

3) Closing activity

Giving a conclusion and several general descriptions about the next material will be included in this activity. In the closing activity, T2 gives several commands that have the purpose to ask students to finish their tasks. T2 also gives additional assignments to students.

> T2 : "*Oiya jangan lupa tulisin, yang kalian maksud itu spoken atau written, terus kalian beri nama nanti jadikan satu google drive. Saya dikasih linknya ya. Maximum tomorrow at twelfth*"
>
> T2 : "*Yaa, before twelfth o'clock. Besok sebelum jam 12*"
>
> T2 : "*Nanti saya dikasih linknya di grub ya*"
>
> T2 : "*You must to finished your work. Kalau udah bisa diselesaikan dirumah ya. Don't forget to make it beautiful and creative*"

From the utterances, the teacher assigns homework to students and provides instructions on completing the homework, this was concluded as type of direct talk with gives direction category.

In this research, when the researcher was observing class, T2 paid attention to students to create a conducive situation in the learning process. This can be seen in observations made by researcher, where students follow lessons in class well. They are eager to learn, sometimes shy to talk, but are a bit noisy in class, and some students do not wear appropriate uniforms so the students are reprimanded by the teacher. However, both teachers and students can create situations in which they feel comfortable speaking in class. T2 encourage students not to be embarrassed or afraid to speak English. T2 spends his class hours talking to students, explaining the material, asking questions, answering students' questions, and sometimes telling jokes to students.

From the finding above, the researcher plots the numbers recorded first with one marked pair at a time so that it will produce a data matrix like the one below;

**Table 4. 3. Matrix table teacher talk in the class XI Travel and Business 1**

|    | 1 | 2  | 3 | 4  | 5  | 6  | 7 | 8 | 9 | 10 | Total |
|----|---|----|---|----|----|----|---|---|---|----|-------|
| 1  | 2 | -  | - | 1  | 1  | -  | - | - | - | 1  | 5     |
| 2  | - | 16 | - | 12 | 7  | 1  | - | - | - | -  | 36    |
| 3  | - | 1  | - | 2  | 3  | -  | - | - | - | -  | 6     |
| 4  | 1 | 9  | 5 | 35 | 5  | 6  | 3 | - | - | -  | 64    |
| 5  | - | 3  | - | 8  | 11 | 8  | - | - | - | -  | 30    |
| 6  | 1 | 6  | 1 | 4  | 3  | 5  | - | - | - | -  | 20    |
| 7  | - | 1  | - | 2  | -  | -  | 2 | - | - | -  | 5     |
| 8  | - | -  | - | -  | -  | -  | - | - | - | -  | 0     |
| 9  | - | -  | - | -  | -  | -  | - | - | - | -  | 0     |
| 10 | 1 | -  | - | -  | -  | -  | - | - | - | -  | 1     |
| Total | 5 | 36 | 6 | 64 | 30 | 20 | 5 | 0 | 0 | 1 | **167** |

Notes:

1. Accepts feeling
2. Praises or encourages
3. Accepts or uses ideas of students
4. Asks questions
5. Lecturing

6. Giving directions
7. Criticizing or justifying
8. Student-talk response
9. Student-talk initiation
10. Silence

The matrix table is the total of the coded data that was obtained from the observation sheet. It showed if the interactions that occur in the classroom are still dominated by T2. The distribution of each type of talk is also balanced with one another. It can be seen from the number of the teacher talk (tail 1-7). Based on the observation, the researcher see if T2 used more to asking questions and praises or encouraged the students to talk in English in the classroom so her students are not afraid to talk in the classroom. It showed that students are active in participating in classroom interaction.

d) **The result of the interview with an English teacher class XI majoring in travel business 1**

In collecting the data, the researcher interviewed with English teacher in class XI majoring in travel business 1 at SMKN 01 Karanganyar. The researcher created a list of questions that were used to interview teacher for data collection.

The interview was conducted by the researcher on January 18, 2024, at 11.51 a.m. in the teacher's office. This interview focuses on the way the teacher deliver learning material, the teachers give praise or encouragement to students, the teacher accept ideas from students, the teacher ask questions in class, the teachers give orders or directions to students, and the teacher give criticism to students. The following are the results of interviews with T2 an English teacher for classes XI majoring in travel business 1 at SMKN 01 Karanganyar;

1) Accepts feeling

> This category emerges in both verbal and non verbal phenomena. It can be seen clearly whether the teacher accepts students' feeling or not in both verbal and nonverbal phenomena. Accepting student's feeling can build classroom environments that support the teaching and learning process as well as gives confidence and engage students in the teaching and learning process. Based on the interview with T2 that,

> > T2 : "*Di awal masuk kelas biasanya saya ask them how they feel, how was their weekend or how was yesterday. Gimana mereka melalui weekend mereka kayak gitu biasanya. And they usually tell me about their activity during the weekend, some of them will say something like only stay at home or jadi mereka ini mengutarakan apa yang mereka lalui di hari weekend itu. Dengan cara itu juga saya stimulus mereka biar mereka mau ngomong bahasa inggris kayak gitu.*"

> T2 said that usually starts class by asking how the students are, asking about yesterday or the weekend and usually the students will respond by telling about their activities. T2 said that this could help students to actively speak English.

2) Praises and encourages

The teacher praises or encourages students are action or behavior when student answers the question asked by the teacher, T2 gives positive reinforcement by saying words like "good", "excellent", "good job", "carry on", etc. Based on the interview with T2 said that,

> T2 : *"Okay, biasanya saya akan ini mendorong mereka untuk membaca, seperti yang dilihat dikelas tadi. Mereka itu takutkan kalo disuruh membaca, tapi I'm trying to motivate them, ya agak sedikit maksa ya tapi setelah itu kita kasih feedback lagi, you're doing is god job, it's great, that's fine, that's okay. Ini tu kita belajar tidak perlu takut buat ngomong bahasa Inggris walaupun salah".*

T2 usually encourages students to read. Students tend to be afraid if they are asked to read a text, but T2 encouraged students by saying 'You're doing a good job', 'It is great', 'That's fine', 'That's okay'. And often the T2 encouraged students not to be afraid to speak English even if they make mistakes.

3) Accepts or uses ideas of students

In this category, if a student gives some suggestion, then T2 repeat with her own style words, clarify, build, or develops ideas or suggestions given by a student. Based on the interview with the T2 stated that,

> T2 : *"Tentu saja saya akan welcome ya dengan ide ide mereka. Most of them are creative maybe more creative than me, yakan. Jadi ide ide mereka itu malah kadang kadang cemerlang gitu. Jadi saya selalu menampung apapun ide mereka."*

T2 gave a positive response and said that she accepted all ideas from students, because T2 feels that sometimes students' ideas are more creative than her own.

4) Ask question

Based on the interview with T2;

> T2 : "*Biasanya I related to the topic. Di related dengan topiknya atau bahasanya apa. Trus kemudian kalau saya menemukan sesuatu yang bisa dibuat stimulus sama anak anak untuk menjawab itu saya tanyakan. Kayak tadi misalnya tujuan text announcement itu buat apa, untuk inform kan. Dan saya juga recall yang kemarin. Kemarin juga belajar descriptive sama narrative jadi saya tanya uga. Narrative kemarin buat apa? Terus descriptive buat apa? And they be able to answer the question that means they are understand about the material."*

T2 will look for a topic that can be used as stimulus material for students. T2 also asks about the material that was discussed from the previous meeting so that students will still remember the material at the previous meeting.

5) Lecture/ lecturing

Lecturing is one of the main classroom activities where the teacher gives information or instruction to the students. Interaction to giving facts or opinions about content or procedure; expression of his ideas giving his explanation, citing an authority other than students. Based on the interview with T2, to teach students in class or deliver material in class, T2 uses a mixture of languages. T2 will deliver the material in English first and then translate it into Indonesian. This helps students to understand the material to be studied and also helps students expand their English vocabulary.

> T2 : "*Tentunya saya menggunakan bahasa yang campur, terkadang indonesia kadang inggris. karena ya anak anak masih bingung kalau kita langsung jelasin materi dengan bahasa inggris langsung.*"

6) Gives direction

T2 gives direction, commands, orders, or initiation with which a student is expected to comply with; "open your book", "stand up", etc. Based on an interview with T2 said that,

> T2 : "*Yaa, it's depends on the test yang mau kita kasih. Kalau kayak project kelompok ya dibagi kelompok. Biasanya saya mengembalikan ke mereka. Terserah merekas mau membagi gimana. And they are fine dan gaada masalah gitu. Tapi kalau ada kendala baru saya yang bagi, kalau tugas personal ya langsung.*"

In terms when giving directions to students regarding group division in class, T2 gives her students the freedom to choose.

7) Criticizes or justifies authority

This statement is intended to change student behavior from unexpected/ nonacceptable to acceptable pattern. If the teacher makes any joke aimed at some particular students, then it belongs to this category. Critics should not be harsh and make the students down as it will have a bad effect on students. Based on an interview with T2,

> T2 : "*Kalau memberikan hukuman sih so far tidak ada hukum hukuman kayak gitu. Tapi saya menegur itu sudah pasti, mungkin sedikit dengan balutan gimana ya, saya itu tidak*

*terlalu serius agak becanda sedikit tapi itu negur gitu. Kalau sudah kebangetan mungkin baru di tegesin kayak gitu."*

T2 only give a verbal warning but in a joking manner, but if a student commits a violation that cannot be tolerated any longer, the teacher will give an even stricter warning.

2. **The percentage of teacher talk in teaching learning processes in the English classes based on FIACS in the class X and XI majoring in travel business at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

   a. **The percentage of teacher talk in teaching learning processes in the English classes based on FIACS in the class X majoring in travel business 2 at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

      After the researcher got the data from observation, the researcher calculated how much the teacher talk time in classroom interaction by using Flander's formulates (1970, cited in Sigh et al.2008) to get expected data.

      1) Teacher talk ratio/ percentage of teacher talk (TT)

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

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \text{ x } 100\%$$

$$TT = \frac{5+5+3+17+7+14+6}{58} \text{ x } 100\%$$

$$TT = \frac{57}{58} \text{ x } 100 \% = 98,27\%$$

The result shows that the teacher talk ratio is 98,27%. The total number of teacher talk during interaction is 58 utterances. Those utterances will be divided into a two main categories teacher talk (indirect and direct).

2) Indirect Teacher Talk Ratio (ITT)

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

$$ITT = \frac{C1+C2+C3+C4}{N} \text{ x } 100\%$$

$$ITT = \frac{5+5+3+17}{58} \text{ x } 100\%$$

$$ITT = \frac{30}{58} \text{ x } 100\% = 51,72 \%$$

The result shows that the indirect teacher talk ratio is 51,72%. The total number of teacher talk during interaction is 58 utterances. These utterances are called indirect teacher talk.

3) Direct Teacher Talk (DTT)

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

$$DTT = \frac{C5+C6+C7}{N} \text{ x } 100\%$$

$$DTT = \frac{7+14+6}{58} \text{ x } 100\%$$

$$DTT = \frac{27}{58} \text{ x } 100\% = 46,55\%$$

The result shows that the direct teacher talk ratio is 46,55%. The total number of the teacher talk during interaction is 58 utterances. These utterances are called indirect teacher talk. The result of teacher talk can be seen in table 4.4.

**Table 4. 4. Result of the percentage of teacher talk in the class X majoring travel business 2**

| Types Of Teacher Talk | | | % |
|---|---|---|---|
| **Teacher Talk** | Accepts feeling | Indirect talk | 51,72% |
| | Praise and encouragement | | |
| | Accepts or uses ideas of students | | |
| | Asking question | | |

| | Lecturing | Direct talk | 46,55% |
|---|---|---|---|
| | Giving direction | | |
| | Criticizing or justifying authority | | |

To describe the table above, the percentage of each pattern have been counted using Flanders Interaction Analysis Categories System (FIACS) formulas. The results show that the percentage level of indirect teacher talk is the most dominant pattern, namely 51,72%. This means that T1 is active in providing support or encouragement to students, accept and use ideas from students, and are also active in asking questions. However, the percentage of the direct talk was 46,55%, which means T1 was lacking in explaining the material, giving directions or criticizing students.

b. **The percentage of teacher talk in teaching learning processes in the English classes based on FIACS in the class XI majoring in travel business 1 at SMKN 01 Karanganyar in the academic year 2023/ 2024.**

After the researcher got the data from observation, the researcher calculated how much the teacher talk time in classroom interaction by using Flander's formulates (1970, cited in Sigh et al.2008). To get expected data.

1) Teacher talk ratio/ percentage of teacher talk (TT)

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

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \text{ x } 100\%$$

$$TT = \frac{5+36+6+64+30+20+5}{167} \text{ x } 100\%$$

$$TT = \frac{166}{167} \text{ x } 100 \% = 99,40\%$$

The result shows that the teacher talk ratio is 99,40%. The total number of teacher talk during interaction is 167 of utterances. Those utterances will be divided into two main categories teacher talk (indirect and direct).

2) Indirect Teacher Talk Ratio (ITT)

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

$$ITT = \frac{C1+C2+C3+C4}{N} \text{ x } 100\%$$

$$\text{ITT} = \frac{5+36+6+64}{167} \text{ x } 100\%$$

$$\text{ITT} = \frac{111}{167} \text{ x } 100\% = 66,46 \text{ \%}$$

The result shows that the indirect teacher talk ratio is 66,46%. The total number of teacher talk during interaction is 167 of utterances. These utterances are called indirect teacher talk.

3) Direct Teacher Talk (DTT)

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

$$\text{DTT} = \frac{C5+C6+C7}{N} \text{ x } 100\%$$

$$\text{DTT} = \frac{30+20+5}{167} \text{ x } 100\%$$

$$\text{DTT} = \frac{55}{167} \text{ x } 100\% = 32,93\%$$

The result shows that the direct teacher talk ratio is 32,93%. The total number of teacher talk during interaction is 167 of utterances. These utterances are called indirect teacher talk.

**Table 4. 5. Result of the percentage of teacher talk in the class XI majoring travel business 1**

| Types Of Teacher Talk | | | % |
|---|---|---|---|
| **Teacher Talk** | Accepts feeling | Indirect talk | 66,46% |
| | Praise and encouragement | | |
| | Accepts or uses ideas of students | | |
| | Asking question | | |
| | Lecturing | Direct talk | 32,93% |
| | Giving direction | | |
| | Criticizing or justifying authority | | |

To describe the table above, the percentage of each pattern have been counted using Flanders Interaction Analysis Categories System (FIACS) formulas. The results show that the percentage level of indirect teacher talk is the most dominant pattern, namely 66.46%. This means that T2 is quite active in providing support or encouragement to students, accept and use ideas from students, and are also active in asking questions. However, the percentage of the direct talk was 32.93%, which means the teacher was lacking in explaining the material, giving directions, or criticizing students.

Based on the result finding that was found by the researcher, the researcher has known the percentages and the types of teacher talk in the English classes in tenth and eleventh majoring in travel and business

grades at SMKN 01 Karanganyar. In the first, the researcher found if that percentage of teacher talk in class X majoring in travel and business which take 98,27% of the total, is divided into indirect talk which takes 51,72%, and direct talk which take 46,55%. The percentage is the most dominant pattern, namely indirect talk. This means that T1 is active in providing support or encouragement to students, accept and use ideas from students, and are also active in asking questions. However, the percentage of direct talk was 46,55%, which means the teacher was lacking in explaining the material, giving directions, or criticizing students. In this observation, the teacher 1 spend class time with group work and presentations in front of the class made by students.

In the second result of the research, the researcher found that the percentage of teacher talk in class XI majoring in travel and business which is 99,40% of the total, is divided into indirect talk takes 66,46%, and direct talk that take 32,93%. The percentages told the most dominant pattern, namely indirect talk. This means that T2 is active in providing support or encouragement to students, accept and use ideas from students, and are also active in asking questions. However, the percentage of the direct talk was 32.93%, which means T2 was lacking in explaining the material, giving directions, or criticizing students. In this observation, the teacher spends his class hours talking to students, explaining the material, asking

questions, answering students' questions, and sometimes telling jokes to students.

Based on the explanation above, the researcher can answer the question about the types and percentages of teacher's talk in class X and XI majoring in travel business at SMKN 01 Karanganyar. The researcher discovered in the class X, the percentage told of the most dominant pattern, namely indirect talk (51,72%). And in class XI, the percentages told of the most dominant pattern, namely indirect talk (66,46%). This means that teachers is quite active in providing support or encouragement to students, accept and use ideas from students, and are also active in asking questions.

**B. Discussion**

In relation to chapter two's theories, Flander's theory, the researcher 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 two, the researcher answers the question about the types of teacher talk in the X and XI grades majoring in travel and business at SMKN 01 Karanganyar. The researcher discovered 58 utterances in class X that contained the type of indirect teacher talk ratio is 51,72% and direct talk ratio is 46,55%. This happened because teacher 1 was lacking in explaining the material, giving

directions, or criticizing students. In this observation, teacher 1 spent class time with group work and presentations in front of the class made by students.

The researcher discovered 167 utterances in class XI that contained the type of indirect talk ratio is 66,46% and direct talk ratio is 32,92%. This happened because teacher 2 was lacking in explaining the material, giving directions, or criticizing students. In this observation, teacher 2 spends his class hours talking to students, explaining the material, asking questions, answering students' questions, and sometimes telling jokes to students.

Based on those findings, the researcher concludes in class XI is more active than class X. The differences in conditions in the classroom are significant enough. Conditions in class X show that students often make noise in class. Teacher 1 quite often re-orders the class atmosphere so that it becomes conducive by sometimes saying "Hello" so that students return to focus on the lesson. Students rarely seem to ask questions to the teacher, but students are active in carrying out group work given by the teacher. In this lesson, the teacher only explains a few important things that students need to know and uses the remaining lesson time to give group assignments to students.

This is different from the situation in class XI is conducive. The students are active in asking questions in class and answering questions asked by the teacher. The students are also disciplined not to make noise in class. Teacher 2 actively participates in providing learning materials and examples of practice

questions to students related to the material being discussed and then discussing them together.

Based on the results of this research, several similarities and differences can be found between current research and previous research. In research conducted by Feny, Ira, and Syamsul (2021), similarities can be found, namely that the aim of the research carried out is the same as identifying teacher talk categories, and previous researchers also used observation and interviews as data collection. Second, in previous research conducted by Fitri, Sholihatul (2023), similarities could be found in the form of: this study shows that the teachers actively handle the class to initiate interaction. In addition, the teacher talk gives many advantages to the teaching learning process. This can definitely help students to spread their language skills.

The difference between this research and previous research is that previous research mostly focused on teacher and student talk and some also focused on analyzing verbal interactions that occurred in the classroom. However in this study, the researcher only focused on teacher talk at two class levels, class X and XI majoring in travel business at SMKN 01 Karanganyar, where at SMKN 01 Karanganyar there has never been any research on teacher talk using the FIACS method.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

This chapter presented conclusions about (1) the types of teacher talk used in teaching-learning processes in the English classes based on FIACS in classes X and XI majoring in travel business at SMKN 01 Karanganyar, and (2) the percentage of teacher talk in teaching-learning processes in the English classes based on FIACS in the class X and XI majoring in travel business at SMKN 01 Karanganyar in the academic year 2023/ 2024.

Based on the data analysis and the result of the research described in the previous chapter, it can be concluded that the teacher talk and the percentage in the English classes using Flanders Interaction Analysis Category System (FIACS) in class X and XI majoring in travel business at SMKN 01 Karanganyar was as follow. First, the types of teacher talk used in teaching-learning processes in the English classes based on FIACS in class X and XI majoring in travel business at SMKN 01 Karanganyar is an indirect talk, this means that teacher 1 and teacher 2 is quite active in providing support or encouragement to students, accepts and uses ideas from students, and is also active in asking questions.

The second, the percentage of teacher talk in teaching-learning processes in the English classes based on FIACS in class X majoring in travel

business at SMKN 01 Karanganyar in the academic year 2023/ 2024 takes 98,27% of the total, is divided into indirect talk which takes 51,72%, and direct talk which take 46,55%. The percentage is the most dominant pattern, namely indirect talk. This means that teacher 1 is quite active in providing support or encouragement to students, accepts and uses ideas from students, and is also active in asking questions. However, the percentage of direct talk was 46,55%, which means the teacher was lacking in explaining the material, giving directions, or criticizing students. The percentage of teacher talk in teaching learning processes in the English classes in class XI is 99,40% of the total, which is divided into indirect talk takes 66,46%, and direct talk which takes 32,93%. The percentages told the most dominant pattern, namely indirect talk. This means that teacher 2 is quite active in providing support or encouragement to students, accepts and uses ideas from students, and is also active in asking questions. However, the percentage of direct talk was 32.93%, which means teacher 2 was lacking in explaining the material, giving directions, or criticizing students.

## B. Suggestion

The researcher has some suggestions for the teacher, students, and others researchers. The suggestion can be seen as follows:

1. For the teacher

    The teacher should create an enjoyable situation in the class in the teaching-learning process to make the students enjoy doing activities in the classroom. Perhaps the teacher should provide more motivation to the student to the students to encourage them to be more active in practicing their speaking skills and make the students actively participate in the classroom interacation. Because, this can affect their academic emotions, which can create a comfortable environment for students.

2. For the students

    The students even though are actively participating in the classroom, it would be better if their activity was also controlled. Such as asking the teacher, giving comments, giving advice, and also being brave to give new ideas, so that classes would be more organized and monitored.

3. For others researchers

    The researcher hopes that by reading this thesis, the others researchers will be inspired and motivated to research the types of teacher talk and the percentages in the classroom.

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# APPENDIX

## Appendices 1

## Question of interview with English teacher class X and XI majoring in travel business

1. How does the teacher respond or accept students' feelings during the learning process in the classroom?
2. How does the teacher give praise or encouragement to students during the learning process?
3. In the learning process, if a student gives an idea or suggestion, how does the teacher respond?
4. How does the teacher ask questions to students during the learning process?
5. How does the teacher deliver material in class?
6. After explaining the material, of course the teacher will give directions or orders, so how does the teacher give directions or orders during the learning process?
7. How does the teacher clarify or correct students' bad habits in the classroom?

## Appendices 2

## Transcript of interview with class X English teacher

R : assalamualaikum wr.wb.

T : waalaikumsalam wr.wb.

R : sebelumnya saya intan garnita putri mahasiswi dari UIN Raden Mas Said Surakarta jurusan pendidikan bahasa inggris, saya ijin mengambil data penelitian interview nggih, sama bu eni nggih.

T : nggih silahkan

R : kalau boleh tau untuk nama panjangnya bu eni sinten nggih?

T : eni rahmawati S. Pd.

R : owh bu eni rahmawati nggih. Ini saya mau langsung ke pertanyaannya

T : yaa

R : okay untuk pertanyaan yang pertama, bagaimana cara bu eni untuk menanggapi atau menerima perasaan siswa selama proses pembelajaran dikelas. Nah itu, misalnya

kayak bu eni menanyakan tentang kabar siswa atau gimana. Nah itu untuk cara penyampaiannya bu eni itu seperti apa gitu?

T : cara penyampaiannya pasti saya akan menyampaikan dengan sangat antusias dan sangat apaya berpikir dengan positif supaya anak anak merasa bahwa mereka itu penting untuk saya, sehingga anak akan merasa bahwa, oh iya ternyata saya disini diperhatikan sama miss eni. Sehingga saya ingin mereka menjadi lebih senang selama belajar dikelas saya.

R : okayy, untuk selanjutnya nggih bu. Bagaimana cara bu eni dalam memberikan pujian atau dorongan kepada siswa selama proses pembelajaran. Seperti mungkin mengucapkan kata kata yang bisa membangun siswa agar tertarik untuk lanjut belajar gitu

T : kalau untuk pujian, saya biasanya memberikan pujian itu pertama, disaat anak dapat menjawab pertanyaan saya dengan baik, pasti saya akan memberikan pujian sebagai reward supaya mereka termotivasi untuk menjadi lebih baik lagi dan lebih semangat lagi. Yang kedua, disaat siswa pun menjawab dengan tidak baik atau mungkin dengan jawaban yang kurang, saya tetap memberikan reward atau pujian supaya siswa jadi lebih semangat lagi agar menjadi lebih baik lagi.

R : kalau boleh tau untuk contph cara ibu memberikan pujian kepada siswa dengan jawaban yang benar itu seperti apa? Mungkin dengan memberikan ucapan oh good, excellent

T : ya kalo bisa menjawab dengan baik dan benar biasanya saya berikan very good, excellent, atau great trus amazing. Trus kalo misalkan disisi lain ya jawabannya kurang pas itu  saya tetep akan memberikan pujian juga contoh dengan kata yes it's good atau yaa very good juga bisa biar mereka tidak down, tidak merasa malu atau merendah karena jawaban mereka kurang tepat.

R : oh jadi seperti itu. Okay, untuk pertanyaan ketiga itu dalam proses pembelajaran jika ada siswa yang menyampaikan ide atau sarannya kepada bu eni tu bagaimana cara bu eni meresponnya? Misal kalau ada siswa yang menyampaikan kalau misalnya ini yang benar seperti ini ibu, yang ini kelewatan ibu. Itu respon bu eni dalam menanggapi siswa seperti itu bagaimana?

T : jika ada siswa yang ingin menyampaikan ide atau gagasan atau mungkin perbaikan untuk saya, saya akan meresponnya dengan amat sangat positif karena menurut saya, saya hanya manusia biasa dan saya perlu belajar dari waktu ke waktu dan saya belajar juga tidak hanya dari seseorang yang ilmunya lebih tinggi dari saya. Jadi ilmunya yang dibawah saya pun juga itu bermakna positif untuk saya, saya akan terima. Jadi saya sangat antusias sekali bahkan bila ada siswa yang memberikan masukan atau ide gagasan kepada saya

R : oohh untuk pertanyaan keempat nggih bu ya. Kemudian itu untuk bagaimana cara bu eni untuk memberikan pertanyaan kepada siswa selama proses pembelajaran kalau misal, diawal kan bu eni menjelaskan tentang  procedure text ya. Misal pada saat bu eni menanyakan kepada siswa itu bagaimana cara bu eni menanyakan, mungkin menggunakan kata kata yang seperti apa gitu

T : untuk memberikan pertanyyan mungkin dengan kata kata misalkan do you know about apa gitu misalkan. Have you heard about apa. Apa yang pernah mereka dengar, biasanya untuk diawal ya pembuka seperti itu dari pengalaman mereka, kayak apa yang pernah mereka lakukan, apa yang pernah mereka alami saja seperti itu. Nanti setelah mereka sudah pernah mengalami misalkan  tips untuk tadi misalkan untuk save money, untuk apaya menyimpan atau menghemat uang, mungkin mereka pernah melakukan itu sehingga akan saya tanyakan apa yang pernah kamu lakukan, tips tips apa yang pernah kamu lakukan seperti ituu. Kemudian untuk dishare ketemen temennya supaya temen temennya ada manfaat dari itu jadi ada hal untuk dibagi.

R : ohh iyaa baik baik. Okay, untuk selanjutnya ini untuk bagaimana cara bu eni menyampaikan materi di dalam kelas. Mungkin misalnya bu eni lebih menggunakan kalimat bahasa indonesia atau kalimat yang lebih ke bahasa inggirs, itu bagaimana sih cara penyampaian materi ibu?

T : sebenarnya kalau idealis ya saya inginnya menggunakan bahasa inggris terus, full bahasa inggris. 100% bahasa inggris. cuman pernah saya coba seperti itu tapi anak anak untuk penyampaian materi mungkin kurang paham karena mereka langsung 100% bahasa inggris itu kurang paham. Jadi saya campur mix, antara bahasa inggris dan bahasa indonesia jadi saya sampaikan dulu dengan bahasa inggris terus saya terjemahkan ke bahasa indonesia.

R : baik bu, brati untuk cara penyampaian materi di dalam kelas itu bu eni sebenarnya ingin full inggris tapi kendala di siswanya gitu kan

T : iya hehe

R : untuk selanjutnya nggih bu, setelah menjelaskan materi tentunya miss akan memberikan berupa arahan atau perintah lalu bagaimana cara bu eni dalam memberikan arahan atau perintah kepada siswa selama proses pembelajaran? Seperti contohnya tadi itu misskan memberikan arahan untuk membuat kelompok gitu. Mungkin bisa dijabarkan lagi gitu

T : untuk memberikan arahan atau perintah saya biasanya pakai bahasa inggris. jadi biar mereka belajar bahasa inggris dari kalimat kalimat sederhana walaupun sekedar instruksi, kalimat singkat seperti itu. Dan kadang saya tawarkan mereka misalkan, yuk buat kelompoknya mau urut absen 1-5 atau mau acak, nomor ganjil 1,3,5 atau mau berdasarkan tempat duduk saja depan belakang seperti itu. Saya kadang memberikan pilihan untuk mereka

R : oh nggih biar bisa milih gitu

T : iya tapi ya ganti ganti kalau misal kemarin udah habis berdasarkan tempat duduk nanti berikutnya kalau mau membuat kelompok lagi bisa dengan nomor ganjil, jadi gabisa milih mereka, harus itu.

R : okay untuk pertanyaan terakhir ini bu, bagaimana cara bu eni dalam mengklarifikasi atau mengoreksi kebiasaan siswa yang buruk, misalnya ada siswa yang terlambat masuk kelas, berisik dikelas, itu cara bu eni menegurnya itu seperti apa?

T : oh iya, biasanya kalau saya menegur siswa yang berisik itu dengan cara saya ingatkan secara lisan dulu, kalau satu kali dua kali secara lisan masih belum mempan, akhirnya saya minta siswanya untuk membawa kursinya kedepan. Paling depan ini, biasanya seperti itu saya suruh duduk paling depan. Itu yang berisik. Kalau yang terlambat itu biasanya saya tanya dulu kenapa terlambat. Oh kalau terlambat kalau misalnya itu alesannya kurang pas, oh terlambatnya kelamaan karena masih makan gitu ya sedikit paling teguran supaya besok jangan telat lagi ya. Kemudian kalau alasan, pernah ada siswa terlambat karena mengantarkan neneknya, dia terlambat 45 menit satu jam pelajaran. Itu saya ga beri hukuman sama sekali karena itu berdasarkan nilai kemanusiaan ya, jadi karena neneknya mau ke rumah sakit mau periksa, gaada yang ngantar akhirnya dia mengantar neneknya dulu, kata dia terlambat gapapa miss kasihan mbahe. Katanya gitu, oh yaudah gapapa silahkan masuk gitu. Saya gitu ga saya kasih hukuman sama sekali jadi tergantung apa alasannya. Oh bangun kesiangan miss, wahh itu yauda kamu ini dulu, misalkan apaya nyanyi bahasa inggris dulu di depan gitu.

R : tergantung alasan siswa nggih miss

T : he.em alasannya apa dulu

R : okay, mungkin untuk pertanyaan interview kali ini cukup sekian nggih miss ya, nanti misal ada tambahan saya bisa whatsapp miss eni nggih

T : boleh boleh

R : okay mungkin sekian interview dari saya, apabila ada salah katanya saya mohon maaf. Wassalamualaikum wr.wb.

T :waalaikumsalam wr.wb.


**Appendices 3**

**Transcript of interview with class XI English teacher**

R : sebelumnya assalamualaikum wr wb.

T : waalaikumsalam wr.wb.

R : baik selamat siang miss Rahmania. Sebelumnya perkenalkan saya Intan garnita putri. Saya mahasiswi dari UIN Raden Mas Said Surakarta. Saya ijin mengambil data melalui interview dengan miss Rahma yang tadi dimana saya melakukan penelitian dikelasnya miss Rahma.

T : iyaa

R : jadi langsung saja ya miss, untuk yang pertama, bagaimana cara miss rahma menanggapi atau menerima perasaan dari siswa selama proses pembelajaran di dalam kelas miss?

T : di awal masuk kelas biasanya saya ask them how they feel, how was their weekend or how was yesterday. Gimana mereka melalui weekend mereka kayak gitu biasanya. And they usually tell me about their activity during the weekend, some of them will say something like only stay at home or jadi mereka ini mengutarakan apa yang mereka lalui di hari weekend itu. Dengan cara itu juga saya stimulus mereka biar mereka mau ngomong bahasa inggris kayak gitu.

R : ooo okey, untuk selanjutnya bagaimana cara miss untuk memberikan pujian atau dorongan kepada para siswa selama proses pembelajaran. Yang bisa meningkatkan proses pembelajara para siswa.

T : okay, biasanya saya akan ini mendorong mereka untuk membaca, seperti yang dilihat dikelas tadi. Mereka itu takutkan kalo disuruh membaca

R : iyaa, nggih

T : tapi I'm trying to motivate them, ya agak sedikit maksa ya tapi setelah itu kita kasih feedback lagi, you're doing is god job, it's great, that's fine, that's okay. Ini tu kita belajar tidak perlu takut buat ngomong bahasa inggris walaupun salah

R : okay, baik miss. Selanjutnya itu dalam proses pembelajaran ini jika ada siswa yang memberikan atau saran kepada miss rahma itu bagaimana cara miss rahma untuk merespon siswa tersebut miss?

T : ide gimana maksudnya?

R : misal ada siswa yang mengutarakan pendapatnya gitu, respon dari miss rahmanya itu seperti apa

T : tentu saja saya akan welcome ya dengan ide id emereka. Most of them are creative maybe more creative than me yakan. Jadi ide ide mereka itu malah kadang kadang cemerlang gitu. Jadi saya selalu menampung apapun ide mereka

R : okey, baik. Untuk selanjutnya bagaimana cara miss rahma untuk memberikan pertanyaan kepada siswa selama proses pembelajaran.

T : biasanya I related to the topic. Di related dengan topiknya atau bahasanya apa. Trus kemudian kalau saya menemukan sesuatu yang bisa dibuat stimulus sama anak anak untuk menjawab itu saya tanyakan. Kayak tadi misalnya tujuan text announcement itu buat apa, untuk inform kan. Dan saya juga recall yang kemarin. Kemarin juga belajar descriptive sama narrative jadi saya tanya uga. Narrative kemarin buat apa? Terus descriptive buat apa? And they be able to answer the question that means they are understand about the material.

S : okay baik. Untuk pertanyaan yang kelima, ini untuk setelah menjelaskan materi tentunya miss rahma juga akan memberikan arahan kan atau perintah kepada siswa. Nah, lalu bagaimana cara miss rahma dalam memberikan arahan atau perintah selama proses pembelajaran. Mungkin misalnya miss rahma memberikan perintah untuk mengerjakan tugas atau membuat kelompok, itu miss rahma biasanya kerap mengunakan arahan yang seperti apa kepada siswa?

T : yaa, it's depends on the test yang mau kita kasih. Kalau kayak project kelompok ya dibagi kelompok. Biasanya saya mengembalikan ke mereka. Terserah merekas mau membagi gimana. And they are fine dan gaada masalah gitu. Tapi kalau ada kendala baru saya yang bagi, kalau tugas personal ya langsung.

S : okay untuk last question miss, bagaimana cara miss rahma dalam mengoreksi atau menegur kebiasaan buruk siswa di dalam kelas? Kayak misal tadi di dalam kelas ada yang baju bebas gitu, mungkin miss rahma lebih ke hanya menegur atau memberikan hukuman secara langsung gitu miss?

T : kalau memberikan hukuman sih so far tidak ada hukum hukuman kayak gitu. Tapi saya menegur itu sudah pasti, mungkin sedikit dengan balutan gimana ya, saya itu tidak terlalu serius agak becanda sedikit tapi itu negur gitu. Kalau sudah kebangetan mungkin baru di tegesin kayak gitu.

R : oh begitu baik. Mungkin untuk interviewnya hanya itu saja miss. Terimakasih untuk waktunya ya miss

T : iya sama sama, you're welcome. Success on your thesis.

S : thank you miss.

T : hopefull you are being a good teacher in the future.

S : aamiin, terima kasih nggih miss ya. Ini saya akhiri nggih miss. Wassalamualaikum wr.wb.

T : waalaikumsalam wr.wb.

**Appendices 4**

**Result of observation using tally sheet in class X majoring in travel business**

| Classroom Verbal Interaction | Record as | Explanation |
|---|---|---|
| T ; assalamualaikum Wr. Wb. | 1 | The teacher was greets students with positive greetings, showed by "assalamualaikum wr.wb." it is accepts feeling, recorded as 1. |
| T : good afternoon students | 1 | The teacher was greets students with positive greetings, showed by "good afternoon students" it is accepts feeling, recorded as 1. |
| T : how are you today? | 1 | The teacher was greets students with positive greetings, showed by "how are you today?" it is accepts feeling, recorded as 1. |
| T : very well, thank you. | 1 | The teacher give a positive feedback "very well" , it is recorded as 1. |
| T : absent dulu ya | 6 | The teacher gives a command to check attendant, it is recorded as 6. |
| T : eva? | 4 | The teacher calls a student by name, it is recorded as 4. |
| T : we will discuss about procedure text ya. | 5 | The teacher opens the lesson by stating the theme of today's lesson, it is recorded as 5. |
| T : please open the LCD. Pake sapu | 6 | The teacher gives a commands to a student to open the LCD, it is recorded as 6. |
| T : hello? | 7 | The teacher greets the students with a simple 'hello' to make the students focus again on the lesson, it is recorded as 7. |
| T ; for the kompetensi ya, that you have study about itu. Silahkan dibaca kompetensi awalnya! Peserta didik telah memiliki pengetahuan awal tentang contoh dari teks prosedur. Kamu sudah tau ya tentang teks prosedur di materi yang dulu tentang apa tadi… waktu di smp sudah pernah dikasi ya | 5 | The teacher gives a explanation to the students, it is recorded as 5. |
| T : kita ulang lagi disini. Pertama nanti, disinikan untuk di kurikulum merdeka kita | 5 | The teacher gives a explanation to the students, it is recorded as 5. |

| | | |
|---|---|---|
| ada gabungan dari materi bahasa inggris digabungkan dengan eee unsur unsur profil pelajar pancasila. Yang pertama nanti kamu bisa menjadi mandiri, jadi peserta didik dapat menemukan informasi pada video tentang tips secara mandiri.kedua, gotong royong. Kemudian yang ketiga, kreatif. Jadi, kamu akan menjadi lebih kreatif lagi untuk membuat teks prosedur. Kemudian targetnya, nah disitu silahkan dibaca targetnya peserta didik dapat membuat sebuah poster tentang tips menggunakan canva dengan jelas dan menarik. | | |
| T : kamu nanti dapat menemukan informasi tentang sebuah tips kemudian setelah membaca tips itu kamu dapat menganalisis tips yang harus dan tidak harus dilakukan. Melalui kegiatan diskusi kelompok dengan dijadikan beberapa teks prosedur ya | 5 | The teacher gives a explanation to the students, it is recorded as 5. |
| T : okeyyy, nanti saya minta kamu untuk dibagi secara kelompok ya. Kamu membuat sebuah tips tips ya. | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : I will divided you into … maybe for about five students for eight groups. Okay please make a group for five students. Berdasarkan absen or the number? Or random? acak | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : random. Okay | 2 | The teacher repeats the student's answer, it is recorded as 2. |
| T : okay, kirana nabila, ini ya dua meja. Ini pasangan dengan ini. Ini ini, dan ini ini. Iya itu karo dinda sama dimas, terina sama berlin, berlin alya. Oke brati lima aja ya. Tanggung. Gitu ya? | 6 | The teacher gives a direction to the students, it is recorded as 6. |
| T : okayy, haloo? | 7 | The teacher greets the students with a simple 'hello' to make the students focus again on the lesson, it is recorded as 7. |
| T : silahkan dibuat sekarang kemudian nanti kamu share di depan. Mengerti? | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |

| | | |
|---|---|---|
| T : okay silahkan, for the theme is free ya, untuk temanya bebas ya. If you want to make up to you. And so make it simple ya. For example, tips to be healthy | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : sehatt. Maybe you can make sport about twice a day, three times a day | 5 | The teacher gives a explanation to the students, it is recorded as 5 |
| T : okayy. And the second, contoh kedua apa coba? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : how to be happy, bolehh. Bagaimana cara to be happy | 3 | The teacher accepts the answer from a student, it is recorded as 3. |
| T : how to be dilligent, bagaimana cara untuk menjadi rajin. Next, how to be smart, bagaimana untuk menjadi pintar. Oh harus belajar, oh harus ikut les, oh bangunnya lebih pagi, gitu ya. | 5 | The teacher gives a explanation to the students, it is recorded as 5. |
| T : Yak c'mon silahkan kursinya diputar jadi kelompok. | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : did you finished? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : what do you talk about in your eee, what you are title? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T ; what say in english? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T :in indonesian or in english? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : in english, please yaa | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : did you finished? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : masih on process? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : what in your text? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : hayoo | 7 | The teacher say to the students with a "hayoo" to reprimand students to answer questions correctly, it is recorded as 7. |

| | | |
|---|---|---|
| T : c'mon handsome boys handsome boys | 7 | The teacher makes a any jokes aiming at some particular students, it is recorded as 7. |
| T : cowo cowo ganteng ini temanya apa ini? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : okeyy next for this group, sudah selesai itu? Tentang apa? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : owh maintain mental health , okayy | 2 | The teacher repeat the student's answer and the answer is correct, it is recorded as 2. |
| T : and you what's your title? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T ; how to get taller, oh ya good. How many tips? How many? Berapa tipsnya, ada berapa? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : eight tips to how to do ya. If you have finished and send in to my whatsapp | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T ; did you have finished? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : what the title about? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : aa okay, can you send it into my whatsapp? Then present it in front of class ya. Nanti presentasi. | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : he.em. misalkan lailatuz ini yang pertama, kamu kedua, ketiga, keempat, kelima gitu yaa | 5 | The teacher gives a explanation to the students, it is recorded as 5. |
| T : how about this group? | 4 | The teacher ask a question to the students, it is recorded as 4. |
| T : iya, how to make pancake | 2 | The teacher repeat the student's answer, it is recorded as 2. |
| T : owh belum diedit | 3 | The teacher listen to a student and accept his ideas, it is recorded as 3. |
| T : oke selesaikan | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : have you finished? | 4 | The teacher ask a question to the students, it is recorded as 4. |

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|---|---|---|
| T : never? What? | 7 | The teacher asks "what" to the student also come under 7 category. |
| T : oh on process okayyy | 3 | The teacher listen to a student and accept his ideas, it is recorded as 3. |
| T : you are come in front of class ya, tapi share it in my whatsapp ya. | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : yang satunya tuliskan di papan, lainnya lanjut baca | 6 | The teacher gives a direction to the students to make a group, it is recorded as 6. |
| T : okay good, thank you very much. | 2 | The teacher gives a positive reinforcement by saying "okay good", it is recorded as 2. |
| T : okay thank you. Hello? | 7 | The teacher greets the students with a simple 'hello' to make the students focus again on the lesson, it is recorded as 7. |
| T : after you see your friends presentation, for two groups ya. And every group have create in canva ya. So, I hope you will be more creative. And all of you are excellent students and you make it usely. And you are very very excellent okay. I hope you will be better more than before. Nanti semoga nilai gotong royong apa kerja samanya dalam kelompok menjadi lebih bagus ya. Okay itu, I think that's all for me for today. Thank you for your attention. Wassalamualaikum wr.wb. | 2 | The teacher gives a praise and encourages to the students, it is recorded as 2. |

**Appendices 5**

**Result of observation using tally sheet in class XI majoring in travel business**

| Classroom Verbal Interaction | Record as | Explanation |
|---|---|---|
| T : assalamualaikum Wr. Wb | 1 | The teacher was greets students with positive greetings, showed by "assalamualaikum wr.wb." it is accepts feeling, recorded as 1. |

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| T : good morning | 1 | The teacher was greets students with positive greetings, showed by "good morning" it is accepts feeling, recorded as 1. |
| T : how are you today? | 1 | The teacher was greets students with positive greetings, showed by "how are you today", it is accepts feeling, recorded as 1. |
| T : yesterday I skip the class ya because I must go to the hospital. So I give you assignment. Have you finished your asignment? | 4 | The teacher ask the students about the assignment that given in the previous meeting, it is a teacher question, recorded as 4. |
| T : okay we are start our material about.. apa? What is about? | 4 | The teacher ask the students about the material that will explained, it is a techer question, recorded as 4. |
| T : announcement | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. Recorded as 2. |
| T : how do you spell it? How do you write it? | 4 | The teacher asking questions to the students, it is a techer question, recorded as 4. |
| T : Deta read the point A! | 6 | The teacher gives a interaction to a student to read, it is a gives direction, recorded as 6. |
| T : yeah, what is announcement statement made to the public or to the media which gives information about something that has happened or that will happen. | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. It is recorded as 2 |
| T : gausah dilihat translatenya, bismillah sek. A statement apa? | 4 | The teacher ask to students about the translate of the word. Recorded as 4. |
| T : sebuah atau suatu kalimat | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. It is recorded as 2 |
| T : Made to the public. Dibuat untuk? | 4 | The teacher ask to students about the translate of the word. Recorded as 4. |
| T : masyarakat publik itu seluruh masyarakat banyak orang. Publik itu ga harus masyarakat misalkan kalian bertiga itu udah publik. Misalkan personal dari saya ke kamu itu apa? Massage. Tapi kalo dari orang banyak atau | 5 | The teacher gives a explanation about '*publik*' to the students. It is recorded as 5. |

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| instansi itu namanya announcement. Jadi publik itu tidak mesti masyarakat. Jangan artikan publik itu masyarakat tapi publik yang bisa masyarakat sesuai konteksnya. Tapi harus to jamak ke banyak orang. Gitu ya. | | |
| T : okay B. siapa? Zahra yuk. Read B! | 6 | The teacher gives a interaction to a student to read, it is a gives direction, recorded as 6. |
| T : what is the purpose? Purpose itu dila apa? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : lainnya apa? Istilah lainnya purpose itu apa? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : Look back your notes! | 6 | The teacher gives an order to the students to look back the notes. It is recorded as 6. |
| T: sama aja mereka. Purpose tu sama aja sama social function sama aim sama goals ya. Jadi, apa tujuannya dari announcement text? To inform the readers about what has happenedor what will happen. Untuk menginformasikan kepada pembaca mengenai atau tentang sesuatu yang sudah terjadi atau yang akan terjadi. Jadi untuk ngabarin kemarin terjadi apa, atau nanti besok akan ada apa langsung kek gitu ya. | 5 | The teacher gives a explanation about '*purpose of announcement text*' to the students. It is recorded as 5. |
| T : Okay C siapa yang C. tamara. | 6 | The teacher gives a interaction to a student to read, it is a gives direction, recorded as 6. |
| T : okay good | 2 | The teacher gives a praises when student can read with clearly. Recorded as 2. |
| T : nanti kalau udah ke contoh itu nanti udah paham. In syaa allah | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : How many types of announcement text? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : spoken itu apa? Spoke | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : Kalau spoken biasanya dijumpai dimana? | 4 | The teacher ask a question to a student, it is recorded as 4 |

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| T : radio, airport, terus di sekolah yang bapak TU yang mengumumkan barang kehilangan. Kalau written? Poster. Kalau now case in digital era, biasanya we find it in social media. Whatsapp instagram. Pengumuman sekarang dapat didapatkan di sosial media dari HP. Okay, yang D types of announcement. Yang pertama spoken announcement. Spoken announcement should be delivered loudly and clearly, so listener can catch the massage clearly. | 5 | The teacher gives a explanation about '*example of announcement text*' to the students. It is recorded as 5. |
| T : Who the listener refers to? Listener itu maksudnya siapa? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T ; Kalau misal sekolah mungkin bisa ke guru atau ke murid. Kalau di train station? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : okay passenger | 1 | The teacher gives a positive feeling by saying "okay passenger". It is accepts feeling, recorded as 1. |
| T : Okay, so this is a generic structure. First, opening to, apa? To attract listeners. Its usually uses the following expression, your attention please, good afternoon students, good morning students itu adalah kata kata yang bikin publik itu pay attention to the them | 5 | The teacher gives a explanation about '*generic structure of announcement text*' to the students. It is recorded as 5. |
| T : salam, salam sejahtera. Iya itu tu masuk apa itu? Masuk bagian yang mana? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : okeyyy bahasa indonesia berarti gimana? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : jadi bahasa pengumuman lisan sama tertulis itu berbeda ya. Kalau misal tulisan gaada perhatian perhatiannya juga | 5 | The teacher gives a explanation to the students. It is recorded as 5. |
| T : misalnya langsung to all students, to officers. Gaada perhatian perhatian kepada guru, itukan gaada. Jadi tetep ada perbedaannya. | 5 | The teacher gives a explanation to the students. It is recorded as 5. |
| T : so, it is same apa? 5W 1H. itu ada pokoknya apa, kepada siapa itu isinya announcement text. Then closing. To close the announcement. It usually uses expressions such as thank you. Thank you, thank you for the attention, thank you to pay attention. | 5 | The teacher gives a explanation to the students. It is recorded as 5. |

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| T : We must try to practices, kita harus belajar, ngomong itu harus belajar, baca itu harus belajar. Kalo ga practice ga bisa. Kalo salah gapapa, kalo salah dibenarkan. It's okay, don't be afraid… Gapapa coba aja | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : yang lain dengerin | 6 | The teacher gives an order so that other students listen. |
| T : during the? Gapapa | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : iyaa, thank you | 2 | The teacher gives a praises when student can read with clearly. Recorded as 2. |
| T : naylaaa..it is hard for you nayla? To read english? Susah? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : you have to practices more. Jangan kamu buat praktek nanti tu bisa sendiri, kamu tu kayak bisa gabisa yauda gitu. Its all about practices kayak sering kek gitu nanti habitnya kebiasa. | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : opening yaa | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. It is recorded as 2 |
| T : kita apa kami? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : Passenger itu apa? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : Kalo konteksnya kayak gini brati apa? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : ini tu pengumuman di stasiun misalnya. Coba dilihat kesininya, dilihat couch. Only 50 percent of it's actual capacity. Apa? Each couch. Couch itu kayak gerbong. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : 50 persen dari ? kapasitas? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : jadi misale 50 brati only? 25 passengers. Therefore, therefore? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : yaa pake setelah itu | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. It is recorded as 2 |

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| T : take your seat, ambil pilih tempat duduk. With no crossed sign | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : Sini gantian yoo | 6 | The teacher gives a interaction to a student to read, it is a gives direction, recorded as 6. |
| T : keep your distance and always wear your mask, apa itu? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : jaga jarak | 2 | This tells the students that he has the right answer and therefore functions as praise and encouragement. It is recorded as 2. |
| T : chat itu apa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : eh no. chat. Chatting | 3 | The teacher was accepting idea from student and the teacher repeat in nustell in his own style or word. It is recorded as 3. |
| T : ngobrol ngobrol. Chat ki jenenge ngobrol. kita bahasanya kan chatting chatting gitu kan. Itu kalo versi kita itu texting | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : ini apa? Ini salah satu cara untuk? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : memutus | 2 | The teacher repeat the student's answer, it is recorded as 2. |
| T : very dangerous? | 4 | The teacher ask a question to a student, it is recorded as 4. |
| T : Please wash your hands soon after you have alighted from the train at your destination, tu apa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : segera cuci tangan | 2 | The teacher repeat the student's answer, it is recorded as 2. |
| T : setelah? Setelah apa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : ya yaa terus ada kata apa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : jadi itu headnya yang mana? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : and then the content, contentnya mulai dari? | 4 | The teacher ask a question to a student, it is recorded as 4 |

| T : during sampai? | 4 | The teacher ask a question to a student, it is recorded as 4 |
|---|---|---|
| T : and then the closing? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : okay, that is a spoken of? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : Kamu kok ga pake, kamu kok bajumu gitu. Koyok dolan aja | 7 | The teacher reprimands students who do not wear uniforms appropriately, it is recorded 7. |
| T : dirumah kenapa belum di setrika? Kan 2 jam kemaren bisa disiapin. Kamu kan bajumu pasti yang itu to. | 7 | The teacher criticize student who do not wear uniform appropriately, it is recorded as 7. |
| T : kok ga dimarahi sama pak ji | 7 | The teacher ask the student why he wasn't scolded by the picket teacher when he entered school, it is recorded as 7. |
| T : usually | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : announcements | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : attention | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : important | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : o? or? Or occasion. Occasion. | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : persuade | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : read it | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : such as | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : all students. Jadi kalo written itu biasanya eeee…awalannya tu targetnya tu siapa. All students, all passenger, all patient. Jadi yang ditulis tu siapa yang dituju. Atau ada announcement atau school holiday atau langsung itunya apanya itu eee.. apaya sold discount, end year sale kayak gitu langsung judulnya. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |

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| T : Kalau baca tu gausah deg degan. Ngopo wedi. Mencoba saja kok do takut i ngopo to? Kan kalo salah juga gapapa yakan. | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : nunduk semua. Padahal gapapa lo, namanya juga latihan. Belajar tu eee.. santai aja janan tertekan kalau salah gapapa namanya masih belajar. | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : Yang kedua itu lo fia. Yang kedua. Kamu tulis ga fia? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : apa? | 7 | The teacher asks "apa" to the student, it is recorded as 7. |
| T : Berarti blom written nya? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : cari ke catetan temennya dulu ya | 6 | The teacher gives a direction to the student. It is recorded as 6. |
| T : oh elfa, please be loudly ya elfa | 6 | The teacher gives a instruction to a student to read with loudly, it is a gives direction, recorded as 6. |
| T : occasion | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : thank you elsaa | 2 | The teacher gives a encourage to the students. It is recorded as 2 |
| T : elfaa kok elsa | 2 | The teacher jokes without aiming at any students, it is recorded as 2. |
| T : okay content that explains the event or occasion in detail. Such as who the announcement is addressed to, what event or occasion it is, and where, when, why, and how it takes has taken place | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : such as, seperti. Itu such as. Third closing yak. That states the contact person or writter of the announcement. Kalau written tu jadi seng ngasih pengumuman ke siapa. Misale ke principal, kepala sekolah itu siapa, atau langsung ke nama siapa. Bu apa, atau kapro apa gitu ya. Atau contact personnya. Itu ada pengumuman seperti ini trus nanti kalian bisa follow up pake cp yang ada dibawahnya. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : okay yuk baca. tu siapa. Nayla to all student sampai for them. Dari example | 6 | The teacher gives a instruction to a student to read, it is recorded as 6. |

| | | |
|---|---|---|
| T : to all students | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : they are very grateful for what we have done for them tu apa? Kepada? Semua? Siswa thank you for all aa, thank you for all hard work. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : kerja keras kalian, so that sehingga, we can ease the burden of the flood victims. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : victims tu apa? Victims. Victims. Masa gatau victims. Hayooo | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : korban, kalo pake suspect? Cari google sek. S-u-s-p-e-c-t. suspect. Ada gak? Apa? | 6 | The teacher gives direction to the students, it is recorded as 6. |
| T : mengira bisa yang lain? Ini loh | 3 | The teacher accepts ideas of student, it is recorded as 3 |
| T : tersangka, kalau victim itu kan korban, kalo suspect itu tersangka. Tapi disini konteksnya ada flood. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : banjir. Berarti korban? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : beda sama korban kejahatan. Kalo korban kejahatan kan ada suspectnya beda sama victim. Victim of the apaya, criminal atau korban korban bencana seperti ini. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : nah, mereka korban grateful berterimakasih for? for what we have done for them. Iya atas apa yang telah kita lakukan ke mereka. Emang ngapain kalian ke mereka? | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : however | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : however, our efforts do not stop here, apa? However apa? | 2 | The teacher repeat the student's answer, it is recorded as 2 |
| T : namun our efforts. Usaha kami tidak berhenti disini. It turns out, apa? Apa artinya? Ternyata. Faktanya gitu. that there are still several ares, apa? Ternyata masih ada beberapa daerah. that really need our hands. Hands kan tangan ya tapi our hands? | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : I need your hands please. Aku butuh pertolonganmu. Therefore, if you still have | 5 | The teacher gives a explanation to the students. It is recorded as 5 |

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| items that can be donated, please collect them to youe class captain. | | |
| T : oleh karena itu, sehingga bisa if you still have items. Jika kamu. Kamu nya siapa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T ; ke? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : ketua kelas akan? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : untuk distributing? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : ini apa? Headnya apa? Headnya? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : trus contentnya dari? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : iya, terus kalimat seruannya apa? how to actionnya apa? Di closing itu ada how to action. Ajakan atau seruan untuk melakukan sesuatu, apa seruannya? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : aa ya, therefore itu dah mulai closing | 3 | The teacher accepts ideas of student, it is recorded as 3 |
| T : ini language features. Language features itu fitur kebahasaan. Kayak tensesnya apa, sama grammar. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : semua nulis ya… oh ini yang tadi, gausah ditulis. Ini yang tadi. Tapi gapapa ditulis yang language featuresnya gapapa.. langsung satu, using simple present tense. | 6 | The teacher gives direction to the students, it is recorded as 6. |
| T : berarti cari dulu di teksnya yang kalian tulis ada apa? Ada ease, are. Digaris bawahi. Do no stop here, turns out, need, collect. Jadi dicontoh tadi ada unsur using simple present tense. Pokoknya yang simple, yang verb 1. Need verb 1. Collect verb 1. Pokoknya pakai simple present tense. Kalian harusnya sudah belajar yang simple present tense. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : kalau mau recall memori tentang tenses, must open youtube. Easy, the explanation to be clearly in youtube. Yang kedua, the second using? Present future. Future kan yang akan datang, ada apa disana? Wiil coordinate. | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : ahahaha masih bisa dibaca? | 4 | The teacher ask a question to a student, it is recorded as 4 |

| T : tapi kalau saya suruh nulis dari note saya itu kok mereka suka nanya dan suka salah berarti ora iso di woco iya? | 2 | The teacher jokes without aiming at any students, it is recorded as 2. |
|---|---|---|
| T : mungkin kalian dari tulisannya bisa di olah ya. Sing moco tulisane kok rodok rodok iki a opo o opo u. masih mending dari tulisan dokter ya | 2 | The teacher jokes without aiming at any students, it is recorded as 2. |
| T : saya habis dari apotik. Itu resep dokternya itu sangat amat amazing. Tulisannya tu yang kayak gini lo. Tapi tu apotekernya bisa baca | 2 | The teacher jokes without aiming at any students, it is recorded as 2. |
| T : terus number three using exact noun… menggunakan exact noun. Menggunakan kata benda yang exact, yang tertentu gitu. Kepada siapa, nounnya itu noun murid murid itu | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : inikan gabisa nyalain proyektor. Saya kirim latihan soal ke grub ya. Nanti kita bahas bareng. | 6 | The teacher gives direction to the students, it is recorded as 6 |
| T : sebelas berapa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : sudah ditulis itu? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : There are three patterns and one text. Coba di jawab dulu. Cuman ini latihan sendiri. Coba kalau ada soal kayak gini kalian langsung ke questionnya dulu. Who delivers the announcement. Langsungg… coba dari text itu, who delivers the announcement. | 6 | The teacher gives direction to the students, it is recorded as 6 |
| T : the principal. Where did you get the answer? | 3 | The teacher accepts ideas from student, it is recorded as 3. |
| T : iya itu ada good morning, everyone. As the principal of SMA nusa bakti bangsa. I'd like to tell you good news. The principal okeyy… number two. What will the new sports hall be like? Apa artinya? What will? Akan seperti apa new sport hall. Aula olahraga. Olahraganya nanti. Kan mau bangun aula baru nah ruangannya itu akan seperti apa? What is the answer? | 5 | The teacher gives a explanation to the students. It is recorded as 5 |
| T : bisa. Mana yang mana? From the announcement. It will become the best sport hall at scool, bener ga? Bener apa salah? | 4 | The teacher ask a question to a student, it is recorded as 4 |

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| T : kenapa salah? Emangnya sekolah ada berapa sport hall? Satu, ya bener karena cuman satu. Tapi ga masuk sama bacaan yang diatas. Disitu the best. The best apa? Ada tulisan the best ga? | 3 | The teacher accepts ideas from student, it is recorded as 3. |
| T : True or false? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : false ya, gak ada, ga di mention.. c. it will be the largest sport hall in the city. | 3 | The teacher uses ideas from student, it is recorded as 3. |
| T ; true okeyy. | 2 | The teacher gives encouragement to the students, it is recorded as 2. |
| T : iya ngga ya. Karena ga semua. Cuman beberapa aja. It will become the house of any kinds of sports. Bener ngga? Akan menjadi rumah bagi macam macam olahraga . Bener atau salah? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T ; kenapa salah? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : So the answer is? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : number three, what does everyone feel after hearing the announcement? Artinya? Apa? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T :Okay do you have question about announcement? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : no? tadi what is purpose of the announcement? To? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T ; yaa, to inform the readers. Readers nya public or personal? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : terus kalau yang to amuse itu apa? To amuse itu text apa? Yang pernah kalian pelajari, yang kalian practice. Narrative, kan amuse itu mengibur. To amuse itu narrative, kalau descriptive to? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : describe, kalau announcement to inform. So you must memorize the keyword. And then, how many generic structure of announcement text? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : How many types? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : And how about the language features? Using simple ? | 4 | The teacher ask a question to a student, it is recorded as 4 |

| T : Have you finished the assignment? | 4 | The teacher ask a question to a student, it is recorded as 4 |
|---|---|---|
| T : have you check your work to the material? Sudah sesuai belum sama generic structurenya, sama language featuresnya. Sudah sesuai? Kamu sudah? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : eh lucu banget deta ahahah | 7 | The teacher makes any joke aiming at some particular students, it is recorded as 7. |
| T : ahahhaha okay, I will read from zahra's work. About what zahra? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : owh announcement about result of text. Okay, announcement of 2023 SNBP result. To all SNBP 2023 Participants. We hereby inform you that the results of the 2023 SNBP selection will be announced on Tuesday, march 28 2023 at 15.00 wib. Please check your selection result through the offical SNBP portal by entering the participant's registration number and of the birth. Thank you to all participants who participated. Congratulation to the participant who passed to the state university of their choice. For participant who have not successed, keep your enthusiasm and continue to develop and good luck in SNBT. We will announce further information in the near future. Nadiem makarim, minister of education. | 3 | The teacher accepts and uses ideas of students, it is recorded as 3. |
| T : Ini kamu sendiri ya yang buat? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : you did the god job, give applause to zahra. | 2 | The teacer gives a praises to student, it is recorded as 2 |
| T : zaka udah ngerjain belum? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : kenapa belum? Ayo dikerjain sekarang. | 6 | The teacher gives a command to student, it is recorded as 6. |
| T : tapi don't be too long and don't be short ya. Jangan kepanjangan, jangan kependekan. Okay if you have question bisa kesini ya. if you have question you can come here, in front of the class… | 6 | The teacher gives a direction to student, it is recorded as 6. |

| | | |
|---|---|---|
| T : oiya jangan lupa tulisin, yang kalian maksud itu spoken atau written, terus kalian beri nama nanti jadikan satu google drive. Saya dikasih linknya ya. Maximum tomorrow at twelfth | 6 | The teacher gives a direction to student, it is recorded as 6. |
| T : yaa, before twelfth o'clock. Besok sebelum jam 12 | 6 | The teacher gives a command to student, it is recorded as 6. |
| T : nanti saya dikasih linknya di grub ya | 6 | The teacher gives a command to student, it is recorded as 6. |
| T : tadi siapa yang ga masuk? | 4 | The teacher ask a question to a student, it is recorded as 4 |
| T : You must to finished your work. Kalau udah bisa diselesaikan dirumah ya. Don't forget to make it beautiful and creative | 6 | The teacher gives a command to student, it is recorded as 6. |
| T : okay thank you very much for today, see you next week ya in syaa allah. Assalamualaikum wr.wb. | 1 | The teacher was greets students with positive greetings, it is accepts feeling, recorded as 1. |

**Appendices 6**

**Transcript of observation in class X majoring in travel business 2**

Date      : January 17, 2024

Kelas     : X Travel Business 2

Teacher  : Mrs. Eny Rahmawati

Subject   : Procedure Text


T ; assalamualaikum Wr. Wb.

S : waalaikumsalam Wr. Wb.

T : good afternoon students

S ; good afternoon miss

T : how are you today?

S : I'm fine thank you, and you?

T : very well, thank you.

(hening)

T : absent dulu ya. eni?

S : present

T : eva?

S : present

T : we will discuss about procedure text ya.

(hening)

T : please open the LCD. Pake sapu.

(hening)

T : hello?

S : hai

T ; for the kompetensi ya, that you have study about itu. Silahkan dibaca kompetensi awalnya! Peserta didik telah memiliki pengetahuan awal tentang contoh dari teks prosedur. Kamu sudah tau ya tentang teks prosedur di materi yang dulu tentang apa tadi… waktu di smp sudah pernah dikasi ya

S : sudahh

T : kita ulang lagi disini. Pertama nanti, disinikan untuk di kurikulum merdeka kita ada gabungan dari materi bahasa inggris digabungkan dengan eee unsur unsur profil pelajar pancasila. Yang pertama nanti kamu bisa menjadi mandiri, jadi peserta didik dapat menemukan informasi pada video tentang tips secara mandiri.kedua, gotong royong. Kemudian yang ketiga, kreatif. Jadi, kamu akan menjadi lebih kreatif lagi untuk membuat teks prosedur. Kemudian targetnya, nah disitu silahkan dibaca targetnya peserta didik dapat membuat sebuah poster tentang tips menggunakan canva dengan jelas dan menarik.

T : kamu nanti dapat menemukan informasi tentang sebuah tips kemudian setelah membaca tips itu kamu dapat menganalisis tips yang harus dan tidak harus dilakukan. Melalui kegiatan diskusi kelompok dengan dijadikan beberapa teks prosedur ya. Di desain komunikasi cara untuk membuat teks poster sudah?

S : sudahhh

T : okeyyy, nanti saya minta kamu untuk dibagi secara kelompok ya. Kamu membuat sebuah tips tips ya. Dengan mengunakan can?

S : vaaa

T : I will divided you into … maybe for about five students for eight groups. Okay please make a group for five students. Berdasarkan absen or the number? Or random? acak

S : randomm

T : random. Okay, four or five?

S : four

T : okay, kirana nabila, ini ya dua meja. Ini pasangan dengan ini. Ini ini, dan ini ini. Iya itu karo dinda sama dimas, terina sama berlin, berlin alya. Oke brati lima aja ya. Tanggung. Gitu ya?

S : yaa

T : okayy, haloo?

S : hayy

T : silahkan dibuat sekarang kemudian nanti kamu share di depan. Mengerti?

S : yess miss

T : okay silahkan, for the theme is free ya, untuk temanya bebas ya. If you want to make up to you. And so make it simple ya. For example, tips to be healthy, tips untuk menjadi?

S : sehat

T : sehatt. Maybe you can make sport about twice a day, three times a day

S : ijin ngangkat helm miss

T : okayy. And the second, contoh kedua apa coba?

S : how to be happy?

T : how to be happy, bolehh. Bagaimana cara to be happy. Next! What is another example. Yang lainnya apa? How to?

S : how to be dilligent

T : how to be dilligent, bagaimana cara untuk menjadi rajin. Next, how to be smart, bagaimana untuk menjadi pintar. Oh harus belajar, oh harus ikut les, oh bangunnya lebih pagi, gitu ya.

T : Yak c'mon silahkan kursinya diputar jadi kelompok.

(siswa fokus mengerjakan tugas yang diberikan oleh guru)

T : did you finished?

S ; ee yes

T : what do you talk about in your eee, what you are title?

S : cara agar belajar online menjadi efektif

T ; what say in english?

S : AHAHAHA (siswa tertawa)

T :in indonesian or in english?

S : in indonesian

T : in english, please yaa

S : iyaa

T : did you finished?

S : on processes

T : masih on process?

S : yess

T : what in your text?

S : tips hoo to know- ahaha

T : hayoo

T : c'mon handsome boys handsome boys

S : yesss

T : cowo cowo ganteng ini temanya apa ini?

S : temanya cara menginstal game

T : okeyy next for this group, sudah selesai itu? Tentang apa?

S : maintain mental health gitu

T : owh maintain mental health , okayy

T : and you what's your title?

S : how to get taller

T ; how to get taller, oh ya good. How many tips? How many? Berapa tipsnya, ada berapa?

S : eight

T : eight tips to how to do ya. Did you have finished and send in to my whatsapp

S : okay miss

T ; did you have finished?

S : sebentar miss hehe

T : what the title about?

S : how to save money

T : aa okay, can you send it into my whatsapp? Then present it in front of class ya. Nanti presentasi.

S : semuanya?

T : he.em. misalkan lailatuz ini yang pertama, kamu kedua, ketiga, keempat, kelima gitu yaa.

S : iya miss

T : how about this group?

S : ini kita bikin-

T : iya, how to make pancake

S : ini belum diedit miss

T : owh belum diedit

S : iyaa

T : oke selesaikan

T : have you finished?

S : never

T : never? What?

S : eh on process

T : oh on process okayyy

T : you are come in front of class ya, tapi share it in my whatsapp ya.

S ; okay

(hening)

S : assalamualaikum wr.wb.

T & S : waalaikumsalam wr.wb.

S : here our group will presentation canva. The matery is about "procedure text". So, we're talking about tips how to save money. First, getting a discount.

T : yang satunya tuliskan di papan, lainnya lanjut baca.

S : Second, avoid debt. After that set goals. Next, make a budget. Then, automate your saving. Last, reduce utibility bills. So, that's all for our presentation, thanks for your attention. Wassalamualaikum wr.wb.

T & S : waalaikumsalam wr.wb.

T : okay good, thank you very much. Okay the next group langsung dipresentasikan. Ditulis dulu

S : baik miss

(hening)

S : its how to maintain mental health. Firstl resilient in feeling challenge, next improve emotional well being. Next, increased concentration and focus. Next, increased self confidence. Next, increased psychological reselience.

T : okay thank you. Hello?

S : hayy

T : after you see your friends presentation, for two groups ya. And every group have create in canva ya. So, I hope you will be more creative. And all of you are excellent students and you make it usely. And you are very very excellent okay. I hope you will be better more than before. Nanti semoga nilai gotong royong apa kerja samanya dalam kelompok menjadi lebih bagus ya. Okay itu, I think that's all for me for today. Thank you for your attention. Wassalamualaikum wr.wb.

S : waalaikumsalam wr.wb

**Appendices 7**

**Transcript of observation in class XI majoring in travel business 1**

Date        : January 16, 2024

Kelas      : XI Travel Business 1

Teacher  : Mrs. Rahmania

Subject   : Announcement Text

T : assalamualaikum wr. Wb.

S : waalaikumsalam wr.wb.

T : good morning

S : morning miss

T : how are you today?

S : I'm fine

T : yesterday I skip the class ya because I must go to the hospital. So I give you assignment. Have you finished your asignment?

S : sudah miss

T : okay we are start our material about.. apa? What is about?

S :  announcement

T : announcement, how do you spell it? How do you write it?

S : a-n-n-o-u-n-c-e-m-e-n-t

T : a-n-n-o-u-n-c-e-m-e-n-t. don't forget double n. jangan sampe nulis n nya cuman 1 tok. Itu sepele tapi biasanya banyak yang salah. okay point A, who is read? siapa? Coba Deta. Deta read the point A!

S : What is announcement? A statement made to the public or to the media which gives information about something that has happened or that will happen.

T : yeah, what is announcement statement made to the public or to the media which gives information about something that has happened or that will happen. Coba gausah dilihat, sudah di translate?

S : sudah

T : gausah dilihat translatenya, bismillah sek. A statement apa?

S : sebuah atau suatu kalimat

T : sebuah atau suatu kalimat. Made to the public. Dibuat untuk?

S : masyarakat.

T : masyarakat publik itu seluruh masyarakat banyak orang. Publik itu ga harus masyarakat misalkan kalian bertiga itu udah publik. Misalkan personal dari saya ke kamu itu apa? Massage. Tapi kalo dari orang banyak atau instansi itu namanya announcement. Jadi publik itu tidak mesti masyarakat. Jangan artikan publik itu masyarakat tapi publik yang bisa masyarakat sesuai konteksnya. Tapi harus to jamak ke banyak orang. Gitu ya.

T : okay B. siapa? Zahra yuk. Read B!

S : B. what is the purpose. To inform the readers about what has happenedor what will happen.

T : what is the purpose? Purpose itu dila apa?

S : tujuan

T : lainnya apa? Istilah lainnya purpose itu apa? Tujuan itu. Goals, aim. A-i-m apa itu? Yang sering kita temui di teks lainnya itu apa? F awalnya F. eh, S S sorry sorry. S S SSS. Look back your notes! So? So? Soc? Social? Social function. kan sering ada pertanyaan apa itu social function of this text yakan?

S : yaa

T : sama aja mereka. Purpose tu sama aja sama social function sama aim sama goals ya. Jadi, apa tujuannya dari announcement text? To inform the readers about what has happenedor what will happen. Untuk menginformasikan kepada pembaca mengenai atau tentang sesuatu yang sudah terjadi atau yang akan terjadi. Jadi untuk ngabarin kemarin terjadi apa, atau nanti besok akan ada apa langsung kek gitu ya. Kalo mau untuk mengumumkan yang sedang terjadi ada ga?

S : Iya

T : iya, tapi kayak pengumuman yang biasanya tu yang lampau. Okay C siapa yang C. tamara.

S : C. Generic structure of announcement. One head,type or title of this event. Two, content, the information about the target, date, places, and events. Three, closing, additional information about the events.

T : okay good. First, head or opening. What is the content? Apa isinya? Judul atau kalimat pembuka, pengantar. The second, content, content apa? Isinya. Informasinya. What, when, where, why.. okay, the third? The last?

S : closing

T : closing, additional information about the events jadi apa? Informasi?

S : tambahan.

T : nanti kalau udah ke contoh itu nanti udah paham. In syaa allah. How many types of announcement text?

S : two

T : two, first?

S : spoken announcement

T : second?

S : written announcement

T : spoken itu apa? Spoke

S : lisan

T : nah, dengan lisan kalau written?

S : tertulis

T : iya tertulis. Kalau spoken biasanya dijumpai dimana?

S : radio

T : radio, airport, terus di sekolah yang bapak TU yang mengumumkan barang kehilangan. Kalau written? Poster. Kalau now case in digital era, biasanya we find it in social media. Whatsapp instagram. Pengumuman sekarang dapat didapatkan di sosial media dari HP. Okay, yang D types of announcement. Yang pertama spoken announcement. Spoken announcement should be delivered loudly and clearly, so listener can catch the massage clearly. Jadi, pengumuman secara lisan itu disampaikan secara apa?

S : jelas

T : jelas, lantang. ha.a lansung kenceng jelas, so listener?

S : pendengar dapat mendengar dengan jelas.

T : yaa. Who the listener refers to? Listener itu maksudnya siapa?

S : yang menerima informasi

T : ya, target dari informasi tersebut. Kalau misal sekolah mungkin bisa ke guru atau ke murid. Kalau di train station?

S : passenger

T : okay passenger. Kalau di hospital?

S : patient

T : patient. Okay, so this is a generic structure. First, opening to, apa? To attract listeners. Its usually uses the following expression, your attention please, good afternoon students, good morning students itu adalah kata kata yang bikin publik itu pay attention to the them. Kalo bapak TU itu biasanya gimana?

S : assalamualaikum hehe

T : salam, salam sejahtera. Iya itu tu masuk apa itu? Masuk bagian yang mana?

S : opening

T : iya openingnya, selalu itukan jawabannya

S : iyaa

T : okeyyy bahasa indonesia berarti gimana?... perhatian perhatian

S : mohon perhatiannya

T : jadi bahasa pengumuman lisan sama tertulis itu berbeda ya. Kalau misal tulisan gaada perhatian perhatiannya juga.

S : yaa

T : misalnya langsung to all students, to officers. Gaada perhatian perhatian kepada guru, itukan gaada. Jadi tetep ada perbedaannya. Yuk the second content. To mention.. apa?

S : the details of the events/ occasion such as, who the announcement is addressed to, what event/ occasion it is and where, when, why, and how it takes places.

T : so, it is same apa? 5W 1H. itu ada pokoknya apa, kepada siapa itu isinya announcement text. Then closing. To close the announcement. It usually uses expressions such as thank you. Thank you, thank you for the attention, thank you to pay attention. So, we are moving on the example of spoken announcement. Sudah nulis semua?

S ; sudahhhh

T : ayo deretan sana siapa yang mau membaca? Sini udah sini udah, sanaa. Atau ini saja yang atas sampai …. Siapa hayo? Gapapa kalau salah nanti kita benarkan. We must try to practices, kita harus belajar, ngomong itu harus belajar, baca itu harus belajar. Kalo ga practice ga bisa. Kalo salah gapapa, kalo salah dibenarkan. It's okay, don't be afraid… Gapapa coba aja. Example of?

S : spoken announcement

T : yaaa, yang lain dengerin.

S : your atte-

T : your attention please

S : during the covidd—

T : during the? Gapapa

S : during the covid 19

T : he.em

S : we deliberately red red-

T : reduce

S : reduce the number of-

T : passenger

S : passenger in each couch only-

T : fifty

S : fifty

T : percent

S : percent

T : of its. Of?

S : percent of its actual capacity

T : iyaa, thank you. Siapa namanya? What is your name?

S ; nayla

T : naylaaa..it is hard for you nayla? To read english? Susah?

S : susah

T : you have to practices more. Jangan kamu buat praktek nanti tu bisa sendiri, kamu tu kayak bisa gabisa yauda gitu. Its all about practices kayak sering kek gitu nanti habitnya kebiasa. Okee, your attention please, your attention please itu tadi masuknya apa itu?

S : openingg

T : opening yaa, your attention please, during the covid 19 pandemic, we deliberately reduce the number of passenger in each couch only 50 percent of it's actual capacity. Perhatian perhatian, mohon perhatian. During apa?

S : selama

T : selama the covid 19 pandemic we deliberately reduce itu apa?

S : kami-

T : kita apa kami?

S : kamii

T : kami?

S : bermaksud mengurangi

T : kami bermaksud mengurangi, the number of passenger. Passenger itu apa?

S : penumpangg

T : penumpang, number?

S : angka

T : jadi itu bisa angka bisa jumlah. Kalo konteksnya kayak gini brati apa?

S : jumlahhh

T : jumlah penumpang, in each couch. Di setiap?

S : grup

T : ini tu pengumuman di stasiun misalnya. Coba dilihat kesininya, dilihat couch. Only 50 percent of it's actual capacity. Apa? Each couch. Couch itu kayak gerbong. Setiap gerbong hanya ?

S : 50 persen

T : bisa menampung 50 percent of capacity, actual capacity. 50 persen dari ? kapasitas?

S : Sebenarnya.

T ; jadi misale 50 brati only? 25 passengers. Therefore, therefore?

S : setelah itu?

T : yaa pake setelah itu.take your seat with no crossed. Apa?

S : jangan duduk di tanda silang.

T : take your seat, ambil pilih tempat duduk. With no crossed sign

S : tidak ada tanda silang

T : yaaa. Sini gantian yoo. Yang keep sampai apaya. Sampai destination.

S : keep your distance and always wear your mask. Please do not eat

T : do not

S : please do not eat, dr-

T : drink

S : drink, or chat during the trip. This is one of the ways to break off transmission of this very dangerous virus. Please wash your hands soon after you have alighted from the train at your destination.

T : okay, keep your distance and always wear your mask, apa itu?

S : menjaga jarak

T : jaga jarak and always wear your mask

S : pakailah masker

T : selalu pake masker. Then please do not eat drink, or chat, apa?

S : jangan makan, minum, atau

T : chat itu apa?

S : mengobrol

T : eh no. chat. Chatting. Chatting itu apa?

S : mengobrol

T : ngobrol ngobrol. Chat ki jenenge ngobrol. kita bahasanya kan chatting chatting gitu kan. Itu kalo versi kita itu texting

S : ooohhh textingg

T : tapi chat itu ngobrol. We are having chat, kita tu lagi ngobrol gitu. Okay, this is one of the ways to break off transmission, ini apa? Ini salah satu cara untuk?

S ; memutus

T : memutus, mengurangi po?

S : lusi udaraa

T : very dangerous?

S : sangat bahaya.

T : Please wash your hands soon after you have alighted from the train at your destination, tu apa?

S : segera cuci tangan

T : segera cuci tangan, setelah?

S : setelah kamu tiba di kereta

T : nah, setelah? Setelah apa?

S : tiba di kereta tujuan.

T : ya yaa terus ada kata apa?

S : thank youu

T : jadi itu headnya yang mana?

S : attention please

T : and then the content, contentnya mulai dari?

S : during

T : nah, during sampai?

S : destination

T : and then the closing?

S : thank you

T : okay, that is a spoken of?

S : announcement

T : now we are moving to the written announcement. Written announcement. First opening, ayo siapa baca? Kamu kok ga pake, kamu kok bajumu gitu. Koyok dolan aja

S : belum digosok

T : dirumah kenapa belum di setrika? Kan 2 jam kemaren bisa disiapin. Kamu kan bajumu pasti yang itu to

S : iya miss

T : lho kamu sendiri kok. Eh kamu tu sibuk apa to?

S : tidur

T : kok ga dimarahi sama pak ji

S : ga kena osis

T : wooo, yok

S : baca yang ini?

T : ya

S : one, opening that uss uss-

T : usually

S : that usually begins with the words annou-

T : announcements

S : announcements, atten atten-

T : attention

S : attention, import-

T : important

S : important or the name of the events oc- oc apa

T : o? or? Or occasion. Occasion.

S : occasion to per- per-

T : persuade

S : persuade the target readers..shoul-

T : read it

S : read it. Should be clearly written here. Such us-

T : such as

S : such as.. apa?

T : all students. Jadi kalo written itu biasanya eeee…awalannya tu targetnya tu siapa. All students, all passenger, all patient. Jadi yang ditulis tu siapa yang dituju. Atau ada announcement atau school holiday atau langsung itunya apanya itu eee.. apaya sold discount, end year sale kayak gitu langsung judulnya. Okayy, and then to the point two, content. Siapa ya? Itu kamu yang belakang siapa. Fia ya?

S : iya miss

T : yak, content. Kalau baca tu gausah deg degan. Ngopo wedi. Mencoba saja kok do takut i ngopo to? Kan kalo salah juga gapapa yakan. Kalian tu pasti kalo pas ditunjuk tu kayak ga liatin saya kan? Kalo lagi ditunjuk gituu

S : ahhahahaha

T : nunduk semua. Padahal gapapa lo, namanya juga latihan. Belajar tu eee.. santai aja janan tertekan kalau salah gapapa namanya masih belajar. Okay, yo fia.

S : the explains the event or. Sampai places aja bu?

T : gimana? Ha.a

S : that explains the event or-

T : content. Second, content. Yang kedua itu lo fia. Yang kedua. Kamu tulis ga fia?

S : ketinggalan bu

T : apa?

S : ketinggalan

T : ketinggalan. Berarti blom written nya?

S : belom

T : cari ke catetan temennya dulu ya

S : nggih bu

T : yok kamu ganti. Siapa namamu nak?

S : elfa

T : hah?

S : elfa

T : oh elfa, please be loudly ya elfa

S : content, that explains the event or occasion in detail. Such as who the announcement is addressed to, what event or occ-

T : occasion

S : occasion it is, and where, when, why, and how it takes has taken place.

T : thank you elsaa

S : elfaa

T : elfaa kok elsa

S : ahahhahahahaha

T : okay content that explains the event or occasion in detail. Such as who the announcement is addressed to, what event or occasion it is, and where, when, why, and how it takes has taken place.

S : such us?

T : such as, seperti. Itu such as. Third closing yak. That states the contact person or writter of the announcement. Kalau written tu jadi seng ngasih pengumuman ke siapa. Misale ke principal, kepala sekolah itu siapa, atau langsung ke nama siapa. Bu apa, atau kapro apa gitu ya. Atau contact personnya. Itu ada pengumuman seperti ini trus nanti kalian bisa follow up pake cp yang ada dibawahnya.

(hening)

T : okay yuk baca. tu siapa. Nayla to all student sampai for them. Dari example

S : example of written announcement. To all student-

T : to all students

S : to all students. Thank you all for your hard works so that we can ease the burden of the flood victims. They are very grateful for what we have done for them

T : they are very grateful for what we have done for them tu apa? Kepada? Semua? Siswa thank you for all aa, thank you for all hard work. Terimakasih atas?

S : kerja kerasnya

T : kerja keras kalian, so that sehingga, we can ease the burden of the flood victims.

S : karena kita-

T : victims tu apa? Victims. Victims. Masa gatau victims. Hayooo

S : korban?

T : korban, kalo pake suspect? Cari google sek. S-u-s-p-e-c-t. suspect. Ada gak? Apa?

S : mengira

T : mengira bisa yang lain? Ini loh

S : ooooohh tersangkaa

T : tersangka, kalau victim itu kan korban, kalo suspect itu tersangka. Tapi disini konteksnya ada flood. F-l-o-o-d itu apa?

S : banjir

T : banjir. Berarti korban?

S : banjirr

T : beda sama korban kejahatan. Kalo korban kejahatan kan ada suspectnya beda sama victim. Victim of the apaya, criminal atau korban korban bencana seperti ini. They are very grateful, whats the word They are refers to? They are nya itu siapa?

S : korban

T : nah, mereka korban grateful berterimakasih for? for what we have done for them. Iya atas apa yang telah kita lakukan ke mereka. Emang ngapain kalian ke mereka?

S : membantuu

T : okay baca kamu

S : however

T : however

S : however, our efforts do not stop here. It turns out that there are still several ares that really need our hand.

T : however, our efforts do not stop here, apa? However apa?

S : namun

T : namun our efforts. Usaha kami tidak berhenti disini. It turns out, apa? Apa artinya? Ternyata. Faktanya gitu. that there are still several ares, apa? Ternyata masih ada beberapa daerah. that really need our hands. Hands kan tangan ya tapi our hands?

S : mengulurkan tangan

T : I need your hands please. Aku butuh pertolonganmu. Therefore, if you still have items that can be donated, please collect them to youe class captain. Apa? Therefor apa?

S : oleh karena itu

T : oleh karena itu, sehingga bisa if you still have items. Jika kamu. Kamu nya siapa?

S : ya muridnya itu

T : iyaaa, yang dikasih pengumuman. Have items that can be donated, kalau kalian masih punya barang barang yang misalkan bisa didonasikan please collect them?

S : tolong kumpulkan mereka

T : ke?

S : ketua kelas.

T : ketua kelas akan?

S : berkoordinasi dengan osis untuk mendistribusikan

T : untuk distributing?

S : untuk menyalurkan donasi. Thank you

T : ini apa? Headnya apa? Headnya?

S : to all students

T : trus contentnya dari?

S : thank you all for your hard works sampai donations

T : iya, terus kalimat seruannya apa? how to actionnya apa? Di closing itu ada how to action. Ajakan atau seruan untuk melakukan sesuatu, apa seruannya?

S : therefore

T : aa ya, therefore itu dah mulai closing, suruh apa trus ada sama? Sama siapa? Sama yang mengumumkan kepala sekolah. Okay, ciri cirinya announcement text apa? Memuat informasi yang? Belum ditulis ini? Ciri cirinya?

S : belum

T : oh belum, sebentar… ini language features. Language features itu fitur kebahasaan. Kayak tensesnya apa, sama grammar. Penghapusnya gaada nak?

S : penghapusnyaa… yang piket bawa ga masuk bu

T : semua nulis ya… oh ini yang tadi, gausah ditulis. Ini yang tadi. Tapi gapapa ditulis yang language featuresnya gapapa.. langsung satu, using simple present tense. Ini yang E. using simple present. Simple present itu verb berapa?

S : 1

T : berarti cari dulu di teksnya yang kalian tulis ada apa? Ada ease, are. Digaris bawahi. Do no stop here, turns out, need, collect. Jadi dicontoh tadi ada unsur using simple present tense. Pokoknya yang simple, yang verb 1. Need verb 1. Collect verb 1. Pokoknya pakai simple present tense. Kalian harusnya sudah belajar yang simple present tense. Smp udah dapaetkan?

S : sudahh

T : kalau mau recall memori tentang tenses, must open youtube. Easy, the explanation to be clearly in youtube. Yang kedua, the second using? Present future. Future kan yang

akan datang, ada apa disana? Wiil coordinate. Maafin tulisan saya yang sangat sangat indah.

S : bagus itu miss

T : ahahaha masih bisa dibaca?

S : masih

T : tapi kalau saya suruh nulis dari note saya itu kok mereka suka nanya dan suka salah berarti ora iso di woco iya?

S : ahahhahah

T : mungkin kalian dari tulisannya bisa di olah ya. Sing moco tulisane kok rodok rodok iki a opo o opo u. masih mending dari tulisan dokter ya

S : iyaa.. iyaa bu

T : saya habis dari apotik. Itu resep dokternya itu sangat amat amazing. Tulisannya tu yang kayak gini lo. Tapi tu apotekernya bisa baca

S : bahasanya dia

T : iyaa ahahahaha… terus number three using exact noun… menggunakan exact noun. Menggunakan kata benda yang exact, yang tertentu gitu. Kepada siapa, nounnya itu noun murid murid itu.

(hening)

T : inikan gabisa nyalain proyektor. Saya kirim latihan soal ke grub ya. Nanti kita bahas bareng. Grubnya namanya apa?

S : B english miss.

T : sebelas berapa?

S : limaa

(hening)

T : sudah ditulis itu?

S : sudah

T : nah, dilihat di grup. There are three patterns and one text. Coba di jawab dulu. Cuman in latihan sendiri. Coba kalau ada soal kayak gini kalian langsung ke questionnya dulu. Who delivers the announcement. Langsungg… coba dari text itu, who delivers the announcement. Siapa? a b c d e?

S : e

T : the principal. Where did you get the answer?

S : as the principal pf SMA

T : iya itu ada good morning, everyone. As the principal of SMA nusa bakti bangsa. I'd like to tell you good news. The principal okeyy… number two. What will the new sports hall be like? Apa artinya? What will? Akan seperti apa new sport hall. Aula olahraga. Olahraganya nanti. Kan mau bangun aula baru nah ruangannya itu akan seperti apa? What is the answer?

S : C

T : bisa. Mana yang mana? From the announcement. It will become the best sport hall at scool, bener ga? Bener apa salah?

S : salah

T : kenapa salah? Emangnya sekolah ada berapa sport hall? Satu, ya bener karena cuman satu. Tapi ga masuk sama bacaan yang diatas. Disitu the best. The best apa? Ada tulisan the best ga?

S : tidak ada

T : the largest bukan the best. Yang paling besar in the city. Dikota ini. The students will becomfortable here. True or false?

S : false

T : false ya, gak ada, ga di mention.. c. it will be the largest sport hall in the city.

S : true

T ; true okeyy. Tadikan udah jelas ya. It will be able to accommodate ever sports competition, akan bisa menampung semua sports competition, pertandingan olahraga. Bisa gak? Ada gak?

S : tidakk

T : iya ngga ya. Karena ga semua. Cuman beberapa aja. It will become the house of any kinds of sports. Bener ngga? Akan menjadi rumah bagi macam macam olahraga . Bener atau salah?

S : salah

T ; kenapa salah?

S : gaada

T : gaada, tapikan disitu bisa jadi tennis sport, badminton sport, basketball sport, volleyball sport, apa berarti apa? Any kinds itu tu apapun. Gabisa kalau apapun kalau particular sports gitu bisa. Cuman beberapa sports bisa. So the answer is?

S : c

T : number three, what does everyone feel after hearing the announcement? Artinya? Apa?

S : apa yang semua orang rasakan setelah-

T : apa yang dirasakan setelah mendengar pengumuman. Nah, apa yang dirasakan? Enthusiastic, seneng, antusias, excited. Okay do you have question about announcement?

S : noo

T : no? tadi what is purpose of the announcement? To?

S : to inform the readers about what has happened or what will happen

T ; yaa, to inform the readers. Readers nya public or personal?

S : public

T : iyaaa, terus kalau yang to amuse itu apa? To amuse itu text apa? Yang pernah kalian pelajari, yang kalian practice. Narrative, kan amuse itu mengibur. To amuse itu narrative, kalau descriptive to?

S : describe

T : describe, kalau announcement to inform. So you must memorize the keyword. And then, how many generic structure of announcement text?

S : tigaa

T : three, first head, and then content, and then closing. How many types?

S : two

T : spoken announcement and written announcement. And how about the language features? Using simple ?

S : present tense

T : and then present future, and then exact noun. Have you finished the assignment?

S : yes

T : yes, have you check your work to the material? Sudah sesuai belum sama generic structurenya, sama language featuresnya. Sudah sesuai? Kamu sudah?

S : iyaa

T : eh lucu banget deta ahahah

S : eh jangan bu jangan

T : ahahhaha okay, I will read from zahra's work. About what zahra?

S : result of test

T : owh announcement about result of text. Okay, announcement of 2023 SNBP result. To all SNBP 2023 Participants. We hereby inform you that the results of the 2023 SNBP selection will be announced on Tuesday, march 28 2023 at 15.00 wib. Please check your selection result through the offical SNBP portal by entering the participant's registration number and of the birth. Thank you to all participants who participated. Congratulation to the participant who passed to the state university of their choice. For participant who have not successed, keep your enthusiasm and continue to develop and good luck in SNBT. We will announce further information in the near future. Nadiem makarim, minister of education. Okay this is very great. ini tentang apa isinya? Tentang apa kamu nangkepnya?

S : pengumuman

T : iya pengumuman, isinya apa ini? …. Pengumumannya, bisa di cek dimana, gimana cara loginnya terus habis itu buat yang belum lulus bisa ikut SNBT. Ini kamu sendiri ya yang buat?

S : iya

T : you did the god job, give applause to zahra. And the others of you is also do the great job but I need you to created a design, jadi itukan sudah selesai. So you make it in a design with canva, jadi mengumpulkan ke saya in the form of image ya. Dalam bentuk gambar. Tapi harus ini ya harus bedakan yang poster sama announcement. Kan ada ya yang gambar, tempat, waktu gabisa kayak gitu. Announcement tu harus ada words nya, kalimatnya, sentencesnya harus ada. Jadi gabisa kalau kamu cuman ada gambar ini, kompetisi, hari, waktu, gabisa. Jadi kayak ada kalimatnya yang panjang.

S : kayak gini bisa bu?

T : bisa bisa. Dilihat sesuai gak sama generic structurenya. zaka udah ngerjain belum?

S : belum

T : kenapa belum? Ayo dikerjain sekarang.

(hening)

T : tapi don't be too long and don't be short ya. Jangan kepanjangan, jangan kependekan. Okay if you have question bisa kesini ya. if you have question you can come here, in front of the class… kita sampai setengah sembilan ya?

S : iyaa

T : oiya jangan lupa tulisin, yang kalian maksud itu spoken atau written, terus kalian beri nama nanti jadikan satu google drive. Saya dikasih linknya ya. Maximum tomorrow at twelfth

S : tomorrow?

T : yaa, before twelfth o'clock. Besok sebelum jam 12

S : siap

T : nanti saya dikasih linknya di grub ya

S : yaa

T : tadi siapa yang ga masuk?

S : atika

T : oiya atika s… okay thank you very much for your attention. You must to finished your work. Kalau udah bisa diselesaikan dirumah ya. Don't forget to make it beautiful and creative. Do you have any question?

S : no

T ; no? okay thank you very much for today, see you next week ya in syaa allah. Assalamualaikum wr.wb.

S : waalaikumsalam wr.wb.

**Appendices 8**

**Pre research photo on September 20, 2023 in class XI majoring in travel business at SMKN 01 Karanganyar taught by Mr Rio, at that time studying adjectives.**





**Appendices 9**

**Observed photo on January 17, 2024, in class X majoring in travel business at SMKN 01 Karanganyar taught by Mrs. Eny, at that time studying procedure text.**

**Appendices 10**

**Observed photo on January 16, 2024, in class XI majoring in travel business at SMKN 01 Karanganyar taught by Mrs. Rahmania, at that time studying announcement text.**



**Appendices 11**

**Video and audio recording research in the class X and XI majoring in travel business at SMKN 01 Karanganyar.**

https://drive.google.com/drive/folders/1SIwA9cozARFoZtEYy868eNQ62IPXEmE3?usp=sharing