THESIS

AN ANALYSIS ON THE TEACHER TALK AND STUDENTS TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE STUDENTS OF SMPN 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015

SINTJE MELINDA NATALIA KEFI

TEACHER TRAINING AND EDUCATIONAL SCINCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014

THESIS

AN ANALYSIS ON THE TEACHER TALK AND STUDENT TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE STUDENTS OF SMPN 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015

SINTJE MELINDA NATALIA KEFI

REG. NO. 12110004

ENGLISH STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG

2014

AN ANALYSIS ON THE TEACHER TALK AND STUDENTS TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE STUDENTS OF SMP N 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015

Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education

SINTJE M. NATALIA KEFI

REG.NO. 12110004

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRANING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014

AN ANALYSIS ON THE TEACHER TALK AND STUDENT TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE STUDENTS OF SMPN 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015

Approved by

Advisor I	Advisor II
Drs. Aleksius Madar, M. Ed	Priscilla Hornay, S. Pd, MA Tesol, M. Ed

Acknowledged by
Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University
Kupang

Drs. Aleksius Madar, M.Ed

This Thesis was presented on October, 18th 2014

Team of Examiners

No.	Name	Position	Signatures
1.	Drs. Aleksius Madar, M. Ed	Chairman	
2.	Priscilla Hornay, S.Pd, MA Tesol, M.Ed	Secretary	
3.	Dr. Drs. Kletus Erom, M. Hum	Examiner I	
4.	Drs. Ataburan Klemens, M. Hum	Examiner II	
5.	Drs. Aleksius Madar, M. Ed	Examiner III	

Acknowledged by

Dean of Teacher Training and Educational Sciences faculty

Drs. Alfons Bunganaen, M.Pd

Head of English Education Study Program

Drs. Aleksius Madar, M.Ed

ACKNOWLEDGEMENT

First of all the writer would like to say her deepest gratitude to God almighty for His blessing and guidance from the beginning of her study until the finishing of this thesis. The writer realizes that everything happen is His plan.

Secondly, the writer also would like to say her greatest gratitude to the following persons for their contributions in finishing her thesis;

1. Drs. Alfons Bunga Naen, M.Pd as the Dean of Teacher Training and Educational Faculty for all administrative affairs.
2. Drs. Aleksius Madar, M.Ed as the Head of English Department of Teacher Training and Education Faculty for the permission to conduct this study.
3. Drs. Aleksius Madar, M.Ed as the first advisor of the writer and Priscilla Hornay, S.Pd, MA Tesol, M.Ed as the second advisor for all their guidance, advice and patience in helping the writer to finish the study.
4. Dra. Floribertha Lake, SS, MA as the writer panelist, Dr. Drs Kletus Erom, M.Hum, Drs. Ataburan Klemens, M. Hum and Drs. Aleksius Madar, M.Ed as the writer examiners for all their advices and corrections in this study
5. For all the lectures of Widya Mandira Catholic University, particularly the lecturers of the English Department who have guided the writer since 2010.

6. Narwasty D. Hinda, S.Pd as the headmaster of SMP N 1 Waingapu who had given her permission and facilitating the writer to conduct her study in that school
7. Yumni D. Pakereng, S.Pd as the English teacher of eighth grade students who has helped the writer in doing her research
8. All the teachers of SMP N 1 Waingapu for their kindness in helping the writer to do her research, especially for Mr. Yulius Mangi Pe who had facilitated the writer
9. The students of VIII A for their cooperation during the writer conducted her research.
10. Her beloved family: Mama, Papa, Nina, To'o, her sister Meylan Siskawati, Oki, Ala, Chelfin, Raffy, Chita, Iky for their prays, love, support, motivation, advice and understanding.
11. Her beloved friends in the ninth semester: Itha Toby, Jenitha Tonfanus, Vanny Dasilva, Rhya Apriliani, Elis Ngilo, Iwan Kiko, Andre Werang, Jesica Liwe, Ariel Karundeng, Rhen Wajang, Albinus Nenoharan, Nia, Charles, Engky, Idus, Dino, Jack and all colleagues in the English Department whose names are not mentioned here for their motivation, support advice and togetherness during her study in this university until finishing this thesis.
12. Chelly Loblobly, Mustakim, Umbu Dewa, Denny, Iren Nailopo, Anita Melandra, Jecko Djami, Ricky Kaseh, Ria Febriani, Cia, and Erna as the writer's friends who always give her support, advice and jokes

13. The youth generation of RaTu Sion for their prayers and motivation, especially for Yanzel, Andho, Dopink, Shary, Starling, Aby Letman and all whose names are not mention here. Thank you for the togetherness.

Finally, the writer realizes that all their help cannot be counted, and may the Almighty God bless them all with His love.

Kupang

The Writer

Don’t put off until tomorrow what you can do today

(English Proverb)

Every single part of this thesis is dedicated to:

1. My Lord Jesus Christ

2. My beloved parents

3. My beloved almamater Widya Mandira Catholic University

ABSTRACT

This study is entitled **"AN ANALYSIS ON THE TEACHER TALK AND STUDENT TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE STUDENTS OF SMP N 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015"**. It aims to answer the following questions: 1). What are the categories of teacher talk in the classroom interaction of the eighth grade students of SMP N 1 Waingapu? 2) What is the most frequently used categories of teacher talk in the classroom interaction of SMP N 1 Waingapu? 3) What are the categories of student talk in classroom interaction of the eighth grade students of SMP N 1 Waingapu? 4) What is the most frequently used category of student talk in the classroom interaction of the eighth grade students of SMP N 1 Waingapu? The objectives of the study are: 1) To find out and to know the categories of teacher talk in the classroom interaction of the eighth grade students of SMP N 1 Waingapu. 2) To find out and to know the most frequently used category of teacher talk in the classroom interaction of the eighth grade students of SMP N 1 Waingapu. 3) To find out and to know the categories of student talk in the classroom interaction of the eighth grade students of SMP N 1 Waingapu. 4) To find out and to know the most frequently used categories of student talk in the classroom interaction. In order to solve these problems, the writer used descriptive qualitative method; this method was used because the aims of this study are to find out the category of teacher talk and student talk in the classroom interaction. The subjects of the study were the English teacher who teaches in eighth grade students and the students of VIIIA. When conducting this study, the instrument used by the writer was video recording. The writer analyzed the data using FLINT system, the result of the data shows that in interacting with her students, the teacher used all of the categories. In indirect influence, the most category used by the teacher is category 4 (asking questions), with total frequency 80 cases or 59, 70%. The second category used by the teacher is category 2 (praises or encourages) with total frequency 40 cases or 29.85%. Furthermore followed by category 2a (jokes) with total frequency 5 cases or 3.73%. Then, the next category used by the teacher is category 3a (repeats student response) with total frequency 4 cases or 2.99%. The next category is category 1 with total frequency 3 cases or 2.23%. The last category used by the teacher is category 3 with total 2 cases or 1.50%. In direct influence there are 6 categories, but the most category used by the teacher is category 6 (gives direction) with total frequency 76 cases or 47.50%. The second category used by the teacher is category 5 (gives information) with total frequency 34 cases or 21.25%, then followed by category 5a (corrects without rejection) and category 6a (direct pattern drills) both of them have total frequency 17 cases or 10.625%. The last category used by the teacher is category 7 (criticizes student's behavior) and category 7a (criticizes student response), both of them have equal frequency, they are 8 cases or 5 %.

The data also shows that in responding their teacher, the students use 5 of 8 categories of FLINT system. The student most frequently used category 8 (student response specific) than others, proved by its total frequency of 141 cases or 49.647%. Then followed by category 8a (student response, choral) with total frequency 83 cases or 29.22%. The third category is category 10 (silence), it happened 43 times or 15.41%. The fourth category used by the teacher is category 12 (laughter) with total frequency 13 cases or 4.577% and then the last category used by the students is category 11 (confusion, work oriented) with total frequency 4 cases or 1.408%. From the result above we can see that there are 12 categories of teacher talk occurred in the classroom interaction and there are 5 categories of student talk occurred in that classroom interaction. The most frequent category used by the teacher is category 4 (asking questions) and the most category used by the student to respond their teacher is category 8 (students response, specific).

One of the teacher roles as the source for his/her student, what teacher say during the teaching learning activity is the input for his/her student to increase their second language acquisition. So as the source and the model, teacher should practice and motivate them to participate or respond with their own words not only stuck on some words. To apply this, teacher need to make student comfort and feel enjoy in learning English. Teacher can use some categories which help him/her to decrease feeling bore and stress of his/her students.

TABLE OF CONTENTS

Pages

APPROVAL SHEET i

EXAMINATION BOARD ii

ACKNOWLEDGEMENT iii

MOTTO vi

DEDICATION vii

ABSTRACT viii

CHAPTER I INTRODUCTION 1
1.1 Background of Study 1
1.2 Statement of the Problem 4
1.3 The Objective of the Study 5
1.4 Significance of the Study 5
1.5 Scope and Limitations 6
1.6 Definition of Terms 6

CHAPTER II REVIEW LITERATURE 8
2.1 Concepts 8
2.1.1 The Role of Teacher in Classroom 8
2.1.2 The Role of Teacher Talk 12
2.1.3 Features of Teacher Talk 13
2.1.4 The Categories of Teacher Talk 18
2.1.5 Student Talk 19
2.1.6 Teacher Talk Time 18
2.2 Previous Study 21
2.3 Research Model 24

CHAPTER III RESEARCH METHODOLOGY 26
3.1 Research Design 26
3.2 Subject of the Study 26
3.3 Types and Sources of Data 27
3.4 Research Instrument 27
3.5 Method and Techniques of Data Compilation 27

3.6 Method and Techniques of Data Analysis 29

CHAPTER IV ANALYSIS AND DISCUSSION 29
4.1 Data Analysis 29
4.1.2 The Result of the Data Analysis..... 67
4.2 Data Discussion..... 71

CHAPTER V CONCLUSION AND SUGGESTION 89
5.1 Conclusion 89
5.2 Suggestion 90

BIBLIOGRAPHY 91

APPENDICES 93
APPENDIX 1..... 94
APPENDIX 2..... 95
APPENDIX 3…….. 96
APPENDIX 4 …….. 97