

## CHAPTER IV

### ANALYSIS AND DISCUSSION

In this chapter, the writer presents the analysis of the data taken from the subject in SMPK ST. Maria Asumptha Kupang on 19 Maret 2019 at 07.00 a.m – 09.30 a.m. This chapter discusses the following aspects : data presentation, result of the data analysis, and final interpretation of the result of study.

#### 4.1 Data Presentation

On this Day, Wednesday 19 Maret 2019 27 students – 13 boys and 14 girls were present. The writer was to conduct the study by observing closely the teaching and learning process of English subject in class VIII B. The writer observed and took video- typed and took notes during teaching learning process. The topic discussed in this class was “Descriptive text”

**Table 1**

**Data of Students**

No	Class	Male	Female	Total
1	VIII B	13	14	27

**Tabel 2**

**Setting Arrangement**



#### 4.1.1 Classroom Interaction Data

The type of data obtained for this study was in form of classroom interaction between teacher and students. The data was obtained from classroom observation and videotaping which were done on one day of data collection. The writer would like to give some notes that were used in analyzing the data. They are presented in the following.

T : Teacher

Ss : All students or part of them

S1- S27 : Particular Students

#### 4.1.2 Classroom Interaction Data

No	Case Act	Cate goriees	Note
1	T : Morning	2	<b>1 TO DEALS WITH FEELINGS</b>  In a non – threatening way accepting, discussion, referring to, or communicating understanding, of past, present or future feeling of students.
2	Ss : Morning (Choral)	8	
3	T ; How are you today?	4	
4	Ss : I'm fine Thank You, and you? (choral)	8	
5	T : I'm fine too. Hmm Ok, who is absent today?	4	
6	Ss : (Silent)	10	
7	T : Siapa yang tidak hadir hari ini?	4	
8	Ss : Albert (Choral)	8	
9	T : Ok, Do you have homework?	4	
10	Ss : Yes(choral)	8	
11	T : What about your homework? Tentang apa?	4	
12	Ss : (Silent)	10	
13	T : Tantang apa itu?	4	
14	Ss : Dialog (Choral)	8	

15	T : Ya, dialog alrights, hmm, I chek your homework, our lesson about reading tekt. Open your book on page 7	3	<p><b>2 PRAISES OR ENCOURAGE</b></p> <p>Praising, complementing and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming answer are correct.</p> <p><b>3 JOKES</b></p> <p>Intentional joking, kidding, making puns, attempting to be humorous providing the joking is not at anyone's expense unintentional humor is not included in this category.</p> <p><b>4 USES IDEAS OF STUDENTS</b></p> <p>Clarifying, using interpreting, summarizing the ideas of students. The ideas must be</p>
16	T : Page 7, about Rina's birthday party Activity 6, ya...attention please.	6	
17	T : Rina is celebrating her 14 <sup>th</sup> birthday. She looks very happy, she wears a beautiful white gown. The gown has long sleeves. She also has a pink belt around her slim waist. The belt really matches the gown. Rina also has a pink necklacion her neck. On her hair, she wears a pretty pink fancy bandanna. It has a robbon rose. The ribbon rose is red. She has pink earrings, too. For her feet, rina wears her new beautiful shiny pink shoes. Rina really looks gorgeous.	5	
18	T : Ya, please, silahkan ikuti sama-sama	6	
19	Ss : (Silent)	16	
20	T : Rina is celebrating her 14 <sup>th</sup> birthday	10	
21	Ss : Rina is celebrating her 14 <sup>th</sup> birthday (Choral)	6	
22	T : She loos very happy. She wear a beautiful white gown	8	
23	Ss : She loos very happy. She wear a beautiful white gown (Choral)	6	
24	T : The gown has long sleeves	8	
25	Ss : The gown has long sleeves (choral)	6	
26	T : She also wears a pink belt around her slim waist	8	

27	Ss : She also wears a pink belt around her slim waist (Choral)	6	rephrases by the teacher but still recognized as being students contributions.
28	T : The belt really matches the gown	8	
29	Ss : The belt really matches the gown (Choral)	6	
30	T : Rina also has a pink necklace on her neck	8	<b>5 REPEAT STUDENTS RESPONSE VERBATIM</b>
31	Ss : Rina also has a pink necklace on her neck (Choral)	6	
32	T : On her hair, she wear a pretty pink fancy bandanna	8	Repeating the exact words of students after they participate.
33	Ss : On her hair, she wear a pretty pink fancy bandanna (Choral)	6	
34	T : It has a ribbon rose, the ribbon rose is red	8	<b>6 ASKS QUESTIONS</b>
35	Ss : It has a ribbon rose, the ribbon rose is red (Choral)	6	
36	T : She has pink earrings, too	8	Asking question to which an answer is anticipated rhetorical questions are not included in this category.
37	Ss : She has pink earrings, too (Choral)	6	
38	T : For her feet,Rina wears her new beautiful shoes	8	
39	Ss : For her feet, Rina wears her new beautiful shoes (Choral)	6	<b>7 GIVE INFORMATION</b>
40	T : Rina really looks gorgeous	8	
41	Ss : Rina really looks gorgeous (Choral)	6	
42	T : Ok,siapa yang bisa baca? Sisil bisa? Ok Sisil, paragraph first, paragraph pertama	8	
43	S23 : (Silent)	16	
44	T : Sisil bisa tidak?	6	Giving information, fact, one's opinion or ideas, lecturing or asking rhetorical questions.
45	S23 :Tidak bisa	16	

46	T : Tidak bisa apanya?	4	
47	S23 : (Silent)	8	<b>8 CORRECTS WITHOUT REJECTION</b>
48	T Baca,Bisa tidak? Ok ..baca. tidak ada yang tidak bisa.	4	
49	S23: (Silent)	10	
50	T : Sisil, masih apa sebenarnya	4	
51	S23 : (Silent)	6	
52	T : Baca teks yang tadi	10	
53	S23 : (Silent)	4	
54	T : Ada buku tidak?	10	
55	S23 : Ada	6	
56	T : Baca tidak?	6	
57	S23 : (Silent) (Smile)	10	<b>9 GIVES DIRECTIONS</b>
58	T : Saya tidak senyum, saya marah. Disuruh malah duduk bengong ..ya Sisil	4	
59	S23 : Rina is celebrating her 14 <sup>th</sup> birthday	10	
60	T : 14 <sup>th</sup> birthday. Once again.	6	
61	S23 : Rina is celebrating her 14 <sup>th</sup> birthday	10	
62	T : and the text	4	
63	S23 : She loos very happy. She wear a beautiful white gown	8	
64	T : beautiful white gown	4	
65	S24 : beautiful white gown	10	
66	T : Ya ..berikut Dora	7	
67	S24 : the gowns has long sleeves	6	<b>10 DIRECTS PATTERN DRILLS</b>
68	T : Once again	8	
69	S24 : The gown has long sleeves. She also has a pink belt around her slim waist.	6	
70	T : Ya next, berikut. Agak kuat louder please your voice.	8	

Telling students which have made a mistake the correct response without using words or intonations which communicative criticism.

Giving direction, request, or commands which students are expected to follow.

Giving statements which students are expected to repeat exactly, to make substitution in, or to change from to another.

71	S5 : . Rina also has a pink necklace on her neck. On her hair, she wears a pretty pink fancy bandanna. It has a ribbon rose. The ribbon rose is red. She has pink earrings, too. For her feet, rina wears her new beautiful shiny pink shoes. Rina really looks gorgeous.	6	<p><b>11 CRITICIZES</b></p> <p><b>STUDENT BEHAVIOR</b></p> <p>Rejecting the behavior of student trying to change the non- acceptable behavior communicating anger, displeasure , annoyance, dissatisfaction what what student are doing.</p>
72	T : Ya..sekali lagi, Domi yang pertama, coba ulang lagi	8	
73	S6 : Rina is celebrating	6	
74	T : Celebrating..	6	
75	S6 : Rina is celebrating her 14 <sup>th</sup> birthday. She looks very happy, she wears a beautiful white gown.	8	
76	T : Ya..berikut, next	6	
77	S7 : ( Silent)	16	
78	T : The gown...	6	
79	S7 : The gown	8	
80	T : Ya once again..., coba baca itu. The gown has long sleeves	6	
81	S7 : ( Silent)	16	
82	T : Terus ..she also..	6	
83	S7 : She also	10	
84	T : She also wears a pink belt around her slim waist	6	
85	S7 : She also wears a pink belt around her slim waist	8 6	
86	T : Berikutnya..	10	
87	S20 : The belt really matches the gown	6	
88	T : Ya sudah..	8	
89	Ss : (Silent)	16	

90	T : Ok. Once again, sekali lagi kita baca..setelah itu apa yang harus anda lakukan.	8	<b>13 STUDENT RESPONSE, SPECIFIC</b>
91	T : Rina is celebrating her 14 <sup>th</sup> birthday	6	
92	Ss : Rina is celebrating her 14 <sup>th</sup> birthday (Choral)	8	
93	T : She loos very happy. She wear a beautiful white gown	5	
94	Ss : She loos very happy. She wear a beautiful white gown ( Choral)	10	
95	T : The gown has long sleeves.	6	
96	Ss : The gown has long sleeves (Choral).	6	
97	T : She also wears a pink belt around her slim waist	8	
98	Ss : She also wears a pink belt around her slim waist (Choral)	6	
99	T : The belt really matches the grown.	8	
100	Ss : The belt really matches the grown (Choral)	6	<b>14 STUDENT RESPONSE, CHORAL</b>
101	T : Rina also has a pink necklacion her neck.	8	<b>15 STUDENT INITIATED</b>
102	Ss : Rina also has a pink necklacion her neck (Choral)	6	
103	T : On her hair, she wears a pretty pink fancy bandanna.	8	
104	Ss : On her hair, she wears a pretty pink fancy bandanna (Choral)	6	
105	T : It has a ribbon rose. The ribbon rose is red.	8	
106	Ss : It has a ribbon rose. The ribbon rose is red (choral)	6	

107	T : She has pink earrings, too.	8	participation.
108	Ss : She has pink earrings, too(Choral)	6	
109	T : For her feet, rina wears her new beautiful shiny pink shoes	8	<b>16 SILENCE</b>
110	Ss : For her feet, rina wears her new beautiful shiny pink shoes (Choral)	6	Pauses in the interaction.
111	T : Rina really looks gorgeous	8	Periods of quiet during
112	Ss : Rina really looks gorgeous	6	which there is non verbal
113	Ss : Rina really looks gorgeous (Choral)	8	interaction.
114	T : Ok..Now I want to ask you about.. Please write the nouns from the text. Coba tulis kata-kata yang adalah kata benda. Silahkan dicek ya...cek from your text about nouns.	6	
115	Ss : (Silent)	16	
116	T : how many nouns dose Rina use in her birthday? Ya lihat kira-kira apa saja yang dipakai Rina pada pesta ulang tahunnya?	5	
117	Ss : (Silent)	16	
118	T : Sudah dapat?	6	
119	Ss : (Ribut)	16	
120	T : Ya From the first sentence, paling pertama ada yang sudah dapat?	4	
121	Ss : (Silent)	16	
122	T : Ada	10	
123	Ss : (Silent)	16	
124	T : Ya...silahkan kira-kira apa saja yang ketahui dalam tekt tersebut?	11	
125	Ss : (Silent)	16	
126	T : ya..Alfredo...	10	

127	S2 : Gown	4	
128	T : Ya...Next	10	
129	Ss : Sleeves (Choral)	4	
130	T : Next..Berikut	10	
131	Ss : Bandanna (Choral)	6	
132	T : Next	9	
133	Ss : Ribbon (Choral)	6	
134	T : What else.?	8	
135	Ss : Earrings, shoes, neuklace, shoes (Choral)	6	
136	T : Yes it's the nouns, we get from the text Rina birthday. Jadi kata-kata yang kita temukan adalah kata benda. Do you know aaaa...kira-kira apa cirri dari kata benda ini?	8	
137	Ss : (Silent)	16	
138	T : From the text, in number one ..what color is the gown?	8	
139	Ss : White (Choral)	4	
140	T : Shose	8	
141	Ss : Pink ( choral)	5	
142	T : Sleeves?	4	
143	Ss : Lengan(Choral)	10	
144	T : Neklance?	4	
145	Ss : Pink	8	
146	T : Bandanna ?	4	
147	Ss : Pink (Choral)	8	
148	T : Ribbon?	4	
149	Ss : Red(Choral)	8	
150	T : Ya..its about the color from the nouns. Bagaiaman kalau anda menentukan	4	

	kalau gaun berwarna putih?		
151	Ss : The gown is white(Choral)	8	
152	T : The gown or the color?	4	
153	Ss : The Gow (Choral)	8	
154	T : Ya...the gown is white. How about the shoes? Ok Philip..	4	
155	S7 : The shoes is Pink	8	
156	T : Is or are?	4	
157	S7 : (Silent)	16	
158	T : Is atau or?	4	
159	Ss : Is (choral)	10	
160	T : ok next..Sleeves	4	
161	Ss : The sleeves is long(Choral)	8	
162	T : And the next?	6	
163	Ss : The necklace is pink (Choral)	8	
164	T : Next, Bandanna	4	
165	Ss : The bandanna is pink (Choral)	8	
166	T : Ribbon	5	
167	Ss : The ribbon is red (Choral)	4	
168	T : Earring?	10	
169	Ss : Pink (Choral)	4	
170	T : Ok, kira-kira apa yang anda ketahui tentang bentuk kalimat yang demikian? Apa yang anda tahu bahwa the gown is white?	8	
171	Ss : (Silent)	16	
172	T : Contohnya : bajumu berwarna kuning. Your shirt is yellow. Kira-kira apa yang kita bahas?	8	
173	Ss : Ciri (Choral)	4	
174	T : Ya, ok..the next kira-kira apa lagi?	11	

175	Ss : Sifat (Choral)	4	
176	T : Sellain itu apa lagi?	10	
177	Ss : Keadaan(Choral)	4	
178	T : Ciri bahwa gown itu berwarna putih, sehingga kita katakan bahwa the gown is white. Bisa juga dalam bentuk kata sifat dan cirinya. Kalau begitu kita bahas tentang apa?	10	
179	Ss : (Silent)	16	
180	T : Kalau tentang cirri khas benda itu contohnya ini buku baru, kira-kira menyatakan apa?		
181	Ss : Sifat (Choral)	4	
182	T : Yang kita katakana sifat , keadaan, cirri, itu kita bahas tentang apa?	8	
183	Ss : Keadaan (Choral)	4	
184	T : Ya keadaan itu apa?	10	
185	Ss : (Ribut)	16	
186	T : kira-kira tentang apa? Teks yang kamu temukan apa?	4	
187	Ss : (Silent)	16	
188	T : Ya, teks yang bisa kita temukan apa? Kalau menyebutkan sifat, cirri khas?	4	
189	Ss : (Silent)	16	
190	T : contohnya Monika sifatnya tidak baik atau Marisa cantik. Itu apa?	5	
191	Ss : Ciri ( choral)	4	
192	T : Ya cirri itu apa maksudnya?	8	
193	Ss : (Silent)	16	

194	T : Marisa cantik. Bahas tentang descriptive iya kan..? Betul tidak?	8	
195	Ss : Betul (choral)	5	
196	T : Kristin gendut.menguraikan tentang?	4	
197	Ss : Kristin (choral)	10	
198	T : Ya, jadi yang namanya cirri, sifat atau keadaan membahas tentang descriptive. Kalau begitu apa itu descriptive?	4	
199	Ss : (Silent)	16	
200	T : Apa itu descriptive? Coba siapa?	10	
201	T : Gisel bisa? Apa itu descriptive	6	
202	S9 : (Silent)	9	
203	T : Alfredo	4	
204	S2 : Deskriptive is the text means what the person or a things is like	8	
205	T : Ya, kira-kira dalam bahasa indonesianya apa?	4	
206	Ss : Sebuah teks yang menguraikan orang atau benda (Choral)	9	
207	T : apa?	3	
208	S2 : Teks tentang menganalisa orang atau benda.		
209	T : Ya, to describe, menguraiakan benda atau describe something. Contoh tadi, Gown itu benda tidak?	4	
210	Ss : Benda (choral)	8	
211	T : Ya, ada lagi? Menguraikan apa lagi?	4	
212	Ss : (Silent)	16	
213	T : Ya, to describe someone atau seseorang, Kristin gendut, Marisa cantik.menguraikan tentang?	4	

214	Ss : Seseorang (Choral)	8	
215	T : Ada lagi? To describe, menguraikan tentang? Contoh : Tempat ini bagus..menguraikan tentang?	4	
216	Ss : Tempat (Choral)	8	
217	T : tempat..Atau?	4	
218	Ss : Place (choral)	8	
219	T : Ya, itu fungsi dari descriptive sehingga descriptive menguraikan benda, seseorang dan menguraikan tentang tempat. Contohnya the necklace is pink menguraikan tentang?		
220	Ss : Kalung (Choral)	5	
221	T : Ribbon is pink.. baik dalam kalimat yang kita temukan,dalam bentuk kata sifat tadi yang mana? Kira-kira kalimat yang mana yang mmenuraikan selain the gown is white	4	
222	Ss : (Silent)	16	
223	T : Mana yang kita temukan? Kalimat pertama ada tidak?	4	
224	Ss : Tidak (Choral)	10	
225	T : Kira-kira kalimat mankah yang mengatakan the gown is white?	4	
226	Ss : She wears a beautiful white gown (Choral)	8	
227	T : Bendanya dimana? Nounsnya mana?	4	
228	Ss : Gown (Choral)	8	
229	T : Sifatnya?	4	
230	Ss : White (choral)	8	
231	T : Kalau beautiful?	4	

232	Ss : Sifat (Choral)	8	
233	T : Sifat juga ya, jadi dalam merangkai kata benda ini, dia menyebutkan beberapa kata sifat dari kata gown, yang pertama beautiful white gown, kira-kira bahasa indonesianya?	4	
234	Ss : Gaun putih yang indah (Choral)	8	
235	T : berarti menguraikan tentang gaun ini, bisa juga the gown is beautiful and the gown is white. Tetapi karena keadaan ini dilakukan maka menggunakan beautiful white gown. Membalikan bentuk kata benda. Kalau kita lihat pertama kata benda dalam bentuk kalimat menyebutkan cirri khas lagi berarti memberikan bentuk kata benda di belakang sebelum kata sifat. Beautiful white gown, atau yellow shirt, you wears yellow shirt kamu memakai baju?	3	
236	Ss : Kuning (choral)	5	
237	T : The shirt is?	4	
238	Ss : Yellow (Choral)	8	
239	T : The shirt is yellow. Bentuk kalimat lain misalnya baju kuning berarti baju kuning berbeda dengan kalimat baju itu berwarna kuning. Yellow shirt misalnya jeans berwarna biru.	5	
240	Ss : Blue jeans (Choral)	5	
241	T : Ya artinya?	4	
242	Ss : Jeans biru (Choral)	8	

243	T : Jeans is blue, kita bisa membalikan menjadi blue jeans. Misalnya cindy wears blue jeans atau josua memakai baju kaus putih. Apa itu baju kaus putih?	4	
244	Ss : (Silent)	16	
245	T : Baju kaus?	5	
246	Ss : T-Shirt (Choral)	8	
247	T : Kalau baju kaus berwarna putih?	4	
248	Ss : White T-Shirt (Choral)	8	
249	T : Coba baliakn kata sifat ada didepan kata benda. Kata sifat mendahului kata benda ya...baik, silahkan coba temukan kalimat yang lain disitu,selain beautiful gown.	6	
250	Ss : The gown has long sleeves (Choral)	8	
251	T : Apa artinya?	4	
252	Ss : (Ribut)	11	
253	T : Apa itu sleeves?	4	
254	Ss : Lengan baju (Choral)	8	
255	T : Long sleeves?	4	
256	Ss : Lengan abju panjang(Choral)	8	
257	T : Ya..Ok. next sentence ada kalimat lain?	6	
258	Ss : She also wears a pink belt (Choral)	8	
258	T : Yang berikutnya..	4	
260	Ss : Rina also has a pink necklace (Choral)	8	
261	T : Kata bendanya adalah?	4	
262	Ss : Pink necklace (Choral)	8	
263	T : Berikutnya?	4	
264	Ss : Pretty pink fancy bandanna(Choral)	10	

265	T : Ada tiga kata sifat apa itu?	4	
266	Ss : Pretty, pink, fancy (Choral)	8	
267	T : Apa itu bandanna?	4	
268	Ss : Bandol (Choral)	8	
269	T : Ya, coba apa arti kalimat tersebut?	4	
270	Ss : (Silent)	16	
271	T : Pretty itu apa?	48	
272	Ss : Cantik (Choral)	4	
273	T : Pink?	12	
274	Ss : Pink (Choral)	4	
275	T : Fancy?	8	
276	Ss : Kesukaan(Choral)	4	
277	T : Bandanna?	8	
278	Ss : Bandol (Choral)	4	
279	T : Jadi seperti punya Jenife?	8	
280	Ss : Haaaahah (Laugh)	4	
281	T : Masih ada contoh kalimat lain?	8	
282	Ss : Ribbon rose is red.	4	
283	T : Apa itu ribbon?	8	
284	Ss : Pita (Choral)	6	
285	T : Rose?	8	
286	Ss : Mawar (Choral)	5	
287	T : Ada lagi?	12	
288	Ss : Pink earring (Choral)	4	
289	T : Yang terakhir, how about the shoes?	8	
290	Ss : New beautiful shiny pink shoes (Choral)	4	
291	T : Coba lihat ada berapa kata sifat?	8	
292	Ss : Ada Empat (Choral)	4	
293	T : Ada empat ya,,. Tetapi sepatunya hanya satu. Kata sifatnya banyak.	8	

294	Ss : hahahah,...(Laugh)	4	
295	T : Sehingga diartikan new apa?	8	
296	Ss : Baru (Choral)	4	
297	T : Beautiful?	8	
298	Ss : Cantik, indah ( Choral)	4	
299	T : Shiny?	5	
300	Ss : berkilau (Choral)	6	
301	T : Pink?	4	
302	Ss : Pink (choral)	8	
303	T : Shoes?	4	
304	Ss : Sepatu (Choral)	8	
305	T : Jadi?	4	
306	Ss : Sepatu baru cantik berwarna pink yang berkilau (Choral)	8	
307	T : Contoh lainnya : New blue book.	4	
308	Ss : Buku baru berwarna biru (Choral)	8	
309	T : Ya, old brown table?	4	
310	Ss : (Silent)	16	
311	T : Old brown table?	4	
312	Ss : Meja lama atau meja tua (Choral)	8	
313	T : Jadi?	4	
314	Ss : Meja tua atau lama berwarna coklat (Choral)	8	
315	T : Jadi itu rangkaian sifat yang lihat pada contoh.. lihat juga teks yang ada di buku tentang Rina berthday, we can find adjective, describe something, orang atau tempat. Kita lihat contoh dalam buku, hubungan bentuknya, kita dapat melihat ada kata “LONG” apa itu?	4	

316	Ss : Panjang (Choral)	8	
317	T : Tight?	4	
318	Ss : Ketat atau sempit (Choral)	11	
319	T : Solid?	4	
320	Ss : Padat(Choral)	8	
321	T : Flowered?	4	
322	Ss : yang dihiasi dengan bunga (Choral)	8	
323	T : Blue?	4	
324	Ss : Biru (Choral)	8	
325	T : short sleeves?	6	
326	Ss : Lengan pendek (Choral)	4	
327	T : Loose?	10	
328	Ss : Longgar (Choral)	4	
329	T : Apa itu solid?	8	
330	Ss : Padat (Choral)	4	
331	T : Ada arti lain?	8	
332	Ss : (Ribut)...	4	
333	T : Ada? Apa itu dress?	11	
334	Ss : Baju atau gaun (Choral)	4	
335	T : Blouse?	8	
336	Ss : Blus (Choral)	4	
337	T : Jeans?	8	
338	Ss : Jins (Choral)	4	
339	T : buatlah kalimat dengan memasang beberapa kata sifat dari benda yang ada, bagaimana caranya?	8 6 4	
340	Ss : (Silent)	16	
341	T : Disuruh untuk buat beberapa kata sifat atau lebih untuk beberapa kata benda atau satu kata benda untuk beberapa kata sifat.	6 6 4 8	

342	T ; coba lihat contoh seperti dalam buku. Contoh : Long blue dress artinya? Long dress apa itu?	4	
343	Ss : Gaun Panjang (Choral)	8	
344	T : Blue dress?	4	
345	Ss : Gaun biru (choral)	6	
346	T : Jadi long blue dress?	11	
347	Ss : Gaun biru panjang (Choral)	6	
348	T : Sekarang buat contoh seperti itu, buat dengan teman.	9	
349	Ss : (Ribut)	8	
350	T : Ok.. Dina.	4	
351	S4 : Tight blue jeans	8	
352	T : Yang Lain?	4	
353	S10 : short sleeved blue shirt flowered	8	
354	T : coba lihat yang pertama, tight blue jeans..artinya apa?	4	
355	Ss : jeans biru yang ketat (Choral)	8	
356	T : Kita lihat yang kedua..short sleeved blue shirt flowered. Setuju tidak dengan kalimat ini?	4	
357	Ss : Setuju (Choral)	8	
358	T : Bendanya dimana?	4	
359	Ss : Shirt(Choral)	8	
360	T :Berarti shirt harus diletakan paling belakang,karena nama benda dijelaskan kata sifat, bahwa semua kata sifat berada sebelum kata benda..iyakan...?	5	
361	Ss : (Silent)	16	
362	T : Sehingga disisni kata shirt harus dibelakang menjadi short sleeved blue	4	

	flowered shirt. Apa artinya?		
363	Ss :Baju lengan pendek biru yang dihiasi bunga-bunga (Choral)	8	
364	T : Baik...yang lain silahkan.	6	
365	Ss : (Silent)	16	
366	T : Ada yang lain?	10	
367	Ss : (Silent)	16	
368	T : Contoh: Tight red flowered shirt. Apakah tight red atau?	5	
369	Ss : (Noisy)	16	
370	T : Coba lihat bai-baik, coba kita lihat contoh lain, new beautiful shiny pink shoes	6	
371	Ss : Tight flowered dress shirt (Choral)	8	
372	T : Ok....masih ada lagi?	4	
373	Ss : (Noisy)	11	
374	T : Buat contoh lain, Susi has long blue dress. Apa artinya Dina?	6	
375	S4 : (Silent)	16	
376	T : Artinya,Susi mempunyai gaun panjang berwarna?	10	
377	Ss : Biru (Choral)	4	
378	T : Jadi Susi dress is long and blue. Ada dua kata sifat yakni?	8	
379	Ss ( Silent)	16	
380	T : Long and blue. Jadi kalimat pertamanya Susi Dress dan yang kedua Susi dress is long blue. Ok, sekarang buat kalimat lain,kelompok yang lain Paula dan kawan-kawan silahkan.	5	
381	Ss : (Noisy)	6	

382	T : Buat seperti contoh di papan, bagaimana kita memisahkan dua sifat pada suatu benda dengan menggunakan Is. Coba lihat di buku.	11	
383	Ss : (Silent)	16	
384	T : Susi has a long blue dress menjadi Susi's dress is long and blue. Siapa yang mau buat contoh lain? Ok Monik.	10	
385	S25 : Denis has a long solid white jeans.	5	
386	T : Yang lain? OK Yohana ...	4	
387	S27: Rina has loose flowered shirt Rina shirt is loose and flowered.	9	
388	T : Ok...itu bentuk kepunyaanya has ya....Listen please, ok kerja tugas dalam buku at Rina Birthday party. Kerja di rumah dan temukan jawabannya , true or false dan baca percakapan antar karina dan farma. Saya sangka itu saja. That's all.	6	
389	Ss : Thank you sir...(Choral)	8	

#### 4.1.2.1 Categories of Occurred in the Classroom Interaction

This was data obtained by identifying categories occurred during teaching learning process ( See table 3 ). There were 16 categories of talk that occurred in the classroom interaction between Teacher and Students. In the table 4, we can see that the frequency each categories.

**Table 4**  
**Categories Occurred in the Classroom Interaction**

NO	CATEGORIES	FREQUENCY	PERCENTAGE
	<b>TEACHER TALKS : INDIRECT INFLUENCES</b>		
1	Deals with feelings	0	0%
2	Praises or encourage	1	0,22%
3	Jokes	0	0%
4	Used ideas of students	0	0%
5	Repeat students response verbatim	3	0,67%
6	Asks questions	130	29,15%
	<b>TEACHER TALKS : DIRECT INFLUENCES</b>		
7	Give information	20	4,48%
8	Corrects without rejection	0	0%
9	Give directions	49	10,99%
10	Directs pattern drills	52	11,66%
11	Criticizes student-behavior	1	0,22%
12	Criticize student-response	0	0%
	<b>STUDENTS TALK</b>		
13	Student response specific	15	3,36%
14	Student response choral	8	1,79%
15	Student initiated	119	26,68%
16	silence	48	10,76%
	<b>TOTAL</b>	<b>446</b>	<b>100%</b>

## 4.2 Data Analysis

The following is the analysis of teacher talk and student talk, as presented in table 3 and table 4 above.

### 4.2.1 Teacher Talk

In this section, the writer presents the analysis of teacher talk which consist of two types, indirect influences and direct influence.

#### 4.2.1.1 Teacher Talks-Indirect Influence :

It is the time when teacher dealth with students indirectly, as shown in table 4, there were 6 categories grouped under this type of teacher talk. This table shows us clearly the frequency each of category 4 (Ask questions) was 130 cases, higher than the other categories, then followed by category 3 (Repeat student response verbatim) was 3 cases, category 2 (Praises or encourages) was 1 cases.

The following excerpts will illustrate how this type of teacher talk is occasioned in the English language classroom interaction.

#### a. Category 4-Asking question

The following excerpt -1 and 2 show how teacher started the lesson by eliciting information of student and reminding the last homework. The sequence is classic teacher ask question – initiation, students response and giving feedback. It happens here that sometimes students do not respond but silent. In asking question, teacher seems to address the question to the whole class.

Excerpt 1 :

T : Morning

S : Morning

T ; How are you today?

T : Ok, Do you have homework?

S : Yes(choral)

T : What about your homework?

S : (Silent)

Main focus of excerpt 1 is the introducing the days topic, in excerpt 2 teacher asked question to whole class, the result students answer the question from teacher. At times, teacher asked the question to whole class but students not respond to the teacher.

b. Category 3 – repeat student response verbatim

In this category, the teacher repeated the idea of students. By repeating the students idea in English, the teacher encouraged student to use English in responding him.

Excerpt 2 :

Ss : Dialog (Choral)

T : Ya, Dialog

S12 : Teks tentang menguraikan nama benda atau orang

T : Ya, to describe, menguraikan benda atau describe something

#### 4.2.1.2 Teacher Talk – Direct influence

In direct influence of teacher talk, the highest frequency is category 6- direct pattern drill was 52 cases, 6- gives direction, with 49 cases, then follows category 5 – gives information was 20 cases, and follows category 7- criticize student behavior was 1 cases.

a. Category 6 – give direction

In excerpt 1 teacher gave direction and attract students attention. The teacher also gave direction to the student to understand what he requested.

Excerpt 3 :

T : Page 7, about Rina's birthday party

Activity 6, ya...attention please

T : Ya, next, berikut,agak kuat, louder please your

S : She has pink earrings,too

b. Category 5 – giving information

Excerpt 2, described how the teacher explained about descriptive text and asked question to the student.

Excerpt 4 :

T : Ada lagi? To describe, menguraikan tentang? Contohnya tempat ini bagus..menguraikan tentang?

Ss : Tempat

T : Tempat atau?

Ss : Place(Choral)

T : Ya, itu fungsi dari descriptive menguraikan benda atau seseorang dan menguraikan tempat. Contoh the necklace is pink... menguraikan tentang?

c. Category 7 – criticize student behavior

In this excerpt, described about how the teacher gave direction, request or commands to students but sometimes students did not respond. Dissatisfaction with what students were doing the teacher verbally expressed his anger and annoyance.

Excerpt 5 :

T : Baca teks yang tadi

S23 : (Silent)

T : Ada buku tidak?

S23 : Ada

T : Baca tidak?

S23 : (Silent) (Smile)

T : Saya tidak senyum, saya marah. Disuruh malah duduk bengong ..

d. Category 6 – direct pattern drills

In this excerpt, described how the teacher giving statement which students are expected to repeat exactly to make substitution

Excerpt 6 :

T : Rina is celebrating her 14<sup>th</sup> birthday

Ss : Rina is celebrating her 14<sup>th</sup> birthday

#### 4.2.2 Student Talk

In this section, the writer presents the analysis of student talk which consist of two types, direct and indirect influence.

##### 4.2.2.1 student talk – indirect influence.

It is the time when students are given the chance to talk indirectly, as shown in table 4, there were 3 categories grouped under this type of student talk. The first type of student talk – indirect influence for category 8 ( Student response Choral) Was 119 Cases< which was higher – than the other categories, and followed by category 9 ( Student response open – ended or student initiated ); 8 cases.

a. Category 8 – Student response choral

In the following excerpt presents students response 1 choral way, the first turn is nominated by teacher to all students and the following excerpt shows how students gave choral response to the teacher's question whether to the whole class or part of the class.

Excerpt 7 :

T : Contoh lainnya, New blue book

Ss : Buku baru berwarna biru (Choral)

T : Old brown table

Ss : Meja lama atau meja tua (Choral)

T : Apa itu sleeves?

Ss : Lengan baju (Choral)

b. Category 8 :

The following excerpt, described the responses and initiated by student individually in the learning process.

Excerpt 8 :

T : Ok, siapa yang bisa baca? Sisil bisa?

S23 : (Silent)

T : Ya Sisil

S23 : ( Read paragraph one)

T : Ya next, berikut.

S25 : Read paragraph three.

c. Category 9 – Student response, open ended or student initiated.

In the excerpt below the student responded individually or participated in answering the question from the teacher.

Excerpt 9 :

T : Apa itu teks descriptive?

Ss : (Silent)

T : Alfredo apa itu descriptive ?

S2 : Deskriptive is the text means what the person or a things is like.

This excerpt described that, the students have good response to the teacher's question, and the student was encouraged to answer the question from the teacher when mentioning her name.

#### **4.2.2.2 Student Talk – direct influence :**

times when students are expected to respond directly to the teacher. The frequency of the first type of student talk – direct influence category 10 (Silience); 48 cases.

Category 10 – silence

Here in this excerpt, silience is created by both the class as a while and individual students to whome the turn were initiated and nominated by the teacher. There were some student actively took part and contributed to this learning process by responding to the teacher.

Excerpt 10 :

T : Apa itu teks descriptive? Coba siapa?

Ss : (Silent)

In this excerpt, silience was created by individual student to whom turn was was initiated and nominated by the teacher.

### **4.3 Turn distribution between Teacher Talk and Student Talk**

The distributing of same between the teacher and student talks during teaching learning process. Most turn were initiated by teacher. At the times, the question asked by the teacher and were answered by a few of students. If ever the teacher needed a response from the students

nominated by the teacher, the student just repeated the question from teacher or respond to any question the teacher raised in chorus. In my observation, there was little contribution made by the student in the teaching learning process. Only a small number of students were actively taking part in responding to teacher's question, while some students prefer to listen silently without any contribution to the teaching and learning process.

### **4.3.1 Teacher Talk**

In this section, the writer presents the analysis of teacher talk which consist of two types, Indirect influence and direct influence.

#### **4.3.1.1 First type of Teacher Talk – indirect influence :**

Times when teacher dealt with student indirectly, as show in table 4, there were 6 categories grouped under this type of teacher talk. This table shows us clearly the frequency of each category occurred during the class hour. The frequency of teacher talk – indirect for category 4 (Ask question ) was higher then the other categories with 130 cases, then follows category 3 (Repeat student response verbatim) was 3 cases, and foloows with category 2(Praises or encourages) with 1 cases. In table 4 shows that teacher talks – indirect influence, as we can see, the highest ferquensy percentages is 29,15%. Its means that the number of teacher talks in this category is extremely high compared to the other indirect influence categories of teacher talks. The high frequency teacher talk indicates that the teacher has more time of speaking than students. This phenomenon makes it clear that in teaching learning process, teacher is always in charge of asking question and students are just to answer the question.

#### **4.3.1.2 Teacher Talk – Direct influence**

In direct influence of teacher talks, the highest frequency is category 6. Direct pattern drills with 52 cases. It means that there are 11,66% of direct pattern drill category occurred in

teaching learning process. The teacher sometimes gave directions to students in answering question, requested or commanded the students to do something. The second and the third high frequency of direct influence of the teacher talks is giving direction with 49 cases (10,99%) follows with gives information with 20 cases (4,48%) and criticizes student behavior with 1 cases (0,22%).

### **4.3.2 Student Talk**

The highest frequency is category 8 – Student response, choral with 119 cases (26,68%) and then followed by 48 cases (10,76%) of silence. The students sometimes responded individually the question using their own answer from their friends. They were brave in answering questions together, reading the text aloud and writing down important things given by the teacher. The student also sometimes said nothing when the teacher gave the questions.

## **4.4 Discussion**

In this part, the writer presents the result discussion of finding data of teacher talks and student talks in English Classroom Interaction.

### **4.4.1 Teacher Talks**

There were 7 cases of teacher talks whether they indirect or direct influence. Teacher talks that happen in Class VIII B during teaching learning process was more dominant than student talk. The highest frequency was asking question and the lowest was praises or encourages and criticizes student behavior. Teacher asked most of question. Teacher didn't give any jokes in teaching learning process. He was serious in telling the materials. Teacher just asked more and more, but didn't praise student answer to make them be confidence to take part in the next time.

#### **4.2.2 Student Talk.**

Based on the table 4, we can see that frequency of student talks is less than teacher talk. This situation is not good. Student did not respond to the teacher whether individually or chorally. Sometimes they were just silent. Student sometimes made noise during teaching learning process by saying unclear words. They also didn't pay close attention to teacher but sometimes they did pay attention to the material or to the teacher's question.

#### **4.5 Interpretation of Teacher Talks and students Talk**

In building a good interaction, teacher and students should participate together so the teaching and learning process can be more enjoyable. Based on the writer observation, classroom interaction was conducive for language learning for the students. The teacher talk in this process helps students to learn the English language. The purpose of teacher talks is to present the material, instruct or command students to do the task or to do something. There are many question raised by the teacher, by commanding or asking students to answer the question. The purpose of students talk is to respond or to answer the question from te teacher. The writer observed during the teaching learning process that many times students answered question chorally together or individually. Students also responded to the teacher by reading aloud or just silent.

