

**TEACHER TALK IN ENGLISH CLASSROOM INTERACTION : A CASE
STUDY AT SMA MUHAMMADIYAH 18 SUNGGAL**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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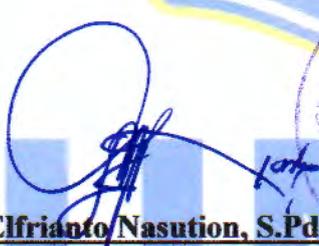
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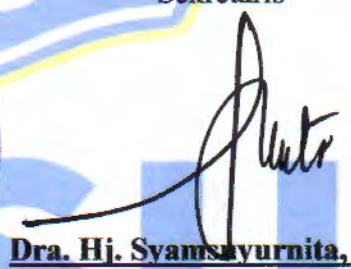
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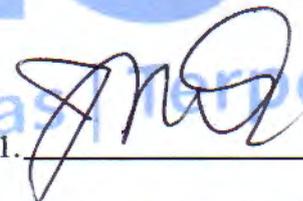
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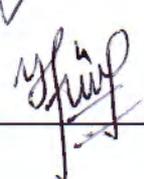

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benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

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ABSTRACT

Nuri, Trysia, Dinda. 1502050073. “Teacher Talk In English Classroom Interaction : A Case Study at SMA Muhammadiyah 18. Skripsi”.English Education Program Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU).Medan, 2019.

This research discussed about the analysis of teacher talk in classroom interaction. The aim of research is to find out the interaction of language used by teacher talk in English classroom interaction. To examine the function of language types used by teacher talk in English classroom interaction. This researcher employed descriptive qualitative method. The source of the data was obtained by recording the English classroom at SMA Muhammadiyah 18. The analysis of data used the technic analysis data purpose by Sugiono. The result revealed the researcher also found that the parts of the teacher talk used by the teacher were able to assist students in understanding the material being studied and were able to increase the activeness or contribution of students in the process learn how to teach. It can be concluded that the teacher who teaches speaking skills to eleventh grade students of SMA Muhammadiyah 18 has used parts of teacher talk well. After that, the parts of teacher talk that are used by the teacher have been able to increase the activeness of students about the material of speaking ability in interacting in class during the teaching and learning process.

Keywords: English, classroom interaction, teacher talk

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Finally, the researcher hopes that this study will be useful for the readers and for herself, especially the students of English Education Program who want to do similar research. May Allah the Almighty bless all of us.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Teacher talk is giving direction to students, explaining learning activities, confirming student understanding to identify the parts of teacher talk that arise during learning activities take place. in the use of English here the teacher interacts with students using the mix language, students become easy to understand and can also follow what is conveyed by the teacher. then we can see that the class becomes relevant and also conducive, then the parts of teacher talk can be used by the teacher to increase student activity, interact with students, and there is feedback between the teacher and students in the teaching and learning process.

Classroom interaction is an interaction between teacher and student, or between students and students. This interaction occurs because of a problem faced by both, then decides to exchange thoughts or share opinions on a topic discussed. Interview class involves two main skills in learning, namely listening ability and speaking ability. From these two skills you can get a data about student opinion and about the teacher. Classroom interaction can occur when a teacher or student does a question or gives answers, comments, and opinions from a question that was thrown. The ability of a student who can answer or give an opinion to a question that is throw is an interaction that occurs in the class, because of the reciprocity that they have done.

When the learning process will take place, the teacher will usually start with a new material. Where from the material the teacher develops it to a wider extent, then in the middle of learning the teacher will try to throw a question to the student where the aim is to test the students' abilities and understanding of the material presented. Or usually students will try to ask the teacher when students find a difficulty or a confusion from the material delivered by the teacher. The description above is an example of a classroom interaction.

Malamah (2001) defines that Classroom interaction in which there is a reciprocal action between teacher and students; the teacher action is influenced by students reaction . That shows that there must be a reaction that occurs between teachers and students and vice versa. Because if only the side of the party starts and there is no response, it is not an interaction that should be. Where when a student gives a problem that cannot be solved alone, then the teacher gives a way or enter the problems faced by students. From there it is said that there is an interaction in the classroom.

Chaudron(2000) claimes that Interaction in the classroom also relates to classroom instruction in order to convey information from the knowledge able teacher to "empty" and passive students. Therefore, the interaction between teacher and students can also be said as classroom interaction. It shows that an action that occurs in the classroom during the learning process is related to a goal to convey or inform something to students and teachers. Usually it is like a time when a teacher is delivering a material about learning material which aims to get responses from students.

Interaction in the classroom has played a significant role. Everybody may learn something better if he or she experience it by himself. When the students are engaged in direct classroom activities, they will learn better. It is also stated that learning successes are determined by the quality of interaction between teacher and student during the learning activity. The students who are active in conversation through talking turns may develop their language it is suggested that it is not necessary for the teacher to dominate the classroom interaction but it is necessarily recommended to have a good interaction with student. Taking into consideration of the significant role of classroom interaction in teaching and learning process. Therefore it is very important to explore the interaction in English as a foreign language classroom.

However, the interaction in a language classroom is very complicated. Many problems appeared to develop teaching learning process through a communicative interaction because students get a difficulty in expressing themselves in using English language which is not their mother tongue. The teacher uses a mix of languages between English and Indonesian, using a mix language interaction in the classroom will be relevant because the teacher will use English and translate using Indonesian. it makes it easier for students to interact more with the teacher more easily to understand also students can have new vocabulary every day. Teacher and student interactions play an important role in learning and teaching. The teacher must also open the lesson using greeting students, reviewing the material, introducing the new material, giving direction and instruction encouraging and motivating, giving advice and closing the class.

B. The Identification of the Study

Based on the background of the problem described above, it can be identified as follows:

1. The students has difficulties speaking fully in english in classroom interaction
2. The students are laek of motivation to speak English when they were studying in classroom

C. The Formulation of the Study

This study focuses teachers talk in English classroom interaction. The problem in this study is formulated in the following questions:

1. What type's of teachers' talk used in English classroom interaction?
2. What are of the functions of teachers' talk functions in English classroom interaction?

D. The Objectives of the Study

The objectives of this study can be described based on the statement above that can be stated as follows:

1. To find out the type's of teachers' talk in English classoom interaction.
2. To know the teachers' functions used in English classroom interaction.

E. The Scope of the Study

This study focuses on the use of teacher talk in the interaction between teachers and eleventh grade students at SMA 18 Muhammadiyah. Teacher talk

research has seven types based on nurpahmi theory, including greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice and closing the class by the teacher in interacting with eleventh grade students in high school Muhammadiyah 18 sunggal.

F. The Significance of the Study

The significance of the problems can be theoretically and practically.

a. In theoretically

Theoretically, the results of this study are expected to provide descriptive qualitative speaking skills in the development of language studies, especially in teachers and students in the ability to have feedback in the classroom. The findings of this study are expected to add new knowledge about teacher talk. In addition, this research can be a reference for further studies. This research is expected to be able to enrich the ability to interact with students in understanding the material being studied and be able to increase activity.

b. Practically

1) English teacher; it as a source for teaching materials, especially about teacher talk.

2) English learners; The results of this study are beneficial for English students to improve their ability to speak and interact during the teaching process.

3) Other researchers; the results of this study are a reference for further research for other studies

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, it is important to present several theories related to this research to get the same perception between the writer and the reader. This chapter presents research theories to provide some of the clearer concepts being applied in this research relating to interactions, especially teacher talk. Thus, the following theories are aimed at a clear explanation of this research.

a. Teacher Talk

Allwright (2001) defines that teacher talk is one of significant ways teacher uses to deliver information and control learning behavior of student. teacher talk is giving direction to students, explaining learning activities, confirming student understanding to identify the parts of teacher talk that arise during learning activities take place. in the use of English here the teacher interacts with students using the mix language, students become easy to understand and can also follow what is conveyed by the teacher. then we can see that the class becomes relevant and also conducive, then the parts of teacher talk can be used by the teacher to increase student activity, interact with students, and there is feedback between the teacher and students in the teaching and learning process. Teacher talk appeared in giving direction and information, while in discussion the student took most of the time talking. It seems that the categories such dealing with feeling, praise and

encouragement, using ideas of students, and asking questions are used by the lecture to motivate and stimulate the students so they have opportunities to express their ideas. In fact, the positive ways of the lecture delivered her ideas to the students active learning (Nunan 1999;32). Involving students in interacting during the teaching and learning process, teachers are expected to use teacher talk in interacting aimed at making the beginning of learning more relevant and also making students feel excited and happy. then, the teacher can also understand students more than teacher talk because teacher talk has 7 parts that are very important for the process of interaction during teaching and learning. The result of the research shows that there are some kinds of teachers' talk argued from SitiNurpahmi performed by the teachers during classroom interaction, they are:

1. Greeting students
2. Reviewing the previous material
3. Introducing the new material
4. Giving direction and instruction
5. Encouraging and motivating
6. Giving advice
7. Close the class

Interaction in the classroom can improve the development of language skills which are very important to talk and listen among students. This tool helps students to be active enough to think critically and share their views between them. so, this research talks about the teacher giving praise, asking questions, and encouraging. the question categories submitted to students dominate encouraging

and also useful questions. the teacher asks questions to students meaning that students can respond well by talking excitedly. The teacher also gives a speech that makes students excited in responding to the learning that will be learned. then the teacher can use student talk in interacting in class to express students' problems such as lack of vocabulary, inefficiency, inability to form ideas in the form of English.

Sardiman (2001) argues that interaction is the reaction of education if consciously has a goal to educate, to deliver students towards maturity. When a teacher teaching the material in the classroom, the teachers must to know how to be easy when deliver the material and the students can get the information from what teachers talk in conveying the material. All the activities between teacher and students in the classroom is the reaction from interaction when discuss the material.

Soetomo (2006) divides that teaching and learning interactions are reciprocal relationships between teachers (instructors) and children (students) who must show the existence of an educational relationship (educating). Where the interaction must be directed at a specific goal that is educational, namely the change in behavior of students towards maturity. In the learning process between educators and students there must be interaction. Education is basically an interaction between educators and students, to achieve educational goals, which take place in certain environments.

This environment is regulated and monitored so that learning activities are directed according to the purpose of education. Education serves to help students

in their development, namely the development of all potential, skills, and personal characteristics in a positive direction, both for themselves and their environment.

Brown (2004) argues that In learning whose activities are solely centered on the teacher, in general there is a process that is the presentation or delivery of content or learning material. In this kind of learning practice, the full activity is on the part of the teacher in question, while students only receive and are given learning which is also called passive students. The teaching and learning process carried out in the classroom so far is often one direction where students only listen to what the teacher has to say. Therefore, students are more actively involved in interacting with teachers or between students.

To create effective learning conditions, everyone needs to know what learning really means. Learning is an active action to understand and experience something. Learning is due to the interaction between stimulus and response. The learning process occurs if the child responds to the stimulus (stimulus) given by the teacher, in addition to achieving effective learning students can also be guided by the teacher from the previous knowledge they have stored in their memories and thoughts (cognitive) using theory and the right learning method. Every learning process the teacher must have new ideas to make students not monotonous in delivering material, students must also take active learning and also be able to develop the content of the material provided by the teacher.

b. Classroom Interaction

Allwright (2001) defines that the study of classroom interaction is the study about communication system. In the classroom research case, interaction analysis usually involves the analysis of spoken language as it's used in classroom between teacher and learners .spoken language is also an important part of the identities of all participants. The response given can be in the form of knowledge up to the things that are the result of consideration. So asking is an effective stimulus that encourages thinking skills. asking can also encourage students to engage in critical thinking through the questions that the teacher throws at his students.This is because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable response can be avoided. as we know classroom interaction is very important role in this research because teacher talk can function in teaching the ability to interact with students which is applied to the seven parts of teacher talk that are very important, interaction in the classroom must have an effective atmosphere so students can be more excited in the process learn how to teach.

Englehart (2009) claims teaching and learning process is suggested not to focus only on the mater of passing the knowledge. However it must also take into consideration on the presense of appropriate classroom management. This is due to the fact that appropriate classroom management may yield students' convenience to follow the entire learning process from the beginning till the end

of the learning session. Besides this is also one way to generate good classroom interaction which possibly determines students learning outcome.

If students are not given apperception, of course they will be difficult to associate what they will learn with what they have mastered and learned before. Self-motivation is a very important thing for them to have when the learning process takes place. There will be no students who interact positively in learning if they do not have the motivation to learn. Motivation is like a driving machine that will help students participate in learning activities with a feeling of 'enjoy' and happy without burden. Learning objectives to be achieved can be conveyed during the interaction of the learning process by the teacher in a variety of ways, which is important, students know what they will have to master after participating in a learning activity. Their learning and learning efforts will be directed towards achieving them.

Edwards(2001) argues that classroom interaction pattern has long been investigated and it is worth being studied because their great impact on either facilitating or inhibiting students' language acquisition. Traditional language classroom interaction usually characterized by a rigid pattern, particularly the act of teacher in the process of teaching and learning. Teachers in this case are usually the ones who select and initiate topic for conversations and restrict students' responses. Thus, having a look at such phenomena it is found that teachers still take most dominant role in the lesson. This is because they think that close and persistent control over the classroom interaction is a precondition for

achieving their instructional goals and students' unpredictable response can be avoided.

Next the teacher must motivate students, Effective teachers are teachers able to motivate students who are not motivated, and able to maintain the motivation that students have to continue to survive and even become stronger. Various ways can be done for this. Experienced teachers will be able to use various opportunities that exist during the interaction process in learning to motivate students to learn.

Conclude learning, Concluding questions on learning, indeed as far as I know, our teachers often lack attention, even though this activity is an important activity that must be done when interacting with students. The activity concludes that learning is done in the last minute before the bell or bells of the time provided for our subjects are sounded. Maybe this is also what some teachers did not have time to invite students to conclude learning. The first key before we can conclude learning well is the availability of adequate time. Usually it takes 10 minutes to 15 minutes for the activity at the end of this lesson so that students can conclude the new learning together. Any conclusions taken when related to content must be returned (referenced) to the learning objectives that have been delivered at the beginning of the learning activity.

B. Types of Teacher Talk

1. Greeting Student

greeting student is an important part of teacher talk that can make the beginning of learning feel happy and also enthusiastic because the teacher greets students at the beginning of the learning by asking the news and also encouraging the beginning of learning. The purpose of "greeting" is to open a conversation, give greetings that adjust to the time, or to close a conversation.

Rasyid (1997: 7-8) defines that talking is one of the most outstanding behaviors revealed by teachers in the classroom which may become the most difficult thing for teachers to avoid. related to greeting in teacher talk, terms of the function of teacher talk in teaching and learning classroom interaction, distinguishes the teacher talk into indirect and direct teacher talk. Indirect teacher talk covers four areas of teaching and learning process, that is (1) accepting students' feelings, (2) stimulating students' motivation and interest, (3) using students' perception, and (4) offering questions. Direct teacher talk may come out in terms of (1) informing something, (2) giving direction, and (3) justifying students' authority.

WinaSanjaya(2005) defines in the book Learning in the Implementation of Competency-Based Curriculum, good questions have a positive impact on students, including:

- 1) Can increase student participation in full in the learning process.
- 2) Can improve students' thinking skills, because thinking itself is the essence of asking.

- 3) Can arouse student curiosity, and guide students to determine answers.
- 4) Focus students on the problems discussed.

Use of questions clearly and concisely, Teacher's questions must be clearly and briefly expressed using words that can be understood by students according to their level of development. The teacher must also give questions according to the content of the material in each learning process, the questions that the teacher will give must also include the development of the abilities of students by aiming to encourage students to be more active, making students think according to their abilities.

Teaching and learning is a complex activity. Considering teaching and learning activities are complex activities, it is not possible to show and conclude that a certain teaching and learning method is superior to other teaching and learning methods in an effort to achieve all lessons, in situations and conditions, and forever. For this reason, the following methods will be discussed that can be used in educational learning, such as the lecture method, the discussion method, the group method and the mixed method. Learning methods are ways or techniques of presenting learning material to be used by the teacher when presenting learning material, either individually or in groups. In order to achieve the learning objectives that have been formulated, a teacher must know various methods. By having knowledge of the nature of various methods, a teacher will more easily determine the method that best suits the situation and conditions. The use of teaching methods is very dependent on learning objectives. Teaching and learning activities that give birth to the interaction of human elements are as a

process in order to achieve teaching objectives. One effort that the teacher has never left is how to understand, the position of the method as one of the components that took part in the success of teaching and learning activities. And the analysis conducted, was born an understanding of the position of the method as an extrinsic motivational tool, as a teaching strategy and as a means to an end. Learning or learning is an activity that we must do and we give to our children. Because it is the key to success to reach a bright future, preparing the nation's generation with high scientific insight. And in the end it is hoped that it will be useful for the nation, state and religion. Seeing the vital role of education, implementing effective and efficient methods is a must.

2. Reviewing the Previous Material

reviewing the material includes a part of teacher talk that aims the teacher can review previous material or new material. the teacher can know the extent to which students understand the material that has been given to students, so the teacher is more easily informed of the development of student knowledge has the extent to which students understand the previous material and also new material. reviewing the material relates to the teaching and learning process in the classroom, conveying new material and explaining to students by answering questions, asking students what they do not yet understand the material. teachers are required to provide an explanation each teacher provides new material, this research the teacher has delivered the material in accordance with the teacher talk

during the teaching and learning process in the classroom. Sugandi (2000) argues that Learning is done consciously and planned systematically;

1. Learning can foster student attention and motivation in learning;
2. Learning can provide students with interesting and challenging learning materials; Learning can use appropriate and interesting study aids
3. Learning can create a safe and pleasant learning atmosphere for students;
4. Learning can make students ready to accept lessons both physically and psychologically.

The response of students meant here is students' responses to the learning that has been done, especially the learning questions used. good questions can give a positive response to students after they take part in learning activities. Students besides being students are also a measure of the success of the learning process. Therefore the response and responses of students about the learning process can be information about how the application of anomalous exchange works.

Cooter (2013) defines that Understanding the teaching and learning response of students who are slow to learn who have low or little learning achievement below the average of children if students are slow to learn given a question which according to him is difficult because students' IQ is slow the learner is below the average compared to normal children in general and when learning in class is very different from regular students. The response of students meant here is students' responses to the learning that has been done, especially the learning questions used. good questions can give a positive response to students

after they take part in learning activities. Students besides being students are also a measure of the success of the learning process. Therefore the response and responses of students about the learning process can be information about how the application of anomalous exchange works.

The response in the process is preceded by someone's attitude, because attitude is a person's tendency or willingness to behave if he faces a certain stimulus. So talking about the response or not the response can not be separated from the discussion of attitude. Response also means a behavior or attitude that manifests well before a detailed understanding, assessment, influence or rejection, like it or not and the use of certain phenomena. Changes in attitude can describe how students or groups of people respond to certain objects such as environmental changes or other situations. The attitude that appears can be positive that tends to like, approach and expect an object, someone is called to have a positive response seen from the stages of cognition, affection, and psychomotor. Conversely someone has a negative response if the information listened to or changes in an object does not affect action or even avoid and hate certain objects.

There was seven types of classroom interaction that teacher doing when teaching learning process in the classroom. They are greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice, closing the class. Shah (2004) claims that on positive traits characterized by an attitude of accepting, admiring, showing attention, while a negative attitude is characterized by an attitude of refusal, showing avoidance, not respecting and indifferent.

Individuals who have received stimuli or stimuli, both from within the individual or from outside, it appears that the individual has responded to the existing stimulus with a particular method or indicator. Individuals respond in the form of expressions, or are manifested in behaviors or actions both positive and negative in response to a stimulus. The response indicator is not separated from three aspects, namely cognitive, affective and conative aspects.

Student responses are responses given or shown by students in teaching and learning interactions and educative in nature. The response is shown by students in the interaction of teaching and learning through scientific attitudes as a form of open behavior and forms of closed behavior which are measured by several questions. the interaction between the teacher and the student must get a reciprocal response because the teacher needs feedback from the students, so they can know the extent of the ability of the students who have been given the material.

Albert (20013) defines thatt response is a psychological-metabolic reaction to the arrival of stimuli, some of which are automatic, such as direct reflection and emotional reactions, those that are controlled. the response given by the teacher through the material and received by the students, then the teacher gives a question so that there is a reciprocal response between the teacher and students. Response also means feedback (feed back) which has a large role or influence in determining whether or not good communication. Feedback plays a very important role in communication, because it determines the continued

communication or cessation of communication launched by the teacher (communicator).

Therefore, feedback can be positive, it can also be negative. Positive feedback is a response or response or communicant reaction that pleases the communicator, so communication runs smoothly, otherwise negative feedback is the communicant's response that is not pleasing to the communicator, so communicators do not want to continue their communication. Learning is an attempt to make students learn or an activity to teach students.

3.Introducing the New Material

introducing new material by the teacher each time starting learning and explaining from the new material It's important to think through what you will be doing during the intro to new material and what your students will be doing during the teaching and learning process in the classroom. explain new material by involving students so students can better understand the contents of the material, and make students more active in interacting.Sardiman (2011) argues that teaching is also interpreted as an effort to create an environmental system that is allowing the learning process to occur, learning as an activity that cannot be separated from teaching activities. teaching is providing conducive conditions, while those who play an active role and do a lot of activities are students, in an effort to find and solve problems. The term teaching shifts to the term learning, which can be interpreted as a process of environmental regulation that is directed

at changing student behavior towards a positive and better direction in accordance with the potential and multiplication that students have.

teaching can be interpreted as conveying the contents of the material to students, to help students develop abilities that exist in him. Therefore, the teacher must be able to make students expand the content through the questions given by the teacher. complex activities carried out by the teacher in conveying knowledge to students, resulting in a learning process. Complex activities in question include arranging student learning activities, utilizing the environment (both in class and outside the classroom), and providing stimuli, guidance guidance and encouragement to students.

Rohani (2004) claims that teaching is a process of guiding learning experiences. Experience itself is only possible if students with their own activities react to their environment. For example, if a student wants to solve a problem then he must think according to certain steps. teach a teacher's business that regulates the environment so that the best situations and conditions are formed for the child being taught, so that learning can not only take place for a group of students outside the classroom or in other places that enable the student to learn.

4. Giving Direction and Instruction

Directions can be challenging to teach however its practical uses are readily understood by students and there are many fun activities that can be incorporated into lessons to make them more enjoyable. the direction that occurs in the classroom has a lot that can be done by the teacher, such as giving direction

or instructions to open a book to find out new material, or giving a cue every time you want to give a listening problem the teacher will say "i will read the dialogue twice, listen carefully". Prayitno (2011)devidesthata direction that contains lessons learned and good from the speaker that can be used as reference material or a reason for the speech partner to do something, form orders to others to take certain actions by giving instructions and ways. Interaction in the classroom has played a significant role.

Everybody may learn something better if he or she experience it by himself. When the student are engaged in direct classroom activities, they will learn better. It is also stated that learning successes are determined by the quality of interaction between teacher and students during the learning activity. The student who are active in conversation will have less opportunity to learn.teacher supplies more speech rather thanstudents in classroom interaction. It is obviously reasonable since the teaching under theteacher overall guidance takes, not surprisingly, 70% of the utterances in most classroom.This can be clearly illustrated in the following three main parts of the exchange classroom interaction:

1) Initiation. The teacher takes the initiative by requiring something of the studentsthrough a question. The move starts of the exchange; the teacher acts a leader.

2) Response. The students answer the question whatever is required. So the move respondstoteacher's initiation; the students act as follower.

3) Feedback. The teacher does not directly take another initiation, but she/he gives feedback to the student's response whether it is acceptable or not.

5. Encouraging and Motivating

Encouraging and motivating is learning that can make students active and involved in learning, good learning must be able to provide the right stimulus to make students really want to involve themselves in learning so that the potential achievement of the planned indicators in each learning can be achieved. The diversity of student characters in a class makes the teacher must be able to read and understand the character of these students so that learning planning can be arranged in such a way as to accommodate all the characters possessed by students so that they can be successful in participating in learning.

One method that can be done by a person to arouse enthusiasm and enthusiasm of students in learning is the ability of teachers to provide motivation or reinforcement in the learning process. Motivation itself in its understanding is divided into two areas, namely intrinsic motivation or commonly said to be motivation that originates within students, while extrinsic motivation is a form of reinforcement or motivation that comes from outside of students. Basically, motivation that can be given by teachers is extrinsic motivation but it is not impossible that extrinsic motivation is accumulated by students into an intrinsic form of motivation. Talking about the benefits of motivation and reinforcement there are several benefits of providing motivation for students both in teaching and learning activities and in activities outside of learning.

Simamora (2004: 523), argues that is besides being beneficial for students, motivation is also beneficial for teachers, which are as follows:

- 1) Generating and maintaining students' enthusiasm for learning to succeed.

2) Student learning motivation in various classes, some are indifferent, some are not focused, there are those who play beside those who are eager to learn.

3) Increase and make teachers aware of choosing between various roles such as advisors, facilitators, instructors, discussion partners, encouragement, teacher educators.

Teach students not to give up easily "Don't be afraid to fail, have to be brave and see a problem as a challenge not an obstacle, every problem has a way out" are a few motivational words that can arouse the student's fighting spirit so that he will not easily give up with the various problems he faces. Because as we know that the biggest enemy in self is fear / giving up easily, with good motivation students will not be easily discouraged if faced with a variety of things, for example lessons they find difficult, competition etc.

6. Giving Advice

As educators, the main task of teachers is to provide useful knowledge for the future of children. In addition, a teacher is also expected to be able to provide moral education and courtesy to children, ask when children experience difficulties in teaching and learning, motivate learning, provide direction for learning activities, provide facilities for children's learning processes, and as an intermediary for learning difficulties as well as getting along that a child might face at school. In addition to its role towards students, teachers are also required to provide child development reports to their parents and discuss with parents if

there are problems relating to children in school. It is better if the teacher also makes regular home visits to find out how his students are developing at home.

Widada (2000) devides that a form of command to others to take certain actions by giving instructions and other ways. In order for the role of teacher and parent to function optimally, good cooperation is needed between the two. Always communicate the progress of your child's education by asking the teacher at his school. The teacher tells students not to be late for class containing disciplinary advice for their students. If they are aware of the importance of this, they will try to do what the teacher advises. Just imagine, if only a student who had graduated and happened to have gotten a late job entered the office? This is something funny. Habits when school is carried to work. Gratitude that at school, for example being late would have been advised but if in the world of work it could be directly scolded or perhaps expelled from work.

7.Closing the Class

In learning activities, teaching does not merely tell learning material to students, but learning requires mental involvement and the actions of students themselves. If a teacher only provides an explanation and demonstration it will not produce optimal learning results. Actually the optimal learning outcomes will be obtained if a learning process involves students to work and develop their creativity. In the learning process students are often found to be passive and do not want to participate. When things are found like that then as a motivator the teacher must be able to motivate students to always be enthusiastic in participating

in learning until the end of the activity students are able to achieve the competencies that have been learned. What is meant by closing the lesson is not to say a final greeting and hamdalah or prayer at the end of each learning activity, because these activities are supposed to be done every end of an activity.

However, what is meant by the skill to close the lesson is the teacher's activity to end the lesson by restating the subjects so that students get a complete picture of the subject matter and learning outcomes that have been learned. Closing the lesson is the teacher's attempt to provide a comprehensive picture of what has been learned, an attempt to find out the student's success in absorbing the lesson, and determine the starting point for the next lesson. The activity of closing the lesson can also be imagined as the exit for a teaching and learning activity. The exit can give various impressions and messages to students. Meanwhile, as an inspirator, teachers must also be able to explore and develop inspiration that students have, so that students can optimally demonstrate their abilities. Simply put, all of the above concepts can be applied in teaching and learning activities ranging from opening skills, processes and closing skills.

The skill of closing a lesson has several objectives including:

1. To find out the level of success of students in learning subject matter
2. To measure the extent to which learning objectives and indicators have been achieved
3. Evaluating the success of educators in applying the lesson plans that have been prepared previously

4. Get additional material for improvement in further teaching Help students learn about the relationship between the experiences they have mastered with the things they have just learned
5. Organizing all learning activities that have been learned to be meaningful to understand the essence of the lesson
6. Give motivation to students to be more enthusiastic at the next learning meeting

C. Previous Relevant Study

There are several relevant studies related to speech act analysis. Relevant studies have a relationship to provide interaction in teacher talk. gebhard (2006) argues that teacher talk is undeniably essential feature in relation to classroom interaction. in his research have similarities with my research that teacher talk has a very important relationship in the process of teaching and learning, teachers and students enter into social relations that are equally real to each other, but, in the sense of education, it is an artificial environment for teaching, learning.

Allwright (2001) defines that the study of classroom interaction is the study of communication systems. In the classroom research case, interaction analysis usually involves the analysis of spoken language as it's used in the classroom between teachers and learners. spoken language is also an important part of the identities of all participants.in this research, that interaction in the classroom means that the communication system between teacher and student can

be an effective class. in this study the interaction between the teacher and students aims to find out how well the child understands the lessons.

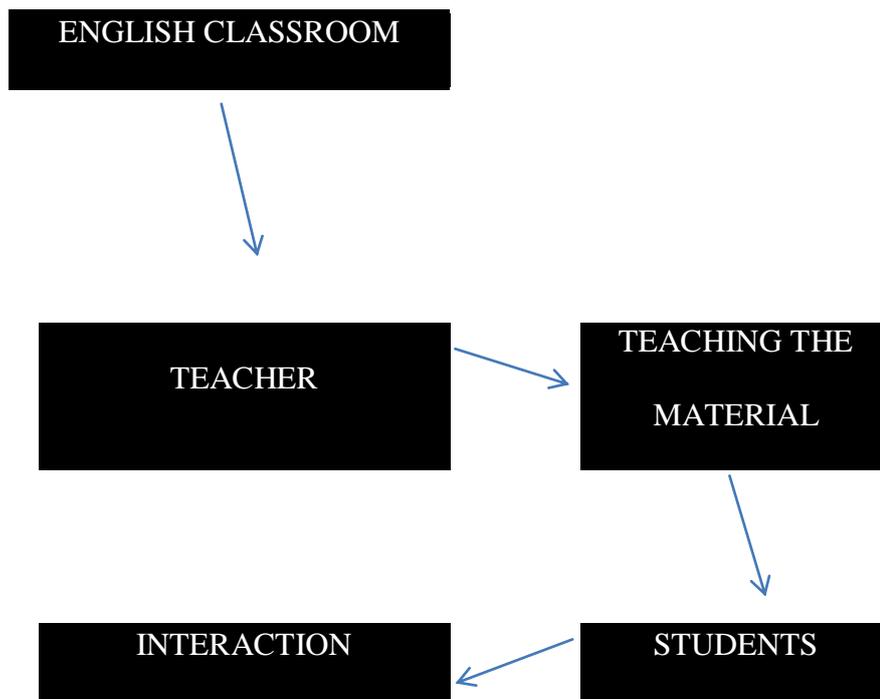
Soetomo (2006) divides that teaching and learning interactions are reciprocal relationships between teachers (instructors) and children (students) who must show the existence of an educational relationship (educating). Where the interaction must be directed at a specific goal that is educational, namely the change in behavior of students towards maturity. In the learning process between educators and students there must be interaction. Education is basically an interaction between educators and students, to achieve educational goals, which take place in certain environments. this research brings interaction in teaching and learning shows that there is feedback between the teacher and also students so that the class becomes effective.

So, the researcher took this subject about teacher talk in classroom interaction for eleventh grade students at SMA Muhammadiyah 18 Sunggal. These studies have some relevance to teacher talk research in classroom interaction with interactions between teachers and students in the use of teacher talk. In this study, researchers will analyze the type of teacher talk used by teachers as teaching and learning during the teaching and learning process in the teacher talk process by applying nurpahmi theory. Then find out how to use teacher talk by the teacher in the classroom interaction process at SMA Muhammadiyah 18 Sunggal.

D. Conceptual Framework

In the teaching and learning process in the classroom, a teacher must be able to carry out his duties as a teacher should. Starting from enter the classrooms, delivering material, motivating students to be more diligent, and closing at the end of learning. All that is done by the teacher will cause a reaction from students, for that a teacher must be able to convey teaching material with good, so students can easily understand it and not be confused when working on practice questions. From the learning process that is done well, it will lead to a response from students to the teacher, such as asking, giving advice, giving comments, and all of that includes the interaction between the teacher and students during the learning process.

In this research, the teacher talk process analysis is based on theorinurpahmi. Researchers are interested in analyzing the teacher talk process because it is made up of ineffective and effective interactions that are used by the teacher and students in the teaching learning process. So, researchers believe that in the teacher talk process conveying interaction. Classroom interaction in this analysis, there will be found different contexts. There will be challenges to determining the context of the conversations used by teachers and students. This research intends to describe the types of teacher talk, and to analyze the use of teacher talk in the classroom interaction process by teachers in the eleventh grade of Muhammadiyah 18 Sunggal High School.



CHAPTER III

RESEARCH METODOLOGY

A. Research Design

This research was conducted in qualitative descriptive method. The core of this research is focused on teacher talk and interaction based on situations in classroom interaction. In general, teacher talk is not effective teaching, so researchers analyze the type of teacher talk and the use of teacher talk in teaching and learning in the classroom. Research to identify teacher talk is used by teachers in teaching and learning in the classroom. This research resulted in new findings on how teachers use teacher talk to interact with eleventh grade students of SMA 18 Muhammadiyah. The results are presented in the form of a description of the findings and the researcher makes an accurate explanation of the analysis found in the study.

B. The Source of the Data

As a source of data, researchers confirm with the teacher to help researchers obtain recordings of teacher talk in the teaching and learning process. The research data was taken from scripts based on the recorded records. teacher talk that there is feedback between the teacher and eleventh grade students of Muhammadiyah 18 Sunggal High School. The manuscript consists of several class interactions, two to four drug cases with a duration of twenty five minutes to forty-five minutes.

C. Technique of Collecting Data

Data is collected by doing documentary techniques. Documentary techniques such as recording and analyzing all references to gather necessary information.

In collecting data, there are several steps to collect data as follows:

1. Confirmation with one of the English teachers at SMA Muhammadiyah 18 Sunggal to get the recording as data.
2. Listen carefully to the recording to write the script what the teacher and student conversation, the researcher believes in recording the interaction of conveying teacher talk.
3. Gather scripts about conversations spoken by the teacher and students to find out the teacher talk.

D. Technique of Data Analysis

In analysis the data, the researcher used some steps based on theory of Sugiyono (2016) claims that “a research method that is based on positivist philosophy, which is used to examine the conditions of natural objects, (as opposed to experiments) which is where the researcher is a key instrument, from taking samples of data sources by means of purposive and snowball, triangulation data collection techniques, analysis of data that is inductive or qualitative, and the results of qualitative research emphasize the meaning of generalization”. Based on this, researchers chose this technique because this technique can involve things

related to techniques that can be used in anomalous exchange that interact between teachers and students.

In analyzing data, the techniques used are based on procedures for systemic functional linguistic analysis, investigations into complex clausal relationships. Moleong (2002) argues that the data analysis is the process of arranging data sequences, organizing them into a pattern, category, and basic unit of description. the process of describing data by presenting it in the form of a frequency table or diagram with a variety of measures of central tendency and dispersion size. The aim is to understand the characteristics of sample data from a study.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were obtained from the teacher student interaction in English classroom. The researcher recorded to process of teaching learning in english classroom interaction in english classroom. When teaching material, sometimes the teacher speaks Indonesian and sometimes speaks English, but always mixes languages to help students easily understand what the teacher is saying. students become easy to interact with the teacher during the teaching and learning process and the class becomes effective. Afterward, the examples of teacher talk type used by the teacher in interaction with eleventh grade students at SMA Muhammadiyah 18 Sunggal.

Celcia Murcia (1989) defines that In terms of the function of teacher talk in teaching and learning classroom interaction, distinguishes teacher talk into indirect and direct teacher talk. Indirect teacher talk covers four areas of teaching and learning process, that is (1) accepting students' feeling, (2) stimulating students' motivation and interest, (3) justifying students' authority. Furthermore, assumed that teacher supplies more speech rather than students in classroom interaction. It is obviously reasonable since the teaching under the teacher overall guidance takes, not surprisingly, 70% of the utterance in most classroom. This can

be clearly illustrated in the following three main parts of the exchange of turn in classroom interaction:

- 1) Initiation, the teacher takes the initiative by requiring something of the students through a question. The move starts of the exchange; the teacher acts a leader.
- 2) Response, the students answer the question whatever is required. So the move respond to teacher initiation; the students acts as follower.
- 3) Feedback, the teacher does not directly take another initiation, but she/he gives feedback to the students response whether it is acceptable or not.

B. The Data Analysis

Based on the data analyzed to answer question in formulation of the problem teacher's talk in classroom interaction during the teaching and learning process in the classroom, there are 7 parts. According to Nurpahmi's (2017) they are 7 part teacher talk (1) Greeting Students, (2) Reviewing the previous material, (3) Introducing the new material, (4) Giving direction and instruction, (5) Encouraging and Motivating, (6) Giving Advices, (7) Closing the class. After analyzed the kinds of teacher talk the researcher analyzed how the use of teacher talk is realized by teachers in interactions during the teaching process in the classroom. Furthermore, if we pursue the case for replicating communicative behaviour outside teacher talk the classroom interaction, there are a number of characteristics of teacher talk which we might identify as being communicative, some of these are:

1) the use of 'referential' question, where the teacher he or she asks the class something to which he or she does not know the answer, and which therefore has a genuine communicative purpose. this is in contrast to typical 'display' question to which the teacher already has the answer and only asks so that the class can display their understanding or knowledge. insight from analyses of discourse inside and outside the classroom have revealed very marked differences between typical classroom talk and non-classroom talk in this respect.

2) content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says-the message-rather than on the form.

3) the use of speech modification, hesitations, and rephrasing in the teachers's own talk.

4) attempts to negotiate meaning with the students, e.g. through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

The types of teacher talk:

1) Greeting students

greeting student is an important part of teacher talk that can make the beginning of learning feel happy and also enthusiastic because the teacher greets students at the beginning of the learning by asking the news and also encouraging the beginning of learning. The purpose of "greeting" is to open a conversation, give greetings that adjust to the time, or to close a conversation.

Extract 1:

before we start our lesson please make your uniform tidy, remember before learning to try tidying the clothes, check each other's uniforms. Assalamualaikumw.rwb, good morning class? How are you all ?

Extract 2:

oke, I want start lesson today, assalamualaikumwr.wb, before we start our lesson let's pray together. good morning class?, how are you today class?

Analysis:

based on the extract, teachers open learning based on teacher talk begins with greeting and asking their feelings today, asking about news and also giving a good impression. between the first class and the second class, researchers see that the teacher uses greeting students and we can see the use of greeting students at the beginning of learning must be applied.

2) Reviewing the previous material

reviewing the material includes a part of teacher talk that aims the teacher can review previous material or new material. the teacher can know the extent to which students understand the material that has been given to students, so the teacher is more easily informed of the development of student knowledge has the extent to which students understand the previous material and also new material. reviewing the material relates to the teaching and learning process in the classroom, conveying new material and explaining to students by answering questions, asking students what they do not yet understand the material.

teachers are required to provide an explanation each teacher provides new material, this research the teacher has delivered the material in accordance with the teacher talk during the teaching and learning process in the classroom.

Extract 1:

Fine, in the last meeting, I gave u homework. Do you remember which page? let's get all your homework out. I will check whether you are working or not.

Extract 2:

well for the first I will gave you listening, I will give you some dialogue.

Analysis:

based on the research, the teacher recollects the previous subject matter and asks again the assignment given to students, the teacher is also based on an analysis of the teacher talk. we can see that extract 1 teacher remembers the previous lesson and asks students whether they are doing homework or not, and extract 2 teachers don't repeat the previous lesson and immediately give the material.

3) Introducing the new material

introducing new material by the teacher each time starting learning and explaining from the new material It's important to think through what you will be doing during the intro to new material and what your students will be doing during the teaching and learning process in the classroom. explain new material by involving students so students can better understand the contents of the material, and make students more active in interacting.

Extract 1:

please open your English text book,
Notice page 11, the pronoun is divided into 4 subject, object,
possessive objective and possessive pronoun.

Extract 2:

okay open please open the book, I will gave you listening, I will give
you some dialogue this is actually a situation that is no good for
listening because there is noise outside. But I hope that you will have
a good situation to concentrate well

Analysis:

based on research, that the teacher gives new material and explains the material he
gives, the teacher also gives examples to students to more easily understand the
meaning and purpose of the material.

4) Giving direction and instruction

Directions can be challenging to teach however its practical uses are readily
understood by students and there are many fun activities that can be incorporated
into lessons to make them more enjoyable. the direction that occurs in the
classroom has a lot that can be done by the teacher, such as giving direction or
instructions to open a book to find out new material, or giving a cue every time
you want to give a listening problem the teacher will say "i will read the dialogue
twice, listen carefully".

Extract 1:

please pay attention to task 1 there are questions 1 through 5, now do it based on the example above as I explained earlier. if you don't know, please ask. I will read the dialog twice, listen carefully, see carefully

Extract 2:

well for the first I will give you listening, I will give you some dialogue all of you must listen carefully and before listening to the dialogue you must prepare your exercise book, after listening to the dialogue you must choose the best answer which one is the best, do you understand? open please open the book, this is actually a situation that is no good for listening.

Analysis: based on research, the teacher has given direction and also instructions, such as the teacher telling students to open the page and also giving directions for assignments to be given to students so that students can complete well. extract 1 with extract 2, the teacher uses giving direction instruction in both classes by giving direction students can understand what tasks they will be doing.

5) Encouraging and Motivating

Encouraging and motivating is learning that can make students active and involved in learning, good learning must be able to provide the right stimulus to make students really want to involve themselves in learning so that the potential achievement of the planned indicators in each learning can be achieved. The diversity of student characters in a class makes the teacher must be able to read and understand the character of these students so that learning planning can be arranged in such a way as to accommodate all the characters possessed by students so that they can be successful in participating in learning.

Extract 1:

your future is in your hands that you must study hard and be serious about. Nobody can help you but yourself. So please don't be lazy to study and read the book at home, if you don't know, please ask. And for homework, please do it seriously, don't be lazy to practice.

Extract 2:

But I hope will have a good situation can concentrate well, to listen to my voice some dialogue for me, I will read dialogue twice, listen carefully,I'm sure you can answer my questions.

Analysis:

based on research, that the teacher is very important to provide support and also words of motivation so that students are more confident, like all the lessons and excellent enthusiasm for learning. here the teacher has given motivational words to improve the enthusiasm of learning English for students to more easily understand the lesson.extract research 1 and 2, the same teacher "gives motivation to make students in the spirit of learning in each extract 1 and 2 we can see the teacher gives enthusiasm and motivation.

6) Giving Advices

As educators, the main task of teachers is to provide useful knowledge for the future of children. In addition, a teacher is also expected to be able to provide moral education and courtesy to children, ask when children experience difficulties in teaching and learning, motivate learning, provide direction for learning activities, provide facilities for children's learning processes, and as an intermediary for learning difficulties as well as getting along that a child might face at school. In addition to its role towards students, teachers are also required to

provide child development reports to their parents and discuss with parents if there are problems relating to children in school. It is better if the teacher also makes regular home visits to find out how his students are developing at home.

Extract 1:

You go to school now pay dearly, you have to pay dearly You don't need to study hard and diligently. Your parents Get out there struggling to find money for your school needs. So the books that support you take advantage of the opportunities available, study diligently, ask questions not understand, try reading books in the library, ask your friends who are more understanding of the material.

Extract 2:

The best time to study is now, when you are still young. Because what you learn will last until death.

Analysis:

based on research, closing the lesson is one of the most important things that exist in daily teaching and learning activities it needs to be considered carefully every part of the closing. As with activities to open a lesson, the activity to close this lesson must be done by the teacher not only at the end of class time but also at the end of each fragment of activities from the core of the lesson given during that class time. As with activities to open lessons, closing activities also do not include sequences of routine activities such as giving assignments at home, but activities that have direct activities with the delivery of subject matter.

7) Closing the Class

In learning activities, teaching does not merely tell learning material to students, but learning requires mental involvement and the actions of students themselves. If a teacher only provides an explanation and demonstration it will

not produce optimal learning results. Actually the optimal learning outcomes will be obtained if a learning process involves students to work and develop their creativity. In the learning process students are often found to be passive and do not want to participate. When things are found like that then as a motivator the teacher must be able to motivate students to always be enthusiastic in participating in learning until the end of the activity students are able to achieve the competencies that have been learned.

Extract 1:

I think our meeting is enough for today, don't forget to study again at home, read the book again for the next subject. Remember, if you are successful, your parents will be proud and happy, so don't be lazy to study. Assalamualakumwr.wb good morning.

Extract 2:

timeis't ? time is over I think for enough assalamualaikumwr.wb

Analysis:

Based on the research, in the extract 1 research the teacher closes the class with sayings which are also added words that encourage students to be more active in learning. Furthermore, in extract 2 here the teacher only says closing class sentences. so, this study we can see the interaction of teachers with students in extract 1 rather than extract 2 where the teacher only says simple sentences in the closing class.

8. Referential Question

Extract 1:

are you doing your homework? Translate? no? then what is the homework? to complete sentence by using pronouns, finish?

Extract 2:

many absent today ?why are you absent on fridayagung ?why not send a letter?

Analysis:

based on this research, that extract 1 teacher asks students homework assignments because they were given assignments last week by the teacher including those from referential questions, because Referential questions are questions teachers ask students because we don't know the answer. this can mean questions teachers ask learners and learners ask each other. then extract 2, as well as related questions, these questions are included from referential questions.

9. Display Question

Extract 1:

okay what is meant pronouns?

Extract 2:

what is the answer to question number 1? please who wants to give an answer?

Analysis:

based on research, the questions given by the teacher by asking whether students know what is meant by pronouns we know bring the question display to which the teacher has the answer and only ask so that the class display their understanding

or knowledge. including extract 2 is also included from the display question by asking the answer to the question given to the student, that the teacher knows the answer to that question.

C. Research Findings

After analyzing data from the record of teacher taught in the classroom, the finding can be presented as follows:

1. Teacher talk can be applied in the class from come in to the class until left the class.
2. There are seven types of teacher talk that teacher used when teaching learning process.
3. Classroom interaction can help the teacher to know if the teaching learning process already effective or not.
4. By using classroom interaction, students got more knowledge based on how the teaching process is carried out.
5. Classroom interaction can help the teacher and the students to be more active in discussions, communicate, gage some comments and ideas.

D. Discussions

Based on the data, there are seven types of classroom interaction that are used the teacher when teaching in the classroom from the start the lesson until

finish the classroom. All the types of classroom interaction are greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice, closing the class. All the contents from the types of classroom interaction when teacher taught in the class sometimes speak in Indonesia and sometimes mix the language. The teacher mix the language to help the students to be more easy understand, because not all the students can understand what the teacher talk in front of the class.

Based on the data from the record of the teacher speak when teaching learning process, teacher need to do more interaction to the students to help them more active, creative and not always sit down and always keep silent to listen what the teacher talk in front of the class. If the teacher active like around the class, of course all the students focus to continue the lesson. And the teaching learning process going according the plan.

This research is about teacher talk by the teacher in classroom interaction in the teaching and learning process in the classroom. This research is focused on the teacher's conversations with students. The language used by the teacher in conversations with students is not fully in English, but the teacher uses a mixture of English and Indonesian. because some students do not understand English at all. The purpose of interaction is to get an effective class or not by interacting between the teacher and students. teacher talk by the teacher is done to develop the interaction that occurs between the teacher and students with feedback so that students can be active in the lesson. Generally, teachers speak briefly and

directly give assignments to students, it depends on how the teacher is. If students can answer questions from the teacher that students have understood what has been conveyed by the teacher. it can be said that there is feedback between the teacher and students, students can answer the questions given by the teacher.

Data taken from police investigators in interrogating suspects with recording duration is 45 minutes. The recording turns into a script and the researcher finds teacher talk in a conversation between teacher and student. From these interactions, researchers found that these interactions were categorized in seven types of teacher talk and the most dominant was greeting students and introducing the new material. From the research also found that the interaction used by the teacher is not efficient, but the teacher does the learning clearly.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. There were seven types of classroom interaction that teacher doing when teaching learning process in the classroom. They are greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice, closing the class.
2. Classroom interaction can be applied to ensure whether a teacher has taught well or is still less effective. This classroom interaction can also assist teachers in analyzing for themselves how the learning process that has been carried out in the classroom.

B. Suggestions

Based on the conclusions above, some suggestions are stated as the following:

1. The teacher must ascertain whether the classroom interaction carried out in the classroom is appropriate or not, if it is not appropriate then the teacher must be better able to improve classroom interaction to match what should be.
2. If there are some parts that are not done by the teacher in classroom interaction, the teacher should correct and change it to be more

appropriate. The goal is that the learning process carried out by the teacher in the classroom runs actively and effectively.

3. Students are also required to be active in the learning process, such as asking the teacher, giving comments, giving advice, and also being brave to give new ideas. the goal is that there is a response back given by the teacher to a response delivered by students.

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The Text From the Result of Record

Guru: before we start our lesson please make your uniform tidy , remember sebelum belajar coba pakaiannya dirapikan , periksa seragam masing-masing .

Assalamualaikum wr wb , good morning class ?

Murid:good morning mam

Guru: how are you class ?

Murid : im fine mam

Guru: allhamdulillah how about you, your fine today.

Baik, in the last meeting pada pertemuan yg lalu I give you homework.saya berikan homework, PR . please your remember how many homework ? berapa jumlahnya?

Murid: sepuluh mam

Guru : are you do your homework ? apa yang kalian kerjakan PR kamu ?

Translate ? no ? lantas apa tugasnya ? to complete sentence by using pronouns, finish ? (ask students' one by one) please pay attention to task 1 there are questions 1 through 5, now do it based on the example above as I explained earlier. if you don't know, please ask.

I will read the dialog twice, listen carefully, see carefully

Teacher: pada Pr yang saya berikan kepada kalian bahwasannya kalian harus mengerjakan melengkapi kalimat tersebut dengan benar nanti seandainya evaluasi dirumah kalian gagal, saya akan menjelaskan ulang namun kalau ternyata pekerjaan Pr kalian bagus itu artinya bahwa anak-anak saya mengerti. Namun hasil hari ini sebagian dari teman-teman kalian tidak menyelesaikan tugas, maka saya keluarkan. You go to school now pay dearly, you have to pay dearly You don't need to study hard and diligently. Your parents Get out there struggling to find money for your school needs. So the books that support you take advantage of the opportunities available, study diligently, ask questions not understand, try reading books in the library, ask your friends who are more understanding of the material. your future is in your hands that you must study hard and be serious about. Nobody can help you but yourself. So please don't be lazy to study and read the book at home, if you don't know, please ask. And for homework, please do it seriously, don't be lazy to practice.

Mereka lebih enjoy dengan kegiatan tersebut tidak apa-apa itu bukan suatu hal yang membuat rugi buat saya, dan ini suda saya peringatkan dari awal.mereka itu tidak berniat untuk belajar. Sepertinya itu di abaikan . oleh karena itu saya ajak anak-anak saya yang ada disini yang masih save (selamat) jangan mengikut. Remember (ingat) your future is in your hand (masa depanmu ada ditanganmu) jadi yang lain jangan sampai terkontaminasi kalau bisa kamu mengajak. Saya sangat mengapresiasi usaha kalian untuk belajar. Baik ada 10 number yang menjadi your homework untuk

melengkapi kalimat dengan by using pronouns. Kata-kata ganti baik itu subjective, subjective noun, objective pronouns, possessive objective, and possessive pronouns. One to read number one . who one read number one ? siapa yang ingin membaca nomor satu ? complete with the answer (lengkap dengan jawabannya)

Murid : (students read the exercise)

Teacher: please open your English text book, open page number eleven.

Students: yes mam

Teacher: it talk about pronouns (itu membicarakan tentang pronouns) attention to the page eleven (perhatikan pada halaman sebelas), oke apa yang dimaksud dengan pronouns ? pronouns itu terbagi pada 4 bagian , lihat table ada 4 kolom disana, kolom yang pertama ada subject, kolom yang kedua ada object, kolom ketiga ada possessive objective dan kolom yang ke empat ada possessive pronouns. Baik, untuk subject yang tersedia disana ada main subject, subject yang utama, subject seperti: I (saya), YOU(kamu), SHE (dia perempuan), HE(dia laki-laki), THEY(mereka), WE(kami atau kita), IT (dia untuk benda). Ucapkan setelah saya. I

Murid: I (saya)

Teacher: you

Murid: you (kamu)

Teacher:she

Murid: she (dia perempuan)

Teacher :he

Murid: he (dia laki-laki)

Teacher: they

Murid:they (mereka)

Teacher : we

Murid: we (kami atau kita)

Teacher: IT

Murid: it (untuk kata benda)

Teacher: ok, sekarang kita go to objective pronoun (I-ME), I untuk subject ME untuk object. Oke ucapkan ME

Students: ME (saya)

Teacher: you (kamu)

Murid : you (kamu)

Teacher:her (nya perempuan)

Students:her (nya perempuan)

Teacher: him (nya laki-laki)

Students: him (nya laki-laki)

Teacher: it (nya sesuatu)

Students: it (nya sesuatu)

Teacher: them (mereka)

Murid: them (mereka)

Teacher: us (kami/kita)

Students: us (kami/kita)

Teacher: oke sebelum kita lanjut pada possessive adjective dan possessive pronouns kita buat dulu pemakaian subject dan object pada kalimat. Supaya bias membedakan. Dalam bahasa Indonesia saya menyayangi kamu (I love you) I=subject , you= sebagai object, jika kalimatnya kita ganti kamu menyayangi saya ?

Students: YOU LOVE ME .

Teacher : good , bagus . kamu sudah paham. Ok. Next week kita lanjutkan, I think our meeting is enough for today, don't forget to study again at home, read the book again for the next subject. Remember, if you are successful, your parents will be proud and happy, so don't be lazy to study. Assalamualakumwr.wb good morning.

The Text From the Result of Record

Teacher : oke, I want start lesson today, assalamualaikum wr.wb, before we start our lesson let's pray together.

Students : walaikumssalam wr.wb

Teacher : good morning class?

Students: good morning mam

Teacher : how are you today class?

Students: I'm fine thank you, and you ?

Teacher : allamdulillah I'm fine too, many absent today ? why are you absent on friday agung ? why not send a letter? I call your absent first oke (the teacher was absent all student in the class) well for the first I will gave you listening, I will give you some dialogue all of you must listen carefully and before listening the dialogue you must prepare your exercise book, The best time to study is now, when you are still young. Because what you learn will last until death.ok, after listening the dialogue you must choose the best answer which one is the best (yang mana yang paling baik) do you understand?

Students : yes, mam

Teacher : how are you today class?

Students: I'm fine thank you, and you ?

Teacher : allamdulillah I'm fine too, many absent today ? why are you absent on friday agung ? why not send a letter? I call your absent first oke (the teacher was absent all student in the class) well for the first I will gave you listening, I will give you some dialogue all of you must listen carefully and before listening the dialogue you must prepare your exercise book, The best time to study is now, when you are still young. Because what you learn will last until death.ok, after listening the dialogue you must choose the best answer which one is the best (yang mana yang paling baik) do you understand?

Students : yes, mam

Teacher : oke open please buka bukunya, this is actually a situation that is no good for listening (sebenarnya bukan situasi yang baik untuk listening) karena ada suara diluar. But I hope (tapi saya berharap) will have good situation dapat konsentrasi dengan baik, to listen to my voice some dialogue for me (untuk mendengarkan suara dari saya) I will read dialogue twice (saya akan membacakan dialog nya dua kali) listen carefully di simak baik baik , I'm sure you can answer my questions. bukunya sudah disediakan and pastikan your pen. After listening mendengarkan I will gave some option you must choose kamu itu harus pilih which one the best yang mana yang terbaik, mungkin kamu tulis number one (a) or (e), do you understand ?

Students: yes mam

Teacher: baik, I will start number one "I warn you not to step on the grass". The statement above is used for....

a. giving a warning b. giving suggestion c. asking permission d. giving opinion e. giving order

Oke please keep (silahkan simpan jawabannya)

Students: (silents and write the best answer)

Teacher: oke, number one ? what is the answer to question number 1? please who wants to give an answer?

Students : (a student reading a question and giving an answer)

Teacher : oke number two , The computer program helps students to complete their task

The italicized words is considered as a....

a. noun b. verb c. adjective d. noun phrase e. adverb

(the teacher repeats reading questions)

Rainforests influence both our local and global climates. The underlined word can be replaced by....

a. inform b. provide c. react d. control e. divide

Oke next, . I am very pleased, thank you. The statement above is to show....

a. pleasure b. happiness c. pain d. release e. agreement

I am suffering from a headache. The statement is used for....

a. showing sadness b. showing pain c. asking advice

d. giving suggestion

e. showing expectation

Oke please keep silahkan di simpan jawabannya.

Teacher : oke please open your book , buka buku latihannya karena gak ada buku paketnya ,

Saya akan menulis di papan tulis about giving advice.

Students : (silents and rewrite written by the teacher)

Teacher: time is't ? time is over I think for enough assalamualaikum wr.wb

Documentations of Research







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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

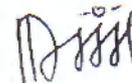
Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Trysia Dinda Nuri
NPM : 1502050073
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Mahaikan Jel. Dekan Fakultas
	Anomalous Exchange in English Classroom Interaction	
	Discourse Analysis of Offering Used in the Donald trumps Speech in BBC	
	Analysis of the Form and Meaning of the Use of Affixation in Malay Dialect in Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019
Hormat Pemohon,



Trysia Dinda Nuri

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Trysia Dinda Nuri
NPM : 1502050073
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Anomalous Exchange in English Classroom Interaction

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yusriati, SS, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 26 April 2019

Hormat Pemohon,

Trysia Dinda Nuri

Keterangan

Dibuat rangkap 3 :
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Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

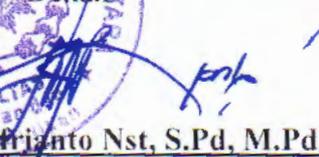
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Trysia Dinda Nuri
N P M : 1502050073
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Anomalous Exchange in English Classroom Interaction.
Pembimbing : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H
2 April 2019 M
Dekan

Dr. H. Elrijanto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
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Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Trysia Dinda Nuri
N.P.M : 1502050073
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Anomalous Exchange in English Classroom Interaction

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
26/4 - 2019	Revisi judul	
29/4 - 2019	Background	
	chapter I (identification of problem)	
	chapter II (Theory)	
13/5 - 2019	chapter III	
20/5 - 2019	Research design	
	Technique of analyzing data	
11/07-2019	ACC	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, 15 April 2019

Dosen Pembimbing

(Yusriati, SS, M.Hum)

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

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Nama Lengkap : Trysia Dinda Nuri
N.P.M : 1502050073
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Anomalous Exchange in English Classroom Interaction

Menjadi:

Teacher Talk in English Classroom Interaction (A Case Study at
SMA Muhammadiyah 18 Sunggal)

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

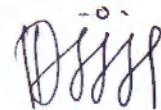
Medan, 5 Agustus 2019

Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

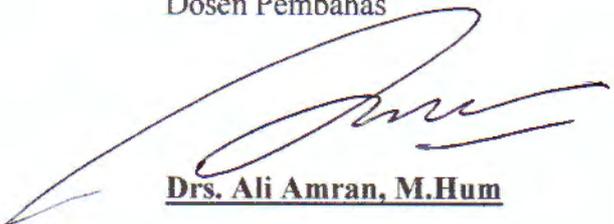
Hormat Pemohon



Trysia Dinda Nuri

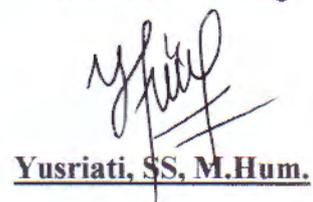
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Drs. Ali Amran, M.Hum

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Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Trysia Dinda Nuri
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Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Anomalous Exchange in English Classroom Interaction

Sudah layak diseminarkan.

Medan, 11 Juli 2019

Disetujui oleh
Pembimbing

Yusriati, SS, M.Hum



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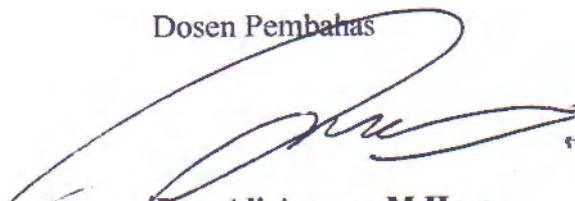
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Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teacher Talk in English Classroom Interaction (A Case Study at SMA Muhammadiyah 18 Sunggal)

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

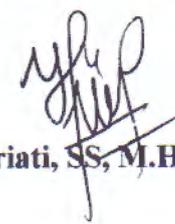
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Dosen Pembahas


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Dosen Pembimbing


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Diketahui oleh
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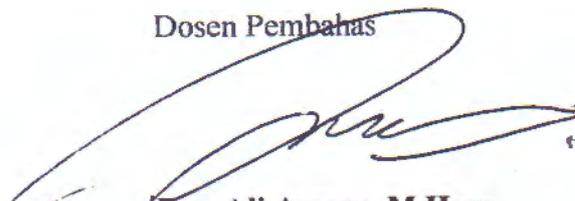
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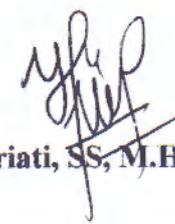
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Dosen Pembimbing


Yusriati, SS, M.Hum.

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Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: *1376*/KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

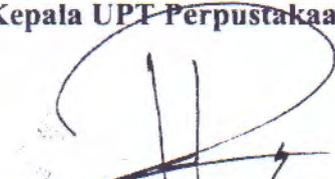
Nama : Trysia Dinda Nuri
NPM : 1502050073
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 30 Muharram 1441 H
30 September 2019 M

Kepala UPT Perpustakaan,


Muhammad Arifin, S.Pd, M.Pd



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Nomor : 526/II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 05 Dzulhijjah 1440 H
06 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMA Muhammadiyah 18 Sunggal
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Trysia Dinda Nuri
N P M : 1502050073
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teacher Talk in English Classroom Interaction (A Case Study at SMA Muhammadiyah 18 Sunggal.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **



SMA MUHAMMADIYAH 18 SUNGGAL

NSS : 304070103145

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Alamat : Jln. Sei Mencirim No. 60 Medan Krio 20352 Telp. 061-42561071

KEC. SUNGGAL KAB. DELI SERDANG

SURAT KETERANGAN PENELITIAN

Nomor : 096/A.U/F/SMA.M.18/2019

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 18 Sunggal Kabupaten Deli Serdang Dengan ini menerangkan bahwa :

Nama : **TRYSIA DINDA NURI**
N P M : 1502050073
Program study : Pendidikan Bahasa Inggris
Judul Penelitian : **Teacher Talk in English Classroom Interaction (A case Study at SMA Muhammadiyah 18 Sunggal).**

Benar adalah nama tersebut diatas telah mengadakan penelitian di Sekolah SMA Muhammadiyah 18 Sunggal , Jl. Sei Mencirim No. 60 Medan Krio Kec.Sunggal , dengan waktu penelitian tanggal : 07 Agustus s/d 31 Agustus 2019.

Demikian Surat Keterangan ini dikeluarkan dengan sebenarnya dan untuk dapat di pergunakan seperlunya.

Sunggal, 31 Agustus 2019

Ka SMA Muhammadiyah 18 Sunggal



M. Muslim, M.Pd

NKTAM : 762 525



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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N.P.M : 1502050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher Talk in English Classroom Interaction (A Case Study at SMA Muhammadiyah 18)

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
17/9 - 2019	Revise The Analysis of It	M/S	
18/9 - 2019	Revise the Interpretation of Data	M/S	
24/9 - 2019	Revise ack, abstr, conclusion	M/S	
29/9 - 2019	ack for the draft	M/S	

Unggul | Cerdas | Terpercaya

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

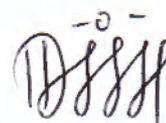
Yusriati, S.S., M.Hum

CURRICULUM VITAE

Name : Trysia dinda nuri
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Place/Date of Birth : Langsa, 18 januari 1999
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3. Senior High School at SMA Swasta Ar-Rahman
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Father's Name : Nias Ahmad
Mother's Name : Rita Wati
Adress : Jl sei mencirim paya geli gg.ingat no.68

Medan, August 2019

The Researcher



(Trysia Dinda Nuri)