

**AN ANALYSIS OF TEACHER TALK IN AN ENGLISH COURSE BASED ON
TEACHER'S PERCEPTION**

A THESIS

**Submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree at English
Education Department of Faculty of Educational Sciences and Teachers'
Training Siliwangi University**



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2019**

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ON TEACHER'S PERCEPTION**

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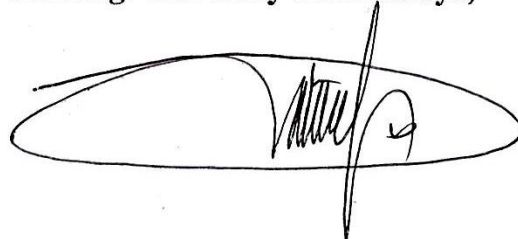
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This thesis has been established through an examination held on

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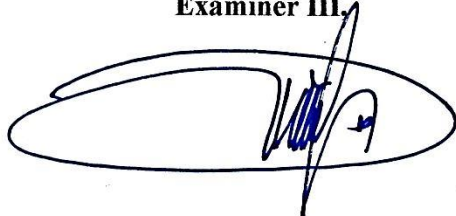
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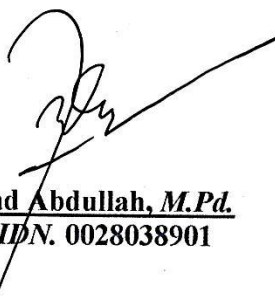
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “*An Analysis of Teacher Talk in an English Course Based on Teacher’s Perception*” beserta seluruh isinya adalah sepenuhnya karya saya sendiri dan saya tidak melakukan penjiplakan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, November 2019

Ya... aan



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ABSTRAK

RIMA NURUL IMANIA. 2019. “An Analysis of Teacher Talk in an English Course Based on Teacher Perception” Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Penelitian ini bertujuan untuk membahas bagaimana persepsi guru terhadap *teacher talk* yang digunakan di kelas kursus bahasa Inggris. Penelitian ini menggunakan *Descriptive Case Study* sebagai metode penelitian. Pengumpulan data dari guru dilakukan dengan *video stimulated recall interview*. Hasil wawancara dan video tersebut ditranskripsi untuk memudahkan peneliti dalam menganalisis. Data transkrip tersebut dianalisis menggunakan *Foreign Language Interaction* atau *FLINT system* yang dikembangkan oleh Moskowitz (1971, dikutip dalam Brown, 2001). Hasil penelitian menunjukkan bahwa terdapat empat tema yang muncul dari *teacher talk* yang sering digunakan berdasarkan persepsi guru selama proses belajar mengajar: (1) *uses ideas of students*, (2) *asks question*, (3) *gives information*, dan (4) *criticizes students' behavior*. Temuan ini juga menunjukkan bahwa guru memiliki paling sedikit *praises and encourages* pada saat mengajar. Guru tersebut menyadari bahwa ia kurang memberi apresiasi kepada siswa di dalam kelas. Meskipun demikian, niat guru tersebut untuk membuat siswa mengerti dan dapat berbicara bahasa Inggris tercapai karena lebih banyak bertanya dan menstimulasi siswanya untuk berbicara.

Kata kunci: persepsi guru, *teacher talk*, *video stimulated recall interview*, *Foreign Language Interaction (FLINT)*.

PREFACE

All praises are due to Allah *swt.*, the Most Gracious and the lord of universe, for giving me bless and chance to finish this thesis entitled “An Analysis of Teacher Talk in an English Course Based on Teacher’s Perception”. It is submitted to fulfill the requirements for *Sarjana Pendidikan* degree at English Education Department of Faculty of Educational Sciences and Teachers’ Training Siliwangi University.

This present research could be accomplished because of many supports and helps from several people. She would like to express her gratitude to them, May Allah *swt.*, replies their kindness in the better ways, especially to the honorable:

1. Head of English Education Department of Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya.
2. *Dra. Dede Pertamina, M.Pd.*, as the first supervisor.
3. *Drs. Ruslan, M.Pd.*, as the second supervisor.

Finally, the writers hope this present research can be useful for the next researcher and the readers. The writer realizes this thesis is far from perfect. Thus, the writer welcomes the suggestion and constructive criticism from the readers to improve her writing.

Tasikmalaya, November 2019

The Writer

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2. *Drs. Ruslan, M.Pd.*, as the co-supervisor who has given his valuable guidance to write the thesis and patiently helped the writer to overcome the obstacles in writing this thesis.
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4. All lecturers of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya for their dedication.
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May Allah *swt.*, richly bless all of you.

Rima Nurul Imania

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ENCLOSURES

Enclosure 1

PARTICIPANT CONSENT & RELEASE FORM

FOR PARTICIPANT:

I, _____, in connection with this research program, hereby authorize the researchers and its program to conduct semi-structured interview and analyze the result.

Additionally, I hereby authorize the researchers to release, publish, or quote such material from the result of interview, in connection with all research activities.

With respect to this material, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

I understand that I may decline to give my consent (by not signing this Form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.

Participant's Signature

Date

Printed Name

e-Mail Address

Participant's Home City & Country

Enclosure 2

Interview Transcription

R = Interviewer
T = Interviewee

Time		Transcription	Theme
Interview	Video		
0:25	0:25	<p>R: So tell me like the condition or the environment in the place when you talk to the students. Is it like efficient for you to teach him or something or maybe you feel bothered by something</p> <p>T: In this place?</p> <p>R: Yea</p> <p>T: No actually every place that I what is it I teach my student in public place I usually feel comfortable because we talk each other not like I'm talking to myself but it's not even bothered because the place is not even crowded and it's not really hot it's quite cozy</p> <p>R: So in this class how many students in this class</p> <p>T: Actually this class has five students but the two is out from the class and the rest is not coming so is only one</p> <p>R: Only one student So do you know him well</p> <p>T: Not really but yea I think when you ask about him I think I know a lil bit about him.</p>	
1:50	1:22	<p>R: So is it a usual thing for you to ask the students like their condition like who are you is it necessary to do that?</p> <p>T: Yes I think it's really good for you to ask someone's condition before we start something like asking how you feel before we started I mean I can know their condition when we going to start about</p>	(Deals with feeling) understand student's feelings

		the lesson like chitchat like that also I know how to handle they are in a good mood or bad mood.	
2:25	1:45	<p>R: Oh good alright so do you.. what is it.. do you do that like fixing students pronunciation or grammar or something often?</p> <p>T: In the grammar or pronunciation I usually make it right for them.</p> <p>R: So how do you do that?</p> <p>T: Like when the student misspell the word or even don't know how to pronounce the word so I say the words with the good pronunciation or punctuation between grammar something like that</p> <p>R: So you just say uh 'so this is the right one or you just directly say....</p> <p>Directly say it!</p>	(Giving information) correct student's mistake
3:10	2:16	<p>R: So um.. in this minute that you told your student to say it louder</p> <p>T: Yes</p> <p>R: What do you mean by say it louder? Do you want him to say that clear or just louder or what?</p> <p>T: Like I want to hear his voice his sound louder and to make it clear whether he say the word correctly or not</p> <p>R: Ok</p>	(Giving direction) commands
5:23	2:43	<p>R: What are you holding there? Over there? Is it a paper?</p> <p>T: Yes it's a paper</p> <p>R: What kind of paper?</p> <p>T: It's a list of the word that we have talked before the chitchat.</p>	
6:06	3:07	<p>R: So when you say that do you understand the meaning and are you ready so are you really sure that he is understand all of your words?</p> <p>T: No I think because he always like keep ask for the meaning when I ask the question. I think it's because he's not really what is it he just want to get in fast to the question</p> <p>R: Into the point?</p> <p>T: Yeah.</p>	(Asking question) anticipation

6:40	3:17	<p>R: When you ask about the first question you did the gesture like ... why did you do that?</p> <p>T: So it makes him easier to catch the meaning of the question like what comes to your mind just pointing my finger to my head like what you are thinking? And then about quoting the bully because bully is the main topic that I want to ask to him so he will thinking that ' he ask for the bullying things so he will understand</p> <p>R: Besides the words itself, you want to make sure that he is understand what words that you say by the gesture?</p> <p>T: Yes</p> <p>R: Ok</p>	
8:00	3:50	<p>R: So in that point you fill the blank of his head, I mean he lost of his words and he just he seems to be confused about the words that he wanted to say but he didn't know it so you just said 'mocking' and something like that so he just agreed with that. Do you think he knows the word?</p> <p>T: Yea I think he knows the word because when I say the word that he accepted like it's the right word I want to say but he forget about the word when I mention the word yeah he knows it he understand it that he trying to say</p> <p>R: So how do you know that is the word that he trying to say?</p> <p>T: Because when I say the word that he try to say he explain the procedure so it is the meaning that he trying to say but he forget it in English so I just said it and then he explained the word, yea it means that it is the exact word that he want to say</p>	(uses the ideas of students) interpret ideas of student
9:33	4: 20	<p>R: So in the case when students don't know their word to say, are you just waiting for them to say it or you also brainstorming the words I mean looking for the words in your head or you just waiting for them to say it?</p> <p>T: It depends of the time actually. If they</p>	

		<p>really looks strongly hard to remember the words I just give them the clue or even they just they don't know the word but theyre trying to speak but it takes time I just like , don't give any clue so he will say the word by himself</p> <p>R: So you give them time?</p> <p>T: Right</p>	
10:35	4: 38	<p>R: So here, you are trying to build the ideas with the student, is it the thing that you usually do it with the students?</p> <p>T: Yes it is a usual thing because so they can understand what are we talking about</p> <p>R: Okay so you build the idea with them to help them to understand the idea?</p> <p>T: Yes</p>	(Uses the idea) building ideas with students
13:35	6:50	<p>R: Alright so in this minute that you are trying to repeat the word of the student right? Why did you do that?</p> <p>T: Because sometimes when I repeat the word to make sure that he pronounce it correctly or to make sure that I didn't misheard the word that he said</p> <p>R: So you didn't miss the point</p> <p>T: Yes</p>	(Uses the idea of students) repeating
14:13	6:59	<p>R: Ok in that moment he said tapi and you directly said 'but' and then he replayed 'but'. Do you think it is like automatically do that or is it because you fixed it for him?</p> <p>T: Yea I think because I fixed it for him like spontaneously</p> <p>R: Ok so he directly do that also</p> <p>T: Yes</p>	(Giving information) Correct student's mistake
14:58	7:17	<p>R: Ok he said sentences in Bahasa meanwhile this is like English course so what do you think? Why didn't you try to fix or what is it like remind him to say it in English?</p> <p>T: Yea I usually remind him to speak in English in the middle of when he speak in Bahasa, I think it is just natural because since he is a native speaker and his mother tongue is bahasa so maybe he is not really aware that he speak in bahasa, in the middle of the sentences, I usually</p>	

		<p>say speak in English or even they usually, I mean he usually speak in English and try to speak the sentences in English to the start again</p> <p>R: Ok</p>	
16:05	7:32	<p>R: So here are you trying to make him to explain what is skip challenge?</p> <p>T: No actually. Actually, personally, I don't ask him to explain what is skip challenge but yea he just explained by himself</p> <p>R: So why do you think that he just explain it to you?</p> <p>T: Maybe just being kind</p> <p>R: Really? Don't you think he wanted you to know the skip challenge or wanted you to understand?</p> <p>T: Oh yeah. But I didn't mean to know</p> <p>R: Yea</p> <p>T: And he just explained it</p> <p>R: Yeah</p>	
17:00	7:47	<p>R: From your expression here, you seemed to be like surprised by the explanation</p> <p>T: Yea because I don't really know what that challenge means, and then until he explained that and it surprised me, that is really bad</p> <p>R: Yea, and you said what?</p> <p>T: Yea, because it is really scary tho, the challenge</p> <p>R: Yea</p>	
17:36	8:00	<p>R: Okay so, what do you think when you say that, what he did in the past, the skip challenge right? So What do you think he thought in that moment when you said that 'uh that is worst'</p> <p>T: Yeah he ever said that he was just making fun, he just take it as a joke, but actually it's really worse, but yea he said that he didn't think that far because it's really fun to do.</p> <p>R: Are you trying to blame him what he did because you say that 'uh it's worse'</p> <p>T: No that's not my intention to blame him actually, but I just say the word that</p>	(Criticize student behavior) annoyance

		is really worse but I didn't mean to blame him R: Ok	
19:05	8:24	R: Ok so here is seem to not repeating his word but you just say another new opinion about girls bullying. Why did u do that T: Actually so just making fun since we are boys in here so to make sure that boys not really that bad because woman also do bad things R: Ok. In here are you trying to give him another information about bullying things T: Yes maybe like that but I only said that yea woman also do something like that not like the specific things what woman do when they bully each other. R: Ok. But did you accept his words? T: Like what? R: About boys bullying? He said that bullying is bad, and you said but girls are worst T: Yea, everything can be bulliers, even boy or girl. So you give him information not like denying his words R: Yeah	(Giving information) giving facts/opinion, (using idea) building ideas
21:04	9:05	R: Ok so when he answered your question, you ask him back like why? Is it part of the lesson? T: Yea ofcourseourse R: What's the point of asking why? T: Asking why because why you answer the question like that, I mean every answer needs a reason, right? And then to make sure that to have another topic not only answer yes or no, and also to know why you choose that answer something like that	(Asking question) Anticipation
22:14	9:36	R: Ok so you keep repeating his words and also giving him another information here T: Yes R: Do you think it's helping him to brainstorming more ideas? T: Yes ofcourse it's helping him, because	(using ideas) Repeating

		I gave him clues for the topic that we talk about R: Ok	
22:56	10:00	R: Here you just gave him the case about, is it which one is the worst, cyber bullying or face toface? So why did you ask him about that? T: Because it's the main activity that bullying having to do.like bullying usually happen in reeal life like face to face and then indirectly like cyber bullying thru social media R: Ok	(Asking question) Anticipation
23:56	10:09	R: Ok you seemed, when you look down, I think you seemed disagree T: Yea R: Ok so I caught a gesture that you look down when he said face to face. So do you think he was aware of you looking down and disagree about the opinion? T: No I think he didn't aware about that R: So you just keep it to yourself T: Yes	
25:06	10:32	R: So you seemed like giving him a judging look when you ask this question. What kind of experiences of bullying that you have? So you just like, because he already told you his experiences of bullying so you gave him a judging look. Why did you do that? T: It's because before we get in to the question and we talk about the topic and then he said that I have a lot of bullying experiences and I was like yea I kind of curious what kind of bullying that he experienced in the past, so I do that look R: Is it affecting the student giving them judging look or something? T: I think yeah perhaps because they are thinking oh which experience that I should tell to him or something like that. R: So you think that they are looking for the right experience to tell you T: Yes R: Ok	

26:36	10:57	<p>R: So you laughed when he said turtle boy. Why?</p> <p>T: Yeah because it's funny I never heard someone being called like turte before, because I found it truly funny when someone calling you turtle boy I think it is not that bad but I don't know actually the exact thing that happens in the past but I think it's pretty bad but at the same time I laughed because it's funny because I never heard someone being called like a turtle.</p> <p>R: So is it okay for you to laugh over someone's experiences like being called a turtle boy, if you see his expression here.</p> <p>T: When I laughing he is not getting offended actually, because it happens in the past so I think he already moving forward because when I laughing he didn't react getting offended or something</p> <p>R: That's good</p>	
27:38	11:00	<p>R: So in this minute you seemed like playing your phone. Why?</p> <p>T: Yes, because there is notification. I just closed the notifications, so I can check the material of this meeting, like for the next question something like that</p> <p>R: Okay</p>	
28:09	11:10	<p>R: So when you played your phone, did you get the concentration when answering his question or rplying his words?</p> <p>T: Yes ofcourse because I heard him and then actually I don't really pay attention to my phone looking on the notif or the clock and I just close it I didn't really focus on my phone just still listening to him.</p>	
26:51	11:24	<p>R: Ok so you seem like outstretching your arm. Is it for you to get closer to him or like giving him an attention</p> <p>T: Noo there is no something like that. I'ts just because my hand is stiff</p> <p>R: I think it's part of communication</p> <p>T: No I didn't do that it's so awkward</p> <p>R: Ok</p>	

30:02	12:01	<p>R: Ok what kind of laugh is this?</p> <p>T: Because it is funny, I mean he didn't try to find his shoes, like he just directly go home and then yea with his bare foot tomorrow going back to school and he just found the shoes in the trash can. Why wouldn't he find the shoes before he is going home in yesterday and instead he go home with bare foot and then he found the shoes in the next day</p> <p>R: Ok. It's not like laugh of sympathy but because it's funny</p> <p>T: Yes</p>	
21:20	12:27	<p>R: Did you ask that because you want it to get more information from him</p> <p>T: Ya, the things that happened in that day, so he can speak more in English</p> <p>R: Okay</p>	(Asking question) anticipation
<i>Interview tape 2</i>			
1:19	14:06	<p>R: Okay, you seem to clarifying a lot of what he says here. Do you think that he told the stories not all of them or you got the stores is'nt clear?</p> <p>T: Actually I got the story clear maybe he just wanted to tell the stories just the point. But I think I'm repeating his word that the detail version of the story</p> <p>R: So you stimulate him by clarifies</p> <p>T: Yea</p>	(Using ideas) clarifying
2:44	14:37	<p>R: Alright so he said sentence in bahasa again? So you ... in English. Why didn't you try again make him to speak in English?</p> <p>T: What? Why?</p> <p>R: Yeah why</p> <p>T: Why what?</p> <p>R: Yeah why didn't you try to make him to speak in English again I mean he explains it bahasa so you replied it in English. Did you find it, I mean, why didn't he tell the story in English?</p> <p>T: Yea I think it's because he enjoyed the topic he didn't aware telling it in bahasa so I just like reply him in English and restatement the story that he said because I really hoping that he aware I say in</p>	

		English so he remember that he have to speak in English.	
	14:59	R: He going back to speak in English, goes back to speak in bahasa. So he seems like he mix the language right? Is it okay in English course T: Yea it's okay because it's ok for you to be wrong in here because there is a guide or a teacher that can fix your word if you dint know how to speak in English or you don't know spell it in English. So I usually correct the word and give th in English versionem the example	(giving information) correct student's mistake
5:18	15:24	R: Okay um he gave you a storyabout him that he ever been angry and you jjsy look down to ur notebook and write something. T: I think he wanted more reaction from you. Why in this moment u look down and write something. Why did u write about? R: Actually I just check the question about that are not really necessary for the next question like I cross the unnecessary question because he already explain it before I ask the question T: So did you pay attention to his story R: Yea ofcourse I always pay attention to him	
8:28	17:35	R: You seems like you didn't like the idea of him giving an example like I don't like a cepi. Why? T: Like I just try to be funny here but sometimes it feels like I'm getting offended R: So you think that this real he doesn't like you T: Yes. But I dind't take it personally. R: Yeah	
10:03	18:36	R: So you look like out of focus at the moment when azan came out. What do you think at that moment, like he should stop speaking and just to respect or what? Because you just rolled your eyes T: Like it reminds me that the class is going to an end R: So its like a reminder	

		T: Yea so its going to an end R: Yea	
11:25	19:24	R: Why did you ask about really? Is it because you disagree about his statement T: No I just wanna make sure that he is really said the word, like it is the right thing that he said R: Like he gets the point? T: Yes	
	19:34	R: So I think there is a misunderstanding here. You say that about the country that how about the bullying in our country lately so he said oh its in the past, he answered thath. So don't you think he miss the point of the question T: Yeah in the first he miss the point but in the next moment he aware about the question R: Oh, because u repeated it? T: Yes	(Using the ideas) repeating
12:59	20:21	R: So here you restatement the question T: Yes R: Ok he like kind of rethinking the answer because you change it T: Yea 20:36 R: Ok you rephrasing about the bully story T: Yes R: Why? T: Because I found it really bad. I just want to make sure that he was once a bullier R: So you want it to make him remember that he was once a bullier T: Why? Because I JUST WANT TO REMIND HIM THAT HE WAS part of the bullier in the past, and then just to make it to relate the story he told to me R: Did u want to make sure hom that he wont repeat it again in the future T: Yea so he woudn't do that in future	(Uses idea) rephrasing
14:35	20:32	R: So he speak in bahasa again and you just translate it away in English. Is it happen a lot to another student? T: Yes since our students is sundanese	

		and native language is sunda and bahasa. I think its their nature speaking in bahasa	
15:07	20:54	<p>R: Ok you rolled your eyes again. 'you are trying to be cool but you're not'. Why did you say that?</p> <p>T: Yea because most of the bulliers really think that they're cool when they do bully</p> <p>R: Ok so with your statement here that you think you're cool but not is it affecting the student's feeling or not, what do you think at that moment?</p> <p>T: From him I think it's not affecting at that moment because he looks really fine not offended by the word that im saying</p> <p>R: Ok</p>	(Criticize) annoyance
16:10	21:07	<p>R: It seems like you try to tell him it is bad, but with restate his story</p> <p>T: Yea by what he has done</p> <p>R: What are you trying to do to him?</p> <p>T: I just wanna make sure he really admitted that he did something really bad in the past so he wouldn't do that in the future because I hate bullier</p> <p>R: Me too</p> <p>T: Everyone does</p> <p>R: Yea he seem to be fine</p> <p>T: Yes</p>	(Criticize) communicating anger
17:09	21:25	<p>R: So you were trying to state that you are innocent and you really don't know about the challenge. Why didn't you know about the challenge because it is really viral at that moment</p> <p>T: Because I don't really know the challenge</p> <p>R: But it happens a lot in the chools. Really? You didn't know about that?</p> <p>T: Yes, I didn't know. As he said ok but I really don't know there was a challengen</p> <p>R: Yea. Do u think teachers should aware about the challenge that happens a lot in the school</p> <p>T: Yes ofcourse they shud know</p> <p>R: Why</p> <p>T: Because to prevent the buy in the school, the victim in the school so there is nothing bad happen in the school</p>	

		<p>R: So teachers should be up to date T: Yes ofcourse R: Ofcourse, but here you aren't T: Because im not a teacher in the past. It happens few years ago. And today I really update to something, more or less. R: Okay</p>	
18:43	21:50	<p>R: Ok so you say to him like that and he replied like 'hits the table' T: Yes maybe he getting offended because its really mean I never do such thing in the past R: So what he reacted to you by like hitting the table. What do you think about that reaction? T: Yea I think to emphasize he just student in the past, he didn't really mean to hurt someone, he just wanna having fun. But it still really a bad thing.</p>	(Criticize) communicating anger
19:40	22:05	<p>R: So you said you must be ashamed now T: Yes R: And then he replied no. What do you think? So do you think that your effort to make him realize what he did is worse, it's just disappear because he said' no im not ashamed of that" T: Um I think no R: Why? T: Because he just said he is not ashamed but still at least I try. But I think he will rethink what he did in the past. That is really bad.</p>	(Criticize) communicating anger
21:45	23:27	<p>R: Here are you trying to give him some advice T: Yes R: Why T: Because it's a contradiction of the bullying so I gave him some advice it is really bad about bullying eventho it's in the past. Im just being a good teacher here, saying good things R: Ooo that's sweet. It's really hard to be a good one. I can't believe he said that. And you replied "Im not boring", you keep restating it. T: So it will slap him in the face what he</p>	(Criticize) try to change

		<p>did is really bad R: Yes</p>	
23: 14	24:27	<p>R: So he played his phone here. Do you think he didn't want to hear you or what? T: No I think he just check the time. How many left the class, because he really pay attention to me when im talking so I understand it R: Okay</p>	
24:11	25:02	<p>R: So you ask to him is there any question for today? Is it the thing that you have to do before you close the class? T: Yea because to make sure that there is no misunderstand or misperception btwn me and him R: About the topic? T: About the topic, yes R: After u guys being thru T: The whole time about the bully, R: And u found him as the bulliers T: Yes. He was a bullier R: Ok</p>	(Asking question) anticipation
25:04		<p>R: Ok so I have few questions for you about the video that we just watched together. The first one, did he pay attention well? T: Yes I think he paid attention well R: About the topic T: Yes R: How did you know? T: Because he always responding every word orthat I say eventho yea sometimes he looks away or even looking to his phone but he understand the question im asking to him and always answer the question that I ask so R: Ok so you also gave him information that maybe he needs it. Do u think all the teacher should do that giving information besides or maybe the information out of the book or topic. Do u think...? T: Yes ofcourse as a teacher we should gain them informstion more. Because they learn something more to be intelegent or to be smarter because they vision to learn about something so the</p>	

		<p>teacher should provide every ... or every student;s needs</p> <p>R: So based on your experience with him in the class, what kind of student he is?</p> <p>T: He is kind of creative student like he wanted to know he wanted to share about his experience and he really wants to try to be good in learning and he usually try to speak more in English yea eventho he still mix the words with bahasa but he always try to be good</p> <p>R: So from the video I found that u didn't give him any praise when he says the right thing or</p> <p>T: The appreciation</p> <p>R: Yes the appreciation. So I found that you didn't say to him oh good or something like that to praise him more. Why?</p> <p>T: Because he is already in college. He is not preschool student, or junior, or elementary school, so he don't need to being appreciated by someone a lot but in the end I appreciate because he came to the class or smth like that, and before we started the topic, or chitchat, I ask how his feelings, so I know how to, yea I shud appreciate him more tho smth like that</p> <p>R: So do you think that maybe, so u said that college students he didn't need a lot of sppreciation in the class, so do u think that what if he received a lot of app in the class, so s it going to be different?</p> <p>T: Yes ofcourse maybe he will getting excted to the topic, but sometimes avtually when the time when I heard the topic he said I usually aprr him but when there is basic answer, so I just said oh yeah oh like that, smth like that, I really appreciate him like praising good. Just like basic appreciation, like accepting or just like nodding, I think its enough for him.</p> <p>R: Ok. And also so that u fix of what he says a lot of time. How many meetings that u already had with him</p>	
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	<p>T: Around 35 meetings R: 35 meetings? Really? T: Yea, I think its 35 if im not mistaken, or its around 35 R: Yea. Did u find a lot like u fix his mistake in pronunciation or grammar, is it happen a lot? Or there is a good change about him in speaking? T: Yea in the very first there is a lot of mistakes that he made but he gained to be good he getting better but it still it depends on the topic we are talking about. Different topic, different vocabulary T: That's right R: Ok so for the last, is there any statement that you wanna say about your video your teaching based on the video or ur experience? T: I think I should appreciate more like make a word say some word, not like nodding or smiling, I should try to be more responsible being a teacher. I really want to figure it out how to make students try to speak English more rather in bahasa, but I think it is hard because their mother tongue is bahasa, so I just like give him clue or give him code say it in English so they will be saying it in English. R: Okay what kind of clue? T: Like repeating the word like the main word in English and then yea until he rephrased the word in English R: Okay is that all? T: Yea R: Ok thankyou very much for your time, and I hope this review of your teaching video will make another teacher aware of about their talk in the class. Thankyou very much Cepi. T: Ok R: See you T: See you</p>	
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Enclosure 3

Video Transcription

Time	Video Transcription
1:45	What brings to mind What brings to mind When you hear the word bullying When I hear- When you hear the word bullying When you hear the word bullying
03:07	I'll start asking you questions. Yeah. Are you ready? Yeah To be asked? Yeaah, siap
3:50	What comes to your mind when you hear the word 'bullying'? What? Yeah, what do you think about bullying? When I hear the word bullying, it's like, physically.. it's just like.. <i>kayak bertarung..</i> Like fight? Yeah, fight people Fight people... Yeah, like tell them stupid or something like that Oh like what is it.. use bad words? Yeah.. Like mocking them.. Yeah, mocking!
4:38	What is it about physically bullying? Physically its like you hurt them, you punch them or something Like you hit the people Yeah, hit the people, you fight them Basically attacking them Attacking them. And mental is.. Mocking them Mocking them
6:54	So you think that, people who bullied people is like oh, there is weak people, and they are making fun of them, and thinking it as a joke? Just like having fun? <i>Naaah</i> , having fun! I think that is not.. Yeah, that is not having fun. Yeah, <i>tapi</i> - But. Yeah, when I feel that, <i>aku pernah sekali gitu, yak karena itu lucu.</i>

	<p>You think it's funny? <i>Iya</i> When you see people getting bullied? <i>Iya, jadi aku pernah ikut sekali. Sekali doang.</i> What? You ever been a bully? <i>Iya, sekali doang.</i></p>
6:50	<p>So the bullier tell that it was a joke, don't take it seriously? Naah... really? That's a big problem Yeah In your opinion why do people bully each other? I think ya, bullying happen, I think that theyre boring and people is weak. And they think, the people they want to bully is weak people Ok so u think people who bully people looking is like o theres a weak people, and they make fun of them, and thinking it as a joke, just like having fun? Nah.. having fun.</p>
07:40	<p>I never bullied a girl, because girls are so hard to be bullied. Because the girls are so hard to be bullied? Yes! Actually I think, girls usually bully a lot than boys. Iya, ya? Like in these days the case like, a lot of girls in high school usually bully each other, but I don't know I think boys are just fine.</p>
8:00	<p>Do you know skip challenge? No <i>Kaya dadanya diteken gitu, sampe napasnya berenti</i> Like, push the chest of your friend? <i>Iya, kayak merasa pingsan sesaat gitu.</i> What? You make your friend pass out for a moment by pushing his chest? Yeah! Uh.. that is worst</p>
8:51	<p>Do you think bullying should be made of crime or is it just a part of growing up? Is it a crime or a part for you to growing up? Sometimes it is a part for growing up, but it can be a crime Why? Because when the bullying is really really Hard? <i>Hebat..</i> Too much? Yeah too much, phisycally So, there is a part of growing up, since it always happen in school But it can be crime.. But it can be crime because some of bullier usually hit or physically abuse.. If there's a victim.. <i>korban</i> kan ya?</p>

	Yes, its victim.
10:35	<p>You have bully before? Yea Would you tell me the story When I was in junior high school I think that my body looks bent you know. Membungkuk gitu. Oh youre just like (mimicking the bent looks like) Yeah like turtle. People call me turtle. That's the turtle boy Turtle boy? <i>Okay gitu ya</i> that's nothing for me. My skin is really really black Your skin is really dark? Yea. Dark. Like really really dark. Really? <i>Ya. Kaya item banget gitu</i> Oh when you were junior highschool? Yea when I was in junior hughschool And? Like people treat me like yea youre ugly People? I mean my friends They talk really bad to you? Yea</p>
19:24	<p>How bad bullying is in your country or in your environment? In my country, in my environment, I think it's passed away Yeah? Passed away. Already gone? Yeah Really? Why did u say that?</p>
20:36	<p>Do you think bullying in our country is really bad? Yea because I feel that You feel that? Yeah I feel that because I did that.. <i>sekali, sekali doang</i> When you in highschool? Yeah You ever bullied someone too yeah and you feel really bad yeah, just one time</p>
20:54	<p>You just like, following the challenge with your friends? <i>Iya, kaya dia pingsan-</i> You are trying to be cool but you're not. <i>Iya, ketika dia pingsan di bawah..</i> When he passed out? Yeah, passed out. I just laughed at him. You just laughed?</p>

	<p>Yeah! It's just funny. Uh, that is bad.</p>
21:17	<p><i>Masa gatau skip challenge, sih?</i> I don't know. I'm pure, I'm innocent. I don't know nothing bad. Skip challenge! I don't know! I'm innocent. <i>Kamu bisa tanya-</i> I know nothing bad. I just know good things like strawberries, unicorn.. I just know that things. <i>Iya.. kayak diginiin terus kayak dia pingsan gitu..</i> Uh-huh. <i>Iya emang bener! Terus aku Cuma kayak ketawain doang.. ahahaha!</i> Yeah, you're so mean. <i>Jangan gitu ih.</i> Fortunately we are not in the same school, so you don't get to bully me <i>Iya, tapi kaya aku juga merasa bersalah sih.</i> Yeah, I know! Because you ever bullied someone so you feel sorry, obviously! Iya iyaa! You must be ashamed now. No Really? I never bullied people till today Yeah but in the past you ever!</p>
22:17	<p>So based on our chit chat about bullying, I assume that there's a lot of people still do the bullying in our society. Yeah, a lot of people out there. Yeah, a lot of people. Until today. Yeah, until today. In my senior high school, too! Until today. I think it's everywhere! Bullying is everywhere.</p>
23:37	<p>I think it's really bad for ppl to do bullying. I think we should just appreciate more about people opinion, and just do good things. Why is it so hard? Yeah, I think it is really hard to be a good one, because it's really boring. Is it boring to be a good guy? Yeah, sometimes. Means that I'm boring? I'm not boring!</p>
25:02	<p>So that's all for our chitchat today. Is there any questions before we close the class? No, I don't have any questions. You don't have any questions? Ok.</p>
14:06	<p>In the next day when you go to school, what did you wear? I have a lot of shoes Oh you wear another shoes? Yeah.</p>

Enclosure 4

Surat Keputusan

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
NOMOR : 0984/UN58.04/AK/2019
TENTANG
PEMBIMBING SKRIPSI/TUGAS AKHIR
MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang** : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan & ilmu pendidikan perlu penunjukan Dosen Pembimbing.
b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi;
- Mengingat** : 1. Undang-Undang Republik Indonesia :
a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
b. Nomor 14 tahun 2005 tentang Guru dan Dosen;
c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah Republik Indonesia :
a. Nomor 19 tahun 2005 tentang Standar Nasional
b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5268/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 938.SK/US-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

MEMUTUSKAN

- Menetapkan** : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
- KESATU** : Menunjuk kepada yang namanya tersebut dibawah ini :
1. Nama : **Dede Pertamina Dra., M.Pd. (Reviewer)**
NIDN : **0429076101**
2. Nama : **Ruslan Drs., M.Pd.**
NIDN : **0407046201**
Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
N a m a : **RIMA NURUL IMANIA**
N P M : **142122077**
- KEDUA** : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.
KETIGA : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.
KEEMPAT : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 01 Desember 2017 s.d 01 Desember 2019 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.
KELIMA : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya
Pada tanggal : 15 Agustus 2019
D e k a n

Dr. H. Cucu Hidayat, Drs., M.Pd.
NIP 196304091989111001

Tembusan :

1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pembantu Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

Enclosure 5

Lembar Penetapan Proyek Tugas Akhir S-1

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : Rima Nurul Imania

NIM : 142122077

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

Tema Penelitian (Maksimal 5 Kata Kunci)

Teacher talk, classroom interaction, FLINT, students' perception.

Judul Riset Tentatif (Maksimal 21 Kata)

Classroom Interaction: An Analysis of Teacher Talk in an English Course

Rasional (40-70 Kata)

There are a lot of things happened in the classroom while teacher and students have a classroom interaction. Teacher gives the material to the students through teacher talk. Teacher talk is an activity of the teacher in delivering commands, material, etc. in an English course, especially speaking course, teacher talk should be used really less, but in the reality, students cannot speak out what is in their minds so the teacher should keep stimulating. This phenomenon creates the gap in using teacher talk in the classroom that is used more than it should be. Thus, this research will be about students' perception on teacher talk in an English course classroom based on FLINT theory.

Rumusan Masalah (20-40 Kata)

The issue in this research is how students' perception towards teacher talk in a classroom of an English course in Tasikmalaya.

Landasan Teori dan Konsep (20-40 Kata)

Foreign Language Interaction (FLINT) system developed by Moskowitz (1971. As cited in Brown 2001)

Desain Penelitian (20-30 kata)

The design that I choose for this research is descriptive case study method because the researcher conducted this research based on the phenomenon and describe it to get the data. (Yin, 1983)

Metode Pengambilan Data (20-30 kata)

The researcher uses semi-structured interview to 3 students in classroom. The researcher will ask about their perception towards teacher's teacher talk in classroom, and the interview will be transcribed to get the data of the research.

Tujuan dan Kontribusi (20-40 Kata)

The contribution is aimed for English Education Department students and also for English teacher, especially in speaking, which have an issue in using teacher talk in the classroom. After reading this research, I hope the readers will be aware of the importance of using teacher talk effectively in the classroom.

Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

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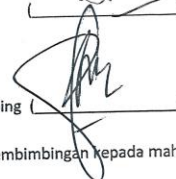
Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesiediaan

Nama : Dede Permana, Dra, M.Pd. sebagai Pembimbing Utama



Nama : Ruslan, M.Pd. sebagai Pembimbing Pendamping



Terima kasih atas kesediaan Bapak/Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)* Ketua/Sekretaris/Anggota



)* pilih salah satu

Enclosure 6

Kartu Bimbingan Skripsi



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 Jurusan : Pendidikan Bahasa Inggris Pembimbing II : Ruslan, M.Pd.
 Prodi : NIDN : 09-0709-6201

JUDUL

CLASSROOM INTERACTION: AN ANALYSIS OF TEACHER-TALE IN AN ENGLISH COURSE

PEMBIMBING I

Hari/Tanggal : Kamis, 3/8/17 Materi Bimbingan : Usulan judul (+ Teori Rindrey)	Paraf: <i>[Signature]</i>
Hari/Tanggal : Kamis, 7/9/17 Materi Bimbingan : Ara judul	Paraf: <i>[Signature]</i>
Hari/Tanggal : Senin, 25/9/17 Materi Bimbingan : Introduction, perbaikan grammar, mel. media	Paraf: <i>[Signature]</i>
Hari/Tanggal : Selasa, 12/12/17 Materi Bimbingan : Perbaikan usulan?	Paraf: <i>[Signature]</i>
Hari/Tanggal : Jumat, 22/12/17 Materi Bimbingan : Distensi setelah UP	Paraf: <i>[Signature]</i>
Hari/Tanggal : Kamis, 5/1/18 Materi Bimbingan : Proposal Boreu	Paraf: <i>[Signature]</i>

PEMBIMBING II

Hari/Tanggal : Rabu, 6-9-2017 Materi Bimbingan : Judul	Paraf: <i>[Signature]</i>
Hari/Tanggal : 6-12-2017 Materi Bimbingan : Proposal way choice Intro, teori dan konsep penelitian	Paraf: <i>[Signature]</i>
Hari/Tanggal : 8-12-2017 Materi Bimbingan : methodology Paragraf	Paraf: <i>[Signature]</i>
Hari/Tanggal : Senin 11-12-2017 Materi Bimbingan : tata tulis	Paraf: <i>[Signature]</i>
Hari/Tanggal : 22-12-2017 Materi Bimbingan : Struktur VP	Paraf: <i>[Signature]</i>
Hari/Tanggal : Materi Bimbingan : Perbaikan judul dan giri pembendah.	Paraf: <i>[Signature]</i>

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JUDUL

CLASSROOM INTERACTION: AN ANALYSIS OF TEACHER TALK IN AN ENGLISH COURSE

PEMBIMBING I	PEMBIMBING II
Hari/Tanggal : 18/07/2018 Materi Bimbingan : Pembantu Aim of the Research + Ref Paraf: <i>[Signature]</i>	Hari/Tanggal : 2/7-2018 Materi Bimbingan : acc proposal Paraf: <i>[Signature]</i>
Hari/Tanggal : Materi Bimbingan : Paraf:	Hari/Tanggal : Materi Bimbingan : Paraf:
Hari/Tanggal : Materi Bimbingan : Paraf:	Hari/Tanggal : Materi Bimbingan : Paraf:
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Hari/Tanggal : Materi Bimbingan : Paraf:	Hari/Tanggal : Materi Bimbingan : Paraf:

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JUDUL

An Analysis of Teacher Talk in an English Course based on
Teacher Perception

PEMBIMBING I

Hari/Tanggal : 19/11/19 Materi Bimbingan : All chapters. Pembahasan sesuai saran	Paraf
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Hari/Tanggal : Materi Bimbingan :	Paraf
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Hari/Tanggal : Materi Bimbingan :	Paraf
Hari/Tanggal : Materi Bimbingan :	Paraf

PEMBIMBING II

Hari/Tanggal : 17-10-2019 Materi Bimbingan : All chapters Pembahasan	Paraf
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Hari/Tanggal : Materi Bimbingan :	Paraf
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Hari/Tanggal : Materi Bimbingan :	Paraf

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