

## CHAPTER IV

### RESEARCH FINDING

In this chapter, the writer will displays all selected findings data from the research to answer the research questions. The findings on this research were arranged and presented in such a way in which the research problems became the basis of reference in arrangement and presentation. After conducting observations in second grade science class of MAN 2 Jombang and in depth interview with the English teacher, the data presentation and the findings are as follows;

#### A. Types of Teacher Talk

Base on the observation at Saturday, 09 March 2019 which time is 08.50 am – 10.00 am. The researcher found that not all the types of teacher talk that proposed by Brown (2001) were occurred. Those are indirect teacher talk; dealing with feelings, praising and encouraging, joking, using ideas of the students, repeating student response and asking question. For the direct of teacher talk are; giving information, correcting without rejection, giving direction, criticizing student behavior and criticizing student response. Those all will be presented on the tables below:

**Table. 4.1 Table of Praising and Encouraging**

TYPE OF TEACHER TALK		INDICATORS	TALK
Indirect	Praising and encouraging	Praising the students after answering question	- Yes that's right.. <sup>124</sup>
		Encouraging students to continue	- Re... reforest <sup>48</sup> - Com... <sup>64</sup> - Sea the sun and the sun lighting... <sup>157</sup>
		Trying to give them	- Oke i have to call you base on

		confidence	... <sup>116</sup> - No... oke come forward base on your own order.. <sup>117</sup> - disagree because I am afraid! <sup>142</sup> - You have to speak English, no English no services, try little! <sup>99</sup>
		Confirming that the answer is correct.	- <i>berguna</i> , yes right <sup>17</sup> - Reuse oke... recycle and reduce... <sup>55</sup> - yes.. <i>membentuk</i> is form... so form is verb also. <sup>184</sup>

Praising and encouraging was some type of teacher talk that important to build the good habbit to the students, for example praising students after answering question for giving appreciation to the students. Encouraging students to continue was for simulating students. Trying to give students confidence to build good habit confidence to speak in speaking class. Confirming that the answer is correct was for affirming the students. Praising and encouraging was used by the teacher in the middle of teching and learning activity.

**Table. 4.2. Table of Joking**

TYPE OF TEACHER TALK		INDICATORS	TALK
Indirect	Joking	Making puns	- Same-same hahaaha <sup>76</sup> - Hahaha... open close ,, and close,, <sup>177</sup> - Drop <i>jatuh</i> .. flat nya... <i>memantul... jatuhnya memantul</i> , hahahaa <sup>185</sup> - ground <i>tanah</i> , well <i>baik</i> ... hahahah <sup>193</sup> - I follow you.. because i want to follow follow “hahahaha” <sup>200</sup>
		Attempting to be humorous	- What the meaning <i>dam jebol</i> in english? Hahaha <sup>40</sup> - Oh my god.. just because i don’t ask you to open you not open. <sup>176</sup>

Joking was some type of teacher's talk that used in the middle activity. To makes the class enjoyable and not bore the teacher used joking as the instrument.

**Table. 4.3. Table of Use Ideas of Students**

TYPE OF TEACHER TALK		INDICATORS	TALK
Indirect	Use ideas of students	Clarifying the idea of the student	<ul style="list-style-type: none"> <li>- Many water<sup>22</sup></li> <li>- Uncountable<sup>24</sup></li> <li>- Oh yaa... cloud..<sup>105</sup></li> <li>- which form... not from..<sup>179</sup></li> </ul>
		Interpreting the idea of the student	
		Summarizing the idea of the student	<ul style="list-style-type: none"> <li>- We cannot say water comes before rain.. because it is water cycle. Nothings comes first because they have to cycle.<sup>206</sup></li> </ul>
		Rephrasing the idea of the student	<ul style="list-style-type: none"> <li>- That's right F L double O D<sup>28</sup></li> </ul>

Use idea of students was some type of teacher talk that used by the teacher. In clarifying the idea of student the teacher such as repeating student's response, but in this way the teacher aimed to make clear the idea of students. Summarizing the idea of the student and rephrasing the idea of the student were aimed to make clear the student's idea.

**Table. 4.4. Table of Repeating Student Response**

TYPE OF TEACHER TALK		INDICATORS	TALK
Indirect	Repeating student response	Repeating the exact words of the students contribution.	<ul style="list-style-type: none"> <li>- Water<sup>7</sup></li> <li>- Heavy rain<sup>35</sup></li> <li>- Garbage, rain<sup>36</sup></li> <li>- Illegal logging<sup>37</sup></li> <li>- Garbage, Rubbish<sup>39</sup></li> <li>- The goverenment..<sup>43</sup></li> <li>- Reforestation<sup>49, 219</sup></li> <li>- Fertilizer<sup>62</sup></li> <li>- Unorganic<sup>70</sup></li> <li>- paper, newspaper<sup>72</sup></li> <li>- Oke people<sup>92</sup></li> <li>- Heavy rain<sup>210</sup></li> <li>- Oke logging<sup>213</sup></li> <li>- Cause effect, water cycle..<sup>215</sup></li> </ul>

Repeating student response was some type of teacher talk that used by the teacher to give affirmation to the students response. In repeating the teacher just repeated the response verbatim.

**Table. 4.5. Table of Asking Question**

TYPE OF TEACHER TALK		INDICATORS	TALK
Indirect	Asking question	Asking question to which the answer in anticipated	<ul style="list-style-type: none"> <li>- Ok, and who is absent today?<sup>3</sup></li> <li>- What is it?<sup>6</sup></li> <li>- Where does it come form?<sup>8</sup></li> <li>- Where is it from?<sup>9</sup></li> <li>- From montain?<sup>10</sup></li> <li>- How do you read montain?<sup>11</sup></li> <li>- Is it useful for you?<sup>13,14</sup></li> <li>- Yes or no?<sup>15</sup></li> <li>- What is meaning useful?<sup>16</sup></li> <li>- Is it useful for you?<sup>18</sup></li> <li>- But, what do you think if the water comes to you so much?<sup>20</sup></li> <li>- Water is coutable or uncountable?<sup>23</sup></li> <li>- Ok, so what must we use much or many?<sup>25</sup></li> <li>- Oke, what is the meaning <i>banjir</i> in english?<sup>27</sup></li> <li>- But how do you pronounce?<sup>29</sup></li> <li>- Flood or flat?<sup>31</sup></li> <li>- Ok the news, news, news or the hot news, what is the hot news about flat?<sup>32</sup></li> <li>- Oke now i ask you, what causes flat?<sup>34</sup></li> <li>- What the meaning <i>sampah</i>?<sup>38</sup></li> <li>- Who is must be responsible in this flood?<sup>41</sup></li> <li>- What else?<sup>44</sup></li> <li>- Ok, what can you do to avoid this flood ?<sup>46</sup></li> <li>- What the meaning <i>reboisasi</i>?<sup>47</sup></li> <li>- What else?<sup>50,54</sup></li> <li>- What else, beside reforestation?<sup>52</sup></li> <li>- What must we reuse?<sup>56,57</sup></li> <li>- What kind of rubbish?<sup>58</sup></li> <li>- Can we reuse organic rubbish?<sup>59</sup></li> <li>- What can we do to the organic rubbish?<sup>60</sup></li> </ul>

			<ul style="list-style-type: none"> <li>- What is the meaning <i>pupuk</i>?<sup>61</sup></li> <li>- So what must we do to the organic rubbish become fertilizer?<sup>63</sup></li> <li>- What the meaning <i>kompos</i> in english?<sup>66</sup></li> <li>- What we do to recycle?<sup>69</sup></li> <li>- Would you give as example?<sup>71</sup></li> <li>- Newspaper or newspiper?<sup>73</sup></li> <li>- What the meaning <i>sama-sama</i>?<sup>75</sup></li> <li>- What must we reduce, reuse recycle and reduce?<sup>77</sup></li> <li>- What the meaning <i>mengurangi</i>?<sup>79</sup></li> <li>- Oke base on this, what the listing can we do to avoid flood?<sup>81</sup></li> <li>- The listing to avoid this, reduce or reuse?<sup>82</sup></li> <li>- Have we done it?<sup>83</sup></li> <li>- In our daily activity or in daily habbit , what have we done with plastics problems, do you reduce, reuse or recycle, or you just throw it away?<sup>84</sup></li> <li>- Okay now i ask you, emm.. Sorry, several minutes a go i ask you ; what causes flood and now who causes flood?<sup>91</sup></li> <li>- Why and what people think?<sup>93</sup></li> <li>- Oke when the flood happen, what can we do?<sup>95</sup></li> <li>- What is the meaning <i>mengungsi</i> in english?<sup>96</sup></li> <li>- Oke when we were children or when we re kids, we like to play in the rain, is it right?<sup>101</sup></li> <li>- Or do you want replay?<sup>102</sup></li> <li>- Do you want to replay to become your children or chillhood?<sup>103</sup></li> <li>- Oke the next is... Or the big question is... Which come first rain, water or clod..<sup>104</sup></li> <li>- Which come first?<sup>106</sup></li> <li>- Which come first, cloud or rain?<sup>107</sup></li> <li>- Are you sure? Water cloud rain?<sup>108</sup></li> <li>- Oke... I ask you which comes first, cloud rain or water?<sup>109</sup></li> </ul>
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			<ul style="list-style-type: none"> <li>- Water, are you sure?<sup>110</sup></li> <li>- Oke.. Where does water come from?<sup>111</sup></li> <li>- Oke any one want to draw the cycle?<sup>112</sup></li> <li>- Oke who will draw?</li> <li>- Which come first water cloud or rain?</li> <li>- River or river(<i>ejaan yg benar</i>)..<sup>120</sup></li> <li>- The next is what the sun do to the sea or what happens the sunlight to the sea and what the activities name?<sup>123</sup></li> <li>- Water cycle or <i>siklus</i>?<sup>125</sup></li> <li>- Oke.. What happen with the sea?<sup>126</sup></li> <li>- What is the meaning <i>menguap</i>?<sup>127</sup></li> <li>- What is meaning cloudy?<sup>129</sup></li> <li>- What is the chemist?<sup>131</sup></li> <li>- What is the meaning <i>mengalir</i>?<sup>132</sup></li> <li>- <i>Kimia kimia</i>.. Chemist of physic.. Is it biological process?<sup>136</sup></li> <li>- Or physical process?<sup>137</sup></li> <li>- Physical? What is this? Chemist or physics, physical process.. Which one?<sup>138</sup></li> <li>- Oke do you agree?<sup>141</sup></li> <li>- Oke ... Are you ready? Now<sup>151</sup></li> <li>- What is the meaning <i>mengalmi</i>?<sup>159</sup></li> <li>- What happens when the sun light the ocean?<sup>162</sup></li> <li>- What happens when the sun light the ocean?<sup>163</sup></li> <li>- What happen when the sun lights the ocean or hits the ocean?<sup>164</sup></li> <li>- What must be faced, sun hit the ocean.. And the ocean be vaporate becomes the cloud, is it right?<sup>165</sup></li> <li>- Do you understand when i draw?<sup>166</sup></li> <li>- Oke , what can you understand, when i draw this?<sup>167</sup></li> <li>- Oke and the next what do you understand in this era?<sup>168</sup></li> </ul>
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			<ul style="list-style-type: none"> <li>- Is it right?<sup>169</sup></li> <li>- What is number one?<sup>173</sup></li> <li>- What is the next?<sup>178</sup></li> <li>- What the meaning of form?<sup>180</sup></li> <li>- Yes, right <i>formulir</i> but we use <i>formulir</i> for this?...<sup>181</sup></li> <li>- What is the meaning, form formulate?<sup>182</sup></li> <li>- Yes.. <i>Membentuk</i>... Form... So form is verb also, we have vapor, .... Drop flat.</li> <li>- What the meaning drop flat?<sup>184</sup></li> <li>- What is the meaning?<sup>186</sup></li> <li>- Is snow water or not?<sup>189</sup></li> <li>- Is snow water or not?<sup>190</sup></li> <li>- Yesss.. What is meaning <i>beku</i>?<sup>191</sup></li> <li>- Oke, some rain collects in the ground well , what the meaning ground well?<sup>192</sup></li> <li>- What is the meaning well?<sup>194</sup></li> <li>- <i>Tanah yang subur</i>...?<sup>196</sup></li> <li>- Does it mean <i>subur</i>?<sup>198</sup></li> <li>- What the meaning soil?<sup>203</sup></li> <li>- Oke so, which come first.. Water rain or clouds?<sup>204</sup></li> <li>- Which one which come first?<sup>205</sup></li> <li>- What causes flood?<sup>208</sup></li> <li>- What causes flood?<sup>209</sup></li> <li>- The next what else?<sup>211</sup></li> <li>- Illegal logging. Logging or logjing? 'geh or 'jeh? With g or j?<sup>212</sup></li> <li>- Oke i think that's all... And what did we studied to day?<sup>214</sup></li> <li>- And what we can conclude or what can we learn from water?<sup>216</sup></li> <li>- What else?<sup>218</sup></li> <li>- Is it right?<sup>221</sup></li> </ul>
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Asking question was the most type of teacher talk that used by the teacher during teaching and learning process. Asking question that the answer was anticipated by the teacher was aimed to build the interaction between the teacher and the students.

Table. 4.7 Table of Giving Information

TYPE OF TEACHER TALK		INDICATORS	TALK
Direct	Giving information	Giving information	<ul style="list-style-type: none"> <li>- Much, so much of water. But, if i use this so it is countable glasses, two glasses of water and we can say much water.<sup>26</sup></li> <li>- Compost.. that case the english one, with t in other word.<sup>68</sup></li> <li>- Reduce it self,<sup>80</sup></li> <li>- Oke to day we are in rainy season, yes... oke although water when it is little or when it is small, some.. it is very useful for us.. but when it comes so much, can become flood.<sup>97</sup></li> <li>- If we are talking about flood, we will back to the quran ... (<i>dhoharul fasadul barri wal bahri.. ila akhirihi</i>) the first explain about the flood.<sup>113</sup></li> <li>- Oke i will cout the numbers start from five, if no one comes so i will play the game. And the losser must come forward and explain in front of us.<sup>140</sup></li> <li>- We have one section more...<sup>150</sup></li> <li>- The more you don't hope.. the more you will get.<sup>154</sup></li> <li>- experience is <i>pengalaman</i> and <i>mengalami</i> <sup>160</sup></li> <li>- The water...yaa the water small water it is drop air.. <i>titik titiknya air..</i><sup>187</sup></li> <li>- If have water condensist the drop become heavy enough to become as rain and snow.<sup>188</sup></li> <li>- <i>Su.. mur</i>, so what the meaning ground well, <i>Sumur tanah</i><sup>199</sup></li> <li>- Oke the next the river flow back to the ocean<sup>201</sup></li> <li>- Oke , the rains comes to the rivers, wells.. in the soil..<sup>202</sup></li> <li>- Oke that is about cause and effect.<sup>207</sup></li> <li>- Oke dont throw a way rubbish any where, keep our environment clean,<sup>220</sup></li> <li>- .. Don't forget keep ou faith to</li> </ul>



			the god.. <sup>222</sup>
		Giving opinion	<ul style="list-style-type: none"> <li>- The cause is I am afraid and the effect is I will not come forward.<sup>143</sup></li> <li>- We often hear and use but we never know the meaning.<sup>67</sup></li> </ul>
		Giving facts	-
		Giving ideas	<ul style="list-style-type: none"> <li>- Oke, try to reduce, recycle.<sup>53</sup></li> <li>- You ever drink it... one brand of mineral water.<sup>133</sup></li> <li>- The source of water comes from well<sup>195</sup></li> </ul>

Giving information was some type of teacher talk that used by the teacher.

Giving information were consisted giving information, opinion, facts and idea. In teaching and learning process it was the important things must be teacher gave in the classroom.

**Table. 4.8 Table of Correcting without Rejection**

TYPE OF TEACHER TALK		INDICATORS	TALK
Direct	Correcting without rejection	Telling the students who have made mistake.	<ul style="list-style-type: none"> <li>- From your picture is not wrong, but it will become clear, because the water is vaporate.<sup>170</sup></li> <li>- <i>mendung</i> not.. emm in this case cloudy doesn't mean <i>mendung</i> it self, but the weather the condition on the day has cloud it is mean coludy.<sup>130</sup></li> </ul>
		Correcting the response without using words or intonation	

Correcting without rejecting was some type of teacher talk that used by the teacher in teaching learning process which aimed to correct and give feedback to the students. it is also aimed to keep the student's psychological aspect.

**Table. 4.9 Table of Giving Direction**

TYPE OF TEACHER TALK		INDICATORS	TALK
Direct	Giving direction	Giving direction	<ul style="list-style-type: none"> <li>- ..... draw the water cycle base on your opinion.<sup>118</sup></li> <li>- Oke now we start the game. We will clap hands... one (clap 1) two (claps 2) three (claps 3)<sup>145</sup></li> </ul>
		Giving request	<ul style="list-style-type: none"> <li>- Oke now.. i ask one of you to explain the picture.. your friend have drawn for you, now one of you has to explain.<sup>134</sup></li> <li>- Oke , sit down please, ...<sup>122</sup></li> <li>- Both of you please come forward.,<sup>153</sup></li> </ul>
		Giving command	<ul style="list-style-type: none"> <li>- Open your dictionary.<sup>30,65,197</sup></li> <li>- First have look and you get together..<sup>89</sup></li> <li>- Oke listen it<sup>90</sup></li> <li>- Oke watch it<sup>100</sup></li> <li>- Open it first..<sup>121</sup></li> <li>- You must complete it.<sup>128</sup></li> <li>- We try it first.<sup>147</sup></li> <li>- Pray before it..<sup>149</sup></li> <li>- Oke you may suit first.<sup>153</sup></li> <li>- Oke you can suit, with paper , scissors, and stone...<sup>155</sup></li> <li>- greeting first.<sup>156</sup></li> <li>- speak loudly.<sup>158</sup></li> <li>- Oke give applous..<sup>161</sup></li> <li>- You can read by your self first.<sup>172</sup></li> <li>- Read the English sentence, the next..<sup>174</sup></li> </ul>
		Directing various drill	

Giving direction was some type of teacher talk that used by the teacher in the class. In directing his students the teacher aimed to control the class.

From the table, it was showed that the teacher prefer in used asking question which was some kind of indirect teacher talk to make interaction

with the students during the teaching learning process. Besides asking question the teacher also commonly used type of teacher talk in giving information and giving direction. The normal type of teacher talk used by the teacher were repeating student response, praising and encouraging, using ideas of the students, joking and dealing with feelings. There was one type of teacher talk that rarely to use by the teacher during the observations was correcting without rejection. The types of teacher talk that never used by the teacher were dealing with feeling, criticizing the student behavior and criticizing student response.

## **B. The Teacher Reason In Use The Certain Teacher Talk**

Base on the depth interview with the English teacher of second grade science class 2 of MAN 2 Jombang at Thursday, 25 April 2019 about the teacher's reason in use the certain teacher talk. It was described by writer as follows:

### **1. Praising and encouraging**

During the teaching learning process the teacher almost often gave his students praises and encouragement to make his students confident and always confirming that the student's answer was correct. The teacher usually used this type of the teacher talk in the middle or when it was needed in the teaching learning process. In used this kind of teacher talk the teacher has some reason or purposed to give them some confidence and motivate their students, because sometimes when the spirit of students was too low the teacher giving some motivation to increase their spirit back. For example, in praising the students after answering question "Yes,

*that's right*<sup>124</sup>, the teacher reason was to appreciate the students answer. While in giving the student's confidence the teacher uttered "*disagree because I am afraid!*"<sup>142</sup>" it was some satire that used by the teacher to give their students confidence back. Other example, in giving some couragement to continue some word, the teacher uttered some half of the word "*Re...forest*"<sup>48</sup> to give simulation, and of course the students response used the complete word "*Reforestation*".

## 2. Joking

In addressing the material to his students, teacher sometimes used joke to make the teaching and learning process not awkward and refresh students mind. During the observation, joking was used by the teacher which is like making puns or he want to attempting to be humorous. Joke as some kind of the teacher talk, the teacher have some reason was to refresh the students mind. Sometimes in the process of teaching and learning or in some moment the students felt boring and can't concentrate with the material that the teacher explained, so that time the teacher should made joke to make the students felt fresh again and can concentrate with the material that the teacher given. For example, in giving some meaning a word the teacher uttered "*Drop jatuh, flat nya.. memantul... jatuhnya memantul, hahaaa*"<sup>185</sup> for some joking and after it give the correct meaning for that new vocabulary. Other example the teacher uttered "*What is the meaning dam jebol in English?*"<sup>40</sup>. Here the teacher attempting to be humorous with the word "*dam jebol*". Which "*dam jebol*" was Java language.

### 3. Using ideas of the students

In teaching speaking the teacher must give more opportunity to the student for being they active speak and use the student's idea it can make them interest to give their idea or opinion in learning process. During the observation the teacher was clarified, interpreted and rephrasing the idea of the students. In used the idea from the students, the teacher has some reason. The reason were; to make some communicative classroom and to motivate the others students to speak up during the teaching learning process. For example, here the teacher was not always true but sometimes the teacher doing something wrong, as like when the teacher pronounce "*the cold*" and the students and the students giving an idea with pronounce "*the cloud*" so the teacher clarify the idea of the student "*oh yes... cloud*"<sup>105</sup>. The other example in interpreting the idea of the students, the teacher uttered "*experience is pengalaman and mengalami*"<sup>160</sup>, it was to make the students understand the meaning of the word.

### 4. Repeating students response

In the classroom, the teacher was sometimes repeating student response verbatim. The teacher used this kind of teacher talk to answer and to make the students known that their response was correct. The teacher reason was to knowing the students understanding and sometimes for giving affirmation to the student response or student answer. For example, when the teacher asked to the students and they answered "*heavy rain*", to make the students response was clear and known that they answer were true the teacher repeating "*Heavy Rain*"<sup>35</sup>. The other

example in repeating student response after the teacher asked some question “*what cause flood?*” so the students mentioned the answer “*heavy rain*”, “*illegal logging*”, “*garbage*”, “*rubbish*”, *ect.* One by one the cause of the flood was mentioned and the teacher give some affirmation that the answer was true by repeating the students answer.

## 5. Asking question

The most teacher talk type that used by the teacher was asking question, which in the classroom teacher usually asked their students question. In used asking questions the teacher has many reasons with this type of teacher talk, such as to know the students understanding in lessons, make some brainstorming, gave meaning some new vocabulary and making communicative class. Sometimes the teacher also gave some question to simulate the other students who answer yet the question, although the teacher always repeated his question many times. In repeating the question, the teacher reason was to make the students understand the meaning of teacher question and make them sure before they answer the teacher question. For example, in teacher talk 162,163,164 “*What happens when the sun light the ocean?*”<sup>162,163,164</sup> it was the same question, and the teacher repeating it for 3 times. The other example in simulated and made communicative class the teacher uttered “*what the meaning mengalir in English language?*”<sup>132</sup>, while followed by gave the simulation to student that may response the question by uttered “*it is some brand of the mineral water*”<sup>133</sup>.

## 6. Giving information

During the observation the teacher always gave the information to his students. In giving information the teacher's reason in use this kind of teacher talk were to increase the student's knowledge. Such as giving meaning a new vocabulary in Indonesian language which is when the students can't give the meaning by them self, in explained the material that the students can't easily understand with the material and in giving the information about some fact that discussed in the class. Sometimes information that teacher given to the students was the teacher gave the meaning in Bahasa Indonesia of new vocabulary. For example, in explaining cause and effect of water "*Oke to day we are in rainy season, yes... oke although water when it is little or when it is small, some it is very useful for us.. but when it comes so much, can become flood.*<sup>97</sup>". In that utterance the teacher was gave some information the cause and effect about the water if it just a bit and when the water become much.

## 7. Correcting without rejecting

During the observation correcting without rejecting was rarely used by the teacher. The reason of the teacher in use rarely this type of teacher talk is as the teacher must know the student's psychological condition, sometimes there weres students that can't accepted the rejection from the teacher. For the example, in telling the students who have made mistake like in talk 170, "*From your picture is not wrong, but it will become clear, because the water is vaporate.*"<sup>170</sup>, in those utterance the teacher try to prevent the students feelings.

## 8. Giving direction

In the classroom teacher usually gave direction to the students to control his class. In giving direction the teacher has reasons which the reasons were to control the class and directing the students to do the task correctly. It was happen when the students confused in searching the meaning of some new vocabulary the teacher gave them direction to open their dictionary. Usually it occurred after the teacher asked question about some new vocabulary. For example, to get the meaning some word the teacher giving command “*open your dictionary*<sup>30,65,197</sup>” to his students. The other example, after the teacher giave some question “*what is the meaning banjir in English?*<sup>27</sup>” after it he directed the students to open their dictionary with uttered “*Open your dictionary*<sup>30,65,179</sup>”. But, in used this kind of teacher talk the teacher rarely used it after open his class. For the other example after the teacher greeting his students the teacher was not directly directed the students to open their book, and the teacher always used some toll to addressing what will the class learn in that day.

From the explanation above there were two types of teacher talk that never used by the teacher during the observation. There were criticizing student response and criticizing student behavior. In this way the teacher also has some reason in not used that type of teacher talk, it was because as the teacher must have the authority in front of the students and keep the good behavior, although the students from the Islamic boarding school so they more polite than the others students who never stay in the Islamic boarding school. Furthermore the writer concluded that as the teacher we



should use the teacher talk wisely, the teacher must be know the environment, student's condition and also keep their authoritative in front of their students.