

**AN OBSERVATIONAL STUDY ON VERBAL INTERACTION  
IN TEACHER-STUDENT TALK IN READING COMPREHENSION  
CLASSES IN ENGLISH DEPARTMENT OF THE COLLEGE  
OF TEACHER TRAINING AND EDUCATION  
IN WIDYA MANDALA CATHOLIC UNIVERSITY**

**A THESIS**

**In Partial Fulfillment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By :**

**YUSTINUS ADRIAN PIETER**

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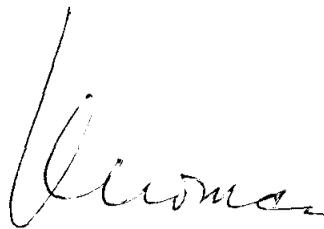
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## APPROVAL SHEET

(1)

This thesis entitled **AN OBSERVATIONAL STUDY ON VERBAL INTERACTION IN TEACHER-STUDENT TALK IN READING COMPREHENSION CLASSES IN ENGLISH DEPARTMENT OF THE COLLEGE OF TEACHER TRAINING AND EDUCATION IN WIDYA MANDALA CATHOLIC UNIVERSITY**

and prepared and submitted by Yustinus Adrian Pieter has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor.

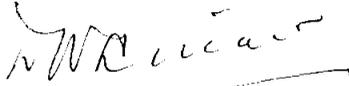


DR. Veronica L. Diptoadi, M.Sc.  
Advisor

**APPROVAL SHEET**

(2)

This thesis has been examined by the Committee on Oral examination with a grade of ..... on February, 1<sup>st</sup> 1999.

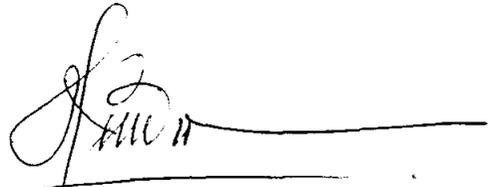


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Drs. B. Budiyono, M. Pd.  
Member



Drs. Hendra Tedjasuksmana, M. Hum.  
Member



Dr. Veronica L. Diptoadi, M.Sc.  
Member



Dr. Veronica L. Diptoadi, M. Sc.  
Dean of the Teacher Training  
College

Approved by



Dr. Agnes Santi Widiati, M. Pd.  
Head of the English Department

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## BIBLIOGRAPHY

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Appendix 2 : The Transcript of the English Interaction Classroom Discourse of  
Teacher B

## ABSTRACT

Pieter, Yustinus Adrian, **An Observational Study on Verbal Interaction in Teacher-Student Talk in Reading Comprehension Classes in English Department of the College of Teacher Training and Education in Widya Mandala Catholic University. S – 1 Thesis, the Faculty of Teacher Training, The English Department of Widya Mandala Catholic University Surabaya, 1999. Advisor : Dr. Veronica L. Diptoadi, M.Sc.**

Keywords : Teacher Talk, Classroom Interaction.

Nunan claims that there often seems to be an unsurmountable gap between theory and practice. Here teachers regard theory as something having little to do with everyday practical concerns. Theoretically, communicative language teaching suggests teachers to help learners in anyway that motivates them to work with the language. Practically, teachers seem to be the dominant figures in the interaction. This is supported by Brown by his statement which says that students are encouraged to deal with unrehearsed situations under the guidance, but not the control of the teacher.

Based on this fact, the writer conducted this study. This study is aimed at knowing whether or not, teachers, by their talk, are able to create an atmosphere that encourages students to learn more.

The subjects of this study consisted of two teachers from Teacher Training Faculty of Widya Mandala Catholic University. The first was labelled Teacher A as junior teacher and the second was labelled Teacher B as senior teacher. The observation was made four times for each teacher and also recorded in different cassettes. The data from the cassettes were transcribed and the analyzed by using the Flanders' Categories for Interaction Analysis System proposed by Ned A. Flanders.

After analyzing the data, the writer found that both teacher dominated the talk during the classroom interaction. Teacher A dominated the talk through Indirect Teacher Talk by "Asking Questions". It shows that the teacher opens the way for the students to respond until some extent. Teacher B dominated the talk through Direct Teacher Talk by using "Explaining or Informing". It shows that Teacher B limits students freedom to give respond so that the students became passive listeners.

It is suggested that both teachers should create interactive settings through their talk or interesting activities which later can promote learning for the students. The materials should also be considered so that they may be in accordance with the student's level of difficulty. The results of this study cannot be generalized and applied to larger population as it was an observational study that is only concerned with a particular subject under report.