

**FIAC USED BY ENGLISH TEACHER IN VOCATIONAL SCHOOL  
OF TARBIYAH ISLAMIAH**

**SKRIPSI**

*Submitted in partial fulfillment of the requirements  
For The Degree of Sarjana Pendidikan ( S.PD )  
English Education Program*

**By :**

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**FACULTY OF TEACHERS' TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY SUMATERA UTARA**

**2018**

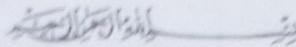


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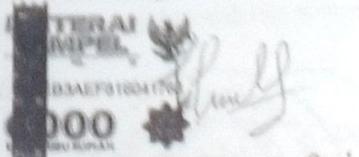
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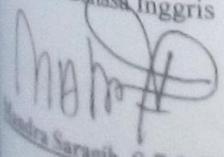
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## ABSTRACT

**Indah Permata Sari.1402050184 “FIAC used by English teacher in Vocational Tarbiyah Islamiyah”. Skripsi. English Education Program Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.**

This study is conducted to analyze and describe the types of teacher talk deployed by the vocational school in classroom interaction, the most dominant types of teacher talk, the way of the vocational school deployed the types of teacher talk and the reason they deployed them as they do. The study was conducted by qualitative content analysis method. The data were taken randomly from the utterances uttered by vocational school Tarbiyah Islamiyah Hamparan Perak (4 samples) and gathered from two different teachers, and then they were transcribed. The transcriptions were analyzed by applying qualitative method based on the Theory proposed by Flanders (2010). The findings found that all types of teacher talk were deployed by all teachers. The most dominant types of teacher talk deployed by the teachers is asking question in form of indirect talk. Asking Questions has 114 (61.9%) number of data. the students' responses on teacher's question were good. They were good when the teachers delivered questions to them. Most students preferred to respond the teacher's questions rather than talk as their initiation.

*Keywords: Teacher Talk, Types of Teacher Talk, Vocational Teacher*

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*AssalamualaikumWr.Wb*

In the name of Allah SWT the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah SWT who has given her chance to finish her study. Secondly, may bless and peace be upon to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

The title of this study is “FIAC used by English teacher in Vocational Tarbiyah Islamiyah” with the purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study. Furthermore, the researcher would like to express her grateful feeling especially for her dearest parent Alm Mr. Khairuddin Ritonga and Mrs. Nurmawarni Gultom that has given prayer, strength, advices, support, material and motivation during her education process.

Next, the researcher also would like to thank to:

1. Dr. Agussani, M.A.P as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr.ElfriantoNasution, S.Pd, M.Pd as Dekan of FKIP UMSU who had encouraged the researcher and taught her education material for the research.
3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Department and PirmanGinting, S.Pd, M.Hum, as the secretary of English Department for their administrated help and supported her from the beginning until the end.
4. Yessi Irianti, S.Pd, M.Hum, as the supervisor who always leads and inspires her to get a better critical thoughts and ideas in finishing this study.
5. All lectures, especially those of English Department for their guidance, advices, suggestion, and encouragement during her academic years at UMSU
6. The Chairman at library UMSU who allowed and helped her to carry out this research in there.
7. Her lovely sister and brother, Intan Mayasari, AmKEB , Masniati Murni S.Pd, M.hum, listiani, Zulfikar Chaniago, ST, Dede Sulaiman SE, Bobby Ertanto, ST who always give supports and pray for her success.
8. Her beloved one and The best friends and Ramadhan Ginting, and Raka Kusherliatna, Ayu Wahyuni, Mega Larasati, Gusti Herdiya Nova ,Maysita Halawa, Nova Rastika Ayu, Dwi Rahma Usi, Siti Mawaddah, Cahaya Ulfi, who taught her a value of friendship, fruitful live experience, commitment, achievement, loyalty, and fraternity.
9. All friends at VIII A Afternoon, thanks a lot of their time, support and togetherness during her education at UMSU
10. And all friends and people helping her to finish this study which cannot mention one by one. Thank you.

Last but not least, the researcher invites the reader's suggestions and critics responding to the presence of this study. Hopefully, this research will give many advantages to all of people who much concern in English.

Medan, 06 April 2018

The Researcher

Indah Permata Sari

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## **CHAPTER I**

### **INTRODUCTION**

#### **D. The Background of Study**

The use of English language in classroom interaction is important for English Foreign Language (EFL) students. According to EFL students, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occur inside the classroom. When they are outside the classroom, they are rare to practice the language since when they did not have partner to speak English. Yuanfang (2009) sated that English as a foreign language in the classroom do not have social function on EFL students' everyday life. it means that they will find difficulty to practice the language outside the classroom since they do not have partner to practice in their real life. Therefore, EFL teacher have to give change to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication.

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of actionthat occurs as two or more objects has an effectupon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causaleffect Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyday in teaching and learning process. It is

managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together

Incidentally, classroom interaction that was intended in this research was how the teacher and students participate to talk during teaching and learning process. In fact, Tuan and Nhu (2010), teacher talk is dominant in the classroom interaction, especially in vocational school, since vocational schools aim the students to practice rather than theory. The researcher would like to investigate whether the specific teacher talk is efficient to derive the student to practice or not. Through the classroom interaction, the researcher will know the teachers' and students' Passive classroom interaction, The students' interest to interact in teaching learning process, Teacher-centered teaching style that made students bored.

Moreover, When the researcher observed some teaching and learning process at vocational school, the researcher found that the common interaction that occurred in the classroom was the students will participate to talk if the teacher initiated, encouraged, and asked them to talk. In fact, the type of teacher talk had great influence to make the students to talk in the classroom. That is the basic reason why the researcher want to know how much the teacher and students take style to talk during teaching and learning process.

Equally important, classroom interaction relates to types of teachers' talk in teaching that would determine the classroom interaction occurs in the classroom. Teachers' teaching style like teacher-centered will make the students passive in the classroom since the teacher talks all the time. It means that the teachers do not

give chance to the students to talk. In contrast, students-centered would make the students active since the teacher is as a facilitator. Making the students active related to the researcher's reason in choosing the topic of this research. What's more, analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories (FIAC). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides, Flander (1970, cited in Walsh 2006) divides *teacher talk* (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), *students talk* (response and initiation), and *silence* (period of silence or confusion).

FIAC technique is to know how the types of teacher talk and responses of students in classroom interaction, according to Flander (1970, cited in Kia and Babelan, 2010), the researcher who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIAC suggests that the constant time referring to every three seconds. It means that the researchers who wants to use FIAC technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

Based on the explanation above, the researcher wanted to conduct a research entitled “FIAC used by English teacher in Vocational Tarbiyah Islamiyah”.

#### **E. The Identification of the Problems**

The problems of the study are identified as being related to the aspect of

1. passive classroom interaction.
2. the students’ interest to interact in the teaching learning process.
3. teacher-centered teaching style made students bored.

#### **F. The Scope and Limitation**

This research, was focused on investigating interaction that occurred between teacher and students talk, of the tenth grade academic year 2017-2018 in Vocational Tarbiyah Islamiyah by using FIAC theory that has two kinds of teacher talk, direct and indirect and both of them were analyzed in this study.

#### **G. The Formulation of the Problems**

The problems of this study are formulated as the following.

1. What types of FIAC used by the English teacher in Vocational Tarbiyah Islamiyah?
2. What is the most dominant of FIAC used by the English Teacher in Vocational Tarbiyah Islamiyah?
3. How are the students’ responses toward specific FIAC used by the teacher in teaching them?

## **H. The Objectives of the Study**

Based on the problems of the study, the objectives of the study are as follows

1. to find out the types of FIAC used by the English teacher in Vocational Tarbiyah Islamiyah.
2. to find out the most dominant of FIAC used by the English Teacher in Vocational Tarbiyah Islamiyah.
3. to find out the students' responses toward specific FIAC used by the teacher in teaching them.

## **I. The Significance of the study**

This study expects to be useful theoretically and practically

Theoretically, the result of the researcher can be useful

1. for further research, the result of this research can be a reference as long as the technique as the same as this research.
2. as reference in learning process.

Practically, the result of the study would be useful

1. for the teachers

It will help the teachers at Vocational Tarbiyah Islamiyah in 2017/2018 to get an evaluation of their teaching style.

2. for the students

It will help the students to know more about types of FIAC used by teacher in the classroom.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **C. Theoretical Framework**

##### **9. The Definition of Classroom Interaction**

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. Classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages students to involve.

Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn at each other. What's more, classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but it is also about a relationship at each

student to other students in the classroom. Classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the students have a good relationship at each other.

Moreover, through classroom interaction, the students will know how much their participation at the classroom, and the teacher will know their quality of taking time to talk. Besides that, classroom interaction is important for the teacher to evaluate their teaching style in order to they can change their teaching style. It means that classroom interaction will change the teacher teaching style like teacher-centered to the students-centered that is crucial for Communicative approach.

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participate at the classroom interaction actively and purposefully.

Furthermore, classroom interaction has to be managed by the teacher. If the classroom interaction cannot be handled by the teacher, the students will be uncontrolled and noisy. It will make the teaching and learning process fail. Besides that, a good classroom interaction depends on how the teacher gives chance to the students to talk at each other. Khan (2009) claims that classroom

interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiastically participate in the learning process.

Based on the explanation above, classroom interaction is all interaction that occurs in the teaching and learning process where the teacher determines the interaction that occurs in the classroom.

## **10. Types of Classroom Interaction**

Classroom interaction will occur if teachers and students interact with each other. Interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca (2004), there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and student-centered. In teacher-dominated, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate in the classroom interaction. Meanwhile, in student-centered, the teacher is a facilitator and the students are more active in the classroom interaction.

On the other hand, Dagarin (2004) contends that there are five types of interaction that occur in the classroom, as follows:

### **A. Teacher-whole class**

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang (2010) contends that in most of the EFL classroom context, the teacher always initiates this type of

classroom interaction by asking questions, and the students responds to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally.

Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera (2010) argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

#### B. Teacher - a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

#### C. Student- student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera (2010) contends that most of interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue

to practice it in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context.

Besides that, the students who do not understand yet at trait materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

#### D. Students - students

This interaction will give advantage for the students since they will feel freedom to talk at each other. There are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open ended teacher questioning.

#### E. Students - teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.

Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

## **11. Patterns of Classroom Interaction at the Different Educational Levels**

Inamullah conducted the research to explore patterns of classroom interaction at secondary and tertiary levels in the North West Frontier Province of Pakistan using Flanders Interaction Analysis system. This study was significant because its findings and conclusions may stimulate teachers to improve their teaching behavior in order to maximize students learning. Fifty observations were carried out, each in one classroom, using Flanders Interaction Analysis system to secure the data. To do this, time sampling was used and each classroom was observed for 810 second in a 45-minutes class. After obtaining and encoding the data, it was tabulated, analyzed and interpreted by using percentages, means, standard deviations and t-test. The result shows that the students talk time at secondary and tertiary level differed in favor of secondary level classes where students talk time was greater than at tertiary level. The talk time of teacher at tertiary level was greater than that of the teacher's at secondary level. Silence time at secondary level was significantly greater than at tertiary level.

## **12. Elements of Teaching Effectiveness**

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who

are active in the classroom interaction are determined by the teacher's role that give chance the students to talk in the classroom.

Equally important, the teacher is the key one to create the classroom interaction. Damhuis and de Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction. The teachers' role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative Language Teaching (CLT).

What's more, the main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Teachers' role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in learning process.

In addition, the teacher's role is related to the important factors in classroom interaction. Preston (2010) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making

sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask questions, make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback at the trait student.

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. There are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students' strength to teach the low achieving students asking the students who are shy in the classroom to speak at the classroom responding and giving attention to what the students talk since the students want what they have talked are heard by the teacher giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material; asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

According to that quotation, it can be drawn that in a teaching learning process, the teachers should be able to help the students in constructing

understanding towards the lesson. Holtrop (1997) specified the teacher's role in teaching-learning process as follows;

### **1. Lectures**

A traditional view of the teacher is of someone who dispenses knowledge; someone who lectures, tells, feeds, disseminates, covers material, teaches the subject matter more than the students. The students sit passively while the teacher is on show. Desks in rows and a blackboard and podium up front are an arrangement designed for this role of a teacher. However, lectures are effective for giving short sets of instructions, background information, guidelines, or other information that is needed in a short time frame (e.g., before doing a class project, lab, or group activity).

### **2. Demonstrations**

Demonstrations, on the other hand, allow students to experience more fully the information and concepts the teacher wants to impart during the lesson. Although the teacher is still the center of the action and the dispenser of knowledge, students can more easily see what they need to know and more efficiently link it to prior knowledge in their own ways. Students remember much better what they have both heard and seen (or even touched, smelled, or tasted).

### **3. Listening**

Listening is a very important teacher role, something that we don't usually think of in connection with the lecturer role, however. Listening is crucial for assessment of learning (checking comprehension and appropriate challenge level),

for collaboration between teachers and students (coaching instead of just judging), and for giving students a real sense of ownership of classroom activities as well as for allowing students to articulate and internalize the learning processes. Teachers who listen can turn around and provide very effective support structures to guide students on to the next level of challenge.

#### **4. Empowering**

Empowering is really what teaching is all about. Ironically, though, many teachers act as if empowering students' means weakening themselves—their authority as both a classroom disciplinarian and a subject-matter authority. But maybe power is like love: the more you give, the more you get. From that teacher's roles explanation, it can be concluded that the teacher should not only give lectures or explanation on the whole teaching-learning process, but also give a time to the students. The students should participate in classroom activities. Nunn (1996) stated that only one of every forty minutes of class time is devoted to student participation. This statement shows that the kind of teaching that most typifies in high school classrooms right now is that the teacher tells and the students listen, then the students tell or regurgitate information on a written test and the teacher evaluates. This kind of method of teaching should not be applied any longer because it does not give any chance for the students to be independent learners in mastering the lesson. More progressive teaching is seen when the teachers model strategies and knowledge making in the context of task completion. The most comprehensive review of elements of teaching effectiveness has been made by Walberg (1986) in Inamullah (2005). He collected

more than 3,000 studies, and then carefully analyzed them to determine how important each particular element was in student learning. From his result, he compiled a list of weighted factors selected from his overall list of elements that are very closely related to teacher behavior in the classroom. The selected elements consisted of academic learning time, use of positive reinforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning, and use of advance organizers.

#### **a. Academic Learning Time**

Academic learning time in the classroom has emerged as an important variable how efficiently lesson are planned and how long it take to get started, how the teacher handles digressions, off-task behavior, and discipline, and how the teacher handles transitions will have an effect on student learning (Walberg, 1990).

#### **b. Use of Reinforcement**

B.F. Skinner developed the theory of reinforcement. Reinforcement is the specialist term in operant conditioning for the ‘stamping-in’ of stimulus associations and response habits that follows the experience of reward. Skinner's theory, as well as other reinforcement techniques was later applied to classroom settings with the idea that using reinforces could increase the frequency of productive behaviors and decrease the frequency of disruptive behaviors. There are two kinds of reinforcement; positive and negative reinforcement. Positive frequency of productive behaviors and decrease the frequency of disruptive behaviors. There are two kinds of reinforcement; positive and negative

reinforcement. Positive reinforcement is presenting a reward after a desired behavior, whereas negative reinforcement is taking away an aversive stimulus after a desired behavior. Basically, in classroom situation, positive reinforcement is when teachers praise and reward students for correct behavior. Negative reinforcement is when punishment is coupled with positive experiences for correct behavior. Studies have shown that specific praise is very effective, while general praise is not. In other words, saying,

### **c. Cues and Feedback**

To some extent, the use of cues and feedback is related to the process of questioning. Through cueing, the teacher provides some helps to students in answering questions. While the feedback encompasses not only correcting students, but also offering them an assessment of how well they have done (Harmer, 2001:99). Moreover, Hattie and Timperley (2003) in stated that feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

### **d. Co-operative Learning**

The effectiveness of cooperative learning is a most interesting new finding. The main point here is the importance in the classroom of employing small-group techniques with cooperative objectives. Such a procedure encourages student participation and also results in improved academic performance. The most direct way to create classroom interaction is to adopt the principles of *collaborative learning*. In collaborative learning, the teacher designs

a learning problem or task, and then assigns small groups of students to address the problem collaboratively. Students are typically instructed to reach a consensus on an issue, or to create a group product. The purpose of the collaborative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation (Bishop, 2000).

#### **e. Classroom Atmosphere**

Main element of effective teaching is the need to create a relatively relaxed learning environment within teaching-learning process. The arrangement of classroom setting is one of the ways to create relaxing atmosphere. Moreover, the classroom facilitation also gives an effect to the students' desire to study. A positive atmosphere can make a classroom a more pleasant place to be and, in turn, a more effective, motivating place to learn. It's simple to do, and it can have positive results on the achievement of . Moreover, When teacher creates a positive classroom atmosphere, students learn better. Every student must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen; the teacher creates it How to create a positive atmosphere in the classroom can be Seen below.

##### **1) Create a Positive Physical and Emotional Atmosphere**

- Lead the students by example. Changes begin with the teacher's positive caring attitude and thoughtful construction of the physical environment.
- Begin each class greeting students with a smile and a personal welcome. Help each student feel important and set a positive tone to the class.

- Organize the classroom neatly and methodically to control confusion and stress. The teacher and the students need to know where to find books and materials at all times.
- Plan lessons that allow students to actively participate in the learning process, and arrange the desks to meet the needs of the students and lessons.
- Teach students to set measurable academic and behavior goals. Acknowledge the completion of the goals with stickers, treats, public announcements and certificates.
- Search for students' strengths and build on them. Put activities in teacher's lesson plans that allow every student to feel a measure of success.

## **2) Create a Positive Classroom Discipline System**

- Allow students to help set classroom rules to give them ownership in the discipline process. Post the rules and consequences in the room.
- Stick to the rules and fairly and consistently execute the consequences.
- Use negative consequences infrequently by reinforcing positive behaviors with a reward system.
- Integrate correct behavior and accountability instruction into the teacher's lesson plan. Hold each student accountable for her actions and don't allow the blame game.
- Discipline students privately. This demonstrates respect and protects the student from public humiliation.

- Praise the students frequently and find something positive to say about each student.

#### **f. Higher Order Questions**

A higher-order question is basically a query that requires the student to analyze and produce a reasoned response, not the teacher's words. In other words, there is not an already prescribed factual answer to the question.

### **13. Strategies for Helping Students to Involve in Classroom Interaction**

The students have to involve in the classroom interaction, the teacher has to give the students tasks and activities that encourage them to participate at the classroom interaction. Moreover, creating classroom interaction is an important strategy for EFL students. Therefore, EFL teachers have to consider some strategies for creating classroom interaction. Kalantari (2009) mentions that three influential strategies in creating classroom interaction included questions technique, modification, and cooperative learning.

The first technique is question technique. It is an important part in creating classroom interaction because the teacher's questions have strong effect to them to participate. Most of the students have perception that the teacher's question will make the teacher know who they are. David (2007) argues that questions will attract students' attention. Because it will create classroom interaction between teacher and students, a teacher must have skill in asking questions. There are three questions technique can be used by the teacher in creating classroom interaction that include procedural, referential and display question. First, procedural question

is question for students' understanding. Menegale (2008) insists that procedure question is questions for managing classroom since the example of this question, including "Is everything clear? Any problems? Can you understand? Can you read?" This type of question will attract the students' attention and encourage involving in classroom interaction. Second, referential question is a question that the teacher does not know the answer. The students are required to produce their ideas orderly and choose appropriate words in order to the teacher know what they mean. The referential question is called a real communicative purpose because the teacher wants to listen to the students' explanation answer. The reason why it is a real communicative purpose is the students try to make the teacher understands what they have answered and explained. The types of referential questions are giving opinion, explaining or clarifying questions. Last, display question is a question that the teacher has known the answer. It is intended to check whether students understand the lesson or not. Shomoossi (2004) states that display questions include comprehension checks, confirmation check, or clarification requests. The question is just to answer the question because the teacher has known the answers. Each student tries to answer the questions until the answers are satisfied for the teacher. It will make them to participate at the classroom interaction. According to Tuan and Nhu (2010), display question will increase the students' participation in natural conversation since the students try to answer the questions until the answers are satisfied for the teacher.

On the contrary, to make the students active in the classroom interaction, the questions are not only from the teachers' question, but it is also from students that

is making a question for their teacher and friend in the classroom. According to Eison (2010), students' questions can stimulate student-teacher interaction in the classroom since the students are active, the teacher will be enthusiast to support the students' activeness, identify which part of lesson they are still confused or misunderstanding, give explanation that the material of the lesson is important for them, and encourage student-student to collaborate. It means that the students' question will make them aware to create

A. Question based on their need.

The second technique is speech modification by the teacher. Speech modification by the teacher is the teacher paraphrase or use simple sentence to make students understand what she explains. The speech modification is teacher talk that is modified by the teacher to make the students more understand at what she has talked. If the students understand what the teacher talks and wants, what they must do, they will be confident to communicate in the classroom. It will motivate them to use the foreign language in the classroom because they know what the teacher wants and what they must do.

The last technique is cooperative learning, work in group. Group work can create students-students interaction. The teacher's role at this strategy is as a facilitator. The teacher should give the students diverse tasks so that the students interact with the others in group work. The diverse task will make them responsible to share information that they know to the others. Three types of group that can be used to create students-students interaction include jigsaw, one stay to stray, and numbered head together and think pair share. Work in group will

make them feel more comfortable to say their ideas in using the foreign language because they have known the quality of their friends. Working in the groups will make the students tolerate each other toward their strength and weakness to achieve one purpose.

Besides, to make the students want to participate at the classroom interaction, the teacher has to use some strategies. Dagarin (2004) asserts that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction.

The first strategy is asking question. Questions will make the students involve in the classroom interaction because most of them think that the questions is important for them. There are eleven reasons for asking questioning including to provide a model for language or thinking to find out something from the learners (facts, ideas, opinions) to check or test understanding, knowledge or skill to get learners to be active in their learning; to direct attention to the topic being learned to inform the class via the answers of the stronger learners to provide weaker learners with an opportunity to participate to stimulate thinking to get learners to review and practice previously learn material to encourage self-expression and to communicate to learners that the teacher is genuinely interested in what they think.

The second strategy is body language. The body language will make the students talk since the teacher use their body movement to guess what the teacher mean. Body language is nonverbal signals that are powerful and more genuine.

The teacher teaches some subjects, for instance, that are used in grammar. When the teacher points out one student who sits at the backside, the students say “you”. Besides that, when the teacher says points out themselves, the students say “I”. In addition, when the teacher moves their body, the students say “we”, etc. It means that body language give chance to the students know when they have to talk or silent. Gregersen (2005) states that body language will affect the students to involve in the classroom interaction since body language help the students interpret what the teacher mean and the teachers’ purpose.

The last strategy is topic. The teacher has to consider some topics that are interesting for them since most of the students have the same interested topics as they are the same age. The interesting topic that is relevant form them will make them follow some activities actively and purposefully. It will make them involving in classroom interaction.

Based on the explanation above, the researcher concludes that classroom interaction will occur if the teacher asks the students to talk. Besides that, the teacher has to use some strategies to make the students talking in order to the classroom interaction is from teacher and students.

#### **14. Flander Interaction Analysis Categories (FIAC)**

Flanders’ interaction Analysis is developed by Flander (1970 cited in Subudhi 2011) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Analysis

Category (FIAC) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIAC provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, students talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and students talk represents the completed communication. These categories will be put into columns of observational sheet to preserve the original sequence of events after the researcher do plotting the coded data firstly. Tichapondwa (2008) argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence. Here is a pattern of classroom interaction by Flander (1970 cited in Hai and Bee 2006):

**Table 2.1 types of FIAC**

No	Flanders Interaction Categories Analysis (FIAC)
Teachers Talk	
A	Indirect Talk
1	Accept Feelings
	In this category, teacher accepts the feelings of the students. He feels himself that the students should not be punished for exhibiting his feelings. Feelings may be positive or negative.
2	Praise or Encouragement

	Teacher praises or encourages student action or behavior. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
3	Accepts or Uses ideas of Students
	It is just like 1st category. But in this category, the students ideas are accepted only and not his feelings. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. The teacher can say, 'I understand what you mean' etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.
4	Asking Questions
	Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B	Direct talk
5	Lecturing /Lecture
	Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6	Giving Directions
	The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: Open your books. Stand up on the benches. Solve 4th sum of exercise 5.3.
7	Criticizing or Justifying Authority
	When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. Teachers ask 'what' and 'why' to the students also come under this category. Statements intended to change student behavior from unexpected to acceptable pattern Bawling someone out Stating why the teacher is doing what he is doing
Student Talk	
8	Student Talk Response
	It includes the students talk in response to teacher's talk Teacher asks question, student gives answer to the question.
9	Student Talk Initiation
	Talk by students that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions

	and a line of thought like asking thoughtful questions; going beyond the existing structure.
10. Silence or Pause or Confusion	
	Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

Flander (1970 cited in Hai and Bee 2006)

### **15. Strength of FIAC**

As a tool for analysis classroom interaction in the teaching and learning process, the Flander system has some strength. There are two strength of using Flander. First of all, it provides an objective method for distinguishing teacher verbal interaction and characteristic since it represents an effort to count teacher verbal interaction. Last, it describes teaching and learning process.

A FIAC technique covers interaction between teacher and students. Therefore, through FIAC, the researcher will know the quantity of verbal interaction in the classroom. Inamullah et al. (2008) maintains that FIAC can change the teacher's teaching style. It means that when the teacher knows how much they spend their time talking in the classroom, they will know their quality in making the students active in the classroom. Making the students participate at the classroom interaction, the teacher has to create and design materials that make classroom interaction is dominant by students since students-centered is really required in Communicative Language Teaching (CLT).

Moreover, the effect of FIAC feedback on the verbal interaction of teacher focuses on their use of certain verbal interaction. It means that teachers who received feedback will be different in their use of certain verbal interaction. According to Flander (1970 cited in Hai and Bee 2006), teacher who received FIAC feedback will use more praise, accept and clarify student ideas, use more

indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk. It means that it will be different from those who did not receive feedback.

Based on the explanation above, the researcher concludes that through counting classroom interaction by using FIAC technique, there are some advantages for the teachers. For the teachers, they will improve their teaching behavior including they will more use praises, clarify what the students say, ask questions, give direction, etc at the classroom.

## **16. Relevant Study**

There are some researchers that have been done researches about FIAC technique in analyzing classroom interaction. The first researcher is Nugroho (2009). He conducted a research entitled “Interaction in English as a Foreign Language Classroom (A Case of Two State Senior High Schools in Semarang in the Academic Year 2009/2010)”. The main objectives of his research were to find out the amount of time spent by teacher (TTT) and by students (STT), the characteristics of classroom interaction in two senior high schools, and the relation between statement of the problem one and two using FIAC. The subject of the research was students and teachers of SMAN 3 Semarang and SMAN 6 Semarang in the academic year 2009/2010. The researcher found that 1) English teaching and learning process in both senior high schools were teacher centered,

2) the general characteristics of classroom interaction encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence, and 3) characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

The last researcher is Nurmasitah (2010). She conducted a research entitled “A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang”. The objectives of her research were to explore the classroom interaction characteristics and to find out whether or not the English classroom activities as used to teach at year ten of Immersion Class at SMAN 2 Semarang have met Walberg’s teaching effectiveness. The subject of the research was 30 students and one teacher at year ten of immersion class at SMAN 2 Semarang. She used three instruments to analyze the data; Flanders Interaction Analysis (FIA) to identify the classroom interactions, teaching effectiveness elements based on the Walberg’s theory, and Likert Scale to measure the students’ opinion results from questionnaire. The researcher found that 1) the most dominant characteristic in immersion classroom interaction was the content cross (that most of the teaching-learning time was devoted to questions and lectures by the teacher), meaning that most of the teaching-learning time was devoted to questions and lectures by the teacher, 2) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time that showed that the

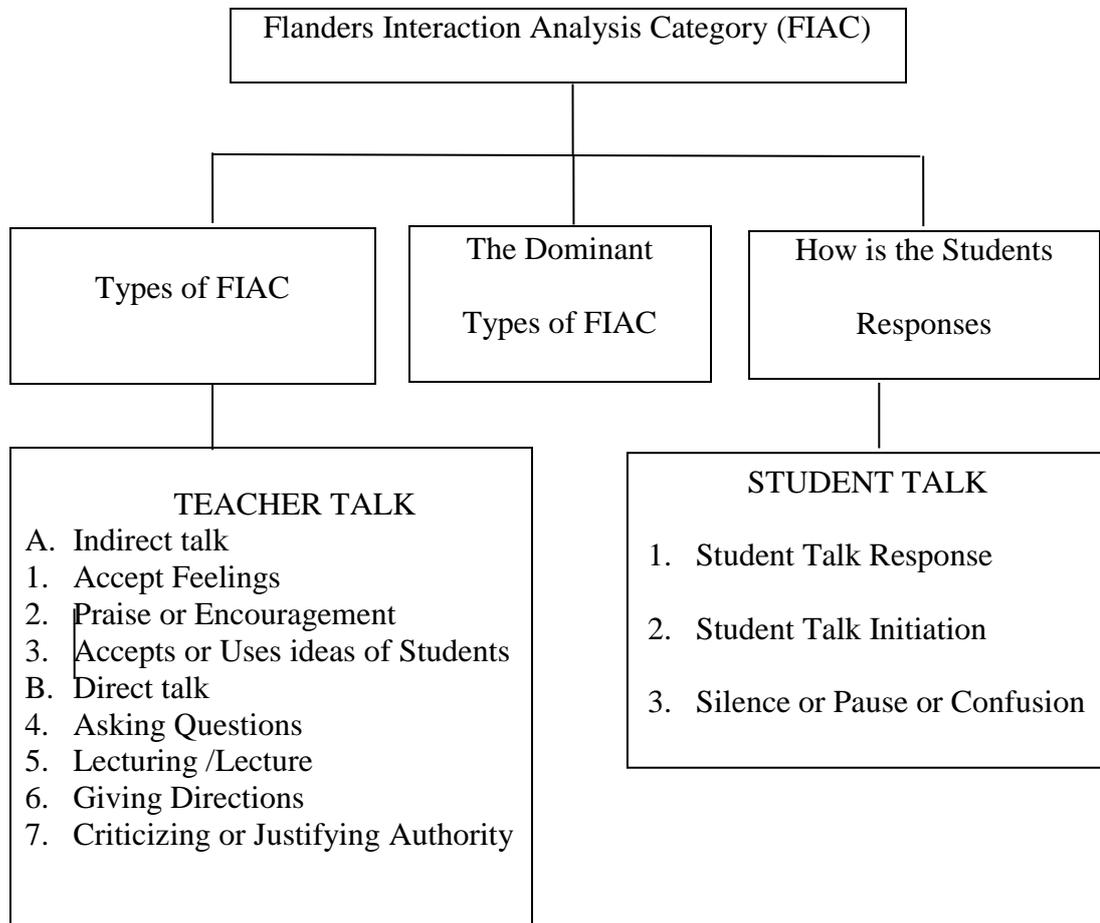
students were active enough in the classroom interaction, meaning that the students were active enough in the classroom interaction, and 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom. In addition, based on the students' opinion, the teaching-learning process in the classroom was good enough, however some students felt uncomfortable with the classroom atmosphere and the teacher's discipline of time.

Moreover, there are two differences between this research and the previous researches. For the first difference is the researcher will do the research in junior high school while both the first researcher did two senior high schools and the second researcher did in an immersion class in which Geography class. The last difference is the researcher does not use teaching effectiveness elements based on the Walberg's theory, and Likert Scale to measure the students' opinion results from questionnaire in analyzing the data that is different instruments from the second researcher.

## B. Conceptual Framework

Teacher talk is applied in class when teachers are not only conducting instructions but also cultivating their intellectual ability and managing classroom activities. Teachers approve the target language to introduce their communication with learners. Consequently, according to Flinders there are seven types of teacher talk namely Accept Feelings, Praise or Encouragement, Accepts or Uses ideas of

Students, Asking Questions, Lecturing /Lecture, Giving Directions, Criticizing or Justifying Authority and three types of students talk namely student talk response, student talk initiation, silent or pause or confusion.



## **CHAPTER III**

### **METHOD OF THE RESEARCHER**

#### **E. Research Design**

The design of this research was qualitative descriptive. According to Kumpulainenetal (2009), classroom interaction was suitable as observation that was for categorizing into which all relevant talk. It meant that the researcher would observe teacher and students talk during teaching and learning process. In order to get expected data, the researcher used Flander's Interaction Analysis Categories (FIAC). Through Flander's Interaction Analysis Categories (FIAC), the researcher described the result of this research would be showed by the percentage of the types of teachers talk and responses of students during classroom interaction.

#### **F. Source of Data**

The sources of data was taken from the transcript of the English teachers in teaching English and students learning English in Tarbiyah Islamiyah Hamparan Perak specially tenth grades.

#### **G. The Techniques for collecting Data**

In collecting the data, some techniques were applied, they are

1. recording the two teachers in teaching English in every tenth graders classroom

2. transcribing the two teacher's talk in teaching in the classroom
3. finding out the types of FIAC used by the English teacher

#### **H. The Technique for Analyzing Data**

The techniques for analyzing data were.

1. classifying them based on types of FIAC
2. analyzing of the types of FIAC used by English teacher
3. counting the percentage to find out the most dominant type of FIAC used by

English teacher by using formula :

$$x = \frac{f}{n} \times 100\%$$

In which :

X = the percentage of item

F = the number of item

N = total item

100% constant numeral

## **CHAPTER IV**

### **DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION**

#### **E. Data**

The data in this study were the utterances of the teacher and the students of Vocational School Tarbiyah Islamiyah Hamparan Perak taken from the observation and the transcript from video's recordings of 4 meetings in four different topics of learning (Saturday, February 10, 2018, Tuesday, February 13, 2018, Thursday, February 22, 2018, Saturday, March 03, 2018). These meetings reveal some skills in learning English, such as (1) writing in the meeting on Saturday, February 10, 2018 in line "notice and warning", (2) writing and speaking in the meeting on Tuesday, February 13, 2018, in line "refers, ordering something, hope" (3) reading and writing in the meeting on Thursday, February 22, 2018 in line "expository text", (4) Reading in the meeting on Thursday, March 03, 2018 in line "narrative text". The transcriptions of the teacher and students' utterances are enclosed in appendix 1.

#### **F. Data Analysis**

Having analyzed the collected data, it was found that the types of FIAC used by the English teacher, namely Accept Feelings, Praise or Encouragement, Accepts or Uses ideas of Students, Asking Questions, Lecturing /Lecture, Giving Directions, Criticizing or Justifying Authority student talk response, student talk initiation, silent or pause or confusing and analyzed them.

#### 4. types of FIAC used by the English teacher in Vocational Tarbiyah Islamiyah

During the teaching-learning process, there were many utterances uttered by the teacher and students to build up classroom interaction. The utterances were transcribed through observation of video recordings and analyzed sentence by sentence by using Flander's Interaction Analysis Categories (FIAC). The utterances used by the teacher were grouped and classified into types of Teacher talk based on Flander's Interaction Analysis Categories (FIAC).

**Table. 4.1. Types of Teacher Talk used by English teacher in vocational Tarbiyah Islamiyah**

No	Types of Teacher Talk	Total
1	Accept Feelings	9
2	Praise and Encouragement	5
3	Accepts or Uses ideas of Students	1
4	Asking Questions	114
5	Lecturing	37
6	Giving Direction	17
7	Criticizing or justifying Authority	1
<b>Total</b>		<b>184</b>

The data showed that all types of teacher talk based on FIAC's theory were used by the English teacher in Vocational Tarbiyah Islamiyah. The types were Accept Feelings, Praise and Encouragement, Accepts or Uses ideas of Students,

Asking Questions, Lecturing, Giving Direction, and Criticizing or justifying Authority.

**5. The most dominant of FIAC used by the English Teacher in Vocational Tarbiyah Islamiyah Hamparan Perak**

Here is the table of the most dominant of teacher talk used by the English teacher in vocational school Tarbiyah Islamiyah teaching and learning process for 4 meetings.

**Table 4.2 The most dominant of FIAC used by the English Teacher in Vocational Tarbiyah Islamiyah Hamparan Perak**

No	Types of teacher talk		Meeting					Percentage
			1	2	3	4	Total	
1	Teacher indirect talk	Accept feelings	1	5	1	2	9	4.8%
		Praise or encouragement	0	3	0	2	5	2.7%
		Accepts or uses ideas of students	0	1	0	0	1	0.5%
2	Teacher direct talk	Asking questions	26	53	17	18	114	61.9%
		Lecturing/ lecture	10	13	9	5	37	21%
		Giving directions	5	3	1	8	17	9.2%
		Criticizing or justifying authority	0	1	0	0	1	0.5%
<b>Total</b>			<b>42</b>	<b>79</b>	<b>28</b>	<b>35</b>	<b>184</b>	<b>100%</b>

The table above reveals that the most dominant of FIAC used by the English Teacher formed by the two teachers in English teaching and learning process is Asking Questions. It can be seen from the number of data of each types of FIAC used by English teacher that Asking Questions become the dominant language which is done in four meetings of two teachers. Asking Questions has 114 (61.9%) number of data. The teachers always use Asking Questions to ask a question. Teacher often uses question to ensure that students are attentive, to answer the question, and to assess student's understanding. They also use giving information and giving direction to the student mostly in Asking Questions. In addition, the students have limitation in a vocabulary. So the teacher uses Indonesian language to make the students easier in gaining the knowledge. It is followed by lecturing which has 37 (21%) number of data. The next types are Giving Direction , Accept Feelings , Praise and Encouragement . Each of them has 17 (9.2%), 9(4.8%) and 5 (2.7%) number of data.

**6. The students' responses toward specific FIAC used by the teacher in teaching them**

Here is the table of students' responses toward specific FIAC used in vocational school teaching and learning process for 4 meetings.

**Table 4.3 The students' responses toward specific FIAC used by the teacher in teaching them**

No	Student talk	Meeting				Total	Percentage
		1	2	3	4		
1	Student Talk Response	25	47	8	22	102	7.90%
2	Student Talk Initiation	1	0	3	1	5	0.38%

<b>3</b>	<b>Silence or Pause or Confusion</b>	3	10	8	1	22	1.70%
<b>Total</b>		<b>29</b>	<b>57</b>	<b>19</b>	<b>24</b>	<b>129</b>	<b>100%</b>

Based on the data source above it could be seen that the students responses when the teacher delivered questioning to the student is one of the teacher aim to make the student active in the classroom. Furthermore, it proved that this study is successful in the classroom.

### **G. Research Finding**

After analyzing the data, it was found that

1. all types of FIAC were used by the English teachers in teaching learning process at Tarbiyah Islamiyah. They were Accept Feelings, Praise and Encouragement, Accepts or Uses ideas of Students, Asking Questions, Lecturing, Giving Direction, and Criticizing or justifying Authority.
2. the most dominant of FIAC used by the English teachers was Asking Questions as 114 (61.9%) number of data. The teachers always used Asking Questions to ask a question. Teacher often uses question to ensure that students were attentive, to answer the question, and to assess student's understanding. They also used giving information and giving direction to the student mostly in Asking Questions.

3. the students' responses on teacher's question were good. They were good when the teachers delivered questions to them. Most students preferred to respond the teacher's questions rather than talk as their initiation.

## **H. Discussions**

From the explanation of the previous data analysis, the teachers deploy all types of Teacher Talk in the four meetings in four different majors. There are seven types of Teacher Talk deployed by the lecturers in the teaching learning process in five different meetings, namely Accept Feelings, Praise and Encouragement, Accepts or Uses ideas of Students, Asking Questions, Lecturing, Giving Direction, and Criticizing or justifying Authority in the classroom interaction. In this analysis, the lecturers deployed questioning and lecturing dominantly. It showed that the teachers played their main role as a controller to devote the students' participation by questioning-answering and it was successful to create communicative interaction as it can be seen from the students who response the teacher dominantly. The results of the analysis showed that the most dominant characteristic in English classes was the student participation. It reflected that most of the teaching-learning time was devoted to questions and answers by the students. But, without the Teacher Talk the students couldnot devote their participation.

On the other hands, it was found that both the teachers and the students play their main role in teaching-learning process to create a communicative classroom interaction There were some reasons of deploying types of Teacher Talk in

teaching-learning process in the classroom. The teachers whose role was to devote students' participation, they tended to give questions to each student. On the other hand, the students whose role was to follow the lesson led and guided by the teacher, response what the teacher addressed to them verbally.

Through this study, it is found that every teacher may have varieties methods and Talk in the classroom, but the most important thing is that the teacher should understand what the students need and intended. Analyzing the classroom atmosphere is needed before conducting certain Talk to grab their intention in learning with the teacher. That the reason why a teacher must be active and master in applying some methods in teaching to create a active communicative classroom interaction.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **C. CONCLUSIONS**

Having analyzed the data, conclusions can be draw as in the following

1. All types of FIAC were used by the English teachers in teaching learning process at Tarbiyah Islamiyah. They were Accept Feelings, Praise and Encouragement, Accepts or Uses ideas of Students, Asking Questions, Lecturing, Giving Direction, and Criticizing or justifying Authority.
2. The most dominant of FIAC used by the English teachers was Asking Questions as 114 (61.9%) number of data.
3. The students' responses on teacher's question were good. They were responses good when the teachers delivered questions to them. Most students preferred to respond the teacher's questions rather than talk as their initiation.

#### **D. SUGGESIONS**

In relation to the conclutions, suggestions are staged as in the following.

1. The teacher should be able to realize some types of Teacher Talk to devote students' participation in the classroom. Analyze the students' need and character before conducting certain types of Teacher Talk in order to make the class active.

2. Besides the students, everyone pay attention much in education is also important to study the matter of Teacher Talk, because by understanding this material, it would be easier for them to understand how the teacher create a communicative classroom interaction and why students responded in the way they do.
3. Every teacher should remember that the role of a teacher is as facilitator, so the teacher should facilitate and lead the students to speak up in English especially.

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## APPENDIX I

### Transcript 1

Teacher's name : Veria Handayani S.Pd  
Class meeting : Mesin  
Date and time : Saturday, February 10, 2018 (2 x 45)

Teacher : ada Pr ?  
Student : gak ada  
Teacher : ada Pr ?  
Student : gak ada  
Teacher : ada Pr ?  
Student : gak ada  
Teacher : ada Pr ?  
Student : gak ada  
Teacher : serius  
Student : serius  
Teacher : saya butuh kejujuran kalian, minggu kemarin saya masuktrus  
kemarin lagi kita masuk lagi  
Student : ya  
Teacher : ada Pr ?  
Student : gak ada  
Teacher : kau bilang gak ada ?  
Student : ada miss  
Teacher : tentang past tense,membuat sepuluh kalimat past tense ada yang  
udah siap ?  
Student : gak ada miss  
Teacher : ada Pr ?  
Student : ada

Teacher : siapa yang udah siap angkat tangan ?

Student : gak ada

Teacher : besok kalau ada Pr bilang aja gak usah bohong

Student : ya miss

Teacher : mana catatan minggu lalu ?

Student : gak ada miss

Teacher : jadi apa yang kalian pelajari kemarin ?

Student : past tense

Teacher : two week ago we spelling 1-100

student : ya

Teacher : minggu depan kita ujian, We learn about disitu ada notice morning

Student : gak Nampak bu

Teacher : gak Nampak ?

Student : gak bu

Teacher : udalah anggap aja kalian Nampak

Student : ok lah anggap aja kan bu

Teacher : itu disitu ada, gak bisa lagi di terangi, disitu ada notice mana yang dikatakan notice dan mana yg dikata kan warning ok ini dia apa yang dimaksud dengan notice adalah jadi hey hallo coba kalian catat apa yang dimaksud catatan dan peringatan catatan tau catatan atau himbauan mana yg dikatakan himbauan mana yang dikatakan peringatan ada suatu notice.

hey hallo reza yang itu ada disitu notice apa ?

student : silence

teacher : jika tanda ini tidak dipakai maka tidak akan terjadi kecelakaan you know what itu himbauan jadi kalau dia warning atau peringatan. Jika tanda ini tidak dipatuhi maka akan terjadi kecelakaan. Contohnya mana dia ini hah, ini yg mana yang dikatakan notice mana yang dikatakan warning liat. Notice atau warning buang lah sampah pada tempatnya

dilaran membuang sampah ditempat ini itu apa ?

Student : himbauan

Teacher : ya himbauan kemudian jika di lakukan maka akan?

Student : terjadi banjir

Teacher : dilarang makan dan minum berdiri, boleh gak makan dan minum berdiri?

Student : gak boleh

Teacher : udah itu dia bagian dari warning, kemudian apa warning wear pakai wet basah

hayo apa riki?

Student : silence

Teacher :Pakai basah apa licin kemudian listrik kelen puun bisa juga reja knpa reza kepanasan ?

student : laugh

teacher : ok udah kembali itu dilarang belok kanan right

kanan kiri ?

Student : left

Teacher : udah kemudian itu apa itu ?

liat bacaannya itu permukaan panas contohnya angkot

Student : matahari

Teacher : matahari menyebabkan apa ?

Student : hahaa

Teacher : udah kembali terakhir ,jaga kebersihan jgn buang sampah ditempat ini dan kemudian go green kemudian wash your hand kalau udah

hey liat hallo keep silent please , listen to me

kalau udah katanya dilarang itu berarti pakek ground udah pasti kemudian switch your mobile phone apa artinya?

Student : gak ada handphone

Teacher : ok itu bagian dari notice (repeat contoh), Ok any question ?

Student : gak

Teacher : gak ada yg mau ditanyak ?

Student : silence

Teacher : Kalau gak ada biar saya yg nanyak

udah2 sekian terimakasih, disisni hey hari ini belajar notice dilarang merokok notice kemudian dilarang makan minum coba tolong ini dihapus ok ini sebelum kita akhiri ada latihan mana yg notice mana yg warning ok kemudian ( mengabsen) perhatikan peringatan sesuatu yg mengakibatkan kecelakaan adalah warning , himbauan sesuatu yg tidak mengakibatkan kecelakaan jadi kalian udah bisa membedakan mana yg notice mana yg warning

udah finished?

Student : belum bu

Teacher : sedikitnya itu, udah ini ada sedikit latihan tambahan kalian kerjakan

Student : banyak x buk

Teacher : makanya dikerjakan bel istirahat harus dikumpul

## Transcript 2

Teacher's name : Veria Handayani S.Pd

Class meeting : Kecantikan

Date and time : Tuesday, February 13, 2018 (4 x 45)

Teacher : assalamualaikum

Student : waalaikumsalam

Teacher : good morning everyone ?

Student : morning

Teacher : how are you girls ?

Student : im fine thanks n you

Teacher : nice, ok its so very nice to see you again  
who is absen today ?

Student : nothing

Teacher : nobody is absent today ?

Student : no

Teacher : there is nothing alright I will cal your name one by one ( absent)  
ok thank you  
are you ready to study ?

Student : yes

Teacher : I have some games , you know games ?

Student : yes

Teacher : you want to play a game ?

Student : yes, I want

Teacher : ok wait the minutes , to review our subject have you still  
remember what wet learn last time ?

Student : prefers

Teacher : it about prefers what does not mean by prefers bahasa? Prefers is  
which one you like apple or mango?

Student : pilihan

Teacher : that's good,  
you still remember how do you say prefers in English and there two ways ?

Student : I prefers, I would like, I would rather

Teacher : ok If you want to say prefer what is comparative ?

Student : v2 and rather than

Teacher : ok which one you like swimming or shopping ?

Student : I prefer shopping to swimming

Teacher : I would like ?

Student : I would like shopping rather than swimming

Teacher : I rather ?

Student : shopping than swimming

Teacher : ok we also talk about ordering something alright?

Student : yes

Teacher : do you remember what you see in the menu?

Student : chicken, food, pizza

Teacher : food and drink , what doesn't mean of beverage?  
Milk coffee tea Ok it is we have may be chicken fried rice steak  
beverage ?

Student : coffee, milk, juice

Teacher : how about dessert still you remember ?

Student : cake, ice cream

Teacher : how about fish?

Student : no its food

Teacher : pudding , ok now we to the point yah, if I call you I give you  
secret, do you know secret in bahasa

Student : rahasia

Teacher : what is this ?

Student : board

Teacher : do you know why it is secret ? can you see what picture are in the secret board?

Student : silent

Teacher : this picture of ?

Student : pertanyaan

Teacher : question pertanyaan and than here ?

Student : go back

Teacher : mundur go back that's right and than number 2?

Student : silent

Teacher : go forward, maju and than stop , you know what doesn't mean ?

Student : silent

Teacher : ok here you can see will you used like snake and letter , snake and letter in bahasa is ular tangga this is the way , I hope you can be public speaking, this is for you it's the player its for you and will play with this tings to do cute player .

you can write your name in the back yes?

Student : silent

Teacher : there is .... Kartika atau yang lain there is for your happy and than also we will used the die as snake and letter one – six when you make here in the secret board and you throw the dies so it put in the table two

what doesn't mean 2 ?

Student : silent

Teacher : you play 2 step one two here so what is the color of the board?

Student : yellow

Teacher : yellow so when you put your player here of the yellow it two board so it must be also yellow card, ok I will open the instruction here this instruction to you

what is instruction ?

student : silence

teacher : go back to the nearest challenge , kembali ke tantangan ke depan  
so you must go back in the close yellow board ,  
this one ok do you understand ?

Student : yes

Teacher : are you ready?

Student : ready

Teacher : so we will define to the groups of 4 maybe one group consist of  
four student ,  
how to reading the text of the group?

Student : silent

Teacher : may be the name of the flower

Student : fruit

Teacher :fruit  
ok the name OF fruit

Student : banana , mango, pineapple Teacher : so apple banana mango  
pineapple ok do you understand

Student : yes

Teacher : (make groups) and manage the class share the secret board

Student : play the games

Teacher : give punishment the wrong student

Student : do the punishment

Teacher : ok thank you every body finished off ada become the champion?

Student : ada

Teacher : congratulation  
so you get voucher a ticket to go to suriah ya

Student : laugh

Teacher : ok every one are you happy?

Student : yes and very2 happy

Teacher : you can sit see back sini2 ya put around your chair

Student : (do it )

Teacher : how the game?

Student : silent

Teacher : how the secret board game ?

Student : silence

Teacher : are you fun?

Student : yes

Teacher : what is the most impressing part for you ?

Student : singing dangdut

Teacher : singing dangdut maybe move here get already box number 34  
yes ? ?

Student : yes

Teacher : 34 maybe she get play to start yah alright , another?

Student : dance

Teacher : dance like girl band yah

Student : laugh

Teacher : another?

Student : silence

Teacher : how about you ?

Student : like model

Teacher : like model and also we get about this right preference yes

Student : yes

Teacher : what question do you get ?

Student : swimming and shopping

Teacher : and than ?

Student : sleeping at home and chatting his friend

Teacher : sleeping at home and chatting his friend what did you say ?

Student : silence

Teacher : I prefer chatting her friends to sleeping at home ok another question ? remember ?

Student : watching TV and watching internet

Teacher : which one you like watching TV watching internet?

Student : watching internet

Teacher : how did to say?

Student : I would like watching internet better than watching tv

Teacher : ok very good and how about food and drink have you a aquestion?

Student : no

Teacher : desert , what are your desert

Student : pancake, ice cream pudding act

Teacher : how about hope? Doesn't mean one get question about hope?

Student : hope /harapan2 (thinking) I hope that I can be sleep

Teacher : I hope I can eating

Student : laugh

Teacher : so that's all our subject today and than I happy to see you and the next to see you I will bring another games to you , thank you so much for your coming maybe we can close our meeting

Goodbye

Student : goodbye

Teacher : assalamualaikum

Student : waalaikumsalam

Teacher : give applause for us

Student : (applause)

### Transcript 3

Teacher's name :

Class meeting : Listrik

Date and time : Thursday, February 22, 2018 (2 x 45 )

Teacher : assalamualaikum

Student : wassalamsalam

Teacher : bagaimana kabar kalian sehat ?

Student : sehat

Teacher : absen ?

Student : menjawab

Teacher : kita akan membahas paragraph exposisi  
ada yang tau apa itu?

Student : gak tau

Teacher : kalimat expository/ karangan adalah suatu paragraph yg memiliki tujuan untuk memberikna informasa tentang sesuatu shingga dapat memperluas ilmu pembaca sifat nya ilmiah artinya karangan tersebut apa adanya tidak karangan/ rekaan/dugaan kemudian krngan tersebut dapat diperoleh melalui pengamatan/ penelitia/pengalaman ok kita akan membahaas satu per satu dari yang pertama yaitu pengamatan .

contoh misalkan kalian jalan - jalan staditur ke candi boro budur apa yang pertama kali kalian lihat?

Student : candi

Teacher : candi, dari candi itu kalian dapat membuat sebuah karangan Kemudian penelian apa yg kalian teliti dari candi tersebut?

Student : bangunan

Teacher : bangunan, terus apalagi?

student : silence

banyak sekali yg bisa kita teliti lebih jauh lagi Kemudian pengalaman. Pengalaman seperti apa yg perlu kita tulis didalam karangan exposisi tentunya pengalaman yang benar - benar terjadi jgn sampai pengalaman kita itu benar terjadi jangan sampai

pengalaman kita itu rekaan karna kalau kita mmbuat karangan exposisi berdasarkan pengalaman kita yang tidak benar maka itu bukan teks exposisi karna itu bersifat non ilmiah karna itu tidak yg sebenarnya dari penjeleasan diatas ada yg mau bertanya ?

Student : apa ciri paragraph exposisi?

Teacher : ok cirri -ciri exposisi siapa yg bisa jawab ?

Student : silent

Teacher : teman kalian menanya ap ciri tadi kitra udah liat pengamatan, kembali ke cirri - cirinya bersifat tulisan berisi pengertian dan pengetahuan Disampaikan secara Lukas

Student : silent

Student : bagaimanakah struktur text exposisi ?

Teacher : bagaimana structure exposisi ada yang bisa menjawab ?

Student : tidak ada

Teacher : baik akan kita bahas, Strukturnya general statement pernyataan pengantar ulangi adalah yaitu penulis berusaha untuk menyampaikan data yang ada dengan sudut pandang yang kita ketahui yaitu bisa dilihat contoh misalkan tadi kalian ke candi borobudur itu di list oh candi ini terlihat seperti ini kemudian seperti ini kemudian digambarkan sehingga membuat sbuah karangan yg baik. Kedua Rangkaian argument/ kalau yang pertama statement pengantar yg kedua . kita ke rangakaaian argument Yaitu kita bisa menerapkan lebih lagi contoh tadi yang pertama tadi kita sudah membahas yg namanya Borobudur digambran yang pertama kemudian dijelaskan dengan panjang lebar di rangkian argumrntasi kemudian yang ketiga yaitu kesimpulan/ conclusi

apa yg harus ada dlm kesimpulan ?

Student : silent

Teacher : bisa jadi saran dan pesan, saran dan peasan apa ?

Student : silent

Teacher : ya tentunya yang berhibungan dengan point 1 dan 2 kita dapat melihat susunan teks exposisi itu terdiri dari yang pertama pernyataan pengantar, kemudian serangkaian argumentasi, kesimpulan

ada yg mau bertanya silahkan ?

Student : bagaimana sih langkah2 menyusun teks exposisi?

Teacher : iya langkah2 menyusun teks exposisi ada yang tau langkah-langkahnya ?

Student : silent

Teacher : yang pertama bagaimana langkah membuat atau menyusun teks exposisi?

Yang pertama menentukan tema yang kedua menentukan tujuan yang ketiga mengumpulkan data dari berbagai sumber yang keempat membuat / menyusun karangan terakhir mengembangkan kerangka karangan menjadi menjadi teks exposisi kita lihat langkah yang harus kita perhatikan ketika kita membuat teks exposisi yg pertama kita liat temanya misalnya temanya liburan kalau sudah ditentukan temanya liburan berarti judulnya apa ?

ingat tema dan judul beda kita sudah tau temanya liburan judulnya kira- kira apa ? ?

Student : jalan – jalan ke bali

Teacher : misalkan jalan - jalan staditur ke candi borobudur misalkan kita sudah tau ok satu kemudian menentukan tujuan kita harus tau setiap kegiatan apapun kita harus tau tujuannya apa termasuk ketika kalian membuat karangan exposisi, kita harus tau oh ini loh tujuan saya membuat karangan exposisi yang mana temanya liburan, kemudian tadi judulnya apa jalan - jalan ke candi borobudur ini memiliki tujuan yaitu memenuhi syarat kenaikan kelas kemudian yg ke 3 mengumpulkan data dari beberapa sumber tentunya selain berdasarkan pengamatan, penelitian , pengalaman kalian harus mengumpulkan data yang ada untuk mendukung teks exposisi yang baik hanya mengumpulkan bisa jadi melalui internet , Koran majalah dsb, semangkin lengkap sumber yang kalian peroleh semakin bagus pula teks exposisi / karangan tersebut dibuat

kemudian yg keempat menyusun kerangka karangan exposisi bagaimana sih cara membuat kerangka karangan ?

Student : silent

Teacher : bagaimana ?

Student : silence

Teacher : kan tadi kita sudah tau btemanya apa judulnya apa lalu disusun tujuannya apa terus data yg diperoleh itu dari mana saja sumber

nya apa maka jadilah sebuah kerangka karangan setelah tersusun kerangka karangan kita kembangkan menjadi sebuah karangan yg lebih lengkap lagi yg akhirnya menjadi atau tersusunlah karangan teks eksposisi yg baik

dari langkah2 menyusun teks eksposisi ada yg mau bertanya ?

Student : ada

Teacher : ok kalau sudah jelas kita coba latihan nsilahkan ditulis yg pertama Buatlah contoh teks eksposisi dengan tema bebas, cukup jelas ya ? silahkan kerjakan

Student : jelas

#### TRANSCRIPT 4

Teacher's name :

Class meeting : Teknik Jaringan dan Komputer

Date and time : Saturday, March 03, 2018 (4 x 45)

Teacher : Good Morning, Class

All Students : Morning, Sir.

Teacher : Oke, last week, we have made a folk tale and read it in front of the class. You did a great job. And now, on your text book there are a few good stories that we can read and discuss about that. So open your book page 122, please.

G : Halaman berapa, Sir?

Teacher : 122, G.

G : Oke, Sir.

Teacher : Who want to read the Stingy and the Generous story for me and your friends?

(A few of students raise their hand)

Teacher : Oke, saya ingin dengar suara, M. M, please read loudly and clearly, please.

M : The Stingy and the Generous (A folk tale from Sambas). Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He even had no money left because he had shared it with the poor. One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed. The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold. The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor.

Teacher : Ok, M. Thank you very much. What do you think about the story, to describe something or to entertain people?

All Students : (keep silent)

Teacher : Menurut kalian cerita ini untuk menjelaskan atau menggambarkan sesuatu atau untuk menghibur pembacanya? So describe something or entertain people?

A few stud- : To entertain people!

A few stud- : To describe something!

Teacher : Lebih tepatnya to entertain people!

Karena cerita ini tidak menggambarkan atau menjelaskan suatu hal. Hanya menceritakan tentang perilaku seseorang .

Okey, T. How many characters does the story have?

T : Two, Sir.

Teacher : Are you sure? How about the bird?

All students : Three, Sir.

Teacher : Yes,

jadi bird termasuk dalam karakter karena dia juga memerankan perananan dalam cerita itu, kan? Dia memberikan bibit semangkanya.

Now, were there any problems (complications) in the story? Apakah ada masalah dalamceritaini? Q

Students : Yes, Sir.

Teacher : What was that?

J : The generous brothers is poor.

Teacher : Yeah, J. You're correct. What else?

Students : A little bird feel and was wounded.

Teacher : Yeah. So, were there any solutions at the end of the story?

Students : Yes, Sir?

Teacher : What are the solutions?

J : Generous brother become rich because of the seed that given by the bird.

Teacher : Very good, J. Kemana aja dari tadi? How about the wounded bird?

Students : Genereous brother took cara of it, fed it and put it in a nice cage.

Teacher : Yes, you're absolutely correct. Cobasekarang, lingkari the action verb .Minggu lalu sudah kita pelajari, kan action verb?

Students : Yes, Sir.

Teacher : Ya, cari dan lingkari action verbs di teks ini, lalu garis bawah relational verb-nya. Masih ingat relational verb?

Students : Masih, Sir

Teacher : Good. Dan terakhir... buatlah bentuk kotak pada kata conjunction atau connectives atau kata penghubungnya.Paham?

Students : Paham, Sir.

Teacher : I give you fifteen minutes to do that.  
(fifteen minutes later)

Teacher : Have you finished?  
(teacher checked the students' works)

Teacher : Very good.  
Now look at page 123.  
Jadi teks yang kita dengarkan tadi itu mananya narrative text.  
Apa namanya?

Students : Narrative text, Sir.

Teacher : Ya. Pengertiannya ada di halaman 123 itu, ya.Apa katanya di sana? Bacakan, G!

G : We use narrative texts to entertain the readers/listeners with our stories. A narrative text usually has three main parts, orientation, complications and resolution.

Teacher : Ya, thank you, G. Jadi narrative text adalahteks yang bermaksud untuk menghibur pembaca atau pendengarnya. Narrative text memiliki tiga bagian utama, apa saja tadi?

Students : Orientation, complication and resolution, Sir!

Teacher : Yeah, orientation adalah pembuka teks yang isinya tentang setting waktu dan lokasi kejadian cerita dan juga memperkenalkan karakternya. Kalau complication adalah bagian selanjutnya yang menceritakan masalah yang dihadapi karakter dan akan dipecahkan nanti di akhir kisah atau di bagian resolution.

Nah, look at the story at 123.

(students did what teacher said)

Teacher : Judul dari kisah itu apa?

Students : Beauty and the Beast.

Teacher : Yes. D, please read the orientation of this story.

D : Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

Teacher : Thank you, D. Now F, read the complications of this story!

F : One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture. One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him. After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

Teacher : Yes, F. Thank you. And, K, please read the resolution, please.

K : While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servant became human again. Then, the Beast and Belle got married. They lived happily ever after.

Teacher : Yes, very good!

Oke, sebentar lagi waktu kita habis. Jadi tugas kalian di rumah adalah cari satu contoh narrative text dalam bahasa Inggris, ya.

All students : Yes, Sir.

(bell rang)

Teacher : Oke, don't forget your homework for the next meeting and assalamualaikumwarahmatullahiwabarakatuh.

Students : Waalaikumsalamwarahmatullahiwabarakatuh.

## APPENDIX II

### Transcript 1

Teacher's name : Veria Handayani S.Pd

Class meeting : Mesin

Date and time : Saturday, February 10, 2018 (2 x 45)

Teacher : ada Pr ? (*question*)

Student : gak ada (*responses*)

Teacher : ada Pr ? (*question*)

Student : gak ada (*responses*)

Teacher : ada Pr ? (*question*)

Student : gak ada (*responses*)

Teacher : serius ? (*question*)

Student : serius (*responses*)

Teacher : saya butuh kejujuran kalian, minggu kemarin saya masuk, minggu kemarinnya lagi masuk juga (*lecturing*)

Student : ya (*responses*)

Teacher : ada Pr ? (*question*)

Student : gak ada (*responses*)

Teacher : gak ada kalian bilang ? (*question*)

Student : ada miss (*responses*)

Teacher : tentang past tense, buat sepuluh kalimat past tense, ada yang udah siap ? (*question*)

Student : gak ada miss (*responses*)

Teacher : ada Pr (*question*)

Student : gak ada (*responses*)

Teacher : yang udah siap angkat tangan ? (*question*)

Student : gak ada (*responses*)

Teacher : besok kalau ada Pr bilang aja gak usah bohong kalian(*lecturing*)

Student : ya miss (*responses*)

Teacher : mana catatan minggu lalu ? (*question*)

Student :gak ada miss (*responses*)

Teacher : jadi apa yang kalian pelajari minggu lalu ? (*question*)

Student : past tense (*responses*)

Teacher : dua minggu yang lalu kita spelling 1-100 (*lecturing*)

student : ya (*responses*)

Teacher : minggu depan kita ujian, We learn about disitu ada notice (*lecturing*)

Student : gak Nampak bu (*responses*)

Teacher : gak Nampak ? (*question*)

Student : gak bu(*responses*)

Teacher : udalah anggap aja kalian Nampak (*lecturing*)

Student : ok lah anggap aja kan bu (*responses*)

Teacher : itu disitu ada, gak bisa lagi di terangi, disitu ada notice mana yg dikatakan notice dan mana yg dikata kan warning ok ini dia apa yg dimaksud dengan notice adalah jadi hey hallo coba kalian catat apa yg dimaksud catatan dan peringatan catatan tau catatan atau himbauan mana yg dikatakan himbauan mana yg dikatakan peringatan ada suatu notice. (*lecturing*)

hey hallo reza yg itu ada disitu notice apa ? (*question*)

student t : silence

teacher : jika tanda ini tidak dipakai maka tidak akan terjadi kecelakaan you know what itu himbauan jadi kalau dia warning atau peringatan. Jika tanda ini tidak dipatuhi maka akan terjadi kecelakaan. Contohnya mana dia ini hah, ini yg mana yg dikatakan notice mana yg dikatakan warning liat. (*lecturing*)

Notice atau warning buang lah sampah pada tempatnya dilaran membuang sampah ditempat ini itu apa ? (*question*)

Student : himbauan (*responses*)

Teacher : ya himbauan kemudian jika di lakukan maka akan? (*question*)

Student : terjadi banjir (*responses*)

Teacher : dilarang makan dan minum berdiri, boleh gak makan dan minum berdiri? (*question*)

Student : gak boleh (*responses*)

Teacher : udah itu dia bagian dari warning, kemudian apa warning wear pakai wet basah (*lecturing*)

hayo apa riki? (*question*)

Student : silence

Teacher : Pakai basah apa licin kemudian listrik kelen puun bisa juga  
reja knpa reza kepanasan ? (*question*)

student : laugh

teacher : ok udah kembali itu dilarang belok kanan right (*lecturing*)  
kiri ? (*question*)

Student : left (*responses*)

Teacher : udah kemudian itu apa itu ? (*question*)

Student : matahari (*responses*)

Teacher : matahari menyebabkan apa ? (*question*)

Student : hahaa

Teacher : udah kembali terakhir ,jaga kebersihan jgn buang sampah  
ditempat ini dan kemudian go green kemudian wash your hand  
kalau udah (*lecturing*)

hey liat halo keep silent please , listen to me(*direction*)

kalau udah katanya dilarang itu berarti pakek ground udah pasti  
(*lecturing*)

kemudian switch your mobile phone apa artinya? (*question*)

Student : gak ada handphone (*responses*)

Teacher : ok itu bagian dari notice (repeat contoh), Ok any question ?  
(*question*)

Student : gak (*responses*)

Teacher : gak ada yg mau ditanyak ? (*question*)

Student : silence

Teacher : Kalau gak ada biar saya yg nanyak

udah2 sekian terimakasih, disini hey hari ini belajar notice dilarang merokok notice kemudian dilarang makan minum coba tolong ini dihapus ok ini sebelum kita akhiri ada latihan mana yg notice mana yg warning ok kemudian ( mengabsen) perhatikan peringatan sesuatu yg mengakibatkan kecelakaan adalah warning , himbauan sesuatu yg tidak mengakibatkan kecelakaan jadi kalian udah bisa membedakan mana yg notice mana yg warning (*lecturing*)

udah finished? (*question*)

Student : belum bu (*responses*)

Teacher : sedikitnya itu, udah ini ada sedikit latihan tambahan kalian kerjakan (*direction*)

Student : banyak x buk (*responses*)

Teacher : makanya dikerjakan bel istirahat harus dikumpul (*direction*)

Transcript 2

Teacher's name : Veria Handayani

Class meeting : Kecantikan

Date and time : Tuesday, February 13, 2018 (4 x 45)

Teacher : assalamualaikum (*accept feeling*)

Student : waalaikumsalam (*responses*)

Teacher : good morning everyone ? (*accept feeling*)

Student : morning (*responses*)

Teacher : how are you girls ? (*accept feeling*)

Student : im fine thanks n you (*responses*)

Teacher : nice, ok its so very nice to see you again (*Praise or Encouragement*)

who is absen today ? (*question*)

Student : nothing (*responses*)

Teacher : nobody is absent today ? (*question*)

Student : no (*responses*)

Teacher : are you ready to study ? (*question*)

Student : yes (*responses*)

Teacher : I have some games , you know games ? (*question*)

Student : yes (*responses*)

Teacher : you want to play a game ? (*question*)

Student : yes, I want (*responses*)

Teacher : ok wait the minutes , to review our subject have you still remember what we learn last time ? (*question*)

Student : prefers (*responses*)

Teacher : it about prefers what does not mean by prefers bahasa? Prefers is which one you like apple or mango? (*question*)

Student : pilihan (*responses*)

Teacher : that's good, (*Praise or Encouragement*)

you still remember how do you say prefers in English and there two ways ? (*question*)

Student : I prefers, I would like, I would rather (*responses*)

Teacher : ok If you want to say prefer what is comparative ? (*question*)

Student : v2 and rather than (*responses*)

Teacher : ok which one you like swimming or shopping ? (*question*)

Student : I prefer shopping to swimming (*responses*)

Teacher : I would like ? (*question*)

Student : I would like shopping rather than swimming (*responses*)

Teacher : I rather ? (*question*)

Student : shopping than swimming (*responses*)

Teacher : ok we also talk about ordering something alright ? (*question*)

Student : yes(*responses*)

Teacher : do you remember what you see in the menu? (*question*)

Student : chicken, food, pizza (*responses*)

Teacher : food and drink , what doesn't mean of beverage? (*question*)  
Milk coffee tea Ok it is we have may be chicken fried rice steak  
beverage ? (*question*)

Student : coffee, milk, juice (*responses*)

Teacher : how about dessert still you remember ? (*question*)

Student : cake, ice cream (*responses*)

Teacher : how about fish? (*question*)

Student : no its food (*responses*)

Teacher : pudding , ok now we to the point yah, if I call you I give you  
secret, do you know secret in bahasa (*lecturing*)

Student : rahasia(*responses*)

Teacher : what is this ? (*question*)

Student : board (*responses*)

Teacher : do you know why it is secret ? can you see what picture are in  
the secret board? (*question*)

Student : silent

Teacher : this picture of ? (*question*)

Student : pertanyaan (*responses*)

Teacher : question pertanyaan and than here ? (*question*)

Student : go back (*responses*)

Teacher : mundur go back that's right and than number 2? (*question*)

Student : silent

Teacher : go forward, maju and than stop , you know what doesn't mean ?  
(*question*)

Student : silent

Teacher : ok here you can see will you used like snake and letter , snake and letter in bahasa is ular tangga this is the way , I hope you can be public speaking, this is for you it's the player its for you and will play with this tings to do cute player .(*lecturing*)

you can write your name in the back yes? (*question*)

Student : silent

Teacher : there is .... Kartika atau yang lain there is for your happy and than also we will used the die as snake and letter one – six when you make here in the secret board and you throw the dies so it put in the table two (*lecturing*)

what doesn't mean 2 ? (*question*)

Student : silent

Teacher : you play 2 step one two here so what is the color of the board?  
(*question*)

Student : yellow (*responses*)

Teacher : yellow so when you put your player here of the yellow it two board so it must be also yellow card, ok I will open the instruction here this instruction to you (*lecturing*)

what is instruction ? (*question*)

student : silence

Teacher : go back to the nearest challenge , kembali ke teantangan ke depan so you must go back in the close yellow board , (*lecturing*)

this one ok do you understand ? (*question*)

Student : yes (*responses*)

Teacher : are you ready? (*question*)

Student : ready (*responses*)

Teacher : so we will define to the groups of 4 maybe one group consist of four student , (*lecturing*)

how to reading the text of the group? (*question*)

Student : silent

Teacher : may be the name of the flower (*lecturing*)

Student : fruit (*responses*)

Teacher :fruit, ok the name OF fruit (*accept idea*)

Student : banana , mango, pineapple (*responses*)

Teacher : so apple banana mango pineapple ok do you understand (*lecturing*)

Student : yes (*responses*)

Teacher : (make groups) and manage the class share the secret board (*lecturing*)

Student : play the games (*responses*)

Teacher : ok thank you every body finished off ada become the champion?  
(*question*)

Student : ada (*responses*)

Teacher : congratulation (*Praise or Encouragement*)

Teacher : ok every one are you happy? (*question*)

Student : yes and very- very happy (*responses*)

Teacher : you can sit see back sini2 ya put around your chair (*direction*)

Student : (do it ) (*responses*)

Teacher : how the game? (*question*)

Student : silent

Teacher : how the secret board game ? (*question*)

Student : silence

Teacher : are you fun? (*question*)

Student : yes (*responses*)

Teacher : what is the most impressing part for you ? (*question*)

Student : singing dangdut (*responses*)

Teacher : singing dangdut maybe move here get already box number 34  
yes ? (*question*)

Student : yes (*responses*)

Teacher : 34 maybe she get play to start yah alright , another? (*question*)

Student : dance (*responses*)

Teacher : another? (*question*)

Student : silence

Teacher : how about you ? (*question*)

Student : like model (*responses*)

Teacher : what question do you get ? (*question*)

Student : swimming and shopping (*responses*)

Teacher : and than ? (*question*)

Student : sleeping at home and chatting his friend (*responses*)

Teacher : sleeping at home and chatting his friend what did you say ? (*question*)

Student : silence

Teacher : I prefer chatting her friends to sleeping at home ok another question ? remember ? (*question*)

Student : watching TV and watching internet(*responses*)

Teacher : which one you like watching TV or watching internet? (*question*)

Student : watching internet (*responses*)

Teacher : how did to say? (*question*)

Student : I would like watching internet better than watching TV (*lecturing*)

Teacher : ok very good and how about food and drink have you a aquestion? (*question*)

Student : no (*responses*)

Teacher : desert , what are your desert (*lecturing*)

Student : pancake, ice cream pudding act (*responses*)

Teacher : how about hope? Doesn't mean one get question about hope?  
(*question*)

Student : hope /harapan2 (thinking) I hope that I can be sleep (*responses*)

Teacher : I hope I can eating (*lecturing*)

Student : laugh

Teacher : so that's all our subject today and than I happy to see you and  
the next to see you I will bring another games to you , thank you so  
much for your coming maybe we can close our meeting (*lecturing*)  
  
Goodbye (*accept feeling*)

Student : goodbye (*responses*)

Teacher : assalamualaikum (*accept feeling*)

Student : waalaikumsalam (*responses*)

Teacher : give applause for us (*direction*)

Student : (applause) (*responses*)

Transcribe 3

Teacher's name : Irwan S.Pd

Class meeting : Listrik

Date and time : Thursday, February 22, 2018 (2 x 45 )

Teacher : assalamualaikum (*accept feeling*)

Student : wassalamsalam (*responses*)

Teacher : bgaimana kabar kalian sehat ? (*question*)

Student : sehat (*responses*)

Teacher : absen ? (*question*)

Student : menjawab (*responses*)

Teacher : kita akan membahas paraghrap exposisi (*lecturing*)

ada yg tau apa itu? (*question*)

Student : gak tau (*responses*)

Teacher : kalimat expository/ karangan adalah suatu paragraph yang memiliki tujuan untuk memberikna informasa tentang sesuatu shingga dapat memperluas ilmu pembaca sifatnya ilmiah artinya karangan tersebut apa adanya tidak karangan/ rekaan/dugaan kemudian karangan tersebut dapat diperoleh melalui pengamatan/ penelitian/pengalaman ok kita akan membahaas satu per satu dari yang pertama yaitu pengamatan . contoh misalkan kalian jalan2 staditur ke candi boro budur (*lecturing*)

apa yg pertama kali kalian lihat? (*question*)

Student : candi (*responses*)

Teacher : candi,dari candi itu klian dapat mmbuat sebuah karangan ,Kemudian penelian (*lecturing*)

apa yang kalian teliti dari candi tersebut? (*question*)

Student : bangunan (*responses*)

Teacher : bangunan, terus apalagi? (*question*)

student: : silence

teacher : banyak sekali yang bisa kita teliti lebih jauh lagi Kemudian pengalaman. Pengalaman seperti apa yang perlu kita tulis didalam karangan exposisi tentunya pengalaman yang benar - benar terjadi jangan sampai pengalaman kita itu tidak benar terjadi jangan sampai pngalaman kita itu rekaan karna kalau kita mmbuat karangan exposisi berdasarkan pengalaman kita yang benar maka itu bukan teks exposisi karna itu bersifat non ilmiah karna itu tidak yg sebenarnya. (*lecturing*)

dari penjeleasan diatas ada yang mau bertanya ? (*question*)

Student : apa ciri paragraph exposisi? (*Initiation*)

Teacher : ok cirri - ciri exposisi siapa yang bisa jawab ? (*question*)

Student : silent

Teacher : tmn kalian menanya apa ciri tadi kita udah liat pengamatan, kembali ke cirinya bersifat tulisan berisi pengertian dan pengetahuan Disampaikan secara Lukas (*lecturing*)

Student : silent

Student : bagaimanakah struktur text exposisi (*Initiation*)

Teacher : bagaimana stukture exposisi ada yang bisa menjawab ?  
(*question*)

Student : gak ada (*responses*)

Teacher : baik akan kita bahas, Strukturnya general statement pernyataan pengantar ulangi adalah yaitu penulis berusaha untuk menyampaikan data yang ada dengan sudut pandang yg kita ketahui yaitu bisa didiikat contoh misalkan tadi kalian ke candi borobudur itu dilist oh candi ini terlihat seperti ini kemudian seperti ini kemudian digambarkan sehingga membuat sebuah karangan yg baik . Rangkaian argumrnt/ kalau yg pertama sytatment pengantar yg k2 . kita ke rangakaiaan argument Yitu kita bisa memaparkan lebih lagi contoh tadi pertatma tadi kta sudah membahas yg namanya Borobudur digambaran yang pertama kemudian dijelaskan dengan panjang lebar di rangkian argumrntasi kemudin yg ketiga yaitu kesimpulan/ conclusion (*lecturing*)

apa yang harus ada dalam kesimpulan ? (*question*)

Student : silent

Teacher : bisa jadi saran dan pesan, saran dan peasan apa ? (*question*)

Student : silent

Teacher : ya tentunya yang berhibungan dengan point 1 dan 2 kita dapat melihat susunan teks exposisi itu terdiri dari yang pertama pernyataan pengantar, kemudian serangkaian argumentasi, kesimpulan (*lecturing*)

ada yang mau bertanya silahkan ? (*question*)

Student : bagaimana sih langkah2 menyusun teks exposisi? (*Initiation*)

Teacher : iya langkah menyusun teks exposisi ada yang tau langkah2nya ?  
(*question*)

Student : silent

Teacher : yang pertama bagaimana langkah membuat atau menyusun teks exposisi? (*question*)

Yang pertama menentukan tema yang kedua menentukan tujuan yang ketiga mengumpoukan data dari berbagai sumber yang keempat membuat / menyusun karangan terakhir mengembangkan kerangka karangan menjadi teks exposisi kita lihat langkah yang harus kita perhatikan misalnya temanya liburan kalau sudah ditentukan temanya (*lecturing*) liburan berarti judulnya apa ?  
(*question*)

ingat tema dan judul beda kita sudah tau temanya liburan judulnya kira-kira apa ? (*question*)

Student : jalan -jalan ke bali (*responses*)

Teacher : misalkan jalan –jalan staditur ke candi borobudur misalkan kita sudah tau ok satu kemudian menentukan tujuan kita harus tau setiap kegiatan apapun kita harus tau tujuannya apa termasuk ketika kalian membuat karangan exposisi, kita harus tau oh ini loh tujuan saya membuat karangan exposisi yang mana temanya libuarn, tujuan yaitu memenuhi syarat kenaikan kelas kemudian yg ketiga mengumpulklan data dari bebrapa sumber tentunya selain berdasarka pengamatan, penelitian , pengalaman kalian haus mengumpulkan data yang ada untuk mendukung teks exposisi yang baik hanya mengumpulkan bisa jadi melalui inetnat , Koran majalah dsb, semangkin lengkap sumber yang kalian peroleh semakin bagus pula teks exposisi / karangan tersebut dibuat  
(*lecturing*)

kemudian yg ke 4 menyusun kerangka karangan eksposisi bagaimana  
sah cara membuat kerangka karangan ? (*question*)

Student : silent

Teacher : bagaimana ? (*question*)

Student : silence

Teacher : kan tadi kita sudah tau btemanya apa judulnya apa lalu disusun  
tujuannya apa terus data yang diperoleh itu dari mana saja sumber  
nya apa maka jadilah sebuah kerangka karangan setelah tersusun  
kerangka karangan kita kembangkan menjadi sebuah karangan  
yang lebih lengkap lagi yang akhirnya menjadi atau tersusunlah  
karangan teks eksposisi yang baik (*lecturing*)

dari langkah menyusun teks eksposisi ada yg mau bertanya ?  
(*question*)

Student : ada (*responses*)

Teacher : ok kalau sudah jelas kita coba latihan nsilahkan ditulis yang  
pertama Buatlah contoh teks eksposisi dengan tema bebas,  
(*lecturing*)

cukup jelas ya ? (*question*)

silahkan kerjakan (*direction*)

Student : jelas (*responses*)

Transcribe 4

Teacher's name : Irwan S.Pd

Class meeting : Teknik Jaringan dan Komputer

Date and time : Saturday, March 03, 2018 (4 x 45)

Teacher : Good Morning, Class (*accept feeling*)

All Students : Morning, Sir. (*responses*)

Teacher : Oke, last week, we have made a folk tale and read it in front of the class. You did a great job. And now, on your text book there are a few good stories that we can read and discuss about that. (*lecturing*)

So open your book page 122, please. (*direction*)

student : Halaman berapa, Sir? (*Initiation*)

Teacher : 122, G.

G : Oke, Sir. (*responses*)

Teacher : Who want to read the Stingy and the Generous story for me and your friends? (*question*)

(A few of students raise their hand)

Teacher : Oke, saya ingin dengar suara, M. M, please read loudly and clearly, please. (*lecturing*)

M : The Stingy and the Generous (A folk tale from Sambas). Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was

exactly the opposite. He even had no money left because he had shared it with the poor. One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed. The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold. The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor. (*responses*)

Teacher : Ok, M. Thank you very much. (*Praise or Encouragement*)

What do you think about the story, to describe something or to entertain people? (*question*)

Students : (keep silent)

Teacher : Menurut kalian cerita ini untuk menjelaskan atau menggambarkan sesuatu atau untuk menghibur pembacanya? So describe something or entertain people? (*question*)

A few stud- : To entertain people! (*responses*)

A few stud- : To describe something! (*responses*)

Teacher : Lebih tepatnya to entertain people! *Criticizing or Justifying Authority*

Karena cerita ini tidak menggambarkan atau menjelaskan suatu hal. Hanya menceritakan tentang perilaku seseorang (*lecturing*).

Okey, T. How many characters does the story have? (*question*)

T : Two, Sir. (*responses*)

Teacher : Are you sure? How about the bird? (*question*)

All students : Three, Sir. (*responses*)

Teacher : Yes, (*Praise or Encouragement*)

jadi bird termasuk dalam karakter karena dia juga memerankan perananan dalam cerita itu, kan? Dia memberikan bibit semangkanya. (*lecturing*)

Now, were there any problems (complications) in the story?  
Apakah ada masalah dalamceritaini? (*question*)

Students : Yes, Sir. (*responses*)

Teacher : What was that? (*question*)

J : The generous brothers is poor. (*responses*)

Teacher : Yeah, J. You're correct. What else? (*question*)

Students : A little bird feel and was wounded. (*responses*)

Teacher : Yeah. So, were there any solutions at the end of the story?  
(*question*)

Students : Yes, Sir? (*responses*)

Teacher : What are the solutions? (*question*)

J : Generous brother become rich because of the seed that given by the bird. (*responses*)

Teacher : Very good, J. Kemana aja dari tadi? How about the wounded bird? (*question*)

Students : Generous brother took care of it, fed it and put it in a nice cage.  
(*responses*)

Teacher : Yes, you're absolutely correct. Cobasekarang, lingkari the action verb .Minggu lalu sudah kita pelajari, kan action verb? (*question*)

Students : Yes, Sir. (*responses*)

Teacher : Ya, cari dan lingkari action verbs di teks ini, lalu garis bawah relational verb-nya. Masih ingat relational verb? (*question*)

Students : Masih, Sir (*responses*)

Teacher : Good. Dan terakhir buatlah bentuk kotak pada kata conjunction atau connectives atau kata penghubungnya.Paham? (*direction*)

Students : Paham, Sir. (*responses*)

Teacher : I give you fifteen minutes to do that. (*direction*)

(fifteen minutes later)

Teacher : Have you finished? (*question*)

(teacher checked the students' works)

Teacher : Very good. (*Praise or Encouragement*)

Now look at page 123. (*direction*)

Jadi teks yang kita dengarkan tadi itu namanya narrative text.

Apa namanya? (*question*)

Students : Narrative text, Sir. (*responses*)

Teacher : Ya. Pengertiannya ada di halaman 123 itu, ya.Apa katanya di sana? Bacakan, G? (*question*)

G : We use narrative texts to entertain the readers/listeners with our stories. A narrative text usually has three main parts, orientation, complications and resolution. (*responses*)

Teacher : Ya, thank you, G. Jadi narrative text adalah teks yang bermaksud untuk menghibur pembaca atau pendengarnya. Narrative text memiliki tiga bagian utama, apa saja tadi? (*question*)

Students : Orientation, complication and resolution, Sir! (*responses*)

Teacher : Yeah, orientation adalah pembuka teks yang isinya tentang setting waktu dan lokasi kejadian cerita dan juga memperkenalkan karakternya. Kalau complication adalah bagian selanjutnya yang menceritakan masalah yang dihadapi karakter dan akan dipecahkan nanti di akhir kisah atau di bagian resolution. (*lecturing*)

Nah, look at the story at 123. (*direction*)

(students did what teacher said)

Teacher : Judul dari kisah itu apa? (*question*)

Students : Beauty and the Beast. (*responses*)

Teacher : Yes. D, please read the orientation of this story. (*direction*)

D : Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants. (*responses*)

Teacher : Thank you, D. Now F, read the complications of this story! (*direction*)

F : One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He

was no longer good looking. He looked very ugly instead and all his servants turned into furniture. One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him. After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home. (*responses*)

Teacher : Yes, F. Thank you. (*Praise or Encouragement*)

And, K, please read the resolution, please. (*direction*)

K : While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servant became human again. Then, the Beast and Belle got married. They lived happily ever after. (*responses*)

Teacher : Yes, very good! (*Praise or Encouragement*)

Oke, sebentar lagi waktu kita habis. Jadi tugas kalian di rumah adalah cari satu contoh narrative text dalam bahasa Inggris, ya. (*lecturing*)

All students : Yes, Sir. (*responses*)

Teacher : Oke, don't forget your homework for the next meeting (*direction*)

assalamualaikumwarahmatullahiwabarakatuh. (*accept feeling*)

Students : Waalaikumsalamwarahmatullahiwabarakatuh. (*responses*)

### APPENDIX III

#### Picture Transcribe I

Teacher's name : Veria Handayani S.Pd

Class meeting : Mesin

Date and time : Saturday, February 10, 2018 (2 x 45)





## Picture Transcript II

Teacher's name : Veria Handayani

Class meeting : Kecantikan

Date and time : Tuesday, February 13, 2018 (4 x 45)





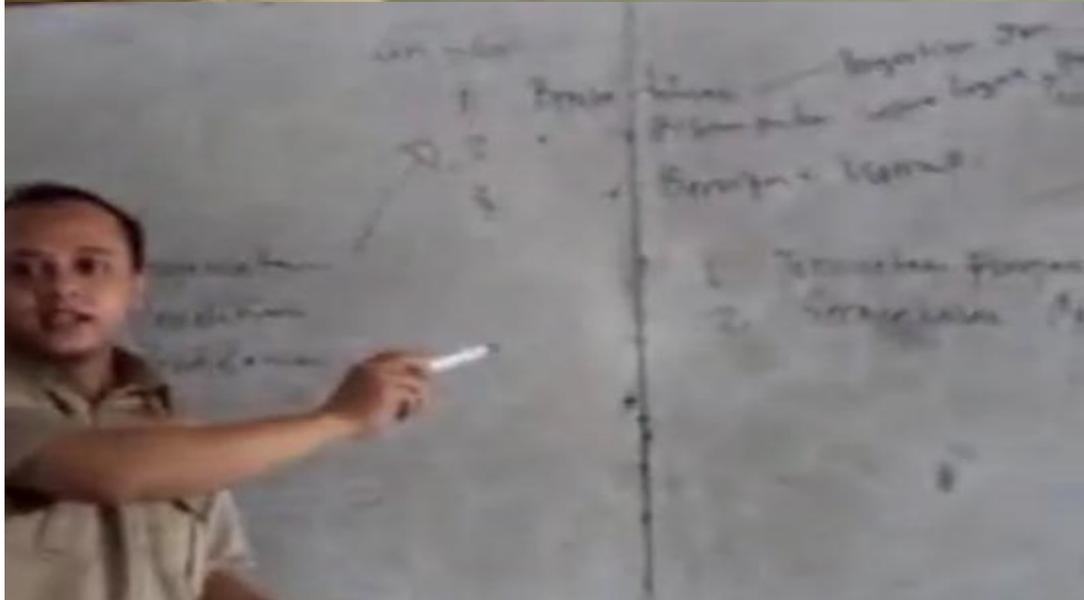
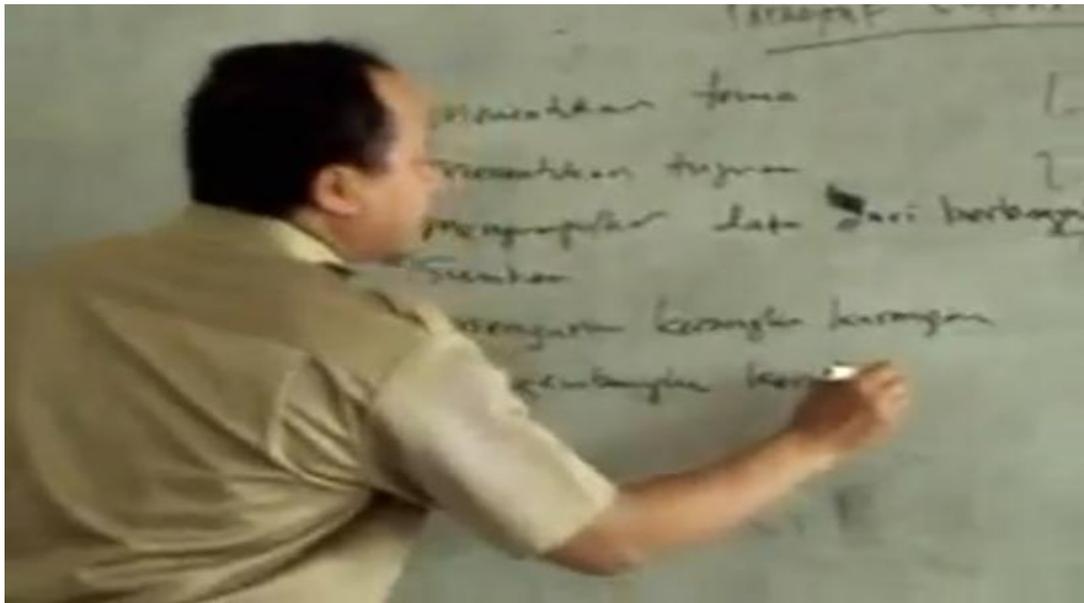


Picture Transcribe III

Teacher's name : Irwan S.Pd

Class meeting : Listrik

Date and time : Thursday, February 22, 2018 (2 x 45 )





Picture Transcribe IV

Teacher's name : Irwan S.Pd

Class meeting : Teknik Jaringan dan Komputer

Date and time : Saturday, March 03, 2018 (4 x 45)

