TEACHER TALK IN ENGLISH TEACHING LEARNING PROCESS AT SMP N 2 JATEN KARANGANYAR IN 2015/2016 ACADEMIC YEAR

PUBLICATION ARTICLE

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PUBLICATION ARTICLE

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ABSTRACT

This research paper is aimed to describe of language used in teacher talk, the dominant language used in teacher talk, the types of teacher talk, and the dominant type of teacher talk found in English teaching and learning process at SMP N 2 Jaten Karanganyar. The type of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The methods of collecting data in this research are observation, recording and document. This research uses five technique for analyzing the data namely re-reading, coding, counting, tabulating, and building conclusion. There are 952 numbers data to be analyzed using FLINT theory. The finding of the study shows that there are five languages that is used by the teacher. Based on number of data reveals that the most frequent language used of teacher talk formed by the three teachers in English teaching and learning process is Indonesian language. This study finds 9 types out of 11 types of teacher talk which are filled attention getter (0, 7%), praise and encourages (4%), repeat student response verbatim (0, 9%), ask questions (48%), giving information (22%), correct without rejection (0,2%), give directions (22%), criticize student behaviour (2%), criticize student response (0, 2%). The all teachers show that the dominant type of teacher talk mostly present by them are asking questions.

Keywords: language used, teacher talk, type of teacher talk.
classroom. Studies of teacher talk can be divided into those that identify the type of language that teachers use in language classrooms and those that identify in the type of language they use in subject lessons." He also added “the language that teachers address to L2 learner is regarded as a register which has its own specific formal and linguistics properties” (Ellis, 1985: 145).

From the definitions, it can be concluded that teacher talk in English classrooms is considered as one special variety of the English language, so it has its own specific features which other variations do not have. Teacher talk has its own special style because it have the restriction on the physical setting, special participants as well as the goal of teaching. Teacher talk goal is to communicate with students and develops students’ foreign language proficiency.

Teacher talk is applied in class when teachers are not only conducting instructions but also cultivating their intellectual ability and managing classroom activities. Teachers approve the target language to introduce their communication with learners. In this way, learners practice the language by responding to what their teacher says in the classroom. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore it can be concluded that teacher talk is a kind of communication-based or interaction-based talk. In Indonesian teacher talk becomes social phenomenon because mostly English teachers are multilingual and not native speakers of English. In addition, the linguistic/cultural environment in Indonesia is also extremely complex, with some 700 local languages in use by various ethnic groups located in different parts of the country and a national language that is used as the medium of instruction in all modern education and many other contexts. Consequently, most of teachers use two or more languages in their teaching and learning process.

To prove the originality of this research, the researcher takes some previous study related to techniques of vocabulary. There are Nafrina (2007), Mujahidah (2011), and Astiti (2012).

Ajeng Nafrina (UNNES, 2007) studied “The Teacher Talk and Learner Talk in the Classroom Interaction of Grade VIII A of SMP N 2 Cepiring Kendal”. The aims of the study were firstly, to describe the interaction between the teacher and learners while they are in the classroom; secondly, to identify Indonesia or English languages used most by the teacher and students in the classroom interaction. The type of this study was a descriptive qualitative study. Those were taken by recording the classroom interaction, observation and interviews. The data to be analyzed in this study were the data of the teacher-learners interaction in the classroom. The researcher analyzed the observed data by using Flanders’ Interaction Analysis System suggested by Allwright and Bailey (1991:10). 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). Thus, it can be determined that the teacher was dominant in the classroom interaction. The learner’s condition showed that they should be more active because some of them was still confused or gave no answer. The language used in the classroom interaction was mostly in English. Indonesian was sometimes used to translate or explain difficult words.

Mujahidah (UNLAM, 2011) carried out a research entitled “A Descriptive Study On The Classroom Interaction During The English-Teaching Learning Process at The Eighth Grade of SMP N 1 Banjarmasin”. This descriptive study was conducted to find out: (1) category of talk, (2) the category that is used to promote interaction, and (3) the language that is mostly used during interaction. This study used descriptive method to finish the research. The collecting data were obtained through observation and documentation. The data to be analyzed in this study were the data of the teacher-learners interaction in the classroom. The researcher analyzed the observed data by using FLINT system, the teacher and students’ behaviors are recorded during the teaching-learning process. The research findings showed that the teacher's talk achieve 55.5% in VIII B and 53.0% in VIII C. While students’ talks achieve 36.4% VIII B and 39.8% in VIII C. Moreover, the percentage of teacher-students’ talk is 8.1% in VIII B and 7.2% in VIII C. The category that is frequently occurred to promote the interaction is asking question. During the interaction, the language that is mostly used is English.

Astiti (2012) conducted a research entitled “An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar”. Astiti's research had the aim to describe the types of Teacher Talk in English classes, the effectiveness/ineffectiveness of Teacher Talk, and the aspect of Teacher Talk in classroom observation and the aspect of Teacher Talk in classroom observation. This study was designed as a descriptive qualitative research. The instruments were check list and questioner. The observation used three instruments to analyze the data; Flanders Interaction Analysis Categories (FIAC) to identify the classroom interactions, teaching effectiveness elements based on the Walberg’s theory, and Likert Scale to measure the students’ opinion resulted from questionnaire. The results of the analysis showed that there
were six types of Teacher Talk including Mediator, Evaluator, Learning task assignor, teaching material interpreter, Inspector and classroom climate conductor. 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 research found that there were three major Teacher Talk Aspects, covering physiological aspect, interpersonal aspect, pedagogical aspect, which are stated as strong/effective aspects. Based on the students’ opinion, the teaching learning process in the classroom was good enough however some students felt uncomfortable with the classroom atmosphere and the teacher’s discipline of time.

In line with the background above, this research is interested in finding out of language used in teacher talk, the dominant language used in teacher talk, the types of teacher talk, and the dominant type of teacher talk found in English teaching and learning process at SMP N 2 Jaten Karanganyar.

2. RESEARCH METHOD

The type of this research is a descriptive qualitative research. This research is naturalistic study about teacher talk in SMP N 2 Jaten Karanganyar. Naturalistic observation refers to the collection of data without manipulation of the environment. In other definition, naturalistic observation is a research tool in which a subject is observed in its natural habitat without any manipulation by the observer. Naturalistic observation involves two main differences that set it apart from other forms of data gathering. In the context of a naturalistic observation the environment is in no way being manipulated by the observer nor was it created by the observer.

This research gets the data from three sources, namely: events, informants, and documents. The methods of collecting data in this research are observation, recording, and documentation. The validity of the data in this study is using triangulation techniques. The techniques for analysing data in this research are rereading, coding, counting, tabulating and building conclusion. The subject of this study is the English teachers of SMP N 2 Jaten Karanganyar. This research observes in class 7A, 8C, and 9F. It was conducted on November 19th 2015 until February 4th 2016. The object of this research focus on teacher talk in English teaching learning process at SMP N 2 Jaten Karanganyar in 2015/2016 academic year.

3. FINDING AND DISCUSSION

Based on documentation and result of the data that have been conducted, this study found the kind of languages used in teacher talk and types of teacher talk in English teaching learning process at SMP N 2 Jaten Karanganyar that consist of four problem statement as follow:

3.1 Language Used in Teacher Talk

In SMP N 2 Jaten Karanganyar teacher talk becomes social phenomenon because the all English teachers are multilingual and not native speakers of English. The teachers used five languages of teacher talk for teaching and learning English; Javanese, Indonesia, English, Arabic and mixed languages.

1. Javanese Language

Javanese is a branch of Austronesian (Malayo-Polynesian) language family, spoken as a native language by more than 68 million persons living primarily on the island of Java, particularly in central, east, and in the Sunda region of West Java. Javanese has several regional dialects and a number of clearly distinct status styles. Of the latter the greatest difference is between the ngoko (informal) and the krama (deferential) styles. When neither of these is suitable, the madya (middle) style is used. The others styles are the krama inggil (highly deferential) and the basa kedaton (palace language) which they are less often used.

In SMP N 2 Jaten Karanganyar, Javanese language sometimes is used by the teachers to interact with the students in English teaching because the all teachers live in Karanganyar, central java. Teachers often take Javanese when they deliver their material or asking questions to the student. Javanese language is usually used by the teachers to giving command to the students or in order to which a student is expected to comply. Sometimes, teacher gives encouragement or make statement intended to change
student’s behavior from non-acceptable to acceptable pattern. Here are the examples of teacher talk that is used in English teaching and learning.

Obs.3/ 113/ J/ IX-F/ FT1: Wis tulisen sik.
Obs.3/ 134/ J/ IX-F/ FT1: Gampang yaa cab.
Obs.4/ 034/ J/ VIII-C/ FT2: Wis dicokoke!
Obs.4/ 034/ J/ VIII-C/ FT2: Bener e pyie, wis rasab didkekte kancane.
Obs.5/ 037/ J/ VIII-C/ FT2: Jawahane apo?

2. Indonesian Language

Indonesian language is the national language in Republic Indonesia. It is a standardized form of Malay and is spoken throughout Indonesia. Indonesia language becomes native tongue which is used to communicate with other. About 30 million people speak Indonesian as their first language and a further speak it as a second language. Indonesia is a linguistically varied region where the Indonesian language acts as a lingua franca, even though there are more native speakers of Javanese.

Indonesian language usually become a prime lingua franca in teaching and learning in the classroom. Teacher absolutely has authority of class to making direction to be obeyed, giving information, ask questions, explaining material by means Indonesian language. This study found some Indonesian spoken by the teacher in SMP N 2 Jaten Karanganyar as in the following situations.

Obs.5/ 017/ I/ VIII-C/ FT2: baik, sebelum kita menjawab pertanyaan itu, kita ingat-ingat dulu teksnya itu cerita nya seperti apa yaa kita lihat dulu kita ingat kembali.
Obs.7/ 004/ I/ IX-F/ FT1: Ayo kita babas bersama.
Obs.8/ 007/ I/ VIII-C/ FT2: Baik anak-anak saya memberikan pekerjaan rumah untuk memberi kesempatan pada kalian belajar menulis kalimat menjadi paragraf.
Obs.8/ 015/ I/ VIII-C/ FT2: Adi setiawan, bukunya kemana?

3. English Language

English is a Western Germanic language that was first spoken in early medieval England and it is became a global lingua franca now. English becomes actual universal language. It is the world’s second largest native language and the official language in many countries. English has become the leading language of international discourse and the lingua franca in many regions.

In Indonesia, this language is taught at every level of education ranging from kindergarten until university. English can be at least understood almost everywhere among scholars and educated people. In SMP N 2 Jaten Karanganyar, English language is not yet as prime language which is used by the teachers when they are doing teaching of English in the classroom. English language is still very low usage there. The teacher as a centre of teaching and learning still utilize Indonesian or mixed languages to transfer the material to the students. When the teacher explained something, answered or asked question, they was carrying on the English language, but if the student did not understand what their teacher said, then the teacher translated into the Indonesian language. The teachers in SMP N 2 Jaten Karanganyar was seldom to speak English because the students have limitation in vocabulary. The examples of English language used can be seen as in the following extract.

Obs.1/ 002/ E/ IX-F/ FT1: good morning everybody.
Obs.3/ 066/ E/ IX-F/ FT1: destroy, that’s good.
Obs.6/ 015/ E/ VII-A/ FT3: What is the goal of the text?
Obs.7/ 043/ E/ IX-F/ FT1: if you make a mistake, it doesn’t matter.

4. Arabic

Arabic is usually ranked among the top six of the world’s major languages. As the language of the Qur’an, the holy book of Islam, it is also widely used throughout the Muslim world. It is the main language in 22 countries, spoken by more than 250 million people. It is also the second language in many Islamic countries because it is considered the spiritual language of Islam. Another reason is that Arabic is one of the oldest living languages in the world, and it is the origin of many languages.

In SMP N 2 Jaten Karanganyar especially in English teaching and learning, the Arabic language is used to greeting, opening or closing the class, and attracting the student attention at the beginning of the lesson. Here are the examples the utterance.

Obs.1/ 001/ A/ IX-F/ FT1: Assalamualaikum Warahmatulloh Wabarokatuh
Obs.4/ 074/ A/ VIII-C/ FT2: Wassalamualaikum.
5. Mixed Languages

Mixed languages is a language that combines the grammatical elements of one language and the lexical items of another language. In some, the vocabulary from one language and the grammatical system (phonology, morphology, syntax) from another are combined. It is type can be called intertwined languages. A second type has verb phrases from one language and noun phrases from another and the last type is languages with a mixed everyday vocabulary. Mixed languages are stable and should be distinguished from spontaneous language mixture (code-switching) in bilingual communities. Other terms used for mixed languages are split languages, stable mixed languages, bilingual mixed languages, intertwined languages, converted languages, syncretic languages, and hybrid languages.

In SMP N 2 Jaten Karanganyar, the teacher still uses combining languages in teaching and learning process. The teacher applies multilingual because they are not a native language. They combined languages that consist of Javanese-Indonesian, English-Arabic, and Indonesian-English language in the classroom. This study found some mixed languages spoken by teachers of SMP N 2 Jaten karanganyar as mentioned in:

<table>
<thead>
<tr>
<th>Language</th>
<th>Example of utterance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Javanese-Indonesian</td>
<td>Obs.4/029/ M/ VIII-C/ FT2: <em>Ayo yang lain dikoreksi pekerjaannya ora rame dewe.</em></td>
</tr>
<tr>
<td>English-Arabic</td>
<td>Obs.3/001/ M/ IX-F/ FT1: Let starts our meeting by saying <em>basmallah</em> together.</td>
</tr>
<tr>
<td>Indonesian-English</td>
<td>Obs.2/048/ M/ VII-A/ FT3: Kemudian menyalakan, turn on, turn on blender.</td>
</tr>
<tr>
<td>English-Arabic</td>
<td>Obs.2/051/ M/ VII-A/ FT3: <em>Sekarang, now the pineapple juice is ready to serve.</em></td>
</tr>
</tbody>
</table>

There are five languages that used by the teacher in the classroom. They are Javanese, Indonesian, English, Arabic, and mixed language. Here is the table of language used in teacher talks which is occurred in English teaching and learning process for 9 meetings shown by the three teachers.

<table>
<thead>
<tr>
<th>O.</th>
<th>Language</th>
<th>Example of utterance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Javanese</td>
<td>Obs.9/002/ J/ VII-A/ FT3: <em>Yo cetet ditulis mengko wektune selak entek.</em></td>
</tr>
<tr>
<td>2</td>
<td>Indonesia</td>
<td>Obs.5/017/ J/ VIII-C/ FT2: <em>baik, sebelum kita menjawab pertanyaan itu, kita ingat-ingat dulu teksnya itu ceritanya seperti apa yaa kita lihat dulu kita ingat kembali.</em></td>
</tr>
<tr>
<td>3</td>
<td>English</td>
<td>Obs.7/043/ E/ IX-F/ FT1: if you make a mistake, it doesn't matter.</td>
</tr>
<tr>
<td>4</td>
<td>Arabic</td>
<td>Obs.1/001/ A/ IX-F/ FT1: <em>Assalamualaikum Warohmatullohi Wabarokatub</em></td>
</tr>
<tr>
<td>5</td>
<td>Mix languages</td>
<td>Javanese-Indonesian Obs.4/029/ M/ VIII-C/ FT2: <em>Ayo yang lain dikoreksi pekerjaannya ora rame dewe.</em> English-Arabic Obs.3/001/ M/ IX-F/ FT1: Let starts our meeting by saying <em>basmallah</em> together. Indonesian-English Obs.2/051/ M/ VII-A/ FT3: <em>Sekarang, now the pineapple juice is ready to serve.</em></td>
</tr>
</tbody>
</table>

Table 4.1: Utterance of language used in teacher talk

3.2 The Dominant Language Used in Teacher Talk

This study found five language used by the teachers in SMP N 2 Jaten Karanganyar. The languages are Javanese, Indonesian, English, Arabic, and mixed languages. To present the results of the observation, this study displays them in the form of table and histograms.

Here is the table of dominant language used of teacher talks which is occurred in English teaching and learning process for 9 meetings shown by the three teachers.
Table 4.2: frequency of occurrence language used in TT

Below is the histogram of the percentage in 9 meetings for three teachers. It is displayed for getting a clearer description of each language used that occurs in English teaching and learning process. Beside the data is presented in the histograms, it also present in the words.

The histogram above reveals that the most frequent language used of teacher talk formed by the three teachers in English teaching and learning process is Indonesian language. It can be seen from the number of data of each language used of teacher talk that Indonesia language become the dominant language which is done in nine meetings of three teachers. Indonesian language has 542 number of data. The teachers always use Indonesia language to ask a question. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student’s understanding. They also use giving information and giving direction to the student mostly in Indonesian language. It is happened because Indonesian language is national language and it became lingual Franca in the classroom. In addition, the students have limitation in a vocabulary. So the teacher uses Indonesian language to make the students easier in gaining the knowledge. It is followed mixed language which has 231 number of data. The next languages are English and Javanese language. Each of them has 129 and 47 number of data. The last language which have the lowest proposition in English teaching and learning process by three teachers is Arabic language. It just have 3 number of data.
3.3 The types of Teacher Talk Based on Language Used

Based on FLINT there are 11 types of teacher talk: deals with feelings, praise or encourages, joke, uses ideas of students, repeat student response verbatim, ask questions, give information, correct without rejection, gives directions, criticizes student behaviour, and criticizes student response. This study found 9 types of teacher talk from 952 number of data for nine meeting so that each teacher was being observed for three times. Here is types of teacher talk based on language used.

1. Type of Teacher Talk in Javanese

   Teacher spoke Javanese which had a purpose to ask question, give information, give direction, and criticize student behaviour.

   a. Ask questions (type 4)

      One of the function of Javanese language is to ask question. Asking a question is one of the teacher talks in order to get information or clarify something from the students. It is also often used to promote interaction between teacher and students. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student’s understanding.

      In SMP N 2 Jaten Karanganyar, Teacher frequently asked question to the students so that they could speak up and answer the question. The purpose of asking question is to stimulate the students to explore their skills or share ideas. This study found that this type regularly was occurred during teaching and learning activity. Here are examples of question given by the teacher to the students.

      Obs.5/035/ J/ 4/VIII-C/ FT2: La kok izoh?
      Obs.5/037/ J/ 4/VIII-C/ FT2: Jawahane apa?
      Obs.4/059/ J/ 4/VIII-C/ FT2: Hee! Kuwi meh nendi kuwi?
      Obs.4/059/ J/ 4/VIII-C/ FT2: Lab kok ra pamit?
      Obs.9/ 003/ J/ 4/VIII-A/ FT3: Wis hurung?

   b. Give information (type 5)

      According to FLINT’s theory, giving information means that the teacher shares information, facts, his own idea or lecturing. Informing or lecturing is generally used to get across important facts, opinion, concepts, or generalization to the student. Giving information is delivered by the teacher when they extend the material or inform the important things.

      Teacher sometimes uses Javanese for giving information or fact to their students. In every meeting, this type was commonly found during teaching and learning activity especially when the teacher explained the materials to the student. This type can be represented as in the following patterns.

      Obs.4/041/ J/ 5/VIII-C/ FT2: isoh nyabike kuwi isoh benerke.

   c. give direction (type 6)

      Giving direction is one of the most important role of teacher in the classroom. Direction is an order given by the teacher toward the student. It refers to the teacher’s instruction by giving the students direction, commands, or orders that the student’s expected to understand what they supposed to do.

      In SMP N 2 Jaten Karanganyar, Javanese was spoken by the teacher for making command which students was expected to follow and giving direction when teaching and learning ongoing. Teacher directly requested the pupil to do something such as answering question, doing exercise or presenting the result of discussion in front of the class. Here are some examples of this type.

      Obs.3/113/ J/ 6/IX-F/ FT1: Wis tulisen sik.
      Obs.4/036/ J/ 6/VIII-C/ FT2: Dikoreksi garapane deke kuwi.
      Obs.4/049/ J/ 6/VIII-C/ FT2: Benor e pye, wis rasah didekte kancone.
      Obs.9/ 002/ J/ 6/VII-A/ FT3: Wis ndang dijawab.
d. Criticize student behavior (type 7)

Criticize student behavior is rejecting the behavior of students by the teacher. In criticizing student’s behavior, it can be done by communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. It is generally happened when the students showed a non-acceptable behavior in the classroom.

Spoken in Javanese was occurred when the students acted, did or said something that was unexpected by the teacher such as being noisy in the class, coming late to the class or talking with friend during the lesson. The examples of this type can be seen as in the following extracts.

Obs.2/112/7/VII-A/FT3: Rama kui ra nulis? Rama kuwi!
Obs.5/062/7/VIII-C/FT2: Opo sinau, cab Jaten loro kok sinau! Ra keren sinau!
Obs.9/008/7/VII-A/FT3: Yo gek ndang di garap! Kok ra nulis i piye.

<table>
<thead>
<tr>
<th>Language</th>
<th>Types of Teacher talk</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Javanese</td>
<td>Ask questions</td>
<td>Obs.4/059/4/VIII-C/FT2: Hie! Kawi meh nendi kawii?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/059/4/VIII-C/FT2: Lab kok ra pamit?</td>
</tr>
<tr>
<td></td>
<td>Give information</td>
<td>Obs.2/104/5/VII-A/FT3: Yo mengko selak bel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/041/5/VIII-C/FT2: isoh nyalakbe kedu isoh beverke.</td>
</tr>
<tr>
<td></td>
<td>Give direction</td>
<td>Obs.3/113/6/IX-F/FT1: Wis tulisen zik.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/036/6/VIII-C/FT2: Dikoroxi garapane dewi kawi.</td>
</tr>
<tr>
<td></td>
<td>Criticize student behavior</td>
<td>Obs.2/112/7/VII-A/FT3: Rama kui ra nulis? Rama kawii!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.9/008/7/VII-A/FT3: Yo gek ndang di garap! Kok ra nulis i piye.</td>
</tr>
</tbody>
</table>

Table 4.3: Types of teacher talk in Javanese language

2. Type of Teacher Talk in Indonesian

This research found eight purposes of teacher talk in English teaching and learning namely praise and encourages, repeats student response verbatim, asks question, gives information, gives directions, criticizes student behaviour and criticizes student response by using Indonesian language.

a. Praise and encourages (type 2)

Indonesian language is often applied by the teacher for praising complementing and confirming answer are correct. It uses the appreciation of student’s contribution and it is important to motivate the students to actively get involved in the process of teaching and learning activity.

This type found in the classroom interaction during teaching and learning process. All of the teachers commonly praised the students when they provided the correct answer. This type usually was occurred after the teacher gave the question to the student. It meant the teacher appreciated the student’s contribution. Praising can also delineate that what student’s said is valued. The dialogue below is quoted as illustration of praising or complimenting.

Obs.1/085/1/7/IX-F/FT1: Tentara semut.
T: Iya, tentara semut.
Obs.2/112/7/VII-A/FT3: Es batu.
T: Ya es batu.
Obs.4/036/6/VIII-C/FT2: Salab tidak papa.

b. Repeats student response verbatim (type 3a)

According to FLINT theory, repeating student verbatim means teacher repeat the exact word of students after they participate. Repeats student response verbatim is related to uses student’s idea.

In SMP N 2 Jaten Karanganyar, repeating student’s response was usually occurred when the teacher clarified the students’ response and repeated each words that teacher got from student’s answer. This type usually found when the student gave the answer to the teacher then it repeated by the teacher. Here are the example of that type.

Obs.5/022/1/3a/VIII-C/FT2: Si penulis
c. Asks questions (type 4)

One of the function of Javanese language is to ask question. Asking a question is one of the teacher talks in order to get information or clarify something from the students. It is also often used to promote interaction between teacher and students. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student’s understanding.

In SMP N 2 Jaten Karanganyar, Teacher frequently asked question to the students so that they could speak up and answer the question. The purpose of asking question is to stimulate the students to explore their skills or share ideas. This study found that this type regularly was occurred during teaching and learning activity. Here are examples of question given by the teacher to the students.

<table>
<thead>
<tr>
<th>Obs.</th>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Code</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/</td>
<td>022/</td>
<td>I/</td>
<td>3a/VIII-C</td>
<td>FT2:</td>
<td>Kapan peristiwa itu terjadi.</td>
</tr>
<tr>
<td>2/</td>
<td>014/</td>
<td>I/</td>
<td>4/VII-A</td>
<td>FT3:</td>
<td>kemaren tentang apa? Teks yang menjelaskan tentang apa?</td>
</tr>
<tr>
<td>015/</td>
<td>I/</td>
<td>5/ VIII-C</td>
<td>FT2:</td>
<td>Sudah belum?</td>
<td></td>
</tr>
<tr>
<td>018/</td>
<td>I/</td>
<td>4/VIII-C</td>
<td>FT2:</td>
<td>Ya baik ada PR tidak baru ini?</td>
<td></td>
</tr>
<tr>
<td>001/</td>
<td>I/</td>
<td>4/VIII-C</td>
<td>FT2:</td>
<td>Ada kesulitan?</td>
<td></td>
</tr>
</tbody>
</table>

---

d. Gives information (type 5)

According to FLINT’s theory, giving information means that the teacher shares information, facts, his own idea or lecturing. Informing or lecturing is generally used to get across important facts, opinion, concepts, or generalization to the student. Giving information is delivered by the teacher when they extend the material or inform the important things.

Teacher sometimes uses Indonesian for giving information or fact to their students. In every meeting, this type commonly was found during teaching and learning activity especially when the teacher explained the materials to the student. This type can be represented as in the following patterns.

<table>
<thead>
<tr>
<th>Obs.</th>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Code</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/</td>
<td>118/</td>
<td>I/</td>
<td>5/ IX-F</td>
<td>FT1:</td>
<td>Kalo tower itu menara, tapi kalau towel itu handuk.</td>
</tr>
<tr>
<td>015/</td>
<td>I/</td>
<td>5/ VIII-C</td>
<td>FT2:</td>
<td>kita pilih yang mudah dulu baru kita kerjakan yang sulit.</td>
<td></td>
</tr>
<tr>
<td>018/</td>
<td>I/</td>
<td>4/VIII-C</td>
<td>FT2:</td>
<td>Kalau masih ada yang ditayakan, silahkan ditanyakan dulu.</td>
<td></td>
</tr>
<tr>
<td>001/</td>
<td>I/</td>
<td>4/VIII-C</td>
<td>FT2:</td>
<td>Untuk menanyakan isi teks secara keseluruhan tentang apa itu kan menanyakan isi teks secara keseluruhan, nah anak-anak bisa melihat satu dari judul kalau ada judulnya, kalau tidak ada dilihat paragraf pertama, oh jawabannya adalah pengalaman buruk si penulis.</td>
<td></td>
</tr>
</tbody>
</table>

---

e. Gives directions (type 6)

Giving direction is one of the most important role of teacher in the classroom. Direction is an order given by the teacher toward the student. It refers to the teacher’s instruction by giving the students direction, commands, or orders that the student’s expected to understand what they supposed to do.

In SMP N 2 Jaten Karanganyar, Indonesian was spoken by the teacher for making command which students were expected to follow and giving direction when teaching and learning ongoing. Teacher directly requested the pupil to do something such as answering question, doing exercise or presenting the result of discussion in front of the class. Here are some examples of this type.

<table>
<thead>
<tr>
<th>Obs.</th>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Code</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/</td>
<td>119/</td>
<td>I/</td>
<td>6/ IX-F</td>
<td>FT1:</td>
<td>Yo sekarang kamu cari lagi kata apa yang sulit.</td>
</tr>
<tr>
<td>007/</td>
<td>I/</td>
<td>6/VII-A</td>
<td>FT3:</td>
<td>kalau sudah, kamu jawab balaman 150 sesuai dengan bacaan tadi 1-5 jawab dulu.</td>
<td></td>
</tr>
</tbody>
</table>

---

f. Criticizes student behavior (type 7)

Criticize student behavior is rejecting the behavior of students by the teacher. In criticizing student's behavior, it can be done by communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. It is generally happened when the students showed a non-acceptable behavior in the classroom.

Spoken in Javanese was occurred when the students acted, did or said something that was unexpected by the teacher such as being noisy in the class, coming late to the class or talking with friend during the lesson. The examples of this type can be seen as in the following extracts.

<table>
<thead>
<tr>
<th>Obs.</th>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Code</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/</td>
<td>151/</td>
<td>I/</td>
<td>7/ IX-F</td>
<td>FT1:</td>
<td>Eh, eh, eh, aya didengarkan dulu temannya.</td>
</tr>
<tr>
<td>018/</td>
<td>I/</td>
<td>7/VII-A</td>
<td>FT3:</td>
<td>Kemaren itu lho kok balaman berapa.</td>
<td></td>
</tr>
</tbody>
</table>
Obs.3/ 032/ I/ 7/ VIII-C/ FT2: Hayoo hayoo mulai serius.
Obs.4/ 017/ I/ 7/ VIII-C/ FT2: Yang lain saya minta, sttttt… ayo di perhatikan!

g. Critizes student response (type 7a)

The eleven type is criticizes student’s behavior. Criticize Student Response is telling the student response that is not correct or acceptable and communicating by word or intonation criticism, annoyance or rejection.

Indonesian language was used by the teacher to make the student understood that what the student did not correct or acceptable. This type was occurred when the students acted or said something that was unexpected by the teacher.

Obs.5/ 042/ I/ 7a/ VIII-C/ FT2: nab ketinggalan, jawabannya jawaban klise.

<table>
<thead>
<tr>
<th>Language</th>
<th>Types of teacher talk</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian</td>
<td>Praise and encourages</td>
<td>Obs.1/ 085/ I/ 7/ IX-F/ FT1: Tentara semut.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Iya, tentara semut.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/ 036/ I/ 6/ VIII-C/ FT2: Salab tidak papa</td>
</tr>
<tr>
<td></td>
<td>Repeats student response verbatim</td>
<td>Obs.5/ 022/ I/ 3a/VIII-C/ FT2: Si penulis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Si penulis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.5/ 022/ I/ 3a/VIII-C/ FT2: Kapan peristiwa itu terjadi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Kapan peristiwa itu terjadi.</td>
</tr>
<tr>
<td></td>
<td>Asks questions</td>
<td>Obs.8/ 001/ I/ 4/VIII-C/ FT2: Ya baik ada PR tidak hari ini?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.8/ 008/ I/ 4/VIII-C/ FT2: Ada kesulitan?</td>
</tr>
<tr>
<td></td>
<td>Gives information</td>
<td>Obs.1/ 118/ I/ 5/ IX-F/ FT1: Kalo tower itu menara, tapi kalau towel itu banduk.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/ 063/ I/ 5/ VIII-C/ FT2: Kalau masih ada yang ditayakan, silahkan ditanyakan dulu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.8/ 008/ I/ 4/VIII-C/ FT2: Baik, semua dilibat teksnya.</td>
</tr>
<tr>
<td></td>
<td>Criticizes student behavior</td>
<td>Obs.3/ 032/ I/ 7/ VIII-C/ FT2: Hayoo hayoo mulai serius.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/ 017/ I/ 7/ VIII-C/ FT2: Yang lain saya minta, sttttt… ayo di perhatikan!</td>
</tr>
<tr>
<td></td>
<td>Criticizes student response</td>
<td>Obs.5/ 042/ I/ 7a/ VIII-C/ FT2: nab ketinggalan, jawabannya jawahan klise.</td>
</tr>
</tbody>
</table>

Table 4.4: Types of teacher talk in Indonesian language

3. Type of Teacher Talk in Arabic

This study found a type of teacher talk that did not includ in FLINT category. That type is only found in a Muslim country or the country that the majority of people is Islam. This study had coded this type by type 0.

a. Attention getter (type 0)

An attention-getter is the device a speaker uses at the beginning of a speech to capture an audience's interest and make them interested in the speech’s topic. A good introduction will capture an audience’s attention, while a bad introduction can turn an audience against a speaker.
In SMP N 2 Jaten Karanganyar, attention getter was used by the teacher in a beginning, or the end of the class. The Arabic language is used to greeting, opening or closing the class, and attracting the student attention at the beginning of the lesson.

<table>
<thead>
<tr>
<th>Language</th>
<th>Types of teacher talk</th>
<th>Example</th>
</tr>
</thead>
</table>
| Arabic    | Attention gather      | Obs.1/ 001/ A/ 0/ IX-F/ FT1: ِAssalamualaikum Warohmatullohi Wabarokatuh  
Obs.4/ 074/ A/ 0/ VIII-C/ FT2: ِWassalamuallaikum. |

Table 4.5: Types of teacher talk in Arabic language

4. Type of teacher talk in English

English language is seldom used by the teacher in English teaching learning process. The teacher is more often to apply Indonesian or mixed languages then English. This research found six purposes of teacher talk that are attention gather, praise and encourages, repeats student response verbatim, asks questions, gives information, and give direction.

a. Attention getter (type 0)

An attention-getter is the device a speaker uses at the beginning of a speech to capture an audience’s interest and make them interested in the speech’s topic. A good introduction will capture an audience’s attention, while a bad introduction can turn an audience against a speaker.

In SMP N 2 Jaten Karanganyar, attention getter was used by the teacher in a beginning of the class. The Arabic language is used to greeting, opening the class, and attracting the student attention at the beginning of the lesson.

Obs.1/ 002/ E/ 0/ IX-F/ FT1: Good morning everybody.

b. Praise and encourages (type 2)

Beside Indonesian, English language is often applied by the teacher for praising complementing and confirming answer are correct. It uses the appreciation of student’s contribution and it is important to motivate the students to actively get involved in the process of teaching and learning activity.

This type found in the classroom interaction during teaching and learning process. All of the teachers commonly praised the students when they provided the correct answer. This type was usually occurred after the teacher gave the question to the student. It meant the teacher appreciated the student’s contribution. Praising can also delineate that what student’s said is valued. The dialogue below is quoted as illustration of praising or complimenting.

Obs.1/ 038/ E/ 2/ IX-F/ FT1: Come on please raise your hand.
T: Don’t be shy, jangan malu.
Obs.3/ 044/ E/ 2/ IX-F/ FT1: Okey, that’s good.
Obs.3/ 066/ E/ 2/ IX-F/ FT1: Kalo rusak bahasa inggrisnya apa?
S: Damage, destroy.
T: Destroy that’s good.
Obs.7/ 043/ 2/ IX-F/ FT1: If you make a mistake, it doesn’t matter.

T: What did the story happen.

c. Repeat Student Response verbatim (type 3a)

According to FLINT theory, repeating student verbatim means teacher repeat the exact word of students after they participate. Repeats students response verbatim is related to uses student’s idea.

In SMP N 2 Jaten Karanganyar, repeating student’s response was usually occurred when the teacher clarified the students’ response and repeated each words that teacher got from student’s answer. This type usually found when the student gave the answer to the teacher then it repeated by the teacher. Here are the example of that type.

Obs.5/ 103/ E/ 3a/ VIII-C/ FT2: When did the story happen.
T: When did the story happen.
d. Asking questions (type 4)

One of the function of English language is to ask question. Asking a question is one of the teacher talks in order to get information or clarify something from the students. It is also often used to promote interaction between teacher and students. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student's understanding.

In SMP N 2 Jaten Karanganyar, Teacher frequently asked question to the students so that they could speak up and answer the question. The purpose of asking question is to stimulate the students to explore their skills or share ideas. This study found that this type regularly occurred during teaching and learning activity. Here are examples of question given by the teacher to the students.

Obs.1/008/E/4/IX-F/FT1: Do you remember about text recount?
Obs.1/030/E/4/IX-F/FT1: Are you finish yet?
Obs.6/015/E/4/VII-A/FT3: What is the goal of the text?
Obs.7/073/E/4/IX-F/FT1: Which one do you choose? A, b, c or d?

e. Gives Information (type 5)

According to FLINT’s theory, giving information means that the teacher shares information, facts, his own idea or lecturing. Informing or lecturing is generally used to get across important facts, opinion, concepts, or generalization to the student. Giving information is delivered by the teacher when they extend the material or inform the important things.

Teacher sometimes uses Indonesian for giving information or fact to their students. In every meeting, this type was commonly found during teaching and learning activity especially when the teacher explained the materials to the student. This type can be represented as in the following patterns.

Obs.1/051/E/5/IX-F/FT1: Synonym tiny is small.
Obs.1/074/E/5/IX-F/FT1: Responsible artinya tanggung jawab.
Obs.8/036/I/5/VIII-C/FT2: Last month, my family and I went a national park.

f. Give Directions (type 6)

Giving direction is one of the most important role of teacher in the classroom. Direction is an order given by the teacher toward the student. It refers to the teacher’s instruction by giving the students direction, commands, or orders that the student’s expected to understand what they supposed to do.

In SMP N 2 Jaten Karanganyar, Javanese was spoken by the teacher for making command which students were expected to follow and giving direction when teaching and learning ongoing. Teacher directly requested the pupil to do something such as answering question, doing exercise or presenting the result of discussion in front of the class. Here are some examples of this type.

Obs.1/026/E/6/IX-F/FT1: Keep silent please!
Obs.1/026/E/6/IX-F/FT1: Next thirty five, Anita come on.
Obs.1/152/E/6/IX-F/FT1: read a load!

<table>
<thead>
<tr>
<th>Language</th>
<th>Types of teacher talk</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Attention gather</td>
<td>Obs.1/002/E/0/IX-F/FT1: Good morning everybody.</td>
</tr>
<tr>
<td></td>
<td>praise and encourages</td>
<td>Obs.3/044/E/2/IX-F/FT1: Okey, that's good. Obs.7/043/2/IX-F/FT1: If you make a mistake, it doesn't matter.</td>
</tr>
<tr>
<td></td>
<td>repeats student response verbatim</td>
<td>Obs.5/103/E/3a/VIII-C/FT2: When did the story happen. T: When did the story happen.</td>
</tr>
</tbody>
</table>
Table 4.6: Types of teacher talk in English language

5. Type of Teacher Talk in Mixed languages

Mixed languages is using two languages or more in the same sentence. Mixed language is often applied in teaching English by the teacher because almost all the student limit in vocabulary so the teacher uses mix languages to be easier the student in gaining the lesson. There is six purposes of teacher talk that is found in this research; praise and encourages, asks questions, gives information, correct without rejection, gives direction, and criticize student behaviour.

a. Praise and encourages (type 2)

The teacher is often applies praising and encourages for praising complementing and confirming answer are correct. This type is the appreciation of student’s contribution and it is important to motivate the students to actively get involved in the process of teaching and learning activity.

This category found in the classroom interaction during teaching and learning process. All of the teachers commonly praised the students when they provided the correct answer. This type was usually occurred after the teacher gave the question to the student. It meant the teacher appreciated the student’s contribution. Praising can also delineate that what student’s said is valued. The dialogue below is quoted as illustration of praising or complimenting.

Obs.2/023/ M/ 2/ VII-A/ FT3: Pineapple juice.
T: *Ya... pineapple juice.*

Obs.3/142/ M/ 2/ IX-F/ FT1: *Yaa kita pilih once, B.*

b. Ask questions (type 4)

One of the function of mixed languages is to ask question. Asking a question is one of the teacher talks in order to get information or clarify something from the students. It is also often used to promote interaction between teacher and students. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student’s understanding.

In SMP N 2 Jaten Karanganyar, Teacher frequently asked question to the students so that they could speak up and answer the question. The purpose of asking question is to stimulate the students to explore their skills or share ideas. This study found that this type was regularly occurred during teaching and learning activity. Here are examples of question given by the teacher to the students.

Obs.1/022/ M/ 4/ IX-F/ FT1: *Sekarang teks reportnya ada judulnya, what is the text about?*
Obs.1/065/ M/ 4/ IX-F/ FT1: *About apa? It is about?*
Obs.1/078/ M/ 4/ IX-F/ FT1: *Hayo, merefers pada kata apa?*
Obs.3/007/ M/ 4/ IX-F/ FT1: *Just one? Hanya satu?*

c. Gives information (type 5)

According to FLINT’s theory, giving information means that the teacher shares information, facts, his own idea or lecturing. Informing or lecturing is generally used to get across important facts, opinion, concepts, or generalization to the student. Giving information is delivered by the teacher when they extend the material or inform the important things.

Teacher sometimes uses Indonesian for giving information or fact to their students. In every meeting, this category commonly found during teaching and learning activity especially when the teacher explained the materials to the student. This type can be represented as in the following patterns.

Obs.1/065/ M/ 5/ IX-F/ FT1: *Karna itu nilai beda, ganti halaman lagi sory ya.*
Obs.2/051/ M/ 5/ VII-A/ FT3: *Sekarang, now the pineapple juice is ready to serve.*
d. Correct without rejection (type 5a)

Correcting without rejection means telling the correct response to the student who have made a mistake without using words or intonation which communicate criticism.

In SMP N 2 Jaten Karanganyar this type usually happened when the teacher corrected the student’s pronunciation or when they provided the wrong answer when answering the question. Here is the example.

Obs.3/ 120/ M/ 5a/ IX-F/ FT1: Tidak kan disitu ada kata call only, berarti melayani secara telepon.

e. Gives direction (type 6)

Giving direction is one of the most important role of teacher in the classroom. Direction is an order given by the teacher toward the student. It refers to the teacher’s instruction by giving the students direction, commands, or orders that the student’s expected to understand what they supposed to do.

In SMP N 2 Jaten Karanganyar, Javanese was spoken by the teacher for making command which student are expected to follow and giving direction when teaching and learning ongoing. Teacher directly requested the pupil to do something such as answering question, doing exercise or presenting the result of discussion in front of the class. Here is some examples of this type.

Obs.1/ 090/ M/ 5/ IX-F/ FT1: Kamu try ya.

Obs.1/ 090/ M/ 5/ IX-F/ FT1: Sekarang kita ke makanan dulu, oke do it in five minutes.

Obs.4/ 029/ M/ 5/ VIII-C/ FT2: Ayo next...

Obs.4/ 029/ M/ 5/ VIII-C/ FT2: Ayo yang lain dikoreksi pekerjaannya ora rame dewe.

f. Criticize student behaviour (type 7)

Criticize student behaviour is rejecting the behaviour of students by the teacher. In criticizing student’s behaviour, it can be done by communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. It is generally happened when the students showed a non-acceptable behaviour in the classroom.

In Javanese spoken was occurred when the students acted, did or said something that was unexpected by the teacher such as being noisy in the class, coming late to the class or talking with friend during the lesson. The examples of this type can be seen as in the following extracts.

Obs.1/ 143/ 7/ IX-F/ FT1: Adi ngopo ta di, ayo sit well please, sit well.


table

<table>
<thead>
<tr>
<th>Language</th>
<th>Types of teacher talk</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed languages</td>
<td>praise and encourages</td>
<td>Obs.2/ 023/ M/ 2/ VII-A/ FT3: Pineapple juice. T: Yaa... pineapple juice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.3/ 142/ M/ 2/ IX-F/ FT1: Yaa kita pilih once, B.</td>
</tr>
<tr>
<td></td>
<td>asks questions</td>
<td>Obs.1/ 078/ M/ 4/ IX-F/ FT1: Hayo, merefer pada kata apa?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.3/ 007/ M/ 4/ IX-F/ FT1: Just one? Hanya satu?</td>
</tr>
<tr>
<td></td>
<td>gives information</td>
<td>Obs.2/ 051/ M/ 5/ VII-A/ FT3: Sekarung, now the pineapple juice is ready to serve.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.3/ 147/ M/ 5/ IX-F/ FT1: Kalo bentuk kedua berarti kita pilih yang could not.</td>
</tr>
<tr>
<td></td>
<td>Correct without rejection</td>
<td>Obs.3/ 120/ M/ 5a/ IX-F/ FT1: Tidak kan disitu ada kata call only, berarti melayani secara telepon.</td>
</tr>
<tr>
<td></td>
<td>gives direction</td>
<td>Obs.1/ 090/ M/ 5/ IX-F/ FT1: Kamu try ya.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obs.4/ 029/ M/ 5/ VIII-C/ FT2: Ayo yang lain dikoreksi pekerjaannya ora rame dewe</td>
</tr>
</tbody>
</table>
and criticize student behavior

<table>
<thead>
<tr>
<th>Obs.</th>
<th>143/7/IX-F/FT1: Adi ki ngopo ta di, ayo sit well please, sit well.</th>
</tr>
</thead>
</table>

Table 4.7: Types of teacher talk in mixed languages

Here is the table of the classification of teacher talk type which is occurred in English teaching and learning process for 9 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>Attention getter (type 0)</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>2</td>
<td>Praise and encourages (type 2)</td>
<td>37</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Repeat student response verbatim (type 3a)</td>
<td>8</td>
<td>0.9%</td>
</tr>
<tr>
<td>4</td>
<td>Asking questions (type 4)</td>
<td>460</td>
<td>48%</td>
</tr>
<tr>
<td>5</td>
<td>Giving information (type 5)</td>
<td>208</td>
<td>22%</td>
</tr>
<tr>
<td>6</td>
<td>Correct without rejection (type 5a)</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>7</td>
<td>Gives directions (type 6)</td>
<td>213</td>
<td>22%</td>
</tr>
<tr>
<td>8</td>
<td>Criticize student behavior (type 7)</td>
<td>17</td>
<td>2%</td>
</tr>
<tr>
<td>9</td>
<td>Criticize student response (type 7a)</td>
<td>1</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Table 4.8: frequency of teacher talk types based on language used

This study finds 9 types from 11 types of teacher talk based on FLINT theory. This classification is counted from 952 number of data for nine meeting so that each teacher is being observed for three times. From 9 types that find in this study, there is 1 type which not included in FLINT theory. It is attention gather (type 0) in the form of Arabic and English language. In Arabic language, attention gather is only found in a Muslim country or the country that the majority of people is Islam. Attention gather is usually used to greeting, opening or closing of the class, and attracting the student attention at the beginning of the lesson.

3.4 The dominant type of Teacher Talk Based on Language Used

There are three English teachers who had been observed by the researcher. That observation was conducted for nine times so that each teacher was being observed for three times. To present the results of the observation, this study displays in a diagram.

Below is the diagram of the percentage in nine meetings for three teachers. It is display for getting clearer description of each feature or type that occurs in English teaching and learning process. Beside the data is presented in the histograms, it also presented in the words.
The pie diagram above indicate that the most frequent type of teacher talk formed by the three teachers in English teaching and learning process is asking questions (Type 4). It can be seen from the percentage of each type of teacher talk that asking questions become the dominant type which is done in nine meetings of each teacher. The percentage of this type has 48%. It means that the teachers give the student many questions in teaching and learning process. One aspect of language function that has received a lot of intension is classroom interaction teacher’s question. This study finds that this type regularly occurred during teaching and learning activity. The purpose of asking question is to attract the student response and to stimulate the students to explore their skills or share ideas. Teacher frequently asked question to the students so that they can speak up and answer the question.

The other features are giving information (type 5) and giving direction (type 6). It has the same proposition that is 22%. From the 952 data for nine meeting, praise and encourages has 4%. Moreover, the teacher criticize the student’s behaviour (type 7). The percentage of type 7 is 2%. It is followed repeat student response verbatim correct and attention gather. Each of them has 0.9% and 0.7%. The next types which takes the same proportion after type 3a and 0 are corrects without rejection (type 5a) and criticize student response (type 7a) which have the same proportion too. They have 0.2%. The last types which have the lowest proposition in English teaching and learning process by all teacher are deals with feelings, jokes, and uses ideas of students.

4. CONCLUSION

In English teaching learning process at SMP N 2 Jaten Karanganyar found five languages used by the teacher. There are Javanese, Indonesia, Arabic, English, and mixed language. The dominant language used in teacher talk for English teaching learning. It was found that the most frequent language used of teacher talk formed by the three teachers in English teaching and learning process is Indonesian language. The types of teacher talk in English teaching learning process at SMP N 2 Jaten Karanganyar have enough variation. That is praise or encourages, repeat student response verbatim, ask questions, give information, correct without rejection, gives directions, criticizes student behaviour, and criticizes student response. It can be concluded that not all of types of teacher talk occurred in every meeting. This types is attention getter. It has a function as a greeting, closing, and attracting the student attention when they are noisy or doing unexpected. For examples, Assalamualaikum Warohmatullohi Wabarokatuh and Wassalamualaikum. There is three types that the most frequent activity happening in English teaching and learning process at SMP N 2 Jaten karanganyar. These types are ask questions, gives information, and gives directions. From the three types of teacher talk in language used, asking question is the most dominant.
BIBLIOGRAPHY


