THE ANALYSIS OF THE TEACHER TALKS IN TEACHING SPEAKING PROCEDURAL TEXT FOR THE SEVENTH GRADERS OF MTS SALAFIYAH SYAFI'IYAH SEBLAK JOMBANG

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Abstrak

Dalam mempelajari Bahasa Inggris, ada empat keahlian yang harus dikuasai oleh siswa. Salah satu keahlian yang harus dikuasai adalah keahlian berbicara. Ada beberapa teks yang harus diajarkan pada kelas menengah pertama. Salah satu teks yang harus dipelajari oleh murid menengah pertama adalah teks prosedur. Teks ini bertujuan untuk memberi petunjuk bagaimana untuk melakukan sesuatu melalui beberapa langkah-langkah (Depdiknas, 2004; 37). Dan melalui *teacher talk*, murid mendapatkan pemahaman tentang materi yang diajarkan. Dikarenakan oleh hal itu, *teacher talk* menjadi salah satu faktor dasar untuk mencapai kesuksesan pembelajaran. Penelitian ini bertujuan untuk menginvestigasi jenis dari *teacher talk* menurut teori Brown (2001) selama penelitian. Data diambil dari guru bahasa Inggris kelas tujuh SMP di Mts. Salafiyah Syafi'iyah Seblak Jombang. Guru membimbing siswa di dalam kelas selama penelitian berlangsung. Interaksi kelas antara guru dan siswa di kelas diobservasi dan direkam melalui perekam telepon genggam tanpa visual. Untuk melengkapi data, penulis juga membuat catatan selama observasi berlangsung. Kemudian data dianalisis menggunakan jenis-jenis *teacher talk* menurut teori Brown (2001). Hasil dari penelitian ini menunjukkan bahwa ucapan guru punya tujuan yang berbeda. Jenis *teacher talk* yang paling sering digunakan oleh guru adalah member pertanyaan, member informasi, pujian dan dorongan, tapi untuk bercanda sangat jarang muncul pada penelitian ini. Dapat disimpulkan bahwa penggunaan teacher talk yang tepat dalam menciptakan interaksi atau hubungan dalam kelas, dapat mengembangkan keahlian berbicara bahasa Inggris siswa. Disamping itu, guru juga harus menggunakan ucapan yang sesuai dengan tujuan untuk membantu siswa meningkatkan berbahasa Inggris.

Key Words: berbicara, teks prosedur*, teacher talk.*

Abstract

In learning foreign language, there are four language skills that must be mastered by the students. Speaking is an important skill in language teaching. There are some texts that must be taught in level of Junior high school. One of the texts that should be learned by junior high school students is procedure text. It has a purpose to give a clue how to do something through some steps (Depdiknas, 2004; 37). And through teacher talk, students almost get the understanding about material. Because of that reason, teacher talk becomes one of the basic factors in aiming the successful learning. This study aims to investigate the types of teacher talk based on Brown's theory (2001) during the observations. The data were collected from the teacher of seventh graders junior high school students at MTs. Salafiyah Syafi'iyah Seblak Jombang. The teacher led the class for two meetings. The classroom interactions between teacher and students in the classroom was observed and recorded on mobile recording without any visual supports. To complete the data, the writer used the observation check list to analyze the data and also took notes during the observations. The data were then analyzed using the types of teacher talk in the classes based on Brown (2001). The result of this study indicates that teacher utterances have different purpose. The most frequently used by the teacher are asking questions, giving information, praising and encouraging, but joking rarely appears in this research.

It was concluded that the use of appropriate utterances of types of teacher talk in creating an interactive learning classroom, could develop students' English speaking skill. Besides, the teachers would use their utterances for teaching English speaking to help students increase their English.

Key Words: *speaking, procedural text, teacher talk.*

INTRODUCTION

According to Harmer (2002), it is known that the importance of English in education is to communicate well because English is *lingua franca*. The function of English as the global language or *lingua franca* makes the Indonesian's government pushes their citizen to learn English. As known that English is a foreign language in Indonesia, students get English only in the classroom. They do not get English but in classroom because they do not use it as the communication language in public places. Because of the limitation of the using time of English, some difficulties come to appear. It is not only about the limitation of the using time, but also other reasons make it more difficult to be conducted, such as the subject of the language. Junior high school student is one of the subjects of language.

According to the character of junior high school students which are at the terrible age in this age, teens are ultrasensitive about how others thought about their changing physically and emotional selves along with their mental capability (Brown: 1999). The teacher should give extra power to teach them especially for English as the foreign language.
Based on standard competence of junior high school, seventh graders are expected to be able to express meaning in very simple short essay in the form of *procedure* to interact with the nearest environment (Depdiknas, 2007). Moreover, the objectives of teaching procedural text in the scope of spoken language to the seventh grader of junior high school is expecting the student to be able to give detail information about giving information how to do something in a form of monolog and or dialog. A procedure text is a piece of text that tells people how to do something. It is aimed to provide instructions for making something, doing something or getting somewhere (Anderson and Anderson, 1998:28).
Since talk takes the important role to achieve the learning goal in speaking procedure, the way of teacher talk may help the students to perform procedural monologue skillfully.

Since the English learning process in Indonesia is mostly takes place in the classroom and done by the guidance of the teacher, interaction between teacher and students also takes an important part in speaking procedural learning. It is supported by Ellis (1998) that interaction is considered to be the central of language acquisition, specially the interaction between teacher and students. The communicative teacher talk is also needed as the component of classroom interaction which plays in important role in achieving the objectives of speaking procedural learning process. Lynch (1996) explains that the verbal communication used by the teacher of EFL (English as A Foreign language) classroom is called "teacher talk".

Teacher should be able to use the language correctly, accurately, and fluently. Teacher should be the example for the students to use English fluently without many hesitations. Teacher also has to make sure that the utterance can be accepted well by the students. Lie (2009) states that a good teacher talk should be judged by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. The way teacher control the class interaction also can enhance students' understanding about the subject.

As Dagarin (2004) states that classroom interaction can be defined as two way process between the participants in the learning process. The teachers influence the learners and vice versa. Classroom interaction is crucial for teachers. By interaction, teachers can evaluate their teaching from students' response. Moreover, teachers can modify their teaching and seek the most appropriate way to teach students. Long (1996) argues that interaction facilitates acquisition because of the conversation and linguistic modification that occur in such discourse can provide learners with the input they need.

According to Chaney (1998), Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." which means that speaking is needed in many contexts. The statement also defines that when people do speaking with other, they also create communication and interaction. They can share everything through speaking and understand each other. Therefore, by doing such interaction, people can access information and knowledge from other speakers in a certain conversation. Brown (2001) explained that according to ESL curricula, the oral communication skill is simply labeled as listening or speaking courses. He also defines that the interaction between these courses applies especially in conversation. Therefore, speaking skill is considered as the closest one to daily life communication. In teaching speaking, teacher will find some problems because of the difficulties involved by the students. Brown (2001) expresses that language ego that informs people that "you are what you speak" makes the learners are reluctant to be judge by the hearer. As on Mark Twain's quip in Brown (2001) "it is better to keep your mouth closed and have others think you are ignorant that to open it and remove all doubt". Therefore, it is teacher job to provide a warm climate that encourages students to speak.

There are some interpretations of teacher talk based on different sources. Teacher talk is central in the language class not only for classroom organization and for the process of acquisition but also as a means for

controlling student behavior (Nunan; Allwright & Bailey cited in Liruso, 2003). The process of learning English as a foreign language is an interesting process because it includes a lot of factors that will support each other to get the aims. One of important factors is teacher talk. As Nunan (1991, cited in Xiao Yan 2006) points out "Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition". That is why, the role of teacher talk in the classroom will support students get their purpose of learning English because teacher is a facilitator that will help them.

Teacher talk also plays a very important role in the teaching process as an interactive device (Yanfen & Zhao Yuqin, 2010, p. 77). It means that during teaching process, the interaction between teachers and students happen constantly in the class. In other words, we can see that teacher talk in English classroom is one of special variety of the English language and special communicative activity. It is because in general, the goal is to communicate with students and develops student's foreign language proficiency.

As the importance of teacher talk in learning process, teacher talk also divided into two functions based on the influence of teacher talk during the learning process. According to Brown (2001), the function of TT is divided into two; indirect influence and direct influence. The first is indirect influence. They are dealing with feelings, praising and encouraging, joking, using ideas of the students, repeating student's response, asking questions. And the second function is direct influence. They are giving information, correcting without rejecting, giving directions, criticizing student's behavior, criticizing student's response.

Regarding the importance of teacher talk in speaking procedural learning process in the seventh grader of junior high school, this study investigates and analyzes the teacher talk in teaching and learning process in the seventh grader of junior high school during classroom interaction. This study also analyzes the type of teacher talk that is conducted in the class during the learning process. In this study, some observations were conducted in order to analyze the research question. It is done in order to obtain the real and comprehensible data. Furthermore, teacher can improve their teacher talk in order to get better success in teaching.

METHODOLOGY

Qualitative approach was used since the study attempted to identify the types of teacher talk in the classroom. The research took place at MTs. Salafiyah Syafi'iyah Seblak Jombang. This study observed one class at seventh graders at the range age of 12-13 years old. The participant of this study was a teacher who taught in seventh graders class.

The data of the study which is in the form of the teacher utterances were gotten through observation check list and field note. The researcher observed from the start of teaching until the end of teaching speaking procedural text without paying attention on the media that teacher uses at the class. In this case the researcher was as an observer. As an observer, she used sound recording to observe the teaching learning process and the observation check list to analyze the type of teacher talk that occur during the observation based on the indicator of the types of teacher talk. Here is the form of the observation checklist:

Types of Teacher Talk		Indicators	Yes	No
Indirect	Dealing with feelings	• Greeting the students • Asking the students condition		
	Praising and encouraging	• Praising the students after answering question • Encouraging students to continue • Trying to give them confidence • Confirming that the answer is correct.		
	Joking	• Making puns • Attempting to be humorous		
	Using ideas of the students	• Clarifying the idea of the student • Interpreting the idea of the student • Summarizing the idea of the student • Rephrasing the idea of the student		
	Repeating student response	• Repeating the exact words of the students contribution		
	Asking question	• Asking question to which the answer in anticipated		
Direct	Giving information	• Giving information • Giving opinions • Giving facts • Giving ideas		
	Correcting without rejection	• Telling the students who have made a mistake • Correcting the response without using words or intonation		
	Giving direction	• Giving direction • Giving request • Giving command • Directing various drill		
	Criticizing the student behavior	• Rejecting the behavior of the students • Trying to change the		

	non-acceptable behavior • Communicating anger • Getting displeasure • Getting annoyance • Dissatisfaction with what students doing		
Criticizing student response	• Telling the students that the response is not correct or acceptable • Communicating criticism • Displeasure • Annoyance • Rejection by word or intonation		

Adapted from Brown (2001)

There were three steps of data analysis. First step was identifying the teachers 'utterances based on the transcription and observation check lists. The second step was describing the types of teacher talk of each teacher's use of utterances by using the observation check list. The last step was drawing conclusion into basic of overall analysis. As the researcher used recorder, what the teacher say was listened repeatedly and transcribed. Then, the data was ready to be analyzed. As the transcript was made, the researcher organized all the data and analyzed it without changing the words or phrases that the students made.

RESULTS

During the observations, the writer found that all types of teacher talk were occurred. But both of the observation gave the different result. At the first observation, the writer found that all types of teacher talk occur during the teaching and learning process. And for the second observation, the writer found that three of the types of teacher talk did not occur, it was joking. There are 274 teacher utterances during the observations and here are the results of observations.

First Observation

The first observation was conducted on May 18th, 2015. The time used was 1 x 45 minutes. In this meeting, the writer found there were 128 teacher utterances. She also found all types of teacher talk in this first observation. Above are some results.

a. Dealing with feelings

During the first observation, the teacher did the dealing with feelings rarely done from all the types of teacher talk. In this section, dealing with feeling focused on students feeling during learning process in the class. There was only one utterance of dealing with feelings showed by the teacher at the first observation.

b. Praising and encouraging

During learning activities in the classroom, the teacher almost gave the students praises and encouragement to make them confident and confirm that their answers were correct. There were 24 utterances from 128 utterances of praising or encouraging showed by the teachers at the first observation.

c. Joking

Joking was the smallest frequency in the teacher talk types, and it was only found 1 from 128 utterances and only at the first meeting. This type of teacher talk occurred only at the first meeting. Like dealing with feelings, joking was aimed to make the students feel more comfortable. The teacher used joking in special contexts in the class. For example, in the first meeting, the teacher used joking to make a student answer the question or to encourage her to answer it correctly.

d. Using ideas of the students

In the classroom, the teacher was often using ideas of students. There were 5 utterances of using ideas of students from 128 teacher utterances that were showed by the teacher at the first observation.

e. Repeating students response

In the classroom, the teacher was sometimes repeating exactly the student response verbatim. There were 6 utterances of repeating student response verbatim from 128 teacher utterances that were showed by the teacher in the first meeting.

f. Asking questions

In the classroom, the teacher usually asked their students many questions. There were 39 asking questions from 128 teacher utterances that were made by the teacher during the learning process. It is the most type of teacher talk that teacher uses during the learning process.

g. Giving information

In the classroom, the teacher always gave information to their students in the classroom. There were 31 utterances of giving information from 128 teacher utterances showed by the teacher at the first observation.

h. Correcting without rejecting

In the classroom, the teacher rarely corrected their students without using rejection. There were only 2 utterances of correcting without rejection from 128 teacher utterances that was produced by the teacher at the first meeting.

i. Giving direction

In the classroom, the teacher always gave directions to their students. There were 17 utterances of giving direction from 128 teacher utterances that were made by the teacher at the first observation.

j. Criticizing the students behavior

In the classroom, the teacher sometimes criticized student behavior. There was only 1 utterance of criticizing student behavior from 128 teacher utterances showed by the teacher at the first observation. The following is the examples of criticizing student behavior by the teacher. This type of teacher talk in this study occurred in both of the meetings. According to the transcription, the teacher in the first meeting, criticizing

the student's behavior about the respond of the teacher question in answering the question in English. The way he criticized them by allowing of bahasa Indonesia if they did not know the word in English. The main purpose of criticizing student behavior was to control the class and also to make students still focus on the topic or the materials that the teacher gave to them.

k. Criticizing the students response

In the classroom, the teacher sometimes criticized student response. There was only 1 utterance of criticizing student response from 128 teacher utterances that was produced by the teacher at the first observation. Criticizing student response in the class happened only at the first observation. Sometimes the teacher criticized their response, if they made mistakes. However, the teacher was never angry with their students if they made mistakes. The aimed of criticizing student response was to make the student knew the correct answer and they would not make mistake in the next section. It was not bad if the student made mistake if they got question or new knowledge because it would make them understand and remember the correct answer.

Second Observation

The second observation was conducted on May 19th, 2015. The time used was 1 x 45 minutes. In this meeting, the writer found there were 164 teacher utterances. She also almost all types of teacher talk in this second observation. Beside are some results.

a. Dealing with feelings

During the second observation, the teacher did the dealing with feelings also rarely done from all the types of teacher talk. There was only one utterances of dealing with feelings from 146 teacher utterances showed by the teacher at the second observation. This type of teacher talk was the rare frequency of teacher talk. The teacher only used this type in the beginning of the class. Based on the examples above, we could see that when the teacher greeted their students they said "*How are you*?" It was one way to deal with students feelings, so that it would help teacher build a good atmosphere in the class. However, sometimes the teacher asked the students personally, for example, "*have you understood about the explanation*?" It would show that the teacher cared about the students' feeling during the class

b. Praising and encouraging

During learning activities in the classroom, the teacher almost gave the students praises and encouragement to make them confident and confirm that their answers were correct. There were 20 utterances of praising or encouraging from 146 teacher utterances showed by the teacher at the second observation

In each meeting, the teacher always gave the students praises or encouragement when they did a good job. According to the transcription, the praises always happened after the teacher asked some questions and the students answered them correctly. Therefore, this type of teacher talk was one way to make the students feel happy and become confident to answer all the questions from the teacher including knowledge question or other types of questions. When the teacher gave them praises, they would feel that their work was good. Besides praising, the teacher often gave the students encouragement to make them feel confident. For example, the teacher said "*thank you so much*" which would make the students comfortable because the teacher gave them spirit and confidence with their answer.

c. Using ideas of the students

In the classroom, the teacher was seldom using ideas of students. There only one utterance of using ideas of students from 146 teacher utterances that was showed by the teacher at the second observation. When learning process happened in the class, the teacher often gave many knowledge questions, and the students answered them shortly (only one word). According to this situation, the teacher was using ideas of students to help them answer them in complete sentences. For example, when the teacher asked "*what is the next step*?" the students only answered "*mendidihkan water*" and the teacher would complete the sentence "*okay, boil the water is the first step*." The aim of using ideas of students was to make the students used to using a complete sentence in every question that the teacher used.

d. Repeating students response

In the classroom, the teacher was sometimes repeating exactly the student response verbatim. There were 26 utterances of repeating student response verbatim from 146 teacher utterances that were showed by the teacher in the second meeting. Repeating student response verbatim occurred in all meetings. The purpose of this type of teacher talk was to make students know that their answer was correct. The teachers in all of the classes often repeated the students' responses or answers. When the teacher gave them a question "*What it is*?" and they answered "*Rose*" and the teacher repeated "*Rose*", the teacher wanted to make clear that it was the correct answer. In addition, this way would also make students feel happy that their answer was correct.

e. Asking questions

In the classroom, the teacher usually asked their students many questions. There were 58 asking questions utterances from 146 teacher utterances that were made by the teacher during the learning process at the second observation. It is the most type of teacher talk that teacher uses during the learning process. This type of

teacher talk was the most frequent in all of the classes. The teacher always asked questions to their students in the beginning until the end of the class. For example, the teacher asked them about what they felt and about the material or knowledge questions. In each meeting, when the teacher reviewed the previous material, they often used many question such as "*how many generic structures*?" and "*What is the next step class*?". In this section, the students would remember about the material or new vocabulary that they had from the previous meeting. Sometimes, the teacher used long question like "*what are the generic structure of procedure text*?", but the students could not answer it because they were confused of the meaning of the question. In this case, the teacher often repeated the questions several times.

There were some questions that had a purpose to check the students understanding about the material that was explained by the teacher. For example, the teacher asked "*Do you understand*?" or "*Do you know what I mean*?" after they explained or repeated the material.

In addition, there were also some questions to control the class. This kind of questions happened when the teacher gave the students an assignment in the class and they made noise. In this case the teacher was often checked their work and also controlled the class with question "*Finish*?" or called the name of students, "*finish class*?". It was useful because if the teacher asked this kind of questions, the students would keep silent and back to their work.

f. Giving information

In the classroom, the teacher always gave information to their students in the classroom. There were 26 utterances of giving information from 146 teacher utterances showed by the teacher at the second observation. The teacher in both meeting often gave information to the students when the students did not understand before. For example, the teacher often gave the meaning in Bahasa Indonesia of new vocabulary. When the teacher was giving information to the students, he usually used examples or gave them some clues so that the students would understand the meaning. For example, in the second meeting, the teacher gave information to the students by drawing some clues until they could catch the meaning.

g. Correcting without rejecting

In the classroom, the teacher rarely corrected their students without using rejection. There were only 2 utterances of correcting without rejection from 146 teacher utterances that was produced by the teacher at the second meeting. This type of teacher talk in this study occurred only at the second meeting. The teacher was always correcting the students' response if they made a mistake. For example, when the student answered incomplete sentence in the second meeting, the teacher corrected the word in the sentence that the student made. However, the teacher corrected the student's response without using intonation that indicated criticism. The aim of this type of talk was not intended to criticize them but to make them comfortable and confident to make correct sentences.

h. Giving direction

In the classroom, the teacher always gave directions to their students. There were 12 utterances of giving direction from 146 teacher utterances that were made by the teacher at the second observation. Type of teacher talk happened in all meetings. The teacher often gave their students simple command, such as, "***Open your book, Close the door,*** and ***Close your book***". Based on the transcription, the teacher often gave a set of instructions in a simple way to make their students used to using English utterances especially in the classroom. The teacher always called the class to attention before starting to give instructions. When instructions were long or complicated, the teacher would repeat it until the students understood. The aim of this type was to make the students able to listen and give responses if the teacher gave them direction.

DISCUSSION

Having explained each type of teacher talk by the English teacher, the writer would like to interpret the findings. Based on the result above, the types of teacher talk were performed in all meetings. Therefore, the frequency of teacher talk in this study was still dominant in all meeting because the center of the class was the teacher.

Types of Teacher Talk during the Observations

According the data collected, the teacher used asking questions more than giving information, giving directions or others type of teacher talk. The teacher produced the total of 274 utterances during two meetings observed. The most common type of teacher talk during the classes was giving questions; which amounted to 97 utterances of all the utterances. The second most common type was 57 utterances of giving information. And then the smallest type of teacher talk used by the teacher was joking. There was only one utterance of joking during two meetings.

Asking question is crucial to the way teacher manage the class, engage students with content, encourage participation and increase understanding (Darn, Freelance & Funda, 2010). The transcription showed that the teacher were asking questions to check or test students' knowledge. And in both observations, asking question almost takes 30% of the total utterances

during the first observation. In this meeting, the teacher used the asking question almost in all condition because it was the first meeting which discuss about the new material and it was procedure text. In this first meeting the teacher wanted to build the background knowledge by keeping asking question. In other situation, asking question was also used by the teacher to get response from the students. In addition, asking questions was performed to check students'understanding.

Giving information occurred less in all meeting. It was about 57 utterances out of 274 utterances. As in line with Yanfen & Zhao Yuqin's study (2010) that giving information was also in high number of teacher talk after asking questions. The teacher in the class explained more about the new material that the students never know before. Yanfen & Zhao Yuqin (2010) explained that the classroom is seen as the place to fulfill specific purpose and what students should do in the classroom is to listen to the teacher and accept what the teacher says as the truth and knowledge.

The data indicate praises and encourages by the teacher occurred in all meetings about 44 utterances. In this class, the teacher often used more asking questions and giving information than praises and encourages. Before the teacher gave praises and encourages during teaching process in the class, they often asked several questions which mean to gain the students understanding about the related material.

The last, joking was the smallest frequent of teacher talk type during the observation. It was occurred only one utterance out of 274 utterances during both observations. The joke utterance was used by the teacher during asking and answering questions in the middle activity. Joking is used to make the warmer condition during the learning progress and to encourage the student. This is in line with Chiasson's opinion (2002) that joke is an important element in teaching and it can contribute to a positive environment for learning. But, only in the first observation, the teacher used joking to encourage the students. In the actual situation, the teacher tried to make a joke, but the students did not get the joke because the students concentrate to the new material that they have. They focused to answer the questions that the teacher had given to them and the teacher kept giving the questions to gain the background knowledge of the students. He did not use joking to encourage the students. He used praises to encourage the students. Perhaps the teacher believed that joking was not appropriate with them because the junior level student did not really understand if the teacher gave those jokes especially in English. This condition makes joking rarely occur during the both meetings.

CONCLUSIONS AND SUGGESTIONS
Conclusions

This study was designed to find out the types of teacher talk used by the English teacher. This study also aimed at identifying the most frequent teacher talk type used by the English teacher and the features of teacher talk that occur during the observations. As the basic theory to analyze the data of the study, the writer was used seven types of teacher talk proposed by Brown (2001) and the features of teacher talk based on Walsh (cited in Morrow, 2006). After analyzing the data, she found that the teacher used all of teacher talk type which includes asking questions, giving information, giving directions and many others types of teacher talk. The teacher used a total of 274 utterances during two meetings observed. Among those teacher talk types, asking questions were the most frequently (about 97 utterances) used by the teacher, followed by giving information (about 57 utterances) and praises and encourages (about 44 utterances). So, the smallest frequent in this study was joking (only 1 utterance).

There are some reasons why the teacher used more asking questions than other teacher talk types. First, asking questions will build interaction among the teacher and the students. Second, asking questions will make the students usual to use it. Third, asking students many questions will make them try to understand the meaning of the questions, so that they will increase their vocabularies. Lastly, asking question was used by the teacher because they want to check students understanding.

Both of the observations showed that teacher-centered was still dominant. Most of the teacher talk types used by the teacher were asking question, giving information and praises and encourages because the teacher is the center of the class. On the contrary, joking was the smallest frequent of teacher talk type. This type of teacher talk happened only at the first observation and the teacher did not use it because they focused on the material and built interaction with the students through asking knowledge questions.

Suggestions

After describing the result of observation, there are some suggestions that may be useful to improve teaching process in the classroom.

Teacher should try to use appropriate utterances in creating an interactive learning classroom to develop students' proficiency. Teacher talk should aim at giving motivation for students to interact in the target language. Teacher should try to improve their English speaking ability through classroom practice and produce good grammatical English. If the teacher uses good

English sentences in the class, the students will imitate it directly. Teacher should try to increase students talk time rather than teacher talk time because it will good for the students to practice and increase their speaking English ability. Teacher can plan some activities that are emphasized on the students centered. This method helps the students able to produce the target language.

For the next researchers, this study can inform researcher and students who want to carry out for the research on the same theory of teacher talk types but in different field. It means that the findings in this study can be used as the input in conducting another investigation. Because the observer takes the procedure text as the framework of this study, the result can be different if the next researcher takes another text as the framework for her/his study. And perhaps they can focus not only on teacher talk types and the feature of teacher talk but also on students' responses. So, they can use the same theory but the object of research is different, such as in senior high school students.

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