ABSTRACT

Meri Perda (2018). The Analysis of Teacher Talk and Student Talk in an EFL Reading Classroom (A Case Study at the Second Semester Students of English Education Department at Universitas Islam Negeri Sunan Gunung Djati Bandung). 1142040071

One of the crucial parts of the learning process is interaction when the students give feedback to the stimulus which the teacher gave, or interact with peers in oral or written communication. Teacher talk holds some functions in students’ understanding and acquisition of a language: helps to engage students in the classroom discourse both in the first or foreign language, facilitates students’ opportunities to participate (and consequently to learn), and helps teachers to control what goes on in classrooms.

This research aims to investigate the types of teacher talk and student talk in an EFL reading classroom at the university level. The types of teacher talk and the student talk in an effective classroom activity will be established in this research based on Foreign Language Interaction Analysis (FLINT) system developed by Moskowitz (1971) as cited in Brown (2001).

By using a qualitative case study with a purposeful sampling, the researcher focuses on analyzing a teacher-researcher in a non-regular group class that consists of nine students from the second semester at UIN Bandung. The data were obtained from the observation in five meetings, and a semi-structured interview.

The findings of the research reveal that the types of teacher talk and student talk as mentioned in FLINT system were predominately used in the classroom interaction.

The findings showed that the types of teacher talk and student talk occurred in the classroom with varied percentage. The teacher used asking questions the most as a way to stimulate the students to talk in the classroom, followed by giving direction, praising and encouraging, using ideas of the students, giving informations, repeating student response, dealing with feelings, joking, and the less was correcting without rejection. Criticizing students behavior and criticizing students response were not appeared in the classroom. The findings also show that, through the types of teacher talk that were used by the teacher, the students also delivered their talk in different ways. The highest percentage of student talk was student response open-ended or student-initiated, and then student response specific, silence, and the lowest one was laughter. Besides, confusion work-oriented and confusion non-work oriented were not occured.

In conclusion, the teacher needs to use the types of teacher talk in many ways depending on what kind of materials that will be given to the students. The researcher recommends to the teacher to use the types of teacher talk in various ways based on the material and the students’ need in order to raise the student talk and accomplish the purpose of learning.