

**TEACHER TALK OF ENGLISH NATIVE SPEAKING TEACHER
IN EFL CLASSROOM AT SENIOR HIGH SCHOOL**

THESIS

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APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of *Fitriyatus Sa'adah* has been approved by the thesis advisors for further approval by Board of Examiners.

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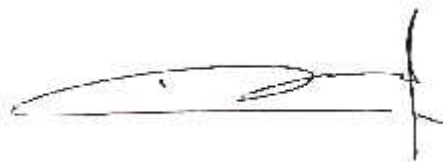
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MOTTO AND DEDICATION

MOTTO:

*Hard work never killed everybody.
Just do our best we will see the result then.*

(Writer).

DEDICATION:

Great thanks and love to:

My beloved dad and mom

My little saint sister

My lovely advisors

*All of lecturers English Department
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ABSTRACT

Sa'adah, Fitriyatus. 2012. *Teacher Talk of English Native Speaking Teacher in EFL Classroom at Senior High School*. Thesis, English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Dr. Yudhi Arifani, M.Pd. Advisor II, Slamet Asari, M.Pd

Key words: Teacher Talk. English Native Speaking Teacher

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. The researcher intended to conduct types of teacher talk and language used by English Native Speaking Teacher in the classroom.

There were two statements of problem in this study: (1) *What types of teacher talk used by English Native Speaking Teacher in EFL classroom?* (2) *How is the language used by English Native Speaking Teacher in EFL classroom?* Thus the objectives of the study were to describe types of teacher talk and language used by English Native Speaking Teacher.

This study used descriptive qualitative research design. The subjects of this study were two English Native Speaking Teachers. They were Natasha Kristina Wright and Gretchen Karin Knoth. Actually, the researcher took the data twice and the instrument of the study was the researcher herself by using tools of recording 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 both ENST; they were indirect and direct teacher talk, but not all subtypes of them were used. For indirect teacher talk, ENST in MAN Gresik used all of four subtypes; they were dealing with feelings, praising or encouraging, using ideas of students and asking questions. Otherwise, ENST in SMA 1 Muhammadiyah Gresik used only three types of it, they were praising or encouraging, using ideas of students and asking questions. For direct teacher talk, both ENST used all of three subtypes of them. They were giving information or explanation, giving direction or command, and criticizing student behavior and response. For language use, both ENST used different language. The first ENST of MAN GRESIK used mix language that was English and Indonesian. The second ENST of SMA 1 Muhammadiyah Gresik used first language that was English.

The conclusion of this thesis is almost all of the subtypes of teacher talk are used by both ENST in teaching. Only ENST of SMAM 1 Gresik does not use one of the subtypes of indirect teacher talk that is dealing with feeling. For language use, ENST in MAN uses mix language otherwise ENST in SMA 1 Muhammadiyah uses first language. The researcher also suggests for further researcher that she or he should observe ENST talk or questions whether ENST simplify English or not in teaching EFL students in the classroom so that the students can understand what ENST said.

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PERNYATAAN KEASLIAN TULISAN

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