

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of international language. It has important role in the world. English has become one of the most important aspects to be learned to enrich our knowledge about technology at international level. Most people use English to communicate with other people from other countries. Harmer stated that many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them.¹

Nowadays many people learn a foreign language. One of the foreign languages that people like to learn is English. English becomes a trend in Indonesia. English face the global era because the English is an International language. Related to this phenomenon, many people believe that it is better for the students to learn English.

Related to the need to learn English, the English learning is intended to develop the student's communicative competence. The objectives of English teaching cover the four language skills: listening, speaking, writing, and reading through the mastery of the language components: vocabulary, grammar, and pronunciation.

In the classroom student do not only conduct their educational activity learning but they also do other activities like playing and

¹ Jeremy Harmer, *How to Teach English*, (London: Pearson Education , 2007), 11.

socializing with their friends. As we know that final result of teaching is affected by some factors, they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom.

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.²

From the statements above it can be inferred that classroom interaction the verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers gestures or facial expression by the teacher talk, while non-verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words.

The analysis and observation of classroom interaction has been popular from of research in 1970's. Many coding and category instrument and discourse analytical system, which is designed for use on transcription of classroom interaction were developed to describe and analyze the teaching and learning interaction, such as Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown) is one of the guidelines to analyze the interaction activities. FLINT is a concept which states that teaching will be

² Craig Chaudron, *Second Language Classrooms-Research on Teaching and Learning* (Los Angelas: Cambridge University Press, 1988), 10.

effective depending to a large degree on how directly and indirectly teachers influence the learners' behaviors.

Brown stated that this model helpful in developing interactive language teaching. First, it gives you taxonomy for observing other teachers. Second, it gives you a framework for evaluating and improving your own teaching, such as how tell do you balance teacher talk and student talk. Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching.³

Based on the elaboration above, and taking consideration of the significant role of classroom interaction in teaching – learning process, the researcher is interested to conducting the research entitled “*A Study of Teacher Talk and Student Talk in the Classroom Interaction at First Grade of MAN 2 Kab. Tangerang in Academic Year 2016/2017*”.

1.2 Reasons for Choosing the Topic

I chose the teacher and student talk in the classroom interaction based on the FLINT as the topic of this research with the following considerations:

1. The teacher and student talk is very important in teaching and they affect the students' acquisition.
2. Through the student talk, students can apply and practice the language according to the knowledge they got from the teacher.

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. (New York Addison Wesley Longman, 2001). 168.

3. Through the teacher talk, the teacher can realize his role and what he is going to do, because in fact there are still many teachers teach their students without pay attention to teacher talk aspects and students' involvement.
4. There are several methods of classroom interaction analysis, some of them are: Flanders' Interaction Analysis Categories (FIAC), Foreign Language Interaction Analysis (FLINT) System, Brown Interaction Analysis System (BIAS) and Fanselow's Foci for Observing Communication Used in Setting (FOCUS). FIAC is the simplest one to be the method of this study.

1.3 Focus of Study

Based on the research problem above, the writer limits her research on interaction in the classroom by teacher-students at first grade of MAN 2 Kab. Tangerang on the language interaction aspects during practicing.

1.4 Statements of Problem

To specify the problem that will be investigated, the researcher states some statements of the problems as the following:

1. How do the teacher and student conduct interaction in the classroom?
2. What are the aspects of interaction in the classroom?
3. How the patterns of interaction occur during in the teaching-learning process?

1.5 Objectives of Research

Based on the statements of the problem, the writer decides the objectives this research and this study attempts to address the following:

1. To describe the teacher and student conduct in the classroom.
2. To identify the aspects of interaction in the classroom.
3. To find out the patterns of interaction occur during in the teaching-learning process.

1.6 Significance of the Study

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically. Other that it also gives contribution for the teacher, for the students and for the further researcher.

1. For the teacher

For the teacher, they can develop of their English teaching, she should increase indirect-influence walk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective. Teacher should reduce the use of mother-tongue especially teacher as a model, she should enrich her knowledge.

2. For the other teachers

The results of this researcher are expected to be model of interaction in teaching-learning process. At least the other teachers can apply this teaching model in their own classroom.

3. For the learners

For the learners, they have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

4. For the further researcher

The results can be used for the further researchers which focus on developing classroom interaction between teacher and students by using English in the classroom.

1.7 Limitation of Research

This study intended to describe the interaction between the teacher and students while they are in the classroom, to identify the aspects of interaction in the classroom based on FLINT (Foreign Language Interaction) analysis system developed by Moskowitz (1971 as cited in Brown), to know the patterns of interaction occur during in the teaching-learning process.⁴

1.8 Definition of Key Term

1. Teacher Talk

Teacher talk is the kind of language used by teacher for instruction in classroom.

⁴ Ibid., 170.

2. Student Talk

Student talk is sort of talk that exists besides teacher talk. There are two categories of student talk, which are response and initiation.

3. Classroom Interaction

Interaction is collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other.

CHAPTER II

THEORETICAL REVIEW

2.1. Definition of Talk

According to Fisher, Nancy and Carol says that “Talk is a key ingredient in every lesson, it is not the purpose of a lesson but the means to an end: the development of a skill or understanding of a concept.⁵ It mean talk can developed what someone thinking and feeling, and it will help to achieve the target of lesson. From those statements we know that talk is very important of interaction in the classroom, to communicate between teacher and student, and also for developing teacher and students speaking skill.

The New Oxford Dictionary of English defines the verb “talk” as a ‘speak in order to give information or express ideas or feelings; converse or communicate by spoken words.’ Therefore talk is communication by spoken words; conversation or discussion.

In this study, the writer will explain the differences about *talk* and *speak*, and also *tell* and *say*. The meaning of these four verbs, *talk* and *speak*, *tell* and *say*, are similar. The main meaning of *talk*, *speak*, *tell* and *say* is to “say or write something to someone.” The main meaning of *say* is to “use your voice to express something in words.”⁶ However, there are some clear and easy rules to follow about when to use these four words, as shown below.

⁵ Douglas Fisher, Nancy Frey and Carol Rothenberg, *Content-area conversations : how to plan discussion-based lessons for diverse language learners*, (Alexandria: Association for Supervision and Curriculum Development, 2008), 39.

⁶ <http://www.learnersdictionary.com/qa/what-is-difference-between-tell-and-say>. <accessed on September 28, 2016>

Talk is used in informal conversation among several people. For example :

- Can I *talk with* you for a minute?
- My friend and I *talked* about our future job.

Speak often used when someone speaks in a group in general. *Speak* also used to describe ability to speak. For example:

- Seli *speaks* both English and Indonesian.
- He *spoke* about his job at home.

Tell is used only to instruct or inform, and when the receiver of the information is included as an object of the verb. Do not use for quotes. For Example :

- Has she *told you* the good news, yet ?
- Please *tell us* your name and occupation.
- The police officer *told him* to stop.
- Can you *tell me* what happened?

Say is used for exact quotes, and when the receiver isn't mentioned in sentence. For example :

- 'Good Morning,' *said* the woman behind the counter.
- I just stopped by to *say* hello.
- I *said* three words before he interrupted me again.⁷

It means that *Talk, Speak, Tell and Say* are words that are relatively the same, but in this study the researcher refers to used *talk*, because *talk* is used more in situations that are not formal and refer to conversational exchanges and informal communication. In the

⁷ <http://www.learnersdictionary.com/qa/what-is-difference-between-tell-and-say>. <accessed on September 28, 2016>

classroom interaction between teacher and students are not focused on one way communication and for exchanges in more serious or informal situations.

2.2. Aspect of Classroom Interaction

2.2.1 Teacher Talk

Teacher talk is giving the students information that they could be finding out for themselves. Yanfen and Yuqin says that :
Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn. The interaction between teachers and students constitutes a most important part in all classroom activities. In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom.⁸

From those meanings, it can be known that teacher talk becomes an essential factors in English classroom since the behaviorism theory looks at learning process through imitation, practice, reinforcement, and habit-formation. It can be drawn that students in language classroom will try to imitate what they listen, and they will try to practice what they know if their teacher

⁸ Liu Yanfen and Zhao Yuqin, "A Study of Teacher Talk in Interactions in English Classes," *Forum : Chinese Journal of Applied Linguistics (Bimonthly)*, Vol. 33, No. 2, (April, 2010) , 76.

encourage them to speak English as a habit in classroom. Therefore teacher becomes a model for them.

Hornby has written that “talk has some meanings, they are: a conversation or discussion, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking.”⁹ In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom. From those meaning, it can be known that teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so he can give the students knowledge and control their behavior.

Besides that, Mulyati says “Teacher talk dominated the interaction because he tended to initiate the interaction first, explained grammatical rules, and controlled students talk. From the pattern of teacher talk, it could be concluded that teacher acted as manager, facilitator, director, and controller.”¹⁰

According to Moskowitz’s FLINT (Foreigner Language Interaction) analysis system in Brown, teacher talk has eleven categories which enable to be analyzed in classroom interaction.¹¹ Those categories of teacher talk are divided influence; indirect and direct influences.

⁹ Snell Hornby, *Oxford Advanced Learner’s Dictionary*. (Oxford : Oxford University Press, 1995), 1220.

¹⁰ Ami Fatimah Mulyati, “A Study Of Teacher Talk And Student Talk In Verbal Classroom Interaction To Develop Speaking Skill For Young Learners,” *Forum : Journal of English and Education*, Vol. 1, No.1, (April, 2013), 6.

¹¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 170.

The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below :

- 1) *Deals with feelings*: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings students.
- 2) *Praises or encourages*: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
 - 2a.) *Jokes*: 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).
- 3) *Uses ideas of students*: clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
 - 3a.) *Repeats student response verbatim*: repeating the exact words of students after they participate.
- 4) *Asks questions*: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students

to involve directly in the teaching and learning activity. The features are described as follows:

- 5) *Gives information*: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
 - 5a.) *Corrects without rejection*: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- 6) *Gives directions*: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.
- 7) *Criticizes student behavior*: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
 - 7a.) *Criticizes student response*: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.¹²

2.2.2 Students Talk

Student talk is the learners spend talking rather than the teacher. Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions.

According to Moskowitz's FLINT in Brown there are seven categories of students talk described as follows.

¹² Ibid.

- 1) *Student response, specific*: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
- 2) *Student response, open-ended or student-initiated*: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.
- 3) *Silence*: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
 - 3a.) *Silence-AV*: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
- 4) *Confusion, work-oriented*: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
 - 4a.) *Confusion, non-work-oriented*: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
- 5) *Laughter*: Laughing and giggling by the class, individuals, and/or the teacher.
- 6) *Uses the native Language*: Use of the native language by the teacher or the students.

- 7) *Nonverbal*: Gesture or facial expressions by the teacher or the students which communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.¹³

2.3. Pattern of Classroom Interaction

As stated by Sinclair and Coulthard in Ur the most common type of classroom interaction is that known as IRF 'Initiation- Response- Feedback'.¹⁴ The teacher initiates an exchange, usually in the form of question, one of students answer, the teacher gives feedback (assessment, correction, comment) initiates the next question and so on.

To be detailed, the type of IRF can be classified into various patterns of interaction, they are:

a. Group work

Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

b. Closed-ended teacher questioning ('IRF')

Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

c. Individual work

The teacher gives a task or a set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

¹³ Ibid.

¹⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University, 1996), 227.

d. Choral responses

The teachers gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.

e. Collaboration

Students do the same sort of task as in 'individual work', but work together, usually in pairs, to try to achieve the best result they can. The teacher may or may not intervene. (Note that this is different from 'Group Work', where the task itself necessitates interaction.)

f. Student initiates, teacher answer

For example, in a guessing game; the students think of questions and the teacher responds; but the teacher decides who asks.

g. Full – Class Interaction

The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

h. Teacher Talk

This may involve some kind of silence student response, such as writing from dictation, but there is no initiative on the part of the student.

i. Self-access

Students choose their own learning tasks, and work autonomously.

j. Open – ended teacher questioning

There are a number of possible ‘right’ answers, so that more students answer each cue.¹⁵

2.4. Classroom Interaction

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day.

According to Chaudron, “Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.”¹⁶

In addition, Brown defines that “Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other.”¹⁷

Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

Willson state, “Interaction between students and teacher is fundamental to the learning process”.¹⁸

¹⁵ Ibid., 228.

¹⁶ Craig Chaudron, *Second Language Classrooms-Research on Teaching and Learning* (Los Angelas: Cambridge University Press, 1988), 10.

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 165.

¹⁸ Julie Willson. “High and Low Achievers’ Classroom Interaction Patterns in an Upper Primary Classroom.”

From those statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

2.5 Foreign Language Interaction (FLINT) Analysis

One way to begin to look at your role as an initiator of interaction in the classroom is to look at your self (and another teacher) in term of a well-known taxonomy for describing classroom interaction.¹⁹

This model is helpful in developing interactive language teaching, here are several practical uses, they are:

Frist, it gives you taxonomy for observing other teacher. Moskowitz recommended using a chart or grid to note instances of each category. You can also calculate how much time a teachers spend with each. Then you can evaluate the wisdom of certain choice made by the teacher or look at the overall distribution of time and as yourself about the appropriateness of such a distribution.

< <http://www.aare.edu.au/ggpap/Will99741.htm>.> (accessed on March, 17, 2016)

¹⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 168.

Second, it gives you a framework for evaluating and improving your own teaching. For example, how well do you balance teacher talk and student talk? While the FLINT model includes seven categories for teacher talk and only two for student talk, don't let that fool you into believing that your own talk should be dominate. Depending on the objective of the lesson, the level of the students, and other contextual factors, the proportion will vary, but most of the time we teacher tend talk to much, not allowing enough time for student to respond to you or to initiate talk. A careful consideration of all seven of teacher-talk categories can also serve as a blueprint for your teaching behavior in the classroom: Am I accepting the students' feeling in a non-threatening way? Am I offering sufficient praise? Am I lecturing too much? Do I give my student opportunities to initiate language on their own?

Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching. Teacher can establish a climate of cooperation by recognizing and openly accepting your students' emotional ups and downs, by recognizing each individual student in the class as special in his or her own way, by soliciting their ideas, and by careful framing of question. We now turn to an extensive look at the letter.²⁰

2.6. Previous Study

In this part, the researcher states the closely-related study which is relevance with this study in some cases, such described below:

²⁰ Ibid., 169.

The first relevant study is Muhamad Riyadlul Fanani (3213082080), 2012, "A Study on Classroom Interaction in Speaking Class of the Second Semester Students at STAIN Tulungagung." Conduct a research to describe and explore what are the types and levels of classroom interaction in speaking class, how the teacher stimulate and encourage the students to engage to speak in speaking class, and how do the student involve themselves in interaction during the teaching learning process in speaking class. The subjects of this study are the speaking lecturer and the second semester student of A class at STAIN Tulungagung. From the observation was conducted by the researcher, the result shows that there were three types and levels of classroom interaction that occurred in speaking class, interpersonal interaction, group interaction and cultural interaction. There were some process of lecturers' way to stimulate and encourage to the student to speak, they were: breaking down the topic, allowing the student to apply code switching or code mixing, monitors the student or group and the teacher makes some joke or humors.

Second relevant study is Ajeng Nafrina (2201403577) 2007, "Teacher Talk and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal" The result of this study shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction. For the equipment, the learners were adequately provided with English learning resources, but there were no visual aids. The limited equipment made it difficult for the teacher to develop her teaching strategy. The learners condition

showed that they should be more active because some of them was still confused or gave no answer. It can be concluded that there are mutual dependence of roles between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English.

Based on the previous studies above, the researcher try to conduct the study about classroom interaction between teacher and students and try to find something new in the research it is about the aspects of interaction in the classroom and to investigate the patterns of interaction that occur during the teaching learning process. Which is this study haven't conduct yet by the previous study. Beside that, the researchers conduct a research with different subject from the two previous studies above. The subject of this research is not the students in university and junior high school level but the student in senior high school, and researcher used FLINT System in analyzing classroom interaction. It is of course there are different significant because the level from two subjects is really different and the ability in mastering English is also different. So, it is why the researcher really intended to conduct their study by use third grade students' as the subject of her study.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Before going to the point of research, it is better to know first the definition of research. According to Lodico,

Qualitative researchers is the research that focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study, this is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.²¹

The design of this research is descriptive research with qualitative approach. This research used qualitative approach. It means that the data collected is not in the form of number, but the data derived from observation classroom and recording. Descriptive research provides an answer to the questions of how something happened and who was involved, but not to answer the question why something happened or why someone was involved (explanatory research).

Strider says that “Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research.”²²

²¹ Marguete Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Method in Educational Research* (San Francisco: Jossey- Bass, 2006), 264.

²² Strider. “Qualitative Descriptive Research Method.”
< <http://www.ehow.co.uk.htm>.> (accessed on May 17, 2016)

The purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed, thorough. In this study, the descriptive research was done in the classroom and the main point of this research is to collect and to accumulate the basic data in descriptive way. It describes the phenomena that occur in the classroom such as the interaction conducted by the teacher and student, the aspect of classroom interaction and the pattern of interaction during teaching learning process in the first grade at MAN 2 Kab. Tangerang in academic year 2016/2017.

3.2. Place and Time of Research

To collect the data for writing a paper, the writer conducted the field research at MAN 2 Kab. Tangerang on Monday, February 20 and 27, 2017. The school is located on Jln. Raya Serang Km. 24 Ds. Talagasari Kec. Balaraja Kab. Tangerang – Banten 15610.

3.3. Data and Data Source

3.3.1 Data

Data refers to the answer of the research question. Bogdan and Biklen, define that “Data as the rough materials researchers collect from the world they are studying.”²³ Data include materials the people doing the study actively record, such as transcripts, and participant observation field notes. In this research, the researcher used qualitative data based on the data

²³ Robert Bogdan and Sari Knopp Biklen, *Qualitative Research for Education*. Third Edition (Boston: Allyn and Bacon, 1998), 106.

from field and other source. The data of the study belong to descriptive-qualitative data.

Those data were the interaction conducted by teacher and learner during the teaching-learning process in the classroom, the aspects of interaction in the classroom and the pattern of interaction which occurred during the English class. In this research there were two forms of the data. The first data are gathered from the observation field. The second data are transcript of the teacher and the student talking that was recorded by the researcher during teaching learning process.

3.3.2 Data Source

Data source is a source which data is taken from. The source of the data is very significant in the research, because the researcher will not enable to get information without the source of data. In this study the sources of the data got from:

- a) Teachers who taught English in class of X MIA-2,
- b) Students of first grade that include X MIA-2.

3.4. Instrument of Research

In this research, the researcher used two instruments that included observation classroom and recording (video recording). Those instruments will be explained bellow:

3.4.1. Classroom Observation

For doing observation the observer directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. Through the observation,

the researcher got expected data since the researcher would put aspect and the patterns teacher or students talk during the teaching and learning process.

3.4.2. Recording

The researcher used video recording with its transcription to make the data accurately. The recording helped the researcher to know types of the teachers and students talk during the learning and teaching process at the trait classroom. The researcher recorded the process of teaching and learning in gathering accurate information about what the teacher's talk and student's talk constitutes in the classroom.

Recording was conducted two times, on February 20 and 27, 2017. Each lesson was recorded for 1 hour lesson (45 minutes). This study used video recording as technique for capturing natural interaction used in classroom in detail. The researcher recorded the process of teaching and learning English in the classroom. The presence of the observer in the class did not bother the students. They naturally talked to each other although they noticed that the observer was recording their activities.

3.5. Technique of Data Collection

The data of this study were obtained by doing the following steps :

3.5.1 Observation Method

Observation is important contribution to descriptive research, because certain types of information can be obtained through direct observation. This method is used to observe both

the teacher and students process of interaction that occurs in teaching-learning process. In collecting the data, the researcher does not involve himself to the subjects in the classroom.

3.5.2 Recording

In gaining the natural interaction between teacher and students in the classroom, the researcher used video recording as a technique. The researcher considered this technique as a valuable source of accurate information on patterns of turn-taking, in this study, teacher-students interaction. One way of handling data collected through recording is to transcribe the result of recorded classroom interaction. This was done as pre-analysis. The researcher used the transcriptions since those were the main written source to be analysis.

CHAPTER IV

RESULT OF THE STUDY

4.1 How the Teacher and Learner Conduct Interaction in the Classroom

Based on the recording that has been done by the researcher (on February, 20 and 27, 2017). It can be described that the classroom interaction of both (teacher and student) is absolutely interactive. It means that teacher and learner used two ways of interaction. They changed their opinion each other while in teaching learning process. Good interaction in the classroom is absolutely very needed in teaching learning process. For the teacher, they can explore the material by interacting and communicating with their students. By implementing good interaction makes meaningful learning to support students' participation during the process of teaching learning. Through meaningful interaction, the teacher can provide opportunity for the learners to interact not only with the teacher but also with their friends both in a group work or individually. Moreover, classroom interaction can stimulate learners to speak. It is useful in stimulating them to think, understand and give response to the given stimulation.

Based on the result during the records in the classroom, it can be concluded that both the teacher and learners were play the same role in the classroom interaction. It means both of them has to same proportion in conducting the interaction in the classroom. Not only teacher that most often talk but also learners have to take turn on it. However, the

classroom teacher applied some strategies in the teaching learning. It is by small-group discussion, team-work discussion. By applying these strategies the interaction in the classroom will be more effective and interactive. Students wouldn't bored in the classroom, they can accepted the material given by the teacher easily. The teacher talks described in the Foreign Language Interaction Analysis model, in teaching the students. It gave impact to the students, for example by praising and encouraging the students. They were confident to be more interactive in teaching and learning process. They also felt confident to response the teacher questions.

4.2. The Aspect of Classroom Interaction

In the aspects of classroom interaction, it was divided into two aspects of interaction it was: the teacher talk and the student talk. In which the teacher talks identified the utterance that produced by the teacher during do the interaction or the language typically used by the teacher in their communication. It was divided into two types, the indirect influence and direct influence. The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction, such as deals with feelings, praise or encourage, jokes, and uses ideas of the students. While the direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity, such as giving information, give direction, criticized students' behavior, and criticized students' response.

Related to the aspects of classroom interaction, teacher talk played an important role in the classroom interaction and also the students talk. In practicing the interaction in the teaching learning process, based on the result of the recording, it was shown that the teacher and the students practice the 14 categories of teacher talk and learner talk as proposed by Flander and Maskowitz (1971 cited in Brown).²⁴

Categories of teacher talk which are included in this indirect influence are mentioned and described below :

- 1) *Deals with feelings*: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings students.
- 2) *Praises or encourages*: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
 - 2a.) *Jokes*: 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).
- 3) *Uses ideas of students*: clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
 - 3a.) *Repeats student response verbatim*: repeating the exact words of students after they participate.

²⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition., 170.

- 4) *Asks questions*: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows:

- 5) *Gives information*: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

5a.) *Corrects without rejection*: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

- 6) *Gives directions*: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.

- 7) *Criticizes student behavior*: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

7a.) *Criticizes student response*: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

There are seven categories of students talk described as follows.

- 1) *Student response, specific*: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
- 2) *Student response, open-ended or student-initiated*: responding to the teacher with students' own ideas, opinions, reactions, feelings.

Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.

- 3) *Silence*: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
 - 3a.) *Silence-AV*: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
- 4) *Confusion, work-oriented*: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
 - 4a.) *Confusion, non-work-oriented*: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
- 5) *Laughter*: Laughing and giggling by the class, individuals, and/or the teacher.
- 6) *Uses the native Language*: Use of the native language by the teacher or the students.
- 7) *Nonverbal*: Gesture or facial expressions by the teacher or the students which communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.²⁵

Based on the result during having recording in the classroom, not all the aspects of interaction were applied in the classroom. However the teacher talks, she only use some aspects from the Foreign

²⁵ Ibid.

Language Interaction Analysis. From 7 categories of teacher talk and 7 categories as the student talks, in this case the researcher found 7 categories from the teacher talk involved the direct influence and indirect influence and 3 categories as the student talks. The seven categories of teacher talk covering: (1) Deals with feelings, (2) Praises or Encourages, (2a.) Jokes, (3) Use ideas of the students, (4) Asking Questions, (5) Gives Information, (6) Gives Directions, request and command, (7) Criticized Students Behavior, (7a.) Criticized Students Response. While three categories of students talks covering: (1) Students Response, Specific, (2) Students response open-ended or student- initiated, (3) Silence, (3a.) Silence – AV.

Here are the following data gotten during conduct the recording in the classroom.

1. Deals with feelings

In dealing with feelings such as accepting, discussing, referring to or communicating understanding of past, present or future feelings of students. In this case such as the teacher asking questions to the students about their feeling in activities during lessons, as the data has been got by the researcher in the observation in classroom. For the more detailed explanation, here are the data gotten from the transcription of interaction, it is as follows:

DATA 2

Teacher : Guys, you have fun ? (**Deals with feelings**)
 Students : Yes

2. Praises and Encourages

In this aspect of interaction the teacher praised, complimented, told to the students why what they have said or done was valued. Based on the observation teacher was often gave praise and encouraged to students by giving the good word to them in order they feel happy and make the students confidents in talk. Moreover, the teacher confirmed that the students answer were correct. Here are the data gotten from the transcription of interaction between teacher and learner in the teaching learning process, it is as follows:

DATA 1

Teacher : *Kisah nyata yang tentang seseorang di masa lampau, itu namanya recount text. Ada berapa jenis?*

Students : *Tiga*

Teacher : *Apa saja tadi?*

Students : *Personal, Biography, Historical.*

Teacher : *Pintar ! (Praises)*

Students cheering and clap hand

DATA 2

Teacher : *Ciri-cirinya menggunakan tenses apa?*

Student : *Simple past tense*

Teacher : *Good ! (Praises)*

2a. Jokes

A joke is often shown in this class, because the teachers are humorous person, she always creates a joke a make the students laugh to entertain the students in order not feel boring in the classroom during the teaching learning process.

DATA 1

Teacher : Dear Diary, I was upset, this morning I met him but she ignore me ! ini iksan ya? (**Jokes**)

Student : *Aduh sedih*

Teacher and Student Laugh

3. Uses Ideas of Students

In the use ideas of the students, teachers clarifying use interpreting and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. In this case, based on the data that has been found by the researcher in the classroom, she was found that the students uses their ideas after the teacher ask question to them.

DATA 1

Teacher : *Dia merasa apa?*

Student : *Enjoyed.*

Teacher : *Excited nya Enjoyed. I enjoyed it a lot. Itu kenapa ada kata hubung "but" ? karena di depan dan dibelakang ada makna yang bertolak belakang, capek tapi senang. Ini adalah contoh dari recount text. Ok tadi kita sudah lihat recount text bagaimana, structure teks nya bagaimana,*

sekarang kita lihat recount text itu ternyata ada beberapa jenis, ada 3 jenis recount text, the first is personal recount, the second is biography recount, the third is historical recount. Ok, personal recount kira-kira apa ?

Student : *Diri Sendiri*

Teacher : *Menceritakan diri sendiri, recount yang menceritakan tentang diri sendiri, pengalaman pribadi, tapi disini pengalaman pribadi belum tentu harus orang si penulis sendiri, bisa jadi dia menceritakan pengalaman orang lain, misalnya pengalaman pamannya yang tertipu, dia ceritakan kepada orang lain, bisa kan ? itu namanya personal recount text, jadi tidak harus writer or speaker tell about his own experience, tidak harus seperti itu, Kemudian biography, masih ingat biography itu apa? (Uses Ideas of Students)*

Student : *Identitas, pengalaman orang lain, riwayat hidup.*

4. Ask Questions

Ask questions are the most often occur in the process of interaction in the classroom, most of the student talk begin when the teacher ask question to them.

DATA 1

Teacher : Let me ask you, *kenapa sih recount text itu menggunakan simple past tense?* (**Ask Questions**)

Students : *Menceritakan masa lalu.*

Teacher : *Ya, karena meceritakan masa lampau, fungsinya past tenses adalah untuk meceritakan masa lampau, recount text menggunakan simple past tense juga, walaupun tidak semua kalimat harus menggunakan simple past tense. Pada kalimat-kalimat tertentu yang meceritakan kejadian di masa lalu menggunakan simple past tense. Umumnya itu menggunakan simple past tenses. Kemudian ada time connective dan conjunction. Apa itu ?*

Student : *Keterangan waktu*

DATA 2

Teacher : *Kita berlatih hari ini, yang kemarin kita sudah talking about recount text ya. You remember about recount text?* (**Ask Questions**)

Student : *Menceritakan kembali pengalaman*

Teacher : *Menceritakan kembali pengalaman, ada berapa macam recount text?*

Student : *Ada tiga. Biography, personal and history.*

Teacher : *Biography, personal and history. Itu jenisnya yaa, ok ! itu recount text, intinya recount text*

adalah teks yang menceritakan tentang pengalaman yang sudah dialami. Kemudian cirinya menggunakan tense apa? (Ask Questions)

Students : Simple past tense

Whereas the other side of teacher talk is called “direct influence” it was done whose aim is to encourage students to involve directly in the teaching and learning activity, such as: giving information, give direction, criticized students’ behavior, and criticized students’ response.

Here are the following data gotten during conduct the recording in the classroom.

1. Gives Information

Gives information usually occur when the teacher clarify the students answer and give addition about the more detail information or explanation from the topics that has been discussed.

DATA 1

Teacher : *Apa itu historical event?*

Student : *History kejadian*

Teacher : *Apa itu historic?*

Student : *Bersejarah*

Teacher : *Kejadian yang bersejarah. Ketika kalian belajar sejarah baca buku sejarah. Itu yang sedang kalian baca adalah historical recount. Jadi apa yang terjadi yang berhubungan dengan*

sejarah itu yang disebut historical recount.

(Gives Information)

2. Gives Directions

Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity. Here the teacher gave directions, request or command to the students. This happened such as when the teacher asked the student to make a group, teacher asked the student to open their book, and teacher asked the small group to stopped their work.

DATA 2

Teacher : Ok today we have practice, I have some papers here, I will divide you into groups, one, two, three. **(Gives request)**

Student : *Sebaris bu*

Teacher : No, sebaris terlalu banyak. 4 sampai 5 orang. Make group of four or five. You can choose yourself.

DATA 1

Teacher : I need you do homework in your book. Ok please open your book, open page fourthy five. **(Gives command)**

Student : *Halaman berapa bu ? empat puluh lima ?*

DATA 2

Teacher : Finished ? have you ? The last group has finish?

Ok time is over, please stopped your work, come on ! (**Gives Directions**)

Student : *Belum*

3. Criticizes Student Behavior

The teacher criticized in every student's behavior such as remained the student when they do the non acceptable behavior, such as when the students noisy the teacher asks them to keep silence and pay attention to the teacher.

one of the students read

other students noisy

Teacher : Others quit please ! (**Criticizes student response**)

4. Criticizes Student Respon

In the criticized students response teacher talk happened when she telling her students if his or her own response are not corrected and acceptable, or sometimes annoyance with the students who can't answer the teacher questions.

DATA 1

Teacher : But recount text it is about real, real past event, nyata. Example of the real is ?

Student : Malin Kundang

Teacher : Is Malin Kundang real ?

Student : No

Teacher : *No, Malin Kundang itu legend yang diciptakan oleh para leluhur kita untuk memberikan nilai-*

nilai kepada anak-anaknya, jadi itu bukan sebuah recount text, bukan nyata sebetulnya, seperti Tangkuban Parahu, apakah dia nyata?
(Criticize Student Respon)

Student : No

That's all are the data gotten in the form of teacher talk during the researcher done the recording in the classroom. Other that the students talk also happened in this case such as: Students Response specific, Students Response, open – ended or students initiated, Silence, and Silence – AV.

Here are the data gotten during having observation in the classroom.

1. Students Response Specific

Here are the students responded to the teacher within a specific and limited range of available or previously practiced answers.

DATA 2

Teacher : *Pemahaman Juli apa sih recount ?*

Student : Real Story (**Students Response specific**)

Teacher : Real story, when did it happend ?

Student : Lampau (**Students Response specific**)

Teacher : Lampau, real story about someone in past event,
that is called recount text. How many types?

Student : Three (**Students Response specific**)

Teacher : Three, *apa saja tadi ?*

Student : Personal, Biography, Historical.(**Students Response specific**)

DATA 2

Teacher : Today we can exercise. Yesterday we have talking about recount text. You remember about recount text is ?

Student : *Menceritakan kembali.* (**Student Response Specific**)

Teacher : Recount the experience. How many kinds of recount text ?

Student : There are three. Biography, Personal, and History. (**Student Response Specific**)

2. Students Response, open – ended or students initiated

DATA 1

Student : *Semua recount text itu menggunakan simple past tense ?* (**Students Response, open – ended or students initiated**)

Teacher : *Ya simple tense, jadi utamanya simple past tenses, bisa menggunakan tenses lain seperti present perfect , kemarin kita sudah belajar present tense, ketika kalimat itu memang membutuhkan tense perfect, bisa menggunakan simple present ketika kalimat itu membutuhkan simple present. Tapi utamanya digunakan past*

tense. Yang general use itu simple past tense.

Thankyou ! others ? any question ?

3. Silence

Silence means stop pauses or no talk all, based on the recording, the researcher was found the silence period in the classroom. Here are the following data.

Teacher : *Penutup, ending dari cerita tadi apa. Kami kembali pulang ke Jakarta hari senin siang menaiki bis jam 4 sore. Itu endingnya. Kemudian biasanya dalam reorientation ini si penulis mengekspresikan feelingnya, feelingnya bagaimana dengan pengalamannya dia, apakah dia excited ? apa excited ?*

Student : (Just keep silence, and only look at the teacher)
(**Silent**)

3a. Silence – AV

Silence – AV is the silence in the interaction during which a piece of audio-visual equipment, example: a tape recorder, film strip projector, record player, etc. which is being used to communicated. In this case the researcher find this aspect While teacher prepare the slide show, no talk in this section, student just keep silence while wait the teacher, and the conditions of the class become quite.

The following table is presented the summary of the aspects of classroom interaction it was included the teacher talk and the student talk conducted in the classroom.

Table 4.1: The summary of the aspects of interaction in the classroom

No.	Categories	Example	DIRECT INFLUENCE	TEACHER TALK
1.	Deals with feelings	Guys you have fun?		
2.	Praises or Encourages	- Pintar ! - Good !		
2a.	Jokes	Dear Diary, I was upset, this morning I met him but she ignore me ! ini iksan ya?		
3.	Use ideas of the students	<i>Menceritakan diri sendiri, recount yang menceritakan tentang diri sendiri, pengalaman pribadi, tapi disini pengalaman pribadai belum tentu harus orang si penulis sendiri, bisa jadi dia menceritakan pengalaman orang lain, misalnya pengalaman pamannya yang tertipu,</i>		

		<p><i>dia ceritakan kepada orang lain, bisa kan ? itu namanya personal recount text, jadi tidak harus writer or speaker tell about his own experience, tidak harus seperti itu, Kemudian biography, masih ingat biography itu apa?</i></p>		
4.	Asking Questions	<ul style="list-style-type: none"> - <i>Let me ask you, kenapa sih recount text itu menggunakan simple past tense?</i> - <i>Kita berlatih hari ini, yang kemarin kita sudah talking about recount text ya. You remember about recount text?</i> - <i>Kemudian ciri-cirinya menggunakan tense apa?</i> 		

5.	Gives Information	<p><i>Kejadian yang bersejarah. Ketika kalian belajar sejarah baca buku sejarah. Itu yang sedang kalian baca adalah historical recount. Jadi apa yang terjadi yang berhubungan dengan sejarah itu yang disebut historical recount.</i></p>	INDIRECT INFLUENCE	
6.	Gives Directions	<ul style="list-style-type: none"> - Ok today we have practice, I have some papers here, I will divide you into groups, one, two, three. - I need you do homework in your book. Ok please open your book, open page fourthy five. - Ok time is over, please stopped your work, <i>kumpulkan !</i> 		

7.	Criticized Students Behavior	Others quit please !		
7a.	Criticized Students Response	<p><i>No, Malin Kundang itu legend yang diciptakan oleh para leluhur kita untuk memberikan nilai-nilai kepada anak-anaknya, jadi itu bukan sebuah recount text, bukan nyata sebetulnya, seperti Tangkuban Parahu, apakah dia nyata?</i></p>		
1.	Students Response, Specific	<ul style="list-style-type: none"> - Real Story - Lampau - Three - Personal, Biography, Historical. - <i>Menceritakan kembali pengalaman</i> - There are three. Biography, Personal, and 		STUDENT TALK

		History.		
2.	Students Response, open-ended or student- initiated	<i>Semua recount text itu menggunakan simple past tense ?</i>		
3.	Silence	The data in silence period was got when teacher ask the students to read their assignment about making dialogue in front of the class, but in this time all of them was silence and only see the teacher		
3a..	Silence – AV	While teacher prepare the slide show, no talk in this section, student just keep silence while wait the teacher, and the conditions of the class become quite.		

4.3 The Patterns of Classroom Interactions

Based on the recording during the teaching learning process in the classroom, it was found that the pattern of classroom interaction was group work or group discussions rather than individual work. It was proven that the teacher always ask the student to make a small

group discussions in doing the task given such as determine which orientation, event and reorientation in the recount text, and arranging the paragraph. Some times in a group it consisted of four or five students. By grouping the students, the teacher hope that they can do discussions, exchanging opinions between one another in solving problems and teacher also hopes that students would be more active and interactive in the classroom.

Beside that the researcher also notice that the four patterns of classroom interactions occurred whenever group work was applied. Those patterns were:

a. Interactions among students or student – students interactions

That happened during in the classroom discussions and often in the small group activity, such as when the students find some difficulties in understanding the material or sometimes don't know the meaning of a word in English, they chose to discuss with their friend, rather than ask to the teacher, it is also occur during the small group work discussion, where every group offered their product to their friend.

b. Teachers – whole class interactions

That happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students. And these patterns are the most common used in the classroom when they did the interaction.

c. Interactions among teacher – group discussion

That happened during the small group discussion when the teacher clarifies the students' difficulties with the task given.

d. Teacher – individual students' interaction

That happened when the teacher do closed interaction with one student, such as answer the student question when one of them got some difficulties.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the finding and discussion as presented in the previous chapter of the research.

5.1 Conclusion

Concerning with the result of the study, it can be conclude that the classroom interaction that occur during the teaching learning process is generally run well. The teacher employed seven categories of teacher talks, there are: deals with feeling, praises or encourages, jokes also laughter, uses the ideas of the students, asking questions, gives information, gives directions request and command, criticized students behavior, and criticized students response. While for the student talk there three aspects are employ in the classroom, they are: students response specific, students response open ended or students initiated, silence, and silence – AV. The interaction in the classroom generally run well, it means that both the teacher and student were cooperative to build the interactive condition in the classroom interaction.

The patterns of classroom interaction that were applied in the study were not only restricted to a one way traffic model of interaction between the teacher and the students, but also more varied. As shown in the findings there were three patterns of classroom interactions that occurred in the classroom interaction, they are: Interactions among students or student – students interactions that happened during the

small group discussion and during in the classroom discussions teachers – whole class interactions that happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students, Interactions among teacher – group discussion that happened during the small group discussion when the teacher clarifies the students' difficulties with the task given.

5.2 Suggestions

Based on the findings here the researcher would like to offer the following suggestions:

1. For The Teacher

In English teaching especially in Senior High School level, the teacher should increase their talk it is amount of direct influence or indirect influence, which it is includes acceptance of students' feeling, praises and encouragement, and acceptance or uses of the students' ideas. This is important because such talk has strong motivational impact on the learners. They need to be encouraged, paid attention to, and tolerated, but also criticized and reminded. In that way, their learning will be more effective. The use of mother tongue as medium of instruction should be gradually reduced. Students' exposure to the target language should be primarily attempted by using more English expressions in the teacher's talk. In that way, not only are the students accustomed to hearing spoken English, but they are also given a lot of opportunity to respond to the teacher in English. Besides that as a good facilitator, the teacher also has to be a good model for the students, he/ she should learn more

and always enriches his/ her knowledge. Although it is shown that the students' involvement in the teaching-learning interaction was good, as can be judged from the high percentage of the learner talk response, it can be increased by giving the students more opportunity to initiate talk. The teacher can do that by letting them ask questions or express their own ideas.

2. For The Students

For the students, they should make themselves get more used to English. They can do it by using English in their daily life. I know it is difficult to do since their environment is not English-speaking environment. But in fact, they do not want to use it because they are afraid to make mistakes. They should know that they can learn from the mistakes they make. And the worst thing is that most Indonesian learners think if they speak English all the time, their friends, who cannot speak English think that they are big-headed. They should erase that from their mind because it is absolutely wrong. The ones, who cannot speak English, should learn from their friends who can speak English well. By hearing their friends speak English, as I said before, they will get used to the English expressions, and they can imitate them. It will make them able to speak in English. If the learners use English every time, they will get used to using it. We know that practice makes perfect.

To close the study, firstly I would like to express wish that the teaching of English at senior high school should be developed to its maximum potential because the earlier it is started, the better result will be. When students have known the foreign language since they

are young, they will find little difficulty in their later stages of their education. I believe that the knowledge of English is useful not only for learning the language, but also for learning all other subjects. Secondly, for the readers who want to conduct research like this research, it is hoped not only to use the provided classroom talk methods which are not really suitable to Indonesian culture but also can create and use the new one which more suitable to the Indonesian culture because culture determines the way the teacher and student talk.

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APPENDICES

Appendix 1

Transcription Data

Transcript Data 1
 Monday, February 20, 2017.
 Time : 13.15 – 14.00 WIB
 X-MIA.2

T = Teacher

S = Students

- T : Bismillahirrahmanirrahiim, Assalamu'alaikum Wr. Wb.
- S : Wa'alaikumsalam Wr. Wb.
- T : Good Afternoon
- S : Good Afternoon
- T : Ok guys, today we are talk about this, what is it ?
- S : It is recount text
- T : What is recount text ? recount text is ?
- S : I don't know
- T : You don't know ? this is recount text, recount text is a text retell about real past events. Apa itu ?
- S : *Real itu Nyata, text yang nyata*
- T : *Teks yang menceritakan tentang kejadian masa lalu yang nyata, kenapa disini dikatakan nyata, karena kita juga pernah belajar naratif ya ? kalau naratif juga kan menceritakan kejadian masa lalu tapi nyata tidak?*

(Text tell about real events of the past, why is said to be real ? because we ever learn about narrative ya ? if the narrative also tells past event but real or not ?)

S : *Tidak* (No)

T : *Tidak, bedanya apa recount text dengan naratif teks apa? Nyata dengan tidak, contohnya naratif apa ?*

(No, what is the difference recount text with text narrative ? real with not, what example of narrative ?)

S : *Dongeng* (Fairytale)

T : *Dongeng, give me an example ?*

S : *Putri Salju, Cinderella.*

T : *Ya Putri Salju, Cinderella itu termasuk ke naratif. Ada tidak sebetulnya Putri Salju ?*

(Ya Snow White, Cinderella it includes of narrative. Actually there is snow white ?)

S : *Tidak* (No)

T : *Cinderella ?*

S : *Tidak* (No)

T : *Tapi kalau recount text ini nyata, it is about real, real past even, nyata. Yang contoh nyata seperti apa sih ?*

(But recount text it is about real, real past even, nyata. Example of the real is ?)

S : *Malin Kundang*

T : *Is Malin Kundang real ?*

S : *No*

T : *No, Malin Kundang itu Legend yang diciptakan oleh para leluhur kita untuk memberikan nilai-nilai kepada anak-*

anaknya, jadi itu bukan sebuah recount text, bukan nyata sebetulnya, seperti Tangkuban Parahu, apakah dia nyata ?

(No, Malin Kundang is legend created by our ancestors to provide a value for the children,. So, it is not recount text, actually not real, such as Tangkuban Parahu is real ?)

S : Tidak (No)

T : *Walaupun ada bentuknya Tangkuban Parahu tapi apa mungkin seseorang menendang sebuah perahu sampai berbentuk gunung seperti itu ?*

(Although there are form of Tangkuban Parahu but is it impossible someone kicking a boat to form a mountain ?)

S : *Tidak bu*

T : Impossible

T : Social Function, Social Function ini apa sih ? (What is social function ?)

S : Fungsi Sosial

T : Fungsi social itu maksudnya apa ? (What does iy means)

S : *Tujuan*

T : *Apa maksudnya ? Tujuan penulisan text recount, social function ini adalah tujuan penulisan text nya, buat apa sih text recount ditulis ? buat apa sih orang menceritakan pengalamannya ? kalian kalau habis jalan-jalan ke Jogja misalnya, kemudian kalian cerita sama temannya, buat apa cerita ?*

(What does it means? writing purpose of text recount, social function is purpose of writing of text. For what people tell her

experince ? an example you have been on vacation to Jogja, then you tell with your friends, for what you tell ?)

S : *Pamer*

T : *Pamer, apa lagi ? (let alone)*

S : *Berbagi pengalaman (Sharing experience)*

T : *Berbagi pengalaman, terus? berbagi pengalaman, menceritakan kembali, oh saya kemarin itu begini begini, nanti kalau kamu ke Jogja jangan gitu ya. Gitu kan ? itu berbagi pengalaman, berbagi ilmu. To tells and when entertaint readers about past event. Selain menceritakan kembali juga untuk ?*

(Sharing experience, then ? sharing experince, recounted ! oh saya kemarin itu begini begini, nanti kalau kamu ke Jogja jangan gitu ya. Is it? Sharing experience, sharing the science. To tells and when entertain readers about past event. Besides recounted also for what ?)

S : *Menghibur*

T : *Menghibur, entertaint here, the word entertaint means menghibur, kata lain dari entertaint adalah kata amuse, jadi kalau kalian menemukan kata “amuse” ini sama dengan entertaint , jadi jangan bingung kalau ketemu soal ulangan, ko ini mah bukan entertaint, ga ada entertaint nya, padahal disitu ada kata amuse, ini punya makna yang sama dengan kata entertaint, apa artinya ? tadi apa artinya ?*

(*Menghibur, entertain here, the word entertain means menghibur, another word of entertain is amuse, so if we find the word “amuse” this same with entertain , so don't be*

confused if you find in the exam questions, why not entertain, there is no entertain, whereas there is the word amuse, this has the same meaning with entertain, what does it mean ?)

S : *Menghibur*

T : *Menghibur, ok next tadi tujuannya, untuk apa tujuannya ?*
(ok next that is purpose, what is its purpose ?)

S : *Menghibur, Berbagi pengalaman*

T : *Untuk menghibur, untuk menceritakan kembali kejadian yang sudah lampau, yang real, real past event. Now we come to generic structure, generic structure ini apa sih ? (For entertain, for retell real past event, real past event. Now we come to generic structure, What is generic structure ?)*

S : *Struktur*

T : *Struktur apa ?*

S : *Structure recount text*

T : *Structure recount text itu harus ada apa nya saja ? yang namanya recount text harus memiliki 3 struktur ini. The first is orientation, the second is sequence of events and the third is reorientation. Ok we come the orientation first, orientation itu apa ?*

(Structure recount text must have any ? recount text must have this three structure. The first is orientation, the second is sequence of events and the third is reorientation. Ok we come the orientation first, what is orientation ?)

S : *Pengenalan*

T : *Pengenalan apa ?*

S : *Tokoh*

T : *Tokoh, Good. Terus ?*

S : *Tempat*

T : *Tempat, terus ?*

S : *Waktu, Karakter*

T : *Karakter itu tokoh ya, Tokoh, tempat dan waktu. Biasanya yang ada di orientation adalah tokoh, tempat dan waktu. Itu adalah paragraf awal dimana penulis menyampaikan characters, place and time. Itu namanya orientation. Kemudian bagian kedua itu tadi apa ?*

(That is opening paragraph where the author submit characters, place and time. It is orientation. Then the second part was ?)

S : *Sequence of events*

T : *Sequence of events ini apa ? event apa event ?*

S : *Kejadian*

T : *Kejadian, sequence ?*

T : *First, second, third, after that, apa itu ?*

S : *Urutan*

T : *Ya itu, urutan. Sequence of events ini adalah urutan kejadian, urutan kejadian disini berarti setelah kita memperkenalkan tokoh-tokohnya siapa saja kemudian tempatnya dimana, waktunya kapan, itu masuk ke event nya, apa saja yang terjadi ? dan diceritakannya insequence, insequence itu berurutan, pertama, kedua, ketiga, ya normalnya seperti itu. Kalian cerita ke Jogja, saya pergi ke Jogja 2 minggu yang lalu bersama keluarga saya, itu masuknya kemana ? orientation apa sequence?*

S : *Orientation*

- T : Orientation, kenapa orientation ?
- S : *Karena ada Jogja*
- T : *Ada Jogja nya, terus ?*
- S : *Ada waktunya*
- T : *Ada waktunya, kapan ?*
- S : *Dua minggu yang lalu*
- T : *Dua minggu yang lalu , terus ?*
- S : *Ada tokohnya*
- T : *Ada tokohnya, siapa tokohnya ?*
- S : *Saya*
- T : *Saya dan keluarga saya, itu orientation. Masuk ke sequence of events, kami berangkat pukul 07 Pagi hari minggu menggunakan pesawat.*
- (Me and my family, that is orientation. Enter the sequence, we depart at seven o'clock Sunday morning)
- S : *wiss pesawat, wiss menaiki*
- T : *Menggunakan oh ya salah, maaf. Menaiki pesawat, kami menaiki pesawat jam 07 pagi dari bandara Soekarno Hatta, kemudian, ada kemudian, itu kan ? itu sequence. Kemudian kami tiba di Jogja sekitar pukul 08 pagi, lalu kami menuju penginapan kami di jalan Malioboro, setelah kami beristirahat sebentar, kami berjalan-jalan di sekitar Malioboro, kami membeli souvenir, blablabla.. pada sore hari kami pergi ke?*
- (using plane it is wrong, sorry. Take a plane, we take a plane at seven o'clock in the morning from the Soekarno-Hatta Airport. And then, there and then, that is ? that sequence. Then we arrived at Jogja eight o'clock in the morning, then we towards

our lodging in Malioboro, after that we break, we walk around Malioboro, we buy a souvenir, blablabla..in the afternoon we return..)

S : *Pasar*

T : *Pasar*

All student and teacher laughing

T : *Disitu ada sequence, ada urutan kejadian. Jadi supaya pembaca lebih mudah memahami cerita yang kita sampaikan maka ceritakan event itu secara berurutan, insequence. Kalau tidak insequence kan kadang-kadang kita suka bingung. Loh kok tadi kesini, loh ko siang lagi, tuh biasanya alur seperti itu digunakan pada novel, alur maju mundur, kalian yang suka membaca novel Pasti tahu. Ya ini ibu-ibu nih biasanya, kalau bapak-bapak ga suka.*

(There is a sequence. So that readers easier to understand stories we tell then tell that event sequentially, insequence. If not insequence, sometimes we are confused)

S : *Iya lah, komik dong.*

T : *Ok, the third think of recount text is reorientation. Tadi sudah ada apa ? orientation, sequence of events, yang terakhir ?*

S : *reorientation.*

T : *Reorientation itu apa ?*

S : *Itu*

T : *Itu apa itu ? Closing, reorientation itu adalaha closing*

S : *Penutup*

T : *Penutup, ending dari cerita tadi apa. Kami kembali pulang ke Jakarta hari senin siang menaiki bis jam 4 sore. Itu endingnya.*

Kemudian biasanya dalam reorientation ini si penulis mengekspresikan feelingnya, feelingnya bagaimana dengan pengalamannya dia, apakah dia excited ? apa excited ?

(what ending that story? We come back Jakarta at Monday afternoon riding bus at four o'clock evening. That is ending. And then usually in this reorientation the writer express his feeling, how he feels in his experience, he excited ? what is excited?)

Silent, No Respond

T : Excited itu happy. Senang sekali, ya happy or sad, apa sad ?

S : *Sedih*

T : Sedih or dissappointed. Apa dissappointed ?

S : *Kecewa*

T : *Kecewa, dengan pengalamannya yang tadi, yang sudah dia ceritakan apakah dia sedih, apa dia kecewa, apakah dia bahagia*

(Disappointed ? that experience already told, whether he sad ? he disappointed ? he happy ?)

S : *Kecewa*

T : *Tergantung ya, terserah writernya mau menulis yang mana, yang pasti dalam reorientation ini find closing of the story ada feeling yang disampaikan. Ada perasaan yang dia sampaikan tentang event yang sudah dia jalani.*

(Depend ya, it's up to the writer which to write, surely in this reorientation find closing of the story have a feel submitted. Have feelings conveyed about events he had experienced.)

T : Next.. *kemudian ada language feature, language feature ini apa ?*

S : *Bahasa*

T : *Bahasa apa ?*

S : *Tidak tahu, feature, bahasa yang sering digunakan.*

T : *Language feature itu apa ?*

S : *Bentuk bahasa*

T : *Ciri-ciri kebahasaan, dalam sebuah teks pasti ada ciri kebahasaannya, aertinya grammarnya gimana. Kalau struktur bahasanya tidak bagus, kan tidak enak dibacanya. Bahasa Indonesia, bahasa inggris atau bahasa apapun kalau struktur bahasanya tidak benar, tidak enak dibacanya, orang tidak akan suka membacanya. Ciri kebahasaan yang digunakan dalam recount text adalah, pertama menggunakan simple past tense, masih ingat simple past tense ?*

(Language feature in the text must be. Its mean how is grammar ? If language structure not good, not good to read. Indonesian, English or other language if the language structure not right, not good to read, people dislike to read. Language feature used in recount text is, first using simple past tense, still remember about simple past tense?)

S : *Masih*

T : *Kira-kira, let me ask you, kenapa sih recount text itu menggunakan simple past tense*

(Let me ask you, why recount text using simple past tense?)

S : *Menceritakan masa lampau (tell past event)*

T : *Ya, karena meceritakan masa lampau, fungsinya past tenses adalah untuk meceritakan masa lampau, recount text menggunakan simple past tense juga, walaupun tidak semua kalimat harus menggunakan simple past tense. Pada kalimat-kalimat tertentu yang meceritakan kejadian di masa lalu menggunakan simple past tense. Umumnya itu menggunakan simple past tenses. Kemudian ada time connective dan conjunction. Apa itu ?*

(Yes, because tell past event, function of past tense is to tell past event, recount text also using simple past tense, although not all sentences must be using simple past tense. In particular sentence which tells the past events using simple past tenses. And then time connective and conjunction. What is that?)

S : *Keterangan waktu,*

T : *Waktu, connectives ?*

S : *Sambung*

T : *Connectives dan conjunction, sambung. Kata sambung, kata hubung yang menunjukkan waktu, kaya apa ya ? which so sequences, yang menunjukkan sequences. first, second, third, tadi itu. Then, after that. Then apa then ?*

(Connectives and conjunction, conjunction that show time like ? which so sequences, first, second, third, then, after that. Then what is then?)

S : *Kemudian*

T : *Kemudian, after that ?*

S : *Setelah itu,*

T : *Ya tadi kenapa menggunakan time connective karena dalam recount text harus insequence menceritakannya, harus berurutan. Maka menggunakan time connectives. Kemudian yang terakhir adalah adverb of time. Adverb of time itu apa ?*

(Ya, why using time connective because in recount text must be insequence. So using time connectives. And then the last is adverb of time. What is adverb of time?)

S : *Waktu, lahirnya waktu. Time itu waktu aja pokoknya bu. Adverb itu verb*

T : Adverb itu ?

Student silent, no respond

T : *Adverb itu kata, kata siapa ? kata keterangan. Adverb of time berarti ?*

S : *Keterangan waktu*

T : *Keterangan waktu itu contohnya ?*

S : *Siang*

T : *This morning, last night, last week, two week ago. Itu tadi apa? keterangan waktu bahasanya inggrisnya ?*

S : Adverb of time

T : Adverb of time, pinter anak ibu. Ok, ini satu contoh, sebuah contoh text recount. Who would to read, please who would to read please ! ok iksan

(Adverb of time, smart my student. Ok this is an example, example of recount text. Who would to read? Please who would to read please ! Oke Iksan.)

S : *Tidak kelihatan bu (Can't see Miss)*

T : *Masa ga kelihatan*. I can see it, not that the reason. I can see it, come on !

S : Bareng-bareng bu (Read together Miss)

T : No !

S : *Satu baris aja bu*

T : No, one paragraph.

One of the student reading the text

Other student noisy

T : Others quit please !

One of student continue reading the text

T : Last holiday I visited a ship property, I have sharing. is one is called orientation. *Ada karakternya disitu ?*

S : *Ada*

T : Karakternya ? *tadi karakter apa ?*

S : *Tokoh*

T : *Tokohnya siapa ?*

S : I

T : *Kemudian ada adverb of time ? (And then adverb of time?)*

S : *Ada*

T : *Mana ?*

S : Last holiday

T : *Adverb of place ?*

S : Ship property

T : *Ada ya, sudah memenuhi syarat ? (There is already qualified?)*

S : Ya

T : *Strukturnya sudah jelas, orientation disini, orientationnya sudah ada*. Now we come the second paragraph.

Teacher designate one of the female student to read

T : *Disini kita melihat ada time conjunction, on the first day, di hari pertama, itu sudah menunjukkan akan ada hari kedua, ketiga, berarti akan ada hari-hari berikutnya. I help, ada kata cruch , disini ada tanda panah action word, , action itu kata kerja yang action, kelihatan gerakannya, action word. apa action verb ? kata kerja yang kelihatannya seperti makan, lari.*
(Here we can see has a time conjunction, on the first day, it shows there will be second day, third, there will be the following days. I help, here there is an arrow action word, action word is verb action, visible movement the action, action word. What is action verb? Verb visible movement, like eat and run.)

S : *Tidur*

T : *Tidur, berbicara, membaca, minum, itu adalah action word. Kemudian kita lihat bentuk ke berapa ?*
(Sleep, speak, read, drink, that is action word. Then we see the verb ?

S : *Kedua, ketiga*

T : *Kedua, verb two, kalau verb two berarti tenses nya apa ?*

S : *Simple past tense*

T : *Simple past tense, ini juga menunjukkan teks ini menggunakan simple past tense. Ok now come to the third paragraph. Read !*

Teacher command one of the students to read the text

One of the students read

T : *Thank you. Ada after lunch, ini adalah menunjukkan keterangan waktu, di hari pertama, kemudian setelah makan*

siang, setelah makan siang ini kapan ? masih di hari pertama atau kedua.

(Simple past tense, this is also this text shows using simple past tense. Ok now come to the third paragraph)

S : *Pertama*

T : *Masih di hari pertama*, next paragraph ..

(Still in first day, next paragraph)

Teacher command one of the students to read the text

One of the students read

T : Thank you. Is this under second day still the first day, is this happened ? on the second day or still the first day ? I was tired.

S : *Saya lelah*

T : By the end of the day. *Berarti day nya kapan ?*

S : *Masih kemarin* (Still yesterday)

T : *Masih the first day disini, kemudian disini ada sharing a next day, mempersiapkan untuk next day. Next day nya tidak diceritaka disini, hanya one day tapi insequence, kemudian this is called, what is it ?*

(Still first day in here, then here is “sharing a next day”, prepare for next day. Next day not described here, only first day but insequence, then this is called, what is it?)

S : Sequence of events,

T : Sequence of events, *berurutan kejadiannya dari mulai hari pertama pagi-pagi ngapain, setelah makan siang ngapain, diakhir hari itu berarti sore ngapain, sudah ada activity nya disini. Itu yang disebut dengan sequence of events. “And this one it was very long day but I enjoyed it a lot.” Reorientation as*

I sad closing, the end of the story, closing nya bagaimana ? ada feelingnya tidak

(Sequence of events, beginning in first day in the morning, after lunch, ending the day is evening, there are already activities here. That is called sequence of events. “And this one it was very long day but I enjoyed it a lot”. Reorientation as I said closing, the end of the story, how about closing? There was feeling or not?)

S : *Ada*

T : *Ada, dia merasa apa ?*

S : *Enjoyed*

T : *Excited, excited nya enjoyed. I enjoyed it a lot. Itu kenapa ada kata hubung “but” ? karena di depan dan dibelakang ada makna yang bertolak belakang, capek tapi senang. Ini adalah contoh dari recount text. Ok tadi kita sudah lihat recount text bagaimana, structure teks nya bagaimana, sekarang kita lihat recount text itu ternyata ada beberapa jenis, ada 3 jenis recount text, the first is personal recount, the second is biography recount, the third is historical recount. Ok, personal recount kira-kira apa?*

(Excited, excited here is enjoyed. “I enjoyed it a ot”. Why are there conjunction “but”? because in front and behind there was opposite, tired but excited. This is example of recount text. Ok we have seen how the recount text, how the structure. Now we see recount text has the several types, there is three types. The first is personal recount, the second is biography recount, the third is historical recount. Ok, what is personal recount?)

S : *Diri sendiri*

T : *Menceritakan diri sendiri, recount yang menceritakan tentang diri sendiri, pengalaman pribadi, tapi disini pengalaman pribadi belum tentu harus orang si penulis sendiri, bisa jadi dia menceritakan pengalaman orang lain, misalnya pengalaman pamannya yang tertipu, dia ceritakan kepada orang lain, bisa kan ? itu namanya personal recount text, jadi tidak harus writer or speaker tell about his own experience, tidak harus seperti itu, Kemudian biography, masih ingat biography itu apa ?*

(Tell myself, recount that tells myself, personal experience, but here personal experience is not necessarily should author. Perhaps he described the experience of others people, example experience his uncle who cheated, he tell to others people, can ? it is personal recount text, so do not writer or speaker tell about his own experience, do not like that. Then biography, still remember what is biography?)

S : *Identitas, pengalaman orang lain, riwayat hidup.*

T : *Kalau riwayat hidup isinya apa ?*

S : *Pendidikan, tempat tanggal lahir, prestasi*

T : *Gitu ya ? jadi image kalian kalau daftar riwayat hidup buat daftar riwayat hidup memang nama,, tempat tanggal lahir, pendidikan dari SD, SMP, SMA, perguruan tinggi kemudian pengalaman, kemudian menikah dengan siapa, kita lihat apakah biography seperti itu ? let's see, the first, first personal recount, seperti yang kalian sudah tahu tadi personal recount itu adalah recount tentang seseorang, pengalaman tentang seseorang*

makanya disebut personal disini. Recount text which tell about personal experience. Experience apa ? what is experience

(Like that? According to you curriculum vitae is name, place of birth date, education beginning elementary school, junior high school, senior high school, college, and experience, then married. Let's we see what biography like that? Let's see, the first, first personal recount, as you know personal recount is about someone, someone experience so that called personal. Recount text which tell about personal experience. What is experience?

S : *Pengalaman*

T : *Experience itu pengalaman. Tentang pengalaman seseorang, biasanya kita menemukan teks recount tentang personal recount ini dimana ?*

(About someone experience, usually we find recount text about this personal recount where?)

S : *Di buku*

T : *dibuku, buku siapa ?*

S : *Diary*

T : *Diary, yang paling jelas itu diary, ketika kita menulis diary. Dear diary begitu kan ya ?*

S : *Iya*

T : *Dear diary I was upset, this morning I met him but he ignore me. Tadi pagi saya ketemu sama dia. (I met him but she ignore me)*

T : *Ini iksan ya, tadi pagi aku ketemu sama dia tapi dia cuekin aku.. (Iksan ya, I met her this morning but she ignore me)*

S : *Aduuuuhh sedih*

Student laugh

T : *Aku sedih sekali, itu diary. Ketika kita menulis diary we tell everything , every real thing happen with us. Ya kan ? itu makanya disebut personal recount. Ok this one, this is an example. An example of diary. Girls, I need a girl to read !*
 (I am very sad, that is diary. When we write diary we tell everything, every real thing happen with us. Yes ? that is called personal recount. Ok this one, this is an example. An example of diary. Girls, I need a girl to read !

One of female student read the text

T : Ok thank you. This is a girl diary. Disini kita melihat ada past tense ya ?

(here we see was past tense, ya?)

S : Ya

T : *Ini apa yang dia rasakan?*

S : *Canggung. Bingung.* (Awkward, Disappointed)

T : *Canggung, bingung, tidak percaya diri ?*(Awkward, Disappointed, Not Confident)

T : Ok boy !

Male student read the text

T : *Ok apa maksudnya ? what that is mean ? tadi girl nya, sekarang yang boy. Apa katanya ? I*

S : I am Jus

T : Jus Tomat

Student laugh

T : I am just. Apa honor ?

S : Guru honor

Student laugh

S : Honor itu serem bu

T : Itu horor

Student laugh

T : Honor ?

S : Bahenol

T : emm Iksan

Student laugh

T : *Ketahuan ya iksan itu something imagination about bahenol.*

Student laugh

T : Honour itu terhormat.

T : *Siswa cantik yang terhormat. So what can you conclude from this. Kesimpulannya apa ? saling suka tapi sama-sama tidak PD. Ini adalah diary. Laki-laki takut sama perempuan yang smart ya ? biasanya laki-laki suka sama smart girl, tapi ga juga sih biasanya laki-laki suka nya sama yang beautiful girl ya ? kalau perempuan biasanya suka sama smart boy.*

S : Iya iya

T : *Ok ini diary, ini adalah salah satu contoh personal recount, karna dia menceritakan tentang personal experience. Usually you can find this in diary. Ternyata recount text itu ada in our daily life. Tapi kita tidak tahu itu recount text padahal setiap hari yang perempuan-perempuan cantik ini pegang. Ok ini, this is also personal recount text, ini menceritakan pengalaman tentang diving in Bunaken Island. Ini tentang pengalaman*

sesorang. Next is biography, masih ingat tadi. Biography recount is ? who would like to read ? please read !

(Ok this is diary, this is one of example personal recount, because he tells about personal experience. Usually you can find in diary. Recount text was in our daily life. But we don't know that is recount text whereas pretty girl hold. Ok, this is also personal recount text, this is tells experience about Diving in Bunaken Island. This is about someone experience. Next is biography, still remember? Biography recount is? Who would like to read? Read read !)

Bell rings

S : Alhamdulillah

T : Sebentar ya, siapa yang mau membaca ? sedikit lagi (Wait a moment ! Who would want to read?)

One of student read the text

T : Ya, usually popular person, biasanya yang ada di biography itu adalah orang yang terkenal, oran yang bisa kita belajar sesuatu dari dia, biasanya.

(Yes, usually popular person, usually was in biography is famous people, people we can learn something from him.)

S : BJ Habibi

T : *BJ Habibi, the proffesor of Indonesia. This one , kita tahu biography itu seperi apa, menceritakan kehidupan seseorang, ini biasanya start from begining of life, dari lahirnya kapan, kemudian dia lahir dimana, dilahirkan dalam keluarga yang seperti apa kondisinya, kemudian bagaimana prestasinya. Itu insequence, masa kecilnya, masa dewasanya, prestasi apa yang*

dia dapat, kemudian at the end, hasil karyanya. The end of his life seperti apa, penghargaan apa yang dia dapat. Itu biasanya ada dalam biography. Jadi image kalian biography itu adalah curriculum vitae different ya, kalau curriculum vitae itu adalah nama, tempat tanggal lahir dan sebagainya. Tapi kalau ini namanya biography. Next, historical recount, nah ini yang kita harus fokus, karna semester ini recount nya adalah recount tentang historical recount, yang berhubungan dengan historical event, apa itu historical event ?

(BJ Habibi, the professor of Indonesia. This one, we know how biography, tells life of a person start from beginning of life, from when born, then he where he born, was born in what family conditions, then how, his achievement he got, then at the end, his work. The end of his life, award he got. That is exists in biography. So according to you biography is curriculum vitae is different is name, place of birth date and etc. But this is biography. Next, historical recount, we must focus, because in this semester about historical about historical recount, associated historical event, what is historical event?)

S : *History kejadian*

T : *Apa itu historic ?*

S : *Bersejarah*

T : *Bersejarah, kejadian yang bersejarah. Ketika kalian belajar sejarah baca buku sejarah. Itu yang sedang kalian baca adalah historical recount. Jadi apa yang terjadi yang berhubungan dengan sejarah itu yang disebut historical recount. Itu yang*

harus kita fokus semester ini, karna yang diminta itu. Ok any question ? Is it clear ?

(Historic, historic of event. When you study history, read book history. That what you read is called historical recount. We must focus in this semester, because that is requested. Ok any question?)

S : Clear !

T : Are you sure ? what is recount ?

Student silent, not respond

T : Pemahaman juli apa sih recount? (What comprehension of Juli about recount?)

S : *Cerita yang nyata*

T : *Cerita yang nyata, kapan terjadinya ?* (Real story, when did it happen?)

S : *Lampau*

T : *Lampau. Kisah yang nyata tentang seseorang di masa lampau, itu namanya recount text. Ada berapa jenis ?* (Past, real story about someone in past event, that is called recount text. How many types?)

S : *Tiga*

T : *Tiga, apa saja tadi ?*

S : Personal, biography, historical

T : *Pintar* (Smart)

Student cheering and clap hand

T : Now is it clear ? any question ?

One of students raised her hand and ask to the teacher

T : Ya

S : *Semua recount text itu menggunakan simple past tense ?*

T : *Ya simple tense, jadi utamanya simple past tenses, bisa menggunakan tenses lain seperti present perfect , kemarin kita sudah belajar present tense, ketika kalimat itu memang membutuhkan tense perfect, bisa menggunakan simple present ketika kalimat itu membutuhkan simple present. Tapi utamanya digunakan past tense. Yang general use itu simple past tense. Thankyou ! others ? any question ?*

(Ya, simple tense, so the main is simple past tenses, can using other tenses as present perfect, yesterday we learned present tense, when the sentence was need simple present. But the main is using past tense. General use is simple past tense. Thank you ! others? Any question?)

S : No no no

T : No no no, ok thankyou ! sebetulnya ada latihan sedikit but we have not time

S : *Pulang bu*

T : Iya pulang sabar, ini sebetulnya latihan, kita latihannya di buku saja, I need you do homework in your book, ok please open your book open page 45.

(Yes go home, there is exercise, we exercise in the book, I need you do homework in your book. Ok please open your book, open page fourth five.)

S : *Halaman berapa bu ? 45 ?*

T : Yes, 45. Page 45 Look at activity 5, task 1. It work be your homework, what you do ?

S : *Menentukan struktur.*

T : *Ya, menentukan struktur teks, di sebelah kiri ada boxes. Ada blue boxes. you should which one orientation, which one is sequence of event and reorientation. And then put underline to the sentences, sorry to the verb which use simple past tense. So you have assignment, first which one orientation, sequence of events, and reorientation. Second underlined the verb with show simple past tense. Bisa ya ? we will discuss about this. Understand ?*

(Ya, determine structure text, on the left there are boxes, you should which one orientation, which one is sequence of events and reorientation. And then put underline to the sentences, sorry to the verb which use simple past tense. So you have assignment, first which one orientation, sequence of events, and reorientation. Second underlined the verb with show simple past tense. Can you? We will discuss about this. Understand?)

S : Yes

T : Thank you. Good bye, see you next week. Assalamu'alaikum wr wb.

Transcript Data 2

Monday, February 27, 2017.

Time : 13.15 – 14.15 WIB

X-MIA.2

T : Can we start ?

S : Yes

T : Bismillahirrahmanirrahiim, Assalamualaikum wr wb.

S : Wa'alaikumsalam Wr. Wb

T : Good Afternoon

S : Good Afternoon

T : Where are you friends ?

S : Someone was sick miss

T : Sick

One of the male students yelling

S : Woi woi !

T : *Not woi ! Ok today, were day to practice. Apa ini ya ? kalian tuh takut duluan kalau udah gini, oh ulangan, ngga. Kita kan belum practice. Kita berlatih hari ini, yang kemarin kita sudah talking about recount text ya. You remember about recount text is ?*

(Emm not woi ! Ok today, were day to practice. What is it ? you scared first if you have this ! Oh exam, No ! We have not practiced. Today we can exercise. Yesterday we have talking about recount text. You remember about recount text is ?)

S : *Menceritakan kembali pengalaman (Recount the experience)*

- T : *Menceritakan kembali pengalaman, ada berapa macam recount text ? (Recount the experience, How many kinds of recount text ?)*
- S : There are three , biography, personal and history.
- T : *Biography, personal and history. Itu jenisnya yaa, ok ! itu recount text, intinya recount text adalah teks yang menceritakan tentang pengalaman yang sudah dialami. Kemudian ciri-cirinya menggunakan tense apa ?*
(Biography, personal and history. It is kind, ok ! it is recount text, recount text is a text that tells about the experiences that have been experienced. Then the characteristics using tense ?)
- S : Simple past tense
- T : *Good, menggunakan simple past tense, kalau simple past tense verb nya verb ke berapa? (Good, using simple past tense.Simple past tense verb ?)*
- S : Verb two
- T : *Trus strukturnya ? (Then its structure ?)*
- S : Orientation, sequence of events and reorientation.
- T : *Ok ! berarti dibaca ya. (Ok ! you read ya.)*
- S : *Iya*
- T : *Barusan (Right now ?)*
- S : *Iya*
- T : *Ok today we have practice, I have some papers here, I will divide you into groups, one two, three.*
- S : *Sebaris bu (Inline miss)*
- T : *No, sebaris terlalu banyak. 4 sampai 5 orang. Make group of 4 or 5. You can choose your self. Saya yang bagi aja ya. (No,*

inline too much. Four until 5 students. Make group of four or five. You can choose your self. I divide ya.)

S : Yes

T : Ok, group one consists five, group two consists four, group three consists four, group four consists four, group five consists five. Everybody have got a paper. Ok now, listen to me ! Your job is, you have to arrange this paper, each paper consist one paragraph, you have to arrange this six paper into one story, one recount text, arrange this paper into one recount text. Stack it in your paper, affixed using glue, so prepared and then paste it here, then what the function ?

T : *Ini fungsinya untuk apa ? tugas kalian coba tentukan diskusikan mana orientationnya, mana event nya, mana reorientationnya. Kemudian garis bawahi kata kerja bentuk keduanya.*

(What this is function? your job, try to determine which discuss its orientation, its event, its reorientation. And then underline the verb two. Understand ? do you know what you do ? first arrange this paper into one text of recount text, then you have to discuss with your friend, oreintation, events and reorientation. After that underlined verb two. How many verb two are there in the story. Ok?)

S : Yes

T : You can start from now !

T : *Yang sudah aranging, yang sudah selesai menyusun, bilang nanti kita coba stitch by using this one.*

(who finished arranging, we wil try by using this one.)

students doing his/her job in group

S : *Cinema itu film kan bu ?*

T : *Ya, bioskop.*

T : *Guys, listen to me ! untuk menentukan orientation yang mana, event yang mana, reorientation yang mana, kalian tinggal kasih tanda. Tidak perlu ditulis ulang dibawah ya. Kasih tanda paragraph 1, kasih panah orientation. Ok ? kemudian verb 2 nya, hati-hati dengan verb 2 karena bentuk kata ketiga itu verb 3 nya banyak. Ketika menggaris bawah kata benda bentuk kedua hati-hati karna disitu ada beberapa kata kerja bentuk ketiga dan bentuk passive. Hati-hati. Five minutes more !*

(Guys, listen to me ! to determine which orientation, which events, which orientation, you just mark. Does not need to be written. Give sign paragraph one, give an arrow orientation. Ok ? And then verb two, carefull with the verb two because verb three lots. When underlined verb two of noun, carefull because there are several verb forms third and passive forms. Be carefull. Five minutes more !)

T : *Finished ? have you ? The last group has finish ?*

T : *Ok time is over, please stoped your work, come on ! kumpulkan !*

(Ok time is over, please stoped your work, come on ! Ok guys while waiting unfinished. What have you got today)?

S : *How to arrange paragraph, got story.*

T : *How to arrange paragraph, got story. Okey ! How about checking ? when you check friend's work ? how do you feel ?*

S : *Perasaannya biasa saja. (feel ordinary)*

T : *Rasanya biasa aja ? nothing special ? okey hari ini kaian belajar, ketika kita menemukan pekerjaan orang lain kita baru tau ternyata ini salah padahal kalian juga tadi belum tentu bener !*

(Feel ordinary? nothing special ? Ok, today you learn, when we find the work of other people we learned this is wrong, even though you also not necessary true !)

S : Yes, right

T : Guys, you have fun ?

T : *Yes, next week guys saya minta kalian untuk membuat teks, buat dirumah 1 recount text tentang pengalaman pribadi kalian, you can be your bad experience or best experience, minimal 3 paragraph. 3 paragraph itu berarti ada orientation, sequence of events, reorientation, maksimal 6 paragraph. Ok understand ?*

(Yes, next week guys I asked you to make a text, make at home one recount text about your personal recount, you can be your bad experience or best experience, minimal three paragraph. Three paragraph is consists orientation, sequence of events, reorientation, maximal six paragraph. Ok understand ?)

S : Yes

T : *Setelah itu kita sudah punya janji ya di awal semester, kita ada praktek speaking, recount text itu kalian hafalkan nanti kemudian kalian retell to the class. Jadi kaian menceritakan pengalaman kalian sendiri, tidaka akan terlalu sulit. Ok thank you hopefully todays you fun. Assalamu'alaikum wr. wb*

(After that we have an appointment ya in first semester ya, we have practice speaking, recount text that you memorize and then you retell to the class. So, you tell your personal experience, not hard. Ok thank you hopefully todays you fun. Assalamu'alaikum Wr. Wb)

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Appendix 2

Documentation in the Classroom





