## ABSTRACT

Hariri, Alfan. (2015). The Analysis of Teacher's interactionduring the Implementation of Curriculum 2013(k-13) by Using Self-evaluation Teacher Talk (SETT) in SMPN 13 Surabaya. A thesis. English Teacher Education Department Faculty of Tarbiyah and Teacher Training, SunanAmpel State Islamic University, Surabaya. Advisors: RizkaSafriyani, M.Pd, and ZulidyanaDwi R, M. Hum.

## Key Words: Teacher's interaction, SETT( Self-evaluation Teacher Talk ), Interactional feature

In 2013, the Indonesia educational ministry decided to use new curriculum with scientific approach based; curriculum 2013(K-13). However, there are some problems occurred during the implementation which automatically effect the quality of teaching learning process. As an example, the distribution of book, the quality of the teacher, the condition of the students etc. Furthermore, in teaching, teacher can not only think about the pedagogic goals, material, and activity used. At the same time, the teacher should also think about how effective the interaction linked to the pedagogic goals. In short, the success of the curriculum rely on how the teacher's interaction in leading the students to the learning activities. From those phenomenon, this thesis analyzesthe suitability of teacher's interactionduring the implementation of curriculum 2013 in teaching English lesson in SMPN 13 Surabaya by using SETT. The research object is an English teacher of SMPN 13 Surabaya who teach in two different classes; A and G 7th grade. This study practices qualitative method which uses SETT frame work as a means of analysis. In addition the researcher uses voice recording and interview as a technique to get the data. As a result, the teacher's interaction in the implementation of K-13 is in the form of IRF pattern that mostly uses close question as initiation. In addition, the teacher's interactional features that often occur is teacher echo, display question and confirmation request. Furthermore, the teacher's interaction in the implementation of K-13 coincides with the SETT framework to lead student in gaining the pedagogic goals. As a matter of fact, the teacher's interaction used in implementing k-13 is suitable with the interactional feature in each mode of SETT frame work. Though, there are some part of interaction that can be improve for better student involvement such as extended wait time, teacher echo and way of scaffolding.