

## ABSTRACT

Bariroh, Afifatul. 2013. *An analysis of teacher talk in English classroom for junior high school at SMP MUHAMMADIYAH 12 GKB*. Thesis, English Department, Faculty of Teacher Training and Education of University Muhammadiyah of Gresik. Advisor (I) (Slamet Asari, M. Pd.) ;( II) (Rohmy Husniah,S,S., M.Pd.).

Keywords : Teacher Talk, English Teacher, Students Talk

In classroom, both teacher and students use language to communicate each other. It is an essential part of teaching learning process. Interaction in the classroom will not occur without teacher talk and student talk.

There were three statements of problem in this study: (1) *What types of teacher talk are used by teachers in English classroom?* (2) *How effective is teacher talk in the teaching and learning activities?* (3) *What aspects of teacher talk occur in the classroom interaction?* Thus the objectives of the study were to describe types of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk used by English Teacher.

This study used descriptive qualitative research design. The subjects of this study were three English Teachers from SMP MUHAMMADIYAH 12 GKB. Actually, the researcher took the data twice and the instrument of the study was the researcher herself by using tools of recording observation, checklist observation, field note, and interview form. The researcher analyzed the data by using three steps. Those are data reduction, data display, and conclusion drawing.

The finding showed that all types of teacher talk were used by all the teachers; they were indirect and direct teacher talk, but not all subtypes of them were used. For the first teacher, he used all of the subtypes of direct and indirect teacher talk in the first meeting but he did not use accepting feeling in the second meeting. For the second teacher, she used all of the subtypes of direct teacher talk but she did not use all of the subtypes of indirect teacher talk that was accepting the students' idea but in the second meeting the teacher used both of the subtypes of teacher talk. For the third teacher, she used all of the subtypes of direct teacher talk but she did not use all of the subtypes of indirect teacher talk that is accepting feeling but in the second meeting the teacher used both of the subtypes of teacher talk. Teacher talk is effective, all of the teachers used the element of teaching effectiveness, these were reinforcement, cues and feedback, higher order question, advance organizer, direct instruction and indirect teaching. So, the teaching and learning process is effective. For the teacher talk aspect, all of the teachers used the aspect, physiological aspect, interpersonal aspect and pedagogical aspect.