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An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku

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Abstract

The objectives of the research were to found out the kinds of teacher talk that used by English teacher during the classroom interaction and to know the students' perception about teacher talk in classroom. The population of this research was 162 students of seventh grade students. The researcher only took 32 students as the sample by applying purposive sampling. The data were collected through observation and questionnaire. Then the researcher used descriptive method for analyzing the data. The result of this research showed that the teacher used all kinds of teacher talk while giving questions and feedback. In giving questions, teacher used procedural questions (23%), display questions (70%), and referential questions (7%). In giving feedbacks, the teacher used informing (38%), prompting (23%), encouragement (8%), criticizing (23%), ignoring (8%) as the feedbacks for incorrect answer. And for correct answer, the teacher used praising (75%) and summarizing (25%) in the class. For the students' perception toward teacher talk used by the teacher while giving questions and feedbacks, the students agreed that teacher always use all of the feedback except ignoring. It concluded that the teacher talk which teacher used while giving questions and feedbacks in the English class of the seventh grade students at SMPN 23 OKU is good. In addition, English teachers in Junior High School were suggested to develop and improve their basic ability in managing their talk, especially the ability in giving the appropriate questions and good feedbacks to the students in English class. With all the type of their talk, the interaction between the teacher and the students will be built and increase. The teacher must be a good facilitator and motivator to the students in learning English.

Keywords: *perception, teacher talk, teacher questions, teacher feedbacks*

INTRODUCTION

Every school had English teachers that played very important role in teaching and learning activities in the classroom. Teacher was as the center of the students to ask everything that they do not know. The teachers might know part of part English in the lesson, especially the schools that used KTSP as their curriculum. They should be able to manage the classroom in order to make

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the students interested to learn English lesson by using English in the classroom. It meant that the teacher must use English at least the simple utterance in the classroom. The teacher's utterances were called teacher talk. The kind of language used by the teacher for instruction in the classroom was also known as teacher talk.

According to Yanfen and Yuqin (2010, p.76)" The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students". It was an indispensable part of foreign language teaching in organizing activities, and teacher talk did not only determine how well they make their subject, but also assure how well the students would learn. It meant that teacher talk was very important because it affected the process of teaching and learning in the classroom. Therefore, teachers could use teachers talk for stimulus to their students, like asking question and giving feedback. With giving feedback to the students' response, the active participation of student in the classroom also increases. Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance

(Ur, 2009, p.242). In some situations, sometimes when teachers applied their teachers talk, they faced with unresponsive or uncooperative classes without knowing the reasons why. It also happened in some class of the seventh grade students in SMPN 23 OKU, the class sometimes were passively during the teaching and learning process, and the teacher didn't' know why (teacher's interview result, July 29th2017). This situation will more trouble when a teacher and his or her students have opposing views about what should occur in the classroom interaction, the students may lack confidence in the teacher's ability, especially his or her ways in giving appropriate questions and feedbacks to students (Inayah 2012, p.14). So, in other word platforms for the anonymous voicing of students concern and perception were necessary, even less most the students of English classes in EFL countries (and language students in particular) were not willing or able to communicate their opinions or perceptions freely to their teachers.

In researcher's pre-observation, the researcher had interviewed an English teacher in SMPN 23 OKU. Pre-observation was done at July, 29th 2017

to found out the situation of teaching learning process in the seventh grade students. Referring to the explanation from the English teacher at that school, she used English in teaching learning process and combined with Indonesia language to adjust the condition of students. She also used variation questions such as pocedural, display and referential to ask her students and she used display question prefer than referential and procedural question to make her students be actively using the target language. For feedback, she often used praising when the correct answer and prompt for the incorrect answer to create interaction between them.

Based on the explanation above, the problems that the writer investigated is formulated in the following question:

1. What kinds of teacher talk that used by English teacher during the classroom interaction?
2. How was the students' perception toward teacher talk?

LITERATURE REVIEW
Concept of Perception

According Adediwura and Tayo (2007, p.165) "Perception is critical because it influences the information that enters working memory". Perception refered to the way we try to understand the world around us. According to Sani (2016, p.30) "Perception refers to the ability picking out something through senses (seeing, hearing, touching, or smelling)". It organism interpret and organize sensation to produce a meaningful experience of the world.

The Concept of Teacher Talk
1. The Features of Teacher Talk

According to Wasi'ah (2016, p.29) "Teacher talk is used to guide the learning activity of the students in constructing a joint and share the educational knowledge with the students". While Yanfen & Yuqin (2010, p.76) state that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn.

a. The formal features of teacher talk

Long and Freeman found that teacher talk was simplified in other ways-syntactically, phonologically and semantically (Ma, 2006, p. 14). In the syntactic domain, utterance length to children was shorter. In the area of

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phonology, speech to children was pitched higher, has more exaggerated intonation, and uses a wider pitch range. It was characterized by clearer articulation, pauses between utterances and an overall slower rate of delivery. In the semantic domain, vocabulary was more restricted, teachers carefully select the words they use according to the students proficiency and level. New words and difficult words were avoided. Chaudron (1988, in Ma, 2006 p.14), having investigated teacher talk for a long time and summarized some research results on teacher talk, proposed teacher talk in language classrooms tends to show the following modifications:

1) Rate of speech appears to be slower.
2) Pauses which may be evidence of the speaker planning are possibly more frequent and longer.
3) Pronunciation tends to be exaggerated and simplified.
4) Vocabulary use is more basic.
5) Degree of subordination is slower.
6) More declaratives and statements are used than questions.
7) Teachers may self-repeat more frequently.

b. The functional features of teacher talk

1) Questioning

This deals with leading students to acquired certain knowledge. In a teaching and learning context, question refered to any idea that requires a response from listener.

2) Functions of teachers' questions

The pervasiveness of teacher questions in the classroom could be explained by the specific functions they perform. These functions can be grouped into three broad areas: diagnostic, instructional, and motivational (Donald & Paul, 1989, in Ma, 2006, p. 17).

3) Types of Question

As it had been explained by Richards and Locharts (1994, in Qashoa (2013, p. 53), there were three types of questions. They were procedural, convergent, and divergent questions.

2. Teacher's Feedback

Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 2009, p. 242). An important aspect of classroom interaction is the manner in which the instructor handles student responses (Ma, 2008, p. 97). The ways instructors handle students' responses were closely connected with the

effect of the interaction. Based on Ma (2008, p. 97), there were two kinds of feedback that are frequently used. They were positive feedback and negative feedback. Positive feedback was more helpful than negative feedback to improve the students' behavior and study motivation.

Based on the two kind of feedback, there were more specific feedbacks that usually found in the language classroom, they are:

a. Feedback to incorrect and no response.

When students provided no response, that was, they may not know the expected answer or they were reluctant to give any answers or when they provided incorrect responses, both linguistically and discourse incorrect, the teacher would choose to give a follow-up or feedback in one of the following ways (Yanfen & Yuqin, 2010, p. 81).

1) Prompt

It was an attempt to get the participant produce the correct answer by the use of a clue to indicate the location and nature of the error, or requesting the student to make clarification of what he has just said, or by the teacher repetition of what the student has said with an emphasis on the incorrect part, so as to arouse the attention of the student to the error, such as: "A verb isn't suitable here, what do you think you can use here?". "Are you sure this is the way they do?"

2) Encouragement

Encouragement was an act of inspiring with hope, courage, or confidence: behavior of heartening. Here were samples: "It's OK, I am sure you can manage to make up a more complex sentence next time." "Don't worry, just say whatever you know, it does not matter whether you answer is correct or not, I just want to know what do you know."

3) Criticizing

Criticizing was to comment on students' incorrect response severely. Teacher's critics are important for students' leadership development (Sofyan & Mahmud, 2014, p. 48). It meant that critizing not only to give feedback but it also used to develop the students'leadership in the teaching and learning process. Examples were: "Did you do any reviewing?" "You'd better pay more attention to what I am talking in class, don't do any other things in class, OK!"

d) Ignoring

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Ignoring refered to the situation where teacher pay no attention to students' mistakes or turn to another student when the first one cannot give an answer, such as: "OK, sit down, next one!" "Anyone knows the answer?" "Ana, could you help him?"

b. Feedback to correct response

When students have provided the correct response, teachers usually give some kind of comment, or just a brief acknowledgement (Richard & Lockhart, 1994, in Yanfen and Yuqin, 2010, p. 81). According to Yulianti (2013, p. 38) there were two feedback to correct response, those were:

a) Praising

It was refers to the very brief feedback from the teacher in response to correct answer, such as:"OK, good!" "That's right!" "Yes, an excellent answer!" Furthermore, Yanfen and Yuqin (2010, p. 81) in their journal said that praising was like acknowledgment or comment

. b) Summarizing

When the student answered the correct answer, sometimes the teacher repeated the student answer with different words or sentences, i.e. using synonym. It meant that teacher try to make the students' answer more effective so that they can learn more. They can learn how to make effective sentence, vocabulary and also how to pronounce correctly.

c. Classroom Interaction

1) Classroom Interaction Pattern

Based on Ojedekon & Okewole (2011, in Bawa & Suleiman, 2015, p.72), classroom interaction involves reciprocal actions that take place in a room, in a school, between the teacher and the students. This implied that the teacher formally instructs the students, while the students react in response to the teacher's instruction. For the instructor, classroom time was a golden opportunity to meet face to face with students, delivering the teaching materials effectively with the aim to ensure that students were learning what was being taught.

a) Language Teaching Strategies

A strategy was defined by Brown (2007, p. 122) as a technique that is used in order to solve a problem. For him, there are two types of strategy: communication strategies and learning strategies. Communication strategies were linked to output; that was to say, expressing meanings or give messages to

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other people whereas learning strategies are strategies that were related to input, which meant to get an idea or a message from others.

There were two strategies that can be done by teacher to invite students involved in the interaction during the learning process:

1) Giving Task

Giving Task was difficult for some teachers. Many aspects should be considered to reach the aims of given task. For instance, any easy task would not give students who complete the task a feeling of developing competence because tasks that were too easy produce boredom and decreased feelings of competence and self-efficacy. Mart

RESEARCH METHODOLOGY

In this research the researcher conducted the research by using descriptive method. Descriptive studies describe and interpret what it was. The purposes of this research that the researcher got a data that describe the condition about the fact of students' perception toward teacher talk in English classroom at the seventh grade students.

FINDINGS AND DISCUSSION

(2011, p. 7) stated that "Work that is too difficult raises anxiety, whereas tasks that are too easy contribute to boredom; both situations decrease motivation toward learning."

2) Giving Choice

A favorite motivator of many teachers was choice. Patall and Cooper (2010, p. 910) stated that "In particular, teachers suggested that choice was especially beneficial for students with low interest and little motivation for a particular task." Students were intrinsically motivated to work when they feel self-determination rather than controlled.

Research Findings

1. The Results of Classroom Observation

a) Teacher's Question

Table 1

Kind of teacher's question used by English teacher based on the

CLASSROOM OBSERVATION

Kind of Question Teacher's utterances

Procedur T : How are you?

al

Question

S: I am fine thank you.

T : Ayo.. Do you remember about material

last week?

S : Yes mam..

T : *Masih inget... Ayo yang inget tentang apa?*
(still remember, come on, whose remember? about?)

S: Time...

T : *Berarti sudah pinter.. Ibu kasih PR kan kemaren?* (you have been smart, I gave you

the homework yesterday?)

S : *Iya...* (yes)

T : *Kalian masih inget kan PR nya?* (do you

remember the homework?)

S : *Masih mam...*

T : *Jadi dilakukan berulang ulang. Mengerti?*

S : *Mengerti...*

T : *Kalau ibu beri soal nanti, bisa kan jawab nya?* (if I give you the assignment, can you answer it?)

S : *Bisa....*

T : *Oke.. masih ada yang bingung tidak?* (Oc.
Is anybody still confused, isn't he?)

S : *Tidak...*

Kind of Question	Teacher's utterances
Display Questions	T : Time.. *oke kalau masih inget. Ibu tanyo dulu oke.. ibu tanyo **kalau 8 lewat 30 tuh apa sih?** Coba tunjuk tangan yang bisa...yang bisa tunjuk tangan..*
	S : It's a half past eight
	S : It's a half past eight
	T : **Past eight,** *Bener tidak?*
	S : *Bener...*
	T : Oc *bener. Itu baru satu ibu tes lagi sekarang.* **Ada yang tau kalau 10.15 tuh apa sih?** *Ayo tunjuk tangan yang bisa. Okee.. ayoo nak..*
	S : It's a quarter past ten

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T : Sudah.. Oce this afternoon I will explain about the simple present tense. Ada yang tau simple present tense tuh apa sih? Ayo tunjuk tangan. Ayoo.. simple present tense. Do you know simple present tense? Ado yang tau?

T : Ada yang bisa kasih contoh hal atau perbuatan atau kegiatan yang dilakukan berulang ulang. Ada yang bisa?

S : I am study.

T : Oc I am study. Betul atau tidak?

S : Tidak...

T : Kasih tepuk tangan dulu. Kalau ini (am) hanya digunakan untuk nominal. Jadi disini hanya menggunakan I study, karena I subjek sedangkan verb nya adalah?

S : Study...

T : **Coba ibu tanya -s dan -es hanya untuk?**

Ayoo...

S : She, he, it

T : *Coba dina tulis, contoh kata yang akhiran*

–s atau -es.

S : (plays)

T : **Play tambah?**

S : -s

T : Cook.. **betul?**

S : *Betul..*

T : **Bisa menggunakan?**

S : -s

T : *Ya betul. Karena dia bisa menggunakan –es. Baiklah sekarang ibu kasih tau ya..* **ini teaches karna dia menggunakan?**

S : -es

S : (write) Ch, S, Sh, X, O, Z dan y

T : *Itu untuk?* **Untuk -s atau -es?**

S : *Untuk –es.*

T : *Oke untuk –es..kalau untuk –s,* **Ada yang tau akhiran kata kerja untuk –s?** *Kata kerja untuk –s, Ayo tunjuk tangan... ada yang tau? Yuk...*

S : Ch, S, Sh, X, O, Z *dan* y

Referential questions

T : *Kok tidak? Kenapa Ibu tanya..* **kenapa I am study tuh bukan?**

S : *Karena* am *digunakan untuk nominal.*

T : *Sudah ya.. nah kita sudah mengetahui –s sama es. Ibu tanya dulu kata akhiran untuk*

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–s *ini salah atau bener sih?*

S : *Salah..*

T : **Kenapa itu salah? Kenapa?**

*T : **Kenapa does benar bukan do?***

S : Karena subjek nya cuma satu mam...

T : *Jadi menggunakan* do..
Makasih... Nah sudah dikasih soal, sudah dikasih penjelasan, **Simple present** *itu apa?*

S : Kegiatan yang dilakukan berulang ulang..

Table above was showing the utterance that English teacher used during classroom interaction for teacher's question. The percentages and frequencies had calculated to make the analyze more easier, the result can be seen on the table below.

Table 2

The result of teacher's question used by English teacher based on the Classroom observation.

Kinds of Teacher Talk		Total	
		Frequency	**%**
Teacher's Question	Procedural question	12	23

			%
	Display question	37	70%
	Referential question	4	7%

b) **Teacher's Feedback**

Feedback is teacher's response to the students act (Richard & Lockhart, 1994, p. 188). Teacher gave many kinds of feedback after the students respond her question, direction or invitation. The following table presented the feedback which teacher used based on the classroom observation.

Table 3

Kind of teacher's feedback used by English teacher based on the Classroom Observation

Kind of Feeback	Teacher's utterances
Informing	T : Ada yang bisa kasih contoh hal atau perbuatan atau kegiatan yang dilakukan berulang ulang. Ada yang bisa? S : I am study. T : I study. Saya belajar. Jadi dilakukan berulang ulang. Mengerti?

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T : Karena dia menggunakan?

S : Goes (gowes)..

T : Bukan gowes tapi goes. Nah ini contoh dari?

S : Goes nggak pake –es

T : nggak ada –es. kenapa nggak pake –es? Karna dia... negative.

S : (write) she does not to school everyday

T : Betul atau tidak sih?

S : Salah...

T : Salah, Kurang apa ini nih? Ayo coba lihat dulu she does not....

S : Saya mam.. (writing) They plays badminton Everyday

T : Bener atau salah?

S : Salah..

T : Salah nak, karena dia menggunakan they.. jadi jawaban nya play... tidak pake–es. Oc sekarang nomor 4 ini coba lia, sini Nggak usah takut ibu bantu tenang aja ayoo..

Prompting	S : (writing) does they goes to market? T: Coba kita lihat.. yuk yang lain perhatikan ye, bener atau tidak ini nak, coba diperhatikan lagi kata kerja sama tobe nya. T : Bisa diperbaiki? S : Bisaa... T : Bisa... yang mana coba salahnya, yukk...tobe nya pake?Penghapusnyo nah... S : (writing) does they go to market? T : Coba ibu kasih tau dulu, ini does diperhatikan lagi kalimat nya ya, bener tidak menggunakan does..
Encourag ement	T : Salah nak, karena dia menggunakan they..jadi jawaban nya play... tidak pake –es. Oc sekarang nomor 4 ini coba lia, sini nggak usah takut ibu bantu tenang saja ayoo...
Criticizin g	T : Dari simple present tense. Nah ada yang tau bikin contoh kalimat dari positive, negative sama interrogative itu? Ada yang

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	tau?
	S : Tauu mam...
	T : Sini suardi contohnya...Bajunya ini masukin...
Ignoring	T : Yo sudah ini siap siap yang bisa rumus interrogative. Okee... siap siap.. rumusnya. (menunjuk jawaban siswa) Okeee betul apa salah? S : Salah... T : Ada yang bisa membenarkan dari rumus ini? okee siapa?
Praising	S : It's a half past eight T : Past eight.. bener tidak? S : Bener... T : Oke bener. Itu baru satu ibu tes lagi sekarang. Ada yang tau kalau 10.15 tuh apa sih? Ayo tunjuk tangan yang bisa. Okee.. ayoo nak.. T : Oke bener. Itu baru satu ibu tes lagi sekarang. Ada yang tau kalau 10.15 tuh apa sih? Ayo tunjuk tangan yang bisa. Okee.. ayoo nak.. S : It's a quarter past ten T : Bener. Kasih tepuk tangan dulu.

	T : Sini boleh nak... ini yang menggunakan –s. Disini menggunakan –es. S : (write) teaches T : Betul? S : Betul.... T : Ya betul. Karena dia bisa menggunakan –es. Baiklah sekarang ibu kasih tau ya.. ini teaches karna dia menggunakan? S : (Writing) S + tobe not + verb + O T : Betul atau salah? S : Betul... T : Betul. Kasih tepuk tangan nya dong. Yang tau rumus dari interrogativenya boleh angkat tangan, yang sudah belajar. Boleh chika..boleh maju.. T : Dari simple present tense. Nah ada yang
7. Summarizing	T : Sudah.. Oce this afternoon I will explain about the simple present tense. Ada yang tau simple present tense tuh apa sih? Ayo tunjuk tangan. Ayoo.. simple present tense. Do

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you
know simple present tense? Ado yang tau?
S : Kejadian yang berulang ulang
T : Kejadian yang terjadi yang dilakukan berulang ulang. Tau?
T : Jadi itu menggunakan – es, contohnya lagi cook ini. Akhiran nya?
S : -k...
T : Akhiran nya -k, kalo –k itu berarti –s. –y juga. Jadi kita lihat akhiran nya disini ya kalo akhiran nya ini berarti –es.tapi kalo –s selain akhiran kata dari –es. Mengerti?
T : Karna lebih dari 2 atau 1 orang?
S : Satu...
T : Jadi kalo lebih dari satu orang dia masih menggunakan do... tapi kalo dia menggunakan 1 orang jadi?

Table 4

The result of teacher's feedback used by English teacher based on the classroom observation.

Kinds of Teacher Talk			Total	
			Frequency	**%**
Teacher's feedback	To Incorrect Andno Answer	Inform	5	38%
		Prompt	3	23%
		Encouragement	1	8%
		Critizing	3	23%
		Ignoring	1	8%
	To Correct Answer	Praising	6	75%
		Summarizing	3	25%

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2. The Results of Questionnaire for the Students' Perception toward Teacher Talk

The data about the perceptions of the seventh grade students of SMPN 23 OKU toward teacher talk were taken by using questionnaire. The questionnaire consisted of 20 items. The result of the questionnaire for the students' perception toward teacher talk can be seen through the table below:

Table 5

The Perception of Students toward teacher talk

Number of questionnaire	Indicators	Yes		No		Total percentage
		F	PF P	F	P	
1	Procedural	31	97%	1	3%	100%
2	Questi	28	88%	4	13%	100%
3		26	81%	6	19%	100%
4	Displa Questi	27	84%	5	16%	100%
5		17	53%	11	34%	100%
6	Refere Questi	25	78%	7	22%	100%
7		31	97%	1	3%	100%
8	nform	31	97%	1	3%	100%
9		29	91%	3	9%	100%
10	rompt	28	88%	4	13%	100%
11		25	78%	6	19%	100%
12	Encagement	32	100%	-	0%	100%
13		29	91%	3	9%	100%
14	Criciti	20	63%	12	38%	100%
15		29	91%	3	9%	100%
16	gnorin	12	38%	20	63%	100%
17	raisin	32	100%	-	0%	100%
18		32	100%	-	0%	100%
19	umm g	30	94%	2	6%	100%
20		30	94%	2	6%	100%

Notes :

F = The frequency of students in answering the opinions

P= The percentage of students' perception toward teacher talk

DISCUSSION

This part deals with the interpretation of the research findings.

1. Kinds of Teacher Talk

The data about teacher talk in the classroom which had been gathered showed 2 kinds of teacher talk proposed by Yulianti (2013) those were teacher's question (procedural, display, and referential) and teacher's feedback (informing, prompting, encouragement, teacher used all types of the question during the observation. But when the giving the material, teacher prefer to employ more display question (70%) than referential question (7%) to monitor students competence and understanding in the content of the material. It was same with the teacher's interview result that she used display question prefer than referential and display question to make her students be actively using the target language (teacher's interview result, July 29th2017).

1) Procedural Question

Procedural question used by teacher for many times. For examples:

1. How are you?

criticizing. Ignoring, praising, and summarizing). In this research, the researcher found that the teacher used all of teacher talk in SMP Negeri 23 OKU in the classroom. They were teacher's question and teacher's feedback. These kinds will be explained specifically as following:

a) The kinds of teacher talk used by the teacher while giving questions in the class

Based on the finding of the observations, in the teaching and learning process the

2. Oke.. masih ada yang bingung tidak?

3. Nah itu sudah tau. Kalau kira kira ibu kasih soal sudah siap??

2) Convergent or Display Question

The teacher used display question which the answer was already known or common knowledge and the response were often short answer, such as "yes" or " no" or short statements during teaching process. For examples:

1. Time.. oke kalau masih inget. Ibu tanyo dulu oke.. ibu tanyo kalau 8 lewat 30 tuh apa sih? Coba tunjuk tangan yang bisa..yang bisa tunjuk tangan.

2. Kasih tepuk tangan dulu. Kalau ini (am) hanya digunakan untuk

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nominal. Jadi disini hanya menggunakan I study, karena I subjek sedangkan verb nya adalah? Coba ibu tanya -s dan -es hanya untuk? Ayoo...

3. Divergent or Referential Question

3) Referential question

Referential question also encouraged diverse students responses which were not short answer and it encouraged students to provide their own information rather than to recall previously presented information. For examples

1. Kok tidak? Kenapa Ibu tanya.. kenapa I am study tuh bukan?

2. Kenapa itu salah? Kenapa?

3. Kenapa does benar bukan do?

b). The kinds of teacher talk used by the teacher while giving feedbacks in the class.

In the learning process researcher have found that the teacher used all the types of teacher feedbacks during the observation, there were included feedbacks for incorrect and no answer (informing, prompting, encouragement, criticizing, and ignoring) and feedbacks for correct answer (praising and summarizing).

1) Informing

1. Bukan gowes tapi goes. Nah ini contoh dari?

2. nggak ada –es. kenapa nggak pake –es? Karna dia... negative.

3. Salah nak, karena dia menggunakan they.. jadi jawaban nya play... tidak pake –es. Oc sekarang nomor 4 ini coba lia, sini Nggak usah takut ibu bantu tenang aja ayoo..

2) Prompt

1. Coba kita lihat.. yuk yang lain perhatikan ye, bener atau tidak ini nak, coba diperhatikan lagi kata kerja sama tobe nya.

2. Bisa... yang mana coba salahnya, yukk.. tobe nya pake?Penghapusnyo nah...

3. Coba ibu kasih tau dulu, ini does diperhatikan lagi kalimat nya ya, bener tidak menggunakan does..

3) Encouragement

1. Salah nak, karena dia menggunakan they.. jadi jawaban nya play... tidak pake –es. Oc sekarang nomor 4 ini coba lia, sini nggak usah takut ibu bantu tenang saja ayoo...

4) Criticizing

1. Sini suardi contohnya...Bajunya ini masukin...

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2. T : Jadi kalo lebih dari satu orang dia masih menggunakan do... tapi kalo dia menggunakan 1 orang jadi?

S : (silent)

T : Does.. kok lambat sih.. yok sekarang nomor 2. Nih liat depan nya monkey.. mengerti?

3. Sekarang ibu kasih soal latihan 1 sampe 5. Ibu kasih waktu 15 menit untuk ngerjakan nya okee. Jangan ribut.. kerjakan.. Diana, kerjakan tugasnya.. sudah belom ta...Oke sudah belom...

5) Ignoring

1. Ada yang bisa

membenarkan dari rumus ini? okee siapa?

6) Praising

1. Oke bener. Itu baru satu ibu tes lagi sekarang. Ada yang tau kalau 10.15 tuh apa sih? Ayo tunjuk tangan yang bisa. Okee.. ayoo nak..

2. Bener. Kasih tepuk tangan dulu.

3. Oke terima kasih.

7) Summarizing

1. T : Sudah.. Oce this afternoon I will explain about the simple present tense. Ada yang tau simple present tense tuh apa sih? Ayo tunjuk tangan. Ayoo.. simple present tense. Do you know

simple present tense? Ado yang tau?

S : Kejadian yang berulang ulang

T : Kejadian yang terjadi yang dilakukan berulang ulang. Tau?

2. T : Jadi itu menggunakan –es, contohnya lagi cook ini. Akhiran nya?

S : -k...

T : Akhiran nya -k, kalo –k itu berarti –s. –y juga. Jadi kita lihat akhiran nya disini ya kalo akhiran nya ini berarti –es.tapi kalo –s selain akhiran kata dari –es. Mengerti?

3. T : Karna lebih dari 2 atau 1 orang?

4. S : Satu...

5. T : Jadi kalo lebih dari satu orang dia masih menggunakan do...tapi kalo dia menggunakan 1 orang jadi?

1. Students' perception

a. The students' perception toward teacher talk while giving questions in the class

After the students' answered the questions of questionnaire we could see that teacher often used display question than other question. According to the result of students' perception in

questionnaire, In procedural question about 31 students (97)% agreed when teacher always ask them to check their assignments that have been given. Then 28 students (88%) agreed when teacher always ask their readiness when they will start their English lesson in class. And 26 students (81%) agreed when teacher always asks questions related to their readiness when they will start their English lessons in class.

In display question, about 27 students (84%) agreed when teacher always give them questions that the answer they already know? Such as yes / no question or related to something already in reading text or book. And about 17 students (53%) agreed when teacher always give them less questions that sharpen their insights.

In referential about 25 students (78%) agreed when teacher always give questions that the answer they didn't know surely, Such as their opinion widely? Like "what do you think about learning English?". And about 31 students (97%) agreed when teacher always gives model questions which test their insights to train their English. was supported by Richards & Lockhart (1996, p.187) statement, they stated that

referential questions encourage to diverse student responses which are not short answers and which require student to engage in higher-level thinking and ability in search many new words or vocabularies.

b. The students' perception toward teacher talk while giving feedbacks in the class

Based on the students' perception in questionnaires, most students agree of the feedback that teacher given. When the students answered incorrectly, start from inform feedback about 31 students (97%) agreed when the teacher always immediately tell them the correct answer when they answer wrong and about 29 students (91%) agreed when teacher always give definitions or cues to realize the wrong answers. In prompt feedback, about 28 students (88%) agreed when teacher always give clues or keywords, if they can not answer or answer wrong and about 25 students (78%) agreed when teacher always repeat what did they say to identify mistakes when they answer wrong. For encouragement feedback 32 students (100%) agreed teacher always provide motivation when they cannot answer or provide wrong answer and about 29 students (91%)

agreed when teacher always restore their confidence when they answer wrong or cannot answer. In criticizing, about 20 students (63%) agreed when teacher always criticize their wrong answer and 29 students (91%) agreed when teacher always give criticism to improve the nature of leadership within them. But for ignoring,only about 12 students (38%) students agreed and 20 students (63%) answered disagree. It meant that students disagree when the teacher didn't not pay attention to their answers and always immediately ask the other students to reply when the answer is wrong or cannot answer.

When they answer correctly, For praising about 32 students (100%) agreed teacher always praise them when they respond appropriately and 32 students (100%) agreed when teachers always give them positive encouragement in giving the right answers. For example "I appreciate you giving us a good presentation. For Summarizing feedback, about 30 students (94%) agreed the teacher always sum up the answers they have mentioned and 30 students (94%) agreed the teacher always repeat the correct answers with different sentences to make their answer

more effective. So, for students' perception toward teacher talk while giving feedbacks in the class, for teacher's feedback to incorrect and no answer they agreed that the teacher always use all kinds of feedback except ignoring. And for the teacher's feedback to correct answer the students agreed the teacher always use praising and summarizing. With the good feedbacks, the students would not afraid trying to answer the teacher questions, although they did not believe with their answers. And also, they became more understood if the teacher summarized their answer or do it almost in the end of the lesson.

CONCLUSION

First, the teacher used all kinds of teacher talk while giving questions and feedbacks in the English class of the seventh grade at SMPN 23 OKU. In giving questions, teacher used procedural questions (23%), display questions (70%), and referential questions (7%). In giving feedbacks, the teacher used informing (38%), prompting (23%), encouragement (8%), criticizing (23%), ignoring (8%) as the feedbacks for incorrect answer. And for correct

answer, the teacher used praising (75%) and summarizing (25%) in the class.

Second, the students' perception toward the teacher talk while giving questions and feedbacks in the English class of the seventh grade at SMPN 23 OKU were very various. Most students agree if the teacher used the entire types question during the classroom interaction such as procedural, referential and display question to express their mind, ideas, and opinion. For two kind of feedback, when they make incorrect or no answer, students disagree when teacher give them ignoring feedback, they hope the teacher give them the feedback that can motivate them such as encouragement, informing, prompting and criticizing. However, when the students have provided the expected answer, they agree when the teacher used praising and summarizing to appreciate and create effective sentences.

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