

**AN ANALYSIS OF TEACHER TALK AND LEARNER TALK IN
ENGLISH LEARNING AT SMPN 10 BANTIMURUNG**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUSLIM UNIVERSITY OF MAROS
2021**

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ENGLISH LEARNING AT SMPN 10 BANTIMURUNG**

A THESIS

Submitted to the English Education Department Faculty of Teacher Training and
Education Muslim University of Maros. As a Fulfillment of the Requirement for
SI-Degree

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MOTTO AND DEDICATION

MOTTO

“What we deserve to be proud of we never have anything even sorry we have to ask”

(Fitri Andriani)

DEDICATION

I dedicate this thesis to my beloved father, beloved mother, my beloved sister, and my beloved grandmother. they never stop praying and encouraging in every step that has been taken. As well as for the big family of my mother and father, for my little friends until now, for Good gurls, for English 17 friends and the closest and dearest people who always support. and last but not least, I dedicate this to my beloved lecturers for their guidance and encouragemen.

ABSTRAK

Fitri Andriani. 2021. An analysis of teacher talk and learner talk in English learning at SMPN 10 Bantimurung (dibimbing oleh Zul Astri dan Nurul Fachrunnisa)

Penelitian ini bertujuan untuk menganalisis bentuk-bentuk teacher talk dan learner talk dalam pembelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini berlokasi di SMPN 10 Bantimurung. Pengumpulan data dilakukan melalui Observasi dan dokumentasi. Data tersebut direkam dalam bentuk materi video dengan kapasitas 92,1 mb sebagai file mp4. Data ditranskripsi dan dikodekan untuk dianalisis.. Sampel penelitian ini adalah guru dan peserta didik kelas VIII. Penelitian ini menggunakan instrumen analisis dari Brown yaitu BIAS (Brown Interaction Analysis System) yang terdiri dari tujuh kategori, yaitu: ceramah guru, pertanyaan guru, tanggapan guru, tanggapan peserta didik, sukarelawan peserta didik, keheningan, dan tidak dapat diklasifikasikan. Serta naskah percakapan, dan lembar observasi. Hasil penelitian menunjukkan bahwa bentuk teacher talk yang sering digunakan guru dalam pembelajaran bahasa Inggris adalah teacher lectures, sedangkan learner talk yang sering digunakan adalah learner responses. Interaksi yang terjadi antara guru dan peserta didik dalam bentuk teacher talk dan learner talk adalah teacher questions dan learner responses.

Kata Kunci: Teacher Talk, Learner Talk, BIAS

ABSTRACT

Fitri Andriani. 2021. An analysis of teacher talk and learner talk in English learning at SMPN 10 Bantimurung (dibimbing oleh Zul Astri dan Nurul Fachrunnisa)

This research aims to analyze the forms of teacher talk and learner talk in learning English. The method used in this research is descriptive qualitative. This research is located in SMPN 10 Bantimurung. Data was collected through Observation and documentation. The data were recorded in the form of video material with a capacity of 92.1 mb as an mp4 file. The data were transcribed and encoding to analyze. The samples of this research were teachers and learners of class VIII. This research used an analytical instrument from Brown, namely BIAS (Brown Interaction Analysis System) which consists of seven categories, namely: teacher lectures, teacher question, teacher responses, learners responses, learners volunteers, silence, and unclassifiable. And also used conversation script, and observation sheets. The results showed that the forms of teacher talk that are often used by teachers in learning English are teacher lectures, while learners talk that is often used is learner responses. The interactions that occur between teachers and learners in the form of teacher talk and learner talk are teacher questions and learner talk.

Keywords: Teacher Talk, Learner Talk, BIAS

STATEMENT OF AUTHENTICITY

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “**An Analysis Of Teacher Talk And Learner Talk In English Learning At SMPN 10 Bantimurung**” adalah asli hasil karya atau penelitian saya sendiri bukan plagiasi dari karya orang lain.

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Finally, the researcher hopes this thesis can provide benefits for readers and for the advancement of education in Indonesia especially in Maros Regency.

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Author

(Fitri Andriani)

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
ADMISSION SHEET	iii
MOTTO AND DEDICATION	iv
ABSTRAK	v
ABSTRACT	vi
STATEMENT OF AUTHENTICITY	vii
PUBLICATION APPROVAL	viii
FOREWORD	ix
TABLE OF CONTENT	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	
A. Background	1
B. Research questions	4
C. Research of objectives	4
D. Significance of the research	4
E. Definition of terms.....	5
CHAPTER II LITERATURE REVIEW	
A. Previous finding	7
B. Theoretical background	10
C. Conceptual framework	19
CHAPTER III RESEARCH METHODOLOGY	
A. Research type and design	20
B. Location and time of research	21
C. Population and samples	21
D. Research implementation procedures.....	22
E. Data collection technique	23
F. Research instrument	24
G. Data analysis techniques	25
REFERENCES	
APPENDICES	

LIST OF TABLE

Number		Page
Table 4.1	Teacher lectures	30
Table 4.2	Teacher questions	35
Table 4.3	Teacher responses	36
Table 4.4	Learner responses	37
Table 4.5	Learner volunteer	38
Table 4.6	Silence	38
Table 4.7	Unclassifiable	39

LIST OF PICTURE

Number	Page
Picture 2.1 Conceptual framework	20

CHAPTER I

INTRODUCTION

This section sets out the background of research, the research questions, and research objectives, significance of the research, and the definition of terms that would be clarified a lot as follows:

A. Background of Research

In our life, language turns into a vital perspective since language is a medium utilized in every day exercises such as talking, addressing, asking and reacting, applauding, and additionally giving other data. Language can be through composition, images, etc. According to Eggins in Anisa (2004), saying that in human daily life, they always use language. In chatting, reading books, praising, responding, asking questions and providing information, it is included in the world of education. The provision of information involves interaction between the speaker and the listener, and vice versa in learning.

The learning system plays a significant part in endeavors to work on the nature of instruction. As indicated by Ihsana (2017) learning is the after effect of the connection among improvement and reaction. In order to create meaningful learning, of course, must optimize learning that is more directed at the interaction of teachers and learners.

In learning English, interaction between teachers and learners is bound to occur. To create positive interactions and close relationships between teachers and learners during the learning process, teachers must

prepare suitable materials and methods (Yafen & Yuqin, 2010 (Putri 2015); Nuraeni & Wahab 2020). Some learners only learn English when in English class. After the interaction of learning activities ends, learners return to their daily language. Learners show up in a climate loaded with their primary language interaction. This condition makes learners' dominance of unknown dialects consistently unbeneficial. Teachers unquestionably play a vital part to defeat this issue. As per the English teacher at SMPN 10 Bantimurung that the trouble of learners during the time spent learning English is the trouble of learners to convey utilizing a similar language as the correspondence given by the teacher. This is in accordance with the assessment of Okta in Anisa (2020) which says that most learners experience issues conveying in English.

During the time spent learning English at SMPN 10 Bantimurung, the teacher clarifies the material in two dialects, in particular English and Indonesian until the learners truly get it. The teacher likewise helps learners who experience issues with the goal that all learners comprehend the instructing and learning measure. The interactions that happen from teacher talk and learner talk can be found in the classroom.

The outcomes showed that the interaction between the teacher and learner was really intuitive, the teacher utilized the teacher's discourse to pass on the material to the learners and the learners reacted to the teacher. The teacher's discussion viewpoint utilizes 3 classifications and the learner's discussion utilizes 3 classifications of in-class interaction during the instructing and learning measure. The teacher's discussion occurred in the

class is addressing explicitly Giving realities or suppositions about the substance method and Giving his own clarification, a learner discussion happens in the class is the commencement of a less fatty discussion, specifically, expressing own thoughts and connections among teacher and learner in genuine class interactions intelligent, they make great associations with one another.

Based on the results of research from Sari (2018) showed that the interaction between teachers and learners was truly interactive. The teacher uses the teacher's speech to convey the material to the learners and the learners respond to the teacher. From these activities, it is very clear that learner activities in learning are quite good with the learning strategies used.

With the system utilized in learning, there are two rules that should be seen, to be specific in picking a procedure to make it simpler for learners to accomplish the skills to be accomplished. For instance, learners can comprehend or react when the teacher clarifies or poses inquiries. Seeing the interactions that happen among teachers and learners in the classroom, analysis are keen on picking this subject since specialists need to know the type of teacher talk and learners talk in class VIII SMPN 10 Bantimurung. In light of the portrayal over, the researcher led research on learner talk and learners' discussion by utilizing the BIAS classification (Brown Interaction Analysis System).

This exploration is significant in light of the fact that it plans to see the types of teacher talk and learner talk in learning English in class VIII of

SMPN 10 Bantimurung utilizing by BIAS classification in particular teacher lectures, teacher questions, teacher responses, learner responses, learner volunteers, silence, and unclassifiable. This research can show that the collaborations that happen among teachers and learners are powerful. The title that was investigated is "An Analysis Of Teacher Talk And Learner Talk In English Learning At SMPN 10 Bantimurung".

B. Research Question

What are the forms of teacher talk and learner talk that occur in learning English using the BIAS category ?

C. Research Objective

As stated in the background and research questions, the researcher suggests that the objective of this research is to find out the forms of teacher talk and learner talk that occur in learning English using the BIAS category.

D. Significance of Research

The aftereffect of this research can give many benefits. The benefits are:

1. Theoretical Benefit

- a. The results of the research can be used to provide information about the forms of conversation among teachers and learners that occur in learning English using the BIAS category.
- b. provide information and knowledge in English learning interactions

2. Practical Benefit

a. For Learners

Learners can interact more actively in class so they are not passive and use English more in class than Indonesian to get used to it.

b. For teachers

Teachers can develop basic English so that interactions with learners are more active and use English when explaining so that learners get used to it.

c. For researchers

Analysts acquire understanding and information about the types of teacher talk and learner talk in learning English utilizing the BIAS classification.

E. Definition of terms

To stay away from issue misconception and error of exploration discovering, the researcher clarify and characterize the key terms are utilized.

1. Learner talk

Learner talk is repeating a teacher's conversation or a friend's talk Pujiastuti (2013).

2. Teacher talk

Teacher talk is each word or sentence expressed by the teacher during interactions in the instructing and learning measure, beginning from the teacher giving clarifications, input, posing inquiries, etc (Mujahidah, 2012).

3. **BIAS (Brown Interaction Analysis System)**

BIAS is the category that analyzes research about the interaction (Brown, 2000). Brown's Interaction Analysis System (BIAS) is the strategy that to analyzed research. Brown's Interaction Analysis System (BIAS) consists of seven categories. There are three types of teacher- talk, two of Learners talk, one silence, and one unclassified. The three types of teacher-talk are Teacher Lectures, Teacher Question, Teacher Response, the two of learners' talk are Learners Response, Learners Volunteer and the other types are Silence and Unclassified.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Research on Teacher Talk and Learner Talk has been done by many previous researchers. The research carried out produced a variety of different results. Previous research that became a reference for researchers following current research, among others.

The first of the research is a theory by Sagita (2018) The reason for this research was to decide the teacher's discussion in-class collaborations, the discussions of learners in-class communications, and the level of teacher and learner talks in-class interactions. The example has utilized an English teacher and all class VII An learners at SMP N 2 Sindang. The sort of research in this exploration is connection investigation. In this investigation, the creators applied inquiries for teachers and learners and FIAC (Flanders Interaction Analysis Category). The outcomes showed that teachers were more active than learners in interactions. In the available data, it can be seen that teachers use the indirect influence of the FIAC category more, namely; receive feelings, encouragement, acknowledge or use learners' ideas, and ask questions) rather than direct impact (giving lectures, giving directions, and criticizing).

The second of the research is a postulation by Sari (2018). This research utilized the spellbinding subjective technique. The example taken was an English teacher who showed class II MTS Muhammadiyah Tallo and

29 MTS Muhammadiyah Tallo learners. The information assortment methods of this research were research hall perception and meetings. This investigation means to decide the kind of teacher talk that happens in the research hall, the sorts of discuss learners that happen in class, and to decide the association among teachers and learners in class. The aftereffects of this investigation demonstrate that the interaction among teachers and learners is exceptionally intelligent. Teacher talk that happens in class is a thin talk that happens in class which is a more smoothed out discourse inception, specifically, communicates one's thoughts and the interaction's among teacher and learners in class collaborations are intelligent, they make great connections with one another.

33% of the research is a proposal by Huriyah And Agustiani (2018). The motivation behind this investigation was to decide the sort of teacher talk and learner talk utilized by English teachers and learners during class interaction and to discover which language is most broadly utilized in class. The example of this investigation added up to 35 learners and 1 English teacher who were taken utilizing the purposive examining procedure. This spellbinding investigation utilized note-taking and meetings in gathering information. The aftereffects of recording homeroom communications were then dissected utilizing the Flemish Interaction Analysis Category (FIAC). From the research results, it very well may be inferred that the English teacher rules the class by posing a ton of inquiries and utilizing the

Indonesian language a ton during the class. It offers learners less chances to investigate and rehearse their English.

A fourth of the research is a theory by Pujiastuti (2013) entitled "Classroom Interaction: An Analysis Of Teacher Talk And Learner Talk In English For Young Learners (EYL)". This research means to decide the acknowledgment of class verbal interaction's, the sort of teacher talk, the ramifications of teacher discourse on learner inspiration, learner talking, and the teacher's part in homeroom connections. Utilizing a subjective research plan and a contextual investigation approach, the information for this research were gathered in a homeroom setting where the example was an English teacher for little youngsters and 15 learners in one of the private primary schools in Bandung as perceptions and meetings. The outcomes showed that all classifications of teacher discourse in FIAC were uncovered including giving headings, addressing, posing inquiries, utilizing learners' thoughts, commending, reprimanding learner conduct, and tolerating sentiments. The teacher for the most part embraces the job of regulator in the homeroom since he regularly drives the progression of interaction's. As far as learner discourse, learner reactions and commencements were uncovered in this investigation.

A fifth of the research is a postulation by Putri (2015) entitled "The investigation of teacher talk and the quality of research hall communication in English as an unknown dialect classroom". It expects to decide the kind of teacher talk and the attributes of class connections in the EFL class of SMK

in Bandung dependent on the Flanders interaction investigation classification which comprises of circuitous and direct impact from the teacher, learner inception, and reaction, and snapshots of quietness. This research utilizes perception sheets, polls, and video accounts to accomplish these objectives. This sort of connection shows that teachers depend intensely on addressing and addressing their learners.

Furthermore, the difference between this research and previous research is this research was used interaction analysis with the Brown Interaction Analysis System (BIAS) in teacher talk and learner talk in online English learning with a sample of English teacher and learners of SMPN 10 Bantimurung.

B. Literature Review

1. Theoretical background

The researcher explained the literature review into several topics namely teacher talk, learner talk, and interaction.

a. Teacher Talk

The teacher talk is supposed to be suitable in case it is utilized after the ideal circumstance and conditions. Teacher talk is each word or sentence expressed by the teacher during associations in the educating and learning measure, beginning from the teacher giving clarifications, criticism, posing inquiries, etc. (Mujahidah, 2012). Teacher talk is to give guidance to learners, clarify learning exercises, underline learner understanding, to distinguish portions of teacher talk

that show up during learning exercises. In the utilization of English here the teacher associates with learners utilizing blended language, learners become straightforward and can likewise follow what is passed on by the teacher. Then, at that point it can be seen that the class is both pertinent and favorable, so portions of the teacher's discussion can be utilized by the teacher to build learner movement, cooperate with learners, and there is input among teachers and learners in the educating and learning measure.

Sardiman (2001) argues that interactionism is an educational reaction if consciously it has a purpose to educate, to lead learners to maturity. At the point when the teacher instructs in class, the teacher should realize how to effectively pass on the material and learners can get data from what the teacher is discussing in conveying the material. All activities between teachers and learners in the classroom are reactions to interactions when discussing material.

States that teaching and learning interactions are a reciprocal relationship between teachers (teachers) and children (learners) who must show an educational relationship (educating). Where this interaction must be directed at a specific goal, namely education, namely changes in the behavior of learners towards maturity. In the learning process between teachers and learners, there must be interactions. Education is an interaction between teachers and learners, to achieve educational goals that take place in a certain environment.

Brown (2004) argues that in learning whose activities are only teacher-center, in general, there is a process, namely the presentation or delivery of content or learning material. In this kind of learning practice, full activity is on the part of the teacher concerned, while learners only receive and are given learning which is also called passive learners. The education and learning measure carry out in the classroom so far is often in the same direction where learners only listen to what the teacher says. Therefore, learners are more actively involved in interacting with teachers or among learners. To create conditions for effective learning, everyone needs to know what learning means.

The teacher talk is said to be appropriate if it is used following the desired situation and conditions. Teacher talk is each word or sentence expressed by the teacher during communications in the educating and learning measure, beginning from the teacher giving clarifications, criticism, posing inquiries, etc. (Mujahidah, 2012). As per Harmer in sari (2012) teacher should zero in on three things when they talk with their learners.

Nunan (1991) states that teacher talk in second language teaching is a direct input that the learners can competence. Teacher talk alludes to the discourse or articulations the teacher utilizes during class interaction. These include: teacher lectures, teacher questions, and teacher responses.

1) Teacher Lectures

It alludes to clarifying, depicting, or describing; give data, realities, own sentiments, or thoughts regarding a subject, give guidance, give demands or orders that learners are required to follow. In this research, the researcher tracked down that the teacher clarified, described, provided guidance, and provided orders about something.

2) Teacher Question

Posing inquiries is one classification of teacher talk that is for the most part for empowering intuitive language classes. The teacher typically begins with a presentation question whose answer is overall information on the substance or system, which the learner needs to reply.

3) Teacher Response

Teacher manage homeroom sentiments: acknowledge, examine, allude to, depict or impart comprehension of past and future sentiments in a non-undermining way; Praise or consolation: acclaim, acclaim, urge learners to proceed, ensure the appropriate response is right or not; Jokes: deliberate kidding, kidding, ridiculing, attempting to be amusing, tolerating or utilizing learner thoughts, expands on brassy reactions, utilizes gentle analysis.

b. Learner talk

According to Pujiastuti (2013), learner talk is repeating a teacher's conversation or a friend's talk. Learners experience language development when they learn the language. First when they imitate the teacher's lecture and they need more time to record each teacher's lecture which is called a 'silent period', then start expressing their ideas by discussing, and finally can gain their communication competence.

Learners talks are divide into three aspects, namely:

1) The speech response of learners is the response of learners to the teacher.

Q: So is the map right or wrong?

S: Wrong

2) Initiation of speech learners express their own ideas

Q: what is the simple present tense pattern?

S: S + Verbl

3) Silence or disarray in correspondence can not be perceived by the teacher.

Classifies learner talk into two categories; they are responding to the teacher and initiating talks. The description is as follow:

4) Learners Response

Reacts to the teacher inside a certain and restricted scope of beforehand accessible or rehearsed answers, perusing out loud, transcription, work out, straightforwardly and typically to teacher questions and headings.

5) Learner Volunteer

Converse with the learners they began with. React to the teacher with thoughts, sentiments, data, remarks, questions, responses, or learners' sentiments.

6) Silence

Delay or be quiet for some time. Calm occasions as long as there is no verbal communication. The quiet classification happens because learners don't have the foggiest idea about the appropriate response. Similarly, when the teacher composes the material on the slate. During that time there was no verbal and non-verbal connection.

7) Unclassified

Disarray in which correspondence can not be perceived; Unusual exercises may incorporate censuring or scrutinizing learners, exhibiting without going with the teacher or learners talking; a progression of short whiteboard work without going with teacher or learner work. In this research, it happened when learners simultaneously talked and examined the training questions. It

additionally happens when the teacher poses inquiries. Notwithstanding, the learners' answers were extraordinary. During the movement, learners in general utilize their primary language, both Indonesian and Banjarese. It made the class climate exceptionally boisterous and the correspondence was inconceivable.

c. BIAS

Brown (in Hadiat, 1980) characterizes teacher and learner exercises that happen during the instructing and learning measure in the homeroom into seven gatherings. The interaction design as per the gathering assembled by Brown is generally called BIAS (Brown Interaction Analysis System).

This framework was created by Brown and intended for use by groups of learners and teachers in microteaching. This framework is more straightforward than FIAC, with just seven classifications, three kinds of teacher talk, two of learner talk, one silence, and unclassified. The total classes and the clarification The absolute orders and the explanation of each are presented in the going with figure:

1) Teacher Lectures

In teacher lectures in the English class, the teacher in delivering material by looking at several aspects depending on the sub material such as explaining, explaining, narrates, directs

2) Teacher Questions

Teacher Question about content or steps, which learners are expected to reply.

3) Teacher Responses

Acknowledges sensations of the class; depicts sentiments in a non-undermining way; acclaims, energizes, messes with learners; acknowledges or utilizes learners' thoughts; expands upon learner reactions; utilizes gentle analysis, for example, 'Actually no, not exactly.

4) Learners Responses

Learner responses straightforwardly and typically to teacher questions and bearings.

5) Learner Volunteer

Learner Volunteer consist data, remarks or questions.

6) Silence

Pauses, short periods of silence

7) Unclassifiable

Chaos in which correspondences can not be seen; unprecedented activities, for instance, denouncing or condemning learners, showing without going with teacher or learners talk; short spates of composing board work without going with teacher or learner work.

The grouping of teacher and learner interaction according to BIAS category, namely:

1) Teacher lectures

In the event that the teacher just gives information. Talk are clarifying, describing, coordinating and telling.

2) Teacher questions

Questions concerning the substance or questions that are direct.

3) Teacher responses

The teacher's response to learners can be expressed by praising, joking, accepting and using learner considerations, creating learner answers. While surveying learner work results or learner answers, they frequently use words, for example, the appropriate response is less exact, better, if by some stroke of good luck, and so forth.

4) Learners response

Learners responses can be in the form of answers to teacher questions and can also be in the form of learner questions which mean asking for further explanation.

5) Learners Voluntary

Without instructing the learners to ask questions, or submit comments to teachers or on the other hand individual learners.

6) Silence

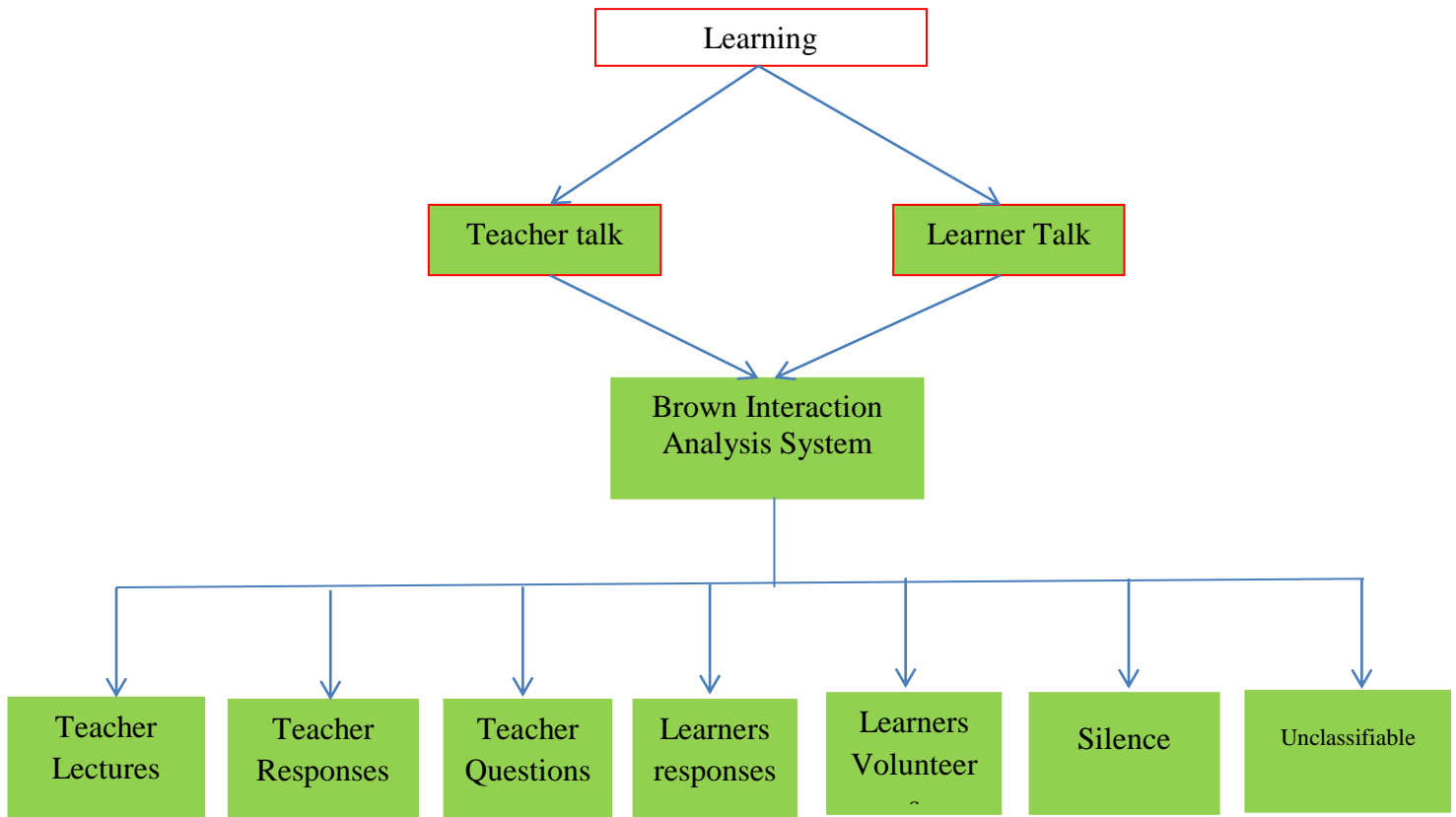
Quit down, nothing occurred, in a state of silence.

7) Unclassifiable

Does not belong to classifications one to six. Cannot be grouped into one to six or is totally hard to relegate to one specific classification. Disarray where correspondence cannot be perceived, suprising exercises, for example, denouncing or condemning learners, exhibiting unaccompanied by teachers or learner discussions; short series of writing board work without going with teacher or learners to work, so there is no interaction.

2. Framework

The framework in this researcher is describe as follows:



Picture 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

This section examines about research design, time and place of research, population and sample, variables, research implementation procedures, data collecting technique, and data analysis techniques.

A. Research Type and Design

1. Research types

In this research, the researcher used qualitative descriptive, according to Sugiyono (2016), the qualitative research technique is a research strategy used to investigate normal object conditions where researcher are as key instruments. In addition to poerwandari (2005), qualitative research creates and measures graphic information, for example, observation. Krik and Miller in moloeng (2002) characterize qualitative research as a way to perform direct embedding on individuals and connect with those people to get what dig up. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and their observable behavior (Bodgan and Taylor in Moleong, 2007). Qualitative descriptive research has described an accurate situation based on facts and the types of teacher talk and learner talk in English learning interaction.

2. Research Design

The research design used in this research is a method qualitative descriptive research. According to Nazir in Andi Prastowo

(2011), the descriptive method is a strategy used to analyze the situation with a gathering of individuals, an item, a bunch of conditions, an arrangement of thought, or a class of occasions in the present.

According to Sukmadinata (2011), qualitative research is research to portray and dissect marvels, occasions, social exercises, convictions, discernments, musings independently or in gatherings. In addition, Sukmadinata (2011) suggests research qualitative descriptive is intended to describe existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and linkages between activities.

In addition, descriptive research does not give treatment, control, or changes to the factors under investigation, but instead has described a condition all things considered. The only treatment given is the research itself, which is carried out through observation and documentation.

B. Time and Place of Research

1. Research Time

This research was carried out conducted at SMPN 10 BANTIMURUNG in the Academic year 2020/2021. The researcher involved the class VIII. This research was conducted in July until August 2021, following the school's academic calendar.

2. Research Place

The research conduction at SMPN 10 Bantimurung. The location

of the school is in Bontokappong, Desa Tukamasea, Kec. Bantimurung, Kabupaten Maros, south sulawesi. The school building owned by SMPN 10 Bantimurung consist of 26 classroom. 10 learner classrooms, 1 teacher room, 5 toilet, 1 learner council room, 1 physics laboratory, 1 library room, 1 masjid, 2 warehouse, 1 UKS, 1 scince laboratory, 1 computer laboratory, 1 counseling room. The number of teachers in SMPN 10 Bantimurung 30 teachers. The number of learners of SMPN 10 Bantimurung is 330 learners in the 2020/2021 academic year woth class VII Classification there are 55 male learner and 55 female learners, class VIII there are 44 male learners and 57 female learners, class IX there are 57 male learners and 62 female learners.

C. Population and Sample

1. Populations

Population in qualitative research is called the social situation between places, actors, and activities that interact with each other. In social situations, the researcher can observe in depth the activities of actors who are in a place (Sugiyono, 2008). The population that took is English teachers and learners of Class VII, VIII, and IX. There are 2 English teachers. Class VII has 110 people, class VIII has 101 people, and class IX consists of 119 people.

2. Sample

The sample relates to the population in the research. According to Sugiyono (2010) argues that the sample is part of the number owned by

the population. For this reason, samples are taken from the population that has been selected and then determine the sample. To determine the research sample requires several ways. In this research the sample was selected using purposive sampling. According to Naimatul (2014), purposive sampling is a technique of taking or determining samples by looking at certain considerations. For example, research the nature of food, then, at that point the example is a individual who is a food expert, etc. This example is more suitable for qualitative research, or research that does not require generalization. The samples used in this research were English teachers and learner class VIII of SMPN 10 Bantimurung. There are 1 English Teacher and 29 Learners in class VIII.

D. Research Implementation Procedures

The research procedures that carried out include three phases, specifically: the planning stage, the implementation stage, and the data analysis stage. Each stage carried out is explained as follows:

1. The planning stage

- a. Determine the school that is used as the research location.
- b. Requesting the permission of the junior high school principal.
- c. Make an agreement with the junior high school English teacher regarding the time and classes conducted for research.
- d. Video recording in class VIII English learning and then observing.

2. Implementation Stage

- a. Transcribing teacher talk and learner talk from videos that have been recorded
- b. To analyze the results of the transcribing.
- c. Determine the sample that represents errors in the perspective of junior high school mathematics processes and vertically in solving circle problems.

3. Data analysis stage

Data obtained from the implementation stage, then analyzed using qualitative descriptive analysis. In this case, the data analyzed are the results of the mathematical process test and the results of the observation.

E. Data Collection Techniques

Sugiyono (2016) revealed that data collection techniques have the main goal in research to obtain data. In research, it is important to adjust the data collection techniques that carried out in a research. In this research, the data collection techniques used were observation and documentation.

1. Observation

Observation is an activity that observes the natural environment by recording systematically a particular phenomenon or behavior (Gorman and Clayton 2005). Observation is one way of collecting data to obtain and understand knowledge about a phenomenon. The time of observation depends on the type of data to be collected. In this research, the researcher observed the interaction of teachers and learners in learning English.

Data was collected through observation by recording English learning between teacher and learners. The data is recorded in the form of video material with a capacity of 92.1 mb as an mp4 file. Data were transcribed for analysis, several data collection steps were carried out as follows:

- a. Confirmation with an English teacher at SMPN 10 Bantimurung to get records as data.
- b. Listen carefully to the recording to write the conversation script of the teacher and learners, the researcher believes in the recording of the teacher's interaction conveying the conversation.
- c. Collect manuscripts about conversations spoken by the teacher and learners to find out what the teacher talks about.

2. Documentation

According to Arikunto (2010), documentation is used to obtain data such as photographs which will prove that a researcher is conducting research. The researcher used this method to obtain documents related with research. The data in this research were recorded in the form of video material with a capacity of 92.1 mb as an mp4 file.

F. Research Instrument

Gay and Airasian (2000) suggest that an instrument is a tool used in gathering information. So the instrument can be said as a necessary tool to obtain information in research. In addition, Arikunto (2000) revealed that the instrument in research is a tool used by the researcher in collecting information on the data to be research. This research also uses an analytical instrument from Brown, namely BIAS (Brown Interaction Analysis System), conversation script, and observation sheets.

G. Data Analysis Techniques

According to Creswell & John (2012), the activity of data analysis in qualitative research was worked as interactive and continued until the data was complete. Data analysis is an important step in research because it can give meaning to the data collected by researcher. The data was gathered through observation by recording the English learning between teacher and learners. The data were recorded in the form of video material with a capacity of 92.1 mb as an mp4 file. The data were transcribed to analyze.

After the data collection process was carried out by researchers to find out teacher talk and learner talk in the English learning process at SMPN 10 Bantimurung, the researchers carried out data analysis techniques with the following steps:

1. Video learning English class VIII at SMPN 10 Bantimurung that has been recorded, then transcribed into written form, without changing the content of the conversation and story in the video.
2. The transcribed data were then analyzed using Brown's categories, namely BIAS (Brown Interaction Analysis System) by taking into account the forms of teacher talk and learner talk that have been classified by Brown.
3. With a series of analysis processes, then interpreted about how the forms of teacher talk and learners talk are represented in videos that have been recorded so that the answers to the research questions in this research can be known.

4. The result of the analysis and interpretation will then be reported as research results and conclusions will then drawn.

After the data collection process was carried out by researcher to find out teacher talk and learner talk in the English learning process at SMPN 10 Bantimurung, the researcher carried out data analysis techniques with the following steps:

5. Transcribe

All interactions recorded are transcribed in the form of a written transcript. This transcript is the main data source, while the interview data is used as additional data. Then, the observer labels each greeting with a teacher and a learner. Teacher refers to the utterance expressed by the teacher, learner refers to those of individual learners.

6. Encoding

Brown interaction analysis system involves identifying the interaction of the teacher and class learners in terms of coding according to the BIAS. After completing the transcription, the researcher code each speech count into the Interaction category base on the BIAS Analysis Category.

CHAPTER IV

RESULT RESEARCH

This chapter discusses about the research result and discussion.

A. Research Result

Based on the data, the result showed that forms of teacher talk and learner talk occur in learning English using BIAS category.

This form of teacher talk and learner talk is divided into 7 aspects using BIAS (Brown Interaction Analysis System), namely: Teacher Lectures, teacher questions, and teacher responses. Where the teacher talk identifies the utterances created by the teacher during the instructing and learning measure. Observations were made by the researcher to see the types of teacher conversations in learning English. Therefore, after analyzing the observations, it was found that the types of teacher talk used by teachers were teacher Lectures, teacher questions, and teacher responses.

1. Teacher Lectures

Based on observations, teacher lectures are the most common among teachers when learning English takes place. Teacher lectures are the most important part of teaching because it is where all the information is conveyed to the learner. In teacher lectures, providing information based on facts that can be used as understanding for learners so that learners understand the information to be studied, the teacher explains to learners each material then gives some examples and checks learners' understanding.

The following extract is one way that is used to explain the learning material:

Table 4.1 Teacher Lectures

Aspect	Compenent	Utterances	Extract
<p>BIAS (Brown Interaction Analysis System)</p>	<p>Teacher Lectures</p>	<p>Teacher: Jadi congratulation berhubungan dengan hope and wishes. Expression atau ekspresi hope and wishes. Jadi ini sama-sama mengungkapkan harapan tapi ada perbedaan dalam penggunaannya. Kira-kira ada yang bisa jelaskan perbedaan penggunaan hope and wish kalo bisa dalam bentuk kalimat ?</p> <p><i>(So, congratulation related to hope and wishes. Expression or expression hope and wishes. So these both express hope but there is a difference in their usage. Can someone explain the difference between using hope and wish, if possible in the form of a sentence?)</i></p>	<p>Extract 1</p>
		<p>Teacher: Kalau misalkan kata “wish” ada yang bisa mendengar kata wish, kalau biasa kita ulang tahun sebelum meniup lilin, biasa audiens bilang apa “make wish” atau berdoa, sama-sama berdoa yah,</p>	<p>Extract 2</p>

		<p>sama-sama harapan. Tapi kira-kira perbedaan Real dengan unreal?, itu ibu tuliskan real dan unreal, apa maksudnya itu real dan unreal, real itu apa, yaa real apa,</p> <p><i>(For example, if the word "wish" is able to hear the word wish, if we usually have a birthday before blowing out the candles, the audience usually says what "make wish" or prays, we pray together, we hope together. But what is the difference between Real and unreal?, I wrote down real and unreal, what do you mean by real and unreal, what is real, what is real,)</i></p>	
		<p>Teacher: Ada yang bisa, coba liat contoh kalimat diatas, "I hope, I have a good score and I wish if I were you", maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal , nah contoh kalimatnya "I hope, I have a good score and I wish if I were you",</p> <p><i>(Anyone can, take a look at the example sentence above, "I</i></p>	<p>Extract 3</p>

		<p><i>hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example sentence is "I hope, I have a good score and I wish if I were you",)</i></p>	
		<p>Teacher: kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for eksample misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?</p> <p><i>(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be something that is just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)</i></p>	<p>Extract 4</p>

2. Teacher Questions

In the learning system in this classification, when the teacher clarifies the exercise, then, at that point offers inquiries to learners to recall, assess, or comprehend, integrate, or different sorts of inquiries.

This can be found in the statement beneath:

Table 4.2 Teacher Questions

Aspect	Compenent	Utterances	Extract
BIAS (Brown Interaction Analysis System)	Teacher Questions	Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ? <i>(Before learning, I want to ask first. Who often hears the word congratulation?)</i>	Extract 6
		Learners : selamat <i>(Congrats)</i>	
		Teacher : Ucapan selamat yang diberikan kepada moment apa saja kira-kira yang di ucapkan dengan kata congratulation ? <i>(Congratulations given to what moment are roughly said to be congratulation?)</i>	Extract 7
		Learners : Selamat ulang tahun <i>(Happy birthday)</i>	

2) Teacher Responses

Teacher Responses is a teacher action in reacting to learner either by lauding, tolerating, or fostering learner ideas.

Table 4.3 Teacher Responses

Aspect	Compenent	Utterances	Extract
BIAS (Brown Interaction Analysis System)	Teacher Responses	Teacher: Yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?	Extract 8
		<i>(yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?)</i>	
		Learners:Belum <i>(not yet)</i>	
		Teachers: Belum ya, berarti semoga di ujian nanti dia mendapat nilai.... <i>(not yet, that means hopefully in the exam later he gets a score....)</i>	
		Learners:Bagus <i>(good)</i>	
		Praises	
		Teacher : yah betul. AR ini pintar	

3) Learners Responses

Observations show that, learners use learner responses with a single purpose. It aims to answer questions about the lesson. The way learners respond to teacher interactions is also short like yes or no. Learner's speech response occurs when the teacher asks the learner whether or not they understand the material that has been studied.

Table 4.4 Learner responses

Aspect	Compenent	Utterances	Extract
BIAS (Brown Interaction Analysis System)	Learner Responses	<p>Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?</p> <p><i>(Before learning, I want to ask first. Who often hears the word congratulation?)</i></p> <p>Learners: Selamat</p> <p><i>(congrats)</i></p> <p>Teacher: Ucapan?</p> <p><i>(saying)</i></p> <p>Learners : Ucapan selamat</p> <p><i>(congratulation)</i></p>	Extract 9

4) Learners Volunteers

Most of the learners' speech initiations occur in the classroom. The reason is mostly because learners prefer to just speak based on their

ideas rather than just repeating what the teacher has said. This happens when teachers ask questions about what they know and what they think.

Table 4.5 Learner Volunteer

Aspect	Compenent	Utterances	Extract
<p>BIAS (centik Interaction Analysis System)</p>	<p>Learner Volunteer</p>	<p>Information I</p> <p>Teacher : ...Because you are the winner competition in this class. Apa maksudnya ini ?</p> <p>(...Because you are the winner competition in this class. What does this mean ?)</p> <p>Learner 1 : Juara Kelas</p> <p>(Winner in the class)</p> <p>Information II</p> <p>Teacher: berarti Tidak Nyata, ada yang bisa mengungkapkan yang mana itu yang nyata dan tidak nyata, ada yang bisa mengungkapkan in Indonesia dulu, dalam bahasa Indonesia dulu, ada? Ada yang bisa, coba liat</p>	<p>Extract 10</p>

contoh kalimat diatas, “I hope, I have a good score and I wish if I were you”, maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal , nah contoh kalimatnya “I hope, I have a good score and I wish if I were you”, kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for example misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?

(It means Unreal, can anyone tell which one is real and which is not real, can someone say in Indonesia first, in Indonesian first, anyone?)

(Anyone can, take a look at the example sentence above, "I hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example sentence is "I hope, I have a good score and I wish if I were you",)

(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be something just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)

Learners: tidak (No)

Teacher: tidak, kenapa?

Learners: karna sudah susah

(because it's hard)

Teacher: bisa ya, kalau di
sertai dengan
*(yes, can. if accompanied
by...)*

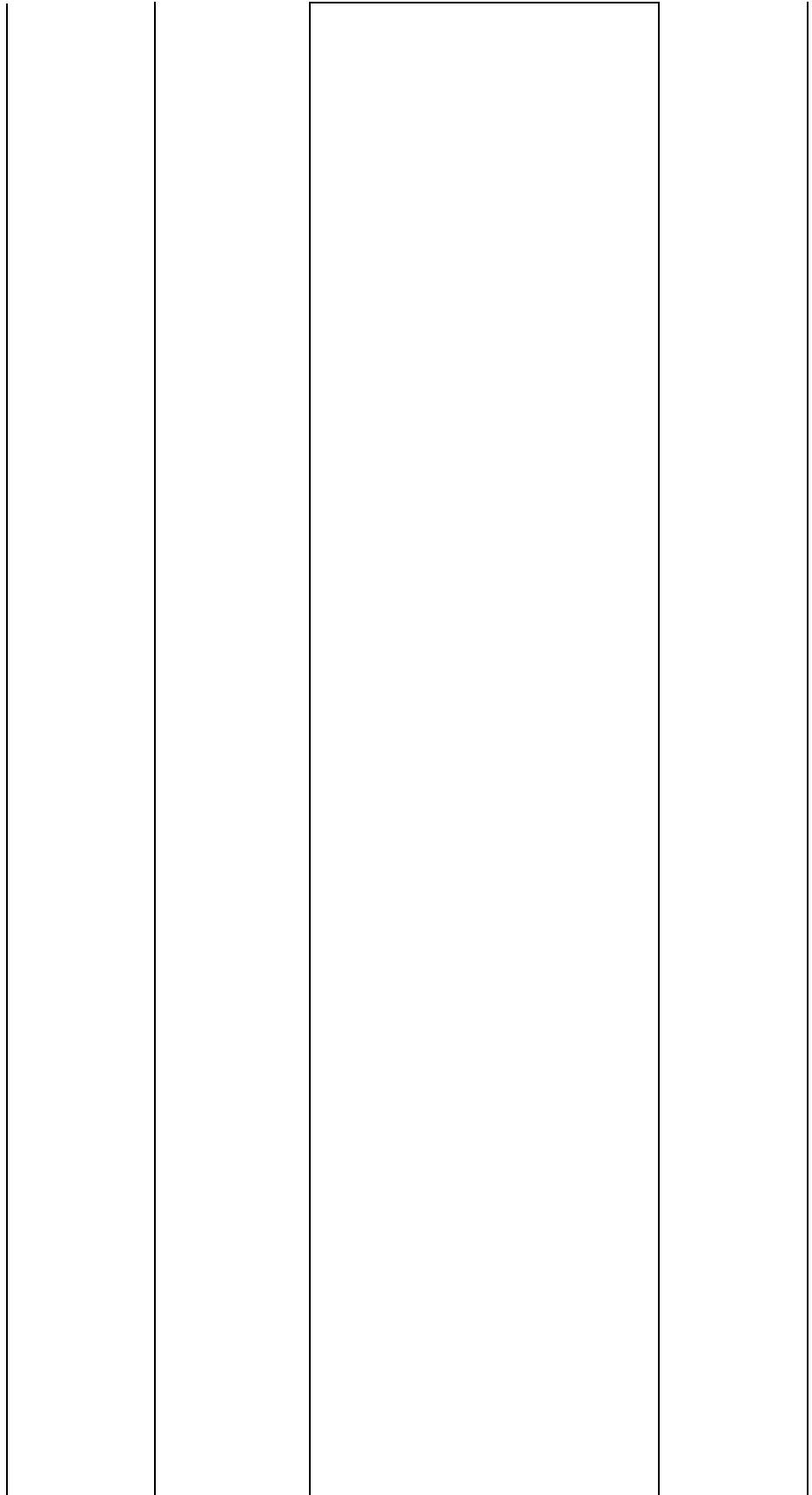
Learner: belajar (*Learn*)

Questions

Learner 2 : jalan cerita
ditulis semua bu?

Learner : ibu bisa di
terjrmahkan di
Google?
*(ma'am can be
translated on
Google)*

Learner (1) : tanggal berapa
inikah *(what date is
this)*



5) Silence

Sometimes learners become silent because they do not understand the teacher's questions. As a result, learners do not say anything in response to the teacher. The teacher helps learners find the answer by providing clues.

Table 4.6 Silence

Aspect	Compenent	Utterances	Extract
BIAS (Brown Interaction Analysis System)	Silence	<p>Teacher : Kira-kira ada yang bisa jelakan perbedaan penggunaan hope and wish kalo bisa dalam bentuk kalimat ?</p> <p><i>(Can someone explain the difference between using hope and wish, if possible in the form of a sentence?)</i></p> <p>Learners : Silence</p> <p>Pauses</p> <p>Teacher : Apa kira2 arti if I were you (What does if I were you mean?)</p> <p>Learners silence</p> <p>Teacher : can you say</p>	Extract 11

		<p>congratulation for me ?</p> <p>Learner 1 : silence</p> <p>Short Period</p> <p>Teacher : Mengucapkan selamat untuk tes matematika-nya jadi untuk memberi semangat kepada anak-anak kami mengucapkan congratulation, dan selamat untuk nilai matematika-nya dan dia juga memberikan harapan semoga juga tes hasil dari tes bahasa inggris-nya akan mendapatkan nilai yang baik juga seperti nilai matematika-nya, jadi yang dibawah ini kan ceritanya “Dayu” is going participant to independents day “tau independen day? <i>(Congratulations for the math test so to encourage the</i></p>	
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		<p><i>children we say congratulation, and congratulations on the math score and he also hopes that the test results from the English test will get good grades as well as math scores the story, so the story below is "Dayu" is going participant to independents day "do you know independent day?)</i></p> <p>Learners silence</p> <p>Teacher : iya independent day, it is the dialog jadi siti mengungkapkan harapannya untuk dayu, baca dulu dalam ceritanya. Nah demikian juga dengan situasi ketiga, ucapkan maksudnya itukan tujuannya orang memberikan kalimat apa ini? Congratulation,</p>	
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		<p>selamat itu memotivasi orang, untuk memberi semangat, dan ingat tugasnya jangan ditumpuk lagi nah</p> <p><i>(yes independent day, it is the dialogue so siti expresses her hope for dayu, read the story first. So also with the third situation, say what is the purpose of the person giving this sentence?</i></p> <p><i>Congratulations, congratulations, it motivates people, to encourage them, and remember that the tasks are not piled up again, OK?)</i></p>	
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6) Unclassifiable

The unclassifiable category is a category that cannot be classified. In this category of English lessons, there are early and late

learning activities, a lack of interaction occurs so that this category cannot be classified, this can be seen in the quote below:

Table 4.7 Unclassifiable

Aspect	Compenent	Utterances	Extract
BIAS (Brown Interacti on Analysis System)	Unclassifiable	<p>Teacher : Assalamualaikum learners</p> <p>Learners : wa'alaikum salam warohmatullahi wabarakatuh</p> <p>Critising learners</p> <p>Learner : ibu bisa di terjrmahkan di Google? <i>(ma'am can be translated on Google)</i></p> <p>Teacher : cocomi seharusnya itu to kita bawa kamus bukan translate di google. <i>(right it should be for us)</i></p>	Extract 12

B. Discussion

This section discusses the results related to the theory from previous research. The researcher present the results based on the guidelines of relevant theories that have been carried out by previous studies. After analyzing the data, it was found that the types of speaking types of teachers and learners in the interaction of learning English using BIAS (Brown Interaction Analysis System) from Brown in Hadiat 1980 are Teacher Lectures, teacher questions, teacher responses, learner responses, learner volunteers, silence, and unclassifiable.

For extract 1 until extract 4, the BIAS category for the form of teacher talk is teacher lectures. Teacher lectures are teachers giving explanations about the subject matter. The teacher lectures took place in class VIII. The teacher explains the material about congratulations. From the extract above, be found several explanations of the congratulations material from the teacher, namely the teacher describes real and unreal. Teachers must be able to make students understand the material that has been taught. The data above shows that the first form of teacher talk is teacher lectures.

In line with the opinion (Mujahidah, 2012) says that the teacher is every word or sentence expressed by the teacher during the interaction in the act of educating and learning, starting from the teacher providing clarification, criticism, asking questions, etc. The form of teacher conversation that occurs in the English learning class that has been quoted above is teacher lectures, when the teacher explains or describes the congratulation material and makes learners understand the material being taught.

In the results obtained by researchers using the category of BIAS, it has been found that the learner talk occur in English class can be seen in extract 6 and extract 7 which are still in the form of teacher talk, which are teacher questions. Teacher questions are interactions carried out by teachers to stimulate learners so that interactions in the classroom between teachers and learners are active. From the quote above, it was found some questions asked by the teacher to learners. The data above shows that the second form of teacher talk is teacher questions.

The quote above shows that teacher questions occur in the learning process in the interaction of teachers and learners in the act of educating according to Mujahidah (2012). When the teacher has explained the learning material, the teacher will stimulate learners to find out whether learners understand the explanation that has been explained. So in the process of learning English there is interaction between teacher and learners in the form of teacher lectures that occur several times.

Furthermore in extract 8 is the interaction that occurs in learning English in the form of teacher talk. According to the BIAS category, teacher talk is teacher responses. The teacher responds to the learner by clarifying what the learner has said and also giving appreciation such as praise. From the quote above, it is found that the interaction that occurs between teachers and learners is teacher responses. The data above shows that the teacher responds during the learning process.

As stated by Mujahidah (2012) described in extract 8. It is seen that the teacher clarifies the utterances that have been said by the learners. From the interaction quote above, it is found that the third form of teacher talk uses the BIAS category analysis.

Meanwhile, in the form of learner talk, the researcher used an analysis of the bias category in learning English for class VIII, finding that the learner's talk was the response of the learner and the learner volunteer. This is an interaction that occurs, it can be seen in extract 9 and extract 10. This picture is in line with the opinion of Pujiastuti (2013) Learner talk is repeating the teacher's conversation. From the interaction quote above, some learners respond to the teacher when explaining and asking questions. The data above shows that learner responses are the first form of learner talk. The second form of learner talk is learner volunteers. There are some learners who become volunteers when the teacher asks questions.

The interaction that occurs in Extract 11 is silence. In learning English in class VII, it appears that the interaction between teachers and learners is not reversed. From the quote above, it was found that only the teacher spoke and the learners were silent. The data above shows that silence is a form of teacher talk from learners who do not respond to the teacher. During the lesson, the teacher only spoke in front by asking questions, then the learners were silent for a few minutes, and the teacher continued learning. According to the classification of Brown in Hadiat (1980) that the interaction that occurs in

learning in the sixth classification is Silence. It is described in extract 11, where learners make the class atmosphere quiet.

In Extract 12, it shows that the intention that is not classified in the form of teacher talk and learner talk using the BIAS category analysis is Unclassifiable. It happened at the beginning of the lesson and at the end of the lesson. some teacher and learner conversations such as greetings are not classified in the BIAS category according to Brown in Hadiat (1980). From the quote above, it was found that there were two unclassifiable ones, namely greetings when starting learning and ending learning. The data above shows that unclassifiable are those that are not included in teacher talk and learner talk.

In learning English, the interaction of teachers and learners show how the forms of talk forms of teachers and forms of talk forms of learners. Teacher talk that often occurs in class is teacher lectures, teacher questions, and teacher responses. The teacher's talk is very influential on learners' knowledge in class interaction. This is in line with the opinion of Nunan (1999) explaining that communication is the teacher's talk in teaching a second language is a direct input so that learners can be competent. Learning material in class VIII is congratulations. In this learning material, learners are asked to make simple sentences about congratulation.

From the types of teacher talk and learner talk based on Brown's interaction analysis category, they are Teacher Lectures, teacher questions, teacher responses, learner responses, learner volunteers, silence, and

unclassifiable. In learning English, the interaction between teacher and learner is the teacher. This is also reinforced by previous researcher (Putri, 2015) who said that teachers are very dependent on asking and lecturing their learners.

In the results obtained by the researcher, the language used by the teacher was more dominant in Indonesian than English. This can be seen from the extract obtained by the researcher. This is also in line with previous research by Huriyah and Agustiani (2018). From the results of his research, it can be seen that the English teacher dominates the class by asking a lot of questions and using Indonesian in class a lot. This gives learners fewer opportunities to investigate and practice their English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In view of research on the teacher talk and learner talk category in English learning activity in class VIII SMPN 10 Bantimurung by using BIAS category (Brown Interaction Analysis System) which consist of seven categories, namely: teacher lectures, teacher question, teacher responses, learners responses, learners volunteers, silence, and unclassifiable. Forms teacher talk occur in the English learning process is teacher lectures, whereas learners talk occur in the English learning process is response.

In view of the consequences of the research, the research might want to give a few ideas to teachers, learners, and further researchers. Taken from the conclusion above, it is known that the forms teacher talk and learners talk in learning English using the BIAS category that occurs more often are teacher lectures and learners responses.

B. Suggestions

Based on the results of research that has been done, for further research, it is recommended research on the analysis of teacher and learners interactions in class VIII SMPN 10 Bantimurung is still very simple. Therefore, it is necessary to research to obtain more maximum results and improve the quality of writing scientific papers for readers.

1. For the English teacher

Teacher interaction in the classroom should use three aspects, namely Teacher Lectures, Teacher Questions, and Teacher Responses which are used in teacher talks so that English learning is more effective and must also use dominant Indonesian so that learners get used to and increase their knowledge of English.

2. For the learners

They must familiarize themselves with using English, both in class and in daily life so that they become accustomed to it.

3. For the further researcher

Research of teacher talk and learner talk can be expanded by conducting research in different aspect. Further researcher can conduct new research between teacher and learners with various categories used based on social status or class. And also, hopefully this research is useful and can be used as a reference for other research.

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APPENDICES

Transcript of English learning class VIII SMPN 10 Bantimurung

Teacher : Assalamu Alaikum waromatulahi wabarakatuh

Learners : Wa'alaikum salam warohmatullahi wabarakatuh

Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?

(Before learning, I want to ask first. Who often hears the word congratulation?)

Learners : selamat (Congrats)

Teacher: Kalau misalkan kata "wish" ada yang bisa mendengar kata wish, kalau biasa kita ulang tahun sebelum meniup lilin , biasa audiens bilang apa "make wish" atau berdoa, sama-sama berdoa yah, sama-sama harapan... Tapi kira-kira perbedaan , Real dengan unreal, itu ibu tuliskan real dan unreal, apa maksudnya itu real dan unreal, real itu apa, yaa real apa,

(If for example the word "wish" someone can hear the word wish, if we usually have a birthday before blowing out the candles, the audience usually says what "make wish" or prays, we pray together, we hope together)

(But about the difference, Real and unreal, I wrote down real and unreal, what do you mean by real and unreal, what is real, what is real,)

Learners: Nyata (*real*)

Teacher: yang itu saja, yang nyata, kalau unreal. Ada kata un
(that's all, real, if unreal. There is a word un)

Learners: Tidak Nyata (*Not real*)

Teacher: berarti Tidak Nyata, ada yang bisa mengungkapkan yang mana itu yang nyata dan tidak nyata, ada yang bisa mengungkapkan in Indonesia dulu, dalam bahasa Indonesia dulu, ada? Ada yang bisa, coba liat contoh kalimat diatas, "I hope, I have a good score and I wish if I were you", maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal , nah contoh kalimatnya "I hope, I have a good score and I wish if I were you", kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for eksample misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?

(It means Unreal, can anyone tell which one is real and which is not real, can someone say in Indonesia first, in Indonesian first, anyone?)

(Anyone can, take a look at the example sentence above, "I hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example sentence is "I hope, I have a good score and I wish if I were you",)

(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be something just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)

Learners: tidak *(No)*

Teacher: tidak,kenapa? *(No,why?)*

Learners: karna sudah susah *(because it's hard)*

Teacher: mungkin karna kerja mi di, karena sudah lewat mi masa pertumbuhan, kalau yang kalimat pertama ini "I hope, I have a good score, misalnya ini ujian ya

,ini ujian good score, yang jelasnya ini good score ya, score nilai, kemungkinan itu mendapat nilai bagus itu bisa terjadi atau tidak?

(maybe it's because of my work, because the growth period has passed, if the first sentence is "I hope, I have a good score, for example this is a test, this is a good score exam, what is clear is that this is a good score, score score, that possibility get good grades it can happen or not?)

Learners: bisa (*Can*)

Teacher: bisa ya, kalau di sertai dengan
(yes, can. if accompanied by...)

Learner: belajar (*Learn*)

Teacher: usaha, kalau yang di bawa , I wish if I were you, apa artinya ini “were you” ini ibu jelaskan dulu karna kita akan belajar merangkai kata form english dalam mengucapkan congratulation kan biasanya kita mengungkapkan I hope you, selamat ulang tahun saya berharap kalian bahagia toh, saya berharap kalian di beri kesehatan, selamat pernikahan kalian, saya berharap kalian menjadi keluarga, toh.

(Effort, if what you brought, I wish if I were you, what does this mean "were you" please explain first because we will learn to string English words in congratulation, right usually we say I hope you, happy birthday I hope you guys happy anyway, I hope you are given health, congratulations on your marriage, I hope you become family, anyway.)

Teacher: yang kata I hope, I have a good score
(who said I hope, I have a good score)

Teacher : Apa kira2 arti if I were you
(What does if I were you mean?)

Learners silence

Teacher : can you say congratulation for me ?

Learner 1 : silence

Teacher : Mengucapkan selamat untuk tes matematika-nya jadi untuk memberi semangat kepada anak-anak kami mengucapkan congratulation, dan selamat untuk nilai matematika-nya dan dia juga memberikan harapan semoga juga tes hasil dari tes bahasa inggris-nya akan mendapatkan nilai yang baik juga seperti nilai matematika-nya, jadi yang dibawah ini kan ceritanya "Dayu" is going participant to independents day "tau independen day?"

(Congratulations for the math test so to encourage the children we say congratulation, and congratulations on the math score and he also hopes that the test results from the English test will get good grades as well as math scores the story, so the story below is "Dayu" is going participant to independents day "do you know independent day?)

Learners silence

Teacher : iya independent day, it is the dialog jadi siti mengungkapkan harapannya untuk dayu, baca dulu dalam ceritanya. Nah demikian juga dengan situasi ketiga, ucapkan maksudnya itukan tujuannya orang memberikan kalimat apa ini? Congratulation, selamat itu memotivasi orang, untuk memberi semangat, dan ingat tugasnya jangan ditumpuk lagi nah

(yes independent day, it is the dialogue so siti expresses her hope for dayu, read the story first. So also with the third situation, say what is the purpose of the person giving this sentence? Congratulations, congratulations, it

motivates people, to encourage them, and remember that the tasks are not piled up again, OK?)

Learner: iye bu (*Yes Ma'am*)

Teacher : seperti waktu kalian klas 8 jadi, klas 3 ini yah lebih bersemangat karna sudah mau selesai
(like when you were in 8th grade, so this 3rd class is more excited because it's about to finish)

Learner : Iye bu (*Yes Ma'am*)

Teacher : kenapa kau Abdul rahman, Detik-detik anu ini, detik-detik cinta menyentuh ini rahman, sudah di ujung tanduk
(why are you Abdul rahman, these so-and-so seconds, these touching moments of love rahman, are on the brink)

Learner (1) : tanggal berapa inikah (*what date is this*)

Learner (2) : tanggal 22

Teacher : Jangan bertanya sama Rahman tanyakan ke ibu ,iya Tanya apa

Learner : yang mana ditulis bu

Teacher : Halaman 8, coba apa ini, kasih ucapan selamat berdasarkan apa ini?

Learner 2 : jalan cerita ditulis semua bu?

Teacher : iya, kalo misalnya kamu bisa menjawab ini, membuat kalimat ini 4 lansung selesai, kamu sudah mengerti itu artinya , setidaknya kalian ini

mengucapkan kalimat kata congratulation, apa independens day?
Independens day tawwa apa itu? Hari bersejarah kah apa itu? Misalnya
kayak kemerdekaan, begitu toh jadi independens day, 17 agustus toh

Learner : iye bu

Teacher : independens day, hari jadi maros, itu independent day

Learner : ibu bisa di terjrmahkan di Google?

(ma'am can be translated on Google)

Teacher : cocomi seharusnya itu to kita bawa kamus bukan translate di google.

(right it should be for us)

Observation Checklist

Types of teacher talk and learner talk use BIAS		Yes	No	Explanations
Teacher Lectures	1. Describes	√		<p>Teacher: Kalau misalkan kata “wish” ada yang bisa mendengar kata wish, kalau biasa kita ulang tahun sebelum meniup lilin, biasa audiens bilang apa “make wish” atau berdoa, sama-sama berdoa yah, sama-sama harapan. Tapi kira-kira perbedaan Real dengan unreal?, itu ibu tuliskan real dan unreal, apa maksudnya itu real dan unreal, real itu apa, yaa real apa,</p> <p><i>(For example, if the word "wish" is able to hear the word wish, if we usually have a birthday before blowing out the candles, the audience usually says what "make wish" or prays, we pray together, we hope together. But what is the difference between Real and unreal?, I wrote down real and unreal, what do you mean by real and unreal, what is real, what is real,)</i></p>
	2. Explain	√		<p>Teacher: Ada yang bisa, coba liat contoh kalimat diatas, “I hope, I have a good score and I wish if I were you”, maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal , nah</p>

			<p>contoh kalimatnya “I hope, I have a good score and I wish if I were you”,</p> <p><i>(Anyone can, take a look at the example sentence above, "I hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example sentence is "I hope, I have a good score and I wish if I were you",)</i></p>
	<p>3. Narrate</p>	<p>√</p>	<p>Teacher: kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for eksample misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?</p> <p><i>(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be</i></p>

				<i>something that is just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)</i>
	4. Directs		√	
Teacher Questions	1. About content	√		<p>Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?</p> <p><i>(Before learning, I want to ask first. Who often hears the word congratulation?)</i></p> <p>Learners : selamat</p> <p><i>(Congrats)</i></p> <p>II</p> <p>Teacher : Ucapan selamat yang diberikan kepada moment apa saja kira-kira yang di ucapkan dengan kata congratulation ?</p> <p><i>(Congratulations given to what moment are roughly said to be congratulation?)</i></p> <p>Learners : Selamat ulang tahun</p> <p><i>(Happy birthday)</i></p>
	2. About procedure		√	
	1. Praises	√		Teacher : yah betul. AR ini pintar
Teacher Responses	2. Encourages	√		<p>Teacher: Yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?</p> <p><i>(yang kata I hope, I have a good score, kira kira ini ujiannya sudah berlangsung atau belum yah.?)</i></p> <p>Learners:Belum <i>(not yet)</i></p>

				<p>Teachers: Belum ya, berarti semoga di ujian nanti dia mendapat nilai....</p> <p><i>(not yet, that means hopefully in the exam later he gets a score....)</i></p> <p>Learners: Bagus (<i>good</i>)</p>
	3. Jokes		√	
Learner Responses	1. Directly	√		<p>Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?</p> <p>(Before learning, I want to ask first. Who often hears the word congratulation?)</p> <p>Learners : selamat (<i>Congrats</i>)</p> <p>Teacher : Before learn, saya mau tanya dulu. siapa yang sering dengar kata congratulation ?</p> <p><i>(Before learning, I want to ask first. Who often hears the word congratulation?)</i></p> <p>Learners: Selamat</p> <p><i>(congrats)</i></p> <p>Teacher: Ucapan?</p> <p><i>(saying)</i></p> <p>Learners : Ucapan selamat</p> <p><i>(congratulation)</i></p>
	2. Predictably		√	
Learner Volunteers	1. Information	√		<p>Teacher: berarti Tidak Nyata, ada yang bisa mengungkapkan yang mana itu yang</p>

nyata dan tidak nyata, ada yang bisa mengungkapkan in Indonesia dulu, dalam bahasa Indonesia dulu, ada? Ada yang bisa, coba liat contoh kalimat diatas, "I hope, I have a good score and I wish if I were you", maksudnya kalau dari contoh kalimat yang ibu berikan, anda mungkin sudah bisa membedakan, kan dia ada real dan ada kata unreal , nah contoh kalimatnya "I hope, I have a good score and I wish if I were you", kalau yang real, real itu semacam gini ya, harapan yang kemungkinan untuk terkabulnya itu sangat besar, kalau misalnya dirasa ibu kurang di mengerti bisa di tanyakan ya, kalau unreal mungkin sesuatu yang sekedar angan2 ji, for eksample misalnya saya begini, saya berangan2 bisa tumbuh lebih tinggi ,itu kemungkinan terjadi atau tidak?

(It means Unreal, can anyone tell which one is real and which is not real, can someone say in Indonesia first, in Indonesian first, anyone?)

(Anyone can, take a look at the example sentence above, "I hope, I have a good score and I wish if I were you", meaning that from the example sentence that mother gave, you may already be able to distinguish, right there is real and there is a word unreal, now the example

			<p>sentence is "I hope, I have a good score and I wish if I were you",)</p> <p>(If it's real, real is like this, yes, the hope that is likely to come true is very large, if for example you feel you don't understand it, you can ask it, if it's unreal it might be something just wishful thinking, for example, for example, I am like this, I wish I could grow higher, is it possible or not?)</p> <p>Learners: tidak (No)</p> <p>Teacher: tidak, kenapa? (No, why?)</p> <p>Learners: karna sudah susah (because it's hard)</p> <p>Teacher: bisa ya, kalau di sertai dengan (yes, can. if accompanied by...)</p> <p>Learner: belajar (Learn)</p>
2. Comments		√	
3. Questions	√		<p>Learner 2 : jalan cerita ditulis semuanya?</p> <p>Learner : ibu bisa di terjemahkan di Google? (ma'am can be translated on Google)</p> <p>Learner (1) : tanggal berapa inikah (what</p>

				<i>date is this)</i>
Silence	1. Pauses	√		<p>Teacher : Apa kira2 arti if I were you (What does if I were you mean?)</p> <p>Learners silence</p> <p>Teacher : can you say congratulation for me ?</p> <p>Learner 1 : silence</p>
	2. Short periods	√		<p>Teacher : Mengucapkan selamat untuk tes matematika-nya jadi untuk memberi semangat kepada anak-anak kami mengucapkan congratulation, dan selamat untuk nilai matematika-nya dan dia juga memberikan harapan semoga juga tes hasil dari tes bahasa inggris-nya akan mendapatkan nilai yang baik juga seperti nilai matematika-nya, jadi yang dibawah ini kan ceritanya “Dayu” is going participant to independents day “tau independen day?</p> <p><i>(Congratulations for the math test so to encourage the children we say congratulation, and congratulations on the math score and he also hopes that the</i></p>

test results from the English test will get good grades as well as math scores the story, so the story below is "Dayu" is going participant to independents day "do you know independent day?)

Learners silence

Teacher : iya independent day, it is the dialog jadi siti mengungkapkan harapannya untuk dayu, baca dulu dalam ceritanya. Nah demikian juga dengan situasi ketiga, ucapkan maksudnya itukan tujuannya orang memberikan kalimat apa ini? Congratulation, selamat itu memotivasi orang, untuk memberi semangat, dan ingat tugasnya jangan ditumpuk lagi nah

(yes independent day, it is the dialogue so siti expresses her hope for dayu, read the story first. So also with the third situation, say what is the purpose of the person giving this sentence? Congratulations, congratulations, it motivates people, to encourage them, and remember that the tasks are not

				<i>piled up again, OK?)</i>
Unclassifiable	1. Reprimanding		√	
	2. Critising learners	√		Learner : ibu bisa di terjrmahkan di Google? <i>(ma'am can be translated on Google)</i> Teacher : cocomi seharusnya itu to kita bawa kamus bukan translate di google. <i>(right it should be for us)</i>
	3. Demonstrating		√	
	4. Short spates	√		Teacher : Assalamu Alaikum waromatulahi wabarakatuh Learners : Wa'alaikum salam warohmatullahi wabarakatuh

Research Permit

UNIVERSITAS MUSLIM MAROS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 148/UL/FKIP-UMMA/VI/2021
Lampiran : 1 (satu) exemplar
Perihal : **Permohonan Izin**

Kepada yang terhormat :
Kepala Sekolah SMPN 10 Bantimurung
di-

Maros

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dengan hormat,
Disampaikan kepada Bapak/Ibu bahwa mahasiswi di bawah ini:

Nama : Fitri Andriani
NIM : 1788203006
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan Penelitian dalam rangka penyelesaian pendidikan Program Sarjana
FKIP Universitas Muslim Maros.

Adapun judul Penelitian yaitu :

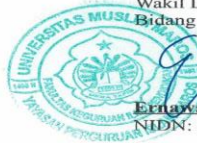
**“AN ANALYSIS OF TEACHER TALK AND LEARNER TALK IN ENGLISH
LEARNING INTERACTION DURING THE COVID 19 PANDEMIC AT SMPN 10
BANTIMURUNG”**

Dosen Pembimbing : 1. Zul Astri, S.S.,M.Hum
2. Nurul Fachrunnisa, S.Pd.,M.Pd

Sehubungan dengan maksud tersebut mohon kiranya kepada Bapak/Ibu berkenang memberikan
Izin kepada yang bersangkutan untuk melakukan penelitian ditempat Bapak/Ibu Atas bantuan
dan kerja sama Bapak/Ibu yang baik diucapkan terima kasih.

Maros, 24 Juni 2021

Wakil Dekan I,
Bidang Akademik Kemahasiswaan dan Alumni



Erniwati, S.Pd., M.Pd.
NIDN: 0905048801

Tembusan Kepada Yth.:
1. Ketua Program Studi
2. Yang bersangkutan
3. Peringgal

Letter of Completing Research



**PEMERINTAH KABUPATEN MAROS
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UPTD SMPN 10 BANTIMURUNG**

Alamat : Jln Pendidikan Desa Tukamasea Kecamatan Bantimurung Kab Maros

SURAT KETERANGAN TELAH SELESAI
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Nomor : 096/106.1/SMP.10/KP/2021

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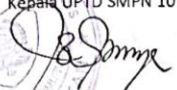
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Menerangkan Bahwa :

Nama : FITRI ANDRIANI
NIM : 1788203006
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "An Analysis Of Teacher Talk And Learner Talk In English Learning Interaction During The Covid 19 Pandemic At SMPN 10 Bantimurung".

Benar telah melakukan penelitian di Sekolah SMP Negeri 10 Bantimurung mulai tanggal 28 Juni s/d 28 Juli 2021 .

Demikian surat keterangan kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tukamasea, 13 Agustus 2021
Kepala UPTD SMPN 10 Bantimurung

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Documentation





