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:

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ACKNOWLEDGEMENT

Firstly, I would like to thank God for the blessings and grace so that I was able to do this research well from the beginning until the end. Besides, I would also like to thank people who have given me support. My sincere gratitude goes to:

1. Johanes Leonardi Taloko, M.Sc as the advisor of this research, for his time, constructive advices, sincere guidance, endless support, and suggestions that really helped me construct this research well.

2. Teacher Reading A classes who has permitted the researcher to do the observation and given her time to answer all information related to the thesis.

3. Hady Sutris Winarlim. M.Sc, the Head of English Education Study Program, who has lent his equipment to support the observation.

4. All lecturers in Widya Mandala Cantholic University Surabaya who taught and guided the researcher patiently during her academic years.

5. The researcher’s family for their endless support and prayer given to me so that I could finish the thesis on time.

6. Marie Antonia Maun, my classmate, for her genuine willingness to provide me the wi-fi to find everything from the internet so that I could find better sources for the thesis.

7. Jessica, my classmate, for her genuine willingness to remind the researcher to pray and to be there every time the researcher has difficulties.

8. Gabriella (2015), my dearest un-biological sister, for her willingness to be there whenever the researcher feels down.
9. My best friends (Malta, Bong, Yuri, and Dikta) for listening to her worries, helping me on some difficult aspects in this research, giving some suggestions for my research, and giving endless support for me.

10. All people whose names have not been mentioned for their assistance, supports, belief, and prayers.

Without their kind help, this thesis would not have been completed as the way it should be.

Surabaya, June 2018

The Researcher
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Keywords: teacher talk, student talk, Reading A

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.