TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR

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RESEARCH PAPER

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Herewith, I state that there is no plagiarism of the previous literary studies which have been conducted to obtain bachelor degree of neither university nor ideas or opinions that have been published by others except those in which the writings are referred in literature review and bibliography. Hence, if it is proven that there are mistakes in this testimony, I will be fully responsible.

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The writer

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Abstract

This research has major objectives proposed by the researcher, they are (1) to identify the languages of Teacher Talk found in English teaching and learning process, (2) to identify the dominant language of Teacher Talk in English teaching and learning process, (3) to identify the types of Teacher Talk found in English teaching and learning process, and (4) to identify the dominant type of Teacher Talk in English teaching and learning process. The type of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The data source of this study is taken from SMP N 1 Banyudono. Regarding with the method of collecting data, the researcher applies observation, interview as well as documentation. The researcher uses FLINT theory as the way to find language used in Teacher Talk and type of teacher Talk based on language used. The result of this study indicates that first, there are five languages found in Teacher Talk, such as Javanese, Indonesian, English, Arabic, and Mixed languages. Second, the dominant language used of teacher talk in English teaching and Learning is mixed languages. Third, there are 11 types of Teacher Talk based on language used. 10 types from FLINT, and the new type found is greeting as another finding from the researcher. The most frequent type of teacher talk formed by three teachers was “ask question” (type 4). The percentage was 33.30% from 337 data for six meetings. Fourth, the dominant type of Teacher Talk based on language used is “ask question”. The teacher tended to ask many questions to the student in order to make the class more active and to know whether the students understood or not. It was a way to make students understood with the lesson.

Keywords: teacher talk, language used, type of teacher talk.

1. INTRODUCTION

In Indonesia, there are a lot of languages such as Indonesian, Javanese, Sudanese, Balinese, etc. Everyone use language to communicate with other people. In this era, everyone is required to have two or more languages. English is one of important language which is required. Indonesian people who only use Indonesian language, it will be difficult for them to participate in global competition. Therefore, language education is very important in this era. In Indonesia, English is taught as a compulsory subject in Junior and Senior High Schools. In this study, SMP N 1 Banyudono is one of schools which teaches English subject as a compulsory subject.

SMP N 1 Banyudono is a school located in Boyolali, Central Java. The English teachers who are teaching English in this school are non native speakers. Language was used by teacher in English teaching and learning process is very important. One of the components to determine the student's success in learning English is a teacher. In particular, the way the teachers deliver their lesson. The use of languages is called Teacher Talk. In other words, the Teacher Talk is very important in order to create good interactions during the teaching and learning process. As confirmed by Nunan (1991) who point out that Teacher Talk is vital for the organization of the classroom and the process of acquisition. In Teacher Talk, teacher make interaction such as questions, invitation,
direction, inform, prompt, encouragement, criticism, ignoring, acknowledgment and comment, to the students in order to create conducive learning atmosphere. It is clear that Teacher Talk has significant roles in teaching learning process.

In SMP N 1 Banyudono, English teacher uses multilingualism language. Edward defines multilingualism as a wonder fact which is occurred from a cross speech communication (2003, p. 1). Teacher uses another language beside English in English teaching and learning process. Javanese and Indonesian was combined teacher to teach their student in English teaching and learning class. Sometimes, teacher used Javanese to give explanation, direction, warning, and jokes. Javanese is native language in Boyolali. Therefore, Javanese is used in SMP N 1 Banyudono.

Teacher also uses Indonesian to give explanation, direction, warning, jokes and etc. Indonesian is a national language of Indonesia. Teacher and student know about this language. The other language is Arabic. Arabic language was used by teacher because the most of students and teachers are Muslim. And then Indonesia has Middle East culture. Arabic language was used by teacher when teacher opened and closed the class. The portion of using Javanese, Indonesian, and Arabic are as an additional language. Teachers still use English in this teaching and learning process. Teacher combines some languages in English teaching and learning process. These languages can help student to make student understand about English teaching and learning class. The way of combining languages used by the teacher are called mixed language. Teachers used mixed language in English teaching and learning process.

Usually, Teacher Talk is about foreign language learning. Based on the characteristic of Indonesia which has a lot of languages, Teacher Talk in Indonesia is very unique. Therefore, the current study is interested in finding out what language used in Teacher Talk and type of Teacher Talk based on language used by the English teachers in SMP N 1 Banyudono. Based on the background above, this study interested in conducting a research entitled Teacher Talk In English Teaching And Learning Process At SMP N 1 Banyudono In 2015/2016 Academic Year.

Based on background of study, to prove the originality this research, the writer takes some previous study related to communication strategies. The previous studies include Asmara (2007), Nafrina (2007), Jae-Hwang (2007), Astiti (2012), Nurma (2012), and Mukhamirudin (2015).

The first previous finding was conducted by Asmara (2007). The purpose of the study was to describe the interaction between the teacher and the learner in the speaking classroom at the tenth grade of SMA Negeri 7 Surakarta in academic year 2006/2007. The type of this study was qualitative. This study used FLINT theory to analyze the data. The result of this study showed that The teacher took most of the time, the teacher initiated the major of interaction by asking question (type 4), giving explanations (type 5), giving directions (type 6), and praising or encouraging (type 2).

The second previous finding was written by Hwang (2007). The purpose of this study was to identify the interaction patterns between teacher and students and teacher skills in the real classroom lesson. Hwang work’s was qualitative study. This study used FLINT theory to analyze the data. The results showed that teacher utterances was quite dominant in every pattern of tasks during the class, while student responses or other attributes were relatively low in volume in a teacher-focused classroom. The analysis also showed that elicitation, response, and feedback were used systematically by teacher, and students was part of the structure of classroom discourse activities. The pattern, however, can be changed depending on the teacher intention or the periods of lesson that students learn.

The third previous finding was taken from Nafrina (2007). The aims of this study were to describe in the interaction between the teacher and learners while they are in the classroom and to identify Indonesian or English language used most by the teacher and students in the classroom interaction. The result of this study showed that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). Another result of this study showed English was used most of the time by the teacher. Students gained more advantages when they were given more opportunity to hear and speak English in the classroom. This study used FLAC as the theory.

The fourth previous finding was taken from Astiti (2012). The objective of this study was describing the types of Teacher Talk, the effectiveness/ineffectiveness of Teacher Talk, and the aspect of Teacher Talk in classroom observation. This study used FLAC as the theory. The findings revealed that the three teachers most frequently used six footing such as mediator, evaluator, learning task, assignor, teaching material interpreter, inspector and classroom climate conductor. This study showed that the students were active in the classroom interaction. The interaction in these English classes was in three-way communication; there were interaction between teacher-student, student-teacher, and students-students. The effectiveness of Teachers Talk was effective in the classroom interaction. The results showed, in average, 75% from the total teaching-learning time was devoted to question and lectures by the teacher. The Teacher Talk participated in direct in indirect statement.
data results from the questionnaire, the data could be concluded that the students responded positively to some extent in the teaching-learning process. The research found that there were three major Teacher Talk Aspects, covering physiological aspect, interpersonal aspect, pedagogical aspect, which were stated as strong / effective aspects.

The fifth previous finding was taken from Mukhamirudin (2015). The purposes of the study were to find out the interaction pattern in the class room during the teaching-learning activity, to find out the effort might bed one to improve teacher talk and to know how to enhance teacher-students interaction through him proving the teacher talk. This study used FLINT theory to analyze the data. The result of the study showed that the teacher talk was not dominating and the students got more opportunities to interact. It was shown by the decrement of the teacher talk percentage occurred in teaching-learning activity. The teacher talk in pre cycle activity was 66.2%, 64% in cycle 1 and 57.3% in cycle 2. The teacher also succeeded to enhance the interaction in the classroom. The students become more responsive and participate actively in the teaching-learning activity. The enhancement of interaction was shown by the students’ response. In the pre cycle the students talk achieved 28.3%, 22.5% in cycle 1 and 37.5% in cycle 2.

Based on the reason above, the spotlight of the previous studies was to identify interaction Teacher Talk and learner talk in the teaching learning classroom. On the other hand, the current study is investigating Teacher Talk particularly its language used and type of Teacher Talk based on language used. Some previous studies used Flander’s Interaction Analysis System (Nafrina (2007), Astiti (2012)) and Foreign Language Interaction System (FLINT) theory (Asmara (2007), Hwang (2007), Mukhamirudin (2015) in analyzing the data. On the other hand, the current study utilized Foreign Language Interaction System (FLINT) theory to analyze the data. Moskowitz in 1968 modify Flanders’ Interaction Analysis Category become the Foreign Language Interaction Analysis system (FLINT) theory (Allwright and Bailey, 1991: 202).

In conducting the study the researcher has certain purposes or objectives as the main target to gain in this research paper. The purpose of this study is as follows: (1) to identify the languages used in Teacher Talk found in English teaching and learning process, (2) to identify the dominant language of Teacher Talk based on language used in English teaching and learning process, (3) to identify the types of Teacher Talk found in English teaching and learning process, and (4) to identify the dominant type of Teacher Talk based on language used in English teaching and learning process. Teacher Talk is a tool to make student understand with the lesson.

2. RESEARCH METHOD
The type of this research is a descriptive qualitative research. This research is naturalistic study about Teacher Talk in SMP N 1 Banyudono. The researcher gets the data from three sources, namely: events and informants. The methods of collecting data in this research are observation, interview, and documentation. The validity of the data in this study is trustworthiness. There were five steps in analyzing the data such as rereading, segmenting, coding, counting, and conclusion drawing the subject of this study is the English teachers and students of SMP N 1 Banyudono. The researcher observes in class 7A, 7D, 8G, and 9A.

3. FINDING AND DISCUSSION
3.1 Research Finding
It presents what language used in Teacher Talk. It also showed the dominant language used in Teacher Talk. Then this study outlines type of Teacher Talk based on language used by the English teacher. In the last, this study shows the dominant type of Teacher Talk based on language used by English teacher found in English teaching and learning process at SMP N 1 Banyudono.

3.1.1 The Language Used in Teacher Talk
This study observed three English teachers. There were 6 observations which conducted to find the finding. The 6 observations divided 2 meetings each teacher. There were 1012 numbers of data based on 6 meetings. The data used to get the finding of research question. English teachers are non native speaker. Therefore, there were five languages used in Teacher Talk at SMP N 1 Banyudono. Those languages were Javanese, Indonesian, English, Arabic and Mixed language. Below are the examples of languages used in Teacher Talk.

a. Javanese
Javanese language is recognized as one of the regional languages in Indonesia. Javanese is actually not official language of Indonesia, but it is mostly spoken in Java islands especially in three provinces of Java including Central Java, East Java and Yogyakarta. Javanese languages have three styles including informal (ngoko), polite informal (madja), and polite formal (krama). This study found that the English Teacher spoke Javanese using informal (ngoko) register.
There were 19 Javanese languages found in teaching and learning process. The purpose of using Javanese language were giving direction, correct without rejection, jokes, asking question, criticizes student behavior and criticizing student response. Teacher used Javanese because these languages make closest between students and teacher. Student also can easy to understand about the lesson.

Example :
Obs2/010/J/7/TF2/VIIIG : TF2: Ojo rame dewe!

b. Indonesian

Indonesian is a national language of Indonesia. It has been a lingua franca. It is the medium of instruction in educational institutions at all levels throughout the country. Most of Indonesian people can speak this language because it is a native and an official language of this country. Indonesian is still frequently used by English teachers during the teaching and learning process. There were 226 Indonesian languages found in teaching and learning process. Teacher used Indonesian language to make student understand because their student are not native speaker. Indonesian language helps students in English teaching and learning process. The purpose of using Indonesian language found in Teacher Talk were greeting, praise or encourages, jokes, explanation, ask question, giving direction, correct without rejection, uses ideas of students, repeat student response verbatim, criticizes student behavior, and criticizing student response.

Example :
Obs2/023/I/4/TF2/VIIIG : TF2 : Siapa yang belum bisa?

c. English

English is an international language. It has come to be most widely learned second language and is an official language and is an official language of the United Nations, of the European Union, and of many other world and regional international organizations. In Indonesia, this language is taught at every level of educations ranging from elementary school until university. These teachers are English teacher. Although, the English teachers who are teaching English in this school are non native speakers. One of the components to determine the student’s success in learning is a teacher. The ability of teachers about English is important. Therefore, teacher used this language in teaching and learning process. There were 360 English languages found in teaching and learning process. The purpose of using English language were greeting, praise or encourages, ask question, give information, criticizes student behavior, give direction, correct without rejection, uses ideas of students, and repeat student response verbatim.

Example 1:
Obs2/010/E/4/TF1/VIIIA : TF1: How are you today?

d. Arabic Language

Arabic language is a language used by teacher in teaching and learning process. This language used by teacher when opening and closing on teaching and learning process. It is all because of teachers and students are Muslim. Moreover, Indonesia has eastern culture. People used Arabic language to greet with everyone in everywhere. In Indonesia, greeting used Arabic language is a habit. Arabic found in every start the lesson. Teachers are frequently used Arabic language for greeting with their student. This language sometime is not being greeting but also attention greeter. It was suitable with the context. There were 11 Arabic language found in teaching and learning process. This study found that some English teachers spoke Arabic as in the following situation. Teacher frequently used Arabic language to opening and closing teaching and learning process. Example 1 teacher used this language to be greeting in opening. Example 2, teacher used this language to be closing.

Example 1:
Obs1/002/A/0/TM/IXA : TF1: Assalamualaikum Warahmatullahi Wabarakatuh

Example 2

e. Mixed Languages

Mixed languages are the fusion of usually two source languages to be a language, normally in situations of thorough bilingualism (Meakins, 2013). Mixed languages are the combining two languages in one sentence. Sometime, mixed languages combined word by word of source languages or sentences.

There were 396 mixed language found in teaching and learning process. This study found mixed language from English – Javanese, Indonesian- Javanese and English- Indonesian. English- Indonesia, Sometime, teacher mixed
language word by word and sentence by sentence. Teacher used mixed language to make student know about the meaning what teacher said. The other aimed of mixed languages are a way to make student enrich of vocabulary, make students understand with the lesson and as stimulate their student. Here were the example of mixed languages was used by teacher. Example 1, teacher used mixed language to give direction. Teacher combined English and Indonesian. Example 2, teacher combined Indonesian and Javanese. Teacher used mixed languages when teacher gave direction for student. Example 3, teacher used mixed language when teacher asked question about the lesson. From those utterances, it can be seen that the teacher was changing their language when teacher was speaking.

Example 1:
**English- Indonesian**
Obs2/023/M/6/TM/IXA : TM:Okay, please open your notebook! On the table, all….shortcut buku Akasia.

Example 2:
**Indonesian- Javanese**
Obs2/015/M/6/TM/IXA : TM:Ayo cepet. Satu lagu Nasional!

Example 3:
**English- Javanese**
Obs1/012/M/4/TM/IXA : TM: Have you got it? Have you got it? Sampun ketemu?

Based the finding above, language is very important in teaching and learning process. Language was used by teacher to communicate with their student. Teacher used languages such as Javanese, Indonesian, English, Arabic, and Mixed Languages. This study showed the example all of languages was used by teachers.

3.1.2 The Dominant Language Used as Medium of Instruction

To identify the dominant language used by the teacher, this study typed the language used by the teacher based on the kinds of language and counted the number of cases that found in six meetings of teaching and learning activities in English classes. This study also revealed the result of the dominant language used by the teacher from the conversation of interview. This study found that there were five languages used by the teachers. Those languages were Javanese, Indonesian, English, Arabic, and Mixed languages. The results can be seen as in the following table, diagram, and the extracts of interview with the English teachers.

<table>
<thead>
<tr>
<th>No</th>
<th>Language</th>
<th>Number of Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mixed</td>
<td>396</td>
<td>39%</td>
</tr>
<tr>
<td>2.</td>
<td>English</td>
<td>360</td>
<td>36%</td>
</tr>
<tr>
<td>3.</td>
<td>Indonesian</td>
<td>226</td>
<td>22%</td>
</tr>
<tr>
<td>4.</td>
<td>Javanese</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>5.</td>
<td>Arabic</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total cases</td>
<td>1012</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the finding above, this study found that the language which frequently occurred in this teaching and learning process was Mixed Languages. The mixed languages were found 396 utterances. The percentage was 39%. It can be concluded that the dominant language used by the English teacher was mixed language. The mixed languages were from English-Javanese, Indonesian-Javanese and English-Indonesian. The English teachers frequently used mixed language in teaching and learning process.

### 3.1.3 The Types of Teacher Talk based on Language used

This study found type of Teacher Talk based on language used. The language was used by teacher are Javanese, Indonesian, English, Arabic, and Mixed Languages. Every language was used by teacher has type of Teacher Talk. This study used FLINT theory to find type of Teacher Talk. There were 12 types of Teacher Talk in FLINT theory. These types of teacher talk based on FLINT theory that are deals with feelings (1), praise or encourage (2), jokes (2a), uses ideas of students (3), repeat student response verbatim (3a), asks question (4), give information (5), corrects without rejection (5a), give direction (6), directs pattern drills (6a), criticizes student behavior (7), and criticizes student response (7a). The other type of teacher talk which not occurred in FLINT theory is greeting (0). This study found 11 types from 1012 utterances which were occurred in English teaching and learning. Here, types of Teacher Talk based on language used for 6 meetings found in this study. Beside the explanation of data was presented, the example of data found in classroom also presented

- **a. Type of Teacher talk in Javanese**
  Javanese is recognized as one of regional languages in Indonesia. Based on the observation, teachers and students used Javanese in interaction. This study found that Javanese used by teacher when teacher jokes, ask question, corrects without rejection, give direction, criticizes student behavior and criticizes student response.

- **b. Type of Teacher Talk in Indonesian**
  Based on the observation, teachers and students used Indonesian language in teaching and learning process. Indonesian was used by teacher when teacher greeting, praises or encourages, jokes, uses ideas of student, repeat student verbatim, ask question, give information, corrects without rejection, give direction, criticizes student behavior and criticizes student response.

- **c. Type of Teacher Talk in English**
  Based on the observation, teachers and students used English language. This study found that English was used by teacher and students in teaching and learning process. English language used by teacher when teacher greeting, praises or encourages, jokes, uses ideas of student, repeat student verbatim, ask question, give information, corrects without rejection, give direction, and criticizes student behavior.

- **d. Type of Teacher Talk in Arabic**
  Based on the observation, teachers and students used Arabic. This study found that Arabic was used by teacher and students in teaching and learning process. Arabic was used by the teacher when opening and closing. Arabic used by teacher when teacher greeting.

- **e. Type of Teacher Talk in Mixed Languages**
Based on the observation, teachers and students used mixed languages. There are English, Indonesia, and Javanese. These languages were combined by teacher to make mixed languages. This study found that mixed language was used by teacher and students in teaching and learning process. Mixed language used by teacher when teacher greeting, praises or encourages, jokes, uses ideas of student, repeat student verbatim, ask question, give information, corrects without rejection, give direction, and criticizes student behavior.

Here is the table of the classification of type of teacher talk based on language used which occurred in English teaching and learning process for 6 meetings shown by the three teachers.

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Teacher talk</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Asks question</td>
<td>337</td>
<td>33.30%</td>
</tr>
<tr>
<td>2.</td>
<td>Gives direction</td>
<td>225</td>
<td>22.23%</td>
</tr>
<tr>
<td>3.</td>
<td>Give information</td>
<td>218</td>
<td>21.54%</td>
</tr>
<tr>
<td>4.</td>
<td>Correct without rejection</td>
<td>60</td>
<td>5.92%</td>
</tr>
<tr>
<td>5.</td>
<td>Praise and encourages</td>
<td>48</td>
<td>4.74%</td>
</tr>
<tr>
<td>6.</td>
<td>Repeat student response verbatim</td>
<td>35</td>
<td>3.45%</td>
</tr>
<tr>
<td>7.</td>
<td>Uses ideas of student</td>
<td>31</td>
<td>3.06%</td>
</tr>
<tr>
<td>8.</td>
<td>Criticizes student behavior</td>
<td>25</td>
<td>2.47%</td>
</tr>
<tr>
<td>9.</td>
<td>Greeting</td>
<td>18</td>
<td>1.77%</td>
</tr>
<tr>
<td>10.</td>
<td>Jokes</td>
<td>12</td>
<td>1.18%</td>
</tr>
<tr>
<td>11.</td>
<td>Criticizes student response</td>
<td>3</td>
<td>0.29%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1012</td>
<td>100%</td>
</tr>
</tbody>
</table>

FLINT theory has 12 types of teacher Talk. FLINT theory was used by this study to find types of Teacher Talk based on the language used. This study finds 11 types of Teacher Talk based on language used. Every language has type of teacher talk. There are 10 types of teacher Talk are included in FLINT theory. One of types of Teacher Talk is another type of teacher talk which is not including in FLINT theory. It is greeting (type 0). Greeting was occurred in Indonesian, English, Arabic and Mixed Languages.

3.1.4 The Dominant Type of Teacher Talk

This study also showed the dominant type of Teacher talk. This study used FLINT theory to find the type of Teacher Talk to know the dominant of Teacher Talk in English teaching learning and process. Based on the finding of research question before, this study found there were 11 types of Teacher Talk in English teaching and learning process. The finding before, this study was showed the types of Teacher Talk which appear in the English teaching and learning process. After this study found types of Teacher talk which appear in English teaching and learning process. Therefore, it was obtained the frequency of Teacher Talk.Here was the pie diagram of frequency of types of teacher talks which occurred in English teaching and learning process for 6 meetings shown by teachers.

From the diagram above, it can be seen that the most dominant type of teacher talk based on language used occurred in English teaching and learning process was ask question. The teacher tended to ask many questions.
to the student in order to make the class more active and to know whether the students understood or not. It was a way to make students understood with the lesson.

A. Discussion

Based on the research finding, this study discussed the answer of the research question. SMP N 1 Banyudono was object of the study. This study used FLINT theory as a way to found the answer of the research question. First, this study found there are five languages which occur in teaching and learning process at SMP N 1 Banyudono. There were Javanese, Indonesian, English, Arabic, and Mixed Language. Second, the dominant language used by teacher was mixed language. It proved when the researcher checks with the teacher through interview. The result of interview was all of teacher use Indonesia, English and Javanese in teaching and learning process. Third, this study found the type of teacher talk based on languages. Teacher used FLINT theory to find type of teacher talk based on language used. FLINT theory has 12 types of teacher talk. FLINT theory was used by this study to find types of Teacher Talk based on the language used. This study finds 11 types of Teacher Talk based on language used. Every language has type of teacher talk. There are 10 types of teacher Talk are included in FLINT theory. One of types of Teacher Talk is another type of teacher talk which is not including in FLINT theory. It is greeting (type 0). Greeting was occurred in Indonesian, English, Arabic and Mixed Languages.

These types were not acted by the three teachers such as dealing with feelings (type 1) and directing pattern drills (type 6a). There was no dialogue which illustrated of those types. It can be seen from the results of the percentage that there were several types of teacher talk which had percentage 0% or not happening at all during teaching and learning process. Fourth, the dominant type of Teacher Talk was formed by asking question. The two female teacher and male teacher showed the type of teacher talk mostly represented by them was asking question. However, teachers produced the utterances 337 about for 6 meetings. It showed that teacher were active speaking. Teacher used this type to make their student active in teaching and learning process.

Based on the research finding, the researcher discusses the result finding according to the previous finding and theory. First, this study found that this research completes the study before, because this study focuses on the teacher talk in English teaching and learning process at Junior High School. Second, this study compares this finding to the theory of teacher talk that is FLINT theory. This study applied this theory because it is suitable with the research finding from the researcher's observation of teaching and learning process of English.

The first previous finding was conducted by Asmara (2007). Based on the finding, this current finding, the researcher found some types in line with Asmara's finding, there are asking question, giving explanation and giving directions as the most frequently occurred in teaching learning process. But in this study still has differences with her. In Asmara's finding, the researcher showed that the percentage of teacher's talk time was higher than students' talk time in the speaking classroom interactions. It is different with this study.

The second previous finding was written by Hwang (2007). Based on the finding, the researcher found some types in line with Hwang's finding. Hwang's research also used FLINT theory.

The third previous finding was taken from Nafrina (2007). Based on the result of this study, the researcher found some types in line with Nafrina's finding. FIAC is the expanded of FLINT theory. There is a relationship of FIAC and FLINT theory. The result of this study is still different with the previous research.

The fourth previous finding was taken from Astiti's (2012). Based on the finding, the researcher found some types in line with Astiti's finding. FIAC is the expanded of FLINT theory. There is a relationship of FIAC and FLINT theory. The result of this study is still different with the previous research.

The fifth previous finding was taken from Mukhamirudin (2015). Based on the finding, the researcher found some types in line with Mukhamirudin's finding. FLINT theory was used as a way to analyze teacher talk. The result of this study is different with the previous research.

This study used FLINT theory as theory to analyze language used in teacher talk and type of teacher talk based on language used in teaching and learning process. Here, this study used FLINT theory because it is suitable with the situation in SMP N 1 Banyudono.

4. Conclusion

Based on the research finding, this study discusses the answer of the research question. SMP N 1 Banyudono was object of the study. English teacher was a participant in this study. This study uses three methods in collecting the data. They are observation, interview and documentation. This study used FLINT theory as a way to found the answer of the research question. First, this study found there are five languages which occur in teaching and learning process at SMP N 1 Banyudono. There were Javanese, Indonesian, English, Arabic, and Mixed Language. Second, the dominant language used by teacher was mixed language. It proved when the researcher checks with the teacher through interview. The result of interview was all of teacher use Indonesia, English and
Javanese in teaching and learning process. Third, this study found the type of teacher Talk based on languages. Teacher used FLINT theory to find type of teacher talk. This study found that the teacher used 10 type of Teacher Talk from 12 type of Teacher Talk in FLINT theory. These types were not acted by the three teachers such as dealing with feelings (type 1) and directing pattern drills (type 6a). There was no dialogue which illustrated of those types. It can be seen from the results of the percentage that there were several types of teacher talk which had percentage 0% or not happening at all during teaching and learning process. And then this study also found type of Teacher Talk which not occurred in FLINT theory such as greeting (0). Fourth, the dominant type of Teacher Talk was formed by asking question. The two female teacher and male teacher showed the type of teacher talk mostly represented by them was asking question. However, teachers produced the utterances 337 about for 6 meetings. It showed that teacher were active speaking. Teacher used this type to make their student active in teaching and learning process.

Finally, this study draws conclusion that there are many variation of Teacher Talk which found in English teaching and learning process at SMP N 1 Banyudono. The new variation type of teacher Talk which was found in this study has purpose and function. Then, Teacher Talk in Indonesia used many variations of languages. It makes the differences with the other Teacher Talk. And the last, The using of FLINT theory have many variation such as to find languages which was occurred in English teaching and learning process.

Bibliography


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