THE FUNCTIONS OF TEACHER AND STUDENT TALKS IN ENGLISH CLASSES OF A JUNIOR HIGH SCHOOL

A THESIS

In Partial Fulfillment of the Requirement for the Sarjana Pendidikan Degree in English Language Teaching

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The Functions of Teacher and Student Talks in English Classes of a Junior High School

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ABSTRACT


Advisor: Mateus Yumarnamto, Ph.D.

Keywords: Interaction, classroom interaction, teacher talk, student talk, Initiation – Response – Feedback, and the functions of teacher and student talks.

The main objective of this study is to find out the functions of teacher and student talks in the English classes. This study is based on the theory of the first micro interaction analysis categories (IRF model) by Sinclair and Coulthard (1982). This study is qualitative research that applied observation as the research design. The instruments of this study were the researcher herself as the key instrument. The research tools were two voice recorders and one video recorder. Using random sampling as the subject of this study, the researcher selected one class from each of two English teachers. After the researcher collected the data, the researcher transcribed all the spoken data. Then, the researcher analyzed the data based on the theory of the first micro interaction analysis categories (IRF model) by Sinclair and Coulthard.

The results of the analysis show the functions of teacher and student talks in English classes. The traits shown by both teachers and students correspond to the natural behavior of them. The first finding shows that naturally, teachers would always Initiate the classroom talk shown by the percentage of in class A 30.2% Informing and in class B 27.3% Questioning. One of the examples is when a teacher gives triggering questions in the initial stage of a learning process. Meanwhile, the other finding shows that the students would naturally give Response to their teachers, either by Questioning instruction or Replying to a question. It is shown by the percentage of in class A 32.1% Questioning and in class B 73% replying a question.

It is suggested the teacher see the conditions in the classroom. If the teacher forms the class into groups. The teacher can stand in the middle of the class. So, the teacher's voice is clear enough for the students. The teacher can also see and organizing the situation in the classroom well. If the student seems to look tired. The teacher can explore their technique in teaching. So, students can still get the learning materials.