

**CLASSROOM TALK OF AN INDONESIAN SEA-TEACHER PROJECT
IN THE PHILIPPINES SECONDARY SCHOOL: AN OBSERVATIONAL
STUDY**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the Bachelor of Education Degree in
English Language Education**



By:

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2020

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, June 25th, 2020

The writer,



Fatchan Faturrahman
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MOTTO

Be Serious, Be 100%, Be Unstoppable

I dare to be different and to be unique, because it makes me special.

Giving the best work and impact for my environment, society, country, nation and
the world



DEDICATION

In the name of Allah SWT, I dedicate this work especially for my parents, Mr. Tuyatman & Mrs. Sri Rahayu and also my families who have been successfully brought me up till this step. The show must go on even though there are so many obstacles, like this thesis is special. I finished in pandemic era.



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The researcher knows that this research is far from the perfection. Therefore, the researcher will appreciate people who will give advices, comments, and suggestions to make a better research

Yogyakarta, June 25th, 2020

The researcher,



Fatchan Faturrahman

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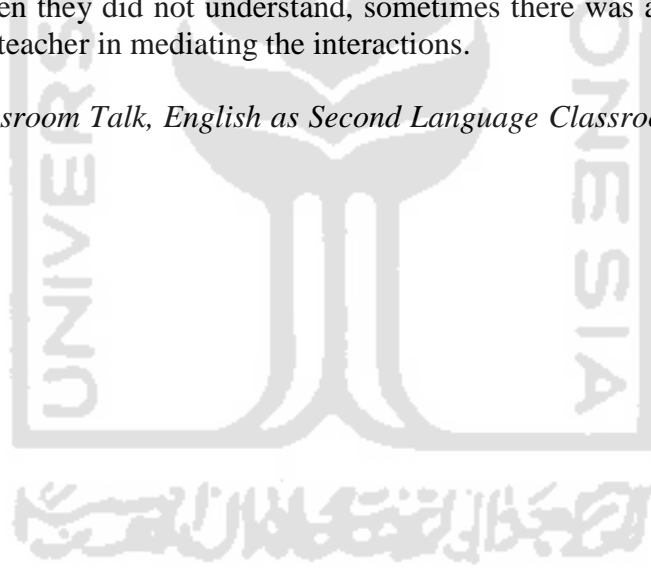
Classroom Talk of an Indonesian SEA-Teacher Project in the Philippines

Secondary School: An Observational Study

Abstract

This research aims to describe the classroom talk between an international pre-service teacher and students in the Philippines Secondary School. This study focused on teacher and student interaction according to initiation-response-feedback or the IRF pattern. The data were collected through classroom self-observation during the researcher was having teaching practices. All lessons were video recorded and transcribed. The research instrument of the study based on Sinclair and Coulthard's (1992) Speech act categories. The study found that classroom talk between the teacher and the students was balance and dynamic in two English classes. Even though the teacher and the students have different first language (L1), it did not cause barriers due to the students tend to perform fluent English and when they did not understand, sometimes there was a student buddy who helped the teacher in mediating the interactions.

Keywords: Classroom Talk, English as Second Language Classroom, Pre-service Teacher



CHAPTER I

INTRODUCTION

1.1. Background of Study

Classroom talk has role significant things in terms of teaching and learning process. The issue of classroom talk in pre-service teacher context has attracted many attention regarding not only intercultural communication competence, but also the teaching delivery process (Ateskan, 2016). Moreover, by having an interactive classroom communication, it provides significant aids for international pre-service teachers to develop and build their students' understanding (Amsberry, 2008). The biggest challenge of an international pre-service teacher is how to interact with the student by using English, whereas, it is not the second language of the country. Hall and Walsh (2002) argued that classroom interaction is the primary roles to get pedagogical attention in classroom. It means that focusing on teacher and student interaction will help to build knowledge during teaching and learning process.

Current research in building classroom talks either in national or in international classroom is under the framework of classroom discourse analysis. A classroom talk is inseparable from elicitation. Van Lier (1984) stated that basically elicitation came from the teacher. He argued that somehow the teacher had already known the answer. Then, a response comes from the students according to the teacher elicitation and then an evaluation is delivered by the teacher as a follow-up toward the students' response. Further, in the context of classroom conversation, there is a turn-taking system between the teacher and the

students. Turn-taking itself has own beneficial to gain in an intrinsic motivation to listen to the lesson. Thus, in terms of second language (L2) classroom, learning a language is to be able to increase when the students pay attention toward the language itself.

Van Lier (2008) found that the teacher control has possibilities of gaining the initiative among learners in the classroom context. It means that, the teacher has a control for managing the classroom and making the learning activities will be running well. Teacher is the key position for the students learning. Research by Hogan, Rahim, Chan, Kwek, and Towndrow (2012) found that talk is also essential for mediating the cultural and cognitive space among the teacher and the students. It means that, teaching in the international levels surely have different of culture and language use. Hence, it is important to use such a universal language which is English to interact and to transfer a knowledge or information to break boundaries.

Further, as an international pre-service teacher (henceforth PST) certainly have their own challenge to be faced. According to the study that has been conducted by Ateskan (2016), reported that Turkish pre-service teacher during teaching experiences overseas helped them to develop professional teacher. In addition, the benefit of international teaching experience such as adapting to cultures, confidence in speaking and communication, interpersonal skills, new world views of education and culture and then teaching confidence and skills. Each of the benefit earlier has their own challenge and depend on how as a pre-service teacher overcome those challenges.

According to Amsberry (2008), as an international teacher in terms of delivers learning materials, it is necessary to be simplified the sentence structure. In addition, using standard pronunciation, speaking clearly and slowly need to be applied. Then, related to the use of vocabulary, it needs to be replaced with common words. Thus, the use of pronunciation, grammar and vocabulary of English as a second language context need to be adjusted to convey a better meaning and understanding. Teacher talk is needed to be able to promote the language itself for interaction. Facing non-native students is necessary to provide open-ended questions, scaffolding, and feedback as evaluation.

Regarding the previous study which has been reported by Noor, Aman, Mustaffa, and Seong (2010) in Malaysian ESL classroom, in terms of classroom interaction teacher verbal feedback was very important, due to it can improve the students learning. The type of teacher verbal feedback can be evaluative feedback (positive or confirm), repetition, interactive and corrective feedback. Therefore, feedback should be given by the teacher to the students as follow up toward students' performance.

In a previous study, the implementations of classroom talk have been investigated by some researchers. A study which has been reported by Hogan (2012) discussed teacher and students talk in the context of teaching mathematics in Singapore secondary classes. According to the study above, classroom talk helped the students' understanding during following the lesson. However, there are still limited studies that examine classroom talk for teaching English as an international pre-service teacher where the teacher and the students have different

first language (L1). Therefore, to fill the gap this research is aimed to describe the classroom talk between an international pre-service teacher and students in the Philippines Secondary School during Southeast Asia Project.

Further, SEA-Teacher project is pre-service student teacher exchange in Southeast Asia countries under Southeast Asian Ministers of Education Organization (SEAMEO). It aims to provide opportunity for pre-service student teacher to have teaching experience, to develop their teaching pedagogy, to practice English skills, to gain a regional and world view in terms of teaching and learning. Commonly, the pre-service student teacher will have a month of teaching practicum in the host country. There will be a host university to accommodate the pre-service student teacher during following the program and then they will be assigned in the host school. In this research, the researcher participated in SEA-Teacher 8th batch to have teaching and learning experience in English classroom.

1.2 Formulation of the Study

How is the classroom talk between an international pre-service teacher and students in the Philippines Secondary School?

1.3 Objectives of the Study

To describe the classroom talk between an international pre-service teacher and students in the Philippines Secondary School

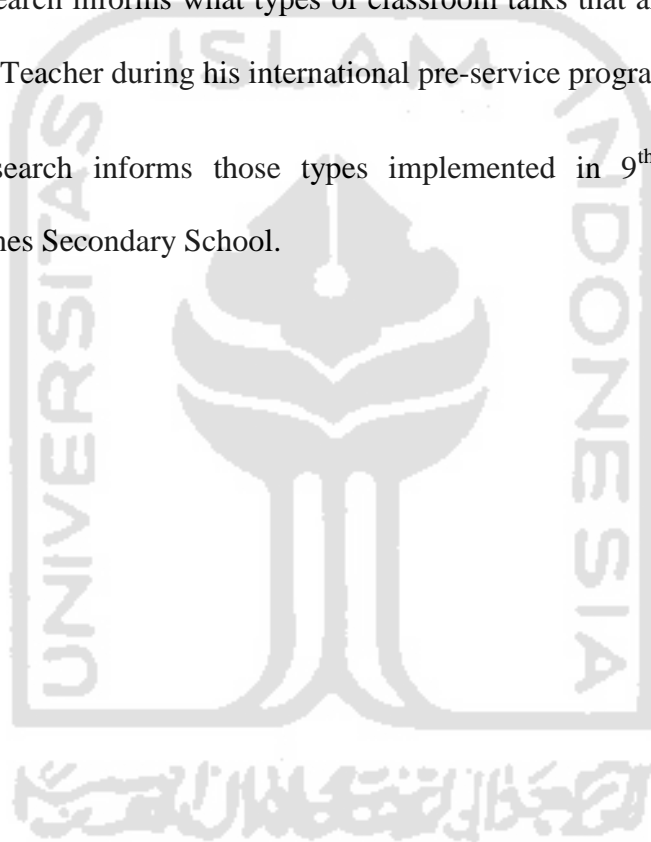
1.4 Significance of the Study

1. Empirical Benefit

This study is expected to fill the empirical gap in accordance to extend research on international pre-service teachers in Southeast Asia context.

2. Practical Benefit

- a) This research informs what types of classroom talks that are implemented by SEA-Teacher during his international pre-service program
- b) This research informs those types implemented in 9th grade of the Philippines Secondary School.



CHAPTER II

LITERATURE REVIEW

2.1 The Pattern of Classroom Talk

Classroom talk is defined as a social action which has the purpose to manage the classroom activities, it is also improving the learning process tend to be running as well (Wright, 2005). Recently, the studies on classroom talk are exposed in a language used. In the educational concept, language has important roles in cognitive development, especially for the learning process (Kim & Wilkinson, 2019). Talk has a function as a media to manage the classroom context. In the classroom context, the interaction between teacher and students tend to show their social relation (Brooks & Brooks, 2015). The conversation is the way to deliver the material during the learning process. The teacher has a role to control the classroom activities, such as teacher questioning and teacher feedback for the students. The students tend to receive and response from the teacher elicitation in many forms. The classroom talk activities tend to be happened there while sharing knowledge and information, checking the understanding, practicing the material likes role play and discussion, instructing and evaluating knowledge (Ramli & Yohana, 2018). Thus, teacher-students talk will practically happen during the learning process in the classroom

According to Coulthard (2014), there are three move structure of discourse analysis in the context of classroom talk. It is divided into three exchanges which consist of Initiation (I), Response (R) and Feedback (F). In addition, each pattern

of classroom talk is divisible into three features of act. Initiation consists of informative, directive and elicitation which comes from the teacher. Response consists of acknowledge, react and reply. Feedback is delivered by the teacher consists of accept, evaluate and comment.

Sinclair and Coulthard's (1992) as cited in Coulthard (2013) state that speech acts categories informative can be defined as a statement to provide information, directive is a command to request non-linguistics response, and elicitation can be formed of question to request linguistic response. Then, acknowledge can be defined as certain expression or non-verbal gesture to indicate that initiation has been understood, react means non-linguistics action or response as following directive, reply provides linguistics response can be statement or question related to the elicitation. Next, as part of feedback are accept provides follow-up to show that the teacher seen or heard was appropriate in terms of students' react or reply e.g. 'yes', 'no', 'good', evaluate means statements or can be tag question for commenting on the quality of the students response such as 'interesting', 'good point', it also can be positive or negative evaluation form, and comment is a statement or tag question to expand, give exemplify, justify, add or provide information.

In the previous research, classroom talk can be defined as the teacher's ways to handle the class, give a task, assignment, activities, time, assessment, rules, and maintain the relationships (Alexander, 2001, p. 325). Guiding this research is to focus on the classroom discourse through the IRF patterns of talk. In addition, according to Sinclair and Coulthard's (1975) as cited in Wright (2005)

the IRF consists of three frameworks, there are initiation from the teacher, the response from the students, and feedback from the teacher. Therefore, the three-cycle of classroom talk which mentioned earlier comes as control of the classroom participation.

The other studies in terms of classroom talk, some researcher mention with dialogic teaching. Basically, classroom talk is a line with dialogic teaching. According to Alexander (2010), dialogic teaching is defined as the authority to stimulate and empower learning activities. The approach aims to enhance the students - teacher communication and to develop classroom relationships. Dialogic teaching may divide into four lists; there are a talk for everyday life, learning talk, teaching talks, and classroom organization. *Talk for everyday life* aims to support teacher and students' interaction consists of transactional talk, expository talk, interrogatory talk, exploratory talk, expressive talk, and evaluative talk. *Learning talk* is the learning way to explain, analyze, imagine, discuss, argue, evaluate and ask questions. Learning talk also facilitates the students to respect each other. *Teaching talks* also use for discussion and scaffolded dialogue. Discussion purposes to exchange information to build interaction. In terms of scaffold dialogue, it involves interactions, questions, answers, feedback, exchanges, contributions, and classroom relationships. *Classroom organization* aims to organize the interaction such as group work. Either discussion or dialogue aims to empower the students' cognitive and social (Alexander, 2010). Thus, the core of classroom talk and dialogic teaching completely are linked up, both of them consist of teacher's question as initiation,

students' reaction as a response, and teacher's evaluation or follow up as feedback.

Further, talk between teacher and students have significance things in terms of classroom talk. The teacher becomes role models and influential person for students in the classroom learning process (Alexander, 2013). Hence, the students will follow the teacher's ways to lead the class with the result that the learning process will be running well or not. The study examined how teacher and students talk are the two components teaching and learning in the classroom context.

Communicative language teaching is the fundamental concept in the classroom. According to Van Lier (2013), claimed that the teacher as the main control in the classroom. Teachers need to support and to lead the students becoming initiative toward the teacher's elicitation or question. Teacher should have power in voice to control the students' participation and need to think immediately facing the unpredictable condition. Thus, the teacher is the primary initiative taker in classroom to handle the learning activities.

Further, Van Lier (1996) stated that there are some main features of classroom talk. There are three turns (teacher-students-teacher), the teacher will start and will end the exchange, the first teacher's turn will elicit toward the student's response, and the second teacher's turn will give follow-up or feedback toward students' response. The teacher has a role to lead and the students need to follow.

Therefore, the IRF pattern let the teacher as the controller and conductor toward the classroom activities.

2.2 Teaching English for Secondary School in ESL context

In the field of English as a Second Language (ESL) context, it has their own way of teaching-learning process. In terms of ESL classroom, classroom is a place where the second language acquisition to be taught and to be learned (Noor, et al, 2010). According to Kirkpatrick (2012), state that some countries in Southeast Asia was colonized by Britain. Next, the countries who acknowledge that English as a Second Language there are Philippines, Malaysia, Brunei Darussalam, Singapore and Myanmar. They used English as medium of instruction in the classroom. To this extent, their government also supports the use of English in daily life, especially in terms of pedagogical context. It is not only because colonization but also reminds that how English is very important in this modern era. Thus, the use of English is not only applied in terms of education environment but also as a language used in daily conversation.

Further, teaching English in ESL context has their curriculum as guidance. According to Ministry of Education Malaysia (1989) as cited in Hasan & Selamat (2017) in terms of the Secondary School English Language Programme mentioned the purposes of ESL teaching are the students can listen and understand spoken English in the school and in the real life conditions, understand information, speak and write effectively. Those skills are reflected the outline of

curriculum in the classroom. Therefore, the school will try to adjust to reach it in terms of teaching ESL.

In addition, based on Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue Pasig City in K to 12 Curriculum Guide English (Grade 1 to Grade 10) especially for the 9th grade level standard is the learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries. Hence, in the 9th grade of English class in the Philippines where English as a Second Language is focus on literature.

Second language learning means that people learn about the second culture itself. Both the teacher and the students have their own background in socio-culture. In the second language classroom, the teaching and learning process have own metaphors, such as classroom as communication, classroom as control, classroom as discourse (Islam, 2007). Seeing the concept of classroom discourse, can be conveyed insight that in classroom discourse there is interaction, control and the pattern of classroom talk. Hence, it will lead to the effective teaching and learning process in English as a second language classroom.

2.3 Theoretical Framework

After exploring conceptual and empirical literature review, this study adopts from the theory of in Sinclair and Coulthard (1975) as cited in Coulthard

(2014) frameworks related to the classroom talk. These patterns are initiation from teacher, response from students and then feedback from the teacher.

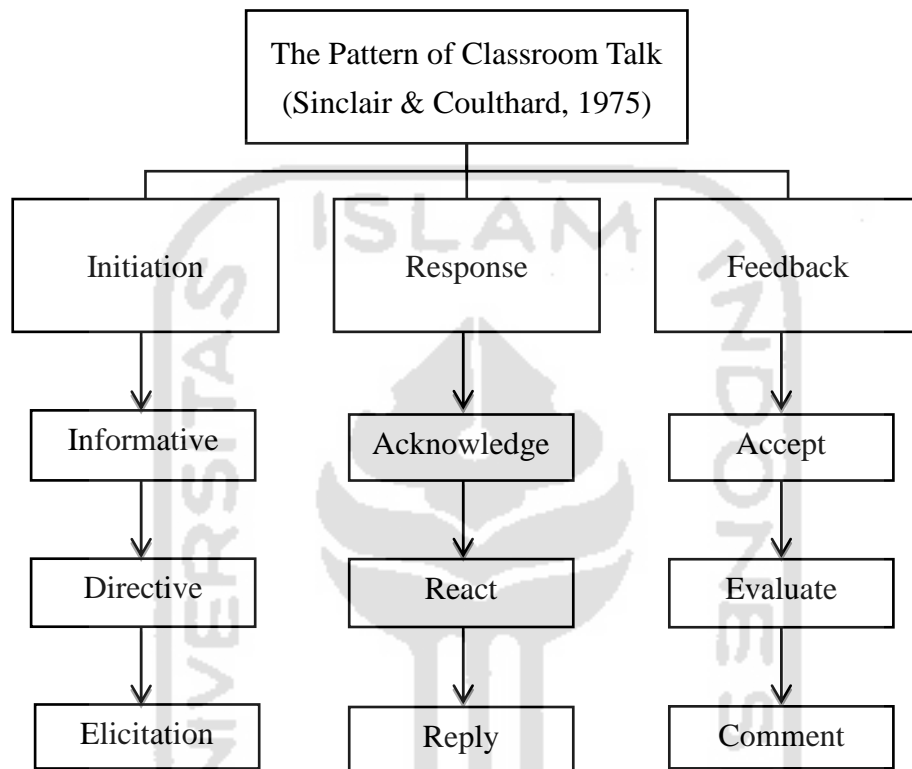


Figure 1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is designed by using a descriptive qualitative research method. The researcher uses self-observational study to obtain the data. This research is observing the researcher itself as a pre-service teacher during following teaching practice in English as a Second Language (ESL) classroom to attain an authentic feeling, atmosphere and experience as a data. As mentioned earlier, this study was a self-observational study which has proposed to know classroom interaction (initiation-response-feedback) sequences in terms of teaching and learning process (Widodo, 2009)

3.2 Setting and Participants

The research is conducted in the Philippines National High School when the researcher following Field Study Program, Southeast Asian Teacher (SEA-Teacher) Project 8th Batch under Southeast Asian Ministers Education and Organization (SEAMEO) 2019 for a month. The participants of the research are the researcher itself and the students of 9th grade in two classes of the Philippines Secondary School. There were approximately 18.000 students in that school. Consequently, it makes the total of the students for each class consists of 60-70 students. It means almost two times of the total students in a class in Indonesia context. Since, in the Philippines believe that education is for all. Therefore, there

were a lot of students at the school. It was one of the crowded public schools at the city in the Philippines.

The school's condition is still lack of facilities. There was not LCD projector or speaker in the class. The teacher has to provide traditional teaching material (visual aids) as a teaching media. In addition, the teacher should have extra energy and extra voice to teach the students. Since, the environment and the students are very noisy. The characteristic of the students were very talk active in terms of behavior. Further, the duration of each meeting is 60 minutes only. The teacher should manage the time as well to convey the lesson.

Since, there is a limitation of time for teaching in the classroom. The use of presentation-practice-production (henceforth PPP) approach, the teacher only teaches the students in terms of presentation stage to explain the topic at the day and also practice stage as follow up activities regarding the earlier stage. In this research, the researcher excludes production stage. Due to, the production stage as homework, it needs much more time working on it.

The researcher teaches English subject which focus on reading comprehension which more specifically in the topic of sense the difference between linear and non-linear texts. The source of the lesson is from American Literature, entitled "Thank you, Ma'am". Two English classes in 9th grade received with the same topic, activities and treatment to be taught. The teacher use Communicative Language Teaching method to teach the students.

3.3 Data Collection and Research Instrument

The data of the research were collected when the researcher was having a field study program. The researcher attains the data through recording the video during teaching and learning practice in two English classes in the Philippines Secondary School. The first video observation is about 21, 27 minutes and the second video observation is 38, 36 minutes. The transcription of the video recording will be attached in the appendix.

Table 1

Research Timeline

Observation	Place	Day & Date	Time (Philippines Time)
First Observation	Grade 9 - A	9/17/2019	1.45-2.45 PM (60')
Second Observation	Grade 9 - B	9/17/2019	2.45-3.45 PM (60')

Table 2

Observation Research Instrument

Sinclair and Coulthard's (1992) Speech Act Categories

No	Label	Sym.	Formal features and functional definition
1	Informative	I	Manifested in a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention or understanding.
2	Directive	D	Manifested in a command. Its function is to request a non-linguistic response.
3	Elicitation	El	Manifested in a question. Its function is to request a linguistic response.
4	Acknowledge	ack	Manifested in 'yes', 'OK', 'cor',

			'mm', 'wow', and certain nonverbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
5	React	Rea	Manifested in a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.
6	Reply	Rep	Manifested in a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response, which is appropriate to the elicitation.
7	Accept	Acc	Manifested in a closed class of items – 'yes', 'no', 'good', 'fine', and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
8	Evaluate	E	Manifested in statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall(positive), or a rise of any kind(negative evaluation).
9	Comment	Com	Manifested in a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.

As guidance, the researcher uses this table to present the result of initial codes according to Sinclair and Coulthard's (1992) Speech Act Categories.

Table 3

Observational Checklist

The Pattern of Classroom Talk	Speech Act	Tally	Total	N
Initiation	Informative			
	Directive			
	Elicitation			
Response	Acknowledge			
	React			
	Reply			
Feedback	Accept			
	Evaluate			
	Comment			

The coding system upon each classroom talks components are presented in the table below.

Table 4

Coding Translation

Construct	Component	Sub-component	Coding	Coding Translation
The pattern of Classroom Talk	Initiation	Informative	OBS/V1/INI/INF/001	OBS: observation INI: initiation INF: informative DIR: directive RES: response
		Directive	OBS/V2/INI/DIR/001	
		Elicitation	OBS/V1/INI/ELI /001	
	Response	Acknowledge	OBS/V2/RES/ACK/001	
		React	OBS/V1/RES/REA/001	
		Reply	OBS/V2/RES/REP/001	
	Feedback	Accept	OBS/V1/FEE/ACC/00	

	1	ACK:
Evaluate	OBS/V2/FEE/EVA/001	acknowledge
Comment	OBS/V1/FEE/COM/001	REA: react REP: reply FEE: feedback ACC: accept EVA: evaluate COM: comment V1:Video 1 V2:Video 2

Table 5

Codifying Themes

Construct	Themes	Sub-themes	Sample
The pattern of Classroom Talk	Turn taking between the teacher and the students during Presentation Stage	Informative	OBS/V2/INI/INF/015
		Directive	OBS/V1/INI/DIR/055 OBS/V2/INI/DIR/056
		Elicitation	OBS/V1/INI/ELI/064 OBS/V2//INI/ELI/054
		Acknowledge	OBS/V2/RES/ACK/016
		React	OBS/V1/RES/REA/056 OBS/V1/RES/REA/063
		Reply	OBS/V1/RES/REP/036 OBS/V2/RES/REP/057
		Accept	OBS/V2/FEE/ACC/040 OBS/V2/FEE/ACC/038
		Evaluation	OBS/V2/FEE/EVA/058

		OBS/V2/FEE/EVA/060
	Comment	OBS/V1/FEE/COM/068
Turn taking between the teacher and the students during Practice Stage	Informative	OBS/V1/INI/INF/075
	Directive	OBS/V2/INI/DIR/091
	Elicitation	OBS/V1/INI/ELI/073
		OBS/V2/INI/ELI/085
	Acknowledge	-
	React	OBS/V1/RES/REA/076
		OBS/V2/RES/REA/090
	Reply	OBS/V1/RES/REP/074
		OBS/V2/RES/REP/088
	Accept	OBS/V2/FEE/ACC/040
	OBS/V2/FEE/ACC/098	
Evaluation	-	
Comment	OBS/V2/FEE/COM/087	

3.4 Data Interpretation

Analyzing this study, the researcher will analyze and interpret the part of the conversation by using the pattern of classroom talk by Sinclair and Coulthard's (1975) as cited in Coulthard (2014). The pattern consists of initiation (I), response (R), and feedback (F) or popular with the IRF theory in terms of classroom interaction. The classroom talk is an exchange come from the teacher and the students.

In this research, the researcher uses thematic analysis method. Thematic analysis method is to identify, to analyze and to report the patterns (themes)

within data. Thematic analysis is widely used; the range of different possible thematic analyses will be highlighted in relation to a number of decisions according to it as a method (Braun & Clarke, 2006)

There are six phases of thematic analysis:

Phase 1: The researcher transcribes the result of the teaching video by observing the researcher itself and then read all the sources of the data according to the transcription of verbal data.

Phase 2: The researcher made some initial codes to help and to make the constructs is easy to be identified and found.

Phase 3: After that, the researcher reads, doing reread with the supervisor to generate the themes and then looks for the themes step by step.

Phase 4: The researcher did some reviews to pick and to choose the suitable theme based on the data.

Phase 5: Deciding and giving a name of the themes.

Phase 6: Generating and making the report.

As a pre-service teacher (henceforth PST), the researcher felt the different between teaching and learning in EFL and ESL country. The researcher comes from Indonesia, where English as a Foreign Language. In the EFL country, the pre-teacher sometimes can use their first language to help deliver the material when the students do not understand English in a whole. In other hand, when the EFL pre-service teacher have teaching practice in the ESL country where they have different first language. It brings own challenge, such as the EFL PST have

to speak in English in a whole. The PST seemed does not have choice, even though the EFL PST sometimes faces difficulty in terms of word choices to explain and to response the students. Dealing with the case, the use of general English language and clear pronunciation are the best way to communicate with students. It helps the interaction between the PST teacher and the students. Even though, there is a student buddy who assigned to accompany and to help me as a pre-service teacher during teaching practice. However, the biggest responsibility is the PST itself to handle and to manage the class. Therefore, the teacher has to be independent and confident in terms of facing the unpredictable situation in the classroom.

3.5 Data Trustworthiness

The researcher use self-observational study to conduct this research. This research method has been published, confirmed and reviewed in a journal as trustworthiness. Further, the researcher also has reviewed the credibility of this research method by the expert judgement with one of lectures, as (Braun & Clarke, 2006) proposes that the data of the research should be theoretically confirmed and reinvestigated by rereading and rechecking the data to verify the credibility.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

The result of the study in terms of classroom talk in the Philippines Secondary School was obtained through observing classroom talks between my students and I as their teacher in two classes in 9th grade. It showed the implementation of classroom talk which is divided into three exchange pattern of talk as derived from Sinclair and Coulthard theory (1975) referred to Coulthard (2014). It consists of Initiation, Response, Feedback or Follow-up. Each pattern of the exchange was broken down into three components in terms of interactive speech acts. Initiation comes from the teacher that consists of informative such as when the teacher introduction, giving classroom agreement or other act when the teacher provide information. Then directive, it showed by teacher gave a command and then elicitation like when the teacher threw a question toward the students.

The second exchange is response that consists of acknowledge demonstrated by the students said “Yes”, “No”, or “OK”. The next is react which showed by non-linguistic response such as when the students laughing or students expression as a reaction. The last part is reply toward the teacher initiation like answering the question and giving statements.

. Then, feedback is delivered by the teacher consist of accept, evaluate and comment based on students response. Accept is showed by the teacher said “Yes”, “No”, and “Good” as acceptance toward students response. Then, evaluate

represented by statement in terms of the quality of the response like the teacher said “interesting”, “excellent”, “amazing” so forth and in form kind of negative evaluation. Comment presented by the teacher provide additional information, give exemplify and expand the explanation. According to the observation, all patterns of classroom talks and the turn taking dynamically happened.

The researcher used thematic analysis method based on Braun & Clarke, (2006) to analyze the data. It starts form listening, re-listening, analyzing, re-analyzing, coding, reviewing, and reporting patterns (themes) within data. According to the data coding, the researcher obtain that the components of classroom talk is carried out and appeared in every classroom interaction during teaching and learning activity.

As the result of the observational checklist of classroom talk in two classes in grade 9th was delivered by the tables.

Table 6

The Result of First Data Observations

Classroom Talk	Act	Total	N
Initiation	Informative	4	31
	Directive	16	
	Elicitation	11	
Response	Acknowledge	1	38
	React	12	
	Reply	25	
Feedback	Accept	13	18
	Evaluate	4	
	Comment	1	

As the result of the first data observation above was obtained that the turn-taking in the classroom interaction dominated by the teacher. The teacher gave initiation as many 31 times. Then, the students gave response 38 times. It continued by the teacher's feedback for 18 times. The number of turn-taking quantity in that class was 87 times. At the end, as a control of the class the teacher delivered initiation and feedback as much 56.31% and the students was 43.67%. The data showed that, in the second classroom which has been observed the teacher looked control over during the learning process.

Table 7

The Result of Second Data Observations

Classroom Talk	Act	Total	N
Initiation	Informative	6	49
	Directive	18	
	Elicitation	25	
Response	Acknowledge	3	59
	React	18	
	Reply	38	
Feedback	Accept	14	20
	Evaluate	1	
	Comment	5	

The form of the pattern classroom talk is presented to Initiation, it could be in form of greetings in the beginning of the class "Good Afternoon" it would be replied by students response like "Good Afternoon, Sir". Next, when the teacher asked for help, the students would be reacting by helping the teacher. Then, after that the teacher would give feedback by saying "Thank you" as appreciation. It

means that, the turn-taking among the teacher and the students commonly happened in traditional form of classroom talk.

Regarding the seventh table, the data showed that the turn-taking between teacher and the students is dynamic. The teacher as a control of the class gave initiation in form of informative, directive and elicitation as much 49 times. Whereas the students give a response 59 times which got from acknowledge, react and reply. At the end of the turn-taking in classroom interaction, the teacher conveyed feedback toward the student 20 times which obtain of accept, evaluate and comment. Thus, the total interactions are 128. This means that despite the cultural background barrier, the interaction was well maintained. It was proven by the dynamic of the pre-service teacher and the students' turn taking provided below is the sample of interaction in the class.

- T* : “Okay, so far any question?” (OBS/V2/INI/ELI/077)
SS : “No” (OBS/V2/RES/REP/078)
T : “Okay, now I would like to share you about one of the example short story. Short story is classified into?” (OBS/V2/INI/ELI/079)
SS : “Linear text” (OBS/V2/RES/REP/080)

According to the two videos data transcription of teaching practices in two classes, it showed that in the first teaching practices the teacher quite dominate the classroom interaction. It showed that the teacher such give more elicitation in form of information while explaining the material rather than engage the students to participate in the presentation stage. The teacher felt nervous to have first teaching experience in the international level. Consequently, when the teacher explained the material tends to be a teacher center. Then, in the second teaching

demonstration the teacher quite calm and relax faced the students, it made the turn-taking between the teacher and the students seem to be dynamic. Teaching experience was strictly important especially for pre-service teacher (PST) to gain teacher professional in the real context. Even though the pre-service teacher felt surprise with the school environment like facing a crowded class, the teaching process was running well due to the PST used general language in terms of explaining the material.

4.2. Discussion

4.2.1. Turn taking between the teacher and the students during Presentation Stage

Coulthard (2014) emphasizes three operational components of classroom talk. In the presentation stage, the teacher tried to explain the material which was linear and non-linear text by asking some question related to the topic what they were discussed. During classroom teaching practices in the Philippines Secondary School through the recorded video. The pre-service teacher (PST) felt nervous in the first time teaching in the international level. Thus, there was imbalance implementation of classroom talk. The PST seemed to dominate the class by delivering a lot of explanation and instruction. It made the students had minimum responses. Due to the learning environment was not supported, such as the students peer-pressured. My first teaching experience is presented in the vignette below.

- T* : “...So, does anybody know what is the different between the right side and the left side? If you want to say something please raise your hand!” (OBS/V1/INI/DIR/055)
- S* : (One student raise his hand) (OBS/V1/RES/REA/056)
- T* : “Okay please, what’s your name? (OBS/V1/INI/ELI/057)
- S* : “Mark” (OBS/V1/RES/REP/058)
- T* : “Mark, okay Mark please” (OBS/V1/INI/DIR/059)
- SS* : “Stand up, stand up, stand up!” (The other students ask Mark to stand up) (OBS/V1/RES/REP/060)
- S* : “Right is old and left is new Sir” (OBS/V1/RES/REP/061)
- T* : “Okay old and new. Any other? (OBS/V1/FEE/ACC/062)
- S* : (One students raise her hand) (OBS/V1/RES/REA/063)
- T* : “It’s Okay, you. What’s your name?” (OBS/V1/INI/ELI/064)
- S* : “My name is Yasmine” (OBS/V1/RES/REP/065)
- T* : “Yasmine, okay Yasmine” (OBS/V1/INI/DIR/066)
- SS* : “The... the... the... right side is you can read it and the left side you see... see... you see. If you read, you understand” (The other students are laughing). (OBS/V1/RES/REP/067)
- T* : “Yes, good! Okay if you want to understand the letter, if you want to understand newspaper, book, or novel you have to read all the things from beginning to the end right? But in the left side you only like to understand for example a story maps you don’t need to read from beginning to the end, we only read the part of this story...” (OBS/V1/FEE/COM/068)

Regarding the teacher and the students’ interaction above, in the beginning the teacher threw a question toward the students to give their opinion about the picture on the board. Then, one student raised his hand. After that, the teacher let the students to deliver his opinion. The student answer was correct, the teacher tried to repeat the students answer to ensure what the teacher heard was suitable with he said. Then, the teacher gave feedback by saying “OK” as an acceptance. The turn taking between the teacher and the students demonstrated the IRF pattern, where I-move in terms of the teacher gave elicitation, R-move followed by student’ reaction and reply and the teacher give feedback in form of acceptance. After that, the teacher asked the students to give additional explanation based on the same picture earlier. One student raised her hand, but

when she tried to answer the question she felt nervous. It was due to their peer-pressured. It was happened when the students showed up with trivia grammatical errors; most of the students in class would clap their hands and would laugh. The students' character was potentially problematic toward the classroom talk. The teacher tried to give the students chance and at the end the students can answer correctly, even though she spoke a bit stuttered. Teacher's feedback was given to the students by saying "Yes, good" and then the teacher gave more explanation regarding the earlier question.

These findings are similar to the previous study, regarding the Cullen (2002) argued about features of effective feedback or follow up. He argued that, repetition has purposed to confirm idea from the students. It also made clear that all students in the class have heard their idea as a contribution toward learning process. In addition, based on Ateskan (2016) stated that pre-service teacher (PST) felt very nervous when the PST had first teaching practice or internship experience. Mentor's help and feedback was fruitful to reflect their teaching practices.

Further, the turn-taking between the teacher and the students has important thing to check students understanding. In the classroom teacher usually provide information in terms of knowledge, announcement, advice or any other forms. In this extract, in the first meeting the teacher initiated to make some classroom agreements. The teacher treated the two classes with the same rules.

- T* : "Next, I would like to say something about classroom agreement. So, during my classroom you need to follow this agreement 1... 2..., 3..., 4..., 5....Understand?" (OBS/V1/INI/INF/015)
- SS* : "Understand" (OBS/V1/RES/ACK/016)

- T* : “Any question?” (OBS/V1/INI/ELI/017)
S : “No” (OBS/V1//RES/REP/018)

According to the extract above, the teacher explained the students related to the classroom agreement. The teacher made some rules based on the observation agreed with classroom condition. After explaining the rules, the teacher tried to ask the students understanding. It purposed to ensure that all students agreed to the rules when following the class. The students answered understand. Then, the teacher threw a question to make sure that all was clear. The students replied with there’s no question. It means that, all run well. It was extremely important to check students understanding in the classroom activity.

In the second teaching practices, when the teacher gave explanation he tend be more calm and relax. The teacher was doing reflection toward his performance during the first teaching practices. In addition, the teacher taught with the same topic and activities. Therefore, in the second teaching practices the classroom talks were smoother and more balance. In this extract below showed that the teacher provided comment toward students’ response. The second teaching practices in terms of presentation stage were delivered in below.

- T* : “What kind of the picture? Right side, left side. Letter, poem, books, newspaper and then graph. (The teacher points the picture) Anybody? Okay Please. What’s your name?” (OBS/V2//INI/ELI/054)
S : “April” (OBS/V2/RES/REP/055)
T : “Okay, please!” (OBS/V2/INI/DIR/056)
S : “In the right side there is more a number of photos and data, while in the left side is more literature and sentences”. (OBS/V2/RES/REP/057)
T : “Yes. Anyone again wants to add April, anyone else? No?” (OBS/V2/FEE/EVA/058)
SS : (The students are silent-some of them close to be silent) (OBS/V2/RES/REA/059)

T : “What April said is almost correct. This is if we want to understand newspaper, letter, novel or poem, we need to read from the beginning to the end right? We need to understand the meaning, the content right? To read whole from the beginning to the end, but in the other hand if we want to know this one we just like oh if I want to know how many units sold in January? (The teacher points the picture). Then, if I want to know the story maps for example like who is the author, what is the characteristic we can find faster without read whole of the story.
(OBS/V2/FEE/EVA/060)

The dialogue above addressed how interactive the turn taking process between the teacher and the students. In the previous data (first teaching practice) appeared that the student was feeling nervous to answer the teacher' question. Whereas, in the earlier extract showed that the students answered confidently. The students' characteristic brought influence toward student confident for responding the question.

Teacher has a role to control the classroom activity by giving initiation and feedback. Then, the students immediately give their response toward teacher initiation. Firstly, it showed that the teacher gave elicitation by asking question toward the students. Then the students replied by answering the question. Then, it followed by the teacher direction as permission for the students to speak up. After that, the students answered the question and continued by teacher feedback. The teacher said “Yes” as acceptance for student' answer and then asked the other students to give another response and opportunity, but the students chose to be silent. It was due to they were not brave to speak up. They were shy to try responding my instruction. At the end, because there was no response from the students, the teacher initiates to give feedback to all students by evaluating the answer which has delivered by April. Therefore, the turn-taking between the

teacher and the students in the presentation stage in the second teaching practices seemed to be dynamic process.

According to the first and the second teaching practices on the presentation stage in two classes, the teacher used the same topic, media and the same treatment. The teacher used picture to elicit the students toward the topic that would be discussed at the day. The turn-taking between the teacher and the students presented below.

The first teaching practice:

- T* : “Okay, thank you. Okay everyone, we can divide into two. Do you know what is that? (The teacher points the picture)
(OBS/V1/INI/ELI/033)
- SS* : “Paper” **(OBS/V1/INI/REP/034)**
- T* : “No” **(OBS/V1/FEE/ACC/035)**
- SS* : “Paragraph, paper, board...” **(OBS/V1/RES/REP/036)**
- T* : “Letter, and then?” **(OBS/V1/FEE/ACC/037)**
- SS* : “Newspaper” **(OBS/V1/RES/REP/038)**
- T* : “Right, amazing! (The teacher points the picture)
(OBS/V2/FEE/ACC/040)
- SS* : “Poem” **(OBS/V1/RES/REP/040)**
- T* : “Yes, right!” **(OBS/V1/FEE/ACC/041)**

The second teaching practice:

- T* : “Alright, Do you know about this one? Can you guess? What is that?” (The teacher shows and points some pictures).
(OBS/V2/INI/ELI/031)
- SS* : “Letter, Letter” **(OBS/V2/INI/REP/032)**
- T* : “Sorry?” **(OBS/V2/FEE/ACC/034)**
- S (1)* : “Letter” **(OBS/V2/RES/REP/035)**
- T* : “Right! And then?” **(OBS/V2/FEE/ACC/036)**
- S (2)* : “Newspaper” **(OBS/V2/RES/REP/037)**
- T* : “Excellent! And then?” **(OBS/V2/FEE/ACC/038)**
- S (3)* : “Poem” **(OBS/V2/RES/REP/039)**
- T* : “Good!” **(OBS/V2/FEE/ACC/040)**

Regarding the conversation above, it also showed on how teacher gave such similar treatment in terms of question in the first and second teaching practices. Then, it followed by students' response and the teacher delivered feedback toward the students. Seeing the interaction between the teacher and the students' turn-taking when teacher explaining the material was coherent with the pattern of classroom talk. After giving a question it would be replied by the students' response normally when they understand what they are discussed about.

In the end, the teacher conveyed feedback for the students by giving encouragement to make the students to be more enthusiasts. In addition, the function of feedback above was also indicated that the students' answer it was right or wrong. In the interaction above it showed with the teacher give such a compliment as acceptance to give a sign that the students' answer was correct. Then, the teacher tried to lead the students moved to another picture. They did so well. It is suitable with the previous study, based on the Noor et al (2010) said that commonly the teacher's feedback toward students' response will be followed by repetition to seeking clarification and then the teacher give praise when the students can answer correctly. Hence, clarification has an important part of interaction to ensure the clarity and to avoid misunderstanding.

4.2.2. Turn taking between the teacher and the students during Practice Stage

In terms of practice stage, turn-taking between the teacher and the students has been observed in the classroom interaction. As the fundamental frameworks,

the pattern of classroom talk was occurred in every condition. It was such automatically where the teacher conveyed information, direction or elicitation will be responded by the students in form of acknowledgment, replay or reaction. Then, it would be continued by teacher' feedback or follow up toward the students' response.

During the first teaching practices the teacher on the practice stage, the teacher gave the students activities to read a short story. As mentioned in the presentation stage, the teacher felt nervous and tried to finish all the learning activities based on the lesson that the teacher made before. Thus, the teacher was considering the time very detail for every movement from one activity to another. It was likely; in the teacher and the students' interaction below that the teacher seemed as the controller and the decisions maker of the class.

- T : "Okay, here I would like to give the example of the linear text, which is short story Thank you, Ma'am. One story for two people. (The teacher shares the paper to the students) Okay, please don't write anything on the paper. I will ask the paper again. OK!. Already have? Okay, have you heard about a short story entitled Thank you, Ma'am?" (OBS/V1/INI/ELI/073)*
- SS : "Not yet" (OBS/V1/RES/REP/074)*
- T : "Okay, I would like to give introduction. Thank you, Ma'am is an American short story written by Langston Hughes. It was published in 1958. He wrote about African-American life and experience. Alright, I will give you time to read in 10 minutes, enough? Okay, 10 minute ya". (OBS/V1/INI/INF/075)*
- SS : (The students read the short story for 10 minutes (OBS/V1/RES/REA/076)*

Regarding the first video data transcription, in the beginning it appeared that the teacher gave an explanation to the learning activity. The teacher shared

sheets of paper by moving the class. It proposed to assure that all students got that paper because there were lots of students in the class. The teacher warned the students to do not write anything on the paper, because in the end of the class the teacher would take the paper again. Then, the teacher ensured the students hold that paper, one paper for two students. Next, the teacher asked the students, whether they have heard the story or not. All students said “not yet”. After that, the teacher chose to give short introduction toward the story that they wanted to read then gave the students of chance to read the short story for 10 minutes. The teacher has been approximating the reading time. In this stage the teacher forgot to ask the students whether they understood the instruction or not. The teacher also decided the time by himself without make an agreement with the students. It was due to the students chose to be silent when the teacher ask. At the end, the students read the story in silence. It showed that, the teacher took a control to make classroom was running. It related to Van Lier (2013) stated that teacher as the main control in the classroom. Therefore, teacher has a power and voice of control toward the students’ participation.

In terms of practice stage in the teaching demonstration, the teacher also provided a small game by using a ball to decide who will get a turn to answer the question regarding the previous short story that they have been read.

- T* : “Okay 30 seconds (The teacher is counting) Time is up. I will give following question related to the text. First, how many characters in the story? (OBS/V2/INI/ELI/085)
SS : “Two” (The students answer together) (OBS/V2/RES/REP/086)
T : “Two, who are they?” (OBS/V2/FEE/COM/087)
SS : “Roger and Mrs. Jones” (OBS/V2/RES/REP/088)

- T* : “Okay, for the next question I would to ask you in random. Imagine this is a ball and it made from plastic. I would like to throw for the students and you need to answer my question. **(OBS/V2/INI/ELI/089)**
- SS* : (The students’ very enthusiasts, laugh, and clap their hand). **(OBS/V2/RES/REA/090)**
- T* : “I will start in random, start from here! 1 2 3 Okay stop! **(OBS/V2/INI/DIR/091)**
- S* : (One students who gets the ball stand up to answer the question) **(OBS/V2/RES/REA/092)**
- T* : “What is your name? **(OBS/V2/INI/ELI/093)**
- S* : “...”(Inaudible sounds) **(OBS/V2/RES/REP/094)**
- T* : “If you were Roger, would you trust Mrs. Jones right away? I repeat, if you were Roger, would you trust Mrs. Jones right away? Please silent and listen to your friend!” **(OBSV2//INI/ELI/095)**
- SS* : “Sssstttt...” **(OBS/V2/RES/REA/096)**
- S* : “...”(Inaudible sounds) **(OBS/V2/RES/REP/094)**
- T* : “Okay Good! Please give applause for ...” (The teacher gives a keychain as a reward) **(OBS/V2/FEE/ACC/098)**
- S* : “Thank you, Sir” **(OBS/V2/REA/REP/099)**
- SS* : (Applause) **(OBS/V2/RES/REA/099)**

In this practice stage of teaching and learning process, based on the classroom talk above the teacher gave question related to the text that students have read before. The teacher looked like had a control for the class. Teacher was a decisions maker. The teacher asked the students randomly through a ball as media. The first question was quite easy, the teacher threw a question to all students and they could answer correctly. Not only ended from their answer, then the teacher gave an expandable question as follow-up. Next, the teacher explained the rules of the next activity to answer the question. The teacher would be counting the number 1 2 3 and finish with stop sign. When the teacher showed the ball the students were laughing and enthusiast. The rule was the student who holds a ball when the teacher said stop was getting a turn to answer the question. After that, the teacher threw a question toward the student. To ensure the student

understands, the teacher repeated the question for twice. The teacher also asked the students to pay attention for those students who got a turn to answer. It has been formed as respective values. He was able to answer the question correctly. The teacher ordered the students to give a round applause to the student as appreciation. As a reward which have promised in the classroom agreement in the beginning of the class. The teacher provided a reward which was a traditional key chain from Indonesia and then gave it for the students who can pass the question. It proposed to motivate the student and the other students to follow the learning actively. It is linked to Wright (2005) argued related to the teacher's contribution toward students' response or participation by giving positive feedback. Therefore, me as an international pre-service teacher tried to give positive feedback to encourage the students to be brave in terms of deliver their thought. In addition, those reward also purposed to make the students remind the learning activity and me as their pre-service teacher.

Further, as the theory of presentation, practice and production (henceforth PPP) in terms of teaching and learning stages. In this research, the researcher only focused to observe in terms of presentation and practice stage. Due to the production stage was unrecorded and became homework for the students. In addition, the presentation and the practice stage have been represented of the implementation of classroom talk.

CHAPTER V

CONCLUSION

This research was observed on how classroom talk of an Indonesian SEA-Teacher Project in Philippines Secondary School. Through re-observing my teaching practices, I found that type of classroom talk which mentioned earlier (initiation, response and feedback). The implementation of those patterns was occurred coherently in two classes in 9th grade. The turn-taking between the teacher and the students was dynamic, balance and running well. There was no significant problem. It was proved by after the teacher gave initiation, immediately would be followed by the students' response and the teacher would give a feedback toward students' response. It happened automatically in the teaching and learning activities. This research benefited to reflect on how classroom talk between the teacher and the students have key important to develop a dynamic learning environment in international level. Language is not become the main barrier toward the communication between the PST and the students. Then, the teacher as one of the object in this research felt surprisingly toward the school condition. Preparation and adaptability is extremely needed for international pre-service (PST) teacher. As an implication, the Department of English Language Education can provide variety experiences of microteaching simulation in terms of larger classes to treat and prepare the pre-service teacher within facing an unpredictable circumstance in the real life of teaching. Thus, the PST could be more aware, prepare mentally and maximally following the teaching practices.

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APPENDICES

Appendix 1

Sinclair and Coulthard's (1992) Speech act categories:

No	Label	Sym.	Formal features and functional definition
1	marker	m	Realized by a closed class of items – ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘alright’. When a marker is acting as the head of a framing move, it has a falling intonation, [1] or [1+], as well as a silent stress. Its function is to mark boundaries in the discourse.
2	starter	s	Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely
3	elicitation	el	Realized by a question. Its function is to request a linguistic response.
4	check	ch	Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
5	directive	d	Realized by a command. Its function is to request a non-linguistic response.
6	informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention or understanding.
7	prompt	p	Realized by a closed class of items – ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function therefore is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.

8	clue	Cl	Realized by a statement, question, command or moodless item. It is subordinate to the head of the initiation and functions by providing additional information, which helps the pupil to answer the elicitation or comply with the directive.
9	cue	Cu	Realized by a closed class of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. Its sole function is to evoke an (appropriate) bid.
10	bid	B	Realized by a closed class of verbal and non-verbal items – 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
11	nomination	N	Realized by a closed class consisting of the names of all the pupils, 'you' with contrastive stress, 'anybody', 'yes' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
12	acknowledge	Ack	Realized by 'yes', 'OK', 'cor', 'mm', 'wow', and certain nonverbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
13	reply	Rep	Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response, which is appropriate to the elicitation.
14	react	Rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.
15	comment	Com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.

16	accept	acc	Realized by a closed class of items – ‘yes’, ‘no’, ‘good’, ‘fine’, and repetition of pupil’s reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
17	evaluate	e	Realized by statements and tag questions, including words and phrases such as ‘good’, ‘interesting’, ‘team point’, commenting on the quality of the reply, react or initiation, also by ‘yes’, ‘no’, ‘good’, ‘fine’, with a high-fall intonation, and repetition of the pupil’s reply with either high-fall(positive), or a rise of any kind(negative evaluation).
18	salient stress	^	Realized by a pause of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
19	metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
20	conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items ‘so’ or ‘then’. In a way it is the converse of a metastatement. Its function is again to help pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
21	loop	l	Realized by a closed class of items – ‘pardon’, ‘you what’, ‘eh’, ‘again’, with rising intonation and a few questions like ‘did you say’, ‘do you mean’. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
22	aside	z	Realized by statement, question, command, moodless, usually marked by lowering the tone of voice, and not really addressed to the class. As we noted above, this category covers items that we have difficulty dealing with. It is really instances of the teacher talking to himself: ‘It’s freezing in here’, ‘Where did I put my chalk?’

Appendix 2

Data Transcription

Video 1 (First teaching practice)

Place : Grade 9 in the Philippines Secondary High School

Duration : 21, 27 minutes

T : Teacher

SS : Students

S : Student

- 001 T : “Good Afternoon Everyone!”
- 002 SS : “Good Afternoon Sir Fatchan and Ma’am Divine”
- 003 T : “Sit down, please”
- 004 SS : “Thank you, Sir”
- 005 T : “OK, today I would to ask something. If I say clap one, you clap one okay? Follow after me. Clap one!”
- 006 SS : “(Clap one: prok... prok... prok)”. (The students is not clap together)
- 007 T : “Together! Clap one!”
- 008 SS : “(Clap one: prok)”
- 009 T : “Clap two!”
- 010 SS : (Clap two: prok prok)
- 011 T : “Clap three!”
- 012 SS : (Clap three: prok prok prok)
- 013 T : “Clap four!”

- 014 SS : (Clap four: prok prok prok prok)
- 015 T : “Please, clap for all of us!”
- 016 SS : (prok prok prok prok prok...)
- 017 T : “Okay, Thank you. Okay everyone, before we start our lesson today let’s pray together in silence! Pray begin!
- 018 SS : “(Students are praying in silence)”
- 019 T : “Finish! Thank you. How many students here?”
- 020 SS : “Ha..?”
- 021 T : “Who’s absence today?”
- 022 SS : “Many, many, many”
- 023 T : “How many students, total?”
- 024 SS : “61” (The students answer together)
- 025 T : “Alright, First of all, let me to introduce myself again. (The teacher stick a paper on the board) Maybe, if you want to follow my Facebook or Instagram.”
- “My name is Fatchan Faturrahman and I’m from Islamic University of Indonesia. It is located in Yogyakarta.
- 026 SS : “Haa..?”
- 027 T : “Yogyakarta”
- 028 SS : “Haaa..?”
- 029 T : “And this is my social media, maybe you can add and follow me.
- Next, I would like to make a classroom agreement before we start the lesson today.
1. Sit properly during the lesson (You know what because learning environment will influence the learning process. Please, be quite!)
 2. When I speak or other students are speaking. Please listen and pay attention carefully.

3. If you want to speak maybe if you want go to toilet or you want to ask a question or something, please raise your hand until I allow you speak

4. Respect each other and then follow the rules I will give a reward for nice students.

- 030 SS : “Haa..?”
- 031 T : “Reward. Just be nice! Alright, today... can you help me? (The teacher asks the students to help to stick the paper on the board)
- 032 S : (One student is coming forward to help the teacher)
- 033 T : “Okay, thank you. Okay everyone, we can divide into two. Do you know what is that? (The teacher points the picture)
- 034 SS : “Paper”
- 035 T : “No”
- 036 SS : “Paragraph, paper, board...”
- 037 T : “Letter, and then?”
- 038 SS : “Newspaper”
- 039 T : “Right, amazing! (The teacher points the picture)
- 040 SS : “Poem”
- 041 T : “Yes, right!”
- 042 SS : “Book”
- 043 T : “Amazing! This one?”
- 044 SS : “Graph”
- 045 T : “This one?”
- 046 SS : “Magazine...”
- 047 T : “This is story maps. This one?”
- 048 SS : “Messenger!” (Laughter)
- 049 T : “This is like concept map”

- 050 SS : “Haa?”
- 051 T : “Concept map”
- 052 SS : “Oh haa, concept map”
- 053 T : “This one, the last one?”
- 054 SS : “Cycle”
- 055 T : “Right, it is more or less same with this one” (The teacher points the story maps). So, does anybody know what is the different between the right side and the left side? If you want to say something please raise your hand!”
- 056 S : (One student raises his hand)
- 057 T : “Okay please, what’s your name?”
- 058 S : “Mark”
- 059 T : “Mark, okay Mark please”
- 060 SS : “Stand up, stand up, stand up!” (The other students ask Mark to stand up)
- 061 S : “Right is old and left is new Sir”
- 062 T : “Okay old and new. Any other?”
- 063 S : (One students raise her hand)
- 064 T : “It’s Okay, you. What’s your name?”
- 065 S : “My name is Yasmine”
- 066 T : “Yasmine, okay Yasmine”
- 067 SS : “The the the right side is you can read it and the left side you see see you see. If you read, you understand”
- 068 T : “Yes, good! Okay if you want to understand the letter, if you want to understand newspaper, book, or novel you have to read all the things from beginning to the end right? But in the left side you only like to understand for example a story maps you don’t need to

read from beginning to the end, we only read the part of this story. So, I would like to... (The teacher preparing teaching media)

069 SS : “Help Sir, help!” (The student helps the teacher to stick the paper on the board)

070 T : “Thank you. You can look at here. This one we can say linear text, the right side we can say linear text and the left side we can say non-linear text. So, what is the definition? Linear text refers to traditional text that needs to be read from beginning to the end and the non-linear text refers to text that does not need to be read from beginning to the end. So, we just read what we need like part of part. Then, we can classify based on the reading path. (Linear Text) There is only one reading path, which is determined by the author. Why? Because, we just need to read and read according to the author and this one (Non-Linear Text) there are multiple reading paths, determined on the readers. Why? Because we can choose what kind of information that we need. Then, the content (Linear text) typically includes printed texts, it like letter, book and newspaper right? For non-linear text for the content typically includes digitals texts like graph, story maps, and then concept maps it’s about digital. And then, if we want to take a look the other, efficiency (Linear text) it may take time to find the information readers are searching for. Why? Because, we need to read whole package. Different with non-linear text only allow to find specific information more efficiently. Why? Because, we can fast to find information like how many unit sold in January? So, there are some example of linear text like novel, poems, letter, newspaper, article and short story. Then, non-linear text, the example is chart, concept maps and then story maps. (The teacher explains the material) So far, any question?”

071 SS : “No, so far”

072 T : “Okay, here I would like to give the example of the linear text, which is short story *Thank you, Ma’am*. One story for two people. (The teacher shares the paper to the students) Okay, please don’t write anything on the paper. I will ask the paper again. OK!. Already have? Okay, have you heard about a short story entitled *Thank you, Ma’am*?”

073 SS : “Not yet”

074 T : “Okay, I would like to give introduction. *Thank you, Ma’am* is an

American short story written by Langston Hughes. It was published in 1958. He wrote about African-American life and experience. Alright, I will give you time to read in 10 minutes, enough? Okay, 10 minute ya”.

075 SS : (The students read the short story for 10 minutes)

===== the end =====

Video 2 (Second Teaching Practice)

Place : Grade 9 in the Philippines Secondary High School

Duration : 38, 36 minutes

T : Teacher

SS : Students

S : Student

001 T : “Good Afternoon Everyone!”

002 SS : “Good Afternoon Sir Fatchan, and Ma’am Ombreso, and Ma’am Divine”. (The students stand up and give their greetings).

003 T : “Please, sit down”

004 SS : “Thank you, Sir”

005 T : “Alright, before we start our lesson today, let’s pray together in silence. Pray begin! (Praying) Finish! How many students here?”

006 SS : (Students is silent)

007 T : “How many students here, total?”

008 SS : “44” (The students answer together)

009 T : “Any absence?”

010 SS : (the students mentioned the name and the teacher try to write down in a note) (Inaudible sounds)

- 011 T : “Alright, firstly allow me to introduce myself again. I will write down my name”.(The teacher sticks the paper on the board).
- 012 SS : (The students mumble)
- 013 T : “Okay, my name is Fatchan Faturrahman and you can call me Sir Fatchan I’m from Islamic University of Indonesia. Aaaa just my social media if you need? Alright, any question so far? No?”
- 014 S : “No”
- 015 T : “Next, I would like to say something about classroom agreement. So During my classroom you need to follow this agreement.
1. Sit properly during the lesson
 2. When I speak or other students are speaking. Please listen and pay attention carefully.
 3. If you want to speak for examples you want go to toilet or you want to ask a question or something, please raise your hand until I allow you speak
 4. Respect each other and then follow the rules
- I will give a reward for nice students. Understand?
- 016 SS : “Understand”
- 017 T : Any question?”
- 018 SS : “No”.
- 019 T : “Alright. Okay, for warming up. Please follow me. If I say clap one, you follow me clap one, okay? Students, Clap one”
- 020 SS : (Clap one: prok)
- 021 T : “Clap two!”
- 022 SS : (Clap two: prok prok)

- 023 T : “Clap three!”
- 024 SS : (Clap three: prok prok prok)
- 025 T : “Clap four!”
- 026 SS : (Clap four: prok prok prok prok)
- 027 T : “Please, clap for all of us!”
- 028 SS : (prok prok prok prok prok prok prok...) “Aaaaa...” (The students is amazed)
- 029 T : “Okay, Amazing! Alright, allow me to ... (The teacher stick the paper on the board). Could you help me?”
- 030 S : (One students is coming forward to help me and the other students is teasing us)
- 031 T : “Alright, Do you know about this one? Can you guess? What is that?” (The teacher shows and points some pictures).
- 032 SS : “Letter, Letter”
- 034 T : “Sorry?”
- 035 S (1) : “Letter”
- 036 T : “Right! And then?”
- 037 S (2) : “Newspaper”
- 038 T : “Excellent! And then?”
- 039 S (3) : “Poem”
- 040 T : “Good!”
- 041 S (4) : “Books”
- 042 T : “Okay, then?”
- 043 SS : “Graph”
- 044 T : “And then?”

- 045 S : “Puzzle”
- 046 SS : “Story Map”
- 047 T : “Ya, story map. This one?”
- 048 SS : “Diagram”.
- 049 T : This one?”
- 050 SS : “...” The students try to answer (inaudible sounds)
- 051 T : “It is same with this one” (The teacher points the picture of concept map)
- 052 T : “So does anybody know, what is the difference between right side and left side? Does anybody know? Please raise your hand. It’s okay, it’s okay.
Just try!”
- 053 SS : (The students mumble and discuss with their friends)
- 054 T : “What kind of the picture? Right side, left side. Letter, poem, books, newspaper and then graph. (The teacher points the picture). Anybody?
Okay Please. What’s your name?”
- 055 S : “April”
- 056 T : “Okay, please...”
- 057 SS : “In the right side there is more a number of photos and data, while in the left side is more literature and sentences”.
- 058 T : Yes. Anyone again wants to add April, anyone else? No?
- 059 SS : (The students is silent)
- 060 T : “What April said is almost correct. This is if we want to understand newspaper, letter, novel or poem, we need to read from the beginning to the end right? We need to understand the meaning, the content right? To read whole from the beginning to

the end, but in the other hand if we want to know this one we just like oh if I want to know how many units sold in January? (The teacher points the picture). Then, if I want to know the story maps for example like who is the author, what is the characteristic we can find faster without read whole of the story. Could you help me?"

- 061 SS : (One student come forward to help me to stick paper and the Other students is teasing us)
- 062 T : "Thank you" (The teacher expresses thankful toward the students who already helped the teacher) So, after we take a look and observe the left side and the right side. You can look here. Linear text if you want to read letter, newspaper, poem, and books you can classify become linear text and then graph, maps you can classify into non-linear text. So, what is linear text or non-linear text means? You can take a look here". (The teacher point the text on the paper)
- 063 SS : "Linear text: refers to traditional text that needs to be read from beginning to the end". (The students read together)
- 064 T : "Yes, Right!" (The teacher point the text on the paper)
- 065 SS : "Non-Linear Text: refers to text that does not need to be read from beginning to the end" (The students read together)
- 067 T : "Yes. Understand?"
- 068 SS : "Yes, understand".
- 069 T : "The second one is about reading path" (The teacher point the text on the paper)
- 070 SS : "Linear Text: there is only one reading path, which is determined by the author. Non-Linear Text: there are multiple reading paths, determined on the readers". (The students read together)
- 071 T : "Ya, why reading path. If we want to know newspaper or letter

we need to read all text, read all text because it is created by the author right? Okay, I would like to start from here, but the meaning is not delivered. Non Linear Text: there are multiple reading paths, determined on the readers. The other one, if you want to know how many total populations in May? You can just take a look this one. Oh 4000 dollars, you can choose based on our perspective or based on the readers. Then content...”

- 072 SS : “Linear text: typically includes printed texts. Non-linear text: Typically includes digitals texts”.
- 073 T : “Next, efficiency...”
- 074 SS : “Linear text: It may take time to find the information readers are searching for. Non-Linear text: Allows readers to you to find specific information more efficiently”
- 075 T : “If you want to read the book we need more time right? There is many pages and it takes time, but if we want to make story maps or something like that, we only know what is the characteristic? What is the setting? What is the problem? And what is the solution. You don’t to read all pages of the book. For the last is Example...”
- 076 SS : “Linear text: novels, poems, newspaper, letters, textbooks, short story, etc. Non-linear text: Charts, graphs, graphical organizers such as knowledge maps and story maps”.
- 077 T : “Okay, so far any question?”
- 078 SS : “No”
- 079 T : “Okay, now I would like to share you about one of the example short story. Short story is classified into?”
- 080 SS : “Linear text”
- 081 T : “So, the story is about “Thank you Ma’am” is the title. I would like to give you one paper or one story for two person, eh for two people, sorry. (The teacher gives the paper by moving around in the class). Alright, I would like to give you short introduction about “Thank you Ma’am”. “Thank you, Ma’am is an American short story written by Langston Hughes. It was published in 1958.

He wrote about African-American life and experience”. “I would like give you time to read the text for 7 minutes, enough? Okay? Start from now!”

- 082 SS : (The students read the text in silence for 7 minutes)
- 083 T : (The teacher is moving around the class to make sure the students read the text). “Two minutes left”, said the teacher. “One minute!” said the teacher as reminder. “Have you finished?”
- 084 SS : “Not yet”
- 085 T : “Okay 30 seconds (The teacher is counting) Time is up. I will give following question related to the text. First, how many characters in the story?”
- 086 SS : “Two” (The students answer together)
- 087 T : “Two, who are they?”
- 088 SS : “Roger and Mrs. Jones”
- 089 T : “Okay, for the next question I would to ask you in random. Imagine this is a ball and it made from plastic. I would like to throw for the students and you need to answer my question.
- 090 SS : (The students’ very enthusiasts, laugh, and clap their hand).
- 091 T : “I will start in random, start from here! 1 2 3 Okay stop!
- 092 S : (One students who gets the ball stand up to answer the question)
- 093 T : “What is your name?”
- 094 S : “...” (Inaudible sounds)
- 095 T : “If you were Roger, would you trust Mrs. Jones right away? I repeat, if you were Roger, would you trust Mrs. Jones right away? Please silent and listen to your friend!”
- 096 SS : “Ssssstttt...”
- 097 S : “...” (Inaudible sounds)
- 098 T : “Okay Good! Please give applause for ...” (The teacher gives a

- keychain as a reward)
- 099 S : “Thank you, Sir”
- 100 SS : (Applause)
- (The students move the ball again based on teacher’s instruction)
- 101 T : “1 2 3 4 5 Stop! Okay, please stand up”
- 102 S : (The student stand up)
- 103 T : “The question is, if you were Roger, would you run?”
- 104 S : “...” (Inaudible sounds)
- (The students can answer the question, and the teacher gives a Indonesian key chain also for him.)
- 105 T : “Let’s continue and move the ball!”
- 106 SS : (The students move the ball again)
- 107 T : “What is your name?”
- 108 S : “April”
- 109 T : “The question is, what did Roger feel at this moment?”
- 110 S : “Haa?”
- 111 T : “What did Roger feel at this moment?”
- 112 S : “...” (Inaudible sounds)
- 113 T : “Right, very nice!” (The teacher gives a key chain)
- 114 S : “Thank you, Sir!”
- 115 T : “Alright, any question related to the story of Thank you Ma’am?”
- 116 SS : “No, Sir”
- 117 T : “Let’s move to the next activity, I would to make you become five groups. There is five colors, there is pink, blue, orange, green and white. Please, choose one okay!” (The teacher is moving around to the class to give the color papers for grouping). “Don’t write anything on the paper, I will ask again!”

- 118 SS : (The students are noisy)
- 119 T : “Alright, now please, gather with your group pink with pink, green with green, blue with blue, white with white. Here is for group white, and then pink, blue, green, and orange.”
- 120 SS : (The students are moving to find their own group based on the colors)
- 121 T : “3, 2 and There is five question and you need to answer in a whole paper. One paper one group. Please, one of the representative of the group to come forward to take this one”
- 122 SS : (Five students are moving forward to take the paper)
- 123 T : “Don’t forget to put your group member. Okay? Attention please! Attention please! Don’t forget to write down your group member! I will give you 10 minutes”
- 124 SS : “Okay Sir!” (The students are working in group

===== the end =====

Appendix 3

Categorizing the Data

First Data Transcription: First Teaching Practice

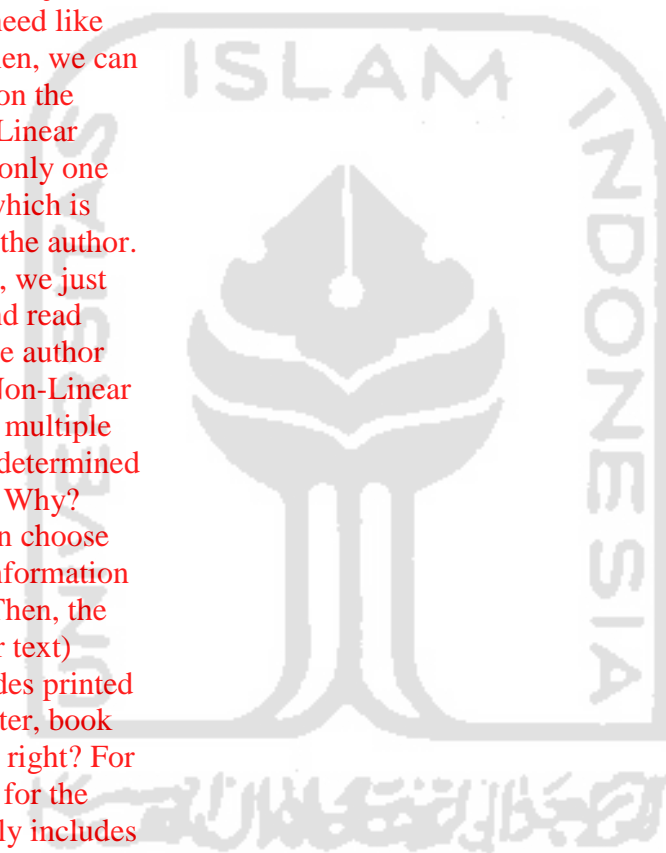
Classroom Talk		
Initiation	Response	Feedback
001 T : “Good Afternoon Everyone!” (ELI)	002 SS : “Good Afternoon Sir Fatchan and Ma’am Divine” (REP)	-
003 T : “Sit down, please” (DIR)	004 SS : “Thank you, Sir” (REP)	-
005 T : “OK, today I would to ask something. If I say clap one, you clap one okay? Follow after me. Clap one! (DIR)	006 SS : “(Clap one: prok... prok... prok)” (The students is not clap together) (REA)	-
007 T : “Together! Clap one!” (DIR)	008 SS : “(Clap one: prok)” (REA)	-
009 T : “Clap two!” (DIR)	010 SS : (Clap two: prok prok) (REA)	-
011 T : “Clap three!” (DIR)	012 SS : (Clap three: prok prok prok) (REA)	-
013 T : “Clap four!” (DIR)	014 SS : (Clap four: prok prok prok prok) (REA)	-
015 T : “Please, clap for all of us!” (DIR)	016 SS : (prok prok prok prok...) (REA)	017 T : “Okay, Thank you (ACC)
017 T : “Okay everyone, before we start our lesson today let’s pray together in silence! Pray begin! (DIR)	018 SS : “(Students are praying in silence)” (REA)	-
019 T : “Finish!” (DIR)	-	019 T : “Thank you” (ACC)
019 T : “How many students here?” (ELI)	020 SS : “Ha..?” (REP)	-
021 T : “Who’s absence today?” (ELI)	022 SS : “Many, many, many” (REP)	-

023	T	: “How many students, total?” (ELI)	024	SS	: “61” (The students answer together) (REP)	-
025	T	: “Alright, First of all, let me to introduce myself again. (The teacher stick a paper on the board) Maybe, if you want to follow my Facebook or Instagram.” “My name is Fatchan Faturrahman and I’m from Islamic University of Indonesia. It is located in Yogyakarta”. (INF)	026	SS	: “Haa..?” (REP)	027 T : “Yogyakarta” (ACC)
-			028	SS	: “Haaa..?” (REP)	-
029	T	: (The teacher is smiling) “And this is my social media, maybe you can add and follow me. Next, I would like to make a classroom agreement before we start the lesson today. 1. Sit properly during the lesson (You know what because learning environment will influence the learning process. Please, be quite!) 2. When I speak or other students are speaking. Please listen and pay attention carefully. 3. If you want to speak maybe if you want go to toilet or you want to ask a question or something, please raise your hand until I allow you speak 4. Respect each other and then follow the rules I will give a reward for nice students. (INF)	030	SS	: “Haaa..?” (REP)	031 T : “Reward. Just be nice! (ACC)

031 T : Alright, today... can you help me? (The teacher asks the students to help to stick the paper on the board) (DIR)	032 S : (One student is coming forward to help the teacher) (REA)	033 T : "Okay, thank you" (ACC)
033 T : Okay everyone, we can divide into two. Do you know what is that? (The teacher points the picture) (ELI)	034 SS : "Paper" (REP)	035 T : "No" (ACC)
-	036 SS : "Paragraph, paper, board..." (REP)	037 T : "Letter, and then?" (ACC)
-	038 SS : "Newspaper" (REP)	039 T : "Right, amazing! (The teacher points the picture) (ACC)
-	040 SS : "Poem" (REP)	041 T : "Yes, right!" (ACC)
-	042 SS : "Book" (REP)	043 T : "Amazing! This one?" (ACC)
-	044 SS : "Graph" (REP)	045 T : "This one?" (ACC)
-	046 SS : "Magazine..." (REP)	047 T : "This is story maps. This one?" (EVA)
-	048 SS : "Messenger!" (Laughter) (REP)	049 T : "This is like concept map" (EVA)
-	050 SS : "Haa?" (REP)	051 T : "Concept map" (ACC)
-	052 SS : "Oh haa, concept map" (REP)	-
053 T : "This one, the last one?" (ELI)	054 SS : "Cycle" (REP)	055 T : "Right, it is more or less same with this one" (The teacher points the story maps). (EVA)
055 T : So, does anybody know what is the different between the right side and the left side? If you want to say	056 S : (One student raises his hand) (REA)	-

something please raise your hand!" (DIR)		
057 T : "Okay please, what's your name?" (REA)	058 S : "Mark" (REP)	-
059 T : "Mark, okay Mark please" (DIR)	060 SS : "Stand up, stand up, stand up!" (The other students ask Mark to stand up) (REP)	-
-	061 S : "Right is old and left is new Sir" (REP)	062 T : "Okay old and new. Any other?" (EVA)
-	063 S : (One students raise her hand) (REA)	-
064 T : "It's Okay, you!" (DIR)	-	-
064 T : What's your name?" (ELI)	065 S : "My name is Yasmine" (REP)	-
066 T : "Yasmine, okay Yasmine" (DIR)	067 SS : "The... the... the... right side is you can read it and the left side you see... see... you see. If you read, you understand" (REP)	068 T : "Yes, good! Okay if you want to understand the letter, if you want to understand newspaper, book, or novel you have to read all the things from beginning to the end right? But in the left side you only like to understand for example a story maps you don't need to read from beginning to the end, we only read the part of this story. (COM)
068 T : So, I would like to... (The teacher preparing teaching media). (ELI)	069 SS : "Help Sir, help!" (The student helps the teacher to stick the paper on the board) (REA)	070 T : "Thank you. (ACC)
070 T : "You can look at here. This one we can say linear text, the right side we can say linear text and the left	071 SS : "No, so far" (ACK)	-

side we can say non-linear text. So, what is the definition? Linear text refers to traditional text that needs to be read from beginning to the end and the non-linear text refers to text that does not need to be read from beginning to the end. So, we just read what we need like part of part. Then, we can classify based on the reading path. (Linear Text) There is only one reading path, which is determined by the author. Why? Because, we just need to read and read according to the author and this one (Non-Linear Text) there are multiple reading paths, determined on the readers. Why? Because we can choose what kind of information that we need. Then, the content (Linear text) typically includes printed texts, it like letter, book and newspaper right? For non-linear text for the content typically includes digital texts like graph, story maps, and then concept maps it's about digital. And then, if we want to take a look the other, efficiency (Linear text) it may take time to find the information readers are searching for. Why? Because, we need to read whole package. Different with non-linear text only



allow to find specific information more efficiently. Why? Because, we can fast to find information like how many unit sold in January? So, there are some example of linear text like novel, poems, letter, newspaper, article and short story. Then, non-linear text, the example is chart, concept maps and then story maps. (The teacher explains the material) So far, any question? (INF)

072 T : "Okay, here I would like to give the example of the linear text, which is short story *Thank you, Ma'am*. One story for two people. (The teacher shares the paper to the students). OK! Already have? (ELI)

072 T : Okay, please don't write anything on the paper. I will ask the paper again. (DIR)

072 T : Okay, have you heard about a short story entitled *Thank you, Ma'am*?" (ELI)

073 SS : "Not yet" (REP)

074 T : "Okay, I would like to give introduction. *Thank you, Ma'am* is an American short story written by Langston Hughes. It was published in 1958. He wrote about African-American life and experience". (INF)

074 T : 075 SS : (The

Alright, I will give you time to read in 10 minutes, enough? Okay, 10 minute yaa” (DIR)

students read the short story for 10 minutes) (REA)

Categorizing the Data

Second Data Transcription: Second Teaching Practice

		Classroom Talk		
	Initiation	Response	Feedback	
001	T : “Good Afternoon Everyone!” (ELI)	002 SS : “Good Afternoon Sir Fatchan, and Ma’am Ombreso, and Ma’am Divine”. (The students stand up and give their greetings) (REP)	-	
003	T : “Please, sit down” (DIR)	004 SS : “Thank you, Sir” (REP)	-	
005	T : “Alright, before we start our lesson today, let’s pray together in silence. Pray begin! (Praying) Finish! (DIR)	-	-	
005	T : “How many students here?” (ELI)	006 SS : (Students is silent)	-	
007	T : “How many students here, total?” (ELI)	008 SS : “44” (The students answer together) (REP)	-	
009	T : “Any absence? (ELI)	010 SS : (The students mentioned the name and the teacher try to write down in a note) (Inaudible sounds) (REP)	-	
011	T : “Alright, firstly allow me to introduce myself again. I will write down my name”. (The teacher sticks the paper on the board). (INF)	012 SS : (The students mumble) (REA)	-	
013	T : “Okay,	014 S : “No”	-	

my name is Fatchan (ACK)
 Faturrahman and you can
 call me Sir Fatchan I'm
 from Islamic University
 of Indonesia. Aaaa just
 my social media if you
 need? Alright, any
 question so far? No?
 (INF)

015 T : "Next, I would like to say something about classroom agreement. So During my classroom you need to follow this agreement. 016 SS : "Understand" (ACK)

1. Sit properly during the lesson
 2. When I speak or other students are speaking. Please listen and pay attention carefully.
 3. If you want to speak for examples you want go to toilet or you want to ask a question or something, please raise your hand until I allow you speak
 4. Respect each other and then follow the rules
- I will give a reward for nice students.

Understand?" (INF)

017 T : "Any question?" (ELI) 018 SS : "No". (REP) -

019 T : "Alright. Okay, for warming up. Please follow me. If I say clap one, you follow me clap one, okay? Students, Clap one" (DIR) 020 SS : (Clap one: prok) (REA) -

021 T : "Clap two!" (DIR) 022 SS : (Clap two: prok prok) (REA) -

023 T : "Clap three!" (DIR) 024 SS : (Clap three: prok prok prok) -

		(REA)	
025	T	: “Clap four!” (DIR)	026 SS : (Clap four: prok prok prok prok) (REA) -
027	T	: “Please, clap for all of us!” (DIR)	028 SS : (prok prok prok prok prok prok...) Aaaaa... (The students is amazed) (REA) 029 T : “Okay, Amazing!” (ACC)
029	T	: Alright, allow me to ... (The teacher stick the paper on the board). Could you help me?” (DIR)	030 S : (One students is coming forward to help me and the other students is teasing us) (REA) -
031	T	: “Alright, Do you know about this one? Can you guess? What is that?” (The teacher shows and points some pictures). (ELI)	032 SS : “Letter, Letter” (REP) 034 T : “Sorry?” (ACC)
-			035 S (1) : “Letter” (REP) 036 T : “Right! And then?” (ACC)
-			037 S (2) : “Newspaper” (REP) 038 T : “Excellent! And then?” (ACC)
-			039 S (3) : “Poem” (REP) 040 T : “Good!” (ACC)
-			041 S (4) : “Books” (REP) 042 T : “Okay, then?” (ACC)
-			043 SS : “Graph” (REP) -
044	T	: “And then?” (ELI)	045 S : “Puzzle” -
-			046 SS : “Story Map” (REP) 047 T : “Ya, story map. This one?” (ACC)
-			048 SS : “Diagram”. (REP) -
049	T	: This one?” (ELI)	050 SS : “...” The students try to answer (inaudible sounds) (REP) 051 T : “It is same with this one” (The teacher points the picture of concept map) (COM)
052	T	: “So does anybody know, what is	053 SS : (The students mumble and

the difference between right side and left side? Does anybody know? Please raise your hand. It's okay, it's okay. Just try!" (ELI)	discuss with their friends) (REA)		
054 T : "What kind of the picture? Right side, left side. Letter, poem, books, newspaper and then graph. (The teacher points the picture). Anybody? Okay Please. What's your name?" (ELI)	055 S : "April" (REP)		
056 T : "Okay, please..." (DIR)	057 SS : "In the right side there is more a number of photos and data, while in the left side is more literature and sentences". (REP)	058 T : Yes. Anyone again wants to add April, anyone else? No? (EVA)	
-	059 SS : (The students are silent-some of them close to be silent) (REA)	060 T : What April said is almost correct. This is if we want to understand newspaper, letter, novel or poem, we need to read from the beginning to the end right? We need to understand the meaning, the content right? To read whole from the beginning to the end, but in the other hand if we want to know this one we just like oh if I want to know how many units sold in January? (The teacher points the picture). Then, if I want to know the story maps for example like who is the author, what is the characteristic we can find faster without read whole of the story." (COM)	

060 T : “Could you help me?” (DIR)	061 SS : (One student come forward to help me to stick paper and the other students is teasing us) (REA)	062 T : “Thank you” (The teacher expresses thankful toward the students who already helped the teacher) (ACC)
062 T : “So, after we take a look and observe the left side and the right side. You can look here. Linear text if you want to read letter, newspaper, poem, and books you can classify become linear text and then graph, maps you can classify into non-linear text” (INF)	-	-
062 T : “. So, what is linear text or non-linear text means? You can take a look here”. (The teacher point the text on the paper) (ELI)	063 SS : “Linear text: refers to traditional text that needs to be read from beginning to the end”. (The students read together) (REP)	064 T : “Yes, Right!” (The teacher point the text on the paper) (ACC)
-	065 SS : “Non-Linear Text: refers to text that does not need to be read from beginning to the end” (The students read together) (REP)	067 T : “Yes. Understand?” (ACC)
-	068 SS : “Yes, understand”. (ACK)	-
069 T : “The second one is about reading path” (The teacher point the text on the paper) (ELI)	070 SS : “Linear Text: there is only one reading path, which is determined by the author. Non-Linear Text: there are multiple reading paths, determined on the readers”. (The students read together) (REP)	071 T : “Ya, why reading path. If we want to know newspaper or letter we need to read all text, read all text because it is created by the author right? Okay, I would like to start from here, but the meaning is not delivered. Non-Linear Text: there are multiple reading paths, determined on the readers. The other one, if you want to know how

		many total populations in May? You can just take a look this one. Oh 4000 dollars, you can choose based on our perspective or based on the readers. Then content..." (COM)
-	072 SS : "Linear text: typically includes printed texts. Non-linear text: Typically includes digital texts". (REP)	-
073 T : "Next, efficiency..." (ELI)	074 SS : "Linear text: It may take time to find the information readers are searching for. Non-Linear text: Allows readers to you to find specific information more efficiently" (REP)	075 T : "If you want to read the book we need more time right? There is many pages and it takes time, but if we want to make story maps or something like that, we only know what is the characteristic? What is the setting? What is the problem? And what is the solution. You don't to read all pages of the book" (COM)
075 T : For the last is Example..." (ELI)	076 SS : "Linear text: novels, poems, newspaper, letters, textbooks, short story, etc. Non-linear text: Charts, graphs, graphical organizers such as knowledge maps and story maps". (REP)	-
077 T : "Okay, so far any question?" (ELI)	078 SS : "No" (REP)	-
079 T : "Okay, now I would like to share you about one of the example short story. Short story is classified into?" (ELI)	080 SS : "Linear text" (REP)	-
081 T : "So, the story is about "Thank you	-	-

Ma'am" is the title. I would like to give you one paper or one story for two person, eh for two people, sorry. (The teacher gives the paper by moving around in the class). Alright, I would like to give you short introduction about "Thank you Ma'am". (ELI)

081 T : "Thank you, Ma'am is an American short story written by Langston Hughes. It was published in 1958. He wrote about African-American life and experience". (INF)

081 T : "I would like give you time to read the text for 7 minutes, enough? Okay? Start from now!" (DIR)

082 SS : (The students read the text in silence for 7 minutes) (REA)

083 T : (The teacher is moving around the class to make sure the students read the text). "Two minutes left", said the teacher. "One minute!" said the teacher as reminder. "Have you finished?" (INF)

084 SS : "Not yet" (REP)

085 T : "Okay 30 seconds (The teacher is counting) Time is up (ACC)

085 T : I will give following question related to the text. First, how many characters in the story? (ELI)

086 SS : "Two" (The students answer together) (REP)

087 T : "Two, who are they?" (COM)

- 089 T : "For the next question I would to ask you in random. Imagine this is a ball and

088 SS : "Roger and Mrs. Jones" (REP)

089 T : "Okay" (ACC)

090 SS : (The students' very enthusiasts, laugh, and clap their hand). (REA)

it made from plastic. I would like to throw for the students and you need to answer my question.” (ELI)		
091 T : “I will start in random, start from here! 1 2 3 Okay stop!” (DIR)	092 S : (One students who gets the ball stand up to answer the question) (REA)	-
093 T : “What is your name?” (ELI)	094 S : “...” (Inaudible sounds) (REP)	-
095 T : “If you were Roger, would you trust Mrs. Jones right away? I repeat, if you were Roger, would you trust Mrs. Jones right away? Please silent and listen to your friend!” (ELI)	096 SS : “Sssssstttt...” (REA)	-
-	097 S : “...” (Inaudible sounds) (REP)	098 T : “Okay Good! Please give applause for ...” (The teacher gives a keychain as a reward) (ACC)
-	099 S : “Thank you, Sir” (REP)	-
-	100 SS : (Applause) (REA)	-
(The students move the ball again based on teacher’s instruction)	102 S : (The student stand up) (REA)	-
101 T : “1 2 3 4 5 Stop! Okay, please stand up” (DIR)	103 T : “The question is, if you were Roger, would you run?” (ELI)	104 S : “...” (Inaudible sounds) (REP) (The students can answer the question, and the teacher gives a Indonesian key chain also for him)
105 T : “Let’s continue and move the ball!” (DIR)	106 SS : (The students move the ball again) (REA)	-
107 T : “What is your name?” (ELI)	108 S : “April” (REP)	-

109	T	: “The question is, what did Roger feel at this moment?” (ELI)	110	S	: “Haa?” (REP)	-
111	T	: “What did Roger feel at this moment? (ELI)	112	S	: “...” (Inaudible sounds) (REP)	113 T : “Right, very nice!” (The teacher gives a key chain) (REP)
-			114	S	: “Thank you, Sir!” (REP)	-
115	T	: “Alright, any question related to the story of Thank you Ma’am?” (ELI)	116	SS	: “No, Sir” (REP)	-
117	T	: “Let’s move to the next activity, I would to make you become five groups. There is five colors, there is pink, blue, orange, green and white. Please, choose one okay!” (The teacher is moving around to the class to give the color papers for grouping). “Don’t write anything on the paper, I will ask again!” (DIR)	118	SS	: (The students are noisy) (REA)	-
119	T	: “Alright, now please, gather with your group pink with pink, green with green, blue with blue, white with white. Here is for group white, and then pink, blue, green, and orange.” (DIR)	120	SS	: (The students are moving to find their own group based on the colors) (REA)	-
121	T	: “3, 2 and There is five question and you need to answer in a whole paper. One paper one group. Please, one of the representative of the group to come forward to take this one” (DIR)	122	SS	: (Five students are moving forward to take the paper) (REA)	-
123	T	: “Don’t	124	SS	: “Okay	-

forget to put your group member. Okay? Attention please! Attention please! Don't forget to write down your group member! I will give you 10 minutes" (DIR)

Sir!" (The students are working in group) (REP)



