AN ANALYSIS OF TEACHER TALK IN ENGLISH CLASS

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM
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AN ANALYSIS OF TEACHER TALK IN ENGLISH CLASS

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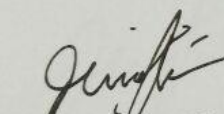
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ABSTRACT

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Keywords: Teacher talk, English class, Repetition

Teacher talk is a variety of language and an interactive device used by teachers during teaching process in order to make students understand. This study focused on repetition because repetition is important for the students to be aware of the meaning, the use of language, and also help them to memorize the words or phrases that become main idea in the learning. Repetition in this study is implemented by an English teacher in an English class at the Eleventh Grader Science Major students of SMAN 1 Sooko Mojokerto. The objectives of this study were to find out how repetition in teacher talk is implemented and to know the possible causes that influence teachers to do repetition during EFL classroom activities.

The researcher used qualitative method with conversation analysis in this study. The participants of this research were an English teacher and Eleventh Grader Science Major students in English class. To collect the data, the researcher used three instruments: observation checklist, interview guide, and documentation. The researcher conducted the observation in English class at Eleventh Grader Science Major and selected 3 students who have the best, enough, and lowest achievement to be interviewed based on the teacher's recommendation.

The result of the study showed that the English teacher of SMAN 1 Sooko Mojokerto applied three aspects of repetition during teaching English, they are: *greeting, repetition of previous meeting* in the first and the third meeting, and *repetition in the new meeting* only in the second meeting. The teacher also used conversation *video* to support the effectiveness of the repetition. Beside that, the English teacher also used repetition to give instruction for the students. Teacher did repetition because there are some students do not understand yet teacher's utterances and when there are words that difficult or phrases that are a main point in the subject.

Based on the result, it can be concluded that repetition is used when the students cannot understand the teacher's explanation because the students have different difficulties in learning. For the suggestion, the English teacher is suggested to be more frequently using video as the media to do repetition and be more intensive in repetition. For other researchers who are interested in conducting similar studies, hopefully they can develop research in other aspects and in junior high school.

ABSTRAK

Kaffa, Lailil Umrotu L. 2017. **Analisis Tuturan Guru di Kelas Bahasa Inggris**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya.
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Kata kunci: Tuturan guru, Kelas Bahasa Inggris, Pengulangan

Tuturan guru adalah jenis bahasa dan alat interaktif yang digunakan oleh para guru selama proses mengajar dengan tujuan memudahkan siswa dalam pemahaman. Penelitian ini berpusat pada pengulangan karena pengulangan sangat penting untuk siswa agar mereka mengetahui makna, penggunaan bahasa, dan juga membantu siswa agar dapat mengingat kata atau frasa yang menjadi ide pokok dalam pembelajaran. Pengulangan dalam penelitian ini diterapkan oleh seorang guru Bahasa Inggris di kelas Bahasa Inggris XI MIPA di SMAN 1 Sooko Mojokerto. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan pengulangan dalam tuturan guru dan untuk mengetahui penyebab yang membuat guru menerapkan pengulangan selama pelajaran Bahasa Inggris berlangsung.

Peneliti menggunakan metode kualitatif dengan analisa percakapan dalam penelitian ini. Peserta dalam penelitian ini adalah seorang guru Bahasa Inggris dan murid-murid kelas XI MIPA. Peneliti menggunakan tiga instruments untuk mengumpulkan data: daftar observasi, panduan wawancara, dan dokumentasi. Peneliti melaksanakan observasi pada kelas Bahasa Inggris kelas XI MIPA dan memilih 3 murid yang memiliki pencapaian terbaik, cukup dan rendah berdasarkan rekomendasi guru untuk diwawancarai.

Kesimpulan pada penelitian ini menunjukkan bahwa guru Bahasa Inggris SMAN 1 Sooko Mojokerto menerapkan tiga hal penting dalam pengulangan selama pembelajaran Bahasa Inggris berlangsung, hal tersebut adalah: *salam, pengulangan pertemuan sebelumnya* pada pertemuan kedua dan ketiga, serta *pengulangan pertemuan baru* hanya di pertemuan kedua. Guru tersebut juga menggunakan video percakapan untuk mendukung kegiatan pengulangan lebih efektif. Disamping itu, guru Bahasa Inggris tersebut juga menerapkan pengulangan untuk memberi petunjuk kepada murid-murid. Guru tersebut menerapkan pengulangan karena terdapat beberapa siswa yang belum mengerti apa yang disampaikan guru dan ketika terdapat kata atau frasa sulit yang merupakan ide pokok dalam pembelajaran.

Berdasarkan pada hasil penelitian, dapat disimpulkan bahwa pengulangan diterapkan ketika murid tidak dapat mengerti penjelasan guru karena mereka

memiliki tingkat kesulitan yang berbeda dalam belajar. Untuk saran, disarankan pada guru Bahasa Inggris untuk lebih sering menggunakan video sebagai media dalam pengulangan dan untuk lebih intensif dalam menerapkan pengulangan. Untuk peneliti selanjutnya yang tertarik meneliti subyek yang sama, diharapkan untuk dapat mengembangkan penelitian pada aspek-aspek dan sekolah yang lain.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objective of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

In Indonesia, English language has been recognized as a foreign language, since English is not used by Indonesians widely (Kirkpatrick and Sussex, 2012). Broughton, et al (2003) defined foreign language as a term that refers to language taught at schools and stimulated by learning, not naturally acquired. Thus, teacher as a facilitator in learner-centered lesson can facilitate and help the progress of the students in learning English as a Foreign Language (EFL) (Harmer, 2001). It means that teachers need to fulfill students' learning needs through the syllabus and help the students discover their own ways of learning and work independently.

Another role of teacher is acting as resource (Harmer, 2001). Teachers can be one of the useful resources for students to help them with their learning, for example when they would like to know how to say or write something, what a word or phrase means, and where to look for materials. In this role, teachers should be able to offer and guide the students to look for the information about the materials. Besides that, teachers can be a role model. For instance, every single words that a teacher utters can be imitated by the students. Thus, a teacher is expected to use appropriate words and expressions since teacher's speech is a model for the students. In this case, teacher has an important role to drive and

determine how the class will go, should do, and stimulate many interactions with their students.

Yanfen and Yuqin (2010) argue that one critical factor in learning EFL context is the interaction between the teacher and students and interaction among students in the classroom. They also mention some advantages for learners during interaction such as having opportunities to understand and using incomprehensible language, and get more input and more opportunities for output. They believe these advantages are formed by the teacher who initiates the interaction by asking questions, giving feedback or eliciting speaking.

According to Richards (1992), for foreign language learners, classroom is the main place where they are frequently exposed to the target language. Thus, the use of English language as a medium of interaction in English class needs to be used by teacher and students due to several benefits. Rivers (1987) states there are three benefits of interacting using English. First, the teacher exposes the students with English by doing regular interaction in English language which makes the students accustomed to and familiar with English. Second, the teacher will stimulate some instructions in English language to the students orally to make them answer using English language too. Third, the students will be confident to use English language in the real communication outside the class when the teacher makes the students get adjusted to interacting in English.

Richards and Lockhart (1996) argues that the language modified by teachers to ask questions, to give feedbacks in order to create interaction during instruction

in the classroom is known as teacher talk (TT). Ellis (1994) defines teacher talk as a process of the way the teacher addresses language learners in the classroom differently and makes adjustments to language form and language function to facilitate communication. Some examples of teacher talk are the kind of questions that a teacher asks during learning activity, the speech modification that the teacher makes when talking to the students, or the way the teacher reacts when their students make errors (Cullen, 1998). Teacher talk is important because it is an interactive device of the teachers during teaching process to instruct language communication and organize classroom activities (Yanfen and Yuqin, 2010). They also mention that some of the devices commonly used in teacher talk to increase more interactions are repetitions, prompting, prodding, and expansions.

Aside from both content and medium for target language, teacher talk has its formal features and functional features which are indispensable parts of foreign language teaching (ibid, 2010; Chaudron, 1998). Formal features refer to speed, pause, pronunciation, vocabulary, repetition, and modification of teacher talk, while functional features refer to the language features that the teacher uses to organize and control the classroom. Based on Xiao-yan (2006), functional features of teacher talk have some aspects, they are the amount of teacher talk, teacher's questions, and teacher feedback.

Cullen (1998) exclaims that teacher talk in the EFL classroom is not about too much teacher talking time, because it makes deprived students' opportunity to speak. It means that the quality of teacher talk is effective to facilitate students' learning and promote communicative interaction. It can be concluded that teacher

talk could be an influential exposure for foreign language learners in order to help their learning.

Since this research investigate the formal features of teacher talk, that is repetition, the discussion will only highlight this aspect. Repetition plays a very important role in language learning. Repetition enables students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases that become main idea in the learning (Julie, 2004). Then repetition is used to make learners understand the point of what their teacher is saying because it gives the learners more time to interpret what the teacher said.

The theory that the researcher uses is theory from Shim (2006) that is about teacher do repetition in four aspects. They are greeting, repetition of previous meeting, repetition in the new meeting, and use of media in repetition. However, the researcher also uses Shim (2006) theory about factors that influence the quality of repetition. The factors are use of media, educations background of the teacher, and students understanding of English.

Some scholars have conducted studies on teacher talk, one of which was done by Xiao-yan (2006). Xiao-yan (2006) investigated the functional features of teacher talk with teacher's questions aspect in foreign language class of college students in China. From her study, it was found that teacher's questions can help them get interactive communication between teacher and students in language classroom. Therefore, it is suggested that English teachers in foreign language classroom provide questioning skills for learners to communicate in the target

language. Another study is done by Silver & Kogut (2011). They investigated how teacher talk worked in the primary level classroom to look how teachers used peer activities. There were some aspects that they had conducted, such as curriculum-related talk, organizational talk, regulatory talk, test-strategy, informal talk, and not-coddled talk. From their study, it was found that the dominant one is curriculum-related talk. Another study is done by Shim (2006) which investigated the pattern of teacher talk in eliciting questions and giving feedback in second grade middle school. From his study, it was found that students' speaking ability improved by using repetition from cycle to cycle.

However, the previous studies done by Xiao-yan (2006), Silver & Kogut (2011), and Shim (2006) are different from this current study. Instead of primary, college students and middle school, senior high school is chosen as the setting of this study, since the language proficiency level is different, the utterances used by the teacher should be different which is on repeating sentence, phrase or word. Another difference is the aspect of teacher talk that the researcher focuses, that is on repetition. The repetitive nature of teacher's requests and instructions is a characteristic of what commonly happens in teaching in order to make teachers' directions and instructions understandable to the learners.

The research attempts to investigate teacher talk in *SMA Negeri 1 Sooko Mojokerto*. English class in *SMA Negeri 1 Sooko Mojokerto* is chosen based on several considerations. First, there has been no researcher who has studied the teacher talk in English class at *SMA Negeri 1 Sooko Mojokerto*. Second, *SMA Negeri 1 Sooko Mojokerto* has been ratified by the government to be one of the

model schools due to its international standard, known as *Pilot International Standard School*, which means that this school is considered as a good representative for the senior high school in a city or remote area. Third, an EFL teacher chosen as the subjects in this study have experiences in teaching English for more or less five years. Therefore, this current study is worth conducting.

1.2 Problems of the Study

In order to make a systematic approach to solve the problems, the statements of the problems are further developed as follow:

1. How is repetition in teacher talk implemented in English class at *SMA Negeri 1 Sooko Mojokerto*?

2. What possible causes may influence teacher to do repetition in teacher talk during EFL classroom activities?

1.3 Objectives of the Study

In line with the research problems, this research is conducted to reveal:

1. To describe how repetition in teacher talk is implemented in English class at *SMA Negeri 1 Sooko Mojokerto*.

2. To know the possible causes that may influence teacher to do repetition in teacher talk during EFL classroom activities.

1.4 Significance of the Study

This study hopefully can give some contribution for English language teaching and learning in Indonesia. For teachers, the finding of this research can improve technique of the teacher in order to encourage students to speak up

during the teaching and learning process. The teacher can reveal what kinds of formal features on teacher talk that will be effective to use.

For the students, this research can give the knowledge that classroom interaction is an important thing. Active students, as the main object in the classroom, will give many advantages during the teaching and learning process inside the classroom.

For future researchers, the finding of this research can inform the formal features of teacher talk in form of teacher's repetition that teacher usually used.

1.5 Definition of The Key Terms

In order to avoid ambiguity, misunderstanding and misinterpretation, it is necessary to present the definition of key terms. These are some key terms used in this study.

1. Teacher talk: a variety of language used by teachers when they are in the process of teaching in order to make students understand. (Adapted from Richards, 1992; Ellis, 1994)

2. English class: the class where teaching and learning process of English subject is conducted through Curriculum 2013.

3. Repetition: one kind of formal features in teacher talk in which teachers may repeat their requests, instructions, or questions to make students understand (Chaudron, 1988).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a review of relevant theories used in this research. It discusses these following subtopics: teacher talk in English language teaching, types and characteristics of teacher talk, repetition in teacher talk, and previous studies.

2.1 Teacher Talk in English Language Teaching

Many definitions of teacher talk are given from different perspectives. One definition explains how it is the language modified by teachers to ask questions, to give feedbacks in order to create interaction during instruction in the classroom (Richards, 1996). Similarly, Ellis (1994) defines teacher talk as a process of the way the teacher addresses language learners in the classroom differently and makes adjustments to language form and language function to facilitate communication. Some examples of teacher talk are the kind of questions that a teacher asks during learning activity, the speech modification that the teacher makes when talking to the students, or the way the teacher reacts when their students make errors (Cullen, 1998).

Sinclair and Brazil (1985) have another perspective on teacher talk. They both state that the language of teacher talk is different, and the utterances are not translated directly, but the activity which is in the sense of what gets done is very similar. They also add that when the sentence becomes a part of a text or becomes an utterance in a conversation, it acquires to be active communication. Moreover, it relates to the role of teachers to control and determine what their students do,

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when their students should speak, and what language forms they should use (Brown, 2000), for example when teacher asks the students to do their work quickly.

Since language students in a classroom have an opportunity to use the target language for a variety of different purposes within lesson that includes interacting with the teacher and with other learners, one approach should be used to understand students' language is in terms of communicative functions during lessons that have an important influence on their language development (Richards, 1996). Thus, teacher talk is important because it is an interactive device of the teachers during teaching process to instruct language communication and organize classroom activities (Yanfen and Yuqin, 2010). They also mention that some of the devices commonly used in teacher talk to increase more interactions are repetitions, prompting, prodding, and expansions, which will be explained in 2.3.

2.2 Types and Characteristics of Teacher Talk

Teacher talk is different from other talks and it has special features that can be differentiated from others' talk. According to some scholars, teacher talk has two kinds of features (Chaudron, 1998; Richards, 1996; Yanfen and Yuqin, 2010). The first one is functional features which refer to language features that the teacher uses to organize and control the classroom, which contain asking questions, giving feedbacks, and corrections (Richards, 1996). The second one is formal features which refer to the form of teacher talk, such as speed, pause, repetition, and modifications of teacher talk (Chaudron, 1998; Yanfen and Yuqin, 2010).

2.2.1 Functional Features

Functional features are feature that are used to improve adaptation of speech using English. Features that improve adaptation are more likely to be passed on than other features (Houwer, et al, 2013). Teacher talk has functional features that contain some questions that teacher asks and are related to material of the learning. After asking some questions, teacher gives feedback based on students' performance, in the form of assessment and correction.

1.   **Teacher's questions**

Questions can be used to establish a base of knowledge for the new material to be learned. Through questions, teacher can engage students actively, challenge their thinking, and stimulate students' interest (Richards, 1996). There are some ways of questions that teachers use when asking their students. The variety of questions are known as procedural, convergent, and divergent (Richards, 1996). Procedural questions are questions given by teachers to organize the classroom before the lesson starts. Next question variety is convergent questions. This question is given by teacher in the beginning of lesson to engage students with the context of the lesson. The last is divergent questions. This questions is given by teacher in the middle of lesson to facilitate students' comprehension.

2.   **Teacher feedback**

Giving feedback to the learners on their performance is an important aspect of teaching. Feedback consists of two main distinguishable components, namely correction and assessment. Correction is informed by the teacher by giving some specific informations on aspect of the student' performance through explanation

or provision on better or other alternatives. Another feedback is assessment. In this feedback, teacher informs how well his/her students' performance are through assessment by giving compliment and encouragement. In other words, teachers show the students' praise through the use of encouraging words (Richards, 1996).

2.2.2 Formal Features

Formal features are features that contain speed, pause, repetition, and modifications of teacher talk. Chaudron (1988) has investigated teacher talk and summarized the result of modifications of teacher talk in second language classroom. When teachers talk, they must speak in slowly speed. Then, teachers tend to use more frequency of pause with longer time. Next, teacher's pronunciation tends to clearer and understandable. Then, teacher select vocabularies that are easily understood by students. After that, clause tends to be less subordinate. Last, teachers use more frequency of self-repetition.

1. Speed

When teachers teach language students in the classroom, they often speak in a slow speed than they would use in other situations. The slow speed is used by teacher when teach English in the classroom to make students better understand what is being taught.

2. Pause

Teachers tend to use more frequency of pause with longer time when teaching language students in the classroom, particularly lower-level students

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(Chaudron, 1988). That pause can give students more time to process what the teacher has said and also facilitate their comprehension.

3. Pronunciation

In English language, pronunciation is not easy as in Indonesian language because there is no consistently between the sound of the word and how it is spelt (Hadfield and Hadfield, 2008). For example, /ai/ can be spelt with an 'i' as in *high* or a 'y' as in *sky*. Hence, clearer pronunciation can help students understand the various ways of sound.

4. Vocabulary

Teachers may often choose vocabulary that can be modified more easily and more basic. They also often replace a difficult word with what they think is more commonly used word (Richards, 1996). For example, the teacher might ask, why should teacher use this "What are the *variety* of basic color?" instead of "What are the *miscellaneous* of basic color?"

5. Modifying grammar

Teachers often simplify the grammatical structure of sentences during teaching in the language classroom (Richards, 1996). For example, teacher may use less subordinate clauses and avoid using complex tenses.

6. Repetition

Teachers use more frequency of self-repetition to direct students' attention, discipline students and help students practice difficult language.

2.3 Repetition in Teacher Talk

Repetition is used for familiarizing students quickly with a specific structure formulaic expression. Repetition is the simplest used in learning language patterns. This may be used for the presentation of new vocabulary and will be useful for pronounciation class. In a repetition, the teacher says the model (words and phrases) and repeat it (Julie, 2004).

Repeating models play a very important role in language learning. In audiolinguism, repetition is needed to facilitate learning (Julie, 2004). Repetition enables students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases that become main idea in the learning.

The repetitive nature of teacher's requests and instructions are characteristics of what happens in teaching (Richards, 1996). In order to make students understand what teachers say, they often repeat their saying. Repetition is used to make learners get the point of their teachers are saying because it gives the learners more time to interpret what the teachers said. Therefore, they do not need to remember the whole sentences that the teachers say. Repetition is also used to direct students' attention (and involvement), discipline students, help students practice English language, reinforce meanings, and so on. That is why repetition is important.

According to Shim (2006), there are several factors that affect the quality of repetition in teacher talk, they are:

1. Use of Media

   Repetition performed by teachers can be assisted with the use of some media, such as recording, video and images. Recording and videos about the learning material can be played over and over again to help teachers do a repetition in teacher talk. Furthermore, images can be used to explain the material that is taught, for example, the teacher repeats the explanation about the life of the school by using relevant images.

2. Educations Background of Teachers

   Educations background of teachers strongly influence the success of teachers using strategy of repetition in teaching. Educations can include training or seminars about repetition in teacher talk, teacher experience when taught by using the strategy of repetition in teacher talk.

3. Students Understanding of English

   The ability and understanding of the students in English greatly affect the success of the use of the strategy of repetition by teachers because when students from the beginning have understood English well, then the strategy of repetition by teachers would be more to function effectively.

   The secret of the method of teaching was consistent repetition. It was interesting to see a teaching technique that was completely new to teachers, yet work so perfectly. It changes the way teachers thought about teaching english, and it also influences teachers method of teaching in english.

   Basically, the strategy of repetition to teaching in the class goes like this (Shim, 2006):

1. The teachers greet the students in the class, such as saying "Hi, how are you?". The students then answered greeting spoken by the teacher and again asked about the condition by teacher, such as "I am fine, thanks and how are you?". The teacher then answered the question with "I am fine, thanks".

2. Then the teacher can ask about the material that was taught in the previous meeting. And if the students still do not understand, then the teacher can repeat the conclusion of previous learning.

3. Then the teachers start to give new material to the students in the class. In giving the material several times, teachers have to repeat the words that are important or become the main idea in the material that is taught, so that repetition can be done when encountering a difficult words or words that became the main idea in the material that is taught.

4. Giving the material should also use media such as images, video, or recording. Video and recording can also help teachers to do the repetition of the material that being taught.

5. In the sidelines of primary learning, the teacher can ask her students about the new material taught. And if the students still do not understand, then the teacher can repeat primary learning that new taught, by providing a clearer example. And then ask again to ensure that students have understood.

6. Then, the teacher concludes the material that being taught. And if necessary, the teacher can assign tasks to students, and will be discussed at the next meeting.

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7. The last step is the teacher saying goodbye, and students will answer the greeting.

This method is repeated over and over, without breaking, until the entire routine has been covered. By that time, students have memorized and understood the material being taught, and be able to explain it again without having memorized.

The phrases that are repeated can be changed according to students' needs, but repetition is what really help simple conversation to stick into students' minds. This repetition is used by students to practice all the dialogue in a class before teacher start repeats everyday and calls the students individually. By doing this repetition in English learning activity throughout the entire class, in the future the students would be able to understand and respond simple questions with quick grasp from native English speakers (Shim, 2006).

Edwards and Westgate (1994, cited in Duff, 2000) said that the purpose of repetition may simply be to check whether a student (P) is paying attention, given the delays and difficulties the teacher (T) encounters in obtaining the definition of *community*, as in the following example:

1. T: Right, I'll read there and then you read that. 'Tristan da Cuhna is an island where about 300 people live. Why are we learning about Tristan da Cuhna? A group of people who live together are called **community**.' . . . What is a **community**?
2. P: (Mumbles)
3. T: What is a **community**?
4. P: Er. . . (Silence)
5. T: Were you listening? (Pause) You were not? (Laughs; he reads the passage again)
     So what is a **community**?
6. P: A group of people.
7. T: Who . . .

8.   P: That live on the island there, er, about three years ago.
9.   T: Well, it is a group of people that live together. So a **community** is a group of people who live together. Right? What is a **community**?
10.   P: When people live together.
11.   T: A group. (emphasized)
12.   P: A group of people who live together.
13.   T: That is right. It could be any group of people, not just Tristan but any group of people who live together and we call that a **community**. (an excerpt taken from Edward & Westgate (1994) cited in Duff, 2000).

In this case, it can be said that repetition is one of the teachers talk strategy that is used by teachers to direct students' attention, help students in understanding the lesson, and help students practice difficult language. Repetition greatly assists students in understanding the lesson without memorization, because when the teachers keep repeating the words that are difficult or main point of learning, students will remember it by themselves. The importance of repetition makes researchers eventually choose repetition used in teacher talk by teachers while teaching english in Public Senior High School 1 Sooko Mojokerto as the focus of research.

2.4 Previous Studies

Some scholars have conducted studies on teacher talk, one of which was done by Xiao-yan (2006) who investigated the functional features of teacher talk with teacher's questions aspect in second language class of college students in China. From her study, it was found that teacher's questions can help them get interactive communication between teacher and students in language classroom. Therefore, it is suggested that English teachers in foreign language classroom provide questioning skills for students to communicate in the target language.

Another study is done by Silver & Kogut (2011). They investigated how teacher talk worked in the primary level classroom to look how teachers used peer activities. There were some aspects that they had conducted, such as curriculum-related talk, organizational talk, regulatory talk, test-strategy, informal talk, and not-coddled talk. From their study, it was found that the dominant one is curriculum-related talk.

Another study is done by Shim (2006). He investigated how the pattern of teacher talk in eliciting, questions, and giving feedback in second grade middle school in Seoul. He found that students' speaking ability improved by using teacher talk in repetition from the cycle to cycle. This was proved by the result of the mean score and the result of the observation. At the first cycle the writer did not get the students' score. The second cycle was 68.75 and the last cycle was 80,08. In the first cycle, the writer did not get the students' score because there were some problems that happened in this cycle. The problems were unclear explanation, the length of the text for teaching material, the speed of audio record, and others. The the writer and collaborator planed to make next cycle. Through second cycle, students' competences step by step were increased. Students' speaking result was good. There were 18 students passed. but there were only 56.25 % students could get score 70 or above as the minimum standard score. Next, the writer and collaborator continued with the last cycle. In the last cycle, students showed the great progress of the result. It gave the writer significant sign that the speaking ability improved.

However, the previous studies done by Xiao-yan (2006), Silver & Kogut (2011) and Shim (2006) are different from this current study. Instead of primary, college students, and middle school, senior high school is chosen as the setting of this study, since the language proficiency level is different, the utterances used by the teacher should also be different which is particularly on repeating sentence, phrase, or word. Another difference is the aspect of teacher talk that the researcher focuses on, that is repetition. The repetitive nature of teacher's requests and instructions is a characteristic of what commonly happens in teaching in order to make teachers' directions and instructions understandable to the learners.

CHAPTER III

RESEARCH METHOD

This chapter explains the methodology that is used in this study by composed of research design, data source, data collection, and data analysis.

3.1 Research Design

This study was categorized as qualitative research method using conversation analysis. According to Have (2013), conversation analysis is a method for investigating the structure and process of social interaction between humans. It focuses primarily on talk, but integrates also the nonverbal aspects of interaction in its research design. As their data, conversation analysis studies use video or audio recordings made from naturally occurring interaction. As their results, conversation analysis studies yield descriptions of recurrent structures and practices of social interaction. Conversation analysis was used by the researcher because the research aims to describe repetition in the teacher talk used by the English teacher with their students in English class at SMA Negeri 1 Sooko Mojokerto.

3.2 Data Source

The data source that is used in this study consists of the setting of the study and participants of the study.

1. Setting of the Study

This study was conducted at Public Senior High School 1 Sooko Mojokerto which is located at Jalan R. Akhmad Basuni No. 361, Sooko, Mojokerto, Jawa Timur 61361. The school was chosen because it has been ratified by the government to be one of the model schools due to its international standard, known as *Pilot International Standard School.* This means that this school is considered as a good representative for the senior high school in a city or remote area. Another reason why the researcher chose this school is easy to accommodate for the researcher.

2. Participants of the Study

The sources of data in this study are the participants of the English class at SMA Negeri 1 Sooko Mojokerto, including an English teacher and three students. The English teacher was chosen as the subjects in this study due to her experiences in teaching English for around five years. As the participant of this study, the teacher provides information about the teacher talk particularly the use of repetition in English class. The next sources of the data are three students who give comments and responses on the implementation of the repetition by their English teacher. Students were selected to be informant are those who have the best, enough, and lowest achievement in English lessons. It was chosen to know the students' response towards repetition strategy committed by the teacher, so it can assess the good or lack of the use of repetition strategy.

3.3 Data Collection

Data collection that is used in this study consists of data collection technique and data collection procedures.

3.3.1 Data Collection Technique

The researcher used some data collection techniques to help collect the data. The techniques are observation, interview, and documentation.

1. Observation

Observation was done to see how the repetition is used in English class at SMA Negeri 1 Sooko Mojokerto. While doing the observation, the researcher used three instruments, they are checklist and cameras to take pictures and video of the teaching and learning process. First, checklist is used to answer the questions that are associated with repetition used by the English teacher to their students in EFL class. Observation checklist is a list that is containing statements that researcher wanted to look, and then the researcher gave a check mark in the statement list that has been available, and makes necessary notes as information (Fortune, 2000). This tool is a data recording sheet that is easy and simple, thus avoiding mistakes that occur in the data collection. Here is the framework of the observation checklist (see appendix 1) that is used based on Shim (2006) theory:

Table 3.1. Theoretical framework for observation checklist of repetition in teacher talk in English class (Shim, 2006)

No.	Dimension	Indicator	Item No
1	Greeting	- Teacher greets the students	1
2	Repetition of Previous Meeting	- Teacher asks students' understanding about previous material - Teacher discusses about student's task of previous material	2, 12
3	Repetition in the New Meeting	- Teacher repeats difficult words or phrases that are important - Teacher asks students' understanding about the new meeting's material - Teacher repeats basic learning of new meeting's material - Teacher repeats the conclusion of new meeting's material	3, 7, 8, 9. 10. 11
4	Use of Media in Repetition	- Teacher uses pictures to help them do repetition - Teacher uses video for repetition - Teacher uses tape recorder for repetition	4,5,6
		Total	

Lastly, two cameras are also used to support the observation. During the observation, the researcher used camera one to take some pictures of the teaching and learning process, especially repetition in teacher talk in the English class. And then, camera two is used to take video of the teaching and learning process, particularly on the repetition in teacher talk used by the teacher. The way to record in the learning process in the classroom that is conducted by the researcher is by putting camera two in the corner front of the class. This is done so that the presence of camera does not affect the learning process that is ongoing.

2. Interview

The researcher conducted an interview to the English teacher. The researcher asks some important points related to repetition isused in teaching and learning

process. The researcher used interview guide (see appendix 2) to help her conducting the interview during the research. The interview contains the implementation of repetition in teacher talk, possible factors that may contribute to the use of repetition in teacher talk successfully, the problem that the teacher faced during repetition in teacher talk, and the students' understanding after the use of repetition in teacher talk.

Here is the theoretical framework for teacher (table 3.2) and students (table 3.3).

Table 3.2. Theoretical framework for interview guide for teacher (Adapted from Shim, 2006)

No.	Dimensions	Indicator	Item No.	Source
1	Implementation of Repetition in Teacher Talk	1. The purpose of using repetition strategy	1	(Shim, 2006)
		2. The moment when using strategy of repetition in class	2	
		3. Using strategy of repetition when teaching in class or not	3	
2	Possible Causes That Influence Teacher To Do Repetition	1. Factors that encourage teacher to do repetition in teaching English	4	(Shim, 2006)
		2. Factors that inhibit teacher do repetition in teaching English	5	
3	Possible Factors That May Contribute To The Successful Use of Repetition in Teacher Talk	1. Background Educations of Teacher		(Shim, 2006)
		a. Teaching experience using strategies of repetition	6	
		b. Experience to attend training or a seminar about the implementation of the strategy of repetition in teacher talk	7	
		2. Students Understanding of English		
		a. Students' skills in English lessons	8	
		b. The spirit of the students in learning English	9	
		3. Media		
		a. Using media in strategy of repetition in class or not and what kind of it	10	
		b. The help of media in the effectiveness of repetition strategy in teacher talk	11	
4	Problems That The Teacher Faced During Repetition in Teacher Talk	1. The obstacles that teacher experience when implementing the strategy of repetition	12	(Shim, 2006)
		2. The solutions to overcome the problem	13	
5	Students'	1. Students give a good response to	14	(Shim, 2006)

	Understanding After Teacher Used Repetition in Teacher Talk	repetition strategy or notand the example		
		2. This repetition strategy can improve students' skills in English or not	15	
		3. Indicators that are used to assess students' abilities after the implementation of this strategy	16	

Theoretical framework for interview guide for the English teacher that is used in this research includes several dimensions, such as implementation of repetition in teacher talk; possible causes that influence teacher to do repetition; possible factors that may contribute to the successful use of repetition in teacher talk; problems that the teacher faced during repetition in teacher talk; and students' understanding after teacher used repetition in teacher talk. Theoretical framework is used to simplify researcher in compiling the research questions that submitted to teacher.

Table 3.3 Theoretical framework for interview guide for students (Adapted from Shim, 2006)

No	Dimensions	Indicators	Item No.	Source
1	Implementation of Repetition in Teacher Talk	1. The moment when teacher use strategy of repetition in class	1	(Shim, 2006)
		2. The teacher use the strategy of repetition when talking in class or not	2	
2	Possible Factors that may Contribute to the Successful Use of Repetition in Teacher Talk	1. Students Understanding of English a. Students' skills in English lessons b. The spirit of the students in learning English 2. Media a. Teacher use media in strategy of repetition in class or not and what kind of it b. The help of media in the effectiveness of repetition strategy in teacher talk	3 4 5 6	(Shim, 2006)
3	Students' Understanding After Teacher Used Repetition in Teacher Talk	1. Students give a good response to repetition strategy that is applied by teacher or not and the example 2. The repetition strategy can improve students' skills in English or not	7 8	(Shim, 2006)

Theoretical framework for interview guide for students that is used in this research includes several dimensions, such as implementation of repetition in teacher talk; possible factors that may contribute to the successful use of repetition in teacher talk; and students' understanding after teacher used repetition in teacher talk. Theoretical framework is used to simplify researcher in compiling the research questions that submitted to students.

3. Documentation

The researcher used documentation to get data to support this research. During the research, the researcher collected the secondary data, such as many photos during observation in class, data about number of student and English teacher, curriculum that used by the teacher.

Many photos can help researcher to give evidence of data obtained and help researcher to analyzes this data. Then, data about the number of student and the English teacher to give a general description of conditions in English class at Public Senior High School 1 Sooko Mojokerto. The last, curriculum helped the researcher to give a general description about concept of learning, especially repetition in English class.

3.3.2 Data Collection Procedures

In this study, concurrent qualitative method procedure was used to collect the data. As Creswell (1994) states, qualitative method procedure are procedure to collect the data with processing meaning and understanding gained through words or

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pictures. Qualitative method procedure is used to provide a comprehensive analysis of the research problem.

In the present study, the procedure in collecting data consists of several steps. First, the researcher did early observation in the school to see quality of teacher talk, especially repetition in English class. In the first observation, researcher asked many documentation data such as many photos, data about number of students and the English teacher, curriculum that is used, and others. Second, the researcher interviewed an English teacher to know the strategy of repetition in teacher talk. During interview, researcher used camera to take video. Third, researcher interviewed three students to compare with the data given by teacher. Fourth, researcher observed the repetition in teacher talk in English class with observation checklist. During observation, the researcher used cameras to take photo, and video. The last, researcher noted down the transcript from interview that has been recorded and notes from observation.

3.4 Data analysis

Data analysis is the process of systematically searching and arranging the data that is collected from data collection instruments. The purpose is for understanding and presenting the data to other people. During the data analysis, the data are organized, broken into manageable units and synthesize in order to find what is important and what is to be learned (Bogdan and Biklen, 1992).
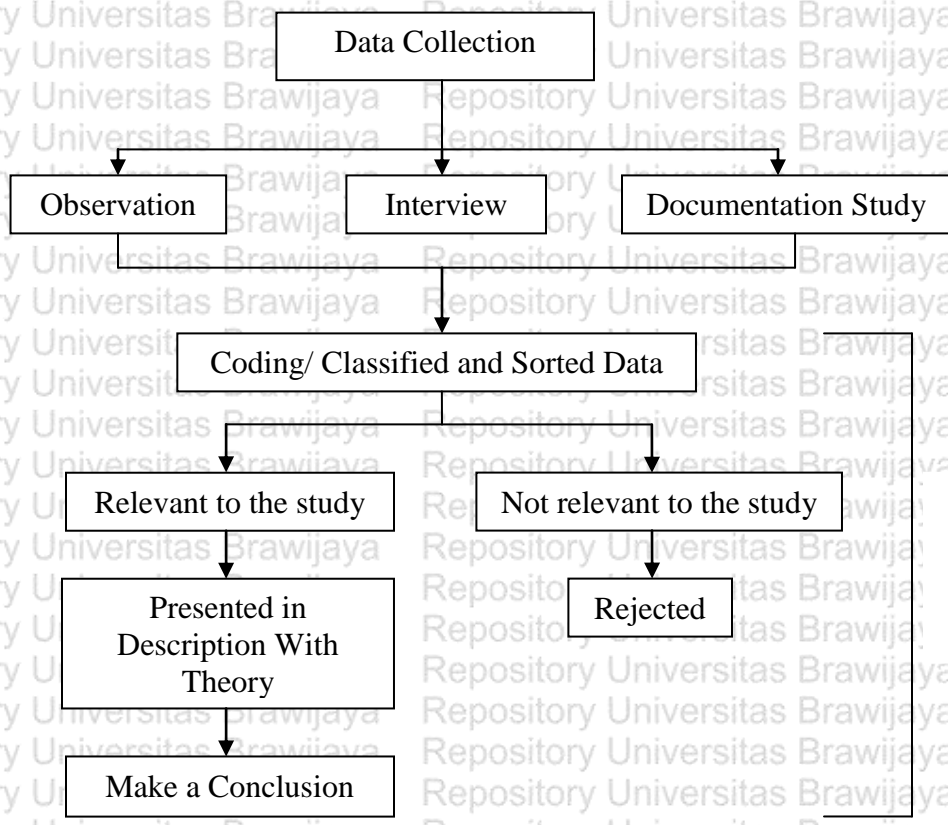
28

In this study, after the data are collected through interviews, observation and the documents, the researcher then encoded the data. It means the data is classified and sorted to make it easier for the researcher to understand and interpret the data. The data is arranged according to the main topic of the study. In this step, the researcher might have obtained something which is not relevant to the study, so the data selected is only the relevant data. The relevant data is the data that can be used to support the research.

Furthermore, after coding and all the data are obtained and organized successfully, the data of the study analyzed descriptively. Data analysis was done by comparing field data that have been coded with the theory used in this research. If this study there are some field data points that are inconsistent with the theory used, it happened because not all theories can be applied in full because the implementation depends on the conditions and situations that exist in the field.

The relevant data is presented in brief description. The researcher focused to analyze the main idea of the research problems then make a conclusion of the study. At last, the researcher transcribed the data into written report of the implementation of teacher talk in repetition by the English teacher at SMA Negeri 1 Sooko Mojokerto.

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                          ┌─────────────────────┐
                          │   Data Collection   │
                          └─────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
        ▼                            ▼                            ▼
┌──────────────┐            ┌──────────────┐            ┌──────────────────────┐
│ Observation  │            │  Interview   │            │ Documentation Study  │
└──────────────┘            └──────────────┘            └──────────────────────┘
                                     │
                   ┌─────────────────────────────────┐
                   │ Coding/ Classified and Sorted Data │
                   └─────────────────────────────────┘
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Steps of Analysis Data

Relevant to the study	Not relevant to the study

Presented in Description With Theory

Rejected

Make a Conclusion

Figure 3.1 Steps of Analysis Data
Source: Bogdan and Biklen, 1998

This research used data validity technique of triangulation. Triangulation is an effort to examine the validity of the data by utilizing anything else outside for the purposes of checking and also comparing between one data with the other data (Miles and Huberman, 1994). Triangulation can be done on the basis of data sources, data collection techniques or methods, timing and theory (Miles and Huberman, 1994).

This research used source triangulation technique. Source triangulation is a way to test the credibility of the data that is done by checking the data that obtained

through several sources. In this case, the researcher conducted accuracy of study by taking a different data source and people who are also different. The steps of triangulation that conducted by researcher is:

1. Checking data by doing a comparison between the statements from one informant with other informants.

2. After doing data comparison in interview, then researcher compare the data obtained from interviews with the data obtained from observation and documentation study. Thus, when the data comparison is already saturated or same, means that data can be said to be accurate. However, when the data comparison is still not saturate or same, then it will need extra time to take research in the field to seek the certainty of data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and the discussion of the findings. The researcher divides this chapter into data finding and discuusion. In data finding, the writer displays the data in two point that is the implementation of repetition in teachers talk and possible causes that influence teachers to do repetition. The researcher analyzed the data finding with the literature of reviews that described in chapter two.

4.1 Finding

This part presents the finding of the collected data through observation, interview and documentation. The data of this research was collected through observation during the teaching and learning activity and the interview with the English teacher and students to find out the the implementation of repetition in teachers talk and possible causes that influence it. By referring to the schedule of English lesson at SMA Negeri 1 Sooko Mojokerto, the observation was conducted in three meetings: August 3rd, 10th, 24th of 2017. The interview was conducted on August 24th 2017 after the observation was done in order to clarify the data and complete the data. In order to know the implementation of repetition in teacher talk by the English teacher to teach English to students, the researcher present the data result of each instrument as follows:

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4.1.1 Finding of the Implementation of Repetition in Teacher Talk

The researcher chose students at second grade MIPA 9 as the target observation. English is taught to the students once a week every Thursday for two hours (2 x 45 minutes). For this class, there are thirty two students with an English teacher, Mrs. Popy.

Based on the observation, repetition in teacher talk at second grade MIPA 9 was used only when students have not understood and the material that is presented is quite difficult. This is because the amount of material that must be delivered but the time is very limited. Even though there are some students who do not understand, sometimes the teaching continues to the next material. It was also supported by the students's statement during the interview, she said that "repetition is only used when lots of students have not understood yet" (translated from interview 4 with Jihan, Appendix 4, p 67). Then the statement above is also reinforced by the result of interview with teacher who stated "the material will continue even though there are a few student do not understand yet, it is because a lot of the material must be delivered but there is very limited time" (translated from interview 1 with Mrs. Popy, Appendix 4, p 62).

The impelementation of repetition applied during the observation and interview were include greeting, repetition of previous meeting's material, repetition in the new meeting's material, and the use of media in repetition.

1. Greeting

In the beginning of the class, before the lesson started, the student had to shake hands with the English teacher. After that the English teacher greeted the

student, and they were praying together, then the English teacher called students one by one to fill in the attendance list, then the teaching and learning activity started. Those activities are routinely conducted during three times observations.

In greeting, the English teacher only greets, pray together, and calls students one by one to fill in the attendance list, but there is no repetition in greeting, and the excerpt goes like this:

Teacher   : Okay. Good Morning class.
Students   : Good morning, ma'am.
                 Let's pray.
                 Finish.
Teacher   : Now I'll check your attendance list. Affan? Anastasya? Andie? Atikah? Canti? Dania? Dwi? Elrosa? Handyanita? Hanif? Izhhar? Jasmine? Java? Jihan? Yudistira? Kechia? Laras? Mahes? Yusuf? Atho'? Nabela? Where is Nabela? Nabila? Nadia? Nadiatus? Nizar? Bagas? Dea? Rasyad? Ratna? Arrow? Sela? Zalcha?

2.   Repetition of Previous Meeting's Material

After greeting, in the first meeting (August 3rd 2017), the English teacher asked students about previous meeting in X class. That is because the observation done in first meeting in XI class. The previous meeting that is discussed about passive voice. In this case, there are some repetitions that done by teacher.

Teacher   : Today is our first meeting, right? Before we start the lesson, I want to say to you all, there is a researcher want to observe our activity in this classroom that is why I hope all of you will follow this lesson well and whenever there is difficulties in our discussion during the lesson you can give me some questions.
Students   : Yes, ma'am.
Teacher   : In the X class you have learned about passive voice, expression in opinion (I think..., I suppose...), **analitycal exposition**. Is anyone know about **analitycal exposition**? Anyone knows? What is **analytical expposition**?
Students   : Do not know, ma'am.

The repetition above has been done by the English teacher if she found the keyword of material that she teach to the students. Repetition was done in order to get the betterment students understanding about what is explained by the teacher. Because of that, the English teacher often repeat the keywords of the material that being taught. This is according to Shim (2006) that teachers have to repeat the words that are important or become the main idea in the material that being taught, so that repetition can be done when encountering difficult words or words became the main idea in the material that being taught.

After that, the English teacher arranged the game by giving random question about subject that students learn in the X class. That because the observation which implemented is first meeting in XI class. The game aimed to repeat subjects that have been taught in X class. It was done to make sure students can remember and understand all the subjects that have been taught, for example about direct and indirect speech, noun phrase to relative clause. In that game student asked to stand up and then the English teacher give the question about the subjects like direct and indirect speech, noun phrase to relative clause. The question that tended is to complete sentence, change the direct speech to the indirect speech and the other way, then change the noun phrase to the relative clause and the other way.

In that game students seemed enjoy the subject that ongoing. They all laughed look happy but still on the serious way and concentrate in English subject. Student who can answer the question correctly pleased to sit down and having chance to choose friend on the right or left way to sit down. That also aimed to improve the careness and solidarity between students.

In that game the English teacher repeated all the questions which not yet understand by students. The English teacher repeated slowly and also sometimes the English teacher used Indonesia language so that students could be more understand.

In that game student should be able to answer all the questions correctly. Although there were some students that still need the English teacher's help to answer the question, but most of students seemed to understand the subjects well. Finally students back to sat down and then continue the subjects. Subjects that students learnt on that day is about "suggest and offer".

Figure 4.1. Classroom condition during playing game

When teacher explain the subject about suggest and offer, seemed that English teacher rarely repeating the subjects. But English teacher try to explain with slow speed. That beacause most of students already understand what the teacher explain. And if there are some students don't understand the subject yet and there are some words that difficult or should memorized or understood by

students, so the teacher should repeat that twice or three times. Repetition that English teacher do such as when teacher say "let's call it a day", it means continue in other time, but the students say that means stop, then teacher repeat the sentence and explain the meaning.

In the first meeting, the teacher done repetition for the material that ever taught in class X. Based on the results of interview that conducted with the English teacher, she said that "this is done to remind students about the lesson that they ever learned in the class X, so that students do not forget. Therefore, with repeating the memories of the students again about English lesson in the class X is a good base to start the English lesson in class XI" (translated from Interview 1 with Mrs. Popy, Appendix 4, p 63).

Then, in second meeting (August 10th 2017), after greeting, the English teacher discussed the task about suggest and offer which is students's task. In that task discussion, there was no special assessment. She only asked to students one by one to read and answer the questions. If the answer is correct, they will move to the next question. But if student answer the question incorrectly, so the English teacher will discussed that question.

After that the English teacher asked students to review little bit about the subject on the yesterday's meeting, that was about suggest and offer. The review aimed to refresh memory and student's comprehension about subject that have been taught on the yesterday's meeting. Because the subject that explained on the second meeting still related with subject on first day meeting which is about suggest and offer. If the first meeting only focus on expression of writing, so on

this second day start to practice which is focus on make a dialog. That aimed to make sure that students could understand the subject that teacher explained.

Then, in third meeting (August 24th 2017), the English teacher asked students to prepare the dialog that will performed alongside with their group. Before that, the English teacher explained how the good dialog and the things that should be notice in the dialog, because the dialog presentation is scored, so that students should be serious to perform.

Teacher	=	Ok, listen to me. In this meeting I will assess the appearance of the dialogue that you have prepared from a week ago. This assessment includes **fluency, pronounciation, expression, and intonation**. Remember... **fluency, pronounciation, expression, and intonation**. **Expression does not need to be excessive**. Remember, **Expression does not need to be excessive**, just natural.
Students	=	Yes, ma'am.
Teacher	=	For students Students number one until number sixteen please **go forward** to take the loterry of sequence number to perform. Let's **go forward** even silently. **Cannot fight**, remember... **cannot fight**.

The repetition above is done by the teacher when there are keywords that become points in the assessment for the dialogue that conducted by the students. Repeated keywords such as "*fluency, pronounciation, expression, and intonation*", "*Expression does not need to be excessive*". The words above are repeated twice, so that students can understand the important points that become the assessment in the dialogue. This is in accordance with Julie (2004) said that repetition is one of the teachers talk strategy that is used by teachers to direct students' attention, help students in understanding the lesson, and help students practice difficult language.

3. Repetition of New Meeting's Material

After the English teacher done the repetition of previous meeting's material, then teacher directly continue the material that presented at the new meeting. In the first meeting (August 3rd 2017), after the English teacher already done the repetition of new meeting's material, then teacher give homework to students. Homework that was given still related with the subject which is taught on that day. The questions that was given to students is multiple choice and described. The questions that was given to students aimed to evaluate them, which is students already understand the subjects that teacher taught.

When the students found difficulties on the task they were doing, they could open their dictionary or book. When the students finished their work, the task will be discussed together in class. Then, the English teacher asked to students one by one to read and answer the questions. But, because of the time of English subject already done, so the discussion only until number ten that have been answered. After that, the questions ended up as homework and will be discussed on another meeting. The following below is example that is given by the English teacher to students.

Figure 4.2. Sample of questions about suggest and offer

Then, in second meeting (August 10th 2017), after teacher already done repetition of new meeting's material, teacher gave such a question exercise which is complete the dialog to train students locate the expression correctly. Teacher divided students into small groups which have two members. Students give 10 minutes to complete three short dialogs. After that, teacher discussed students's task. Students were asked to write the answer one by one. That time students seemed on fire and full of spirit. They even compete each other to write the answer. After that, in the discussion teacher did some repetition of words or sentences that important to explain.

Teacher : That was freely to discuss with your friend. You may choose who wants to discuss with you.

Ok. **Let's discuss** it. You may open your book now. Page 9 and page 11, right? Ok. **Let's discuss** and check your book. Number 1. Hello.. Are you with me?

Students : Yes.

Teacher : Because this is expression, so the answer may various, my variety. There are many variety of expression. Right, **in this case actually there is no wrong and right. That expression is free, not patent. There is no wrong or right, but precise or inappropriate.**
Ok. First question "..... me to get you some food?", the answer is "**would you like**", right or not?

Students : Yes, ma'am.

Teacher : Ok **would you like** me to get you some food, is the right answer. Then, the second question, "...... thank you". The answer is "**of course**" right or not?

Students : Yes, right ma'am.

Teacher : That's right, **of course** thank you.
Then, next question. "....... a magazine to read while you're waiting?", **the answer is "how about a magazine to read while you're waiting?", right or not?**

Students : What was the question ma'am?

Teacher : **The answer is "how about a magazine to read while you're waiting?", right or not?**

Students : Yes, right ma'am.

Teacher : The next"......that would be grat", the answer is "thank you that would be great". Right or not?

Students : Wrong ma'am.

Teacher : Umm, remember please, **in this case actually there is no wrong and right. That expression is free, not patent. There is not wrong or right, but precise or inappropriate.**

Student : Oh, yes ma'am inappropriate. It should be "**oh nice that would be great**".

Teacher : That's right, it should be "**oh nice that would be great**".

Repetition above was done by the English teacher when she gives command to the students, such as "*Let's discuss*". It was done by the English teacher when she finds important words. Another repetition which is implemented by the English teacher above done when the students cannot understand yet what the teacher said or when there are some words that important and difficult. Like "*in this term honestly there is no right or wrong. Expression is something that*

free, not untied. There is no right or wrong, but right or not right". The implementing of repetition aim to make the students easier to remember and understand important point from the subject that taught by teacher. This is according to Shim (2006) that teachers have to repeat the words that are important or become the main idea in the material that is taught, so that repetition can be done when encountering difficult words or words that became the main idea in the material that is taught.

After finishing the discussion, teacher played the conversation video between the waitress and the customer. That conversation discussed about the waitress suggested and offered the menu that restaurant had to the customer. From that conversation students could learn about accent, intonation, gesture, and also expression from the native. So that hoped to help students to understand how to make and practice dialog on the next meeting. It was in accordance with the results of the interview that states "the media can increase students understanding, because media can show native conversation and students can also see the actual conversation context" (translated from Interview 2 with Dwi, Appendix 4, p 66).

After saw that conversation video, so students given task to make dialog which related with "suggest and offer" in other situation to practiced on the next meeting. Students divide into groups randomly by teacher. Each group consisted of two up to three students, then the decision of character as customer service or customer also decided randomly, That activity aimed to make sure that students could be able to make friends with all people without choosing anybody and to divide character which is can give the fair portion.

In third meeting (August 24th 2017), after the English teacher already done repetition of new meeting's material, the Engish teacher played the conversation video the waitress and the customer twice. It aimed to make sure students could see the conversation from native which is contained fluency, pronounciation, expression, and intonation. The students should pay attention on the video.

Then, the students started the dialog perform. Students seemed enthusiastic and full of spirit. That also because students wanted to improve their skill in English. On the other way English is international language that very important to understood. It was in accordance with the results of the interview that states "honestly, I think, I am very excited, because Mrs. Popy taught the material in a fun way and do not charge students. So I am always excited in English lessons to add and improve my skills. Moreover, English is also important for future", (translate from Interview 3 with Nizar, Appendix 4, p 67).

After the students performed, the teacher made a list of score from dialog perform that students did. The score list showed how the skill (fluency, pronounciation, expression, and intonation) of students in the dialog subject about suggest and offer. Some of students got the good score. But other students got the average score. That thing happened because every students has different skill.

After done with the dialog perform, students continue the subjects as always. Then teacher asked students to do the questions exercise which on the book. After that there was no discussion because time of English subject already done. So the exercise which students did will be discussed on the next meeting.

After that teacher gave task to find difficult word and also will be discussed on the next meeting.

4. Uses of Media in Repetition

In repetition the English teacher used the media to support the effectiveness of the repetition that done by her. On the first meeting (August 3rd 2017) teacher didn't use the media such as conversation video, recording, and so on. That because the English teacher thought on the first meeting the subject about suggest and offer should be more focus on expression of writing. On the next meeting was the time to more explain many things such as speech, gesture, practice about expression in dialog so that the media like conversation video should be use on the next meeting.

In the second meeting (August 10th 2017) the Englih teacher used the media such as conversation video. The English teacher never used pictures and tape recorder during second meeting because she thought students in second grade in senior high school public are less interested in picture and tape recorder, because they are more interested in video. That conversation video discussed about suggest and offer between the waitress and the customer in the restaurant. This video played and repeated twice in full time. However, it turned out that there was certain part of the conversation that the student found difficult word and did not listened clearly, that was from seconds 00:44 to 00:55.

Customer   : "Do you use fresh **ground coffee**?"
Waitress   : " No, we don't.
                    We use instant coffee."

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That excerpt above is the repeated conversation of the video. The repeated word that students did not understand and not listened clearly was the "ground coffee". That 11 seconds coversation was repeated up to two times.

Then, on the third meeting (August 24th 2017) the English teacher used the media such as conversation video. That conversation video also discussed about the waitress and the customer in the restaurant. The conversation video was played twice in full.

Teacher : I play it one more time. Keep attention.

Students number one until number sixteen, please **go forward** to take the loterry of sequence number to perform. Let's **go forward** even silently. **Cannot fight**, remember... **cannot fight**.

Students : Ok. Ma'am.

The repetition above has been done by teacher when teacher gives command or instruction. That is done so that students understand command or instruction given by teacher. Repetition of video playback is done up to two times so that students can understand the content and context of the conversation well.

Based on the results of interview that conducted with the English teacher, she said that "conversation video used teacher aims to get student proper role models for the criteria of a good conversation. Beside that, with showing the video, students can understand the actual conversation context" (translated from Interview 1 with Mrs. Popy, Appendix 4, p 64). Teacher never used pictures and tape recorder during second meeting because she thinks students in second grade in senior high school public are less interested in picture and tape recorder, because they are more interested in video.

5. Additional Finding

From the four criterias of repetition above, the researcher found out another criteria of teacher talk in repetition, that is repetition for giving instruction. When giving instructions, there were repetitions which were done by the English teacher in the first meeting, the excerpt goes like this.

Teacher : **Close your book**, please! If anyone asked me, I will refuse.
Students : Yes.
Teacher : **Close your book! Close your book!** Open your eyes!
So, this is how to play the game. Please, stand up!
Right, I will ask you a question. When you have the answer about my question, please raise your hand. When you can answer my question correctly, **you may have a sit with the row that you choose, left side or right side (you have a sit with your friend that sit on left side or right side)**. But if you are wrong, then you must stand still. Remember **you may have a sit with the row that you choose, left side or right side (you have a sit with your friend that sit on left side or right side)** when you answer correctly. Do you understand?
Students : Yes, ma'am.

The repetition above was done by the English teacher when there is important sentence or main point when doing the game, for example "*close your book!*" and "*you have a sit with your friend that sit on left side or right side*". Repetition is done until that students can understand the instruction given by the English teacher before they played the game. So that the game can be done smoothly and students could understand the material through a game.

In that game the English teacher repeated all the questions which were not yet understand by students. The English teacher repeated slowly and also sometimes used Indonesia language so that students could more understand. The example of repetition which the English teacher did such as:

Teacher	:	Yes. Next question is about direct and indirect speech. Ok. **Change into indirect speech. Change into indirect speech**. Mrs. Popy said to the students: "Don't cheat on my exam!"
Student 1	:	Mrs. Popy said to the student not to cheat on her exam.
Teacher	:	Yeah. You're right. So if in negative command, then for indirect speech then we **add not to** in front of the reported command. Remember ... **add not to**. **Next question. Next question**. The question is getting harder. **Turn this indirect speech into a direct speech, Mary said to John that she might come to his house the following day.**
Student 2	:	What is the question ma'am?
Teacher	:	**Change this indirect speech into a direct speech, Mary said to John that she might come to his house the following day.**
Student 2	:	Mary said to John :"You may come to my house tomorrow."
Teacher	:	Yeah right, so **'might' change into 'may'**. Remember, **'might' change into 'may'** when you are asked to change indirect speech into direct speech using auxiliaries.

Repetition above is done by the teacher when there is an important sentence or main point when doing the game, for example "*Change into indirect speech. Change into indirect speech*". Repetition is done until that students can understand the instruction that given by the teacher in this game. Then repetition is also done when students do not understand the question intended by the teacher, so the teacher must repeat it twice, as in the phrase "*Turn this indirect speech into a direct speech, Mary said to John that she might come to his house the following day*".

4.1.2 Possible Causes That Influence Teacher To Do Repetition

The finding of possible causes use triangulation through the interview with the teacher and students and be compared with observation result. The interview was conducted by the researcher with the English teacher and students on August 24th 2017. The English teacher who became the subject of this research was Mrs. Popy (pseudo name). The researcher conducted the interview with her because she

is one of English teacher at SMA Negeri 1 Sooko Mojokerto and she has a lot of experience in teaching students in English. Then, the students who became the subject of this research were Dwi, Nizar, and Jihan (pseudo name). The researcher conducted the interview with them because they have the best, enough, and lowest achievement in English lessons. Therefore, the researcher wanted to find out the implemented of repetition in teacher talk and pssible cause that influence teacher to do repetition.

According to the interview, the English teacher said that the goal of teaching English with repetition is so that students can understand better what is explained by the teacher, the students can understand what is meant by the teacher, so that the students more easily remember the lesson that the teacher delivered. It was in accordance with the results of the interview that states "yes, with repetition, students could be more understand clearly. It means student can be mastering in English materials that I teach. So that they can remember the material that I taught by themselves" (translated from Interview 1 with Mrs. Popy, Appendix 4, p 63).

According to the interview with the English teacher, the researcher found the reason why teacher use the repetition strategy because of there are some students that do not understand yet about teacher's utterances or when there are words that difficult or word that be a main point in the subject. It was in accordance with the results of the interview that states "well especially if we feel our students do not understand, we will definitely repeat and repeat again. Or something that we think our students find difficulties to understand, we certainly

will try to repeat the discussion of the material" (translated from Interview 1 with Mrs. Popy, Appendix 4, p 63).

Then the opinion is also reinforced by the result of interview with the students who said that the English teacher do repetition by repeating words or sentences as much as two or three times. If students still do not understand then the teacher will repeat it by using Indonesian language. This is because the words or sentences spoken by the teacher are so strange to the students, thus encouraging teachers to do repetition. It was in accordance with the results of the interview that states

> "Mrs Popy uses repetition if the students could not or did not understand, then Mrs Popy will repeat the words or phrases that were as much as two or three times, if they still do not understand, then Mrs Popy will explain with Bahasa which easy and understandable for students and explain again, like that for this, it means this, with Bahasa that student can understand" (translated from Interview 3 with Nizar, Appendix 4, p 67).

But in addition there are some reasons that can encourage teacher to do repetition, there are also reasons that make teachers not to do repetition. For example, because of the limited time of learning English is only done 2 hours for one a week (2x45 minutes), coupled with the diversity of student's abilities. There are students who easily grasp what the teacher said, but there are students who find it difficult to capture the teacher explaination. Sometimes because of the limited time, and although there are still some students who have not understood, the teacher continues to the next material or end the learning without drawing conclusions. It was in accordance with the results of the interview that states "well, because there is so much material, so we cannot repeat the material continuosly. Although there some students who do not understand yet but we

continue to discuss the next material" (translated from Interview 1 with Mrs. Popy, Appendix 4, p 63).

So in essence the use of repetition is one of the strategies that teachers do when students do not understand the intentions submitted by the teacher or if there is a word or sentence which is difficult but be a major point in learning. But sometimes the teacher chooses not to repetition for reasons of limited time for English lessons, and because of the diversity of student abilities.

4.2 Discussion

In this research the impelementation of repetition applied during the observation and interview were include greeting, repetition of previous meeting, repetition in the new meeting, uses of media in repetition. The repetition strategy used by the teacher also in line with the previous studies conducted by Shim (2006) that teacher also used repetition to improved student's ability in English. There are some bases of strategies applied during teaching and learning activity. The first discussion is about greeting. According to Shim (2006), implementation greeting in class is including one point namely teacher greet the students. Then according from Julie (2004) implementation greeting in class is also included one point namely teacher greet the students. And starting from the first observation until the interview, the researcher find out that the English teacher has done the points in the greeting for each a meeting until three meetings

The second discussion is about repetition of previous meeting. According to Shim (2006), repetition of previous meeting are including some point namely teacher ask students' understanding about previous meeting, teacher discussed

about student's task of previous learning. Then, according from Julie (2004) repetition of previous meeting'a material just include teacher discussed about student's task of previous learning. So in this discussion, researcher uses theory from Shim because more comprehensive to analyze the data.

Starting from the first observation until the interview, the researcher found out that the English teacher has done the one point in the physical environment in three meetings, such as teacher ask students' understanding about previous meeting. But to second point namely teacher discussed about student's task of previous learning, teacher just done in second and third meeting. Teacher has not done in first meeting because this meeting was the first in early teaching in second grade, so nothing task in previous meeting.

The third discussion is about repetition in the new meeting's material. According to Shim (2006), teacher instructions are include some point namely teacher repeat difficult words or phrases that are important, teacher ask students' understanding about new meeting, teacher repeat basic learning of new meeting's material, and teacher repeat the conclusion of new meeting's material. Then, according from Julie (2004) repetition of new meeting'a material just include teacher repeat difficult words or phrases that are important, and teacher repeat the conclusion of new meeting's material. So in this discussion, researcher uses theory from Shim because more comprehensive to analyze the data.

Starting from the first observation until the interview, the researcher find out that the English teacher has done the some points in the repetition in the new meeting to all three meetings, such as teacher repeat difficult words or phrases

that are important, teacher ask students' understanding about new meeting, teacher repeated basic learning of new meeting. But in the last point, the English teacher repeated the conclusion of new meeting just done in second meeting, because in the first and third meeting, time for English lesson had been over.

The fourth discussion is about use of media in repetition. According to Shim (2006), use of media in repetition are include some point namely teacher used pictures to help them do repetition, teacher uses video for repetition, teacher uses tape recorder for repetition. Then, according from Julie (2004) the use of media in repetition just include the English teacher uses video for repetition. So in this discussion, researcher uses theory from Shim because more comprehensive to analyze the data.

Starting from the first observation until the interview, the researcher find out that the English teacher has done the some points in using of media in repetition, Such as teacher uses video for repetition in second and third meetings. But in first meeting, the English teacher not uses video for repetition because in first meeting teacher want focused in learning of theories. The second and third point, teacher used pictures to help them do repetition, and teacher uses tape recorder for repetition. The English teacher never done it during three meetings because she thinks students in second grade in senior high school public are less interested in picture and tape recorder, because they are more interested in video.

Based on the result above, The English teacher only used 27 points from 36 available points that she needed to used it in the classroom (see appendix 3). Based on that result, the teacher has done repetition in every aspects, except

greeting. In fact, it can improve students' understanding. So it can be concluded that the use of repetition is important done to improve students' ability in English. It accordance with Julie (2004) stated that repeating models play a very important role in language learning. In audiolinguism, repetition is needed to facilitate learning. Repetition enables students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases that become main idea in the learning.

In essence implementation of repetition by teacher to teach student was greetings, using repetition of previous and new meetings. The English teacher also uses video to do repetition to teach her students in class. By using repetition of previous meeting and new meeting, and uses media such as video to do it, the students can understand and remember the material given by the English teacher easily. Furthermore, the task that given also can not too much, because it actually makes students feel stressed and bored.

The five discussion is about another criteria of repetition that is teacher's instruction. The instruction was done by the English teacher when in the first meeting before the game started. By giving repetition in the instruction, students can understand the point of the instruction that given by the teacher. That is accordance to Richards (1996) stated that repetition is used to make learners get the point of their teachers are saying because it gives the learners more time to interpret what the teachers said. Therefore, they do not need to remember the whole sentences that the teachers say. Repetition is also used to direct students'

attention (and involvement), discipline students, help students practice English language, reinforce meanings, and so on. That is why repetition is important.

Repetition was chosen by the English teacher because she thought that students have different ability in English, so not all students can understand the explanation by her. Because of that, when students do not understand the teacher's explanation, teacher repeated the explanation for two or three times. However, if the students still do not understand with the teacher's explanation, then the teacher will explain it back by using the Indonesian language. Then, repetition is also chosen by the English teacher to explain the difficult words or words that become the main point in the learning material. However, there are several reasons why the English teacher chooses not to repeat, like the amount of material that must be explained, but at least the lesson time is provided. Sometimes the English teacher still chose to continue the lesson to the next material although there are some students who have not understood.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the problems of study which has been discussed on the previous chapter. In this chapter also presents the suggestion for the English teacher, and the next researcher who will conduct the similar study.

5.1 Conclusion

According to the data analysis, the researcher concluded that the implementation of repetition in teacher talk at SMA Negeri 1 Sooko Mojokerto has been done by the English teacher in every aspects. It can be seen from several indicators such as repetition of previous meetings, repetition in the new meeting, and uses of media in repetition, but the English teacher does not use repetition in greeting.

In greeting, the English teacher always does greet at the beginning of the lesson time. The teacher always routinely greet the students every time of the meeting.

In repetition of previous meeting, the English teacher asks students' understanding about previous meeting in all meetings. But to second point namely teacher discusses about student's task of previous learning, the English teacher just did in second and third meeting.

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In repetition in the new meeting, the English teacher repeated difficult words or phrases that are important, teacher ask students' understanding about new meeting, the English teacher repeated basic learning of new meeting for all meetings. But the last point namely teacher repeat the conclusion of new meeting just done in second meeting in class.

In the use of media in repetition, the English teacher used video for repetition in second and third meetings. Then, the second and third point namely the English teacher used pictures to help them do repetition, and teacher uses tape recorder for repetition. The English teacher never done it during three meetings because she thinks students in second grade in senior high school public are less interested in picture and tape recorder, because they are more interested in video.

In essence implementation of repetition by the English teacher to teach student was greeting, using repetition of previous and new meetings. Teacher also uses video to do repetition to teach her students in class. By using repetition of previous meeting and new meeting, and using media such as video to do it, the students can understand and remember the material given by the English teacher easily.

That repetition was chosen by the English teacher because she thinks that students have different ability in English. So not all students can understand the explanation by the English teacher. So that, when students do not understand the teacher's explanation, the English teacher repeat her explanation. Then, repetition is also chosen by the English teacher to explain the difficult words or words that become the main point in the learning material. However, there are several

reasons why the teacher chooses not to repetition, like the amount of material that must be explained, but at least the lesson time is provided.

The English teacher also does repetition when she gives instruction in the first meeting in order to get students' understanding about the point of the instruction given by her before they play a game.

5.2 Suggestion

Based on the findings and through the problem of this research, the researcher gives some suggestions that are delivered here.

1. For the English teacher

The English teacher is expected to be more routine using media such as video to do repetition. This is because the use of video proved to increase students' understanding. Then the teacher is also expected to be more intensive in doing repetition, especially concluding the material that she has just taught. This is important to increase students awareness and recollection in the lessons that have just been received.

2. For next researchers

Next researchers can investigate other formal features of teacher talk, like counting how many words per minute and pauses that are used by teacher to speak to students. Moreover, it is better for next researchers to investigate repetition by teachers in junior high schools because they have students with different language maturity from students in senior high schools, so that the teacher must have different kinds of repetition.

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APPENDICES

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Appendix 1. Observation Checklist

Observation Checklist of Repetition in Teacher Talk in English Class

No.	Repetition in Teacher Talk	Checklist
1	The teacher said greeting to the students in the class routinely.	
2	The teacher ask about the material that has been taught in the previous meeting, and then repeat of conclusion of previous learning.	
3	In the new material, teacher has been repeating the words that are important.	
4	The teacher uses media such as images to do the repetition of the material that has been taught.	
5	The teacher uses video to do the repetition of the material that has been taught.	
6	The teacher uses tape recorder to do the repetition of the material that has been taught.	
7	The teacher asks their students about the new material taught.	
8	The teacher repeats primary learning newly taught.	
9	The teacher provide a clearer example to increase the student understanding	
10	The teacher conclude the material that has been taught and repeated it.	
11	The teacher assign tasks to students.	
12	The teacher discussed about student's task at the next meeting.	

Appendix 2. Interview Guide

A. To The Teachers

1. What is the purpose of using repetition strategy?

2. When the moment you used strategy of repetition in class?

3. Do you use the strategy of repetition when talking in class?

4. What factors that encourage teachers do repetition in teaching english?

5. What factors that inhibit teachers do repetition in teaching english?

6. Have you ever taught using the strategy of repetition? How the response of students?

7. Have you ever attended training or a seminar about the implementation of the strategy of repetition in teachers talk?

8. How are students' skills in English lessons? Why?

9. How does the spirit of the students in learning English? Why?

10. Do you use media in strategy of repetition in class? If it is yes, what kind of media you use?

11. Does the media help in the effectiveness of repetition strategy in teachers talk? Why?

12. What are the obstacles that you experience when implementing the strategy of repetition in teachers talk?

13. What are solutions you used to overcome these problems?

14. Do students gave a good response to repetition strategy that is applied by you? What are the examples?

15. Does this repetition strategy can improve students' skills in English?

16. What indicators that are used by you to assess students' abilities after the implementation of this strategy?

B. To The Students

1. When the moment teachers used strategy of repetition in class?

2. Do the teachers use the strategy of repetition when talking in class?

3. How is your skills in English lessons? Why?

4. How is your spirit in learning English? Why?

5. Do teachers use media in strategy of repetition in class?

6. Does the media can help in the effectiveness of repetition strategy in teachers talk? Why?

7. Do you give a good response to repetition strategy that is applied by teachers? What are the examples?

8. Does this repetition strategy improve your skills in English?

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Appendix 3. Result of Observation Checklist

Table 1. Result of the Observation Checklist of Repetition in Teacher Talk in

English Class

No.	Repetition in Teacher Talk	Checklist		
		1	2	3
1	The teacher said greeting to the students in the class routinely.	√	√	√
2	The teacher asks about the material that has been taught in the previous meeting, and then repeat of conclusion of previous learning.	√	√	√
3	In the new material, teacher has been repeating the words that are important.	√	√	√
4	The teacher uses media such as images to do the repetition of the material that has been taught.	-	-	-
5	The teacher uses video to do the repetition of the material that has been taught.	-	√	√
6	The teacher uses tape recorder to do the repetition of the material that has been taught.	-	-	-
7	The teacher asks their students about the new material taught.	√	√	√
8	The teacher repeats primary learning newly taught.	√	√	√
9	The teacher provides a clearer example to increase the student understanding	√	√	√
10	The teacher concludes the material that has been taught and repeated it.	-	√	-
11	The teacher assigns tasks to students.	√	√	√
12	The teacher discussed about student's task at the next meeting.	-	√	√

Appendix 4. Result of Interview

1. Interview with the English Teacher

No	Questions	Answers
1	Tujuan menggunakan strategi repetition ini sebenarnya apa?	Iya, repetition itu supaya siswa-siswa bisa lebih jelas. Maksudnya bisa lebih ingat, lebih mantap dalam mempelajari materi-materi yang saya ajarkan.
2	Kapan ibu menggunakan strategi repetition ini?	Kalau materinya baru. Kadang kadang materi yang siswa sudah mendapatkan sebelumnya di jenjang pendidikan sebelumnya misal *present tense* yah kita tidak perlu terlalu repetition. Tapi kalau sesuatu yang baru misal modals, mereka baru dapatnya dulu *will* atau *can*, maka kita tambahi lagi dengan *should*, *should have* dll, jadi form form yang baru kita baru pake repetition.
3	Apakah guru selama ini menggunakan strategi repetition di kelas?	Biasanya otomatis ya. Mungkin kalau kita merasa itu penting, maka kita secara spontan untuk mengulanginya.
4	Apa faktor yang membuat guru menggunakan strategi repetition ini ketika mengajar di kelas?	Yah terutama kalau kita merasa siswa belum mengerti yah pasti akan kita ulang-ulang lagi. Ataupun sesuatu yang menurut kita siswa bakal susah untuk memahami jadi yah pasti kita akan berusaha untuk mengulang pembahasan materi.
5	Apa faktor yang menghalangi guru mengunakan strategi repetition di kelas?	Yah karena materi yang banyak. Jadi kita tidak bisa mengulang-ngulang materi secara terus menerus. Meskipun ada beberapa siswa yang belum paham tapi yah kita tetap lanjut membahas materi selanjutnya.
6	Apakah ibu pernah menggunakan strategi repetition sebelumnya? Bagaimana respon siswa?	Ehhh tergantung materinya, tapi sebagian besar iya. Kalau respon siswa yah senang. Karena saya menggunakan strategi repetition ini yah menyesuaikan kebutuhan siswa. Jadi karena mereka butuh makanya mereka senang.
7	Apakah ibu pernah mengikuti seminar atau pelatihan tentang penerapan strategi repetition di kelas?	Belummm kalau itu belum mbak

8	Bagaimana kemampuan siswa dalam bahasa inggris di kelas?	Karena ini heterogen karena tidak ada kelas bahasa, jadi penguasaan dan juga kemampuannya jelas bermacam-macam. Ada yang sudah bagus sekali, ada yang sudah sering ikut lomba bahasa inggris, olimpiade, story telling, pidato, tapi ada juga yang sama sekali nggak bisa. Jadi yah kita harus memperlakukan mereka secara berbeda.
9	Bagaimana semangat siswa dalam belajar bahasa inggris di kelas? Kenapa?	Pasti semangat. Karena mereka merasa bahasa inggris itu perlu. Bahkan ada yang merasa di SMP nya merasa nggak bisa sama sekali, yah mereka akan sangat semangat untuk mengejar ketertinggalan. Karena rata-rata anak SMA Sooko ini kan rata-rata akan melanjutkan ke perguruan tinggi jadi yah bahasa inggris sangat mereka butuhkan.
10	Apakah ibu biasanya menggunakan media dalam menerapkan strategi repetition di kelas?	Iya biasanya emang iya saya pakai video. Seperti tadi ini saya pakai kaset. Biasanya yah kita pakai video, kita putarkan, mereka melihat dan kemudian mereka menirukannya.
11	Apakah dengan menggunakan media itu dapat membantu dalam keefektifan penerapan strategi repetition? Kenapa?	Sangat membantu sekali mbak hehheh. Yah karena mendapat role model yah tepat dan native jadi mereka dapat lebih ngerti. Kalau saya kan agak *Javanese* kalau mereka dapat contoh yang native kan mereka tahu. Atau kalau visual kan mereka tahu konteksnya, jadi membuat mereka bisa lebih paham.
12	Apakah ada hambatan dalam mengajar bahasa inggris di kelas menggunakan strategi repetition?	Hambatannya yah itu karena kemampuan siswa yang berbeda-beda. Kalau yang cepat yah cepat kalau yang lambat jadi yah kita harus mengulang-ngulang agak sering.
13	Apa solusi dalam menangani masalah tersebut?	Ehhhh apa yaaaa...... Memperlakukannya secara berbeda. Kalau yang sudah pinter yah sudah, kalau yang belum bisa yah kita dekati dan kita ulang pelan-pelan lagi begitu mbak.
14	Apakah siswa memberikan respon yang baik ketika guru menggunakan strategi repetition di kelas?	Yah mereka selalu memberikan respon yang baik, mereka selalu bersemangat. Misalkan mereka masih kesusahan dengan intonasi, karena intonasinya kan masih Indonesia atau *Javanese* jadi kalau

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		diulang-ulang mereka akan terbiasa. Soalnya kan *habit* kalau *language*, jadi kalau mereka terbiasa diulang-ulang yah mereka pasti senang. Karena mereka mendapat role model yang tepat. Contoh apresiasi mereka yah kalau misalnya dikasih tugas dialog saya kasih kritik pada speaking dan intonasi, yah nanti kedepannya pasti mereka akan mencoba memperbaiki itu.
15	Apakah repetition dapat meningkatkan kemampuan bahasa inggris siswa?	Iya sangat terutama di *speaking* nya. Misalnya di tugas saya di dialog 1 mereka masih berantakan saya kasih kritik *expression*, *gesture*, intonasi dll, maka tugas berikutnya pasti mereka akan berusaha memperbaiki.
16	Indikator apa yang digunakan guru untuk menilai kemampuan siswa?	Ehh penugasannya unjuk kerja kayak dialog gitu. Jadi kita bisa melihat mereka yang awalnya masih kurang di banyak hal, setelah kita repetition terus, misalnya ungkapan-ungkapan apa, misal ungkapan yang mirip biasanya mereka agak keliru, tapi kalau kita latih berulang-ulang maka mereka akan terbiasa.

2. Interview with the Student 1 (Dwi Ayu Sekarini Pandjaitan)

No	Questions	Answers
1	Bisa perkenalkan dulu dek namanya?	Nama saya Dwi Ayu Sekarini Pandjaitan
2	Kapan bu Popy melakukan pengulangan ketika pengajaran di kelas?	Ehhhhhhhh....... bu Popy itu melakukan pengulangan pertanyaan dan penjelasan ketika murid-murid tidak paham, dan cara mengulanginya itu biasanya penjelasan atau pertanyaannya diulang lagi kemudian pelan-pelan dibahasa indonesiakan, dijelaskan maksudnya itu seperti apa sambil sedikit bercanda-bercanda gitu hehehe.
3	Apakah bu Popy sering melakukan strategi pengulangan ketika melakukan pengajaran bahasa Inggris di kelas?	Ehmmm... teknik pengulangan sebenarnya tidak terlalu sering digunakan karena memang alhamdulillah anak-anak di kelas saya rata-rata memiliki nilai yang baik dalam pelajaran bahasa Inggris. Apalagi banyak teman-teman

			yang dulunya waktu kelas satu juga diajar bu Popy jadi yah sudah paham.
4	Bagaimana kemampuan adek dalam pelajaran bahasa inggris yang diajarkan bu Popy?		Dalam pelajarannya bu Popy alhamdulillah saya bisa melakukannya dengan baik, dan saya cukup yakin kalau sampai sejauh ini nilai saya sih baik-baik hehhehhe
5	Apakah adek selalu bersemangat dalam mengikuti pelajaran bahasa Inggris yang diajarkan bu Popy ?		Yaahhhh semangat, gimana ya, yah semangat sekali. Karena bahasa Inggris itu kan penting dan apalagi bahasa Inggris kan salah satu pelajaran favorit saya dan bu Popy adalah salah satu guru favorit saya.
6	Apakah bu Popy sering menggunakan media dalam menerapkan strategi repetition di kelas?		Sejauh ini, saya dulu kan nggak diajar bu Popy, kalau sampai saat ini sih biasanya murid-murid diputarkan percakapan melalui kaset, video dll, kemudian kita diberikan kertas dialog terus kita disuruh mempratekkan begitu.
7	Apakah media mampu mendukung strategi pengulangan yang dilakukan guru di kelas?		Kalau menurut saya iya, karena murid-murid kan mendapatkan contoh langsung yang native jadi kita bisa terbiasa logat orang sana, sehingga membuat kita lebih paham dan mengerti. Apalagi melalui video kita juga dapat memahami konteks dari percakapan tersebut.
8	Apakah dalam strategi pengulangan yang dilakukan guru, apakah siswa-siswa memberikan respon baik?		Iya sih mbak. Murid-murid biasanya memperhatikan dengan baik dan senang. Karena rata-rata mereka menyukai bahasa inggris, jadi mereka kayak semacam berlomba-lomba dalam menguasai bahasa Inggris gitu. Apalagi bahasa Inggris kan juga bahasa internasional yang penting bagi kita kedepannya.
9	Apakah dengan penggunaan strategi pengulangan yang dilakukan dapat meningkatkan kemampuan adek dalam bahasa Inggris?		Kalau bagi saya iya. Sebagai orang Indonesia kan tidak semua vocabulary dalam bahasa Inggris yang saya hafal, sehingga ketika diajarkan *vocabulary* baru dengan strategi pengulangan, maka saya dapat lebih paham dan lebih mudah menghafalnya.

3. Interview with the Student 2 (Nizar Satrio Ghiffary)

No	Questions	Answers
1	Bisa perkenalkan dulu dek namanya?	Nama saya Nizar Satrio Ghiffary
2	Kapan bu Popy melakukan pengulangan ketika pengajaran di kelas?	Saat murid-murid nya tidak bisa atau tidak paham, maka bu Popy akan mengulangi penjelasannya sebanyak dua atau tiga kali, kalau siswa masih belum paham, maka bu Popy akan menjelaskan dengan bahasa Indonesia yang mudah dipahami anak-anak dan dijelaskan kembali, seperti ini maksudnya ini, ini artinya ini dengan bahasa Indonesia yang dipahami anak-anak.
3	Apakah bu Popy sering melakukan strategi pengulangan ketika melakukan pengajaran bahasa Inggris di kelas?	Strategi pengulangan itu dilakukan ketika siswa tidak bisa jika tidak ada masalah dan jika semua pertanyaan sudah terjawab semua maka pelajaran akan dilanjut dan bu Popy tidak akan mengulangnya lagi.
4	Bagaimana kemampuan adek dalam pelajaran bahasa Inggris yang diajarkan bu Popy?	Terus terang kalau kemampuan saya dalam pelajaran bahasa Inggris yang diajarkan bu Popy itu saya mengerti karena dalam pelajarannya bu Popy itu lebih mengedepankan *public speaking* dan *writing*, dan itu membuat saya dan teman-teman senang dan *fun* dalam mengikuti pelajaran.
5	Apakah anda selalu bersemangat dalam mengikuti pelajaran bahasa inggris yang diajarkan bu Popy?	Terus terang kalau menurut saya, saya semangat sekali, karena materi yang diajarkan bu Popy itu diajarkan secara *fun* dan tidak membebankan murid. Sehingga saya selalu bersemangat dalam pelajaran bahasa Inggris untuk menambah dan juga memperbaiki kemampuan saya. Apalagi kan bahasa Inggris juga penting untuk kedepannya.
6	Apakah bu Popy sering menggunakan media dalam menerapkan strategi repetition di kelas?	Yah media. Medianya yang waktu kelas X bu Popy menggunakan media speaker untuk belajar TOEFL sebagai bekal saya waktu kelas XII nanti. Kalau saat ini media yang digunakan yah paling video atau *recording* yang menunjukkan percakapan secara native.
7	Apakah media mampu	Yah sangat membantu. Karena dengan

	mendukung strategi pengulangan yang dilakukan guru di kelas?	adanya recording dan percakapan yang ditampilkan melalui video maka kita bisa mempelajari logat, gestur, ekspresi, dan intonasi dalam percakapan yang dilakukan langsung oleh orang sana. Sehingga membuat kita lebih paham, selain itu kita bisa melihat konteks percakapan secara langsung.
8	Apakah dalam strategi pengulangan yang dilakukan guru, apakah siswa-siswa memberikan respon baik?	Iya pengulangan dalam materi yang diajarkan oleh bu Popy ditanggapi secara positif oleh anak-anak karena siswa dapat dan langsung mengerti karena bu Poppy menggunakan bahasa yang sederhana dan mudah dipahami oleh siswa.
9	Apakah dengan penggunaan strategi pengulangan yang dilakukan dapat meningkatkan kemampuan adek dalam bahasa Inggris?	Iya ketika saya tidak bisa. Memang terus terang dapat meningkatkan kemampuan diri saya. Dengan pengulangan membuat saya lebih mudah mengingat kata-kata maupun materi yang saya anggap sulit.

4. Interview with the Student 3 (Jihan Feby Az Zahra)

No	Questions	Answers
1	Bisa perkenalkan dulu dek namanya?	Nama saya Jihan Feby Az Zahra
2	Kapan bu Popy melakukan pengulangan ketika pengajaran di kelas?	Yah biasanya itu kalau anak-anak di kelas itu belum paham, jadi yah diulangi sama bu Popy. Kalau ada anak yang belum mampu atau bisa dan masih bertanya yah bu Popy terus mengulangi materi dan kata-kata sulit supaya anak-anak lebih paham lagi.
3	Apakah bu Popy sering melakukan strategi pengulangan ketika melakukan pengajaran bahasa inggris di kelas?	Iya sih, yah ketika anak-anak nggak paham tadi mbak. Bu Popy biasanya akan menggunakan pengulangan untuk materi atau kata-kata yang dianggap sulit.
4	Bagaimana kemampuan adek dalam pelajaran bahasa inggris yang diajarkan bu Popy?	Kalau saya sih kemampuannya sih, apa yah, nggak terlalu bisa. Soalnya bahasa Inggris menurut saya sulit jadi saya bingung dan nggak paham-paham hehhehhe
5	Apakah anda selalu bersemangat dalam mengikuti	Yah bersemangat mbak soalnya sangat kepengin bisa. Apalagi bahasa inggris

	pelajaran bahasa Inggris yang diajarkan bu Popy?	kan penting bagi saya kedepannya, untuk masuk universitas atau dunia kerja nanti kan penting. Makanya saya berusaha untuk bisa, meskipun sulit dan saya bingung tapi saya berusaha untuk selalu mengikuti pelajaran dengan baik supaya saya bisa. hehehhehhe
6	Apakah bu Popy sering menggunakan media dalam menerapkan strategi repetition di kelas?	Iya sih iya buat *listening* gitu, biasanya diputarkan rekaman atau video begitu yang memperlihatkan percakapan langsung secara native, kemudian kita dikasih kertas disuruh nulis dialognya dan kemudian mempratekkan gitu mbak.
7	Apakah media mampu mendukung strategi pengulangan yang dilakukan guru di kelas?	Iya sangat membantu soalnya kan misal yang video tadi yah jadi kita bisa mengetahu logat, gestur, mimik, dan intonasi percakapan bahasa Inggris secara native. Kalau kita nggak paham maksudnya maka kita bisa lihat konteksnya jadi yah dikit-dikit bisa paham karena ada konteksnya tadi itu.
8	Apakah dalam strategi pengulangan yang dilakukan guru, apakah siswa-siswa memberikan respon baik?	Iya mbak. Anak-anak biasanya tenang dan mendengarkan dengan baik. Karena dengan menggunakan pengulangan maka anak-anak kan jadi lebih paham. Soalnya anak-anak kan pasti yah pengen bisa makanya mereka fokus mendengarkan dengan baik pada materi yang diajarkan oleh bu Popy.
9	Apakah dengan penggunaan strategi pengulangan yang dilakukan dapat meningkatkan kemampuan adek dalam bahasa Inggris?	Iya mbak dengan adanya pengulangan untuk materi yang saya nggak paham, dan untuk kata-kata yang sulit dimengerti dan dihafal, membuat saya lebih mudah memahami dan mengerti maksudnya begitu mbak.

Appendix 5. Conversation Transcript between Teacher and Students

Conversation Transcript between Teacher and Students

at XI MIA 9 SMAN 1 Sooko Mojokerto

(August 3rd 2017, 11:45 AM, length 40 minutes)

Teacher   : Okay. Good Morning class.

Students   : Good morning, ma'am.

               Let's pray.

               Finish.

Teacher   : Today is our first meeting, right? Before we start the lesson, I want to say to you all, there is a researcher want to observe our activity in this classroom that is why I hope all of you will follow this lesson well and whenever there is difficulties in our discussion during the lesson you can give me some questions.

Students   : Yes, ma'am.

Teacher   :In the X class you have learned about passive voice, expression in opinion (I think..., I suppose...), analitycal exposition. Is anyone know about **analitycal exposition**? Anyone knows? What is **analytical expposition**?

Students   : Do not know, ma'am.

Teacher   : Analytical exposition is the shredded cassava with cheese in it.

Students   : (laugh)

Teacher   : Why if we talk about food, you can respon it well.

               We will see the review about passive voice, because in X class we have leaned it. So if you do not know, you are too much.

               Today we are going to discuss about asking information, suggestion, offering. But, because this is first meeting, I allow you to give any questions to me.

Students   : No.

Teacher   : I give you chance to borrow the book from other class after this meeting. In this period, I will asked you to play a game.

Students   : Yeay!

Teacher	:	**Close your book**, please! If anyone asked me, I will refuse.
Students	:	Yes.
Teacher	:	**Close your book! Close your book!** Open your eyes!

So, this is how to play the game. Please, stand up!

Right, I will ask you a question. When you have the answer about my question, please raise your hand. When you can answer my question correctly, **you may have a sit with the row that you choose, left side or right side**. But if you are wrong, then you must stand still. Remember **you may have a sit with the row that you choose, left side or right side** when you answer correctly. Do you understand?

Students	:	Yes, ma'am.

Teacher : Listen to my question. Anyone who wants to sit down must answer my question correctly. There are ten questions for ten people.

Number 1. Mr. George has some cats and dogs.... One of them is take to (blablabla) for medical treatment.

Student	:	Petranian.
Teacher	:	No. Devi?
Student	:	Veterinarian.

Teacher : Yep. You can choose which row you want to sit with you. Everybody stand up, please. Next question.

Number 2. Donna is five years old. She gets sick today. Her mom will take her to the hospital to see a (blablabla)..

Student	:	Pediatrician.

Teacher : Ok. Number 3. Do you know the name of the head of national police department?

Student	:	Tito Karnavian.

Teacher : Yes. You can answer because you have a TV at home. You may sit down with your right side.

Number 4. Listen to the question. The vice headmaster for the students affair of SMAN 1 Sooko is?

Student	:	Budi Widiantoro

Teacher	: Yes. Next question is about direct and indirect speech. Ok. **Change into indirect speech. Change into indirect speech**. Mrs. Popy said to the students: "Don't cheat on my exam!"
Student 1	: Mrs. Popy said to the student not to cheat on her exam.
Teacher	: Yeah. You're right. So if in negative command, then for indirect speech then we **add not to** in front of the reported command. Remember ... **add not to**.

Next question. Next question. The question is getting harder.

Turn this indirect speech into a direct speech, Mary said to John that she might come to his house the following day. |
Student 2	: What is the question ma'am?
Teacher	: **Change this indirect speech into a direct speech, Mary said to John that she might come to his house the following day.**
Student 2	: Mary said to John :"You may come to my house tomorrow."
Teacher	: Yeah right, so **'might' change into 'may'**. Remember, **'might' change into 'may'** when you are asked to change indirect speech into direct speech using auxiliaries.

Ok. The game is over. Now please read page 8 and 9. We are going to analyze some exercise that you understand. The expression is in page 8 and the example of the sentence on page 9. The expression is in page 8 and the example of the sentence on page 9.

Umm.. Amira, please find which eleven class who has English class today. |
| Student | : Yes. |
| Teacher | : I try to find a class that has books for all students, so actually the book is for two student for one book. So, I'm going to, what is that, to find them, which class that have all cause they must stand with you. That is what the head of the library said to me. So please be patient.

Ok. Do you have any question about the expression. It is expression of suggestion, right? |
| Student | : Yes. |
| Teacher | : You know suggestion in Bahasa, right? What it means in Bahasa? It is *saran*, right? |

Student	: Yes.
Teacher	: See the page 8, Let's (blablabla). It is same *saran* and *ajakan*. Let's match it on pae 9. "Let's go to the library".

Ok. Let's analyze the example of the sentences on page 9. "Let's go to the library", "Let's go to movies", "Why don't you do your homework before going out", are suggestions, right?

"We could eat at home today". What is the different between "We could" and "we can"?

What is the different between "We could" and "we have" in term of expression.

Student	: We use 'could' for politeness, and we use 'can' for the same age.
Teacher	: Yeah, you're so smart.

So 'can' is for informal, you can use it to your friend or the people in the same age as you. But 'could' is for formal, if it is in Javanese you can call it *kromo inggil*.

Ok. Next. "What about" and "how about" what do you think? "What about eating" and "how about eating". Is it same or not if we use it?

Student	: Same.
Teacher	: Same, right?

I suggest we call it a day. Somebody know what is the meaning?

Student	: No.
Teacher	: You must see page 9 on the bottom. "Let's call it a day". If you accept, say "Let's", "yes, sure" it is ok. But if you decline/refuse, you can anwer "No, let's stay for a while". So what is the meaning of "let's call it a day"? it means continue.
Student	: No, ma'am. It is stop.
Teacher	: Look the refuse answer is "Let's stay for a while" means that we must do it now. And "Let's call it a day" means continue in other time. Understand?
Student	: Yes, ma'am.

Teacher : Ok. "I think you should go and meet her" and "I think we should do it this way". What is the meaning of "I think we should do it this way"?

Student : (In Bahasa) *Dengan cara ini*.

Teacher : Ok. So, do you have any question?

Students : No.

Teacher : It is clear enough, right?

Ok. Open page 11. "May I give you a hand?" what is the meaning of this expression? It is not literally give your hand. It has same meaning with "Can I help you?".

Is there anybody knows another expression of offering help?

Student : "May I help you?"

Teacher : No, it's same like "Can I help you?". Other expression is "May I give you a favor?".

Student : Pardon ma'am.

Teacher : "May I give you a favor?". Favor, F-A-V-O-R.

Ok. Next expression "Shall I bring you some tea?", "Would you like another piece of cake?" and "How about I help you with this?"

Please compare the page 11 and page 9 there is "How about I help you with this?" and "How about going to Sam's place first?". What is the different? It is all about "How about...". Is there somebody explain to me?

If "How about +Ving" means what? *Saran atau mengajak melakukan itu*. "How about going, swimming, how about having lunch?". But if it is offering not use 'how about +Ving' but 'how about I help you', so it has how about+subject+verb or how about+clause. Like the example "How about I do your homework?".

Next is about "Could I clean the car for you?" and "Can I clean the car for you?" it is different, right? And you know the different, right? If you ask to me what will you use?

Students : Could.

Teacher : Good.

"Shall I help you with homework?" an then "I will do the washing, if you like". So all of you have known these expressions. And then for the captain of the class, please borrow the English book so you can do the exercise in page 13, 14, and 15.

Break time

Teacher : Ok. Now we are going to discuss page 13. Have you done page 13-14 number 1 until 10? Have you done?

Students : Yes.

Teacher : Yes, you are done?

Student : No ma'am.

Teacher : Oh you just get the book?

Ok. Page 13. Have you done? Are you with me?

Students : Yes.

Teacher : Read number 1. Please be careful. Because you almost learn excerpt, right? Ok. How about review on page 9? Page 9. Would you like to look at the pattern? For the "let's go" you use verb 1, "why don't you do" verb 1, "we could eat" verb 1, then "what about eating" and "how about going" you use verb+ing. You must pay attention to the small things like that because in the multiple choice the answers are similar. "I suggest that we call it a day" after "I suggest that" it added with clause, right?

Students : Yes.

Teacher : "You need to change your sleeping habits" it is double verb, so you need to add "to". I think +clause. I think +clause. And page 11, "May I give you a hand?" it is may + subject + verb 1 and blablabla. So look at the pattern.

Ok. For the number 1. "Hey Siti, blablabla go star gazing tonight." You can see that uses verb 1, right? "go star gazing tonight". So the answer is "would you like to" because "how about" use verb+ing.

Students : Yes.

Teacher : Next, number 2. Who wants to try to answer number 2? Ok. Ello.

Student : Sam : "Would you like to go watch a movie this weekend?"
Carly: "I can't, I am low on cash right now." Let's stay at home and watch TV instead.

Teacher : Yeah. "Let's stay at home and watch TV instead."
Ello, are you low on cash now?

Student : No, ma'am.

Teacher : Ok. What is low on cash?

Student : Don't have money, ma'am.

Teacher : Who is low on cash now? Poor you.
Number 3, who wants to try number 3? Ok. I will give you five minutes to answer.
Finish? Ok. Number.. What is the next number actually?

Student : Three.

Teacher : Ok, I will choose for number 3. Nizar, please.

Student : "What shall we do today? (why don't) we go to the library.

Teacher : Ok. Next number 4. Ratna. Where is Ratna? Ok.

Student : (Would you) like a cup of coffee?

Teacher : Ok. /wud yu/ not /wuld yu/. Number 5? Zaka. Where is Zaka?

Student : (I'll do) the washing, if you like.

Teacher : Ok. Next. Yusuf.

Student : Edo: "I have a lot of work to finish; I don't know how I will manage."
Sam: (I will help you with) half of it if you want.

Teacher : Ok. Number 7, Atikah.

Student : Carly: "I submitted my essay to the teacher few days ago, but I haven't received any response from her." Edo: (Why don't you) go and ask her?

Teacher : Ok. Next, Novi number 8.

Student : (Can I) get you a drink?

Teacher : Yeah. Can I. Next number 9. Nana.

Student : Aisya: "I am so thirsty." Annie: (Can I) get you something to drink?

Teacher : Can I get you. Ok. Next, Andie.

Student : (Would you) like me to clean your car?

Teacher : Would you like me to clean your car? Ok. For the next we meet please prepare the part B.

Students : Yes.

Teacher : Please be supportive, it is about an error analysis and you will face it in TOEFL. So please try to do it at home but it is not homework.

Coversation Transcript between Teacher and Students

at XI MIA 9 SMAN 1 Sooko Mojokerto

(August 10th 2017, 11:45 AM, length 49 minutes)

Teacher   : Okay. Good Morning class.

Students   : Good morning, ma'am.

               Let's pray.

               Finish.

Teacher   : So what must you review? What must you review?

Student   : Suggestion.

Teacher   : Offering and Suggestion.

Students   : Yes.

Teacher   : Expression of offering, expression of suggestion and expression of reponses, right? Now I'll check your attendance list. Affan? Anastasya? Andie? Atikah? Canti? Dania? Dwi? Elrosa? Handyanita? Hanif? Izhhar? Jasmine? Java? Jihan? Yudistira? Kechia? Laras? Mahes? Yusuf? Atho'? Nabela? Where is Nabela? Nabila? Nadia? Nadiatus? Nizar? Bagas? Dea? Rasyad? Ratna? Arrow? Sela? Zalcha?

               Ok. Are you ready?

Students   : No.

Teacher   : Ready for what? Why you all say no? Ok. **Close your book**.

Students   : Oh no.

Teacher   : Oh no. You think it is exam? No, this is your exercise**. Close your book**, put it on your desk. You may not open it.

Students   : Oh my God.

Teacher   : So you do exercise on using expression of offering and suggestion. You may discuss with your friend in the same desk. You may discuss. So we are going to discuss the first page later. Now, please discuss with your friend the second page. There are some dialogs with blank space there, "blablabla me to get you shampoo", the answer is "thank you". What is the answer then?

Students   : May I.

Teacher : Yeah. Discuss it with your friend, ok? What do you think about ten minutes? Is it enough for you?

Students : No.

Teacher : That was freely to discuss with your friend. You may choose who wants to discuss with you.

Ok. **Let's discuss** it. You may open your book now. Page 9 and page 11, right? Ok. **Let's discuss** and check your book. Number 1. Hello.. Are you with me?

Students : Yes.

Teacher : Because this is expression, so the answer may various, my variety. There are many variety of expression. Right, **in this case actually there is no wrong and right. That expression is free, not patent. There is no wrong or right, but precise or inappropriate.**
Ok. First question "..... me to get you some food?", the answer is "**would you like**", right or not?

Students : Yes, ma'am.

Teacher : Ok **would you like** me to get you some food, is the right answer. Then, the second question, "...... thank you". The answer is "**of course**" right or not?

Students : Yes, right ma'am.

Teacher : That's right, **of course** thank you.

Then, next question. "....... a magazine to read while you're waiting?", **the answer is "how about a magazine to read while you're waiting?", right or not?**

Students : What was the question ma'am?

Teacher : **The answer is "how about a magazine to read while you're waiting?", right or not?**

Students : Yes, right ma'am.

Teacher : The next"......that would be grat", the answer is "thank you that would be great". Right or not?

Students : Wrong ma'am.

Teacher : Umm, remember please, **in this case actually there is no wrong and right. That expression is free, not patent. There is not wrong or right, but precise or inappropriate.**

Student	: Oh, yes ma'am inappropriate. It should be "**oh nice that would be great**".
Teacher	: That's right, it should be "**oh nice that would be great**". Next, "Can I get you something to drink?" Ok, the answer is same like I have. Is there any different answer?
Student	: May.
Teacher	: Ok, "May I get you something to drink?" It is alright. You can also use "Should I get you something to drink?". "Oh my God. Thank you".
Students	: Oh, it is shock expression.
Teacher	: Is it appropriate expression?
Students	: No, ma'am.
Teacher	: Oh my God is kind of expression of what?
Students	: Shock.
Teacher	: It is kind of surprise. And also it is expression of not sure. If the back answer is "thank you", so the front answer must be "sure". Next, "**What would you like to drink?**", any other opinion? The possible answer? "**What would you like to drink?**" it is an offering, right?
Students	: Yes, right ma'am.
Teacher	: Ok. That is correct. Good idea. But "**What would you like to drink?**" the respon must be the thing. "**What would you like to drink?**", "A mineral water", "Sure, why not?". That sounds interesting.

Break time

Teacher	: Ok. Class. Now we are going to watch a video. That video is a conversation video about suggesting and offering.
Students	: Yeay.
Teacher	: While watching the video, please pay attention the fluency, pronounciation, expression, and intonation of the first and second

native speakers those are a waitress and the customer. Let's play it.

Waitress	: Excuse me.
Customer	: Yes.
Waitress	: Would you like some coffee or tea while you're waiting?
Customer	: Yes, that would be lovely. Thank you.
Waitress	: Which would you prefer, coffee or tea?
Customer	: Coffee, please.
Waitress	: And how would you like the coffee?
Customer	: Two sugars and some milk.
Waitress	: Ok. I'm sorry. But we don't have any mik. Is coffee milk, alright?
Customer	Coffee milk is fine.
Waitress	: Ok. One coffee. We'll be right back.
Customer	: Oh, excuse me.
Waitress	: Yes.
Customer	: Do you use fresh ground coffee?
Waitress	: No, we don't. We use instant coffee. Nescafe I think.
Customer	: Oh. I see. Second time. Can I have tea, please?
Waitress	: Yes. Tea. What kind of tea would you like?
Customer	: What kind of tea do you have?
Waitress	: We have Earl grey, greentea, or Lipton.
Customer	: Greentea is a Chinese, is it not?
Waitress	: Yes.
Customer	: I'll try the greentea.
Waitress	: Ok. Would you like that ice or hot?
Customer	: Ice. Ice sounds nice.

Waitress	: Ok. One ice greentea. Would you like a cookie?
Customer	: Cookie? No, thank you.
Waitress	: Ok. How about an apple?
Customer	: Yes. I like an apple.
Waitress	: Ok. One ice greentea and one apple. We'll be right back.
Students	: Ma'am, repeat again, please.
Teacher	: Ok. I will repeat the video again from the start until end. Please listen carefuly.
Students	: Ma'am, please repeat again from the fresh round coffee.
Teacher	: Fresh round coffee? Ok. Wait.
Customer	: Do you use fresh ground coffee?
Waitress	: No, we don't. We use instant coffee. Nescafe I think.
Students	: Oh, it was fresh ground coffee.
Teacher	: It's done. Now please make a dialog like on the video with different situation and different character.
	Please make a dialog and submit at my desk later. After that I will give back the dialog to you and practice the dialog with your pair because in the next meeting you will perform the dialog in front of me. Ok?
Students	: Ok, ma'am.

Conversation Transcript between Teacher and Students

at XI MIA 9 SMAN 1 Sooko Mojokerto

(August 24th 2017, 11:45 AM, length 67 minutes)

Teacher   : Good morning, class. Assalamu'alaikum warahmatullahi wabarokatuh.

Students   : Good morning, ma'am. Wa'alaikumsalam warahmatullahi wabarokatuh.

Teacher   : Ok. Class. How are you today?

Students   : I'm fine, thank you.

Teacher   : Well, guys. While you prepare, I will check your name first as usual. While I check your attendance list, you can prepare for the presenting today. After that, I will played the conversation video twice like in the last meeting.

Students   : Is that waitress and customer video, ma'am?

Teacher   : Yes, you're right.

And after that, I give you time to practice with your partner, so we don't directly go to the dialog presentation. It's time to prepare. Do you understand what I mean?

Students   : Yes, understand.

Teacher   : Do you know what I take on suggestion for the score of dialog presentation?

Studets   : No.

Teacher   : No? So it must be pronunciation, right?

Students   : Yes.

Teacher   : So, practice your pronunciation. Some studets still misspell of pronounce. And then, fluency of course. Fluency. So I will give you time to memorize the script. And then your expression including gesture. The gesture is not to be excessive. Your eyebrow is a gesture, your shoulder is also gesture, right?

		Ok, listen to me. In this meeting I will assess the appearance of the dialogue that you have prepared from a week ago. This assessment includes **fluency, pronounciation, expression, and intonation**. Remember... **fluency, pronounciation, expression, and intonation**. **Expression does not need to be excessive**. Remember, **Expression does not need to be excessive**, just natural.
Students	:	Yes, ma'am.
Teacher	:	Ok. I will tak score only three aspects, pronunciation, fluency, and expression. Ok. Are you already present?
Students	:	No.
Teacher	:	So after I check your name, I will played the conversation video twice like in the last meeting in order to know **the fluency, pronunciation, and expression**. And then you must take the lottery and all of students will go out. Ok. Ten minutes after that. So I'll check your name and you prepare your script, after that students number one please come to me. Do you understand?
Students	:	Yes.
Teacher	:	Affan? Anastasya? Andie? Atikah? Canti? Dania?
Students	:	Absent ma'am.
Teacher	:	Oh yes, musicalisation right? Dwi? Elrosa? Handyanita? Hanif? Izhhar? Jasmine? Java? Jihan? Yudistira?
Students	:	Camping, ma'am.
Teacher	:	Oh, ok. Kechia? Laras? Mahes? Yusuf? Atho'? Nabela? Nabila? Nadia? Nadiatus? Nizar? Bagas? Dea? Rasyad? Ratna? Arrow? Sela? Zalcha?
		Now I wil play the conversation video and please keep attention to the **fluency, pronunciation, and expression** of the native speakers.
Waitress	:	Excuse me.
Customer	:	Yes.
Waitress	:	Would you like some coffee or tea while you're waiting?

Customer   : Yes, that would be lovely. Thank you.

Waitress   : Which would you prefer, coffee or tea?

Customer   : Coffee, please.

Waitress   : And how would you like the coffee?

Customer   : Two sugars and some milk.

Waitress   : Ok. I'm sorry. But we don't have any mik. Is coffee milk, alright?

Customer   Coffee milk is fine.

Waitress   : Ok. One coffee. We'll be right back.

Customer   : Oh, excuse me.

Waitress   : Yes.

Customer   : Do you use fresh ground coffee?

Waitress   : No, we don't. We use instant coffee. Nescafe I think.

Customer   : Oh. I see. Second time. Can I have tea, please?

Waitress   : Yes.
            Tea. What kind of tea would you like?

Customer   : What kind of tea do you have?

Waitress   : We have Earl grey, greentea, or Lipton.

Customer   : Greentea is a Chinese, is it not?

Waitress   : Yes.

Customer   : I'll try the greentea.

Waitress   : Ok. Would you like that ice or hot?

Customer   : Ice. Ice sounds nice.

Waitress   : Ok. One ice greentea. Would you like a cookie?

Customer   : Cookie? No, thank you.

Waitress   : Ok. How about an apple?

Customer   : Yes. I like an apple.

Waitress   : Ok. One ice greentea and one apple. We'll be right back.

Students	: Ma'am, repeat again, please.
Teacher	: Ok. I will repeat the video again from the start until end. Please listen carefuly.
Students	: Ma'am, please repeat again from the fresh round coffee.
Teacher	: Fresh round coffee? Ok. Wait.
Customer	: Do you use fresh ground coffee?
Waitress	: No, we don't. We use instant coffee. Nescafe I think.
Teacher	: I play it one more time. Keep attention.

Students number one until number sixteen, please **go forward** to take the loterry of sequence number to perform. Let's **go forward** even silently. **Cannot fight**, remember... **cannot fight**.

Students	: Ok. Ma'am.
Teacher	: In line, please. And keep your lottery number.

I just heared that there are some students doesn't have the script. I have announce you that I will not give you a homework. But do your assignment here in my class. Do you understand?

Students	: Yes.
Teacher	: Ok. How about the students who don't have their pair? students who don't have their pair still can perform, but the part of your pair will be read by other student. Ok.

So, later if the students who have done perform, please bring your book.

Ok. Go out of the class, please.

Zulcha and the partner, please, come in.

Zulcha	: May I use the chair as the property, ma'am?
Teacher	: Ok. Are you ready?
Affan	: Ok, ma'am.

(Trainer) Good morning. Please, sit down.

Zulcha : (Athlete) Good morning. Thank you, you are very kind.

Affan : (Trainer) Can I get you something to drink?

Zulcha : (Athlete) Yes, please.

Affan : (Trainer) What makes you come to my house? Do you need my help?

Zulcha : (Athlete) Yes, sir. Next month, my aunt and I will joined the dance party and I need you to train me.

Affan : (Trainer) Oh, I see. I think you must practice it very well. I said that you must practice it everyday. What do you think?

Zulcha : (Athlete) Oh, I can't. I have another appointment.

Teacher : Done? Are nervous? Because you are not focus. You must focus on your partner.

Affan : Ok, ma'am.

Teacher : And your gesture is not suitable with your character. Why you laughing by yourself.

Ok. Please call Nadia.

Prepare your property. Oh you have two partners. Nadia with Nana and Nabila. Ok, let's get started. Where is your script? Ok. Start it now.

Nadia : (Fisherman 1) Hello. Good afternoon. I'm glad to see you again. How are you?

Nabila : (Fisherman 2) I'm fine, thank you.

Nadia : (Fisherman 1) Let's go to the sea to get some fish.

Nabila : (Fisherman 2) Let's go.

Nana : (Fisherman 3) Bil, can I join you?

Nabila : (Fisherman 2) Sure.

Nadia : (Fisherman 1) It will be more exciting.

Nana : (Fisherman 3) Where is your bucket?

Nadia : (Fisherman 1) Oh, no. I'm forget.

Nabila : (Fisherman 2) Do you want to borrow mine?

Nana : (Fisherman 3) Oh. Thank you.

Nabila : (Fisherman 2) Nevermind. Oh. It's very cold.

Nadia : (Fisherman 1) I think you must wearing my shawl.

Nabila : (Fisherman 2) You are so kind. Thank you.

Teacher : Finish? You all so kind, right. Nabila always keep smile. Pronunciation and fluency are good, but expression and gesture still lack. But you waiting for other dialog, you waiting something. What are you doing? You shouldn't watch and wait the other. What's the next dialog. Like a somebody who had conversation, not waiting.

Wait for the next participant. I still scored.

Ok. Call Nabela now.

Nabela : Here the script, ma'am.

Teacher : Ok. You with Nizar, right? Let's get start it.

Nabela : (Director) Do you know why I call you here?

Nizar : (Actor) I don't know, Ms. Director.

Nabela : (Director) Could you be an actor for my movie?

Nizar : (Actor) Are you serious? Yes. I will be your actor.

Nabela : (Director) Ok. But you will get some auditions.

Nizar : (Actor) I won't get some auditions.

Nabela : (Director) No. Because your producer in this movie.

Nizar : (Actor) Yes. I will take some auditions. So, what is the scenario for the auditions?

Nabela : (Director) You're a good boy, but you attacked by your best fiend with knife.

Nizar : (Actor) Yes. Arrgh. It's hurt. Arrggh.

Nabela	: (Director) No, it's wrong. It's wrong. I think your act in the scenario should be naturally.
Nizar	: (Actor) Ok. Ok. I will follow your instruction and take your suggestion.
Nabela	: (Director) Alright. I will se your improvement tomorrow.
Nizar	: (Actor) Yes.
Teacher	: Your pronunciation for 'no' sounds like 'now', and 'take' became 'tech', and 'scenario' not 'skenario'. So there are miss pronunciation. And your acting is too much.
Nizar	: Because I'm an actor.
Teacher	: Yes. You're right. But it's too much.
	Nizar, call the next. The next, Andi please.
	Andi with whom?
Andi	: With Atikah, ma'am.
Teacher	: Ok.
Andi	: Hello. How are you today?
Atikah	: I'm fine. Thank you. Have you bring your umbrella today?
Andi	: Yes. Of course. I have some umbrella. I think you should take it.
Atikah	: Ok. Thank you. How about bring up this news on public?
Andi	: Yes. I agree with you. I will edit it right away.
Atikah	: You seem right. I will broadcast this news soon.
Andi	: Ok. I wait it tonight. See you soon.
Atikah	: See you.
Teacher	: Do you nervous?
Andi	: Yes, ma'am.

Teacher : Is Yusuf will be te next? Tell him to be get ready. I will scoring first. Give me a minute. Ok. Tell Kechia to be get ready in front of the door.

Now Yusuf with Atho'? Ready? Ok.

Yusuf : Hello, Chef Atho'. You're busy cooking. Can I help you?

Atho' : (Chef) Yes. Of course. Thank you.

Yusuf : What food are you cooking?

Atho' : (Chef) I'm cooking soup of meat. Would you taste this first?

Yusuf : Of course. Umm, I think this soup is less salty.

Atho' : (Chef) Why don't you put some salt to this soup?

Yusuf : Yes. Of course.

Atho' : (Chef) Thank you very much, Mr.Arraihan.

Yusuf : You're welcome, Chef Atho'.

Teacher : Your hand is swaying.

Atho' : Because it is gesture, ma'am.

Teacher : And Atho', you seem nervous.

Atho' : Yes, ma'am.

Teacher : Ok. Next. Kechia. Kechia, please come in.

Students : Ma'am, Kechia is not here.

Teacher : Ok. Call Canti now. Canti with whom?

Canti : Sheila, ma'am.

Teacher : Where is your script, Canti?

Sheila : Hello, Ms. Canti. It nice to see you again. Can I

Canti : Hello, Sheila. Yes, as long as you

: That is avocado.

Sheila : Of course miss,

Canti : What is your strategy to promote this product?

Sheila : I will promote the ne product to sell on shop

Canti : Yes, you can do it. But I suggest that you promote this product in school coorperation.

Sheila : Yes, miss.

Teacher : Where is your script?

Ok. Let's start.

Bagas : (Postman) Knock knock.. Assalamu'alaikum. Good morning.

Kechia : Good morning.

Bagas : (Postman) Is Retno house?

Kechia : Yes, it is. Can I help you?

Bagas : (Postman) Yes. I will sent the package from Jakarta.

Kechia : Oh, yes.

Bagas : (Postman) May I have your signature here?

Kechia : Oh, yes. Whatever you want.

Bagas : (Postman) May you help me?

Kechia : Yes. What kind I do for you?

Bagas : (Postman) Can you show me where the house number 9 is?

Kechia : It is in three house from here.

Bagas : (Postman) Ok. Thanks for your information.

Kechia : You're welcome.

Teacher : Your speaking were not clear. Do you have stomachache?

Bagas : Yes, ma'am.

Teacher : Your accent is still in Javanese, right?

Bagas : Yes, ma'am.

Teacher : Ok. That's all. Please call Dea.

Students : Dea.. Dea..

Dea : Ma'am, my partner still at the Musholla.

Teacher : Ummm.. Ok. You can choose with Arrow or Java.
Arrow, now, it's your turn.
Where is your script?

Elrosa : Here, ma'am.

Arrow : Ma'am, may I used two chairs?

Teacher : Ok. But after that please take it back from beginning.

Arrow : Yes, ma'am.

Teacher : What is all about?

Elrosa : Singer and music director.

Teacher : Whoaa.

Elrosa : (Singer) Hello. Good evening. Are you Mr. Arrow?

Arrow : Yes. You must be Elrosa. Have a sit, please.

Elrosa : Thank you. Well, you call me last night. You said that you want to meet me.

Arrow : I want you go to a concert. I thought you have a talent as a singer. So as your producer, I want offer you something.

Elrosa : Oh, Ok. What is that?

Arrow : Before I explain my offering to you, would you like something to drink? Because I've already ordered a cup of coffee and a cup of tea.

Elrosa : Ok. I'l take a cup of tea.

Arrow : Ok. I will take the coffee. So, would you like to collaborate to make a single album with me?

Elrosa : (Singer) Of course. I'd love to.

Arrow : (Producer) I suggest that we start doing it next week. Is that ok with you?

Elrosa : (Singer) It's really ok with me.

Arrow : (Producer) I hope your album will be successful later.

Elrosa : (Singer) I really hope so, Mr. Arrow. It's really nice to meet you.

Arrow : (Producer) It's really nice to meet you too.

Elrosa : (Singer) And thank you for the drink too. You're very kind.

Arrow : (Producer) Oh. I think I love it.

Teacher : Are you nervous, Arrow?

Arrow : Yes, ma'am.

Teacher : And your speaking doesn't fluent, there's tongue slipped. Ok. That's all. Thank you.

Arrow and

Elrosa : Thank you.

Teacher : The next are Java and Jihan. Please call them.

Come on. Let's get start it.

Java : (Headmaster1) Hello, Mrs. Jihan. Good morning.

Jihan : (Headmaster2) Good morning.

Java : (Headmaster1) How about your curriculum 2013 system at school?

Jihan : (Headmaster2) It's very nice. In my school curriculum 2013.

Java : (Headmaster1) I hear that goverment doesn't provide the brief score this system?

Jihan : (Headmaster2) Yes, you're right. Now I'm searching good book for my school.

Java : (Headmaster1) Nice. Can I help you to search book for your school?

Jihan : (Headmaster2) Yes, I really appreciate it.

Java : (Headmaster1) Yesterday I met a book distributor. So I think you should go and meet him.

Jihan : (Headmaster2) Ok. I think I can go.

Java : (Headmaster1) Ok. Tomorrow at 8 a.m I will take you to the book distributor.

Jihan : (Headmaster2) Ok, Mr. Java. Thank you.

Java : (Headmaster1) You're welcome. Nice to meet you.

Jihan : Nice to meet you too.

Teacher : Yeah. It's not fluent. You all don't remember the script. So your speaking is not clearly.

Java and Jihan: Yes, ma'am.

Teacher : Well, Jihan you're still waiting for Java. Like after Java speaks, what you speak next. You must change it.

Java and Jihan: Yes, ma'am.

Teacher : Next is Firas. Firas with Hanif and Katrin.

Firas, where is your script?

Firas : Here, ma'am.

Teacher : Ok. Let's start it.

Firas : Hello, mister. I bring you the new newspaper today.

Hanif : Oh, ok. You can put it there.

Firas : Can you increase my sallary? Because it's hard to get some fish.

Hanif : I can't. Because it's already the maximum salary that I can give to you.

Katrin : Excuse me, sir.

Firas : Yes.

Katrin : (Minister) May I know what are you talking about?

Hanif : Mr. Firas wants to increase his sallary. But I can't, because I already give him the maksimum sallary.

Katrin : (Minister) How many kilos did you bring?

Firas : Ten kilos.

Katrin : (Minister) And how much money did you get?

Firas : 315,000 rupiahs.

Katrin : (Minister) I think you should accept your sallary without any burden. Because this is enough to you.

Firas : Ok. I will receive it.

Teacher : Why are you always laughing? You're mean actually. And then why are you swaying your hand? Do you throw some coins to the sea? What is that?

Firas : No, ma'am. It's palm seed.

Teacher : Why do you do that? It's your gesture.

Firas : Maybe it's shells.

Teacher : Your expressions were not fit with your speak. And for the minister, you're too patient. So there will be many thefts in the sea.

Katrin : Yes, ma'am.

Teacher : Ok. That's all. Mind your gesture, Firas. You're not clear what is your gesture about.

Tell your friend. After this break, please come to the class and do the exercise.

Appendix 6. Documentation of Teaching and Learning Activities
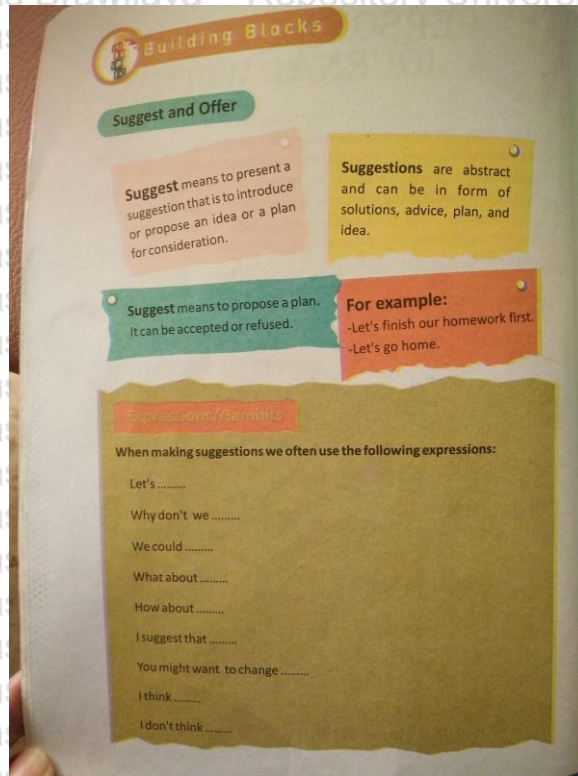
English Book That Used in XI MIPA 9

Classroom environment in first meeting

Classroom environment during learning process in second meeting

Classroom environment during learning process in third meeting

Appendix 7. Student Attendance List

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
SOOKO
Jl. RA. Basuni No. 361 Telp. (0321) 322637 Fax. (0321) 395016
Email : info@sman1sooko.sch.id Website : www.sman1sooko.sch.id
Kabupaten Mojokerto Kode Pos 61361

DAFTAR HADIR SISWA
Tahun Pelajaran 2017 / 2018

Wali Kelas : EVA YOHANA ROZY, M.Pd   Kelas : XI MIPA 9

URT	INDUK	NAMA SISWA	L/P
1	13921	AFFAN FAHREZA MAHARDHIKA	L
2	13952	ANASTASYA ZACHROH KATHERINE BA	P
3	13955	ANDIE GAGAS ALFRIANTO	L
4	13986	ATIKAH NUR AINI M	P
5	14006	CANTI NANDYA HAIDAR ARAFAH	P
6	14014	DANIA TAMIMMI	P
7	14045	DWI AYU SEKARINI PANDJAITAN	P
8	14050	ELROSA NADIA S	P
9	14100	HANDYANITA ENDARDINI	P
10	14101	HANIF PRATAMA	L
11	14120	IZHHAR FIRAS WIDIANTO	L
12	14124	JASMINE RISSA AYUDYA	P
13	14125	JAVA ANANTA ROCHMAN	L
14	14126	JIHAN FEBY AZ ZAHRA	P
15	14128	JOEDHISTIRA BAYU FIRMANSYAH	L
16	14133	KECHIA RAHARJO PUTRI	P
17	14139	LARAS SETYOWATI	P
18	14157	MAHESWARI PAVITA DAFFA K	P
19	14164	MAULANA YUSUF ARRAIHAN	L
20	14196	MUHAMMAD ATHO' FARIDLI	L
21	14211	NABELA EKA JUNITA PUTRI	P
22	14214	NABILA FAIZ SUDARTO	P
23	14218	NADIA KHAIRIYAH PUTERI	P
24	14219	NADIATUS SILVI	P
25	14229	NIZAR SATRIO GHIFFARY	L
26	14257	RADITE BAGAS JURAIMI NATA	L
27	14260	RAHMA DEA DYAKSA	P
28	14269	RASYAD ATHAYA A.	L
29	14271	RATNA SEPTYAWATI	P
30	14272	RAYHANSYAH ARROW MAULANA	L
31	14300	SELA ANNISA MUKARROMAH	P
32	14356	ZALCHA PUNDHI RENJANA	P
		PARAF GURU	

L = 12
P = 20
      32

Appendix 8. Faculty Research Permission Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : /UN10.F12/PN/2017
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

Yth. Kepala SMA Negeri 1 Sooko
Jalan R.A. Basuni nomor 361, Kec. Sooko
Kabupaten Mojokerto, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Lailil Umrotu Lissilmi Kaffa

NIM : 125110507111011

semester : X (Sepuluh)

program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

AN ANALYSIS OF TEACHER TALK IN TWO ENGLISH CLASSES

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, MS., Ph.D
NIP 196109081986011001

Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Lailil Umrotu Lissilmi Kaffa
NIM : 125110507111011
semester : X (Sepuluh)
program studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

AN ANALYSIS OF TEACHER TALK IN TWO ENGLISH CLASSES

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

26 April 2017
Yang membuat pernyataan,

METERAI
TEMPEL
1197CADF121225264
6000
ENAM RIBU RUPIAH

Lailil Umrotu Lissilmi Kaffa
125110507111011

101

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Lailil Umrotu Lissilmi Kaffa

2. NIM : 125110507111011

3. Program Studi : Pendidikan Bahasa Inggris

4. Judul Skripsi : An Analysis of Teacher Talk in English Class

5. Tanggal Mengajukan : 18 September 2015

6. Tanggal Selesai : 21st Desember 2017

7. Nama Pembimbing : Dian Inayati, M.Ed

8. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	18 September 2015	Konsultasi judul	Dian Inayati, M.Ed	
2.	21 Desember 2015	ACC judul dan konsultasi Bab 1	Dian Inayati, M.Ed	
3.	12 Januari 2016	Konsultasi Bab 1	Dian Inayati, M.Ed	
4.	24 Pebruari 2016	Revisi Bab 1	Dian Inayati, M.Ed	
5.	1 Maret 2016	Revisi Bab 1	Dian Inayati, M.Ed	
6.	10 Maret 2016	Revisi Bab 1	Dian Inayati, M.Ed	
7.	6 April 2016	ACC Bab 1, dan konsultasi Bab 2	Dian Inayati, M.Ed	
8.	19 Oktober 2016	Revisi Bab 2	Dian Inayati, M.Ed	
9.	3 Desember 2016	Revisi Bab 2	Dian Inayati, M.Ed	
10.	13 Januari 2017	Revisi Bab 2	Dian Inayati, M.Ed	
11.	1 Pebruari 2017	Revisi Bab 2 dan konsultasi Bab 3	Dian Inayati, M.Ed	
12.	17 Pebruari 2017	Revisi Bab 2 dan Bab 3	Dian Inayati, M.Ed	
13.	2 Maret 2017	Revisi Bab 2 dan	Dian Inayati,	

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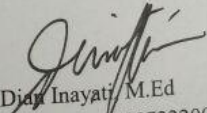| 14. | 15 Maret 2017 | Bab 3 | M.Ed | |
		Revisi Bab 2, 3 dan ACC Seminar Proposal	Dian Inayati, M.Ed	
15.	23 Maret 2017	Seminar Proposal	Dian Inayati, M.Ed	
16.	25 April 2017	Penelitian	Dian Inayati, M.Ed	
17.	27 Oktober 2017	Konsultasi dan revisi Bab 4 dan 5	Dian Inayati, M.Ed	
18.	24 Nopember 2017	ACC Seminar Hasil	Dian Inayati, M.Ed	
19.	30 Nopember 2017	Seminar Hasil	Dian Inayati, M.Ed	
20.	7 Desember 2017	Konsultasi dan revisi Bab 1,2,3,4, dan 5 dan ACC Ujian Skripsi	Dian Inayati, M.Ed	
21.	14 Desember 2017	Ujian Skripsi	Dian Inayati, M.Ed	
22.	19 Desember 2017	Revisi Bab 1,2,3,4, dan 5	Dian Inayati, M.Ed	
23.	22 Desember 2017	ACC penjilidan skripsi	Dian Inayati, M.Ed	

9. Telah dievaluasi dan diuji dengan nilai: B

Mengetahui,
Pembantu Dekan 1
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Pembimbing 1

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