

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion. The finding designed to answer the research problem, the students' perception toward the teacher talk used by teacher while giving questions and feedbacks and the kinds of teacher talk used by teacher while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin 2015/2016. And the discussion is to discuss the findings of this research.

A. FINDINGS

There are two statements problems that have to be answered on this research. The first problem is about how is the students' perception toward teacher talk in English class of eleventh grade. The second problem is the kinds of teacher talk used by the teacher while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin. The data of this research are collected from questionnaire, interview and observation. Questionnaire and interview are used for collecting the data about the eleventh grade students' perception toward teacher talk in English class. The observation is used for collecting the data about the kinds of teacher talk that used by teacher while giving questions and feedbacks in English class.

1. Finding of Questionnaire

The following, the writer will describe those students' perception toward their teacher talk used by the teacher while giving questions and feedbacks based on the result of questionnaire which consists of 17 questions that the writer gave to 53 students in XI MIPA 1, 6 and 4. The result of the questionnaire can be seen through the table below:

Table 4.1. The students' perception toward English

No	Alternative answer	Frequency	Presentation (%)
1	Like	34	64 %
	Fairly like	17	32 %
	Dislike	2	4 %
	Total	53	100 %

The table above shows that there are 34 students who like English, they are categorized in good category (64 %). 17 students who fairly like English, they are categorized in poor category (32 %) and only two students who dislike English; they are categorized in lowest category (4 %). So, the students who like the field of English is higher than the students who fairly like and who do not like English.

Table 4.2. The reason of students' to like English

No	Alternative answer	Frequency	Presentation (%)
2	Easy to get job	8	15 %
	Live in the English native language country	3	6 %
	For travelling and study abroad	42	79 %
	Total	53	100 %

Based on the table above, 42 students (79 %) chose English is very useful for travelling and study abroad. as their reason why the like English. 8 students (15 %) chose English is can get a job easily their reason and the rest or 3 students (6 %) chose English is because they want to live in the English native language country as their reason why like English.

Table 4.3. Students' interest in learning English in this class

No	Alternative answer	Frequency	Presentation (%)
3	Like	38	72 %
	Fairly like	13	24 %
	Dislike	2	4 %
	Total	53	100 %

The table above shows that there are 38 students who answered that they are like to learn in this class, they are categorized in good category (72 %). 13 students who fairly like in learning English in the class, they are categorized in poor category (24 %) and only two students who dislike to learn English in the class they are categorized in very poor category (4 %). So, the students who like to learn in the class are higher than the students who fairly like and dislike in learning English in the class.

Table 4.4. The reasons of students' interest for learning English in this class

No	Alternative answer	Frequency	Presentation (%)
4	Fun and good looking teacher	2	4 %
	Interesting method/technique/media	15	28 %
	to learn more and can speak in English	36	68 %
	Total	53	100 %

On the table above, it shows that 36 students (68 %) perceived that their reason why like to learn in the class is because of they want to learn English more and well. 15 students (28 %) tended to choose the method/technique/media that used by the teacher for teaching English as their reason and only 2 students (4 %) that chose the fun and interesting look teacher that can make they like in learning English.

Table 4.5. The students' motivation in learning English in the class

No	Alternative answer	Frequency	Presentation (%)
5	Motivated	30	56 %
	Not really motivated	20	38 %
	Unmotivated	3	6 %
	Total	53	100 %

From the table, it shows that 30 students (56 %) feel they are motivated in learning English in the class. 20 from 44 students (38 %) stated that they are not really motivated to learn in the class and the rest students or 3 students (6 %) stated that they are unmotivated in learning English in the class. So the students' motivation in learning English in the class is in fair category (56 %).

Table 4.6. The students' understanding to the teacher questions in English

No	Alternative answer	Frequency	Presentation (%)
6	Understand	13	24 %
	Not really understand	39	74 %
	Not understand	1	2 %
	Total	53	100 %

The table above indicates that the students who understand to the teacher questions in English are 13 students (24 %), 39 students (74 %) don't

really understand to the teacher questions and 1 student (2 %) stated that he/she never understand to the teacher questions.

Table 4.7. The teacher's frequency in giving the procedural question in the classroom

No	Alternative answer	Frequency	Presentation (%)
7	Often	17	32 %
	Sometimes	33	62 %
	Never	3	6 %
	Total	53	100 %

The table above stated that 33 students (62 %) answer that the teacher sometimes gave them the procedural questions in the classroom. 17 students (32 %) stated that the teacher often gives them the procedural question and only 3 students (6 %) stated that the teacher never give them the procedural questions. So, based on the students' perception toward teacher that sometimes gave the procedural question in the classroom is in good category.

Table 4.8. Students' perception toward the teacher that gave the procedural questions in the class

No	Alternative answer	Frequency	Presentation (%)
8	Agree	42	79 %
	Fairly agree	9	17 %
	Disagree	2	4 %
	Total	53	100 %

Based on the table above, 42 students (79 %) stated that they agree if the teacher gives the procedural questions in the classroom. 9 students (17 %) answer that they fairly agree the teacher gives the procedural

questions in the classroom. And the rest or 2 students (4 %) answer that they disagree it. So, the students' perception toward the procedural question is in good category.

Table 4.9. Students' perception toward the teacher that gave display question

No	Alternative answer	Frequency	Presentation (%)
9	Like	31	58 %
	Fairly like	19	36 %
	Dislike	3	6 %
	Total	53	100 %

The table above indicates that the students' perception toward display question asked by the teacher. There are 31 students (58 %) like with that. 19 students (36 %) fairly like with display question asked by the teacher and 3 (6 %) students indicate that they dislike with that. So, the students' perception toward display question from the teacher is in fair category.

Table 4.10. Students' perception toward the teacher that gave the referential questions in the class

No	Alternative answer	Frequency	Presentation (%)
10	Like	22	41 %
	Fairly like	28	53 %
	Dislike	3	6 %
	Total	53	100 %

The table above indicates that the students' perception toward referential question asked by the teacher. There are 22 students (41 %) like with that. 28 students (53 %) fairly like with referential question asked by the teacher. 3 students (6 %) indicate that they dislike with that. So, the

students' those perceived they are not really like with teacher that gave referential question is in fair category.

Table 4.11. Students' perception toward the teacher who praised them when they can answer correctly

No	Alternative answer	Frequency	Presentation (%)
11	Like	49	92 %
	Fairly like	3	6 %
	Dislike	1	2 %
	Total	53	100 %

Based on the table above, it indicates the students' perception toward the teacher who praised them when they can answer correctly. There are 49 students (92 %) who like the teacher's praises. 3 students (6 %) who stated fairly like with the teacher's praising and only 1 student (2 %) that feel dislike with the praising from the teacher. So, the students' perception toward the teacher that praised them is in very good perception.

Table 4.12. Students' perception toward the teacher who summarized their answer

No	Alternative answer	Frequency	Presentation (%)
12	Like	50	94 %
	Fairly like	2	4 %
	Dislike	1	2 %
	Total	53	100 %

The table above indicates the students' perception toward the teacher who summarized their answer. Almost all or 50 students (94 %) stated that they like when the teacher summarizes their answer. 2 students (4 %) stated that they fairly like when the teacher summarizes their answer.

And only 1 student (2 %) stated dislike when the teacher summarizes his/her answer. So, the students' perception toward the teacher's summarizing to their correct answer is in very good perception.

Table 4.13. Students' perception when the teacher criticizes their incorrect answer

No	Alternative answer	Frequency	Presentation (%)
13	Like	33	62 %
	Fairly like	15	28 %
	Dislike	5	10 %
	Total	53	100 %

The table above indicates the students' perception toward the teacher criticizes their incorrect answer. There are 33 students (62 %) stated that they like the teacher criticizes their incorrect answer. 15 students (28 %) feel fairly like and 5 students (10 %) feel dislike. So the students' perception toward the teacher criticizing is in good perception.

Table 4.14. Students' perception to the teacher's clues and key word when they can't answer and answer incorrectly

No	Alternative answer	Frequency	Presentation (%)
14	Agree	45	85 %
	Fairly agree	7	13 %
	Disagree	1	2 %
	Total	53	100 %

The table above indicates the students' perception to the teacher's clues and key word when they can't answer and answer incorrectly. There are 45 students (85 %) agree to the teacher's clues and key word when they can't answer and answer incorrectly. 7 students (13 %) stated fairly agree with that and only 1 student (2 %) who disagree with it. So, the students'

perception toward the teacher who gave them prompting is in very good perception.

Table 4.15. Students' perception to the teacher's motivation when they can't answer and answer incorrectly

No	Alternative answer	Frequency	Presentation (%)
15	Agree	49	92 %
	Fairly agree	3	6 %
	Disagree	1	2 %
	Total	53	100 %

The table above indicates the students' perception to the teacher's motivation when they can't answer and answer incorrectly. From the table, there are 49 students (92 %) agree with the teacher's motivation when they can't answer and answer incorrectly. 3 students (6 %) perceived fairly agree with the teacher's motivation when they can't answer and answer incorrectly and only 1 student (2 %) who disagree with it. So, the students' perception toward the teacher encouragement is in very good perception.

Table 4.16. Students' perceptions to the teacher that inform the correct answer directly when they can't answer and answer incorrectly

No	Alternative answer	Frequency	Presentation (%)
16	Agree	33	62 %
	Fairly agree	8	15 %
	Disagree	12	23 %
	Total	53	100 %

The table above indicates the students' perception to the teacher that informs the correct answer directly when they can't answer and answer incorrectly. There are 33 students (62 %) agree with the teacher that

informs the correct answer directly when they can't answer and answer incorrectly. 8 students (15 %) stated fairly agree with it and 12 students (23 %) disagree with it. So, the students' perception toward the teacher who informed them the correct answer is in good category.

Table 4.17. Students' perception when the teacher ignores their wrong answer and asks the other students to answer the question again

No	Alternative answer	Frequency	Presentation (%)
17	Like	4	8 %
	Fairly like	14	26 %
	Dislike	35	66 %
	Total	53	100 %

The table above indicates the students' perception when the teacher ignored their wrong answer and asks the other students to answer the question again. There 35 students (66 %) like the teacher ignores their wrong answer and asks the other students to answer the question again. 14 students (26 %) who fairly like with it and 4 students (8 %) stated that they dislike when the teacher ignores their wrong answer and asks the other students to answer the question again. So, the students' perception that felt unhappy when the teacher ignored their wrong answer is good category.

2. Finding of Students' Interview

Beside the questionnaire, in order to get the deeper data about the students' perception toward their teacher talk, the writer conducted an interview. The writer conducted interview on Wednesday, November 11th 2015. On the instrument of interview sheet, there are eight questions that the writer presented. In this section, the writer explained all of them descriptively and comprehensively.

In the first question, the writer had asked about the questions that are often/frequently used by the teacher in the classroom. Based on the interview, the students perceived that the teacher used all the types of the questions; include procedural in classroom management, display, and referential questions in the lesson comprehension. The teacher mixed between display and referential questions to indicate the students' comprehension. Like, "*Campur, kadang pertanyaan yang di buku, kadang-kadang yang membutuhkan penalaran juga*" (Widiasmoro, 2015).

In the second question, the writer had asked about the question types that the students preferred should be asked by the teacher. According to the interview result, most of the students answered that the students preferred to the display question that it's just need the short answer or yes/no answer from them. Their reason is it was simpler and did not need to think harder than the referential question that needed their deeper thought and opinions. Like, "*Suka yang singkat, simple*" and

“Langsung yang di buku atau yang singkat, lebih simple” (Patriasih and Widiasmoro, 2015).

In the third question, the writer asked about the kind of questions that the students expect to boost their English skill. Based on the students' answer, most students expected that the teacher should give them the referential question more than display questions to improve their skills in English, especially in speaking skill and this kind of question also made them motivated to find the new vocabularies. As the student's comment, *“Seharusnya pertanyaan yang membuat berpikir, jadi ulun banyak mencari kosa-kata”* (Putra, 2015).

The fourth question, the writer discussed about how is the teacher's response after the students answer the questions. As the result, according to the students' perception, the teacher usually appreciated their answer. Baihaqi (2015) stated that if students' answer was incorrect or lack, the teacher clarified the students answer and informed the correct answer, *“Memperjelas sama membetulkan pernyataan yang telah diberikan oleh murid”*.

The fifth question, the writer asked about kind of feedbacks that is usually used by the teacher when the students answer the questions correctly. Based on the students' perception, they perceived that the teacher often gave them the summaries from their answer. She also gave them praising for students. Like Patriasih's (2015) statement, *“Langsung disimpulkan oleh ibunya dan diberi pujian, ok good”*.

In the sixth question, the writer also asked about of kind of feedbacks that usually used by the teacher when the students can't answer or answer the questions incorrectly. According to the students' perception, when they couldn't answer correctly, the teacher usually threw the question to other students for answering the same question again. And if there was no exact answer, the teacher informed the correct answer to the class. Like Patriasih's (2015) statement, "*Kalau salah dibenarkan lagi, tapi dilemparkan dulu*". They perceived that sometimes the teacher also gave them some motivations to find the correct answer.

In the seventh question, the writer asked about kind of teacher feedbacks that was used by the teacher preferred by the students when they can answer the question correctly. Based on the students' perception, almost all of the students preferred summarizing from the teacher than praising as the appropriate feedbacks for them when they can answer the questions correctly because if the teacher just gave them praising without any summarizing, they argued that they couldn't really understand to that answer. Like student's statement, "*Suka yang disimpulkan, kalau dari jawaban teman yang dipuji, bahasanya belibet jadi kita sendirinyakan gak paham*" (Patriasih, 2015). Only a few students said that they prefer praise as a reward of their answer.

In the last question of interview, the writer asked about the kind of teacher feedbacks used by the teacher that preferred by the students when they answered the question incorrectly. According to the students'

answer, they perceived that when they couldn't give the right answer, they preferred the teacher should inform the right answer, so they can understand and know the right answer directly. Like Baihaqi (2015) said, *“Ibunya sendiri yang membenarkan, daripada dilemparkan ke lain, kan alangkah bagusnya kalau ibunya sendiri yang membenarkan”*.

3. Finding of Observation

The observation on the teacher talk used by the teacher while giving question and feedbacks in the classroom was done in three meetings. They were done in class XI MIPA 1, 6, and 4 from September until October 2015.

Table 4.18. Observation Schedule

No	Date of Meeting	Time	Class
1	Tuesday, September 22 nd 2015	07.30 until 08.15 a.m.	XI MIPA 6
2	Friday, October 2 nd 2015	09.45 until 11.15 a.m.	XI MIPA 1
3	Saturday, October 3 rd 2015	10.45 until 12.15 a.m.	XI MIPA 4

a. First observation

The first observation was held on Tuesday, September 22nd 2015, and started at 07.30 until 08.15 a.m. at XI MIPA 6. The numbers of students are 35 which consists 9 male and 26 female students. Two students couldn't attend the class because they were sick. In this meeting, the students learned about giving opinion and making agreement and disagreement. In this meeting, before the teacher came, the situation was noisy. After the teacher and writer came, the class was in controlled during the teaching learning activities process.

In the pre activities, the teacher opened the class by greeting the students and asked some questions about the students' condition and attendance. The students replied the teacher greeting and answer her question about their condition. After that, the teacher shared the test score report to the students and asked whether there was any complain from them or not. Afterwards, she prepared the laptop and LCD for her teaching media. It needed time about 10 minutes. Then, she did brainstorming by asking students some questions that related to the topic will be discussed.

In this brainstorming, the teacher showed the picture of smoking in LCD and did the short discussion with the class about the smoking. The discussion was started with her question about how the students defined smoking based on their opinion. Because of no answer from the students, the teacher responded it by informed them the definition of smoking. Then, the discussion continued with some questions from the teacher and answer from the students. In the end of brainstorming, the teacher related this discussion to the material that they will learn; that was giving opinion and making agreement and disagreement. It needed time about 10 minutes.

In the while activities, first, she showed the video about how to give a good opinion and how to make a polite agreement and disagreement. While the video was running, the students looked very interested and focused on the explanation in video. The teacher paused the video several times and asked the students about the meaning of the words

in video. Sometimes she also gave the additional explanation from the video and asked students to make sure whether they understood or not.

The second discussion was about Indonesian government's law that declared the government will elongate the time of learning in the school from 7.30 a.m. until 4 p.m.. In the discussion, the teacher ask the students how was their opinion about that and they could give their opinion well and also in making the agreement and disagreement in the correct way.

Along the discussion, when the students could answer correctly, the teacher praised them. And when students answer incorrectly, the teacher informed them the correct answer. However, sometimes she also ignored the students' answer by throwing the same question to other students to answer it. She did it in order to get various answers from different students. After got some answers from them, then she summarized it to be the easier words or sentences to make the students understand well. It needed time about 25 minutes.

After finished the discussion, the teacher continued the second activity. The activity was the student asked working in pairs to make the conversation about giving opinion and making the agreement and disagreement. Because of the limitation of time, the teacher asked students to finish the task in home as homework. It needed about 20 minutes

In the post activities, the teacher concluded the topic for the students. While she gave the conclusion, the students paid attention to hers. After that, she closed the lesson and said "see you soon" to the class.

During the classroom activities, the interaction between the teacher and her students were running well. The teacher was friendly and could be a good motivator to her students. They felt enjoy and comfortable during the teaching and learning processed. It was because the teacher can manage the classroom well and ask the students many good questions about the topic that can make the students more motivated to answer them. And also, the teacher used the good feedbacks to respond the students' answer immediately.

In explanation, the teacher 80 % spoke English and 20 % spoke Bahasa. It happened because the students have good ability in English.

b. Second observation

The second observation was held on Friday, October 2nd 2015, and started at 09.45 until 11.15 a.m. at XI MIPA 1. The numbers of students are 37 which consists 18 male and 18 female students. Included one exchange student from Italy, her name was Rebecca. That day, the class learnt about listening skill and asked by the teacher to listen to the audio and answer some multiple choice questions from it.

In the pre activity, the teacher came to the class, all the students stood up to respect her. After that, she opened the class by greetings and asked some questions about the students' condition. Students greeted and answered the teacher's question. Then, the teacher reminded the students about the previous lesson and told them that today they will do the listening tasks that still have correlation with the last lesson. The students

responded the teacher that they still remember the lesson they had learned last week; that was about giving opinion. It needed time about 10 minutes.

In the while activities, the teacher asked the students to open their book at page 34. While the students prepared their books, the teacher also prepared the audio for listening task. After all the things were ready, then, she switched on the audio that consist of 10 multiple choice questions and the students had to fill their answer in their book.

The students listened to the audio seriously and carefully. The class was quite. Sometime she paused the audio and asked the students about their comprehension to the questions on the audio. The students answered her question, some of them answer it correctly but others still couldn't give the correct answer. When the students could give the correct answer and meaning, she praised them and when they couldn't answer correctly, she informed them of the correct answer to make the students directly know the exact answer. The teacher played the audio third times until all the students finished answer the question. It needed time 20 minutes.

After all the students have finished all the questions, she asked the students to exchange their answer to their mates and commanded them to answer it together. The teacher asked one by one student to answer the questions. She asked them from what the question about and after that the answer of it. She gave praising to the students who got the correct answer. She also guided the students to find the right answer by giving the clue and the key word that can help the students to find the correct answer. To the

incorrect answer, sometimes she gave the information of the correct answer. So the students directly know the correct answer. It needed time about 25 minutes.

In the post-learning activities, the teacher asked the students to collect their answer sheet to her and gave the score for it. She said to the students that their score showed their ability in listening skill was still need to be improved. The teacher motivated the students to study harder and gave the tips how to learn English especially in structure of active and passive voice sentence. After that, she concluded the material has taught by her. Then, she greeted the students to close the activities and asked one student to lead for praying according to the each student's religion.

For this meeting, the class was quiet enough because the skill that learned is listening. During the lesson, the teacher was about 50:50 % spoke English. It happened because the students in this class were still in the beginner and intermediate level of English.

c. Third observation

The third observation held on Saturday, October 3rd 2015, and started at 10.45 until 12.15 a.m. at XI MIPA 4. This class had 36 students, which consists of 14 male and 22 female students. In this meeting, there were two sessions of activity. First was pair discussion and second was listening session.

In the pre activity, the teacher opened the class activities by greeting the students and asked some questions about the students'

condition. Students answered her greeting and told her their condition. She then asked the students to submit their homework last week. After gave the score to theirs, she reminded the class about the previous lesson. The students responded the teacher by telling her that last week they learned about report text. The teacher praised them because they could remember it. Then, she did brainstorming about topic will be discussed. It needed time about 10 minutes.

In the while learning activities, first activity was discussion. The teacher commanded the class to work in pairs. The teacher asked students to count 1-18 and students one by one counted from 1 until 18. The teacher then asked them to find their pairs. When they seek their pairs, they were very excited and the class was going to be crowded. After found their pair and sat together, the teacher instructed them to do the discussion to find the main idea with their pair from the texts given by her.

During this activity, the teacher just sat in the teacher's chair in front of class. She let the students working the discussion. The students were very active and enjoyed in doing the discussion with their friends. Sometimes they also came to the teacher to ask her about the context that they didn't understand yet. Then she gave them the shade information of the context that they asked. She asked the students whether they done or not yet. The students told that they had finished their task. After that, the teacher asked them to submit their task. One by one student submitted their work to the teacher. It needed time about 20 minutes.

Second activity was listening to the audio task. Teacher asked them to open their book at page 81; listening task about the invention of technology. But before it, she wanted to make sure whether students understood the meaning of word in book by asking them all the meaning of the difficult word there. Then, she switched on the audio that consist of some monologues about several inventions and students have to fill their answer in the book.

During the listening, the class was quite because the students listen to the audio seriously and carefully. Even though, the students seem difficult to answer the question. So, because of the teacher understood her students' condition, she played the audio several time so that can help the students finished their task easier.

After all the students have finished the task, she commanded the students to answer it together. The teacher guide students to find the right answer and gave summarizing to the students' correct answer and once praising. When the students made the mistake with their pronunciation, she helped the students to find the correct pronunciation by giving the clues, like, *tunel kah tanel kah pronounce nya?*. When the students also couldn't answer the question correctly, the teacher asked the other students whether they had other answer from the first or not, like, *other meaning?*. And also she gave the information of the correct answer if there was no exact answer from the students. It needed time about 25 minutes.

In the post-learning activities, the teacher asked the students to collect their answer sheet to her and gave the score for it. After all the class activities done, she reported them about what lesson will be learned in the next meeting. Finally, she greeted the students to close the activities and asked one student to lead for praying according to the each student's religion.

In this class the teacher is about 50:50 % spoke English. It happened because the students in this class were still in the beginner and intermediate level of English.

B. DISCUSSION

1. Students' Perception

a. The students' perception toward teacher talk while giving questions in the class

According to the students' perception in questionnaire, the teacher sometimes used the procedural question in managing the classroom. Unlike the procedural question, display and referential question are always used by the teacher in the classroom. The students stated that the teacher mixed these two questions to engage students in the content of lesson. And, from the interview result, mostly students perceived that the teacher used the referential question frequently than display questions.

When asked to choose between display and referential question, they preferred to like display question as their choice

because it just need a short answer and simpler, they said. However, the students hoped that referential question should asked by the teacher, because it is the most appropriate question in improving their ability in English because this kind of question offered the students to practice the target language, to think harder, and to hunt many vocabularies. It is supported by Richards & Lockhart (1996, p.187) statement, they stated that referential questions encourage to diverse student responses which are not short answers and which require student to engage in higher-level thinking and ability in search many new words or vocabularies.

b. The students' perception toward teacher talk while giving feedbacks in the class

After students answer the question, whether it was correct or incorrect answer, the teacher' usually responds them in various ways. As stated by Dinham, the responses given by the teacher to the students' performance in the classroom, called as feedbacks (Dinham, 2005, p. 35).

Based on the students' perception, if they answer correctly, the teacher usually appreciates their answer by giving some rewards or praising and summarizing. Also when they couldn't give the correct answer, the teacher usually ignored their answer and threw the same question to other students to answer it again. Sometimes, she also informed the correct answer to them directly. As found in

the case of study, feedbacks can be given by means of praise, by any relevant comment or action, or by silence (Richards & Lockhart, 1996, p. 189).

The students stated that, the teacher usually summarized their correct answer. She also appreciated their correct answer by giving a praising to them that can make them more motivated in learning English. Moreover, the students hoped that, after praising, the teacher should summarize their answer in order to make their answer clearer and can be understood by the other students, than just only a short praising from her.

When the students answered incorrectly, the teacher mostly ignored their answer and asked the other students with the same question. It happened because the teacher wanted to know the different answer from the other students until their answer close to the correct answer. On the other hand, they perceive that it is better if the teacher informed the correct answer, because they can know the correct answer directly. Harmer (2007, p. 97) also stated in the same way that, “rather than waiting for other students’ correcting their answer, sometimes, the students prefer correction directly from the teacher”.

Moreover, the writer found that the result of questionnaire is quite different with the interview result. In questionnaire result, students’ agreement toward teacher’ prompting for incorrect answer

is the highest percentage (92 %), but students' agreement toward teacher' information is only about (62 %). While, the interview showed the different result, that mostly students preferred the direct information of the correct answer from the teacher when they couldn't give the correct answer. This found is similar with Yanfen and Yuqin (2010) study that 84 % students prefer to be informed by the teacher.

With the good feedbacks, the students will not afraid trying to answer the teacher questions, although they did not believe with their answers. And also, they became more understood if the teacher summarized their answer or do it almost in the end of the lesson.

2. Kinds of Teacher Talk

a. The kinds of teacher talk used by the teacher while giving questions in the class

The writer found the differences between the questionnaire results with the fact in the classroom through observation result. The questionnaire's result shows that the teacher only sometimes used the procedural question in the class. This is inappropriate the fact in the class, the teacher was proved use the procedural question in all the three classes that the writer had observed. This discovery also proved the teacher statement that she always used the procedural question in the classroom as classroom procedures and routines and classroom management (teacher' interview result, September 16th

2015). In three observations, teacher used display question 16 times. One of the example the procedural questions, “*Ok, ready for learning?*” (Observation result, Tuesday, September 22nd 2015).

Based on finding of the three observations, reveal that there is a tendency for the teacher to employ more display question (59.45 %) than referential question (40.54 %). This finding is supported by study from Shim (2005, p. 81) that the teacher preferred using display question (15%) to referential question (7%).

Richard and Lockhart (1996, p.187) also concluded from the teacher that they have observed, the teachers tend to ask more display than referential question. These questions serve to facilitate the recall of information rather than to generate students’ ideas and classroom communication.

In the class that the writer had observed, the writer argued that, except the procedural question, the usage of the display and referential questions from the teacher was depended on the content that the students’ learned in the class.

Based on the first observation, the teacher used referential questions frequently than display because the class learned about giving opinion and the teacher used it to know the students’ comprehension about how to give opinion. So the students can share their thought and opinion deeply about something in the classroom. Like in the observation result, “*What do you think about people*

smoking around you?” (Observation result, Tuesday, September 22nd 2015). This situation also found in the Yanfen and Yuqin (2010, p. 83) analysis of teacher talk, in terms of questions types, it was found in observation that referential questions can motivate students’ interest to talk more effectively.

That is different with the second and last observation, the teacher used display question frequently than referential, because the class learned about the listening skill and the teacher just wanted to know the short answer from the student about the meaning of the word for example, like *“Word “that” is refers to?”* (Observation result, Friday, October 2nd 2015).

b. The kinds of teacher talk used by the teacher while giving feedbacks in the class

The writer have found that the teacher used all the types of teacher feedbacks during the three meetings of observation, there are included feedbacks for correct answer and feedbacks for incorrect and no answer.

During all the three meetings of observation, the teacher used informing (21.7 %), prompting (26.1 %), encouragement (13.0 %), criticizing (4.4 %), ignoring (34.8 %) as the feedbacks for incorrect answer. And for correct answer, the teacher used praising (47.6 %) and summarizing (52.4 %) in the class.

When the students answered incorrectly, the teacher mostly ignored their answer and asked the other students with the same question. It happened because the teacher wanted to know the other students' answer and give the opportunity to other students to answer it until their answer close to the correct answer. One of the examples of ignoring is "*other meaning?*" (Observation result, Saturday, 03 October 2015).

And for correct answer, the teacher used summarizing frequently than praising. It is supported by the teacher interview, she said, "*untuk jawaban yang benar, kami menggunakan summarizing*" (teacher' interview result, September 16th 2015).

Furthermore teacher talk is important for the teacher in English class, especially in giving questions and feedbacks for students. Referential questions can elicit students to produce higher-level thinking, meaningful words and sentences than display questions, thus lead them to reach much higher English language ability; also appropriate feedbacks can create a warm and encourage classroom atmosphere that can motivate the learners

The teachers also should try to understand what languages would be more efficient in creating an environment in which students feel more comfortable and more confident and become more involved in interactive activities in the English class.