

**CLASSROOM INTERACTION: AN ANALYSIS  
OF TEACHER TALK AND STUDENT TALK IN  
A READING CLASS**

**A THESIS**

**In Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree**

**In English Language Teaching**



by:

Meydina Marcellita

1213014028

**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
JULY, 2018**

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Bersama ini saya:

Nama : Mezdina Marcellita

Nomor Pokok : 1213014028

Program Studi : Pendidikan Bahasa Inggris (FKIP)

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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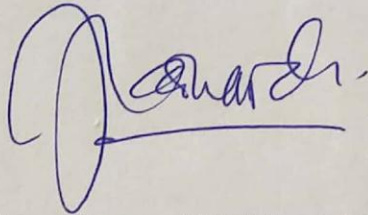
Johanes Leonardi Taloko M.Sc

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Thesis Advisor



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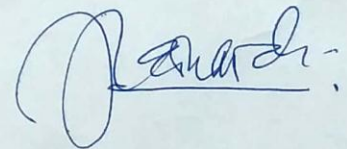
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Johaness L. Taloko, M.Sc.  
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Nomor Pokok : 1213014028  
Program Studi Pendidikan : BAHASA INGGRIS  
Jurusan : BAHASA DAN SENI  
Fakultas : KEGURUAN DAN ILMU PENDIDIKAN  
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NRP. 1213014028

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The Researcher

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## ABSTRACT

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Not only it does enhance the learners' comprehension, but learning a language also develops their social interaction skills through communicative. The process of the teaching and learning could be arranged and organized well by the teacher and students during teaching-learning activities which are commonly conducted inside the classroom.

Tsui Bik-May (1985) believes that what happens during input session is important. This means that the teacher and students should collaborate to achieve the goal of the teaching-learning activities. In achieving the goal, interaction is important in the classroom which includes all classroom events, both verbal interaction and non-verbal interaction between teacher and students. The verbal interaction could be done by using teacher talk and students talk, while non-verbal interaction covers gestures and expression by the teacher and the students when they communicate without using words. Realizing that Teacher Talk and Student Talk is very important in achieving the goal of the teaching learning activities, the researcher decided to do a study on it.

In line with the introduction, the research questions raised in this aim to investigate types of Teacher Talk addressed in the Reading A classes and types of Student Talk addressed in the Reading A classes. This research was a descriptive qualitative study involved one English reading lecturer. She was the lecture of Reading A at the English Department of a university in Surabaya. His students were the students of early semester and had registered themselves to join the classes. The data of this study were taken from the classroom observation and the interview about some question related to the research. In recording the Teacher and Students inside the classroom the researcher used some tools: audio and video recorder, and observation sheet.

Using the seventeen category system by Tsui Bik-May (1985), she found types of teacher talk in Reading A were *factual question*, *yes no question*, *reasoning question*, *explanation question*, *information question*, *direct*, *nominate*, *inform*, *recapitulate*, *frame*, *check*, *evaluate*, *accept*, *comment*, and *clue*. The most common Teacher Talk used by the teacher is *informing*, *yes-no question*, and *factual question*. In responding to the students, the teacher demonstrated *accept* and *clue*. Moreover, the types of student talk which were used are *restricted reply*, *expanded reply*, *request*, *elicit*, and *interrupt*. Common Student Talk used were *restricted reply* and *elicit*.