



Table 4.1 the data of the first observation

Category	1	2	3	4	5	6	7	Total
1 <sup>st</sup>	0	6	1	13	10	13	2	45

From the table above, it shows that the most frequent activities happen in IEP class are category 4 (asks questions) and category 6 (giving directions). The frequency of category 4 and category 6 are 13. For the detail information, the table below will show the detail of teacher talk in the first observation.

Table 4.2 the data transcripts of lecturer talk in 1<sup>st</sup> observation

Categories	Statements
<b>1</b> <b>Accepts</b> <b>felling</b>	-
<b>2</b> <b>Praises</b> <b>and</b> <b>encourages</b>	1. Ok, come on 2. Say that again please 3. Go on 4. Ok, thank you 5. All right 6. Ok, thank you, all of your story is nice
<b>3</b> <b>Accepts or</b> <b>uses ideas</b> <b>of students</b>	1. Yes, present continuous
<b>4</b> <b>Asks</b> <b>questions</b>	1. Last week, what do we discuss? 2. What the important one we use in describing place? 3. Do you know past tense? 4. Do you know skyscraper? 5. Do you know the key words? 6. What is your number? 7. What is your title? 8. Any question? 9. Ok, can you stand up? And what is your title? 10. What is your title?

	11. Any question for this group? 12. Why do you choose the title? 13. Do you have any question?
<b>5 Lecturing</b>	1. Today we will discuss about something different from last week 2. But now we will discuss about past tense 3. In past tense, S + V2 + O 4. But the important is you can use the tense 5. Skyscraper in bahasa is gedung pencakar langit 6. Usually skyscraper has a hundred floor 7. Today, skyscraper that we discuss is in America that is The Empire State Building 8. Last week, there was accident, someone jump... 9. Her name is Lia but she still alive 10. Ok, see you next week
<b>6 Giving direction</b>	1. Now, I will give you picture..... 2. Please, look at the picture number 4..... 3. Your job is making imagine story..... 4. Please, everybody stand up 5. So, you read all of the key words.... 6. Make sure you use all of the key 7. In the end of discussion, I want all of the group to present..... 8. Make sure that you use past tense 9. I will write the number and you can guess the number 10. After they are finish, you can ask question for them..... 11. Ok the next group 12. Please, prepare your question 13. Ok for the last group come on
<b>7 Criticizing or justifying authority</b>	1. Louder please 2. Ok next story, please listen up

### The Percentage of Each Category of Teacher Talk

Category	Percentage
category 1	0%
category 2	13%
category 3	2%
category 4	29%
category 5	22%
category 6	29%
category 7	4%

## 1) Accepts feeling

## 2) Praises or encourages

Based on the result in the first observation, the percentage of category 2 (praises or encourages) is 13%. The researcher found that the lecturer stimulated the students by giving them

some praises as like come on, say that again please, go on, thank you, all right, and all of your story is nice.

### 3) Accepts or uses ideas of students

Category 3 that found by researcher in the first observation had 2% from percentage. Category 3 shows in the following interaction between lecturer and students in IEP based on the first observation.

**Lecturer** : What the important one we use in describing place?  
(Category 4)

**Students** : Present continuous (Category 8)

**Lecturer** : Yes, present continuous (Category 3)

#### 4) Asks questions

The other type of lecturer talk is asks questions in category 4. The teacher stimulated the students by asking question to explore their skill or to share their ideas. Category asks question has 29%.

## 5) Lecturing

One of the most important roles of lecturer talk is lecturing. In the IEP class the researcher found that lecturing category took 22% from percentage. In the first observation, the

## Giving directions

## 7) Criticizing or justifying authority

### b. The second observation

Table 4.3 the data of the second observation

Category	1	2	3	4	5	6	7	Total
2 <sup>nd</sup>	0	12	2	12	10	10	1	47







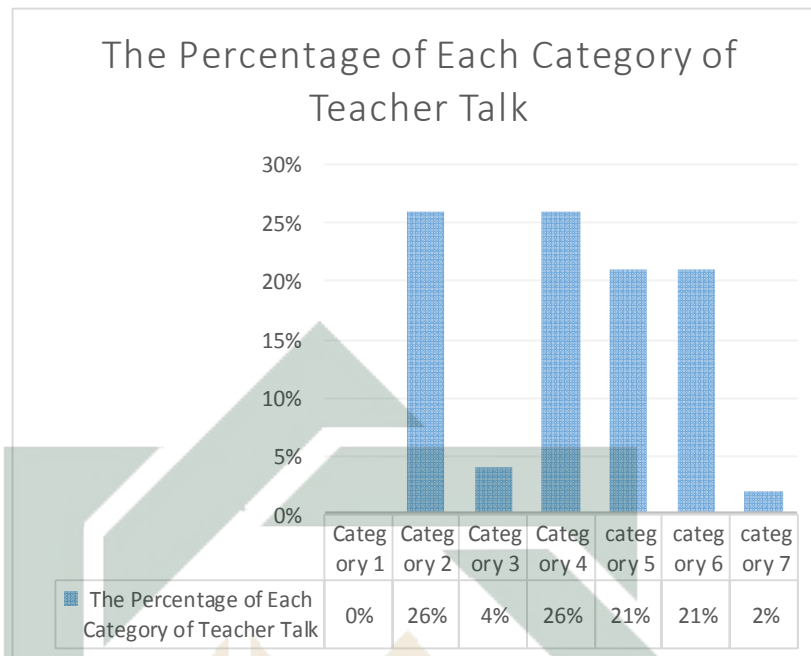


Chart 4.2 The percentage of each category of lecturer talk in the 2<sup>nd</sup> observation

## 1) Accepts feeling

In the second observation, the researcher also did not found that the lecturer accepted the students' felling.

## 2) Praises or encourages

Based on the result in the second observation, the percentage of category 2 (Praises or encourages) is 26%. The researcher found that there are 12 praises as like nice, excellent, good and etc. that lecturer used to encourage the students to speak and participate in classroom activity in IEP (*see table 4.4*).

#### 4) Asks questions

The other type of lecturer talk is asking questions in category 4. The result of this study shown that percentage of category asks questions is 26%. In the second observation, the researcher found that the lecturer took much percentage in interaction with the students. The lecturer stimulated the students by giving map and asked the students to make question by using "HOW". The lecturer also asked them to answer the question.





	13. What do you know about the Maya people? 14. Have you write the question? 15. Can you change him to answer the question? 16. What do you think? Do you agree with the group?
<b>5 Lecturing</b>	1. But today we are going to discuss about..... 2. I want to test you, how you can use simple present..... 3. And this is the second practice..... 4. In the second practice, we will use a video 5. Deforestation 6. Conserve 7. Do you know, there is group of people..... 8. They are tribe 9. Ok, I want to show you the video but it is not the Maya people 10. So, the video is about the forest, the tribe..... 11. The tittle of the movie is "The Green Inferno" 12. So, it is about tribe, the forest..... 13. Ok number one, do you think..... 14. Number two, make story about..... 15. Number three, why does the title ..... 16. And the last, what does..... 17. Yes, I will play the video again 18. Ok, I think the time is up 19. See you again in Thursday with full story... 20. And you should present your story in simple past
<b>6 Giving direction</b>	1. Please look the picture 2. What you have to do is watch the video and get the point..... 3. And after that I will give you..... 4. Yes, now watch and get the point 5. I will decide you into five groups 6. What will you do is "to answer four questions..." 7. Ok, please write the question..... 8. Please, make a note 9. Ok, now every group make a comment.... 10. Ok, now we are going to answer number four 11. Ok, the next job is to make the story.....
<b>7 Criticizing</b>	1. No, it is not island.....



### 3) Accepts or uses ideas of students

The other category of lecturer talk is accepts or uses ideas of students in category 3. In the third observation, the researcher found that the lecturer more accepted the ideas of the students. In this observation, category of accepts or uses ideas of students took 7%. It is higher percentage than the previous observation.

The other type of lecturer talk is asking questions in category 4. The result of this study shown that percentage of category asks questions is 28%. In this observation, the lecturer asked the students to watch the video then the lecturer gave them some questions about the movie.

Having classroom observation in the third observation, the teacher also gave some information to the students about the

Based on the third observation, the researcher found that the lecturer gave directions about what they will do with the movie. The lecturer gave direction as like watching the movie, making a note, making a comment, and etc. in this observation, category of giving directions took 19% from percentage.

## 7) Criticizing or justifying authority

Based on the finding, category of criticizing or justifying authority also found in the third observation. Category 7 took 2% from percentage in the third observation.

Based on the fourth observation, the researcher shows that category 6 has high frequency. For the detail, the data below shows it.

Category	1	2	3	4	5	6	7	Total
4 <sup>th</sup>	0	6	1	3	5	8	1	24



The findings of the category of lecturer talk in fourth observation shows in this following table.

Table 4.8 the data transcripts of lecturer talk in 4<sup>th</sup> observation

Category	Statements
<b>1</b> <b>Accepts felling</b>	-
<b>2</b> <b>Praises and encourages</b>	1. Who want to be the first presenter.....? 2. Any question from this group? 3. The other question from this group 4. Next, who will present is group 2 5. All of you, you are very creative 6. Ok, thank you for come in
<b>3</b> <b>Accepts or uses ideas of students</b>	1. Ok, from group one, they said that all of the students were die but from group two there was a girl who still alive.
<b>4</b> <b>Asks questions</b>	1. What is your number? 2. Is there any question for them? 3. The last question, why is the title "The Green Inferno"?
<b>5</b> <b>Lecturing</b>	1. Mata pisau in bahasa is blade 2. And the next is group number three 3. In the past, so you should use "There were" 4. To be "Are" change with "were" for past tense 5. Ok for group 3, for the story in the past, you can use simple past
<b>6</b> <b>Giving direction</b>	1. Before you present, I will watch you the video again..... 2. Ok, please watching the video again 3. I want to every group will give the ending of this movie..... 4. Maybe, it is sad or happy ending..... 5. Ok, I will write the number and you guess the Number 1 to 5..... 6. So, please make 2 question for group who present 7. Now, please change the partner 8. Ok, the last question



### 3) Accepts or uses ideas of students

Category 3 that found by researcher in the fourth observation had 4% from percentage. For the detail information, the quote below shows the lecturer accepted student's opinion in the fourth observation.

**Lecturer** : *Ok, from group one, they said that all of the students were die but from group two there was a girl who still alive. (Category 3)*

The other type of lecturer talk is asks questions in category 4. The result of this study shown that percentage of category asks questions is 13%. It is lower percentage get by category 4 than the previous observation. The researcher found that the lecturer more gave the students to interact with their friends and the lecturer just



### e. The fifth observation

The results of the fifth observation are presented in the following table:

Table 4.9 the data of the fifth observation

Category	1	2	3	4	5	6	7	Total
5 <sup>th</sup>	3	3	3	11	22	12	1	55

From table above, it shows that frequency of category 5 that is lecturing. The frequency of this category is 22. For the detail information, the table below will show the detail of lecturer talk in the fifth observation.

Table 4.10 the data transcripts of lecturer talk in 5<sup>th</sup> observation

Category	Statements
<b>1</b> <b>Accepts</b> <b>felling</b>	1. Can we start now? 2. Ok done? Finish? 3. Did you find any difficult to do?
<b>2</b> <b>Praises</b> <b>and</b> <b>encourages</b>	1. Any other opinion 2. Next 3. Ok, someone want to say again
<b>3</b> <b>Accepts or</b> <b>uses ideas</b> <b>of students</b>	1. Ok, so you change your mind? 2. Ok, she said that the first one is in the past and the second is up to now 3. Ok, as your friends said so the first one is simple past and the second one is present perfect.









#### 4) Asks questions

**Student** : Number one is in the past and number two is up to now (category 9)

## Asks questions

## 5) Lecturing

In the IEP class the researcher found that lecturing category took 40% from percentage. In the fifth observation, the lecturer explained the students about present perfect tense vs past tense. The lecturer gave the examples how to make question using present perfect tense.





	<p>kekampus.</p> <p>8. But in the fact hari ini tidak hujan.....</p> <p>9. In Bahasa is mengandai-andai</p> <p>10. If it is raining today, we wouldn't go to campus</p> <p>11. But the fact is "it is not raining today, so we can go to campus"</p> <p>12. Andai saja kamu mengungkapkan cinta lebih dahulu, maka saya akan menerimamu</p> <p>13. So it is untrue in the present</p> <p>14. Kalau saja kamu mengunci rumahmu tadi malam, pasti tidak akan kemalingan</p> <p>15. So it is untrue in the past</p> <p>16. Seandainya kamu nolak aku lebih awal, aku tidak akan sakit hati</p> <p>17. If you had rejected me earlier, I wouldn't have been broken hearted. What is the fact?</p> <p>18. So, it is untrue in the past</p> <p>19. For example "if I graduated from this campus this year, I would get the job"</p> <p>20. If I got the job, I would bla bla.....and so on</p> <p>21. Ok, it the way, you can use conditional sentence</p> <p>22. There are 6 sentences. It can be conditional sentence type 1, 2, or 3.</p> <p>23. But, you can bring it at home. Because time is up</p> <p>24. See you next week</p>
<b>6</b> <b>Giving direction</b>	<p>1. Ok let's continue, now we are going to the next topic...</p> <p>2. Please open your book page 34</p> <p>3. Before we are going to the material. I will give question</p> <p>4. Lets' move on</p> <p>5. Ok, now I will write a conditional sentence type 2 and you should continue my sentence</p> <p>6. Let's change the sentence</p> <p>7. Now, I have paper. It is exercise.....</p> <p>8. To answer the question I will give you 5 minutes</p>
<b>7</b> <b>Criticizing or justifying</b>	-



#### 4) Asks questions

Based on the sixth observation, the lecturer stimulated the students by asking question using conditional sentence. The lecturer also asked the formula of conditional sentence. The result of this study shown that percentage of category asks questions took 25% from percentage.

One of the most important roles of lecturer talk is lecturing. In the sixth observation, the lecturer explained about the conditional sentence included the formula and the example. This category took 47% in the sixth observation.



	<b>Total</b>	<b>27%</b>
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Based on table above, it shown that the categories talk that has higher percentage than other is category percentage of category 5 is 33%. It was followed by category question in category 4 and category giving directions in category 3. To make the readers easily interpret the data, the researcher used those data of lecturer talk interaction using percentage in figure below:

	<b>Total</b>	<b>27%</b>
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Based on table above, it shown that the categories talk that has higher percentage than other is category percentage of category 5 is 33%. It was followed by category question in category 4 and category giving directions in category 3. To make the readers easily interpret the data, the researcher used those data of lecturer talk interaction using percentage in figure below:





Based on the finding, category accepts feeling took 1%.

## 2) Praises or encourages

Based on the result of overall observation, the lecturer also gave praises and encourages the students. The lecturer gave the praises after the students answer the lecturer's question. The

### 3) Accepts or uses ideas of students

#### 4) Asks question

## 5) Lecturing

[illegible]

## 6) Giving direction

Based on the classroom observation, category of “giving directions” also took much time. This category took 22% in overall observation. In every meeting, the lecturer often stimulates the students by working in a group so that the lecturer often gives directions to the students. In order to, the students can understand about their duties.

## 7) Criticizing or justifying authority

Based on the findings, the category of criticizing or justifying authority took 2% for overall observation. During observation, the researcher found that the lecturer always spend little time to criticizing the students so that the percentage of category 7 is low.

## **2. Types of student talk that often used in intensive English program in English Teacher Education Department at UIN Sunan Ampel Surabaya**

In this study, the research determines to investigate student talk in Intensive English Program (IEP) through classroom observation to understand well what type of student talk that often used by students in Intensive English Program (IEP). The types of student talk which were investigated to the students in Y class in IEP are student-talk response and

student-talk initiation. The table below shows all of the categories of student-talk based on the frequency that they got from the 1<sup>st</sup>-6<sup>th</sup> observation.

Table 4.14 the data of student talk for overall observation

Category	Observations						Total	%
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>		
Student-talk response	7	44	17	35	28	22	153	81%
Student-talk initiation	16	3	1	11	3	1	35	19%
Total							188	100%

Based on classroom observation, the researcher tabulated the data of student talk which were obtained from observation (*see table 4.14*). Then, the researcher displayed those data of student talk using percentage to make the readers easily interpret the data in diagram below:



### a. Student-talk response

Based on the classroom observation, category student-talk response got 81% (*see chart 4.8*). The researcher found that the lecturer stimulates the students by asking question. In order to, the students participate and active in classroom activity. During the classroom observation, the researcher found that the lecturer encourage the students by asking them to work in a group. The

Table below show the data of student-talk response that got by the researcher in overall observation.

Table 4.15 the data transcripts of student-talk response

Observations	Student-talk response
<b>The first observation</b>	<ol style="list-style-type: none"> <li>1. Describing place</li> <li>2. Present continuous</li> <li>3. Yes, past tense is happen in the past</li> <li>4. Yes, sir. The key word are fired, under pressure....</li> <li>5. My number is four</li> <li>6. Because life is not easy.....</li> <li>7. we don't have</li> </ol>
<b>The second observation</b>	<ol style="list-style-type: none"> <li>1. Beach and mountain</li> <li>2. Pacet, Cubanrondo.....</li> <li>3. Volcano, river</li> <li>4. Eiffel, Kingston city, and Salsa village</li> <li>5. How tall is the tower?</li> <li>6. It is 780 M</li> <li>7. it is 52 M wide</li> <li>8. it is 5600 M</li> <li>9. How far is from Kingston.....?</li> <li>10. How far is it.....?</li> <li>11. It is 140 Km from Salsa village to Kingston city</li> <li>12. How far is it from Salsa village to Kingston city?</li> <li>13. It is 140 Km from Salsa village to Kingston city</li> <li>14. How long time.....?</li> <li>15. How long is it?</li> <li>16. How many time.....?</li> <li>17. How long is the hour?</li> <li>18. How long does it take from Kingston city to Salsa village by plane?</li> <li>19. How long does it take?</li> <li>20. It is for about 2 hours.....</li> </ol>















Table 4.17 the interview guideline

A. LECTURER'S RESPONSE	
1.	Does your lecturer give you an equal opportunity to answer the question? What is your opinion?
2.	Do you feel afraid to answer the lecturer's question? Why or why not?
3.	How do you feel when your lecturer gives you a praise?



And the 17 students from 30 students stated that they sometime have equal opportunity to answer the question. 9 students said that the lecturer always gives attention to the active students or students who sit at the first row. But, the lecturer seldom gives attention to the passive students or students who sit at back row. And 8 students said that the lecturer always gives question by students' volunteer rather than point of the students to answer. They said that they like lecturer who give them point of the students to answer the question rather than by volunteer. They will participate to answer the question if the lecturer point of them to answer the question.

students from 30 students stated that they a

because they are not confident and nervous to answer the question.

While 8 students from 30 students stated that they are not afraid to answer the lecturer's question. 5 students said that they will answer lecturer's question if they know the answer. One of the students said "*I will answer lecturer question if I know the answer, if I don't know I will keep silence.*" However, 2 students said that English without practice is nothing. While, 3 students said that by answering the question the lecturer can know the ability of the students.

### 3) Praise

From the finding, the 13 students said that the praise makes students have some motivation from the lecturer to answer the question. While 4 students said that they were felt happy when they get praise from the lecturer. Furthermore, 14 students stated that they did not have motivation from lecturer's praise because the lecturer gives praise without giving a feedback.

#### 4) Use an idea of students

Based on the finding, the 25 students said that the lecturer accepts students' idea or students' opinion with positive feeling. 11 students said that by using idea of students it means that the



lecturer appreciates students' opinion. And 15 students said that the lecturer accepts the students' opinion or idea then the lecturer discuss with all of students.

While 7 students said that sometime the lecturer accept the idea of students. The lecturer sometimes directly said that the students' opinion is wrong. So, the lecturer directly finds other students' opinion.

### b. Lecturer's initiation

### 1) Explanation

The result of the interview, 14 students stated that the students like the way the lecturer explain the material in English intensive program. The 12 students said that the lecturer is relax but serious when explain the material. While, 6 students said that the lecturer's explanation is easily to understand.

But, 16 students said that the way of the lecturer's explaining is making them bored. 13 students said that the way lecturer's explaining is monotonous. And 5 students said that the lecturer's voice is too soft in order to the students who sit in the back row did not understand with he said. One of them said that *"When I sit in the back row, I cannot hear the lecturer's voice."* It makes the students cannot understand about the lesson.

### 3) Give a joke

Based on the finding, 10 students said that to make students attention sometime the lecturer gives some question and points of the students to answer it. 25 students said that sometime the lecturer also plays a movie in order to the students can attention to the lesson. In order to, the students were not bored and pay attention in material.

While, 6 students said that they dislike lecturer's joke. In their reason, they dislike lecturer's joke because giving students a joke makes students did not concentration to the lesson.

### 1) Interest in joining classroom

### 1) Interest in joining classroom

interesting in joining the classroom activity that IEP class is earlier so that make them classroom.

While 16 students stated that they are the classroom. 9 students said that the lecture so that they are interested in joining the Furthermore, 10 students said that the le delivering the material.

**2) Suggestion to improving the class**

delivering the material.

**2) Suggestion to improving the class**

The researcher found that 25 students suggested that the lecturer should give different activity in every lesson, such as a game, movie, music or etc. So that, the students would be more active in joining the lesson. While, 15 students said that the lecturer should pay attention to all of the students. Not only the active students, but also to the passive students.

## 2) Suggestion to improving the class

lecturer should give different activity in every game, movie, music or etc. So that, the students joining the lesson. While, 15 students said that attention to all of the students. Not only the active students also to the passive students.

**d. Other**

### 1) Participant

Based on the finding, there are 11 students active in IEP class, while 19 students are still passive in a class. 16 students stated that they are less mastering of English and they are also afraid of making mistakes when they speak. And 3 students stated that they had not planned to take English lecturer education. While, 2 students said that they are not confident when speaking English.

For the active students, 7 students stated that they like English because learning English is enjoyable. One of them said that *"I am an active student because I am enjoying in learning English."* While, 5 students said that they are accustomed to active in classroom activity.

## B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

# 1. Types of lecturer talk that used in intensive English program in English Education Department at UIN Sunan Ampel Surabaya

Based on the findings, from seven categories of lecturer talk, the researcher just explains three categories that have higher percentage in intensive English program based on the classroom observation. They are

category 4 (asks question), category 5 (lecturing) and category 6 (giving directions).

The researcher found that the lecturer stimulates the students by giving questions, lecturing, and giving directions. From that condition, it makes students to response the lecturer's question and makes them understand about the lesson. As like Ur said that by asking question, it means that the lecturer try to get learner to be active in the classroom and to find something from students about ideas, opinion, facts, and etc.<sup>1</sup> it can be said that interaction in the classroom is needed lecturer talk in order to the students can participate in the classroom activity.

Category of giving direction is also dominant in Intensive English Program (IEP). The researcher found that the lecturer took much time to give direction. Giving direction clearly is needed by the students. In order to, the students can understand with lecturer wants. The time when lecturer gives directions are critical moments in any lesson.<sup>2</sup> Get students wrong, and they will cause problems that ripple through the following activity and on into the rest of the lesson.<sup>3</sup> A whole activity has failed because of the students misunderstanding about what it is they were

<sup>1</sup> Penny Ur. *A course in language teaching: Theory Practice and Teaching*. (Cambridge: Cambridge university press, 1998), 229.

<sup>2</sup> Jim Scrivener. *Classroom management techniques*. (Cambridge: Cambridge university press. 2012), 128

<sup>3</sup> Jim Scrivener. *Classroom management techniques*. (Cambridge: Cambridge university press. 2012), 128

expected to do. Sadly, it's very often the students who get blamed for doing thing wrongly, when the real problem was actually the original instruction. In short, giving direction clearly is very important to the students in order to the students do not misunderstand with what they to do.

In this research, the researcher found that lecturing category has higher percentage in the category of lecturer talk that often used by the teacher in intensive English program because lecturing is one of the important elements in the teaching process. By lecturing, the students can get new information from lecturer's explaining. It is relevant to Harmer stated the roles of the lecturer is facilitator in students' learning.<sup>4</sup> However, the lecturer's role is important to guide students when they need to know something. In this condition, the students need to get more information about the material that cannot understand by the students.

Based on discussion above, it goes to show that there are 3 categories of lecturer talk that often used in intensive English program. The 3 categories are lecturing in category 5, asks questions in category 4, and giving directions in category 6. It is relevant with Chaudron stated that the functional distribution on lecturer talk reveals that lecturer tell things, get learners to do things, encourage them to say things and

<sup>4</sup> Jeremy Harmer. *The practice of English language teaching* (4<sup>th</sup> Ed.). (Harlow: Pearson Education/Longman, 2007), 108

evaluate what learners do.<sup>5</sup> In short, lecturer talk is important thing in interaction with students in order to the students also can participate in classroom activity.

## 2. Types of student talk that used in intensive English program in English Education Department at UIN Sunan Ampel Surabaya

Reflecting the finding, category that often used in intensive English program in English Education Department at UIN Sunan Ampel Surabaya is student talk response from two categories by Flander's Interaction Analysis Category. In this situation lecturer talk took the important thing in teaching process. Because student talk response category will appear beside lecturer talk as like the students said based on the data interview they said that they still afraid to ask question or to answer the lecturer's question although the lecturer is kind. So that, it makes them more like to silence than raise their hand to answer or to ask question. They more like to wait lecturer point them to answer the lecturer's question than they raise their hand. Harmer stated that good characteristics of learners are those who have willingness to experiment the language and ask questions in interacting with

<sup>5</sup> C. Chaudron, *Second Language Classrooms. Research on Teaching and Learning*. (Cambridge: Cambridge University Press, 1993)





Furthermore, the researcher also found that the students sometime felt bored in joining the classroom activity. They said that the lecturer seldom gave them game, play music or etc. They want that the lecturer gives them something different in every meeting in order to they can interest in joining the classroom activity and also the students do not feel

<sup>10</sup> Patricia Miller, "Ten Characteristics of a Good Teacher". *English Teaching Forum*. Volume 25, No. 1 (1987), 36-38

