CAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explains the result of her research. SETT frame work is used as a tool to analyze the teacher's talk. First, after transcribing the teacher's talk in M class, the researcher codes the transcription of teacher's interaction based on the 14 fiture in SETT. Then the researcher anlyzed of the frequenlty fiture that used by the teacher. As a result, the researcher sees the appropriateness between the interactional features used.

In this case, the teacher's talk analyzed is in English Intensive Class at UIN Sunan Ampel Surabaya. The teacher that has been observed is Mrs. Qori'ah, the instructure in English intensive class at tarbiyah and education faculty of UIN Sunan Ampel Surabaya. She is 23 years old and has joined as long 1 year as instructure. The students in M class consist of 25, 3 males and 22 females. The seating arrangement is traditional which the students seat in rows. This is 90 minutes lesson time. Furthermore, According to the teacher in the interview, most of the students' ability in this class is adequate especially in English. The teacher was using power point as a media in presenting the lesson and white board for writing the explanation. The atmosphere in that class so comfortable and clean.

Based on the research question the researcher, first, wants to know about the fitures that used by teacher's in teacher's talk based on SETT framework analysis.

Second, the researcher want to know the particulars fiture that frequenly used by the teacher.

A. Research Finding

Fiture of Teacher's Talks is the content of Self Evaluation Of Teacher's talks. Teacher's talk mainly focused on features and teacher's talk has many kinds of features. According to some scholar Hu Xuewen, Dai Weidong and Li Ming, teacher's talks is regarded as a special simplified code with double features. The first one refers to the form of teacher's talk, such as the speed, pause, repetition, modifications of teacher's talks. The second one, which refers to the features of the languange that teachers use to organize and control classes, includes the following aspect : the quality and quantity of teacher's talk, the question of teacher's use, interactional and modification and teacher's feedback.

Based on SETT (Self Evaluation of Teacher's Talk) by Walsh frame work, the researcher found that the teacher or instructure in English intensive class at UIN Sunan Ampel especially in M Class only performed eleven features of teacher's talk, they were scaffolding, direct repair, content feedback, extended wait-time, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interuption, extended teacher turn and display question. Turn completion and form-focused feedback were not performed.

a. **Feature of teacher's talk that used by the teachers.**

The research finding of this research aim to know what the features of teacher's talk that used by teacher in English intensive class especially for fresh graduated teacher. In order for teacher how to use a language to communication and the main focus is consider the ways to optimize foreign language learning process.

1. Observation 1

This is observation session, the researcher became a non participant observer and teacher became the object who observed by the researcher. The table below help to easier anlyse the data based on every obserevation.

Observation 1

Topic : Skiming and Scaning

Class : M

Time : 06.00 am

Table 4.1

Descriptive feature of teacher's talk in the first observation

	Feature of techer's talk	**Found**
1.	Scaffolding	1
2.	Direct repair	-

3.	Content feedbak	2
4.	Extended wait-time	-
5.	Seeking clarification	1
6.	Confirmation checks	4
7.	Teacher echo	1
8.	Teacher interuption	1
9.	Extended teacher turn	2
10.	Extended learner turn	1
11.	Display question	3

Table above show the feature of teacher's talk in the class in first observation. The first coloumn is feature of teacher's talk and the second coloumn is the feature of teacher's talk that found in observation 1.

2. Observation 2.

This is observation session, the writer still became a nonparticipant observer and teacher became the object who observed by the researcher.

Topic : Student presentation Skiming and Scaning

Class : M

Time : 06.00am

Observation 2

Table 4.2

Descriptive feature of teacher's talk in the second observation

	Interactional Feature	Found
1.	Scaffolding	-
2.	Direct repair	1
3.	Content feedbak	2
4.	Extended wait-time	2
5.	Seeking clarification	4
6.	Confirmation checks	8
7.	Teacher echo	2
8.	Teacher interuption	4
9.	Extended teacher turn	4
10.	Extended learner turn	6
11.	Display question	6

Table above show the feature of teacher's talk in the class in second observation. The first coloumn is feature of teacher's talk and the second coloumn is the feature of teacher's talk that found in observation 2.

3. Observation 3 .

This is observation session, the writer became a nonparticipant observer and teacher became the object who observed by the researcher.

Topic : TOEFL Exam

Class : M

Time : 06.00am

Observation 3

Table 4.3

Descriptive feature of teacher's talk in the third observation

	Interactional Feature	Found
1.	Scaffolding	-
2.	Direct repair	-
3.	Content feedbak	-
4.	Extended wait-time	-
5.	Seeking clarification	-

6.	Confirmation checks	2
7.	Teacher echo	1
8.	Teacher interuption	-
9.	Extended teacher turn	1
10.	Extended learner turn	-
11.	Display question	1

Table above show the feature of teacher's talk in the class in third observation. The first coloumn is feature of teacher's talk and the second coloumn is the feature of teacher's talk that found in observation 3.

1. Persentation of data feature of teacher's talk

The table below can help to easier analyse the data of the reseach. The first coloumn is feature of techer's talk, the second coloumn is feature of teacher's talk that found in three meeting, the third coloumn is feature of teacher's talk and the last coloumn is the explanation.

Table 4.4

Analysis of feature of teacher's talk

Feature of teacher's talk	Tally	Feature of teacher's talk from the transcript	Explanation
Scaffolding	1	1. T : Skiming or scaning? S1 : Scaning S10: Skiming T : Gimana bisa skiming, kenapa koq bisa skiming? S10 : Kita mampu menyimpulkan bacaan tersebut T : Ya, kita harus menyimpulkan tidak mencari eee.... what is that detail information?	That indicated in reformulation,that is reprashing student contribution. Teacher is allowed to repeat student contribution by using the clear word.
Direct repair	1	1. S13: Kami akan menjelaskan tentang..... page one hundred and sixteen seven T : Sixteen? Sixteen 16 S13: sixty... (menjelaskan materi)	The teachers correcting an error quickly and direcly.

Content feedback	7	1. T : Ya, apa khusus? What is khusus? S2 : spesifik T : Spesifik information T : Nah, jadi beda cara untuk menemukan general information sama spesifik information, kalau general information, we use?? We use... what will we use to find general information? Skiming.. kalau sepesifik information.. apa?? S4 : Scaning	The teachers giving feedback to the messegae rather than the word used.
Extended wait-time	2	1. T : Tri lestari, what is skiming? Guess it,,say something about that.. Tri lestari, what is skiming? Ehem.. Tri : Em... (10) menyaring informasi	The teachers allowing sufficient time (several second) for student to give response.
Seeking clarification	3	1. T : Ya, the answer is A, correct.. how do you know Yoly? Yoly: Ini they are ocetion T : yang dibahas terakhir disitu adalah? Yoly: Ocetion	Teacher ask student to clarify something the student has said.

Confirmation checks	14	1. Ss : mencari informasi T : ehem, iya informasi apa? S4 : Informasi umum T : Iya that's good T :Do you understand? Do you understand? Ss : Yes..	The teacher making sure that the student understood.
Extended learner turn	7	1. S1 : Kita dari group 1 akan menjelaskan tentang..., pembahasan Selanjutnya yang akan dijelaskan oleh teman saya.. S2 : Main idea itu,, ada yang tau mai idea itu apa? S6 : ide pokok S2 : Ide pokok biasanya di TOEFL itu, di reading, bacaan, ditanyakan main idea, biasanya pertanyaannya itu, ini di hal 149.. what is main idea of the passage, what is the topic, what is the passage mainly, the passage about, biasanya pertanyaan-pertanyaan itu.. emmm.. main ideanya biasanya kita disuruh mencari ide pokok	Learner turn of more than one clause.

		dari paragraf.	
Teacher echo	4	1. T : B, ok, how do you know, how do you know that its the correct answer?insting? S2 : Insting	Teacher repeat a previous utterance.
Teacher interuptions	4	1. T : Ok, coba diulangi pertanyaan-pertanyaan untuk menanyakan ide pokok apa aja? S1 : What is the main idea? T : What is the main idea, what else?	Teachers inerrupting a learner's contribution.
Extended techer turn	3	1. Ss : Hahahaa.. T :Ndak perlu ngoyo, ngoyo itu, itu ya?.. ndak perlu ngoyo to...to.. What is that, to much strugle, ndak perlu berusaha terlalu keras to find main ide, yuo just have to see first paragraf, awal paragraf or the end of paragraf akhir paragraf and you can find main	Techer turn of more than one clause.

		idea. Kalau kalian ndak bisa temukan diawal you just go to the end of the paragraf, get it.. so ndak perlu spent much time disitu, di main idea langsung saja.. oh.. ide pokoknya ini..ini..ini.,bener katanya tadi dibaca dulu ininya,opsinya, pertanyaan dan opsinya kira-kra yang ndak sesuai langsung di omit aza, dihilangkan, you get what I mean?	
Display question	10	1. T : skiming, find general informaion.. contohnya general information? What is the example of general information?? S1 : Tempat T : Hah,, tempat, is it? Kalau tempat kira-kira general information? S5 : Bukan... T : Bukan,tapi? S7 : Khusus	The teacher ask questions to which teacher knows the answer.

		T : Ya, apa khusus? What is khusus? S2 : spesifik T : Spesifik information	

For the complete analysis see on appendix 2

b. **The most frequently feature of teacher's talk**

After the researcher clasify the feature of teacher's talk, the next step

is arranging the the frequently of feature of teacher's talk. To get the most

frequently feature of teacher's talk used by the teacher. The score are divided

in every observation. This makes analysis of the feature of teacher's talk

easier.

Table 4.5

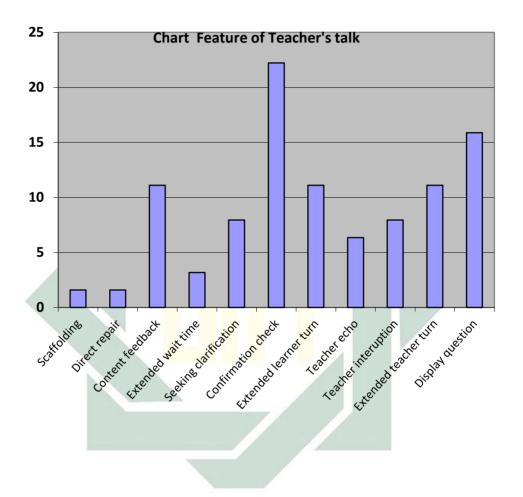Feature of teacher's talk for three meeting in the English Intensive class.

No.	Interactional feature	Frequency	Percent
1.	Scaffolding	1	1,59
2.	Direct Repair	1	1,59
3.	Content Feedback	7	11,11
4.	Extended Wait-Time	2	3,17

5.	Seeking Clarification	5	7,94
6.	Confirmation checks	14	22,22
7.	Teacher Echo	4	6,35
8.	Teacher Interruption	5	7,94
9.	Extended Teacher Turn	7	11,11
10.	Extended Learner Turn	7	11,11
11.	Display question	10	15,87
	Total	**63**	**100**

Based on the recorded data, the content of table above give explanation about the feature that happend in the class.out of eleven feature in the class. Confirmation checks was the most frequenttly feature (22,22%) followed by display question (15,87), content feedback, extended teacher turn and extended learner turn in the same range (11,11) seeking clarification and teacher interruption (7,94). Teacher echo (6,35), meanwhile extended wait time (3,17) and dscaffolding and teacher direct repair (1,59) and teacher echo (2,9) were the lowest frequency of teacher's talk in the class.

Chart of Frequency Feature aof Teacher talk

Figure 4.1

The chart above shows that there are eleven items of teacher's talk. there are scaffolding, direct repair, content feedback, extended wait time, seeking clarification, confirmation checks, teacher echo, teacher interuption, extended teacher turn, extended learner turn, and display question. And the most frequently feature of teacher's talk used by the teacher is confirmation checks.

B.   Discussion

1.   The Feature of teacher's talk used by the teacher

1.   Scaffolding

This feature is divided into three categories:

a.   Reformulation, rephrasing a student's contribution. Sometimes, the way students deliver their thoughts are unclear. Therefore, teacher is allowed to repeat student contribution by using the clearer words or sentences.

b.   Extension, extending a student's contribution. When the student gives an incomplete answer, teacher is allowed to extend the student's contribution to make it clearer.

c.   Modelling, correcting a student's contribution. Mistakes are normal things made by learners. Especially in classroom, this is the teacher's duty to correct a student's wrong contribution and to give the right utterance by modelling.

The first features of teacher's talk found in data of teacher transcription scaffolding. It happened in the extract below:

Extract 1

505.T   : Skiming or scaning?
503.S1   : Scaning
504.S10: Skiming
505.T   : Gimana bisa skiming, kenapa koq bisa skiming?
506.S10 : Kita mampu menyimpulkan bacaan tersebut

507.   T   : Ya, kita harus menyimpulkan tidak mencari eee.... what is that detail information?

Through scaffolding, the teacher can helping learners to really articulate what they mean. In the extract above, the instructure use teacher-learner interaction from that was used for conversation at the beginning of the lesson or for leading students into a less guided activity. This category includes the scaffolding because, the teacher stimulate the student to gave complete uterance or their idea.

The second strategy in scaffolding is extension, but it did not found in this research. And the last strategy of scaffolding is modelling was also not found in this research.

2.   Direct Repair

Besides scaffolding, the researcher identify that the direct repair (correction an error quickly and directly) was used by the teacher during the teaching process. Moreover, although the error correction is not central concern in the teaching process, but from the direct repair he teacher can decrease the student's mistake. From the finding the researcher was found direct repair like exract below :

Extract 2

396.S13 : Kami akan menjelaskan tentang..... page one hundred and sixteen seven

397.T   : Sixteen? Sixteen 16
398.S13 : sixty... (menjelaskan materi)

It can be seen in the transcript that the simple word was used by the teacher like extract above the teacher just replay the sudent utterance when correcting errors. Acording to Walsh there is certain logic in keeping error correction to a minimum in oral fluency practice activities in ordr to reduce interuption and maintain the flow of interaction.[1] It is clear that with use direct repair it can reduce the student falsh without distrub the interaction of teacher and student in learning process.

3.   Content Feedback

In the teaching process, feedback from teacher needs for students' achievement. One form of feedback in the teacher's talks feature that design by Walsh is content feedback. Content feedback in which the teacher gave feedback to the massage used was shown in the extract below.

Extract 3

35. T   : Ya, apa khusus? What is khusus?
36. S2   : spesifik
37. T   : Spesifik information
38. T   : Nah, jadi beda cara untuk menemukan general information sama spesifik

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[1] Walsh. "Construction or Obstruction: Teacher Talk and Learner Improvement in the EFL classroom. *Languange Teaching Research*" OKARA Journal of Languange and Literature, vol.1

information, kalau general information, we use?? We use... what will we use to find general information? Skiming.. kalau sepesifik information.. apa??

39. S4   : Scaning

Moreover, in extract 5 above, the instructure responded in an almost conversation way of the learner's turn. The instructure offer no evaluation or repair of learner contributions. Instead, instructure assumed an almost of the student's answered just as personal reason in the discourse.

In the teaching English, teacher needs to elicit student's response. As Arsham stated that the function of communication included transaction and interaction, therefore students response can be used to determine their participation in the learning process. [2] From that statement it clear that the teacher's feedback so imporant to determaine the process of learning successful.

2.   **Extended Wait Time**

In the extract below, the instructure pause of several seconds which allowed learners time to think, formulated and gave a response. Those attitudes were in the field of extended wait time in the features of teacher's talks which explained by Walsh as allowing sufficient time (several second) for students to respond. And the extended wait time in this research was found in the extract below :

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[2] Cited on Rana, J *Identifying Factors Effecting Students' Participation in the Classroom,* 2007, p. 115

Extract 4

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345.T      : Sofia
346.Sofia  : (read the question on the book)
347.T      : ok, what the answer Sofia?
348.Sofia  : (15)emm... four until five
349.T      : Four until five, what do you think everyone, is it the
             correct answer?
350.T      : Pink one in corner, what do you think about the answer of
             Sofia?
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In the extract above, the instructure asked the student a question, the student can not answer directly because she still tried to find the answer from the text. And the instructure let her to find it and waited for several seconds (indicated by mark(15) in transcript) to get the answer.

As seen in extract above, the student could produce response after the instructure provided wait time in that moment. It lend strong support to Walsh that the time allowed by the teacher to answer a question not only increase the number of learner response but also it frequently results in more complex answer and leads to an increase in learner interaction.[3] Related to the resourcher that the exended wait time by the teacher to answer the question can help the student to give detail answer or information.

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[3] Steve Walsh,. *Exploring Classroom Discourse*(new york and London: Routledge Taylor and Francis group, 2006), 34

3.   Seeking Clarification

How the teacher performed this seeking clarification can be seen in the conversation below. This extract was found in this research :

Extract 5

2. S2   : A
3. T   : Is it pulau yang besar?
4. S2   : yes
5. T   : Jawabanya A? Berarti Jawabanya A

Another conversation

Extract 6

502.T   : Skiming or scaning? Skiming or scaning?
503.S2   : Hayo..
504.T   : Skiming or scaning?
505.S1   : Scaning
506.S10   : Skiming
507.T   : Gimana bisa skiming, kenapa koq bisa skiming?
508.S10   : Kita mampu menyimpulkan bacaan tersebut
509.T   : Ya, kita harus menyimpulkan tidak mencari eee....
                    what is that detail information?

On the extract 6 and 7 above, the researcher found that the teacher used seeking clarification as the features of teacher's talk performed. S2 used statement such as " A" and " Skiming" it was not clear for the teacher so she tried clarify it by asking " Is it pulau yang besar?". It showed that the instructure was not entirely satisfied with the first response and insists on the identification to make sure that this contribution is as accurate as possible.

The English teacher used seeking clarification toward student's idea that was vague to understand to help her elaborate idea with more comprehensible utterance. It was evidenced in extract that the teacher's unwilingness to accept the student's first contribution can promote leaarner speech and help them to express more clear explanation. As Walsh stated that the teachers who seeks clarification can maximize learning potential than those who do not.[4] It is clear that by using the seeking clarification can maximize learning process and it also help the sudents understanding in the class.

6. **Confirmation checks**

Another feature of teacher's talk was found by the resercher shown on the extract 7 below. The instructure used confirmation check to make sure that instructure has correctly understood leraner's contribution. In the learning process, instructure tried to confirms whether the teacher understanding about students' contribution response. Teacher confirmation helped to avoid misunderstanding between the teacher and students.

Extract 7

399.T   : You get the point?
400.Ss   : Yes..
401.T   : So, dlomir, kata ganti,huwa apa something like that..he,

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[4] Ibid.34.

she, it apalagi him, them, himself itu merujuk pada apa itu yang dicari paham?

402.Ss   : Ya

It was found in extract above, the teacher attempted to confirm that all of information can be understood by thestudents. According to Walsh confirmation check is confirming understanding of the student's or teacher's contribution.[5] In this case, confirmation checks were very important to help the teacher in getting student's understanding about what he has conveyed in the classroom. It was important to know that there was not any unclear explanation for the students so that the teacher can continue the next activity.

7. Teacher Echo

This feature was performed by the teacher in the opening of the class by giving some information about something. It can be seen in conversation below that was found in this research :

Extract 8

676.T   : Ok, I'am sorry that the question will not be printed, so you may see the slide
677.T   : Can you see clearly? Can you see clearly?
678.Ss   : Yes
679.T   : Sudah siap?
680.Ss   : InsyaAllah..!

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[5] Steave Walsh. *Exploring Classroom Discourse* (new york and London: Routledge Taylor and Francis group, 2006)*: Language in Action..* 203.

In this conversation the instructure give an information to the student before doing the test. The teacher or the instructure said " Ok, I'am sorry that the question will not be printed, so you may see the slide" it inform that the student have to see the slide to do the test accuratly and clearly. The teacher achieved the information because the students can understand the sentence and catch the information clearly so that there is not any question from the student about it.

8.   **Teacher interruption**

Often teachers interrupt and close down space when learners were attemping to articulate something quite complicated. However, during the student's task activity teacher did the opposite and allowed the students space in the interaction to make useful contribution.

Extract 9.

161.S2   : Ide pokok biasanya di TOEFL itu, di reading, bacaan,
             ditanyakan main idea, biasanya pertanyaannya itu, ini di hal 149..
             what is main idea of the passage, what is the topic, what is the
             passage mainly, the passage about, biasanya pertanyaan-pertanyaan
             itu.. emmm.. main ideanya biasanya kita disuruh mencari ide pokok
             dari paragraf.
162.S3   : Ide pokok biasanya bisa berada di awal paragraf,tengah dan
             bisa berada diakhir,kalian masih ingat pelajaran SMA, paragraf ada
             berapa?
163.S7   : ada 2
164.S3   : Paragaraf itu ada 2, deduktif dan induktif
165.S9   : Imperatif di tengah
166.T   : *Ok, coba diulangi pertanyaan-pertanyaan untuk
                 menanyakan ide pokok apa aja?*

167.S1   : What is the main idea?
168.T   : What is the main idea, what else?
169.S5   : What is the topic
170.T   : What is the topic

It can be seen that the student want to explain about main idea but suddenly the instructure interrupted his talk that indicated by his utterance "*Ok, coba diulangi pertanyaan-pertanyaan untuk menanyakan ide pokok apa aja?"*. However, the teacher was aware of his interruption would breackdown student's explanation so she pleased the student to continue his explanation by saying " Please go on" but it did not do by the teacher after she interrupted his students.

In this case, teacher interruption is unhelpful for the student. it was suggested that the teacher should reduce interruption because it would be a pause of student's explanation. The teacher can give or increase information in the end of the student's explanation. As Walsh stated that interruption causes the learner to lose the thread of what their was saying. So, it was good if the teacher can delay his question for a very short time until the student finished his utterance.[6] It is explain that teacher's interuption can distrub the learning process, the teacher should wait until the student finished the explanation then ask the question.

9.   **Extended Teacher Turn**

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[6] Steve Walsh,. *Exploring Language Discourse*(new york and London: Routledge Taylor and Francis group, 2006) 67.

Exended teacher turn is teacher turn of more than one clause. This feature was found in the research like in the extract below.

Extract 10.

244.T : Ndak perlu ngoyo, ngoyo itu, itu ya?.. ndak perlu ngoyo to...to.. What is that,...to much strugle, ndak perlu berusaha terlalu keras to find main ide, you just have to see first paragraf, awal paragraf or the end of paragraf akhir paragraf and you can find main idea. Kalau kalian ndak bisa temukan diawal you just go to the end of the paragraf, get it.. so ndak perlu spent much time disiyu, di main idea langsung saja.. oh.. ide pokoknya ini..ini..ini.,bener katanya tadi dibaca dulu ininya,opsinya, pertanyaan dan opsinya kira-kra yang ndak sesuai langsung di omit aza, dihilangkan, you get what I mean?
245.Ss : Yes..

The Instructure used a long explanation to share information in the classroom in this conversation. In this case, extended teacher turn was important point in teaching lerning process because teacher played important role in the classroom. As Walsh stated, extended teacher-turn was when the teacher turn was more than one clause.

In extract above seemed long in terms of the interaction with the students, but it was necessry to spend sufficient time on clarifying the new knowledge before the learners took turns to practice it.

10. Extended Learner Turn

In the classroom interaction, teacher provided chance for students to deliver information. As one of features of teacher's talks, extended leraner turn

must be performed. Based on the research, instructure had given big opportunity for extended learners turn. The extended leraner turn was mostly happened during the practice as learners' activity. It was illustrated in conversation below :

Extract 11

256.S4 : Pada kesempatan ini kami akan menjelaskan vocabulary
257.T : Are you hear,dengar?
258.S7 : Ndak miss..
259.S5 : Nah disini itu intinya itu pertanyaan yang dicari
vocabularynya yaitu dicari persamaan katanya, jadi pertanyaan
ini untuk menentukan makna dari sebuah kata seperti contohnya
di halaman 150, yang pertama.. bla..bla.. itu salah bukan line 2
line 1
260.S6 : Oiy baris ke 2 dari sini kan harus dicari artinya dulu,
vocabularynya apa, sinonim..

In this extract, the instructure gave interactional space for the student in expressing themselves. It was indicated by long utterance of S5 like "Nah disini itu intinya itu pertanyaan yang dicari vocabularynya yaitu dicari persamaan katanya, jadi pertanyaan ini untuk menentukan makna dari sebuah kata seperti contohnya di halaman 150, yang pertama.. bla..bla.. itu salah bukan line 2 line ". It can be seen that S4 has controlled the topic and is able to produce long turn.

By giving task in this activity, the teacher obeyed traditional type of classroom discourse in which the teacher generally dominates talks in the class and students have fewer opportunities to talk or ask their own questions.

Teacher and students as participants in a classroom, they have same opportunities to talk in the class.

11.   Display Question

During the activity the instructure also used display question to the students. In this type of question, the instructure asked question to which the instructure knows the answer. The extract below showed that the teachers use display question to ask the sudent.

Extrac 12

17. T   : Tri lestari, what is skiming? Guess it,,say something about that..
                   Tri lestari, what is skiming? Ehemm..
18. Tri   : menyaring informasi
19. T   : what is sss.., iya menyelidiki, menyaring ide,

On the extract above, the instructure asked display question just to elicit the students' response although the instructure already knew the answer. By using display question, the teacher could know what student understand.

However, in this case the student's response was simple and short. This result lent strong support to Walsh. Walsh stated that display question typically produces shorter answer or simple responses from learner. [7] So the display question by the teacher important to know the student understanding.

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[7] Steve Walsh,. *Exploring Language Discourse*(new york and London: Routledge Taylor and Francis group, 2006).9

There were there features of teacher's talk which were not performed by the instructure. They were referential question, turn completion and form-focused feedback. Referential question was not used by the instructure because the activity conducted in the class was discussion about the topic of reading so the instructure used display question to elicit student's understanding about material. Form-focused feedback and turn completion were not performed in classroom interaction because the teacher's concern focused on the discussion not on student's speaking accurracy.

Based on the analysis data transcript of teacher's talk the researcher found eleven interactional feature, there are scaffolding, direct repair, content feedback, extended wait time, seeking clarification, confirmation checks, teacher echo, teacher interuption, extended teacher turn, extended learner turn, and display question. And the most frequently feature of teacher's talk that used by the instructure are confirmation checks.

Responding to the first research question concerning to the feature of teacher's talk that used by English intensive class is shaping a contribution by scaffolding, seeking clarification, extended wait time, and content feedback. An English teacher is better to be informed that interactional ways is maximized through increasing extended wait-time, reducing teacher echo, and promoted extended learner turn. Teacher should be able to create opportunities to enhance learners' output or learner's sugestion. Using above

strategies can minimize the breakdown in communication and can maximize learners' understanding. In another word,for increasing learning, teachers should be aware in the process of learning by using scaffolding, seeking clarification, extended wait time, or extended learner turn.

The second of research question asked about the teacher talk that most frequently used by the teacher. Confirmation check is the most frequently of teacher's talk that used by the teachers in the class. But teacher should be decrease teacher interuption and teacher echo to give chance to the student to improve their learning. Therefore using some appropriate stategies in second language learning can decrease the destructive features in learning. So the teacher should have acomprehensive understanding of the teacher's talk

The research finding and discussion of this study aim to know what the interactional features that used by teacher in English intensive class especially for fresh graduated teacher. Feature of teacher's talk awareness help the teacher increase quality and quantity of communication in the class. So analysis of teacher's talk is crucial part of teaching and learning foreign language.