

**TEACHERS' TALK IN BILINGUAL
CLASSROOM INTERACTIONS
(A DESCRIPTIVE QUALITATIVE ON 3RD GRADE AT SDUA CURUP)**

THESIS

This thesis is submitted to fulfill the requirement
for 'sarjana' degree in English Language Education



By:

**SUPRIADI
NIM 14552014**

**English *Tadris* Study Program
Faculty Of Teacher Training and Education
INSTITUT COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2020**



IAIN CURUP

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI CURUP (IAIN) CURUP
Jln. DR. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax 21010 Curp 3919
Email: staincurup@telkom.net

Hal : Pengajuan Skripsi

Kepada
Yth. Rektor IAIN Curup
Di-
Curup

Assalamualaikum

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi atas nama: **Supriadi** yang berjudul " **Teachers' talk in bilingual classroom interactions**" (**A Descriptive Qualitative on 3rd Grade at SDUA Curup**). Sudah dapat di ajukan dalam sidang Munaqosah.

Demikian permohonan ini kami ajukan, Terima kasih.

Wassalamualaikum Wr. Wb

Curup, September 2019

Advisor , An. Ka prodi TBI

Sakut Anshori, S.Pd.I, M.Hum
NIP: 19811020 200604 1 002

Co. Advisor

Sarwo Edji M. Pd
NIDN: 20011038702

STATEMENT OF OWNERSHIP

The writer who signs below:

Name : Supriadi

NIM : 14552014

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled "**Teachers' Talk in Bilingual Classroom Interactions at SDUA Curup**" is pure and never proposed in IAIN Curup and other University.

This statement was made by truly. If in the next day there are a lot of mistakes, the writer ready for responsibility with the regulation.

Curup, Oktober 2020

Writer



Supriadi
Nim. 14552014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 1145 /In.34/I/FT/PP.00.9/11/2020

Name : Supriadi
NIM : 14552014
Departement : English Tadris Study Program
Title : Teachers' Talk in Bilingual Classroom Interactions (A Descriptive Qualitative On 3rd Grade at SDUA Curup)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Wednesday, November 6th 2019
Time : 13.30 p.m - 14.30 p.m.
At : Room 2 Munaqosah IAIN CURUP

Has been received to fulfill a partial requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, Novemberth 2020

TIM PENGUJI

Head An. Ka Prodi TBI

Secretary

Sakut Anshori, S.Pd.I., M.Hum
NIP. 19811020 200604 1 002

Sarwo Edy, M.Pd
NIDN. 20011038702

Examiner I

Examiner II

Paidi Gusmuliang, M. Pd
NIP. 19840817 201503 1 004

Henny Septia Utami, M.Pd
NIDN. 2016098903

Dean



Dr. H. Ihsaldi, M. Pd
NIP. 19650627 200003 1 002

iv

PREFACE

The thesis is submitted as a part of the completion for the "sarjana degree" in Institute College for Islamic Studies(IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, He really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, Oktober 2020

Writer



Supriadi

NIM: 14552014

ACKNOWLEDGMENT



Assalamu'alaikumWarrahmatullahWabarokatuh

Alhamdulillahirabbil'alamin, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled “**Teachers’ Talk in Bilingual Classroom Interactions at SDUA Curup**”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Dr. Rahmad Hidayat, M.Ag, M.Pd as the Rector of IAIN Curup.
2. Dr. Ifnaldi, M.Pd as the Head of Educational and Teacher Training Faculty..
3. Mrs.JumatulHidayah, M.Pd as the Head of English Tadris Study Program thanks for the guidance and helping.
4. Mr. Sakut Anshori, S. Pd.I., M. Hum my Advisor and Mr. Sarwo Edy, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and

also guidance to complete this thesis. Thank you very much for valuable time that spent to guide me to finish this thesis.

5. All of the lecturers and Staff in English Tadris Study Program who always give knowledge, inspiration, and support during I studied at IAIN Curup.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for English lecturer in English Tadris Study Program.

Wassalamu'alaikum Warahmatullah Wabarokatuh

Curup, Oktober 2020
Writer



Supriadi
NIM. 14552014

MOTTO AND DEDICATION

“ do not like to complain ”

DEDICATION

This thesis is dedicated to:

- ❖ **My beloved parents, Yahya Mukmin (Father), Sinar Hayati (Mother), My beloved brother Rahmat Ahmadi and my beloved sisters Repi kusyanti and alm Rapika natalia , who always giving me passion, motivation, love, support and prayers.**
- ❖ **My best friend, “BRAY” who will be together in jannah(Wisnu Budiman S.Pd, Riken DawudDarmansyah, S.Pd, Ahmad mahyudi S.Pd, Zainury S.Pd)**
- ❖ **My Extra-ordinary non regular-class (Melisa, Wulandari, Selvi kurnia wati, Deta, Trimono)**
- ❖ **All PBI Students 2014.**
- ❖ **My “MIN” PPL squad 2018 and KPM 13 pulogeto baru 2017.**
- ❖ **My almamater IAIN Curup.**

Thanks for everything.

ABSTRACT

Teachers' Talk in Bilingual Classroom Interactions at SDUA Curup (Descriptive Qualitative On 3rd Grade Ad SDUA Curup)

Advisor : Sakut Anshori, S.Pd.i., M.Hum

Co-Advisor : Sarwo Edy, M.Pd

The main goal of this study was to investigate about teachers' talk in bilingual classroom interactions. The researcher employed descriptive qualitative method which was to know eachers' talk in bilingual classroom. The instrument of this research used observasi checklist and interview guidance . Furthermore, the population of this research was 2 teacher in bilingual classroom at SDUA Curup. The researcher used total sampling in determining the sample on this research. Then, the researcher determine two bilingual techer in third grade to know about teachers' talk in bilingual classroom interactions.the research fidings show that the language option used by teacher in bilingual class room interactions was influenced by many factors, such in explanations, teachers' questions, feedback on learner performance, teacher corections, modification to teachers' speech and the problem was experienced by both of teachers are delivering grammar explanations, time allotted to complete the curriculum, dealing with a range of student abilities, excessive concern with student comprehension; a lack of student preparation, classroom management issues, a tendency to give instructions in the L1.

Keywords , teachers' talk, *bilingual classroom*

LIST OF CONTENTS

TITLE PAGE	
PENGAJUAN SKRIPSI	ii
STATEMENT OF OWNERSHIP	iii
APPROVAL	iv
PREFACE	v
ACKNOWLEDGMENTS	vi
MOTTO AND DEDICATION	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDIXES	xiii

CHAPTER I : INTRODUCTION

A. Background of the Research	1
B. Problem of the research.....	6
C. Objectives of the Research.....	7
D. Significance of the Research.....	7
E. Limitation of the Research	7
F. The Definition of Key Term	8

CHAPTER II : REVIEW OF RELATED THEORIES

A. Literature Review.....	10
1. interactions	10
2. bilingual classroom interactions.....	13
3. teachers' talks.....	14
B. Review of Related Finding.....	28

CHAPTER III : RESEARCH METHODOLOGY

A. Kind of research	29
B. Subject of the Research.....	30
C. Technique of Collecting Data	30
D. Research Instrument.....	32
E. Technique of analysis data	43

CHAPTER IV : FINDING AND DISCUSSION

A. Research Finding.....45

B. Research Discussions55

CHAPTER V: CONSLUSION AND SUGGESTION

A. Conclusion60

B. Suggestion.....61

REFERENCES

APPENDICES

BIOGRAPHY

LIST OF TABLE

1. Table 2.1 Teacher talk	26
2. Table 3.1 The Blueprint Of Observation Checklist	33
3. Table 3.2 The Blueprint Of Interview Guidance	38
4. Table 4.1 Observation Checklist By teacher A	46
5. Table 4.2 Observation Checklist By teacher B	48
6. Table 4.3 Teacher A Problems.....	51
7. Table 4.4 Teacher B Problems	53

LIST OF APPENDICES

Appendix 1	Validation from Lecturers
Appendix 2	Validity and reability instrument
Appendix 3	Oservation checklist Data
Appendix 4	The Parsiticipans' Response of Interview
Appendix	SK Pembimbing
Appendix	SK Penelitian
Appendix	Kartu Konsultasi Bimbingan
Appendix	Documentation
Appendix	Biography

CHAPTER 1

INTRODUCTION

A. Background of The Research

Classroom as a place of teaching-learning interaction is a small miniature of wide society filled in with so many elements. In the context of language education, classroom is also often called as an artificial environment for teaching, learning, and using a foreign language. However, we should not forget that the classroom is also a real social context in its own right, where its elements teacher and pupils enter into equally real social relationships with each other. In the classroom, as we find in the real society, the elements are not able to stand by themselves or in other words, they always need help to interact each other. Thomas as cited in Uswatun Hasanah gives a brief description about classroom interaction's component. He says that in language education, learning language, like learning of any subject else, is basically an individual achievement.¹ It means, an attempt that pupils develop his potential mind to make sense of the classroom environment. But in the public context of the classroom, this individual process take place filled in with so many elements.

Interaction is something that is naturally done by teachers and students in the classroom, especially in the teaching and learning process. Nunan and Lamb as cited in Kuran Puasathe role of language in the communication between teacher and pupils is

¹Thomas as cited in Uswatun Hasanah HR thesis "teacher-student interaction in the englishClassroom" Muhammadiyah 10 surakarta, Surakarta: 2007, Page 2

very important.² In the other word, The use of language in a classroom has a greatly important role in the teaching and learning process. It is the vehicle for communication for both teachers and students in their daily classroom interaction. Teachers use it when they give instructions, ask questions, give feedbacks to students and manage the class. On the part of students, language is used to interact with their teachers and other classmates. They use it to ask questions, give responses to teachers' questions and express their thoughts and opinions in the discussion. In a word, all dimensions of pedagogical processes in the classroom, from the provision of feedback through monitoring, the establishment of small groups, giving instructions and explanations, disciplining and questioning students involve language.

In the learning process, the teacher is the person who teaches or facilitates. A teacher must use many ways to convey everything he knows in front of the class. and the teacher must also have skills that exceed the students. Noni as cited on SitiNurpahmi stated that the instructional language used by teachers should always serve the objectives of providing students' acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication.³ These objectives will be attained if the teacher language is appropriate in terms of grammar, pronunciation, and word collocation for the pupils in accordance with their language competence, proficiency, and experience.

²David Nunan et al, KuranPuasa's journal classroom talk in bilingual classroom interaction. Page 107

³ Noni, SitiNurpahmi journal Teacher Talk In Classroom Interaction. Page 35

the use of language in the class cannot be separated from the teacher and students. In this case the use of language also affects the learning process, especially the language used by the teacher. Malamah-Thomas as cited in KuranPuasa In the use of language in the classroom interaction, it seems that the talk is dominated by teachers. Teachers begin talking when they greet the class and introduce the learning materials. The talk keeps on occurring when they explain materials and ask questions. In most of part of the teaching and learning stages, they have more time to talk.⁴ Thus, the teacher is the main component that is very influential in creating interaction in the classroom.

This is in line with the arguments mentioned above that teacher language has a very important role in class interaction. Harmer stated the success or the failure of a teaching and learning activity is partly determined by the use of language by teachers. The excessive amount of teacher talk in the inappropriate context can be a boring experience for pupils because they just passively sit down listening to the teacher, or feel being neglected. The time allotment for them to develop themselves in the classroom can be less than it should be. Besides the amount of teacher talking time, the inappropriate level of language that teacher uses can be another problem for them to comprehend the lesson. The way the teachers talk to pupils is one of the crucial skills, but it does not demand technical expertise.⁵

⁴Malamah-Thomas, Viiri, et al, KuranPuasa's journal classroom talk in bilingual classroom interaction. p.107

⁵ Harmer, How to Teach English, Essex, Longman: 1998, p.3

the use of two languages in class will bring a change in languages speaking. Teachers and students sometimes move from one language to another. When students have problems expressing something, they will tend to choose a stronger language, especially Indonesian, for possible compensation of their difficulties in expressing it in English. But that is not the only reason why they change the language in classroom interaction. According to Zilm, as cited in Nunan when the teacher thinks that it is important to verbalize the content of the subject in Indonesian, he or she will use Indonesian in explaining the content part of the subject. On the contrary, when the teacher considers important to expose the target language in the content, he or she may use partly English in explaining it.⁶ It means the option of language is influenced by the teacher's view on what function each language in the classroom carries.

Richards as cited from Ma Xiao Yan for this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners".⁷ The main place where they are frequently exposed to the target language is foreign language learners in the classroom. The type of language used by the teacher for instruction in the classroom is known as teacher talk.

⁶Nunan, *Language Teaching Methodology*, New York, Phoenix ELT: 1999 p.190

⁷Richards, on thesis MA Xiao Yan Teacher Talk And EFL In University Classrooms:2006 p 6

From the pre-interview conducted by researchers at SDITA Curup, the researchers found that teachers use two languages in managing and teaching classes, especially in bilingual classes. with the hope that students can be facilitated to learn the subject matter and target language. then, this school is the only school that has bilingual classes in Curup. besides that, this elementary school also has an international standard school. thus, it can use it as a promotion to attract parents to send their children to school. However, to implement this program is not easy for schools, unless they can provide subject matter to competent teachers in English verbally and in writing. Such teachers are very important because they have mastered their own subjects. It is interesting to see how bilingual class teachers are. There are several reasons why it is interesting to note in terms of their conversation. First, language options are influenced by the teacher's view of what functions each language in the class carries. When the teacher thinks that it is important to verbalize the subject's content in Indonesia, he will use Indonesian in explaining the content part of the subject. Conversely, when the teacher considers it important to expose the target language in content, he can use a portion of English to explain it.⁸ Second, the use of two languages in the classroom will result in what is called code - switching or changing two languages in speaking. Teachers will do it When they have problems in expressing something, they will tend to choose a stronger language, namely Indonesian, for possible compensation for their difficulties in expressing it in English. But that is not the only reason why they change

⁸ Zlim, 1990 as quoted in Nunan, D. (1999). *Language Teaching Methodology*. New York: Phoenix ELT. P 193

the code.⁹ Third, translation method can be the way out for the teachers to expose the linguistic input and teach the content in the same time. This can take longer, and as a result there may be excessive teacher talk; and leave little time for students to talk or do exercises. Interaction can be dominated by the teacher by busy speaking in English and then translating the conversation¹⁰. But the most important of the theories above is that the use of the teacher's language is very influential in creating interactions in the classroom.

Based on the explanation above, this study focuses on how do the teacher talk to teach in the bilingual classroom and the relation between teacher teaching interaction.

The title of **“teachers’ talk in bilingual classroom interaction at SDIUA Curup”**

B. Problem of the Research

The background above leads to the problems of research, which can be formulated as follows:

1. How do the teachers’ talk in bilingual classroom interaction at SDUA Curup?
2. What are the teachers’ difficulties in implementing teacher talk using English in bilingual classroom at SDUA Curup?

C. Objective of the Research

Based on the formulation of the problem above this research is oriented to the following objectives:

⁹ Kartiah 2006, KuranPuasa’s journal classroom talk in bilingual classroom interaction. P 108

¹⁰ Ibid . p108

1. To find out the teacher's conversation in the bilingual class interaction at SDUA Curup.
2. To find out the kesulitan of the teacher in implementing teacher' talk using English in bilingual class at SDUA Curup.

D. The significance of the research

Hopefully the results of this research will be useful in the future:

1. For the teacher

To give them knowledge about teachers' talks in fostering interaction with their students while learning.

2. For researchers

This research is expected to provide understanding and knowledge about teacher talks that are good for researchers in bilingual classes

E. Limitation of the Research

Nunan detailed the scope of teacher talks to several fields including five explanations, questions, feedback, corrections, and modifications to teacher speeches. this scope is important to apply: teacher 'talk in class. From the pre-interview conducted by researchers at SDUA Curup, limit research using only David Nunan's theory because this theory is more simplified, easy to use, easy to understand, easy to apply by teachers if we compare it with other experts, the researchers chose David Nunan's theory as the

main theory this research. and for the difficulty of the teacher in applying English in the classroom the researcher only uses the Ceo-DiFransesco, D. theory because it is more complete than other theories so the researcher only limits it to this theory.researcher chose David Nunan's theory as a main theory of this research.

F. The Definition of Key Terms

1. Interaction

Interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.¹¹ In the research interaction is a learning activity that involves so much information, hope, attitude, and feeling between two or more people.

2. Teacher talk

Longman Dictionary of Language Teaching and Applied Linguistics defines it as “that variety of language sometimes used by teachers when they are in the process of teaching.”¹² It means that, teacher talk is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans.

3. Bilingual Classroom

Classroom is the place for teacher and pupils come together and involve in the teaching and learning process. Hornberger and Garcia stated that Bilingual education has

¹¹Brown, H. Douglas. 2000. Teaching by Principles: An Interaction Approach to Language Pedagogy, (San Francisco: Longman).

¹²Longman Dictionary of Language Teaching and Applied Linguistics

been used as a cover term for a variety of education provisions, including those using a single language. In this study, however, bilingual education is defined as the use of two languages as media of instruction, or in other words, the use of two languages to teach subjects other than languages themselves.¹³

¹³Hornberger and Garcia, as cited in Feliciano Salvador Chimbutane on decertation "The Purpose and Value of Bilingual Education, The University of Birmingham: Birmingham, 2009, p.27

CHAPTER II

REVIEW OF THE RELATED THEORY

A. LITERATURE REVIEW

1. Interaction

a. Definition of classroom interaction

Communication in the class is understood through classroom interaction. In other words, in order for interaction to be realized, there must be some kind of the contact between the teacher and the students stated by some experts. For example, Brown states that in the era of communicative language teaching, interaction is the heart of communication.¹⁴ Beside that, Allwright cited in Siti Murti Ningrum interaction is synonymous with the learning process.¹⁵ Interaction may be develops pupil ability of a language. By the interactions pupil can get more opportunity to use language successfully. From this concept, it is clearly stated that interaction is an very important thing for language teachers. Since communication is the main factor in the communicative language teaching, communication should be appear in every language learning activity. Here, pupils are supposed to be able to communicate and interact with others in language learning contexts. the pupils will learn how to communicate and interact through the interaction itself. Thus, the interaction among the language

¹⁴H. Douglas Brown. *Principles of Language Learning and Teaching. Fourth Edition*. New York : Wesley Longman, Inc. 2000. P 165

¹⁵ Allwright as cited in Siti Murti Ningrum Thesis "classroom interaction in english learning" Sanata Dharma University Yogyakarta, Yogyakarta: 2009. P 9

classroom participants can be seen from the communication in the language teaching and learning classroom.

In accordance with the previous statements, as stated by Brown interaction is collaborative exchange of thoughts, feelings, or ideas between two or more person, and in a reciprocal effect on each other.¹⁶ in additions, Ellis stated Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person-to-person interaction.¹⁷ in line with, B.M. Tsui defines the classroom as a place where more than two person gather together for the purpose of learning, with one as a teacher. The teacher has diferen perceptions about his or her role in the classroom. in the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called teacher interaction.¹⁸

These are some definitions of classroom interaction proposed by some experts. Brown assert that the most important key to create an interactive language classroom is the encouragement of interaction by the teacher.¹⁹ Classroom interaction stimulates the students involvement in the classroom. It fuels students motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The

¹⁶ Brown, H Douglas. *Teaching by Principals an Interactive approach to Language Pedagogy*, San Francisco: Longman. 2000

¹⁷ Ellis, Rod. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. 1994

¹⁸ Tsui, Amy B.M., *Introducing Classroom Interaction*.. Penguin books Ltd, 1995. P 150

¹⁹ H.Douglas Brown. *Principles of Language Learning and Teaching. Fourth Edition*. New York : Wesley Longman, Inc. 2000. P 169

interaction can be between the teacher and the students. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class.

According to Barker classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm²⁰. Rivers also explains that because interactive language teaching means elicitation of willing student's participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feelings of others. When pupils feel appreciation from the teacher to them, they will be motivated in conveying and expressing their ideas.²¹ thus, indirectly they will have the desire to participate in the class.

In summary, the characteristics of a good interaction can be seen in the situation of an effective teaching and learning process. Its situation shows a good interaction of students' attitudes toward the teacher's behaviors, students' participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves. Then, the interaction occur in the classroom activities between the teacher and pupils. However, the teacher seem to play a more important role especially when he functions as a class organizer. In this case, the class will be under authority when the teachers

²⁰ Barker as cited Maria Murni Astuti Thesis "an analysis of classroom interaction in the english teaching and learning process of the bilingual class". university of yogyakarta. Yogyakarta: 2011 p 17

²¹ Ibid. P 18

function expands to a facilitator the pupils will have more freedom to show their learning style.

2. Bilingual classroom interaction

The classroom is a place where teachers and students gather and are involved in the teaching and learning process. However, when they meet they do not enter 'empty-handed' but students bring the entire learning experience and classroom life. their own reasons for being there, and they have special needs that they hope to see with satisfaction. And teachers also bring life experiences and teaching and learning. Teacher also included a syllabus, often translated into textbooks. But whatever they bring it all still depends on their low reaction to each other between students and students and teachers and students, when they all gather in the classroom Malamah Thomas's class, interaction is very important to create a supportive atmosphere for learning.²²

Kang found that the teacher whose EFL ability level was high relied significantly more on the target language (TL) than on the source language (L1), while the low ability level teacher depended significantly more on L1 than on TL. The differences were found to be induced in complex ways by a number of factors.²³ Than, Zulfah, Rasyid, Rahman, & Rahman, The proper use of Indonesian (source language) and English (target language) in appropriate contexts was recommended in teaching English as foreign language because it

²²Malamah Thomas, cited in Kuran Puasa journal "classroom talk in bilingual class interaction "

²³ Meng, X., & Wang, X. (2011). Action study of teacher's language on EFL classroom interaction. Theory and Practice in Language Studies, 1(1), p.98-104.

was postulated that the use of two languages Indonesia and English as language instruction has positive contribution in teaching English in EFL classroom.²⁴

The difference in the teaching and learning process in a bilingual class lies in the way of delivering general subjects using English by adjusting the students' abilities. In a bilingual class too, the material is explained in English and interspersed with the source language. English is also used in communication between students and teachers. Teachers in bilingual classes must master English well. so in this case, the teacher 'talk must be good in using English in the classroom so that the students who are conveyed can be understood by students.

3. Teacher talk

A. Definition of Teacher Talk

Nunan argues that teacher speeches have a great influence on classroom organization and management because the language of teachers determines the success or failure of their teaching plans implementation..²⁵ According to Stubbs mentions eight functions of teacher's monitor on classroom talk, namely:

1. to entice or hold attention of the students, and therefore merely to prepare them the message still to come. Example: "Now, just stay now, just listen";

²⁴ Zulfah, Z., Rasyid, M. A., Rahman, M. A., & Rahman, A. Q. (2015). Teachers' Instructional and Management Talk in English Foreign Language Classroom. *Journal of Language Teaching and Research*, 6(6), p.1280–1288.

²⁵ David Nunan (1995) "language teaching methodology" Cambridge: Cambridge University Press.

2. to control the amount of time of pupil talk. Example: “there is something you want to ask”;
3. to check students or confirm that they have understood. Example: “Do you understand, Aco?”;
4. to summarize the situation achieved in the discussion or lesson that has been explained
5. to define or reformulate something that has been explain or read;
6. to edit on something a students has said or written;
7. to correct or alter something a students has explain or written; and
8. to define related topics or limit what might be said.²⁶

There are many teacher mistakes that should be considered such as excessive time spent on teacher talks. This was criticized by Moritoshi by putting forward five reasons why teacher talk is sometimes counterproductive and something should be limited as much as possible.

First, a large amount of teacher talking time limits the amount of students talking time. For example, in a 40 minute class, if the teacher talks for a total of 25 minutes, that leaves only fifteen minutes for students. If there are thirty pupils in the classroom, it means that each pupils get less than one minute to speak.

Second, the amount of time the teacher spends talking in class. this is likely to cause a decrease in the child's concentration and speed of thought. the impact is students become bored and no longer effective in learning.

²⁶ Stubbs, cited in Kuran Puasa journal “classroom talk in bilingual class interaction “ p 110

Third, teacher talking means that the teacher is “telling” the students things that they could be working out for themselves for example grammar explanations and corrections. monologue does not provide a real solution whether the student has understood or yet.

Four, the work done by some researchers on discourse analysis is always distorted by the role imbalance of teacher and students the teacher is expected to take the lead in initiating the topic, allocating turns, evaluating comments, while the students merely respond. In the context of bilingual setting, teacher talks in two instructional languages Indonesian as the source language and English as the target language. This condition may bring about the more allocated talking time for teacher. they sometimes has to explain one concept in the two languages, and it means more time needed. but now the question of what aspects teacher talk cover. Generally, teacher talk covers all statement from the teacher in the context of teaching and learning.²⁷ However, Nunan has summarized teacher s teacher talk into some scope covering explanation, questions, feedback, correction and modification to teacher speech.²⁸

1. Explanations

Allwright in Nunan, claims that many teachers’ explanation simply do not make sense. They provide some interesting instance in which the

²⁷ Moritoshi. (2006). Teacher Talking Time. Online: [http://eltnotebook.blogspot.com/2006/11/teacher talking time part one.html](http://eltnotebook.blogspot.com/2006/11/teacher_talking_time_part_one.html).

²⁸ Nunan, D. (1999). Language Teaching Methodology. New York: Phoenix ELT.

explanations are either enigmatic or simply wrong. It is important for a teacher to talk effectively in explaining the lesson since the main purpose of the explanation is to make students understand on what the teacher explains.²⁹ According Wragg and Brown that an explanation must be help people to understand: process, effects, cause, relationship, procedures, purposes, and concepts.³⁰

2. Teacher's Question

Nunan said that, for many years the teachers' questions have been the focus of research attention in both content classrooms and language classroom.³¹ From a research, Brown and Wragg quotes Steven's finding that teachers gives 400 questions, and that 65% of the questions concerning with the memorization of information from the textbook. the other researches also show that doer types of questioning behaviour have persisted over many years. Nunan point out that factual questions to determine whether or not students know basic information are more frequent than higher order questions which encourage students to reflect on their attitudes, knowledge, and beliefs, or which require them to follow through and justify a particular line of reasoning.³²

Rowe in Nunan found that, on average, teachers waited less than a second before calling on a student respond, and that only a further second was then permissible for student to answer before the teachers tig, either preparing the

²⁹ Nunan, D. (1993). *Understanding Language Classrooms*. New York: Prentice Hall.

³⁰ Wragg, E.C. and Brown, G. (1993) *Explaining*. London: Routledge.

³¹ David Nunan (1999) "language teaching methodology" Cambridge: Cambridge University Press. P 192

³² Ibid p 192

required response themselves, rearrange the question, or calling on some other pupils to respond. In relation to the question given by teachers in the classroom, there are five kinds of questions that are frequently given as their purposes, namely: comprehension check, referential question, display question, confirmation question, and clarification check³³

For instance, Nunan compared the kind of questions asked by teachers in class with the kind of questions used by native speakers when communicating with second language speakers in non classroom contexts, while in class, the opposite was the case³⁴. In this case, Xiao Yan examined the questions given by the teacher and categorized them into several types of questions such as what, how, and why. The first type begins with the "what" question because this corresponds to factual things. then the questions "how" and "why" are inference questions. then the third type is an open question that does not need a conclusion. And the last one is a question in the form of communication so that it can control the behavior of students. furthermore grouping the second type into closed questions and open questions. Closed questions because it can only produce one answer, while in open questions the answers will vary.³⁵

3. Feedback on learner performance

There are many components of teaching that we know such as feedback which is an important component, is information about the accuracy of the

³³ Ibid 193

³⁴ Nunan, D. (1993). *Understanding Language Classrooms*. New York: Prentice Hall.

³⁵ MA Xiao Yan *Teacher Talk And EFL In University Classrooms*:2006

response.³⁶ There are some ways in which feedbacks can be classified, but one of the most frequent and simplest distinctions is between positive and negative feedback. Nunan said for many years, inspired research has found that positive feedback is much more effective than negative feedback in changing student behaviour. There are two main functions of positive feedback: letting students know they did right, and giving praise to increase their motivation..³⁷ According to Weinstein, as copied in Xiao Yan, smart children only learn from teacher feedback in the form of praise, grades, criticism, comments, and degrees. therefore, positive teaching is that they have even provided a teaching approach based on sound principles and which they claim to be very effective..³⁸ in line with Nunan, there are several ways in which feedback can be classified, but one of the most frequent and simplest differences is between positive and negative feedback. Over the years, behaviorist-inspired research has found that positive feedback is far more effective than negative feedback in changing student behavior.

The opinion of the majority of theorists and practitioners agree that good feedback has a positive influence on subsequent performance. Knowledge of bad outcomes for children can destroy a child's personality, so we should try to reach the right level with each child to ensure a high level of achievement. on the other hand, to avoid mistakes we should try to pretend to praise the performance of

³⁶ Eggen, P. & Don K. (1997). Educational Psychology. New Jersey: Prentice Hall, Inc.

³⁷ Nunan, D. (1999). Language Teaching Methodology. New York: Phoenix ELT.

³⁸ MA Xiao Yan Teacher Talk And EFL In University Classrooms:2006

children even if what they are doing is wrong. this is only to increase children's motivation. ensuring some measure of success for each child it is necessary to emphasize realistic goals. In terms of the functional analysis of the feedback, Nunan has provided 12 guidelines for effective praise, namely:

1. delivered contingently.
2. specifies the particulars of accomplishment.
3. shows spontaneously, variety, and other signs of credibility suggests clear attention to the student's accomplishment.
4. praise attainment of specified performance criteria.
5. provides information to students about their competence or the value of their accomplishments.
6. orients students toward better appreciation of their own task related behaviour and thinking about problem solving.
7. uses students own prior accomplishments as the context for describing present accomplishment.
8. given in recognition of noteworthy effort or success at difficult task.
9. attributes to effort and ability, implying that similar success can be expected in the future.
10. fosters endogenous attribution (students believe that they expend effort on the task because they enjoy the task and/or want to develop task relevant skills).
11. focuses students' attention on their own task-relevant behaviour and

12. fosters appreciation of, and desirable attribution about, task relevant behaviour after the process is finish.³⁹

4. Teacher's Correction

in the learning process students will definitely make mistakes in learning and this is the responsibility of the teacher to correct student errors and provide corrections. According to Nunan, for example, the teacher corrects student mistakes, such as grammatical explanations, this has little benefit for long-term gains. In the correction, some specific information is given about aspects of student achievement, through explanations, or better or other giving. alternatives, or through these gains from students. in this case, Penny Ur said that teachers usually adopt this technique to correct student errors:

1. the teacher didn't do anything
2. The teacher points out that there is an error, but does not provide further explanation of what and where it went wrong.
3. The teacher points out what is wrong and provides an example of an acceptable version. this is called an explicit correction.
4. The teacher says something is wrong, provides an acceptable model of students making mistakes (self-correcting).
5. The teacher says something is wrong, providing an acceptable model from the rest of the class.

³⁹ David Nunan (1995) "language teaching methodology" Cambridge: Cambridge University Press.

6. The teacher asks the student participants who made mistakes to make a corrected version.
7. The teacher gives or provides an explanation of what causes the error to be done and how to avoid it..⁴⁰

although error correction is considered important and has a big influence on students, there are still many conflicts in the question section such as how to fix it and when it must be corrected, the teacher or fellow students who correct it. besides that there are disagreements whether it is necessary to correct the error or not. Krashen argues in Nunan, that checking for errors such as grammatical explanations has little advantage for long-term gains.⁴¹

5. Modifications To Teacher Speech

The way teachers modifies their speech in the language and bilingual classrooms can be identified in what Chaudron as cited in Nunan, summarizes the following points:

1. Rates of speech appear to be slow
2. Pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer.
3. Pronunciation tends to be exaggerated and simplified.
4. Vocabulary use is more basic.
5. Degree of subordination is lower.

⁴⁰ Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

⁴¹ Nunan, D. (1993). *Understanding Language Classrooms*. New York: Prentice Hall.

6. More declarative and statements are used than questions.
7. Teachers may self repeat more frequently.⁴²

4. Difficulties Of Using Target Language

Language teachers are expected to be able to use the target language exclusively during teaching but in this case the teacher has difficulty implementing it. A recent study by Ceo-DiFransesco found barriers and challenges among 237 language teachers explaining why they did not apply the target language during instruction. Most (57%) difficulties in applying the target language during lessons related to teacher training problems; many (32%) were related to pupil factors; and some (11%) related to factors beyond of the teachers ability.⁴³

First, the study shows that some (11%) of the factors that cause difficulties in implementing the target language (L2) are beyond the ability of teachers. These problems include, from the most notable to the least notable such as overly large classes, frequency of class sessions, lack of funding support, lack of electronic facilities, time constraints, low levels of parental support, and job decks. All of these factors are factors that cannot be overcome by the teacher and therefore it is in the hands of the manager to minimize them.

⁴² MA Xiao Yan Teacher Talk And EFL In University Classrooms:2006

⁴³ Ceo-DiFransesco, D. (2013), as cited in Arna Borg Snorradóttir Thesis "Language use in the English classroom" University of Iceland School of Education: 2014. P 22

Second, many (32%) factors that cause difficulties in implementing the target language involve pupils. These problems include, from most notable to least notable, such as poor attitude, low motivation, failure, excessive anxiety, and low attention distance. The teacher describes pupils as "hanging out" or "not listening" whenever the teacher uses the target language (L2), and as a result they feel compelled to speak L1. In addition, pupils' lack of understanding, or frustration, and teachers' lack of confidence in pupils' ability to understand L2 input, prompted many teachers to provide clarification at L1.⁴⁴ This shows that many pupils have bad attitudes towards the use of the target language during teaching.

The most dominant factor (57%) reported by teachers as obstacles in implementing the target language (L2) during learning involved teacher preparation and training. These problems include, from the most notable to the least notable such as delivering grammatical explanations, time constraints to complete the curriculum, dealing with various pupil abilities, lack of teaching methodology seminars, excessive attention to pupil understanding, lack of pupil preparation, classroom management, problems the tendency to provide instruction in the source language, the teacher's own language skills, lack of relationship building with pupils, health factors or other physical problems, and

⁴⁴ *Ibid.* P 22

explaining cultural lessons.⁴⁵ This study shows that there are many problems and difficulties teachers face when using the target language exclusively.

Another study by Dickson has shown very similar results. He conducted a survey in Britain on 508 secondary school language teachers, where teachers reported not using the L2 because of: disorderly behavior, lower achieving pupils, large classes, mixed ability classes, fatigue or stress, the teacher's view on TL use, the teacher's confidence in the TL, and departmental policy.⁴⁶ Findings from both of these studies therefore show that many teachers struggle with using the target language for several classroom functions and for different reasons.

Table 2.1
Teachers' talk

No	Theory	Categories	Descriptions
1	David Nunan	Explanations	It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation is to make students understand on what the teacher explains.
		Teacher	that the question given by the

⁴⁵ *ibid.* P 22

⁴⁶ Dickson, P. (1996). *Using the target language: A view from the classroom*. Slough: National Foundation for Educational Research.

		Questions	teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.
		Feedback on learner performance	Positive feedback such as giving gifts, praise, is far more effective than negative feedback (giving punishment) in changing student behavior.
		Teacher's Correction	in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student performance, through explanation, or providing better or other alternatives, or this elicitation from students.
		Modifications To Teacher Speech	The way the teacher modifies their speech in bilingual language and classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high

			language abilities are different.
4	Ceo- DiFransesco	Dificulties of using target language	delivering grammatical explanations, time constraints to complete the curriculum, dealing with various pupil abilities, lack of teaching methodology seminars, excessive attention to pupil understanding, lack of pupil preparation, classroom management, problems the tendency to provide instruction in the source language, the teacher's own language skills, lack of relationship building with pupils, health factors or other physical problems, and explaining cultural lessons.

B. REVIEW OF RELATED FINDING

Regarding this research, especially about teacher talks in bilingual classrooms. In the pre-study, the researchers knew that in SDUA there were several bilingual classes, where the teacher was asked to include the target language in each student's subject. thus, the teacher is very influential and plays an active role in the class. This is one reason why this research is important. By doing this research we can find out how teachers speak in bilingual classes using the target language.

Siti Nurpahmi examined, in a journal entitled "teacher talks in class interactions". Based on the results of his research, the purpose of this study was to obtain data observed during the teaching and learning process of analyzing teacher lectures and speech acts used by informants in the learning process. Based on the above, this shows that this research is different. This study focuses on identifying teacher talks. and student interaction, while what I checked was to find out how the teachers' talk in bilingual classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the method used to conduct the research. It consisted of the research, subject of the research, research instrument, technique for collecting data and technique of data analysis.

A. Kind of the Research

This research is Descriptive research. According to Gay and Airasean, that descriptive research is a research which determines and describes the way things are, thus the research reported the result of the research just as it was found⁴⁷. Furthermore, Bogdan and Biklen in Beverly Hancock stated that descriptive qualitative research concerns providing description of a phenomenon that occurs naturally without any intervention of an experiment or an artificially contrived treatment⁴⁸. In a word, that the research must not add or modify the data that had been found, because the data has to be as it is on the field.

From the explain above, this researcher used descriptive method and presented in qualitative way. The researcher described the Teachers' Talk based on the data that was found on the field. In order to keep the originality of the data, the

⁴⁷L.R Gay and Peter Airasean, *Educational Research*. (USA : Clarinda Company, 2000). p 175.

⁴⁸Ibid. P.01.

researcher must not add or modify or make any interventions that possibly damage naturalization of the data.

B. Subject of the Research

Someone who participates in research, either as an recipient of an article or as a control, and is a healthy human or patient. According to Subana, the subject is someone or something about the desire to obtain information . According to Kendra, the sample is a population subject used to represent the whole group as a whole. If the population consists of less than 100 people, it's better to take everything. in this study the subjects of this study were all teachers on third grade in bilingual classroom at SDUA Curup.the researcher used total sampling to determine the subject. The reason for taking total sampling is because according to Sugiyono the total population of less than 100 all of the population is all research samples. The samples taken from this study were two teacher bilingual.

C. Techniques of Collecting Data

1. Observation

Observation is a technique for verifying or canceling information provided in face-to-face meetings. Sutrisno Hadi states that observation is a complex process, a process created from biological and physical processes. In this study, researchers will use observations to investigate how do the teacher talk and what is the problem in the bilingual class that is felt by the teacher when the teaching of the learning process occurs. the researcher used non-participant observation. Observations are made to get information about human behavior as in reality. With

observation, researchers can get a clearer description of social life that is difficult to obtain with other methods, in this case to get information about the teacher's strategy chosen in teaching vocabulary. Observations answer two research questions (questions A and B); Question number one is focused on the teacher talk in the bilingual class, while the second question directs the researcher to know the teachers problem in using target language. The ways to make observations are: 1) the researcher prepares the concept of the form of observation; 2) researchers together in class, 3) researchers conduct observations in class when the class is in progress. Using an observation guide, the researcher looked at the teacher's strategy when teaching in the class. "Observation is systematic recording and accurate perception of symptoms". This means that the researcher records how the teacher using target language during the learning process. The researcher used non-participant observation. According to Kothari, "Non-participation observation means that researchers do not follow directly as participants and separately as observers". To make this observation, researchers used a checklist. The purpose of the observation is to explain the situation to be studied, activities in the area. and the relationship between situations and activities.

2. Interview

Data cannot be valid if the researcher uses one technique to collect data only. In order for that, the need to use another is accepted. So researchers used interviews for respondents. Sugiono said: "Interviews are used as a technique to collect data and the interviews can be used if researchers want to know small

respondent information in depth. The researcher interviewed the teacher who taught the bilingual class at SDUA Curup to get data about the questions. Based on the reasons above, this research instrument uses a type of data collection called interview guidance. Researchers used structured interviews to obtain data. structured interview is a qualitative methods implemented in a planned manner based on the list of questions that have been prepared.. The researcher used this type of interview to get information from respondents about the teacher talk and problems faced by teachers in a bilingual class.

D. Research Instrument

Depending on the techniques above for collecting data, there are some instrument which the researcher used for collecting the data as follow :

1. Observation Checklist

An observation list is a list of things that will be observed by an observer to investigate the teacher talk in a bilingual class at SDUA Curup when observing a class. This list have been prepared by the observer. Observation of the checklist does not only provide the observer with the structure and framework for observation but also functions as an understanding understanding with the teacher. Researchers only write checks () that balance in each subject observed. The researcher makes an observation checklist using two theories; Theory of David Nunan and Ceo-DiFransesco to answer the first and second research questions. Taking is done four times during the Learning Process. The list of observations can be seen in the table below;

Tabel 3.1
The Blueprint Of Observation Checklist

Observasional items for research question 1				
No	Teachers' talk	Observational Items	Checklist	Note
1	Explanations	<ul style="list-style-type: none"> ➤ In delivering the learning material, the teacher provides students with understandable explanation, wherein the explanation meets the students' cognitive and linguistic level. 		
2	Teacher's questions	<ul style="list-style-type: none"> ➤ The teacher gives students questions in order to check their knowledge (understanding), belief, and attitude towards the learned material ➤ The teacher gives students questions in order to train their thinking skills or reasoning as regards the learned material. 		
4	Teacher's Correction	<ul style="list-style-type: none"> ➤ The teacher explains information that is difficult for students to understand. ➤ During interacting with students, the teacher indicates students' mistakes or errors and helps 		

		provide the correction of those mistakes or errors.		
		➤ The teacher gives a solution to the difficulties of students.		
5	Modifications to teacher's Speech	➤ While interacting with students, the teacher uses the spoken utterances including vocabularies differently for the sake of conforming to the level of students' language competence.		
Observational Items for research question 2				
6	Teacher problem of using target language	➤ While explaining grammar materials, the teacher finds it difficult to use the target language because the essence of learning grammar is oriented towards students' understanding. Thus, using students' first language in explanation delivery can help students become easier to acquire the grammatical knowledge.		
		➤ The limited time given to complete abundant materials as inserted in the curriculum makes the teacher find it difficult to use the target language while giving		

		<p>explanation because the use of target language needs more time to spend in light of the process of students' information acquisition which takes time.</p>		
		<p>➤ Diverse abilities that students have make the teacher find it difficult to use the target language in classroom interaction because some students with adequate ability can understand the teacher's talk, and some probably cannot.</p>		
		<p>➤ The teacher is not given sufficient training of teaching methodology so that the teacher is not competent at how to use the target language while building up interaction with students in the classroom.</p>		
		<p>➤ The teacher uses less target language because the teacher orientates more towards the students' comprehension about the learned material instead of focusing more on the students' language ability.</p>		

		<p>➤ The teacher tends to use less target language in the classroom in light of students' preparation which is not sufficient so that the use of target language will cause students to find it more difficult in understanding the teacher's talk.</p>		
		<p>➤ The teacher does not have adequate pedagogical competence in classroom management. Thus, if the teacher uses the target language in interacting with students, the students cannot sufficiently comprehend the talk.</p>		
		<p>➤ The teacher has a personal tendency which makes him/her prefer to use his/her first language instead of the target language in the classroom.</p>		
		<p>➤ The teacher does not have adequate target language proficiency so that he/she tends to use first language rather than the target language in establishing classroom interaction.</p>		
		<p>➤ The teacher does not have a good relationship with students so that</p>		

		the teacher does not know how to organize an ideal classroom interaction by using the target language.		
		➤ The teacher has a problem or issue related to physical cases such as fatigue, illness, and etc.		
		➤ The teacher finds it difficult to use the target language especially when delivering culture-related materials wherein the students will be easier to comprehend such materials if the established interaction is mediated by the students' first language.		

2. Interview Guidance

In this study, researchers used interview guidelines and checklists as instruments of this study. The interview instrument was that the researcher conducted an interview about the teachers' talk and teacher problem using target language in bilingual classroom at SDUA Curup. It adopts the theory of David Nunan, and Ceo-DiFransesco. The researcher designed the interview item, which in the blueprint was based on the main theory. After compiling a blueprint and written interview, the interview was validated by professional judgment. The researcher chose the teacher at SDUA Curup. The researcher gave an interview

to him to get comments and feedback about the interview he had made. The first revision is to evaluate the interview whether there is an interview or some points that must be revised. The researcher will revise the interview based on advice from qualified lecturers. Interviews included research questions about Teachers' talk and the each problem using target language in bilingual classroom at SDUA Curup. The blueprint of interview guidance can be seen on the table below;

Tabel 3.2
The Blueprint Of Interview Guidance

Note: the questions number 1-23 are the interview questions for research question 1			
No	Teachers' talk	Indicators	Questions
1	Explanations	1. It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation is to make pupils understand on what the teacher explains.	1. Do you use simple and understandable language which meets your students' levels when you are explaining the lesson? 2. From several stages of teaching, (for instance pre-teaching, main teaching, closing), when do you usually explain the materials by using an effective and understandable language? 3. How do you simplify your language in order to meet your students' level?

			Please give some examples!
2	Teacher's questions	2. that the question given by the teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.	<p>4. In teaching, do you pose some questions to trigger your students to reflect on their knowledge, beliefs, and attitude towards the learned material?</p> <p>5. How do you trigger your students' knowledge, beliefs, and attitude towards the learned material? Please give some examples!</p> <p>6. When do you pose some questions in an effort to trigger your students' knowledge, beliefs, and attitude towards the learned material?</p> <p>7. Do you ask students some questions that encourage them to think or to train their thinking skills? Please give some examples!</p> <p>8. When do you trigger students' thinking skills through questions?</p> <p>9. Do you provide questions that test students' understanding? Please give some examples!</p> <p>10. When do you trigger students' understanding through questions?</p>
3	Feedback on learners'	3. Positive feedback such as giving gifts, praise, is far more	11. During interaction while teaching, do you praise your students' improvement in order to motivate them in learning?

	performance	effective than negative feedback (giving punishment) in changing student behavior.	12. During interaction while teaching, how do you praise your students' improvement? Please give some examples! 13. What is your attitude when students make mistakes?
4	Teacher's Correction	4. in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student performance, through explanation, or providing better or other alternatives, or this elicitation from students.	14. Do you tell or show students about the errors they make? 15. How do you show students' errors? Please give some examples! 16. Do you help correct students' errors? 17. How do you help correct students' errors? Please give some examples! 18. Do you give explanations of the students' errors in order to correct them? 19. How do you explain to students about the errors they have made as well as about the correction of their errors? Please give some examples! 20. Do you provide an alternative for students for the sake of their better improvement? 21. How do you provide an alternative so that students can avoid making errors? Please give some examples!
5	Modifications to teacher's	5. The way the teacher modifies their speech in bilingual	22. During interaction while teaching, do you modify your speech based on the students' level?

	speech	language and classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high language abilities are different.	23. How do you modify your speech? Please give some examples!
Note: the questions number 24-35 are the interview questions for research question 2			
6	Difficulties of using target language	6. Factors that prevent a teacher from entering the target language: provide an explanation of grammar, the time allocated for completing the curriculum, dealing with various student abilities, lack of teaching methodology	24. Do you have problems in using the target language while providing the explanations related to grammar? Why? Please specify! 25. With the limited time allocated for completing the curriculum, do you have problems in using the target language? Why? Please specify! 26. Do you have problem in using the target language especially when dealing with diverse students' abilities? Why? Please specify! 27. Based on your consideration, do think that you are less trained for methodology as regards teaching so that you find it difficult to use target language in teaching? Why?

		<p>training, excessive attention to student understanding, lack of student preparation, class management problems, tendency to give instructions in L1, the language proficiency of the teacher himself, establish relationships with students, fatigue or other physical problems, and deliver cultural lessons</p>	<p>Please specify!</p> <p>28. Based on your consideration, do you perceive that focusing on students understanding can make you use less target language in teaching? Why? Please specify!</p> <p>29. Based on your consideration, do you perceive that the lack of students' preparation can cause you to use less target language while teaching? Why? Please specify!</p> <p>30. Do you have problems with classroom management so that you use less target language? Why? Please specify!</p> <p>31. Do you prefer to use Indonesian language in the classroom? Why? Please specify!</p> <p>32. Based on your own perception, is it your language proficiency that makes you use less target language in teaching? Why? Please specify!</p> <p>33. Do you perceive that using the target language in the classroom will make you find it difficult to establish a teacher-student relationship? Why? Please specify!</p> <p>34. Do you have physical problems which make you use less target language? why? Please specify!</p> <p>35. Do you avoid using target language when</p>
--	--	--	--

			explaining cultural lesson? Why? Please specify!
--	--	--	--

E. Technique of Analysis Data

To analyze the data, the researcher used some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.⁴⁹

1. Data Managing

There are two types of data provided in this study. The first is in the form of observations obtained from the teachers at SDUA Curup to answer the first question the observation data will be strengthened by interview data. Subsequent data obtained from interviews that are strengthened by observation data. The second data will determine the second question. First and second data connected.

2. Description

In this phase, researchers describe all the data that will be classified in the next step. They are five classifications of answers to be explained by researchers to find out question number one here and then for the second

⁴⁹Ripah, "Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and MarmadukePickhtall". Skripsi. (Prodi TadrisBahasaInggris STAIN Curup, Curup, 2016), p. 36-37.

question the interview results are matched with observations then presented in a table.

3. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For the teacher talk in bilingual classroom interactions, the researcher used observation checklist to gain the data then the researcher classified or categorized the data based on six classifications; explanations, teacher's questions, feedback on learner performance, teacher's corrections, modification to teacher speech, and difficulties of using target language to see teacher talk in bilingual classroom interactions.

4. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this chapter, The researcher presented the findings for observation and interview. This research had been done 25 July – 23 October 2019. The aims of this research are to How do the teachers talk in bilingual classroom interaction at SDUA Curup, and What are the teachers' problem in using English in bilingual classroom interaction at SDUA Curup. In collecting the data, the researcher used two instruments. They are checklist for observation and interview guidance for interview.

1. The teacher talk in bilingual classroom interactions in SDUA Curup.

Researchers observed and interview bilingual teachers in SDUA Curup to get data. Then, the researcher writes the observations through observing the field notes. Data includes the learning process in class. Field observations were carried out by researchers 4 times. Researchers chose 2 teachers at SDUA Curup.

After writing the observations in the field notes which include the activities of the teacher interacting in a bilingual class. The purpose of this observation is to find out how the teacher speaks in bilingual classroom interactions. Researchers examined 2 bilingual teachers in SDUA Curup. From these results the researchers found some data to be explained below:

Tabel 4.1
Observation checklist for teacher talk by bilingual teacher A
SDUA Curup

Observational items for research question 1						Description	
No	Teacher talk	Sub Indicators	checklist				
			1	2	3		4
1	Explanations	➤ In delivering the learning material, the teacher provides students with understandable explanation, wherein the explanation meets the students' cognitive and linguistic level.					Teacher A starts teaching the material by using English vocabulary that is already understood by students such as objects in the classroom and activities that occur in class and in the school environment. So students can understand the meaning conveyed by the teacher in front of the class.
2	Teacher's questions	➤ The teacher gives students questions in order to check their knowledge (understanding), belief, and attitude towards the learned material ➤ The teacher gives students questions in order to train their thinking skills or reasoning as regards the learned material.					Before starting learning the teacher always gives questions to students interrupted learning to see whether students understand what the teacher is saying. then students are told to make a sentence using the target language that is related to the material being taught.

3	Feedback on learner performance	<ul style="list-style-type: none"> ➤ teachers prioritize praise that motivates children more than punishment 				<p>During interaction with students in the class the teacher always compliments with the words "Nice, good, ok very nice," when students can answer questions and challenges from the teacher. the teacher never punishes students who make mistakes or don't understand during the ongoing observation process.</p>
4	Teacher's Correction	<ul style="list-style-type: none"> ➤ The teacher explains information that is difficult for students to understand. 				<p>In the learning process, students have difficulty understanding what the teacher gives or says when interacting in a bilingual class with the target language, usually the teacher immediately translates and explains why there has been a change in both gramer problems and in terms of changes in vocabulary. but if there are students who understand what the teacher says, they will be instructed to explain to their friends who do not understand. The solution for students who do not understand will be tested one by one after being explained and will be repeated at the next meeting.</p>
		<ul style="list-style-type: none"> ➤ During interacting with students, the teacher indicates students' mistakes or errors and helps provide the correction of those mistakes or errors. 				
		<ul style="list-style-type: none"> ➤ The teacher gives a solution to the difficulties of students. 				
5	Modifications to teacher's Speech	<ul style="list-style-type: none"> ➤ While interacting with students, the teacher uses the spoken utterances including vocabularies 				<p>The teacher adjusts the vocabulary according to knowledge that is easy to understand according to their level, usually the daily language that many of them encounter around the school are often used examples of</p>

		differently for the sake of conforming to the level of students' language competence.					student and pupil vocabulary even though it has the same meaning but the teacher does not use pupils karen does not known to them.
--	--	---	--	--	--	--	--

From the table above, it can be seen the results of the teacher talk in Bilingual classroom at SDUA Curup. From four times observations researchers found teacher A to use all teacher talk. This data is not only supported by observation data but is also supported by interview data to ensure that the data obtained through observation is in accordance with the interview data and the results are the same. (see appendix)

Tabel 4.2
Observation checklist for teacher talk by bilingual teacher B
in SDUA Curup

Observasional items for research question 1							Description
No	Teacher talk	Sub Indicators	checklist				
			1	2	3	4	
1	Explanations	➤ In delivering the learning material, the teacher provides students with understandable explanation, wherein the explanation meets the students' cognitive and linguistic level.					when explaining the material to students using simple present vocabulary sentences it also relates to the daily life of students in school such as objects that are in class and activities that occur in the classroom or in the school environment. Seen when explained the child can respond to what the teacher says even though some students have opened the dictionary. But it can

						compensate for what the teacher says.
2	Teacher's questions	➤ The teacher gives students questions in order to check their knowledge (understanding), belief, and attitude towards the learned material				when explaining material to students using simple present and the vocabulary also relates to the daily life of students in school such as objects that are in the classroom and activities that occur in the classroom or in the school environment. Seen when explained the child can respond to what the teacher says even though some students have opened the dictionary. But it can compensate for what the teacher says.
		➤ The teacher gives students questions in order to train their thinking skills or reasoning as regards the learned material.				
3	Feedback on learner performance	➤ teachers prioritize praise that motivates children more than punishment				During interaction with students in the class the teacher always compliments with the words "Nice, good, ok very nice," when students can answer questions and challenges from the teacher. the teacher never punishes students who make mistakes or don't understand during the ongoing observation process.
4	Teacher's Correction	➤ The teacher explains information that is difficult for students to understand.				In the learning process students have difficulty understanding what the teacher gives or says when interacting with the target language usually the teacher directly translates and explains why changes occur both in grammar problems or
		➤ During interacting with students, the				

		<p>teacher indicates students' mistakes or errors and helps provide the correction of those mistakes or errors.</p> <p>➤ The teacher gives a solution to the difficulties of students.</p>				<p>in terms of changes in vocabulary, but if there are students who understand what the teacher says they usually The student is assigned to explain with other students who do not understand. For the solution, students who do not understand will be tested one by one after being explained and will be repeated at the next meeting. This is very applied by teachers in bilingual classes because according to their teacher this can help children in remembering new words.</p>
5	Modifications to teacher's Speech	<p>➤ While interacting with students, the teacher uses the spoken utterances including vocabularies differently for the sake of conforming to the level of students' language competence.</p>				<p>The teacher adjusts the vocabulary according to knowledge that is easy to understand according to their level, usually the daily language that many of them encounter around the school are often used examples of student and pupil vocabulary even though it has the same meaning but the teacher does not use pupils because does not known to them, or even other words such as lectures and teachers although there are similarities in meaning but lectures are rarely heard by students.</p>

From the table above, it can be seen the results of the teacher talk in Bilingual classroom at SDUA Curup. From four times observations researchers found teacher B to

use all teacher talk. This data is not only supported by observation data but is also supported by interview data to ensure that the data obtained through observation is in accordance with the interview data and the results are the same. (see **Appendix**).

2. Techer' talk problem in bilingual classroom interaction

To answer the third problem, the researcher observe and interviewed two bilingual teacher at SDUA Curup to get the data. Substantively this interview answered all of research questions and also to verified that the teacher problem using target language in bilingual language. The purpose of interview was to investigate what problem faced by English teacher in using target language in bilingual class. The researcher found some data from the teacher which will be explained below :

Table 4.3
Teacher A

	Problem
Teacher A	<ol style="list-style-type: none"> 1. The teacher has a problem with a very short and limited time in the classrrom 2. The teacher has difficulty using target language when dealing with students abilities because only a small proportion responds in the target language 3. When the teacher it to focused on student understanding, the teacher, the teacher does not pay attention to the target language.

	<ol style="list-style-type: none">4. The teacher has problems with class management.5. The teacher has problems with class management. The teacher has difficulty using the target language due to the lack of student preparation and the difficulty of balancing student understanding so that the target language is used less when teaching.
--	---

From the table above, According to Teacher A, from the results of observations and interviews conducted by researchers. The researcher found that Teacher A had some problems in speaking in class. First the teacher has a small problem of time allocation. When the teacher uses two languages to explain the material or interact with students often the material does not run out in one meeting therefore the teacher is not using the target language in certain subjects. Then the second, the difficulty of the teacher communicating with students. When the teacher gives a question or explains something to students very few of them respond even though the sentence is often repeated by the teacher this makes the teacher switch to Indonesian to explain so that the target language is less used. then the third, the problem is too focused on students' understanding. When students ask questions in Indonesian, the teacher responds to the same kind of language fear, if the teacher uses the target language instead of being conveyed to the students because students focus on the target language. Fourth, the teacher has problems with class management. Students who should not be in a bilingual class are the biggest

challenges for teachers because students who are knowledgeable about the target language find it difficult to balance out their peers. fifth, the teacher has difficulty using the target language because of the lack of student preparation and the difficulty of balancing student understanding. When given new vocabulary very few students can respond given by the teacher and when instructed to make words from these words some students can do it.

Table 4.4
Teacher B

	Problem
Teacher B	<ol style="list-style-type: none"> 1. the teacher has problem using the target language when explaining grammar. 2. The teacher has a problem with a very short and limited time in the classrrom 3. The teacher has difficulty using target language when dealing with students abilities because only a small proportion responds in the target language 4. When the teacher it to focused on student understanding, the teacher, the teacher does not pay attention to the target language. 5. The teacher has problems with class management. 6. The teacher has difficulty using the target language because of the lack of student preparation and the

	difficulty of balancing student understanding so that the target language is used less when teaching.
--	---

From the above table, According to teacher B, from the results of observations and interviews conducted by researchers. The researcher found that Teacher B had some problems in speaking in class. First the teacher has difficulty using the target language to explain the grammar. teachers often use Indonesian without using the previous target language. Then the second is a little watu problem. When teachers use two languages to explain material or interact with students often the material is not finished in one meeting. Then the third, the difficulty of the teacher communicating with students. When the teacher gives a question or explains something to students very few of them respond even though the sentence is often repeated by the teacher. Next to the fourth, the problem is too focused on student understanding. When students ask in Indonesian form the teacher responds to the same kind of language and does not mix with the target language. Fifth, the teacher has problems with class management. Students who should not be in a bilingual class are the biggest challenges of the teacher. sixth, the teacher has difficulty using the target language because of the lack of student preparation and the difficulty of balancing student understanding. When given new vocabulary very few students can respond given by the teacher and when instructed to make words from these words some students can do it.

B. DISCUSSION

1. Teacher talk in bilingual classroom.

a) Observation and interview data

After observing the teacher talk in bilingual classroom at SDUA Curup. Researchers find some data Researchers find some data, the subject is one of the teachers who teach in bilingual. In the next explanation, this teacher will be explained as teacher A and B. The researcher found some data, that all teachers use everything contained in teacher talk (explanations, teacher questions, teacher corrections, modifications to teacher speech)

The data shows that all teachers A and B have used teacher talk in bilingual classes. All teachers begin to enter the target language into non-English lessons with language that is easily digested by students. This can make students interact in English. As supported by Moore who said without any interaction with students there could be no education because it is part of the process of intellectual interaction with content that results in changes in student understanding, student perspectives, or the positive structure of the student's mind.⁵⁰

⁵⁰ Moore, M. G. 1984. Independent study. In *Redefining the Discipline of Adult Education*, ed. R. D. Boyd and J. W. Apps, 16-31. San Francisco: Jossey Bass

b) Explanations

The data shows that teachers (A and B) have used this teacher talk in a bilingual class. Both the observation data and interview results show the similarity of all teachers using language that is very simple that is easy for children to understand when giving explanations and questions to students. David Nunan said it was important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation was to make the pupils understand on what the teacher explained.⁵¹

c) Teachers questions

The data shows that teachers (A and B) have used this teacher talk in a bilingual class. Both the observation data and the interview results show the similarity of the results that each teacher always starts with questions that trigger students' knowledge both already learned and what they will learn to reflect their beliefs and attitudes towards the material being studied. The teacher uses new words at every meeting that is obtained on the material taught to students, so students get new vocabulary related to teaching material. From these new words the question is made. As supported by David Nunan that the question given by the teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.⁵²

⁵¹ David Nunan, *opcit*, p 16

⁵² *Ibid*, p 16

d) Feed back on learners performance

The data shows that teachers (A and B) have used this teacher talk in a bilingual class. Both the observational data and the interview results show the similarity of the results that all teachers provide comfort and praise each improvement that students have achieved through praise does not even punish students when they make mistakes in applying the target language. This is in accordance with what David said. Providing positive feedback is more effective than negative feedback such as giving punishment in changing student behavior.⁵³

e) Teacher corrections

The data shows that teachers (A and B) have used this teacher talk in a bilingual class. Both the observation and interview data the results remain the same that all teachers agree to understand the mastery of students in learning the target language with which they are difficult to understand and also the teacher corrects students' mistakes in using English. To cover the shortcomings of students in this case the teacher uses the same method both teacher A and teacher B by providing an opportunity to repeat the incomplete at the next meeting. Thus students can have more time to study at home and when the next meeting the teacher lives to repeat a little because they have learned. In accordance with what Nunan said, to get long-term

benefits, error correction, such as grammatical explanations, the teacher should not focus on it. In this correction, it is better if some specific information is given about aspects of student performance, through explanations, or the provision of better alternatives or other alternatives, or through counseling from students.⁵⁴

f) Modifications teacher's speech

The data shows that teachers (A and B) have used this teacher talk in a bilingual class. Both from observation and interview data that teachers use vocabulary around them that they have understood when interacting with students. As supported by David Nunan How teachers adapt their speech in bilingual classroom and in the classroom. shows that the way the teacher speaks to students who have low language skills is different from students who have high language skills..⁵⁵

2. the teachers' talk problem in using English in bilingual classroom interaction.

To answer this question, researchers conducted observations and interviews with the teacher to find out the problem of the teacher in using English in a bilingual class. Teacher A has five problems in using English in the bilingual class. The problem experienced by Teacher A is the problem of allocating little time to apply the target language, the teacher has problems

⁵⁴ *Ibid.* P 20

⁵⁵ *Ibid.* P 21

using the target language, especially when dealing with students' abilities, the teacher has problems when focusing on understanding students, the teacher has problems with class management, the teacher has problems using the target language because of the lack of student preparation and the difficulty of balancing student understanding.

Whereas teacher B has six problems in using English in a bilingual class. Teachers A and B have the same problem but the difference between teacher B is that it is difficult to explain grammar using the target language that makes teacher B have six problems in the bilingual class.

CHAPTER V

CONCLUSION AND SUGGESTION

After investigating and describing the obtained data in the previous chapter, the next section is conclusion and suggestion. The conclusion below is the answer of the research questions, while the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

A. CONCLUSIONS

Based on the finding and discussion in previous chapter, the conclusions are:

1. In bilingual classes, the teachers use two different languages - English and Indonesian. The use of one language is influenced by several factors: the teacher's view of the assumed role of two languages in bilingual classes; teachers' linguistic competence, the ratio of the specified teaching language and their educational background. Therefore some teachers use more English, others use more English than Indonesian. In explaining, teachers ask lots of questions. When questions are not understood by students, teachers sometimes translate questions, and sometimes even answer themselves. Questions that are often asked by teachers are examination of understanding and examination of the meaning of words. Both questions are intended to ensure that students follow what is explained by the teachers in giving feedback, most teachers use positive rather than negative. in this

case the teacher modifies the speech to adjust students' English because they still have limited vocabulary.

2. The teacher has six problems using target language in bilingual classrooms. the teacher has problems using the target language when explaining grammar, the teacher has problems with very short and limited time in class, the teacher has difficulty using the target language when dealing with students' abilities because only a small portion responds in the target language, when the teacher focuses on understanding students, teachers, teachers do not pay attention to the target language, teachers have problems with class management and teachers have difficulty using the target language due to lack of student preparation and difficulty balancing student understanding so that the target language is used less when teaching.

B. SUGGESTION

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow:

1. Teacher

The teacher must keep the teacher talking in bilingual classes so students are always active and not bored to learn English.

2. For the further researcher

for the future researchers have to make the other research which is better than this research. the next researcher may also use this research as the related finding if it's needed.

REFERENCES

- Brown, H Douglas. 2000. Teaching by Principals an Interactive approach to Language Pedagogy, San Francisco: Longman.
- Ceo-DiFransesco, D. (2013), as cited in Arna Borg Snorradóttir Thesis “Language use in the English classroom” University of Iceland School of Education: 2014.
- Dickson, P. (1996). Using the target language: A view from the classroom. Slough: National Foundation for Educational Research.
- Eggen, P. & Don K. (1997). Educational Psychology. New Jersey: Prentice Hall, Inc.
- Ellis, Rod. 1994. The Study of Second Language Acquisition. Oxford: Oxford University Press.
- H. Douglas Brown. 2000. Principles of Language Learning and Teaching. Fourth Edition. New York : Wesley Longman
- Harmer. 1998. How to Teach English, Essex, Longman
- Kang, D.-M. (2008). The classroom language use of a Korean elementary school EFL teacher: Another look at TETE.
- Kothari. 2004. Research and Methodology. New Delhi: New Age International
- L.R Gay and Peter Airasian. 2000. Educational Research. (USA : Glencoe Company).
- Maria Murni Astuti. 2011. on Thesis “an analysis of classroom interaction in the english teaching and learning process of the bilingual class”. university of yogyakarta. Yogyakarta.
- Moore, M. G. 1984. Independent study. In Redefining the Discipline of Adult Education, ed. R. D. Boyd and J. W. Apps, 16-31. San Francisco: Jossey Bass
- Moritoshi. 2006. Teacher Talking Time. Online: http://eltnotebook.blogspot.com/2006/11/teacher_talking_time_part_one.html.
- Nunan, D. (1993). Understanding Language Classrooms. New York: Prentice Hall.
- Nunan, D. (1995). Research Methods in Language Learning. Cambridge: Cambridge
- Nunan, D. (1999). Language Teaching Methodology. New York: Phoenix ELT.

- Prof.Dr.sugiyono. (2011). Metode penelitian kombinasi Bandung Alfabeta.
- Puasa, K., Asrifan, A., & Chen, Y. (2017). Classroom Talk In Bilingual Class Interaction. *Research in Pedagogy*, Vol. 7, Issue 1 (2017), pp. 106-121
- Tsui, Amy B.M. 1995. *Introducing Classroom Interaction*,. Penguin books Ltd. University Press.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press
- Uwatun Hasanah HR. 2007. on thesis “teacher-student interaction in the englishClassroom” Muhammadiyah 10 surakarta, Surakarta
- Wragg, E.C. and Brown, G. (1993) *Explaining*. London: Routledge.
- Xiao yan, MA. (2006). *Teacher Talk and EFL in University Classrooms*. China: Chongqing Normal University and Yangtze Normal University
- Zulfah, Z., Rasyid, M. A., Rahman, M. A., & Rahman, A. Q. (2015). Teachers’ Instructional and Management Talk in English Foreign Language Classroom. *Journal of Language Teaching and Research*, Vol. 6, No. 6, pp. 1280-1288, November 2015.

Appendix I

No	Teachers' Talk	Indicator	Sub indicators	checklist	Note
1	Eplanations	1. It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation is to make pupils understand on what the teacher explains.	➤ students focus on the teacher the teacher accompanies the example		
2	Teacher questions	2. that the question given by the teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.	➤ teacher give question to check students understanding		

3	Feedback on learner performance	3. Positive feedback such as giving gifts, praise, is far more effective than negative feedback (giving punishment) in changing student behavior.	<ul style="list-style-type: none"> ➤ teachers prioritize praise that motivates children more than punishment 		
4	Teacher's Correction	4. in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student performance, through	<ul style="list-style-type: none"> ➤ the teacher explains information that is difficult for students to understand ➤ the teacher corrects student errors ➤ the teacher gives a solution to the difficulties of students 		

		<p>explanation, or providing better or other alternatives, or this elicitation from students.</p>			
5	Modifications To Teacher Speech	<p>5. The way the teacher modifies their speech in bilingual language and classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high language abilities are different.</p>	<p>➤ the teacher modifies the vocabulary of each student based on their abilities</p>		
6	Difficulties of using target language	<p>6. Factors that make the teacher difficult to enter the target language: (1)</p>	<p>➤ teachers tend to use Indonesian, teachers are less</p>		

		<p>delivering grammar explanations; (2) time allotted to complete the curriculum; (3) dealing with a range of student abilities; (4) a lack of teaching methodology training; (4) excessive concern with student comprehension; (5) a lack of student preparation; (6) classroom management issues; (7) a tendency to give instructions in the L1; (8) the teacher's own language proficiency; (9)</p>	<p>proficient in using target language, difficulties in grammar, difficulties in cultural studies, relations with students are not good, and lack of preparation of students.</p>		
--	--	--	---	--	--

		establishing rapport with students; (10) fatigue or other physical issues; and (11) delivering cultural lessons			
--	--	---	--	--	--

No	Teachers' talk	Indicator	Questions
1	Eplanations	7. It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation is to make pupils understand on what the teacher explains.	36. Did you attract students' attention before delivering the material? 37. Do you simplify the material to be delivered? 38. Do you accompany the example when delivering the mater?
2	Teacher questions	8. that the question given by the teacher is to encourage students to reflect	39. Do you provide basic questions to reflect student knowledge? 40. Do you give questions

		<p>on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.</p>	<p>that encourage them to think?</p> <p>41. Do you provide questions that test students' understanding?</p>
3	Feedback on learner performance	<p>9. Positive feedback such as giving gifts, praise, is far more effective than negative feedback (giving punishment) in changing student behavior.</p>	<p>42. do you give praise for motivating student learning?</p> <p>43. what words are used to praise students?</p> <p>44. what is your attitude when students make mistakes?</p>
4	Teacher's Correction	<p>10. in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student</p>	<p>45. do you show student errors?</p> <p>46. do you give an explanation of what's wrong?</p> <p>47. do you show where students are wrong?</p> <p>48. do you show mistakes to other students?</p> <p>49. do you show where students are wrong?</p> <p>50. do you provide improvements to</p>

		performance, through explanation, or providing better or other alternatives, or this elicitation from students.	student errors?
5	Modifications To Teacher Speech	11. The way the teacher modifies their speech in bilingual classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high language abilities are different.	51. do you speak slowly? 52. do you often pause while talking? 53. do you use basic vocabulary? 54. do you often repeat explanations? 55. do you use a lot of statements rather than questions?
6	Difficulties of using target language	12. Factors that prevent a teacher from entering the target language: (1) provide an explanation of	56. do you have problem in delivering grammar explanations? 57. do you have problem with the time allocated for completing the curriculum?

		<p>grammar; (2) the time allocated for completing the curriculum; (3) dealing with various student abilities; (4) lack of teaching methodology training; (4) excessive attention to student understanding; (5) lack of student preparation; (6) class management problems; (7) tendency to give instructions in L1; (8) the language proficiency of the teacher himself; (9) establish relationships with</p>	<p>58. do you have problem with student understanding? 59. do you have lack of teaching methodology training? 60. do you have problem with classroom management? 61. do you tend to use Indonesian in class? 62. Do you have problems in building interactions with students? 63. does the material make it difficult for you to speak English?</p>
--	--	---	--

		students; (10) fatigue or other physical problems; and (11) deliver cultural lessons	
--	--	---	--

THE BLUEPRINT OF OBSERVATION CHECKLIST

Note: No 1-5 are the basic indicators for gaining the data of research question 1					
No	Teachers' Talk	Indicators	Sub-indicators	Checklist	Note
1	Explanations	7. It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the explanation is to make pupils understand on what the teacher explains.	➤ In delivering the learning material, the teacher provides students with understandable explanation, wherein the explanation meets the students' cognitive and linguistic level.		
2	Teacher's questions	8. that the question given by the teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify	➤ The teacher gives students questions in order to check their knowledge (understanding), belief, and attitude towards the learned material		

		certain lines of reasoning.	➤ The teacher gives students questions in order to train their thinking skills or reasoning as regards the learned material.		
4	Teacher's Correction	9. in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student performance, through explanation, or providing better or other alternatives, or this elicitation from students.	<ul style="list-style-type: none"> ➤ The teacher explains information that is difficult for students to understand. ➤ During interacting with students, the teacher indicates students' mistakes or errors and helps provide the correction of those mistakes or errors. ➤ The teacher gives a solution to the difficulties of students. 		
5	Modifications to teacher's	10. The way the teacher modifies their speech in bilingual language and	➤ While interacting with students, the teacher uses the spoken utterances including vocabularies differently		

	Speech	classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high language abilities are different.	for the sake of conforming to the level of students' language competence.		
Note: No 6 is the basic indicator for gaining the data of research question 2					
6	Difficulties of using target language	11. Factors that make the teacher difficult to enter the target language: (1) delivering grammar explanations; (2) time allotted to complete the curriculum; (3) dealing with a range of student abilities; (4) a lack of teaching methodology training; (4) excessive concern with student comprehension; (5)	<ul style="list-style-type: none"> ➤ While explaining grammar materials, the teacher finds it difficult to use the target language because the essence of learning grammar is oriented towards students' understanding. Thus, using students' first language in explanation delivery can help students become easier to acquire the grammatical knowledge. ➤ The limited time given to complete abundant materials as inserted in 		

		<p>a lack of student preparation; (6) classroom management issues; (7) a tendency to give instructions in the L1; (8) the teacher's own language proficiency; (9) establishing rapport with students; (10) fatigue or other physical issues; and (11) delivering cultural lessons</p>	<p>the curriculum makes the teacher find it difficult to use the target language while giving explanation because the use of target language needs more time to spend in light of the process of students' information acquisition which takes time.</p> <ul style="list-style-type: none"> ➤ Diverse abilities that students have make the teacher find it difficult to use the target language in classroom interaction because some students with adequate ability can understand the teacher's talk, and some probably cannot. ➤ The teacher is not given sufficient training of teaching methodology so that the teacher is not competent at how to use the target language while building up interaction with 		
--	--	---	---	--	--

			<p>students in the classroom.</p> <ul style="list-style-type: none">➤ The teacher uses less target language because the teacher orientates more towards the students' comprehension about the learned material instead of focusing more on the students' language ability.➤ The teacher tends to use less target language in the classroom in light of students' preparation which is not sufficient so that the use of target language will cause students to find it more difficult in understanding the teacher's talk.➤ The teacher does not have adequate pedagogical competence in classroom management. Thus, if the teacher uses the target language in interacting with students, the		
--	--	--	--	--	--

			<p>students cannot sufficiently comprehend the talk.</p> <ul style="list-style-type: none">➤ The teacher has a personal tendency which makes him/her prefer to use his/her first language instead of the target language in the classroom.➤ The teacher does not have adequate target language proficiency so that he/she tends to use first language rather than the target language in establishing classroom interaction.➤ The teacher does not have a good relationship with students so that the teacher does not know how to organize an ideal classroom interaction by using the target language.➤ The teacher has a problem or issue related to physical cases such as		
--	--	--	---	--	--

			<p>fatigue, illness, and etc.</p> <p>➤ The teacher finds it difficult to use the target language especially when delivering culture-related materials wherein the students will be easier to comprehend such materials if the established interaction is mediated by the students' first language.</p>		
--	--	--	--	--	--

THE BLUEPRINT OF INTERVIEW GUIDANCE

Note: the questions number 1-23 are the interview questions for research question 1			
No	Teachers' talk	Indicators	Questions
1	Explanations	13. It is important for a teacher to speak effectively in explaining the lesson since the main purpose of the	64. Do you use simple and understandable language which meets your students' levels when you are explaining the lesson? 65. From several stages of teaching, (for instance pre-teaching,

		<p>explanation is to make pupils understand on what the teacher explains.</p>	<p>main teaching, closing), when do you usually explain the materials by using an effective and understandable language?</p> <p>66. How do you simplify your language in order to meet your students' level? Please give some examples!</p>
2	Teacher's questions	<p>14. that the question given by the teacher is to encourage students to reflect on their knowledge, attitudes and beliefs, or that require them to follow up and justify certain lines of reasoning.</p>	<p>67. In teaching, do you pose some questions to trigger your students to reflect on their knowledge, beliefs, and attitude towards the learned material?</p> <p>68. How do you trigger your students' knowledge, beliefs, and attitude towards the learned material? Please give some examples!</p> <p>69. When do you pose some questions in an effort to trigger your students' knowledge, beliefs, and attitude towards the learned material?</p> <p>70. Do you ask students some questions that encourage them to think or to train their thinking skills? Please give some examples!</p> <p>71. When do you trigger students' thinking skills through questions?</p>

			<p>72. Do you provide questions that test students' understanding? Please give some examples!</p> <p>73. When do you trigger students' understanding through questions?</p>
3	Feedback on learners' performance	<p>15. Positive feedback such as giving gifts, praise, is far more effective than negative feedback (giving punishment) in changing student behavior.</p>	<p>74. During interaction while teaching, do you praise your students' improvement in order to motivate them in learning?</p> <p>75. During interaction while teaching, how do you praise your students' improvement? Please give some examples!</p> <p>76. What is your attitude when students make mistakes?</p>
4	Teacher's Correction	<p>16. in the class students will make learning errors in the learning process; and it is the teacher's job to show student errors and provide corrections. In correction, some specific information is given on aspects of student performance, through explanation, or</p>	<p>77. Do you tell or show students about the errors they make?</p> <p>78. How do you show students' errors? Please give some examples!</p> <p>79. Do you help correct students' errors?</p> <p>80. How do you help correct students' errors? Please give some examples!</p> <p>81. Do you give explanations of the students' errors in order to correct them?</p> <p>82. How do you explain to students about the errors they have made as well as about the correction of their errors? Please</p>

		providing better or other alternatives, or this elicitation from students.	give some examples! 83. Do you provide an alternative for students for the sake of their better improvement? 84. How do you provide an alternative so that students can avoid making errors? Please give some examples!
5	Modifications to teacher's speech	17. The way the teacher modifies their speech in bilingual language and classrooms shows that the type of conversation the teacher has exposed to students who have low language skills and students who have high language abilities are different.	85. During interaction while teaching, do you modify your speech based on the students' level? 86. How do you modify your speech? Please give some examples!
Note: the questions number 24-35 are the interview questions for research question 2			
6	Difficulties of	18. Factors that prevent a teacher from entering	87. Do you have problems in using the target language while providing the explanations related to grammar? Why?

	<p>using target language</p>	<p>the target language: (1) provide an explanation of grammar;(2) the time allocated for completing the curriculum;(3) dealing with various student abilities;(4) lack of teaching methodology training;(4) excessive attention to student understanding;(5) lack of student preparation;(6) class management problems;(7) tendency to give instructions in L1;(8) the language</p>	<p>Please specify!</p> <p>88. With the limited time allocated for completing the curriculum, do you have problems in using the target language? Why? Please specify!</p> <p>89. Do you have problem in using the target language especially when dealing with diverse students' abilities? Why? Please specify!</p> <p>90. Based on your consideration, do think that you are less trained for methodology as regards teaching so that you find it difficult to use target language in teaching? Why? Please specify!</p> <p>91. Based on your consideration, do you perceive that focusing on students understanding can make you use less target language in teaching? Why? Please specify!</p> <p>92. Based on your consideration, do you perceive that the lack of students' preparation can cause you to use less target language while teaching? Why? Please specify!</p> <p>93. Do you have problems with classroom management so that you use less target language? Why? Please specify!</p> <p>94. Do you prefer to use Indonesian language in the classroom?</p>
--	------------------------------	---	--

		<p>proficiency of the teacher himself;(9)</p> <p>establish relationships with students;(10)</p> <p>fatigue or other physical problems;and (11)</p> <p>deliver cultural lessons</p>	<p>Why? Please specify!</p> <p>95. Based on your own perception, is it your language proficiency that makes you use less target language in teaching? Why? Please specify!</p> <p>96. Do you perceive that using the target language in the classroom will make you find it difficult to establish a teacher-student relationship? Why? Please specify!</p> <p>97. Do you have physical problems which make you use less target language? why? Please specify!</p> <p>98. Do you avoid using target language when explaining cultural lesson? Why? Please specify!</p>
--	--	--	--

Catatan dari validator

Terkait blueprint ceklis observasi:

1. Validator telah memvalidasi instrument ini dengan mengoreksi aspek grammatikal dari tiap ujaran
2. Validator juga menambahkan beberapa pengembangan item dalam checklist of observasion berdasarkan orientasi teori dasar yang menjadi indikator agar peneliti bisa mendapatkan data yang lebih detil dan tepat sasaran.

Terkait blueprint panduan wawancara:

1. Rata-rata pertanyaan awal yang peneliti buat bersifat terlalu (discrete) yang hanya meminta jawaban yes/no saja layaknya penelitian kuantitatif. Sementara penelitian yang peneliti tawarkan adalah penelitian kualitatif. Maka dari

itu, validator menambah pertanyaan **how, when, dan please give examples!**. Ini bertujuan agar peneliti mendapatkan data bernuansa kualitatif (berupa ujaran detil) dan mudah memetakan konteks data terkait teacher talk yang dibangun guru sebagaimana isu yang diformulasikan dalam research questions 1.

2. Untuk indikator tentang **Feedback on learners' performance**, berhubung isu besar yang dibawa dalam penelitian ini diorientasikan pada "teacher's interaction", maka subindikator tentang "giving gifts" tidak dipertanyakan dalam interview, melainkan hanya subindikator tentang "giving praise" yang dikembangkan menjadi beberapa item pertanyaan berhubung subindikator ini lebih searah dengan konteks interaction itu sendiri.

Curup, 11 Juli 2019

Validator

Ruly Morganna, S. Pd. I., M. Pd.

Appendix II

Observational items for research question 1				
No	Teachers' talk	Observational Items	Checklist	Note
1	Explanations	➤ In delivering the learning material, the teacher provides students with understandable explanation, wherein the explanation meets the students' cognitive and linguistic level.		
2	Teacher's questions	➤ The teacher gives students questions in order to check their knowledge (understanding), belief, and attitude towards the learned material		
		➤ The teacher gives students questions in order to train their thinking skills or reasoning as regards the learned material.		
3	Feedback on learners' performance	➤ teachers prioritize praise that motivates children more than punishment, improvement in order to motivate them in learning.		
4	Teacher's	➤ The teacher explains information		

	Correction	that is difficult for students to understand.		
		➤ During interacting with students, the teacher indicates students' mistakes or errors and helps provide the correction of those mistakes or errors.		
		➤ The teacher gives a solution to the difficulties of students.		
5	Modifications to teacher's Speech	➤ While interacting with students, the teacher uses the spoken utterances including vocabularies differently for the sake of conforming to the level of students' language competence.		
Observational Items for research question 2				
6	Difficulties of using target language	➤ While explaining grammar materials, the teacher finds it difficult to use the target language because the essence of learning grammar is oriented towards students' understanding. Thus, using students' first language in explanation delivery can help students become easier to acquire the grammatical knowledge.		

		<p>➤ The limited time given to complete abundant materials as inserted in the curriculum makes the teacher find it difficult to use the target language while giving explanation because the use of target language needs more time to spend in light of the process of students' information acquisition which takes time.</p>		
		<p>➤ Diverse abilities that students have make the teacher find it difficult to use the target language in classroom interaction because some students with adequate ability can understand the teacher's talk, and some probably cannot.</p>		
		<p>➤ The teacher is not given sufficient training of teaching methodology so that the teacher is not competent at how to use the target language while building up interaction with students in the classroom.</p>		
		<p>➤ The teacher uses less target language because the teacher</p>		

		orientates more towards the students' comprehension about the learned material instead of focusing more on the students' language ability.		
		➤ The teacher tends to use less target language in the classroom in light of students' preparation which is not sufficient so that the use of target language will cause students to find it more difficult in understanding the teacher's talk.		
		➤ The teacher does not have adequate pedagogical competence in classroom management. Thus, if the teacher uses the target language in interacting with students, the students cannot sufficiently comprehend the talk.		
		➤ The teacher has a personal tendency which makes him/her prefer to use his/her first language instead of the target language in the classroom.		
		➤ The teacher does not have adequate target language proficiency so that he/she tends to		

		use first language rather than the target language in establishing classroom interaction.		
		➤ The teacher does not have a good relationship with students so that the teacher does not know how to organize an ideal classroom interaction by using the target language.		
		➤ The teacher has a problem or issue related to physical cases such as fatigue, illness, and etc.		
		➤ The teacher finds it difficult to use the target language especially when delivering culture-related materials wherein the students will be easier to comprehend such materials if the established interaction is mediated by the students' first language.		

Interview questions for research question 1

Questions

99. Do you use simple and understandable language which meets your students' levels when you are explaining the lesson?
100. From several stages of teaching, (for instance pre-teaching, main teaching, closing), when do you usually explain the materials by using an effective and understandable language?
101. How do you simplify your language in order to meet your students' level? Please give some examples!
102. In teaching, do you pose some questions to trigger your students to reflect on their knowledge, beliefs, and attitude towards the learned material?
103. How do you trigger your students' knowledge, beliefs, and attitude towards the learned material? Please give some examples!
104. When do you pose some questions in an effort to trigger your students' knowledge, beliefs, and attitude towards the learned material?
105. Do you ask students some questions that encourage them to think or to train their thinking skills? Please give some examples!
106. When do you trigger students' thinking skills through questions?
107. Do you provide questions that test students' understanding? Please give some examples!
108. When do you trigger students' understanding through questions?
109. During interaction while teaching, do you praise your students' improvement in order to motivate them in learning?
110. During interaction while teaching, how do you praise your students' improvement? Please give some examples!
111. What is your attitude when students make mistakes?

112. Do you tell or show students about the errors they make?
113. How do you show students' errors? Please give some examples!
114. Do you help correct students' errors?
115. How do you help correct students' errors? Please give some examples!
116. Do you give explanations of the students' errors in order to correct them?
117. How do you explain to students about the errors they have made as well as about the correction of their errors? Please give some examples!
118. Do you provide an alternative for students for the sake of their better improvement?
119. How do you provide an alternative so that students can avoid making errors? Please give some examples!
120. During interaction while teaching, do you modify your speech based on the students' level?
121. How do you modify your speech? Please give some examples!

Interview questions for research question 2

122. Do you have problems in using the target language while providing the explanations related to grammar? Why? Please specify!
123. With the limited time allocated for completing the curriculum, do you have problems in using the target language? Why? Please specify!
124. Do you have problem in using the target language especially when dealing with diverse students' abilities? Why? Please specify!
125. Based on your consideration, do think that you are less trained for methodology as regards teaching so that you find it difficult to use target language in teaching? Why? Please specify!
126. Based on your consideration, do you perceive that focusing on students understanding can make you use less target language in teaching? Why? Please specify!
127. Do you have problems with classroom management so that you use less

Appendix III

Observation checklist Teacher problem of using target language by teacher A

target language? Why? Please specify!

128. Do you prefer to use Indonesian language in the classroom? Why? Please specify!
129. Based on your own perception, is it your language proficiency that makes you use less target language in teaching? Why? Please specify!
130. Do you perceive that using the target language in the classroom will make you find it difficult to establish a teacher-student relationship? Why? Please specify!
131. Do you have physical problems which make you use less target language? why? Please specify!
132. Do you avoid using target language when explaining cultural lesson? Why? Please specify!

no	theory	Sub indicator	Checklist			
			1	2	3	4
6	Difficulties of using target language	➤ While explaining grammar materials, the teacher finds it difficult to use the target language because the essence of learning grammar is oriented towards students' understanding. Thus, using students' first language in explanation delivery can help students become easier to acquire the grammatical knowledge.				
		➤ The limited time given to complete abundant materials as inserted in the curriculum makes the teacher find it difficult to use the target language while giving explanation because the use of target language needs more time to spend in light of the process of students' information acquisition which takes time.				
		➤ Diverse abilities that students				

		<p>have make the teacher find it difficult to use the target language in classroom interaction because some students with adequate ability can understand the teacher's talk, and some probably cannot.</p>				
		<p>➤ The teacher is not given sufficient training of teaching methodology so that the teacher is not competent at how to use the target language while building up interaction with students in the classroom.</p>				
		<p>➤ The teacher uses less target language because the teacher orientates more towards the students' comprehension about the learned material instead of focusing more on the students' language ability.</p>				
		<p>➤ The teacher tends to use less target language in the classroom in light of students' preparation which is not sufficient so that the use of target language will cause</p>				

		students to find it more difficult in understanding the teacher's talk.				
		➤ The teacher does not have adequate pedagogical competence in classroom management. Thus, if the teacher uses the target language in interacting with students, the students cannot sufficiently comprehend the talk.				
		➤ The teacher has a personal tendency which makes him/her prefer to use his/her first language instead of the target language in the classroom.				
		➤ The teacher does not have adequate target language proficiency so that he/she tends to use first language rather than the target language in establishing classroom interaction.				
		➤ The teacher does not have a good relationship with students so that the teacher				

		does not know how to organize an ideal classroom interaction by using the target language.				
		➤ The teacher has a problem or issue related to physical cases such as fatigue, illness, and etc.				
		➤ The teacher finds it difficult to use the target language especially when delivering culture-related materials wherein the students will be easier to comprehend such materials if the established interaction is mediated by the students' first language.				

Appendix IV

1. Teacher A

Interview for research question 1

- Researcher* : Apakah Anda menggunakan bahasa yang sederhana dan dapat dimengerti yang memenuhi level siswa Anda ketika Anda menjelaskan pelajaran
- Teacher* : Ya pakai bahasa sederhana
- Researcher* : Bagaimana Anda menyederhanakan bahasa Anda untuk memenuhi tingkat siswa Anda? Tolong beri beberapa contoh!
- Teacher* : mulai dari kalimat yang mudah-mudah, kami pakek bahasa yang mudah di pahami anak terus di ulang ulang setiap kami menjelakan pakai bahasa indonesia dan inggris.
- Researcher* : Kapan Anda biasanya menjelaskan materi dengan menggunakan bahasa target yang efektif dan dapat dimengerti?
- Teacher* : Biasanya dari awal, pertengahan, sampai penutup kami selalu menggunakan bahasa inggris dan bahasa indonesia.
- Researcher* : Dalam mengajar, apakah Anda mengajukan beberapa pertanyaan untuk memicu siswa Anda untuk merefleksikan pengetahuan, kepercayaan, dan sikap mereka terhadap materi yang dipelajari?
- Teacher* : ya
- Researcher* : Bagaimana Anda memicu pengetahuan, keyakinan, dan sikap siswa Anda terhadap materi yang dipelajari? Tolong beri beberapa contoh!
- Teacher* : Ya biasanya itu dilakukan di awal mengajar Misalnya mengulangi kosa kata yang kemaren yang pernah di pelajari
- Researcher* : Kapan Anda mengajukan beberapa pertanyaan dalam upaya untuk memicu pengetahuan, keyakinan, dan sikap siswa Anda terhadap materi yang dipelajari?
- Teacher* : dia awal pembelajaran

Researcher : Apakah Anda mengajukan beberapa pertanyaan kepada siswa yang mendorong mereka untuk berpikir atau untuk melatih keterampilan berpikir mereka? Tolong beri beberapa contoh!

Teacher : iya

Researcher : Kapan Anda memicu keterampilan berpikir siswa melalui pertanyaan?

Teacher : biasanya pada awal pertemuan

Researcher : apakah Anda memuji peningkatan siswa Anda untuk memotivasi mereka dalam belajar?

Teacher :iya

Researcher : bagaimana Anda memuji peningkatan siswa Anda? Tolong beri beberapa contoh!

Teacher : bagus alif misalkan sebutkan namanya

Researcher : Bagaimana sikap Anda ketika siswa melakukan kesalahan?

Teacher : lemparkan ke temannya siapa yang bisa benarkan gitu

Researcher : Apakah Anda memberi tahu atau menunjukkan kepada siswa tentang kesalahan yang mereka buat?

Teacher : ya

Researcher : Bagaimana Anda menunjukkan kesalahan siswa? Tolong beri beberapa contoh!

Teacher : dengan menjelaskan letak kesalahannya misalkan pola katanya tidak benar, gramernya

Researcher : Apakah Anda membantu memperbaiki kesalahan siswa?

Teacher : ya

Researcher : Bagaimana Anda membantu memperbaiki kesalahan siswa? Tolong beri beberapa contoh!

Teacher : dengan menyuruh siapa yang bisa mengerjakannya. Misalkan si dia tidak bisa mengerjakan yang saya berikan saya lemparkan aja ke temannya yang bisa

Researcher : Apakah Anda memberikan penjelasan tentang kesalahan siswa untuk memperbaikinya?

Teacher : iya biar anak tau letak kesalahannya

Researcher : Apakah Anda memberikan alternatif bagi siswa demi peningkatan yang lebih baik?

Teacher : jadi kami setelah isoma ada tugas mandiri jadi di situ kami mengulang ulang lagi dimana yang belum mengerti diulang seperti tugas.

Researcher : Bagaimana Anda memberikan alternatif agar siswa dapat menghindari membuat kesalahan? Tolong beri beberapa contoh!

Teacher : jadi mereka dibuatkan pr agar mereka bisa belajar di ruma.

Researcher : Selama interaksi saat mengajar, apakah Anda memodifikasi pidato Anda berdasarkan tingkat siswa?

Teacher : ketika berbicara ke siswa saya menggunakan kalimat yang mereka mudah pahami

Researcher : Bagaimana Anda mengubah pidato Anda? Tolong beri beberapa contoh!

Teacher : dengan menggunakan vocabulari dasar yang sering di dengar anak

Interview questions for research question 2

Researcher : Apakah Anda memiliki masalah dalam menggunakan bahasa target sambil memberikan penjelasan terkait tata bahasa? Mengapa? Silakan tentukan!

Teacher : alhamdulillah tidak ya kalau mentok di ok ada yang punya kamus

Researcher : Dengan keterbatasan waktu yang dialokasikan untuk menyelesaikan kurikulum, apakah Anda memiliki masalah dalam menggunakan bahasa target? Mengapa? Silakan tentukan!

Teacher : iya bisa jadi

- Researcher* : Apakah Anda memiliki masalah dalam menggunakan bahasa target terutama ketika berhadapan dengan kemampuan siswa yang beragam? Mengapa? Silakan tentukan!
- Teacher* : iya bisa jadi saya lebih menggunakan bahasa indonesia .
- Researcher* : Berdasarkan pertimbangan Anda, apakah Anda merasa bahwa berfokus pada pemahaman siswa dapat membuat Anda menggunakan bahasa target yang lebih sedikit dalam mengajar? Mengapa? Silakan tentukan!
- Teacher* : kemampuan siswa kan beda beda jadi porsi nya di bedakan ketika berbicara.
- Researcher* : Berdasarkan pertimbangan Anda, apakah Anda menganggap bahwa kurangnya persiapan siswa dapat menyebabkan Anda menggunakan bahasa target yang lebih sedikit saat mengajar? Mengapa? Silakan tentukan!
- Teacher* : iya soalnya anak kalau kita jelaskan pakai bahasa inggris sedikit yang merespon.
- Researcher* : Apakah Anda memiliki masalah dengan manajemen kelas sehingga Anda menggunakan bahasa target yang lebih sedikit? Mengapa? Silakan tentukan!
- Teacher* : iya terkadang anak yang tidak seharusnya di kelas bilingual tapi di masukkan
- Researcher* : Apakah Anda lebih suka menggunakan bahasa Indonesia di kelas? Mengapa? Silakan tentukan!
- Teacher* : alhamdulillah enggak kadang kami bawah santai aja
- Researcher* : Apakah Anda merasa bahwa menggunakan bahasa target di kelas akan membuat Anda merasa sulit untuk membangun hubungan guru-siswa? Mengapa? Silakan tentukan!
- Teacher* : tidak kadang kami bercanda dengan siswa
- Researcher* : Apakah Anda memiliki masalah fisik yang membuat Anda menggunakan lebih sedikit bahasa target? Mengapa? Silakan tentukan!

Teacher : tidak

Researcher : Apakah Anda menghindari menggunakan bahasa target saat menjelaskan pelajaran budaya Mengapa? Silakan tentukan!

Teacher : iya

Teacher B

Researcher : Apakah Anda menggunakan bahasa yang sederhana dan dapat dimengerti yang memenuhi level siswa Anda ketika Anda menjelaskan pelajaran

Teacher : ya

Researcher : Bagaimana Anda menyederhanakan bahasa Anda untuk memenuhi tingkat siswa Anda? Tolong beri beberapa contoh!

Teacher : oh gini kalau cece mengajar dengan kata dasar dulu yang dekat dengan mereka seperti makan, minum, pergi, balik yang umum bagi mereka sesudah itu baru dibuat kalimat yang sangat sederhana krena kan baru anak anak baru mengenal bahasa inggris kan.

Researcher : Kapan Anda biasanya menjelaskan materi dengan menggunakan bahasa target yang efektif dan dapat dimengerti?

Teacher : biasanya cece menjelaskan materi menggunakan bahasa inggris itu biasanya di pra mengajar karena anak otak mereka masih sangat segar untuk menerima informasi,

Researcher : Dalam mengajar, apakah Anda mengajukan beberapa pertanyaan untuk memicu siswa Anda untuk merefleksikan pengetahuan, kepercayaan, dan sikap mereka terhadap materi yang dipelajari?

Teacher : ya

Researcher : Bagaimana Anda memicu pengetahuan, keyakinan, dan sikap siswa Anda terhadap materi yang dipelajari? Tolong beri beberapa contoh!

Teacher : eeemm biasanya cece membuat pertanyaan yang di buat dari materi hari itu kemudian melemparkannya kepada siswa secara acak yang jawabannya sudah cece sediakan dalam bentuk bahasa target kemudian

mereka disuruh memili jawaban yang tepat jadi mereka akan menganalisa jawaban yang ada dengan cara itu cece membuat mereka berfikir.

Researcher : Kapan Anda mengajukan beberapa pertanyaan dalam upaya untuk memicu pengetahuan, keyakinan, dan sikap siswa Anda terhadap materi yang dipelajari?

Teacher : biasanya pada saat menjelaskan materi sih

Researcher : Apakah Anda mengajukan beberapa pertanyaan kepada siswa yang mendorong mereka untuk berpikir atau untuk melatih keterampilan berpikir mereka? Tolong beri beberapa contoh!

Teacher : ya contohnya kayak mereka cece suruh menganalisa kalimat yang cece buat atau kadang cece suruh membuat kalimat mereka sendiri dengan kosa kata yang cece berikan.

Researcher : Kapan Anda memicu keterampilan berpikir siswa melalui pertanyaan?

Teacher : biasanya pada saat menjelaskan materi sih

Researcher : apakah Anda memuji peningkatan siswa Anda untuk memotivasi mereka dalam belajar?

Teacher :iya biar siswa senang

Researcher : bagaimana Anda memuji peningkatan siswa Anda? Tolong beri beberapa contoh!

Teacher : ya ketika mereka bisa jawab pertanyaan yang ceceberikan dan mereka bisa jawab paling cece bilang bagus, baik sekali.

Researcher : Bagaimana sikap Anda ketika siswa melakukan kesalahan?

Teacher : ya cece benarkan dimana letak kesalahannya.

Researcher : Apakah Anda memberi tahu atau menunjukkan kepada siswa tentang kesalahan yang mereka buat?

Teacher : ya

Researcher : *Bagaimana Anda menunjukkan kesalahan siswa? Tolong beri beberapa contoh!*

Teacher : *ya benarkan aja di mana letak kesalahannya contohnya mereka salah di gramernya ya kita kasih tahu kalau katanya sedang berlangsung ya di tambahkan ing di kata kerjanya gitu gituan sih.*

Researcher : *Apakah Anda membantu memperbaiki kesalahan siswa?*

Teacher : ya

Researcher : *Bagaimana Anda membantu memperbaiki kesalahan siswa? Tolong beri beberapa contoh!*

Researcher : *Apakah Anda memberikan penjelasan tentang kesalahan siswa untuk memperbaikinya?*

Teacher : ya

Researcher : *Bagaimana Anda menjelaskan kepada siswa tentang kesalahan yang telah mereka buat serta tentang koreksi kesalahan mereka? Tolong beri beberapa contoh!*

Teacher : *jelaskan di mana letak kesalahannya contohnya dengan meunjukkan kesalahannya misalnya kesalahannya di tensis jelaskan seharusnya di tambah ing sayang*

Researcher : *Apakah Anda memberikan alternatif bagi siswa demi peningkatan yang lebih baik?*

Teacher : *iya*

Researcher : *Bagaimana Anda memberikan alternatif agar siswa dapat menghindari membuat kesalahan? Tolong beri beberapa contoh!*

Teacher : *biasanya di ulang setiap pertemuan letak kesalahan siswa tersebut biar lengket di kepala mereka.*

Researcher : *Selama interaksi saat mengajar, apakah Anda memodifikasi pidato Anda berdasarkan tingkat siswa?*

Teacher : *iya... saya ubah sesederhana mungkin*

Researcher : Bagaimana Anda mengubah pidato Anda? Tolong beri beberapa contoh!

Teacher : dengan menggunakan vocabulari yang simpel yang familiar dengan mereka

Interview questions for research question 2

Researcher : Apakah Anda memiliki masalah dalam menggunakan bahasa target sambil memberikan penjelasan terkait tata bahasa? Mengapa? Silakan tentukan!

Teacher : eem kadang kita jelaskan dengan bahasa inggris siswa tu ngak ngerti ya dari pada kita ngabiskan waktu lama ya kita pakai bahasa indonesia aja.

Researcher : Dengan keterbatasan waktu yang dialokasikan untuk menyelesaikan kurikulum, apakah Anda memiliki masalah dalam menggunakan bahasa target? Mengapa? Silakan tentukan!

Teacher : ya sangat itu dek kadang kadang kita pengen gunakan bahasa inggris bayak takutnya materi nggak selesai.

Researcher : Apakah Anda memiliki masalah dalam menggunakan bahasa target terutama ketika berhadapan dengan kemampuan siswa yang beragam? Mengapa? Silakan tentukan!

Teacher : yah mau gimana lagi kemampuan mereka segitu kita paksakan mereka ngak ngerti ya gimana lagi.

Researcher : Berdasarkan pertimbangan Anda, apakah Anda merasa bahwa berfokus pada pemahaman siswa dapat membuat Anda menggunakan bahasa target yang lebih sedikit dalam mengajar? Mengapa? Silakan tentukan!

Teacher : iya ...karena mereka masih anak anak jadi maklum lah kita sering pakek bahasa indonesia.

Researcher : Berdasarkan pertimbangan Anda, apakah Anda menganggap bahwa kurangnya persiapan siswa dapat menyebabkan Anda menggunakan

bahasa target yang lebih sedikit saat mengajar? Mengapa? Silakan tentukan!

Teacher : iya la dek....anak anak bukan vocabulari nya kan masih sedikit ado lah sebagian anak yang pintar cepat nanggapi tapi kan sebagian susah dek kluw nuruti kendak kito

Researcher : Apakah Anda memiliki masalah dengan manajemen kelas sehingga Anda menggunakan bahasa target yang lebih sedikit? Mengapa? Silakan tentukan!

Teacher : eiya soalnya di kelas bilingual ini tidak semua anak pintar bahasa inggris jadi susah kita ngaturnya

Researcher : Apakah Anda lebih suka menggunakan bahasa Indonesia di kelas? Mengapa? Silakan tentukan!

Teacher : eeemmm kalau cece mah enggak heheheh

Researcher : Apakah Anda merasa bahwa menggunakan bahasa target di kelas akan membuat Anda merasa sulit untuk membangun hubungan guru-siswa? Mengapa? Silakan tentukan!

Teacher : sulit sih enggak ya tapi kitanya kadang nerjemah ke anak apa yang kita omong maklumlah.

Researcher : Apakah Anda memiliki masalah fisik yang membuat Anda menggunakan lebih sedikit bahasa target? Mengapa? Silakan tentukan!

Teacher : alham dulillah tidak

Researcher : Apakah Anda menghindari menggunakan bahasa target saat menjelaskan pelajaran budaya? Mengapa? Silakan tentukan!

Teacher : ngak cecek malah saya menggunakan bahasa target



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732.21010 – 21759 Fax 21010 Curup 3919 Email: staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor: 034/SK.02/1/PP.00.5/3/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. 11/3/082/07/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan

- Pertama : 1. Sakut Ansori, M.Hum 19811020 200604 1 002
2. Sarwo Edy, M.Pd -

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Supriadi

N I M : 14552014

JUDUL SKRIPSI : Students Perception Of Teacher Bilingual Language Use In The Classroom.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Tembusan :

- 1 Pembimbing I dan II,
- 2 Bendahara STAIN Curup,
- 3 Kasubbag AK,
- 4 Kepala Perpustakaan STAIN,
- 5 Mahasiswa yang bersangkutan,
- 6 Arsip/Jurusan Tarbiyah



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 196 -/IP/DPMPTSP/VII/2019

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar : 1. Peraturan Bupati Nomor 03 Tahun 2017 tentang Pendelegasian Kewenangan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Taryibah IAIN Curup Nomor : 848/In.34/FT/PP.00.09/07/2019 Hal Permohonan Izin Penelitian permohonan diterima tanggal 25 Juli 2019

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama / TTL : Supriadi / Daspetah, 25 September 1995
NIM : 14552014
Pekerjaan : Mahasiswa
Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris
Judul Proposal Penelitian : Teachers Talk In Bilingual Classroom Interaction At SDUA Curup
Lokasi Penelitian : SDUA Curup
Waktu Penelitian : 25 Juli 2019 s/d 23 Oktober 2019
Penanggung Jawab : Wakil Dekan I Taryibah IAIN Curup

Dengan ketentuan sebagai berikut :

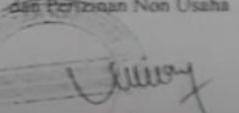
- Harus menaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 25 Juli 2019



an. Kepala Dinas
Kabid Perizinan
dan Perizinan Non Usaha


VENNY MARTIANAH, SE
Penata Tk I
NIP. 19790318 199903 2 001



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : SUPRIADI
 NIM : 1881014
 FAKULTAS/JURUSAN : TARBIYAH
 PEMBIMBING I : YUSUF HIDAYAH, M.Pd.
 PEMBIMBING II : Sarwo edy M.pd.
 JUDUL SKRIPSI : Students Perception of Teacher
 Behavioral Language Use in The
 Classroom

- * Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing II.
- * Diperlukan kepada mahasiswa yang menulis skripsi untuk melaksanakan sebanyak mungkin meeting dengan pembimbing I minimal 3 (tiga) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali diseperti dengan kolom yang di sediakan.
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di lapangan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : SUPRIADI
 NIM : 1881014
 FAKULTAS/JURUSAN : TARBIYAH
 PEMBIMBING I : YUSUF HIDAYAH, M.Pd.
 PEMBIMBING II : Sarwo edy M.pd.
 JUDUL SKRIPSI : Students Perception of Teacher
 Behavioral Language Use in The
 Classroom

Kami berpendapat bahwa skripsi ini sudah dapat diujikan untuk ujian skripsi LAIN CERP.

Pembimbing I
 Dr. Yusef Hidayah, Ph.D.
 Pembimbing II
 Sarwo Edy M.Pd.



No	TARIF	Hal-hal yang diteliti	Formulir Penelitian	Peny. Mahasiswa
1		Perubahan Bata 3	kuadrat	Sal
1	11/08/2018	Perubahan Bata 9	t	Sal
1	28/09/2018	Perubahan II	t	Sal
1	25/09/2018	Perubahan instrumen	t	Sal
1	29/09/2018	All Bata 1 & 2	t	Sal
1	9/0/2019	Perubahan Bata 3	t	Sal
1	9/0/2019	Perubahan about 12, 3	t	Sal
1	09/0/2020	All to examination	t	Sal



No	TARIF	Hal-hal yang diteliti	Formulir Penelitian	Peny. Mahasiswa
1		Perubahan Bata 3	t	Sal
1		Perubahan Bata 9	t	Sal
1		Perubahan Bata 12 dan 13	t	Sal
1		Perubahan instrumen	t	Sal
1		Perubahan Bata 3	t	Sal
1		Perubahan Bata 3	t	Sal
1		Perubahan Bata 3	t	Sal
1		All to examination	t	Sal

DOKUMENTAION





BIOGRAFHY



Supriadi was born in Daspetah, 25 September 1995. He is son of Mr. Yahya Mukmin and Mrs. Sinar Hayati. he has two sisters and one brother. he is the third. he finish elementary

school at SDN 01 Ujan mas in 2008. Then, he continue to Junior High School at SMPN 02 Ujan Mas in 2008 to 20011. After that, he became a students of senior high school at SMAN 01 Ujan Mas in 2011 to 2014. The, he dedicated to continue his educations in university level at IAIN Curup and selected English Departement as his major. While he was studying in this colage.