CHAPTER IV

RESEARCH FINDING

A. Findings

The researcher has conducted the research from 23th October – 27th November 2014 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of this research. In this chapter, the research finding presents and discusses the answer of research problem. To show the result of this study conveniently, those findings are categorized based on the research questions of the study:

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

During the lesson, the interaction occurs between lecturer and students in intensive English program involve lecturer talk and student talk. In analyzing the interaction in intensive English program, the researcher applies the Flanders Interaction Analysis Categories (FIAC).

a. The first observation

Beside on classroom observation conducted by the researcher, the data finding in the first observation is shown in this following table.

Table 4.1 the data of the first observation

Category	1	2	3	4	5	6	7	Total
1 st	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 1st observation

_	Table 4.2 the data transcripts of feeturer tark in 1 boservation								
1	Categories	1	Statements						
	1	A							
	Accepts								
ı,	felling								
	2	1.	Ok, come on						
	Praises	2.	Say that again please						
1	and	3.	Go on						
	encourages	4.	Ok, thank you						
		5.	All right						
		6.	Ok, thank you, all of your story is nice						
-	3	1.	Yes, present continuous						
	Accepts or	1.	res, present continuous						
	uses ideas								
L	of students								
	4	l.	Last week, what do we discuss?						
	Asks	2.	What the important one we use in describing place?						
	questions	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?						

	1 1	Any question for this group?
		Why do you choose the title?
		Do you have any question?
5	Ι.	Today we will discuss about something different
Lecturing		from last week
		But now we will discuss about past tense
		In past tense, $S + V2 + O$
		But the important is you can use the tense
		Skyscraper in bahasa is gedung pencakar langit
		Usually skyscraper has a hundred floor
	7.	Today, skyscraper that we discuss is in America
		that is The Empire State Building
	1	Last week, there was accident, someone jump
	9.	Her name is Lia but she still alive
	10.	Ok, see you next week
6	1.	Now, I will give you picture
Giving	2.	Please, look at the picture number 4
direction	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
7	1.	Louder please
Criticizing	2.	Ok next story, please listen up
or		
justifying		
authority		

The diagram below presents for the first observation. It shows the getting clearer description of each category that occurs in the IEP class.

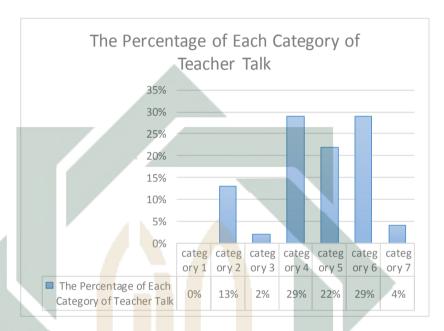


Chart 4.1 the percentage of each category of lecturer talk in the 1st observation

1) Accepts feeling

In the first observation the researcher did not found that the teacher accepted the students' felling.

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

teacher explained the students about past tense included the formula, time signal and etc. that apply in full story.

6) Giving directions

Based on the first observation, the researcher found that category of giving directions took 29%. The lecturer took much time to give direction to the students. Before lecturer gave duty to the students, the lecturer always gives direction to the students until the students understand with their duties.

7) Criticizing or justifying authority

Category 7 also found in the first observation, the researcher found two kinds of criticizing that used by the teacher. They are louder please and please listen up (see table 4.1). It shows that in the class, the students were attention to the lesson. Category 7 took 4% from percentage in the first observation.

b. The second observation

The data bellow shows the data for second observation in intensive English program:

Table 4.3 the data of the second observation

Category	1	2	3	4	5	6	7	Total
2 nd	0	12	2	12	10	10	1	47

The table above reveals the activity happening frequently in the second observation. The most frequent activities in the second observation are category 2 and category 4. The findings of lecturer talk categories were displayed in this following table.

Table 4.4	ne data transcripts of lecturer talk in 2 nd observation						
Category	Statements -						
1	-						
Accepts							
felling							
2	1. Give me question about this tower						
Praises	2. Please, ask her again						
and	3. please answer						
encourages	4. ok, nice						
	5. Ok, excellent						
	6. Ok, right						
	7. Ok, good						
	8. Please repaid the question again						
	9. Ok one more, question for 2 hour						
	10. Ok, question for 2,510 Km ²						
	11. Ok, once again						
	12. Can you guess?						
3	1. Yes, river						
Accepts or	2. Yes, it calls ladder						
uses ideas							
of students							
4	1. What is your favorite place for holiday?						
Asks	2. What else?						
questions	3. Do you know dormant and volcano?						
	4. Where do you holiday?						
	5. What do you find in the map?						
	6. Do you find other place?						
	7. Can you give me question about the ladder?						
	8. What is the color?						
	9. How long does it take from Kingston city to Salsa						
	village by plane?						
	10. Ok what our conclusion in discussion today?						
	11. Is there any question?						

	12. What is the picture?					
5	Today we will learn something different from last					
Lecturing	week					
Lecturing	2. Dormant isand volcano is					
	3. Today, I will give you a map about place for					
	holiday the name is Boot Island					
	4. So, there are five place in the map					
	5. You can use "it is"					
	6. So you can say, how far is it from Salsa village to					
	Kingston city?					
	7. How long does it take?					
	8. If you want to ask about direction, the best					
	question is					
	9. How long does it take, so the answer is "it					
	takes"					
	10. Square is pangkat 2					
6	1. Please choose one map					
Giving	2. Look for this tower, the tower is 780 M					
direction	3. Ok, please look the river					
	4. for the next, please give question about volcano					
	5. Now, we are going to Kingston city					
	6. For the next, Salsa village to Kingston city is 2					
	hours					
	7. Ok now, I want to you to think about one thing					
	8. You may make 3 question by using "HOW"					
	9. Share your question to your friends					
7	10. Ok, let's change to the other partner					
7	1. Please, pay attention					
Criticizing						
or						
justifying						
authority						

The diagram below shows the percentage of each feature happened in the second observation.

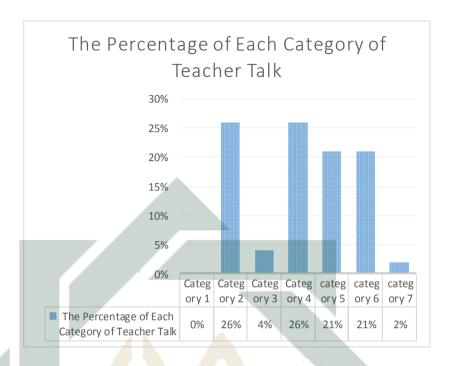


Chart 4.2 The percentage of each category of lecturer talk in the 2nd observation

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).

3) Accepts or uses ideas of students

Category 3 that found by researcher in the second observation had 4% from percentage. Category 3 shows in the following interaction between lecturer and students based on the second observation.

a) Lecturer : What do you find in the map? (Category 4)

Students : Volcano, river (Category 8)

Lecturer : Yes, river (Category 3)

b) Lecturer : What is it? (Category 4)

Students: Ladder (Category 8)

Lecturer : Yes, it calls ladder (Category 3)

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.

5) Lecturing

In the second observation, the researcher found that lecturing of category took 21% from percentage. The teacher explained the material about asking question by using "HOW". Because, there were many students confuse to make the question by using "HOW". So that, the lecturer took much time to explain this material.

6) Giving directions

Based on the second observation, the researcher found that category of giving directions took 21%. It is not different with the pervious observation. Category giving direction took much time in the second observation.

7) Criticizing or justifying authority

Category 7 also found in the second observation.

Although, the researcher found one kind of criticizing that used by the lecturer that is pay attention. Category 7 took 2% from percentage in the first observation.

c. The third observation

The table 4.5 reveals that the activity happening frequently the third observation is category 5. The frequency of category 5 is 20. The

data below shows the frequency of each feature happening in the third observation.

Table 4.5 the data of the third observation

Category	1	2	3	4	5	6	7	Total
3 rd	0	5	4	16	20	11	1	57

For the detail information, the researcher displays overall category of teacher talk in the following table.

Table 4.6 the data transcripts of lecturer talk in 3rd observation

	Table 4.0 the data transcripts of feeturer talk in 3 - observation							
	Category	Statements						
	1							
	Accepts							
	felling							
	2	1. Please, tell me about the picture						
6	Praises	2. What else? There is deforestation and illegal						
	and	logging						
	encourages	3. Please answer the question for number one						
4		4. Any comment from group one?						
		5. Ok, give them a comment						
	3	1. Yes, it is forest						
	Accepts or	2. Yes, Amazon						
	uses ideas	3. Ok, we find "rain forest and amazon" what else?						
	of students	4. Yes, illegal logging						
	4	1. What do we discuss about last week?						
	Asks	2. What do we use to ask question about long, high?						
	questions	3. How many "HOW"?						
		4. What are they?						
		5. Where do you usually find rain forest?						
		6. What about the other sea?						
		7. In the middle of forest, what happen?						
		8. What do you usually find in forest?						
		9. What do you do to protect the forest?						
		10. Do you know, they are?						
		11. Yes, what is suku in English?						
		12. Do you know the Maya people?						

	12 WI + 1 1 1 + 4 M 1 0
	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?
5	1. But today we are going to discuss about
Lecturing	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
6	Please look the picture
Giving	2. What you have to do is watch the video and get
direction	the point
uncction	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
	· ·
	, , , , , , , , , , , , , , , , , , , ,
	10. Ok, now we are going to answer number four
7	11. Ok, the next job is to make the story
7	1. No, it is not island
Criticizing	

or	
justifying	
authority	

The diagram below shows the percentage of each feature happening in the third observation.

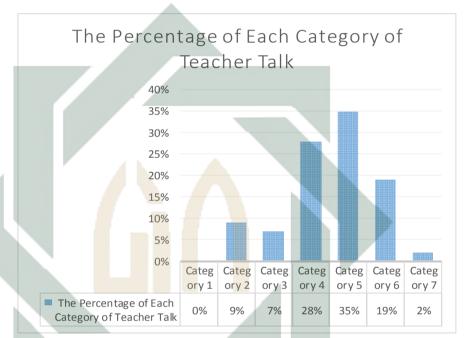


Chart 4.3 the percentage of each category of lecturer talk in the 3rd observation

1) Accepts feeling

As like in the previous observation, in the third observation, the researcher also did not found that the teacher accepted the students' felling.

2) Praises or encourages

Based on the classroom observation, the researcher found that the lecturer tried to encourage the students to speak up and to share the ideas. The percentage of category 2 (Praises or encourages) is 9% in the third observation. It is lower percentage than previous observation.

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.

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 28%. In this observation, the lecturer asked the students to watch the video then the lecturer gave them some questions about the movie.

5) Lecturing

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

movie as like the tribe, illegal logging, and etc. the lecturer stimulated the students by asking the information about the movie. The researcher found that category 5 in this observation had 35% from percentage.

6) Giving directions

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.

d. The fourth observation

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

Table 4.7 the data of the fourth observation

Category	1	2	3	4	5	6	7	Total
4 th	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 4th observation

Table 4.8	the data transcripts of lecturer talk in 4 th observation						
Category	Statements						
1	-						
Accepts							
felling	<u> </u>						
2	1. Who want to be the first presenter?						
Praises	2. Any question from this group?						
and	3. The other question from this group						
encourages	4. Next, who will present is group 2						
	5. All of you, you are very creative						
	6. Ok, thank you for come in						
3	1. Ok, from group one, they said that all of the						
Accepts or	students were die but from group two there was						
uses ideas	a girl who still alive.						
of students							
4	1. What is your number?						
Asks	2. Is there any question for them?						
questions	3. The last question, why is the title "The Green						
	Inferno"?						
5	1. Mata pisau in bahasa is blade						
Lecturing	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						
6	1. Before you present, I will watch you the video						
Giving	again						
direction	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						

7	1. Can you change with your partner?
Criticizing	
or	
justifying	
authority	

The diagram below shows the percentage of each feature happening in the fourth observation.

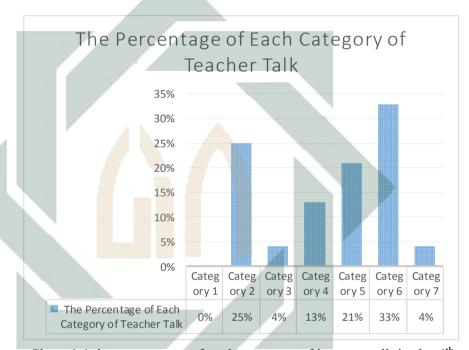


Chart 4.4 the percentage of each category of lecturer talk in the 4th observation

1) Accepts feeling

Based on the finding in the fourth observation, the researcher also did not found the lecturer accepted the students; feeling.

2) Praises or encourages

Based on the result in the fourth observation, the percentage of category praises or encourages is 25%. The lecturer just encouraged the students to make question for asking to their friends.

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, nice. Give applause (category 2)

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)

4) Asks questions

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

controlled it so that the percentage of the fourth observation had low percentage.

5) Lecturing

In the IEP class the researcher found that lecturing category took 21% from percentage. In the fourth observation, the lecturer explained about the story that happen in the past should be used past tense. And to be present changed with to be past tense.

6) Giving directions

Based on the fourth observation, the researcher found that category of giving directions took 33%. The lecturer took much time to give direction to the students. The lecturer gave direction about the story that made by students should have happy or sad ending. And every group should make 2 questions for a group who present their stories.

7) Criticizing or justifying authority

Based on the result, category of criticizing or justifying authority had 4% percentage. As like in previous observation, category 7 had lower percentage than the other categories.

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 th	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 5th observation

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

4	1. What is the differences between two
Asks	sentences?
questions	2. What is the situation?
	3. So, is it the differences?
	4. Have you make the bread?
	5. With whom did you make that?
	6. How long did you take bathe?
	7. Where did you meet her?
	8. Have you ever took picture with her?
	9. Someone get this card?
	10. Who get this card?
	11. Who have "scholarship"? Can you tell me?
5	1. Now we are going to discuss about present
Lecturing	perfect tense
	2. And the second different is about time signal.
	Number one is having time and number two is
	there is no time signal
	3. For the similar one is it happen in the past
	4. For the formula, I had have breakfast
	5. So in the present perfect, there is not time
	si <mark>gn</mark> al
	6. The time signal just since, for, etc. and it is not
,	time signal
	7. For the simple one, just say "yes, I have"
	8. Jawabannya using simple past
	9. You can use "I made"
	10. Simple past
	11. Ok, Riska has made the bread. This is the
	present perfect
	12. For the question, "what time did Riska make
	the bread?"
	13. For the next example is "With whom do?"
	14. The third "How long did it take?"
	15. all of the question is using simple past
	16. So the topic that we discuss is present perfect
	vs simple past
	17. Now, I will give paper for you
	18. For example, Riska have you ever met Agnes Monica?
	19. You can use simple past and present perfect
	20. If you tell story happen in the past, you should

	use simple past									
	21. Ok, I think that all									
	22. See you next week									
6	1. And now, please make questions for your									
Giving	partner									
direction	2. And for the detail you can use simple past									
	3. And, please ask them about "the homework"									
	4. Please make note									
	5. I will give you different topic with your partner									
	if you have similar topic									
	6. You can ask someone and walk around									
	7. And the paper has different tenses									
	8. You must find two friends to give 3 extra									
	questions									
	9. And they are must answer "yes"									
	10. So, you must make 3 extra question									
	11. Everybody please stand up									
	12. Please ask someone in the back									
7	1. Hmmm? Bromo Mountain? I think no, because									
Criticizing	the Bromo									
or										
justifying										
authority										

The diagram below shows the percentage of each feature happening in the fifth observation.

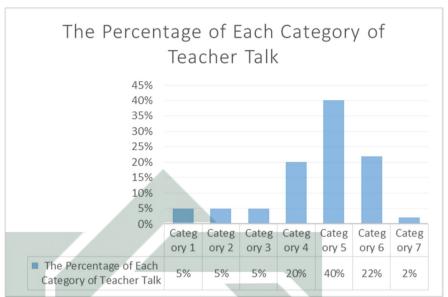


Chart 4.5 the percentage of each category of lecturer talk in the 5th observation

1) Accepts feeling

Based on the fifth observation, the researcher found that lecturer accepted students' feeling. It is different with the pervious observation, the researcher never found category of accepts feeling. In the fifth observation, category 1 took 5% from percentage. From the detail information see table 4.9.

2) Praises or encourages

The other category of lecturer talk is praises or encourages.

This category took 5% in this observation. Lecturer encouraged the students to give their opinion about present perfect tense vs simple past.

3) Accepts or uses ideas of students

Category 3 that found by researcher in the fifth observation had 5% from percentage. For the detail information, quote below shows interaction between lecturer and students in IEP based on the fifth observation.

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

Lecturer: Ok, she said that the first one is in the past and the second is up to now (category 3)

4) Asks questions

Based on the result, category of asks questions had 20% in the fifth observation. In warming up, the lecturer asked the students to give their opinion about two different sentences.

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.

6) Giving directions

Based on the fifth observation, the researcher found that category of giving directions took 22%. The lecturer gave direction about the sentence in paper that gave to the students. And the students should move around to ask their friend using present perfect tense.

7) Criticizing or justifying authority

In the fifth observation, the researcher found that category of criticizing or justifying authority took 2% from percentage. Based on the previous observation, category 7 always took the lower percentage than the other categories.

f. The sixth observation

The table below shows overall the categories of lecturer talk based on the frequency that they got.

Table 4.11 the data of the sixth observation

Category	1	2	3	4	5	6	7	Total
6 th	0	4	2	13	24	8	0	51

In the sixth observation, it is not so different from the previous observation. Category 5 is still dominant in the overall activities in IEP class although category 4 is going to increase in this section. For

the detail interaction between lecturer and students, table below show it.

Table 4.12 the data transcripts of lecturer talk in 6th observation

	Statements
Category	Statements
1	-
Accepts	
felling	
2	1. Let's try to other students
Praises	2. So, let's going on
and	3. Please, make sentence
encourages	4. Any idea?
3	1. Ok, buy clothe
Accepts or	2. yes, it is true
uses ideas	
of students	
4	1. Riska, if you have 5 million rupiah. What will
Asks	you do?
questions	2. If today, you find 1 million so what will you do?
	3. What will you do, if you have 5 million rupiah?
	4. Is it wrong?
	5. Do you get it?
	6. It is raining today?
	7. What your conclusion from this sentence?
	8. Andi, what your conclusion
	9. Apa kenyataannya adalah?
	10. It is true?
	11. What is the fact?
	12. What is the formula?
	13. Ok, do you get it?
5	1. Good morning
Lecturing	2. If Riska has 5 million rupiah, she will buy new
	clothe
	3. Is it true? Yes, because it has condition she is
	having five million
	4. Ok, Farid will buy new clothe, if he has 5
	million rupiah
	5. The formula is If + simple present + future tense
	6. It is conditional sentence type 1
	7. Jika saja hari ini hujan saya tidak akan pergi
L	,,,

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

authority

Diagram below will give description about the percentage for each category:

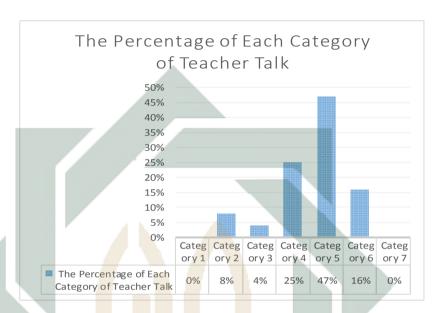


Chart 4.6 the percentage of each category of lecturer talk in the 6th observation

1) Accepts feeling

In the sixth observation, the researcher also did not found the category of accepts feeling.

2) Praises or encourages

Based on the findings in the sixth observation, the percentage of category praises or encourages is 8%. The researcher found that the lecturer stimulated the students by encourage them to speak up in IEP class.

3) Accepts or uses ideas of students

The other category of lecturer talk is accepts or uses ideas of students. The researcher found that this category took 4%. The interaction between lecturer and students shows in the following quote.

Lecturer: If today, you find 1 million so what will you do?

(Category 4)

Students: I will buy clothe (category 8)

Lecturer : Ok, buy clothe (category 3)

Lecturer: Let's try to other students (category 2)

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.

5) Lecturing

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.

6) Giving directions

Based on the sixth observation, the researcher found that category of giving directions took 16%. The lecturer asked students to continue the lecturer's sentence. For the detail information, the quota below shows it.

Lecturer: Ok, now I will write a conditional sentence type 2 and you should continue my sentence (category 6)

Lecturer: For example "if I graduated from this campus this year, I would get the job" (category 5)

7) Criticizing or justifying authority

In the sixth observation, the research did not found the category of criticizing or justifying authority.

g. Record of the overall observation

Based on finding from 1st-6th observation, the researcher recorded all of the finding. The results of overall observation are presented in the following table:

Table 4.13 the data of lecturer talk for overall observation

Category	Interaction			Total	%				
8 1		1 st	2 nd	3 rd	4 th	5 th	6 th		
1	Accepts feeling	0	0	0	0	3	0	3	1%
2	Praises or encourages	6	12	5	6	3	4	36	13%

3	Accepts or uses ideas of students	1	2	4	1	3	2	13	5%	
4	Asks questions	13	12	16	3	11	13	68	24%	
5	Lecturing	10	10	20	5	22	24	91	33%	
6	Giving directions	13	10	11	8	12	8	62	22%	
7	Criticizing or justifying authority	2	1	1	1	1	0	6	2%	
	Total									

Based on table above, it shown that the categories of lecturer talk that has higher percentage than other is category 5. The percentage of category 5 is 33%. It was followed by category ask question in category 4 and category giving directions in category 6. To make the readers easily interpret the data, the researcher displayed those data of lecturer talk interaction using percentage in diagram below:

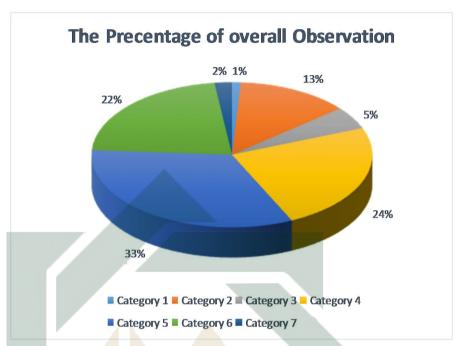


Chart 4.7 the percentage of lecturer talk for overall observation

1) Accepts feeling

Based on the finding, category accepts feeling took 1%. The researcher just found lecturer accepting students' feeling in the fifth observation. So that, the percentage of category accepts feeling just took 1% for overall observation. The researcher found that the lecturer seldom accept the student's feeling.

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

researcher found that category praises or encourages took 13% for overall observation.

3) Accepts or uses ideas of students

Category accepts or uses ideas of students also found in overall observation. Although, the percentage of this category is low that is 5%. The lecturer asked students' opinion then discussed it with all of the students. If the students agree with the option, then the lecturer accepted ideas the students.

4) Asks question

Based on the overall observation, category of asks questions took 24% from percentage. The researcher found that the lecturer often stimulated the students by asking question. After the lecturer explained the material, the lecturer often asked the students about the material.

5) Lecturing

From chart 4.7, it shows that for overall observation (1st–6th observation) category 5 (lecturing) has higher percentage than other categories that is 33% from percentage. The lecturer spends much time to give information to the students. When students did not understand about the material the lecturer gives them more explanation about it.

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) though 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 1st-6th observation.

Table 4.14 the data of student talk for overall observation

Category		(Total	%				
	1 st	2 nd	3 rd	4 th	5 th	6 th		
Student-talk response	7	44	17	35	28	22	153	81%
Student-talk initiation	16	3	1	11	3	1	35	19%
	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:

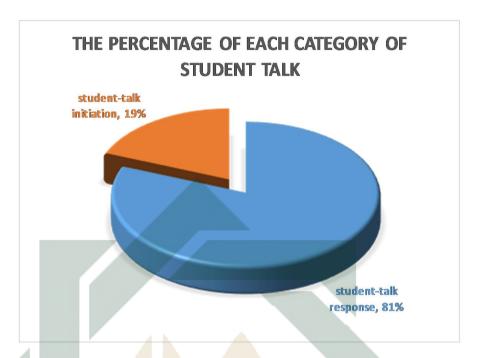


Chart 4.8 the percentage of student talk for overall observation

Based on the diagram above, it shown students-talk response had higher percentage than student-talk initiation in overall observation. For the detail information, the researcher would explain it:

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

lecturer tried to make all of the students participate in every meeting by giving them some activities like giving them pictures then the students guess the picture.

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
The first	Describing place
observation	2. Present continuous
	3. Yes, past tense is happen in the past
	4. Yes, sir. The key word are fired, under
	pressure
	5. My number is four
	6. Because life is not easy
	7. we don't have
The second	1. Beach and mountain
observation	2. Pacet, Cubanrondo
	3. Volcano, river
	4. Eiffel, Kingston city, and Salsa village
	5. How tall is the tower?
	6. It is 780 M
	7. it is 52 M wide
	8. it is 5600 M
	9. How far is from Kingston?
	10. How far is it?
	11. It is 140 Km from Salsa village to Kingston city
	12. How far is it from Salsa village to Kingston city?
	13. It is 140 Km from Salsa village to Kingston city
	14. How long time?
	15. How long is it?
	16. How many time?
	17. How long is the hour?
	18. How long does it take from Kingston city to
	Salsa village by plane?
	19. How long does it take?
	20. It is for about 2 hours

	21. It takes 2 hours from Kingston city to Salsa
	village by plane
	22. How long does it take from Kingston city to
	Salsa village by plane?
	23. It is take 2 hours from Kingston city to Salsa
	village by plane
	24. How long does it take from Kingston city to
	Salsa village by plane?
	25. It is take 2 hours from Kingston city to Salsa
	village by plane
	26. How large is Boot Island?
	27. It is 2,510 Km ²
	28. How far, how high, how long
	29. Ladder
	30. How long is the ladder?
	31. It is 5 M
	32. How many step?
	33. It is 6 steps
	34. How many pages in this book?
	35. It is 100 pages
	36. How old your horse?
	37. It is 5 years old
	38. How much is your HP?
	39. The cost is
	40. How old is your cobra?
	41. It is 7 years old
	42. How long is your cobra?
	43. It is 30 cm
-	44. Are you sure?
The third	1. We discussed about how to use "HOW" when
observation	ask question
	2. How far, how long, how old
	3. It is an island
	4. What is that?
	5. it is a forest
	6. Kalimantan, Sulawesi
	7. Amazon
	8. Illegal logging
	9. Suku
	10. Maya people is tribe
	11. The positive moral value

	12. Yes, because it is positive and negative moral
	13. Yes, I agree with the group
	14. From our group, we answer "No" because
	15. I think, it is about beautiful forest
	· ·
	16. Because people want to save the forest
TI C 41	17. Because, if we save the nature so we
The fourth	1. Our number is five, sir
observation	2. Then 4,3,2,1
	3. One day, there was someone from university
	want to save the forest
	4. If all students die, who tall to
	5. I think, it just fiction not the real
	6. How can the tribe kill them?
	7. Can you mention the name of student from the
	university?
	8. She is Anna
	9. Ok, I will tell you about the story. One day there
	were from
	10. And the female are
	11. Why the blade is
	12. Because, actually they change
	13. Can you tell me, why the girl can
	14. Because, the girl
	15. Who is the name of tribe?
	16. He is Sumanto
	17. Because, the story about the tribe that
	18. Because, the forest is green but beside that there
	is
	19. One day, there are man and woman
	20. One day, there were men and women. They
	want
	21. The women and their friends
	22. in the middle of the forest, they coughed by the
	tribe
	23. What is the reason, why are they become the
	cannibal and kill the girl?
	24. Because, it is the culture
	25. Why did the helicopter come in the forest?
	26. Because, there were patrol
	27. Yes, sometime they are patrol
	28. Have done, the tribe is Sumanto tribe or Jagal

	tribe
	29. One day, there were students from
	university
	30. I think, the hand
	31. What is the best solution to stop cannibalism?
	32. Cannibalism is judge the people
	33. To stop it, it is impossible because it is their
	tradition
	34. One day, there was mission to save the forest
	35. They make documentation, so the government
	can know the situation of the forest
The fifth	1. I had $S + V2$. Oh no, number one is simple past
observation	and number two is present perfect
obser vacion	2. Number one is "V2" and number two is "Had +
	V3"
	3. Yes, I have make bread
	4. I made that with my partner
	5. Have you done take bathe?
	6. Yes, I have done
	7. It took 15 minutes to take bathe
	8. With whom did you do your homework?
	9. I did my homework alone
	10. No, I didn't
	11. I met her in Royal
	12. Riska has scholarship in senior high school
	13. Have you ever been to Bali?
	14. Yes, I did
	15. Did you find an actress?
	16. Did you take picture there?
	17. Vida did you ever climb the mountain?
	18. When did you climb the mountain?
	19. I climbed the mountain last year
	20. What mountain did you climb?
	21. I climbed Bromo Mountain
	22. Have you have credit card?
	23. What kind of credit card that you have?
	24. I have BCA
	25. When did you have credit card for the first time?
	26. When I was in senior high school
	27. Where did you make credit card?
	28. I made credit card in a Bank

The sixth 1. Morning, sir 2. I will go to Mecca observation 3. I will buy clothe 4. If I have 5 million, I will buy old fashion 5. And now we talk about conditional sentence 6. Pakai simple past 7. Pakai past future 8. Hari ini tidak hujan 9. If + simple past + past future. It is conditional sentence type 2 10. If you expressed your love earlier, I would accept you 11. Dia tidak mengunci pintu 12. If you had locked the door, the thief wouldn't have entered the house 13. He didn't lock the door so the thief can enter the house 14. If + past perfect + future perfect tense 15. Ditolak dan sakit hati 16. You rejected me earlier, so I was broken hearted 17. If I graduated from this campus this year, I would continue my study in Singapure 18. If I continued my study in Singapure, I would look for the husband 19. If I looked for the husband, I would get marriage 20. If I got married this year, I would invite my friends 21. If I invited my friends, I would be happy 22. If I was happy, I would go to honeymoon in the Paris

Based on the table above, almost the students participate and active based on lecturer talk. The lecturer gave them some activity and made them interact with their friends. So that, the lecturer known the ability of the students. The lecturer also control them in order to the lecturer can know the student made an error mistake.

b. Student-talk initiation

Based on the result of the overall observation, the researcher found that the category student-talk initiation took 19%. While, student-talk response took 81% (see chart 4.8). It is the lower percentage than category student-talk response.

The researcher found in the overall observation that the students seldom wanted to ask or answer the question by volunteer. The students will more active in the classroom, if the lecturer asked them to answer the lecturer's question especially the passive students. So that, category student-talk initiation had low percentage in this research.

For the detail information, the table below will show the student-talk initiation in overall observation.

Table 4.16 the data transcripts of student-talk initiation

Observations	Student-talk initiation
The first	1. Sir, can we read the story with all of members
observation	in our group?
	2. The miracle of alive
	3. Last week, Anna
	4. Do you know how the way they can safe?
	5. They jump in the
	6. Window saved my life
	7. Yesterday, there was any
	8. Why do you choose the title?
	9. Because she can safe by the window
	10. Last year, there was accident
	11. Life is not flat as a wall
	12. Last Sunday Tom jump

	13. Why do you choose "life is not as flat"?
	14. What is your tittle?
	15. Life is not as flat like a wall
	16. Yesterday, there was accident in Empire State
	Building
The second	1. How tall is his tower?
observation	2. How wide is the river?
	3. How high is the volcano?
The third	1. Sir, can you play the video again?
observation	
The fourth	1. If all students die, who tall to
observation	2. Maybe it is just fiction
	3. What the meaning of mata pisau?
	4. The tribe kill them by using blade
	5. Because the story about
	6. Why the blade is
	7. What is the name of tribe?
	8. Do they always patrol?
	9. What is the best teste of the body?
	10. Can you give me an example of the language
	that the tribe use?
	11. How to save the forest?
The fifth	1. Number one is past perfect and number two is
observation	present perfect
	2. Number one is in the past and number two is
	up to now
	3. How about the similar one, sir?
The sixth	1. If I got married this year, I would
observation	

Based on the table above, it shown the students seldom gave opinions, ideas or answer the questions by volunteer. The data above shown the student-talk initiation had lower frequently than student-talk response.

3. The students' perception about lecturer talk in intensive English program at English Education Department of UIN Sunan Ampel Surabaya

Interaction in the classroom has very significant influence in the process of language teaching and learning. How is the progress of lesson? Whether it is successful or not, largely depends on the interaction. Therefore, the basic purpose of the interaction between teacher and students is carrying out classroom activity in order to reach the goal of teaching and learning. However, to make the teaching process run well, the interaction between lecturer and students should be analyzed by researcher. In order to, the teacher can understand what students want and the lecturer can also improve the teaching process so that, the researcher does the interview with 30 students to get the data from students' perception about lecturer talk in Intensive English Program (IEP). The question of interview have four main points and the totally of the question is ten questions. The table below shows the question of the interview.

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?

4.	When a student gives idea or opinion, does your lecturer accept student's idea with positive feeling or not? What is your opinion?	
B. L	B. LECTURER'S INITIATION	
5.	Do you like the way your lecturer explains the material? Why or why not?	
6.	Is your class less of attention? What does the lecturer do to engage the students?	
7.	Does your lecturer ever make a joke in your class? Do you like it? Why or why not?	
C. S	C. STUDENTS' OPINION	
8.	Are you interested in joining the classroom activity? Why or why not?	
9.	Please give how to improve suggestions on your English class?	
D. OTHER		
10.	In class, are you active student? Why or why not?	

a. Lecturer's Response

1) Give an equal opportunity

As the result of interview, from 30 students in Y class of intensive English program, 13 students stated that students always have equal opportunity to answer the question in intensive English program. 10 students said that the equal opportunity to answer question is best way to make the students active and participate in classroom activity because passive students get used to answer the question. Automatically, the students can active in classroom. While, 3 students said that an equal opportunity can be used for lecturer or students to measure the ability of students. And 2

students said that giving an equal opportunity can train students to have feeling confident.

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.

2) Ask question

Based on the interview, the researcher found that 22 students from 30 students stated that they are afraid to answer lecturer's question. 19 students said that they are afraid if their answer is wrong. Although, the lecturer is not angry if the answer is wrong. They chose to keep silence than to answer the question. And 7 students stated that they are afraid to answer the question

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.

2) Make students attention

The researcher found that 25 students from 30 students said that their class is less of pay attention especially students who sit in the back row. While, 5 students said that their class is attention to the lesson.

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.

3) Give a joke

Based on the interview, the researcher found that 19 students said that sometime lecturer gives a joke. But, 11 students said that the lecturer never gives a joke. 24 students said that they like lecturer's joke in teaching process. 15 students felt more interesting in joining the lesson. And 10 students said that lecturer's joke makes the teaching process is more relax.

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.

c. Students' opinion

1) Interest in joining classroom

Based on the finding, 14 students said that sometime they tend to get boredom in joining the lesson. 12 students stated that the teaching method is monotonous. The lecturer seldom gives game, plays movie, plays music, and act. To make students more interesting in joining the classroom activity but 2 students said that IEP class is earlier so that make them lazy to joining the classroom.

While 16 students stated that they are interested in joining the classroom. 9 students said that the lecturer is kind and friendly so that they are interested in joining the classroom activity. Furthermore, 10 students said that the lecturer is relaxed in delivering the material.

2) Suggestion to improving the class

The researcher found that 25 students stated that the lecturer should give different activity in every meeting as like give game, movie, music or etc. So that, the students can interest in joining the lesson. While, 15 students said that the lecturer should attention to all of the students. Not only the active students but also to the passive students.

d. Other

1) Participant

Based on the finding, there are 11 students active in IEP class, while 19 students still passive in a class. 16 students stated that they are less mastering of English and they are also afraid of making mistake 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 speak 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. 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.² Get students wrong, and they will cause problems that ripple through the following activity and on into the rest of the lesson.³ A whole activity has failed because of the students misunderstanding about what it is they were

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

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

³ 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. 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

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

evaluate what learners do.⁵ 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 those who have willingness to are experiment the language and ask questions in interacting with

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

lecturer.⁶ The role of lecturer talk is important to make students active in every activity in classroom, but the students also take the important role in making themselves to active in the classroom. As language students, they should be practice to improve their ability in language English.

In this research, the researcher found that student talk initiation had low percentage in category of student talk. Student talk initiation has 19% from percentage. It is lower than the percentage that got by student talk response that is 81% from percentage. Whereas, as language students, the students should be practice their language inside and outside the classroom. As Nunan stated that a good student should find their own way to learning something and practice their ability. However, students should motivate themselves to active in classroom activity in order to they can improve their ability and enhance their language acquisition. Thus, it influenced the achievement of goal of the teaching leaning process. As Allwright and Bailey stated that the learners make a significant contribution to the management of the interaction that takes place in the classroom.

⁶ Jeremy Harmer, The *Practice of English Language Teaching (3rd Ed.)*. (London: Pearson Educational Limited, 2003)

⁷ David Nunan. *Hidden agendas: the role of the learner in programmer implementation in R. K. Johnson (Ed.), the second language curriculum.* (Cambridge: Cambridge university press. 1989), 47-48

⁸ Dick Allwright - Kathleen Bailey, Focus On The Language Classroom: An Introduction To Classroom Research For Language Teachers. New York: Cambridge University Press, 1991), 19

3. The students' perception about lecturer talk in intensive English program at English Education Department of UIN Sunan Ampel Surabaya

Based on the finding, the researcher found that lecturer less of caring to students who passive or sit in the back row. The lecturer just focused on students who active or sit in the first row, so that students who passive or sit in the back row felt that the lecturer was not fair. It opposite with the lecturer's role as motivator, controller, resource, tutor, and participant. The lecturers who is care with the students as like their friends. It is line with theory that good lecturer is person who will treat the student as a person, on an equal basis with all the members of the class. However, teacher should become motivator who encourages pupils, pushes them to achieve more, and feeds in a bit of information or language to help them proceed.

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

⁹ Jeremy Harmer. The *Practice of English Language Teaching (3rd Ed.)*. (London: Pearson Educational Limited, 2003)4

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

sleepy in classroom. As like the character of good lecturer, the lecturer should be creative and should take an interest in the students or who should try to discover discussion topics that make students interest.¹¹ Thus, the role of lecturer takes the important in managing classroom.

The next, the researcher found that the lecturer's voice is too soft. So that, students who sit in back row is less of pay attention because they did not understand the lecturer's explanation. They said that they cannot here lecturer's voice. Therefore, they sometimes felt sleepy when the lecturer was explaining the material. It is opposite with theory that people cannot ignore the natural voice that people have. People have. Speaking loudly would not comment the most attention from students whereas speaking quietly would not lead to a drop of interest and engagement. Lecturer role and student role are important element to manage classroom. If lecturer's voice is too soft the students should be curious and listen more carefully. To do this, the students probably need to stop doing whatever they are doing and especially stop making any distracting or interfering noise themselves.

¹¹ Patricia Miller, "Ten Characteristics of a Good Teacher". *English Teaching Forum*. Volume 25, No. 1 (1987), 36-38

¹² Jim Scrivener. *Classroom management techniques*. (Cambridge: Cambridge university press. 2012), 48-49

¹³ Jim Scrivener. *Classroom management techniques*. (Cambridge: Cambridge university press. 2012), 48-49