AN OBSERVATIONAL STUDY ON VERBAL INTERACTION
IN TEACHER-STUDENT TALK IN READING COMPREHENSION
CLASSES IN ENGLISH DEPARTMENT OF THE COLLEGE
OF TEACHER TRAINING AND EDUCATION
IN WIDYA MANDALA CATHOLIC UNIVERSITY

A THESIS
In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

By:
YUSTINUS ADRIAN PIETER
1213093071

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1999
APPROVAL SHEET

(1)

This thesis entitled AN OBSERVATIONAL STUDY ON VERBAL INTERACTION IN TEACHER-STUDENT TALK IN READING COMPREHENSION CLASSES IN ENGLISH DEPARTMENT OF THE COLLEGE OF TEACHER TRAINING AND EDUCATION IN WIDYA MANDALA CATHOLIC UNIVERSITY and prepared and submitted by Yustinus Adrian Pieter has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor.

DR. Veronica L. Diptoadi, M.Sc.
Advisor
APPROVAL SHEET

This thesis has been examined by the Committee on Oral examination with a grade of ................................ on February 1st 1999.

Dr. Wagiman Adisutrisno, M.A.
Chairman

Drs. B. Budiwono, M. Pd.
Member

Drs. Hendra Tedjasuksmana, M. Hum.
Member

Dr. Veronica L. Diptoadi, M. Sc.
Member

Approved by

DR. Veronica L. Diptoadi, M. Sc.
Dean of the Teacher Training College

Dra. Agnes Santi Widiati, M. Pd.
Head of the English Department
ACKNOWLEDGEMENTS

The writer would like to express his gratitude to God who has expressed His love by helping the writer in accomplishing this thesis. His deepest gratitude also goes to:

1. DR. Veronica L. Diptoadi, M.Sc., his thesis writing advisor, for her precious guidance, support, comments and suggestions.

2. Dra. Agnes Santi Widiati, M.Pd., the Head of the English Department, who has given the writer permission to conduct this study.

3. The subjects of this study, both teachers of Teacher Training Faculty of Widya Mandala Catholic University, who willingly gave way to the writer to make this study possible.

4. All the students who also help the writer complete his thesis.

5. All the librarians of Widya Mandala Catholic University, who allowed the writer to borrow books as the references to the accomplishment of this thesis.

6. Parents, brothers, and best friends who have given encouragement through their time and prayers to the writer.

7. Anybody else whose name is not mentioned here but has given precious assistance during the writing of this thesis.

Without their help, this thesis would have never been accomplished as it should be.

The writer
TABLE OF CONTENTS

Title Sheet
Approval Sheet (1)
Approval Sheet (2)
Acknowledgements
Table of Contents
Abstract

Chapter I : INTRODUCTION
1.1. Background of the Study
1.2. Statement of the Problem
1.3. The Objective of the Study
1.4. The Significance of the Study
1.5. Scope and Limitation
1.6. Definition of Key Terms
1.7. Methodology of the Study
1.8. Organization of the Study

CHAPTER II : REVIEW OF RELATED LITERATURE
2.1. The Language Teaching Learning Theory
2.2. Communicative Language Teaching
2.2.1. Teacher’s Role ............................................................. 8
2.2.2. Student’s Role ........................................................... 9
2.3. Teaching English as A Foreign Language ...................... 10
2.4. Teacher Talk ............................................................... 11
   2.4.1. Indirect Teacher Talk .............................................. 11
      2.4.1.1. Accepting Feeling .......................................... 12
      2.4.1.2. Praising or Encouraging .................................. 12
      2.4.1.3. Accepting or Using Ideas ................................. 13
      2.4.1.4. Asking Questions ........................................... 13
   2.4.2. Direct Teacher Talk .................................................. 14
      2.4.2.1. Explaining or Informing ................................... 14
      2.4.2.2. Giving Directions or Commands ........................... 14
      2.4.2.3. Scolding/Reprimanding or Defending Authority ...... 15
2.5. Student Talk .............................................................. 15
   2.5.1. Expected or Predictable Response ............................. 16
   2.5.2. Initiated Response ................................................ 16
2.6. No Talk/All Talk .......................................................... 16

Chapter III: RESEARCH METHODOLOGY

3.1. Subjects ........................................................................... 18
3.2. Research Design ........................................................... 18
3.3. Instrument ...................................................................... 18
3.4. Procedure of Collecting Data .......................................... 19
Chapter IV: THE ANALYSIS OF DATA AND THE INTERPRETATION OF THE ANALYSIS OF DATA

4.1. The Analysis of the Data ...................................................... 21
4.1.1. The Observation of Teacher A .................................... 22
4.1.2. The Observation of Teacher B .................................... 30
4.2. The Interpretation of the Data ................................................ 36
4.2.1. The Interpretation of the Data from the Observation on Teacher A ................................................................. 36
4.2.2. The Interpretation of the Data from the Observation on Teacher B ................................................................. 37
4.3. The Comparison Between Teacher A and Teacher B ..................... 39
4.4. The Findings ................................................................... 40
4.4.1. The Finding of How Teacher Talk Affect The Students’ Verbal Performance .......................................................... 41
4.4.2. The Finding of How Teachers Can Modify Their Talk ...... 42

Chapter V: CONCLUSION

5.1. Summary ........................................................................ 42
5.2. Suggestions ..................................................................... 43
5.3. Recommendation for Further Research ................................. 46
BIBLIOGRAPHY

Appendix 1: The Transcript of the English Interaction Classroom Discourse of Teacher A
Appendix 2: The Transcript of the English Interaction Classroom Discourse of Teacher B
ABSTRACT

Pieter, Yustinus Adrian, An Observational Study on Verbal Interaction in Teacher-Student Talk in Reading Comprehension Classes in English Department of the College of Teacher Training and Education in Widya Mandala Catholic University. S-1 Thesis, the Faculty of Teacher Training, The English Department of Widya Mandala Catholic University Surabaya, 1999. Advisor: Dr. Veronica L. Diptoadi, M.Sc.

Keywords: Teacher Talk, Classroom Interaction.

Nunan claims that there often seems to be an unsurmountable gap between theory and practice. Here teachers regard theory as something having little to do with everyday practical concerns. Theoretically, communicative language teaching suggests teachers to help learners in anyway that motivates them to work with the language. Practically, teachers seem to be the dominant figures in the interaction. This is supported by Brown by his statement which says that students are encouraged to deal with unrehearsed situations under the guidance, but not the control of the teacher.

Based on this fact, the writer conducted this study. This study is aimed at knowing whether or not, teachers, by their talk, are able to create an atmosphere that encourages students to learn more.

The subjects of this study consisted of two teachers from Teacher Training Faculty of Widya Mandala Catholic University. The first was labelled Teacher A as junior teacher and the second was labelled Teacher B as senior teacher. The observation was made four times for each teacher and also recorded in different cassettes. The data from the cassettes were transcribed and the analyzed by using the Flanders' Categories for Interaction Analysis System proposed by Ned A. Flanders.

After analyzing the data, the writer found that both teacher dominated the talk during the classroom interaction. Teacher A dominated the talk through Indirect Teacher Talk by "Asking Questions". It shows that the teacher opens the way for the students to respond until some extent. Teacher B dominated the talk through Direct Teacher Talk by using "Explaining or Informing". It shows that Teacher B limits students freedom to give respond so that the students became passive listeners.

It is suggested that both teachers should create interactive settings through their talk or interesting activities which later can promote learning for the students. The materials should also be considered so that they may be in accordance with the student's level of difficulty. The results of this study cannot be generalized and applied to larger population as it was an observational study that is only concerned with a particular subject under report.