



THE TEACHER TALKS IN TEACHING READING COMPREHENSION

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Abstract

Teacher talk is important, not only as the object of the course, but also as the medium to achieve the teaching objective. Concisely, the organization and the goal of teaching in classroom are achieved through teacher talk. Therefore, this study aims to find out the teacher talks in teaching reading comprehension. The method applied in this study was qualitative approach and descriptive method. The subject of this research was the ninth grade teacher at SMPN 9 Banjarmasin. The data were collected through observing the teacher talks in teaching reading comprehension. Supporting data were also added from interviewing the teacher. In addition, audio visual-materials were used in observing and interviewing process. The data was analyzed using The Foreign Language Interaction Analysis (FLINT) model in Brown (2001). The result showed that the entire teacher talks categories appeared in this study, they were dealing with feeling, praising and encouraging, using ideas of students, repeating students verbatim, asking questions, giving information, correcting without rejection, giving directions, criticizing student behavior and student response. Hence, the category of teacher talks that did not appeared in this study was joking. It is suggested that teacher should apply more the use of students' idea category that are found meaningful to the students reading comprehension activities in classroom. Teacher also needs to make some jokes. Therefore, the teaching and learning situation will not too tense. Finally, it is suggested for other researchers to conduct similar research about teacher talks with different research framework and model in order to find the deeper data.

Key words: *FLINT analysis, reading comprehension, teacher talk teaching reading comprehension,*

INTRODUCTION

Classroom is the main place where the students are frequently exposed to the target language. In the classroom, teachers simplify the speech, giving of many characteristics of foreigner talk and simplified the styles of speech in order to communicate with their students (Richards, 2009). According to Ellis (2003) classroom process research has taken different forms, they are interaction analysis, discourse analysis, and teacher talk. All of these classrooms process, from giving instruction to questioning or disciplining the students, providing the feedback, involve teacher talk. In this case, the study on teacher talk has become one of the most important parts of the classroom research.

Teacher talk is important, not only for management of classroom but also the process of acquisition in classroom (Fatchul Mu'in, Dini Noor Arini, and Rosyi Amrina, 2018). In the process of management of the classroom, teacher talk is influential because it is through language that teachers either succeed or fail in achieving their teaching plans. However, in circumstances of acquisition, teacher talk is important because it is apparently the major source of comprehensible target language

input the learner is likely to receive. The following figure is the function of teacher talks described by Richards (2009):

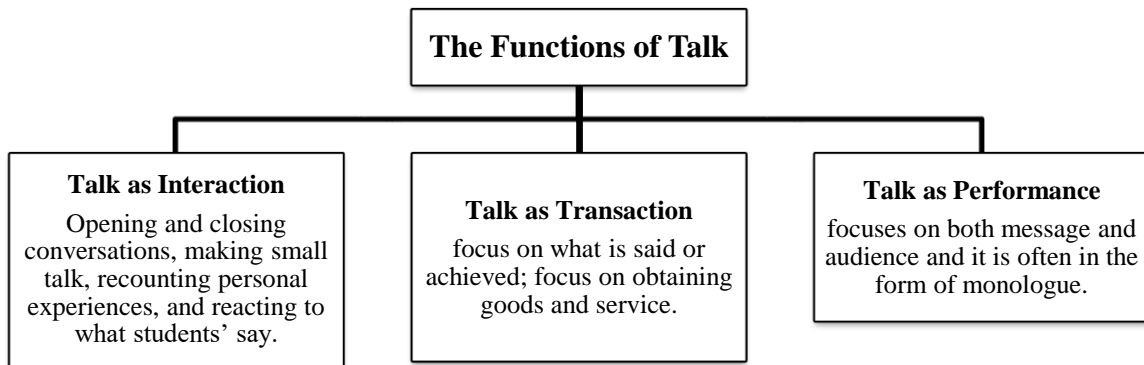


Figure 1. Functions of Teacher Talks

Teacher plays important roles as a language models to be imitated by the students in teaching and learning activities in the classroom. Fatchul Mu'in (2019) stated that discussion about talks must be related to socio-cultural aspects. Relations language and socio-cultural aspects can be explained as follows: (1) the language is arbitrary, the results of social agreement, (2) language competence is obtained or learned through the social environment, (3) the language is used for social interaction, and (4) the act of language is influenced by the language norms that apply in a particular language community. In this case, it cannot be denied that a teacher in teaching process carries out some specific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. These activities will necessarily facilitate the students to perform the similar things in communicating with each in the classroom interactions designate by the teacher. Therefore, teacher talk should be clear which should contain no errors.

There are three main reasons for the growing interest in teacher talk and they relate to different roles of teacher; as provider of input, as facilitator of communication, and as instructor (Richards, 2009). First, there is a link between learners' comprehension and their progress in the foreign language. Second, studies have indicated that the way teachers talk influences the way learners use the language. The last, it has been realized that directing the students' attention toward the teaching focus is not easy.

Mariani and Mu'in (2007) stated that language is not only a means of communication but also it is a means of creating and maintaining social relationship among speakers of the language. In addition, Nurpahmi (2017) stated that the language used by teachers should always serve the objectives of providing students' acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication. These objectives will be complete if the teacher language is appropriate in terms of pronunciation, grammar, and word collocation for the students in accordance with their language competence, experience, and proficiency.

Studies show that the use of teacher talks gave positive effects to the students. A study by Pujiastuti (2013) stated that giving direction and lecturing showed a high percentage which the teacher led the flow of interaction. Moreover, many display questions giving by the teacher have motivated the students to give their responses in classroom. In accordance of the previous study, a study conducted by Sofyan and Mahmud (2018) revealed that teacher talks in asking question category dominate in the classroom, the teacher asked questions to the students and the students responded it well by speaking eagerly, which means it is have beneficial function to the students.

The previous studies have shown the positive effects of teacher talks in classroom interaction. The researchers of those previous studies focused on the types of teacher talks and students talk

occurred in teaching and learning activities. Furthermore, the previous studies using FIAC (Flanders Interaction Analysis Categories) to observe their study. However, the researcher focused on the teacher talks by using FLINT (Foreign Language Interaction) analysis model. The researcher chose to discover and only focus on the teacher talk in teaching reading comprehension.

The teacher talk is likely to be the major source of language input for the students. Nowadays, teacher mostly tends to go by the book to give instructions or explanation to the students in teaching and learning process. In terms of learning reading, students face some difficulties that will be affected to the students. In this case, the teacher talks during teaching and learning process is very essential. Therefore, the teacher must facilitate students to learn reading skill in order to help them comprehend with the text they read in a meaningful way.

This study tries to find out the teacher talks in teaching reading comprehension for the ninth grade students of SMPN 9 Banjarmasin. The researcher considered the main reason which is the active use of English in the teaching process. The researcher considered the main reason which is the active use of English in the teaching process. Therefore, the subject of this research was the teacher at SMPN 9 Banjarmasin. Besides that, this school is one of the favorite schools in Banjarmasin. This research result is hoped to be able to give insight on the teacher talks used by the teacher and help teacher to stimulate the students on comprehension activities in classroom.

From the background of the study, the researcher formulates research question, “What are teacher talks used in teaching reading comprehension for the ninth grade students of SMPN 9 Banjarmasin?”

METHOD

In this research, the researcher used a descriptive study. The researcher provided a description focusing on the teacher talks in teaching reading comprehension. The description was provided by observing the teacher talks in the teaching and learning process, and interviewing the teacher. This study employed a qualitative technique. This technique help the researcher got the real data in teaching and learning activities. In this case, the researcher did not give any efforts to change the situation in classroom.

In order to choose the subject of this study, the researcher considered the main reason which is the active use of English in the teaching process. Therefore, the subject of this research was the teacher at SMPN 9 Banjarmasin. In order to choose the subject of this study, the researcher considered the main reason which is the active use of English in the teaching process. Therefore, the subject of this research was the teacher at SMPN 9 Banjarmasin.

In order to find out the teacher talks in teaching reading comprehension, the researcher considered the appropriate instruments to obtain the data which were observation, interview and audio-visual materials. The researcher used observation sheet to categorize and noted the teacher talks based on the Foreign Language Interaction Analysis (FLINT) Model. According to Foreign Language Interaction Analysis (FLINT) Model in Brown (2001:170), there were 2 influences of teacher talks, indirect influence and direct influence. In total there were eleven categories of teacher talks. The eleven categories of teacher talks then broken down into some indicators which the researcher included in the observation sheet. In conclusion, there were 38 statements of teacher talks that the researcher observed. The researcher noted down the teacher talks which appeared on the teaching and learning activities in classroom.

This research used semi- or partially structured interview. According to Ary (2010:438) semi- or partially structured interview is when the interviewer may modify the format or questions during the interview process. This interview conducted to gain information that cannot be obtained through observation, or verify observation results. Therefore, the functions of interview in this research were to supply large volumes of in-depth data. In this study, the interview was carried out after the classroom observation at SMPN 9 Banjarmasin.

In this research the researcher used videotapes to record the teacher talks' on the whole process of observation and audio-recorder to collect the data in the process of interview. In order to measure the validity of those instruments, the researcher used expert judgment method.

In qualitative study, treatment for the participants was not required. It means there was no effort or treatment for the researcher to manipulated variables or controlled the activities of teacher in the classroom (Fraenkel, Hyun, and Wallens, 2012:450). The researcher chose the classes in ninth grade of SMPN 9 Banjarmasin that were taught by the same teacher. Furthermore, the researcher had 80 minutes in each meeting to observe the teacher' activities in the classroom. The researcher observed the teacher two times in each classroom. In total, there were 6 meetings. In addition, the researcher conducted the interview face-to-face with the teacher regarding their responds on the use of teacher talks in classroom.

In this study, the data was analyzes by using Creswell method. According to Creswell (2014:247) the stages of analyzing data in qualitative study consist of organizing and familiarizing the data, coding and reducing the data, as well as interpreting and representing the data. On the first stage, the observation and interview results were organized. The second stage, the observation results and the interview transcript were coded into a number of categories in order to find out the teacher talks in teaching reading comprehension. Then the researcher selected which data are used to get the result of the research problem. In conclusion, coding of items was done in order to recognize differences and similarities of the data. The researcher took the valid data to be presented in findings. This study used the FLINT Analysis Model to code the data which is the following:

| VARIABLE | CATEGORIES | INDICATORS | CODING |
|--|----------------------------------|---|---------|
| TEACHER TALK | 1 Dealing with feeling | 1. Teacher accepts and clarifies the feeling of the students in positive way. | *1 (1) |
| | | 2. Teacher accepts and clarifies the feeling of the students in negative way. | (2) |
| | | 3. Teacher predicts the students' feeling. | (3) |
| | | 4. Teacher recalls the students' feeling. | (4) |
| | 2 Praising or encouraging | 1. Teacher praises and offers encouragement by focusing on effort (seat-time) rather than on product. | *2 (1) |
| | | 2. Teacher encourages students by praising student growth in accuracy of responding. | (2) |
| | | 3. Teacher offer encouragement to the students on the academic task by emphasizing that students gain in fluency (a combination of accuracy and speed of responding). | (3) |
| | | Work Product: Student Goal-Setting 4. Teacher offers praise when the students successfully set and attain a goal. The praise statement states the original students' goal and describes how the product has met the goal. | (4) |
| | | Work Product: Using external standard 5. Teacher praise and evaluates the students work product against some external standards. | (5) |
| | a. Joking | 1. Teacher tells jokes to the students (intentional joking, kidding, making puns, and attempts to be humorous, etc.). | *2a (1) |
| | | 2. Teacher tells jokes properly to allow students to feel as part of the class and to contribute without feeling exposed and vulnerable. | (2) |
| | 3 Using ideas of students | 1. Teacher acknowledges the students ideas by repeating the important part of the students says. | *3 (1) |
| | | 2. Teacher modifies students' ideas by remaking the ideas. | (2) |
| 3. Teacher uses students' ideas to reach conclusions or go to the next step. | | (3) | |
| 4. Teacher compares students' ideas with the ideas they have | | (4) | |

| | | | |
|--|---|-----|-----|
| | spoken previously. | | |
| | 5. Teacher summarizes what the students have described (individually or in groups). | (5) | |
| | 6. Teacher accepts suggestions by a student. | (6) | |
| a. | 1. Teacher repeats the exact words of students after they participate. | *3a | (1) |
| Repeating student response verbatim | 2. Teacher repeats the students' ideas after they participate. | | (2) |
| 4 Asking questions | Lower level convergent questions: The information that leads to one right answer or to recognize best answer. | *4 | |
| | Memory (knowledge) | | |
| | 1. Teacher asks the students to recall information, ideas, and principles in the approximate forms in which they have learned. | | (1) |
| | Comprehension (Understanding) | | |
| | 2. Teacher asks to use the information in students' memory and restate it in their own words. | | (2) |
| | Higher level divergent questions: Thinking in different directions | | |
| | Application (solving) | | |
| | 3. Teacher asks students to select, translate, and use data and principles to complete a problem with a minimum direction; solve new problem. | | (3) |
| | Analysis | | |
| | 4. Teacher asks the students to compare and contrast distinguishes, classify, and relate ideas; break the knowledge down into parts in order to understand the material. | | (4) |
| | Synthesis (Creating) | | |
| | 5. Teacher asks the students to put information about the topic back together in new and creative ways. | | (5) |
| | Evaluation questions (judging) | | |
| | 6. Teacher asks the students to appraise, assess, or criticize on the basis of specific standards and criteria | | (6) |
| 5 Giving information | 1. Teacher gives facts or opinions about the content or procedures. | *5 | (1) |
| | 2. Teacher asks the students to express their ideas. | | (2) |
| | 3. Teacher asks rhetorical questions. | | (3) |
| a. | 1. Teacher tells students who have made a mistake the correct response without using words or intonations which communicate criticism. | *5a | (1) |
| Correcting without rejection. | 2. Teacher corrects the students' mistake directly. | | (2) |
| 6 Giving directions | 1. Teacher gives directions, commands, or orders with which the students are expected to comply. | *6 | (1) |
| | 2. Teacher tells the goals and limitation of the task. | | (2) |
| | 3. Teacher suggests the steps that will be taken. | | (3) |
| | 4. Teacher reminds the main points to be discussed. | | (4) |
| 7 Criticizing student behavior | 1. Teacher tells statement in order to change the student behavior from non-acceptable to acceptable pattern. | *7 | (1) |
| | 2. Teacher bawls someone out. | | (2) |
| | 3. Teacher states why he/she is doing what he/she doing. | | (3) |
| a. | 1. Teacher informs the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, and rejection in terms of words or intonation. | *7a | (1) |
| Criticizing student response | 2. Teacher approaches students' response as feedback in order to change students' responses. | | (2) |

Table 1. Coding of FLINT Model

Then on the last stage, the data was interpreted and represented. The conclusion of the data was taken from the findings and it was combined with the theory of experts. It was written in the discussion part as the conclusion in this research.

RESULT AND DISCUSSION

This research had been done at SMPN 9 Banjarmasin on August 21 until September 13, 2018. The researcher chose the subject of this research was the English teacher at SMPN 9 Banjarmasin. There were some reasons why the researcher chose the English teacher as the subject of this research. First, the English teacher at SMPN 9 Banjarmasin handles 6 classes out of 8 classes in the ninth grade. Second, the teacher at SMPN 9 Banjarmasin has an active schedule in this semester that helps the researcher to collect the data. Third, the teacher used English in the classroom actively.

The researcher took 3 classes as the samples that were taught by the same teacher. There were class IX A, IX B, and IX F and took the data twice in each meeting. In total, there were 6 meeting that researcher observed. In this research, observation and interview were used to collect the data.

The findings obtained from 6 times observation, interview, and audio-visual materials. The researcher described the finding on the observation, interview, and documentation to answer the objectives of the study about the teacher talks' in teaching reading comprehension.

For each class in class IX A, IX B and IXF the observation conducted for two times. The observation focused on the teacher talks or teacher utterances in the classroom using FLINT model.

1. Dealing with feelings

This first category in Foreign Language Interaction Analysis (FLINT) model includes the discussion, acceptance, referring to and communicating the students feeling in past, present or future time. Here were the transcriptions:

Extract 1. *1(1)

T: "Dinda Raka, pay attention please"

"What happened?"

S: "*He makes me mad*"

T: "Why Raka? Come on, say something. Do not bother her, okay?"

S: "Yes"

T: "It's okay, din"

These talks appeared in the middle of teaching process in Meeting 1. The transcription showed the discussion between the teacher and her students about their misunderstanding. The utterance in the transcription "*What happened?*" was the ways of teacher asking to the students' story.

The teacher did the discussion with the students and tried to reveal about the problem by asking questions. The teacher questions showed that the teacher was curious about the story. The utterances in the transcription "*Do not bother her, okay?*" and "*It's okay, din*" were the teacher attitude make the student felt accepted in a positive way.

Extract 2. *1(1)

T: "Please come forward, don't be shy"

"Maybe you can just tell me"

This talk appeared in the middle of teaching process in Meeting 3. This teacher talk occurred when the teacher asked the student to come in front of the class to make a conclusion based on the student words. However, the student felt shy to express her ideas. In this case, the word "*Please come forward, don't be shy*" was the teacher attitude to accept the feeling of the students in positive way.

Extract 3. *1(3)

T: "How are you today?"
S: "I'm fine thank you"
T: "I can see your smile, Keysha"

This talk appeared in pre activity in Meeting 5. The utterance in the transcription "*I can see your smile, Keysha*" showed the teacher predict the student' feeling. It created positive effect between teacher and students, because of the teachers' attention.

2. Praising and Encouraging

Praising and encouraging is important in the teaching and learning process, not only for certain student but also for all students. This category was the appreciation of the students' contribution, and it was important to motivate the students in classroom.

Extract 4. *2(1)

T: "Great! Smart student"

This teacher talk appeared in the middle of teaching process in Meeting 1. In this transcription, the teacher was praised the students' answer by saying "*Great, smart student!*". It aimed to appreciate the students' answer; it made the student feel motivated in the teaching and learning process.

Extract 5. *2(2)

T: "Alright good! All of you can answer my questions"

This utterance occurred in meeting 2 when the teacher asked the students about the flood phenomenon in Indonesia. In this case, the teacher provided encouragement to the students by praising student growth in accuracy of responding the material.

Extract 6. *2(4)

T: "Please submit your worksheet to me"
"Excellent group 3 and you only have 2 mistakes"
"Give applause to group 3"

These talk appeared in the middle of teaching process in Meeting 3. In this transcription, the teacher praised a group of student who only has 2 mistakes. The teacher's utterance "*Excellent group 3, you only have 2 mistakes*" and "*Give applause to group 3*" implied that the encouragement was good motivation for students in order to make they feel motivated in learning and praise them by giving the appreciation in the end of the exercise that they have done.

3. Using ideas of students

Teacher's attention to students' contribution in classroom is important to appreciate the students' works. One of the attentions was using the ideas of student. The utterances below showed the teacher's utterances in using ideas of students.

Extract 7. *3(1)

T: "Where do they live?"
S: (Raise their hand)
"The Arctic and Antarctic waters"

T: "Yes, good job. The answer is in the Arctic and Antarctic waters, which are in very cold water"

These talk appeared in the middle of teaching process in Meeting 4. The utterance above occurred when the teacher opened the question and answered session in the while activity about the Blue Whales. One of the student raised hand and answered the teacher' question. By repeating the important part of the student says, it meant that the teacher acknowledge the student ideas.

Extract 8. *3(6)

S: "Slow down, I want to wrote"
T: "I will repeat the definition once again"

This utterance in meeting 3 implied that the teacher accepted suggestion from the students.

4. Repeating student response verbatim

This category was related to the use of idea of the students by repeating the exact words of the students after they participated. The conversation could be seen in these following transcripts:

Extract 9. *3a(1)

T: "What do you see in this picture?"

S: "Hutan"

"Forest"

T: "Yes, forest"

Extract 10.*3a(2)

T: "What happened with our forest nowadays?"

S: "Gundul"

T: "Why is it like that?"

S: "Because people cut the forest"

T: "Right, because people cutting down the trees"

In meeting 6, the class was discussing the passage entitled 'Rain Forest'. The teacher asked some students their knowledge about rain forest in Indonesia. From the teacher utterance "*Yes, forest*" and "*Right, because people cutting down the trees*" implied that the teacher repeated the students' answer to highlight or point out his or her answer to their friends.

5. Asking question

Asking question is one of the teacher's ways to make students participated actively in teaching and learning process. Here were the transcripts of the related conversations:

Extract 11. *4(1)

T: "What is the measurement to measure an earthquake, anyone knows?"

"For those of you that usually watch a TV, you might know the answer"

S: "Ritcher scale bu"

T: "Nah, excellent!"

In meeting 2, the class was discussing the passage entitled 'Earthquake'. The teacher asked some students their basic knowledge about earthquake. From the teacher utterance "*What is the measurement to measure an earthquake, anyone knows?*" implied that the teacher asked the student to recall information which they have learned before.

Extract 12. *4(1)

T: "Where do you know in South Kalimantan?"

S: "Mandiingin"

Extract 13. *4(1)

T: "Why it is called rain forest?"

S: "Because it rains everyday"

T: "Good answer"

In meeting 6, the class was discussing the passage entitled 'Rain Forest'. The teacher asked some students their knowledge about rain forest. From the teacher utterances "*Where do you know in South Kalimantan?*" and "*Why it is called rain forest?*" implied that the teacher asked the student to recall information, ideas which they have knew or learned.

Extract 14. *4(2)

T: "How do you know?"

S: "We can find the information"

T: "What kind of information?"

S: "Information about the blue whale"

In meeting 4, the teacher asked some questions related to the material to the student. It can be seen from the transcription, the teacher utterances "*How do you know?*" implied that the teacher asked student to use information in students; memory and restate it in their own words.

Extract 15. *4(4)

T: What happened with our forest in Indonesia nowadays?’

S: “Gundul”

T: “Why is it...”

S: “Because people cut the forest”

In meeting 6, the teacher discussed a passage entitled ‘Rain Forest’. This passage told about the story of rain forest in the world. At that time question and answer session were ongoing. To initiate students’ participation in the discussion of the material, the teacher asked the student to have a deep talk about forest in Indonesia. The teacher utterance “*What happened with our forest in Indonesia nowadays?*” implied that the teacher asked the students to compare and contrast with the related ideas in the passage in order to understand the material.

Extract 26. *4(4)

T: “Why it is endangered?”

“Why blue whales endangered?”

The teacher utterances in meeting 4 implied that the teacher asked the students to break down the knowledge they have discussed before in order to understand the material.

Extract 17. *4(5)

T: “That is true, especially in Jakarta ya”

“Do you have any suggestions or solution for the flood in Indonesia?”

In this meeting 4, teacher asked the students to put information about the topic back together in creative ways in order to make the student express their ideas.

6. Giving information

Giving information was a teacher’s effort in transferring the information or knowledge to the students related to the teaching and learning materials that had been discussed. The utterances below showed us the teacher’s utterance in giving information to the students.

Extract 18.*5(1)

T: Procedure text is a text that designed to describe how something is achieved through some steps or actions”

In meeting 3, the teacher talk occurred when the teacher invite the students to share their ideas about the procedure text, at the end the teacher told the definition of procedure text based on her opinion.

Extract 19.*5(2)

T: “Right”

“Then, the second paragraph, we can find the specific information about the blue whale”

“About how it looks like, size, weight. And what else?”)

S: “*Asalnya*”

T: “Yes, the origin ya.

S: “The food”

These teacher talks occurred in meeting 4 when the teacher asked the student about the specific information of the blue whales. It showed that the teacher gave the clues and asked the students to express their ideas until their reach the conclusion.

7. Correcting without rejection

In this case, rejection will not give a good influence to the students; instead, it will make students feel un-confidence to express their ideas. The utterances of correcting without rejection could be seen below:

Extract 20. *5a(2)

T: “Yes, very good. Now, the second and third paragraph. Ana please?”

S: (Student read the text)

T: “Not the whol, but whole”

“Not this yir, but this year”

The teacher utterances in meeting 6 implied that teacher corrected the students' mistake directly. The teacher told students who have made a mistake in pronunciation.

8. Giving direction

Giving direction category referred to the teacher's direction, requests or commands that had to be followed by the students. The teacher talk of giving direction could be seen below:

Extract 21. *6(1)

T: Group 1, please write your answer on the board

The utterances showed that the teacher give command or direction to the students with which the students are expected to comply.

Extract 22. *6(3)

T: "Look at your book. On the bottom page please. I will choose one student to read the text, and the other will continue to read"

In meeting 2, the teacher gave suggestion to the students about the steps that will be taken later. Based on all of this teacher talks, it means that the teacher gave clear direction to the students to do something related to the learning activities.

9. Criticizing student behavior

Criticizing student behavior was rejecting non-acceptable students' behavior such as communicating anger, displeasure, annoyance, dissatisfaction, with what students were doing. The teacher talk of criticizing students' behavior could be seen below:

Extract 23. *7a(1)

T: "Please pay attention to me!"

This utterance occurred in meeting 2 when the class was noisy because the teacher wants to explain the next steps that will be taken.

Extract 24. *7a(3)

T: Eva pays attention please! Do you hear me? Listen to me!

"Don't make me angry, we go to school to study, not for talking to your friend, do you want to have a point in your book?"

This utterance occurred in meeting 3 when the class was noisy because the students were busy keep talking each other while teacher explain the material and the teacher asked them to be quiet and pay attention. In criticizing student behavior, most of the teacher's utterances were intended to manage the classroom and to keep the students paying attention and listening to the teacher.

10. Criticizing student response

This category occurred when the teacher told the students that his/her response was not correct by words and intonation. The teacher talk of criticizing students' response could be seen below:

Extract 25. *7a(1)

S: "Fire they home"

T: "They or their?"

S: "Oh Fire they home bu"

This utterance occurred in meeting 4 when the question and answer session. The class was discussing about endangered animal. One student answered the teacher question in the wrong word. Then, the teacher corrected her mistake using the higher intonation and giving two choices. Finally, the students realized her mistake and immediately correct it.

Based on the six times observation in English teaching and learning activities at SMPN 9 Banjarmasin that were done by the researcher, it showed that most of the utterances of teacher talks' categories occurred in each classroom meeting, they were dealing with feeling, praising and encouraging, using ideas of students, repeating students verbatim, asking questions, giving

information, correcting without rejection, giving direction, criticizing students behavior and the last was criticizing students response.

Dealing with feeling category occurred in the middle of activity of discussion session. Based on the finding that researcher found, the teacher talk appeared when two students misunderstood and the teacher asked and discussed the problem with the students directly. In this case, the teacher created the attitude to accept the students' feeling in positive way. There was a need for the teacher to be aware and appreciate the problem of students. The fact showed that most of the students feeling shy to express their ideas were the teacher concern. In this case, it is important for the teacher to predict student feeling. The understanding from teacher and the right ways handling the students feeling will be able to comfort the students. In conclusion, the teacher produced the talks in order to help the students' problem by letting them know that they would not be left to face their own problem in classroom.

A tool that can be a powerful motivator for students is teacher praise. Praising and encouraging was important since it determined the relationship among the teacher and students. The teacher could support the students by praising what they have said or done was valued. Burnett (2001) stated the effective teacher praise consists of two elements; a description of student academic performance or general behavior and a signal of teacher approval. In this observation, the researcher found in the meeting 1, the teacher was praised the students' answer by saying "*Great, smart student!*" It aimed to appreciate the students' answer on the general behavior; it made the student feel motivated in the teaching and learning process. Moreover, teacher praise occurred in meeting 2, the teacher was praised the students' in accuracy of responding by saying "*Alright good! All of you can answer my questions*". It means that the teacher gave a description of student academic performance. This teacher talk is helped the students to be more confident to deliver their ideas. As stated by Harmer (2001), the motivation that brings students to the task of learning can be affected and influenced by the attitude of a number of people. By giving applause it created a good attitude for the teacher and student, and then good attitude would bring good influenced in classroom.

Using ideas of students was one of the categories of teacher talks. According to Brown (2007) teacher's attention to student's contribution is a great appreciation for students' works. Some ways of expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. The teacher can start a discussion based on student's ideas by rephrasing them but still recognized as students' contribution. In meeting 4 the utterance occurred when the teacher opened the question and answered session in the while activity about the Blue Whales. One of the student raised hand and answered the teacher' question. By repeating the important part of the student says, it meant that the teacher acknowledge the student ideas. Essentially, the intention of creating talks in the form of sentences are (a) to inform something or someone to the audiences; the sentences created are called statements (declarative sentences), (b) to questions about something or someone in the forms of interrogative sentences, (c) to ask or command someone to do something; the resultant forms are imperative sentences, and (d) to show a surprise on someone or something; the resultant forms are exclamatory sentences (Fatchul Mu'in, 2008). Using ideas of students in classroom discussion is one way to encourage the students to be more confident and to show them that their ideas are valuable. In this six times observation, the researcher found that the teacher always have attention to the students contribution. There are several items that teacher used such as repeating the part of students says, modified and remake the students ideas, compared the student ideas with the ideas they have spoken previously, summarize what students have described, and reach the conclusion to the next step. In conclusion, teacher helped the students to gain their goal of comprehension and intellectual identity by respecting their mind and ideas and encourage their independent thinking.

Repeating students' response occurred when the teacher repeated the exact words of the students after they participated. The examples of this talk found in extract 15. At that time, the class was discussing the passage entitled 'Rain Forest'. The teacher asked some students their knowledge about rain forest in Indonesia. From the teacher utterance "*Yes, forest*" and "*Right, because people cutting down the trees*" it showed that the teacher repeated the exact words from the students to clarify and to show that her answer was correct.

The teacher frequently used the questioning category by asking question to the students to initiate the interaction in classroom. It encouraged students to think and use their ideas that they had to participate in teaching and learning process. The example of asking question categories appeared on the meeting 2 at IX A class while the teacher discussing the materials to the students. The teacher asked students in extract 11 it reflected that teacher asked student to recall information, and ideas from what they have learned before. It was also to make sure either the other students pay attention to the material that the teacher asked. However, the main point was to invite the student to participate in the discussion. In contrast with Pujiastuti (2013) study, this research found that the teacher gave many referential questions rather than display question. These referential questions are mainly used as brainstorming the topics and gathering the ideas from students. Teacher should consider that every student is unique with their own divergent learning styles (Arapah, E., Rosana E, 2018). In this case, teacher questions give influences to the students to their accomplishment in learning process. Moreover, this teacher talks category was related to the teacher role as the facilitator as stated by Brown (2001:266-268). By asking a question, the teacher took a role as facilitator. Then, the students facilitated to take a part in classroom to reach the goal of teaching and learning process.

The next category was giving information. Giving information occurred in meeting 5 of class IX B. At that time the class was discussing about the language features of recount text. Then the students asked to find the participants in the text. One of the students asked to write on the white board. The teacher found that the answer was incorrect, and the teacher made an utterance “*we can replace ‘my’ with ‘the writer.*” This utterance implied that the teacher gives facts or opinions about the content in the passage. This category involved the teacher’s role as the resource. As Harmer (2007:61) stated that they might want to know the information in the middle of an activity about that activity or they might want information about where to look for something. This is where the teacher can be one of the resources they have. Harmer (2007:61) also added that such situations having the teacher take part, or try to control them, or even turn up to prompt they might be entirely unwelcome. However, the students may still have need of their teacher as resources. The way teacher correct the students’ mistake was completed the teacher’s role as resource.

Giving direction category occurred when the teacher gave instruction to the class. The teacher told that it is already time for the exercise, and the teacher asked the students to make some groups. This utterances supported by Brown (2001:166-168) who stated that teacher’s direction is the highest percentage; it is needed since the students need guidance in their learning process. This utterance was important because students still needed guidance about what they had to do next, and to clear their confusion and doubt.

Criticizing students’ behavior was the situation in teaching and learning process not always conducive, sometimes there are some students make a fuss or shouting that caused the teaching and learning activity interrupted. As the example on the first meeting at IX A class, the teacher asked the class to be quiet because at that time the students were busy to talk to each other while doing the exercise. The teacher talked to the class in order to make student realized that their behavior was wrong by did not pay attention to the teacher explanation. After the teacher asked them to be quiet, then the situation was already conducive. Being linguistically polite involves speaking to people appropriately in the light of relationship to you (Mu’in & Kamal, 2006). In this case, teacher as a model have important roles in the classroom. All behavior, gesture and actions of the teacher gave effect directly to the students. In addition, the teacher should consider all of the aspects of what the teacher is going to be uttered in classroom. In conclusion, a critical teacher with polite utterances made the students felt comfortable.

The last categories that found in the teacher talks were criticizing student response. This utterance occurred in the fourth meeting of the observation. The class was discussing about endangered animal. One student answered the teacher question in the wrong word. Then, the teacher corrected her mistake using the higher intonation and giving two choices. Finally, the students realized her mistake and immediately correct it. This kind of talk aimed to let the student know that his or her answer was incorrect. In short, teacher’s critics are important for students’ leadership

development. Telling the students about incorrect or acceptable response must be done in positive behavior without letting down the students' enthusiasm in learning.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of the research is presented by answering the problem of the research. The problem of this research was formulated into a question, "What are teacher talks used in teaching reading comprehension for the ninth grade students of SMPN 9 Banjarmasin?". This study tries to find teacher talks in teaching reading comprehension for the ninth grade students of SMPN 9 Banjarmasin. Thus, the finding in the study answers this research question. In accordance with the results of this research, the teacher talks categories in FLINT occurred in this study, they were dealing with feeling, praising and encouraging, using ideas of students, repeating students verbatim, asking questions, giving information, correcting without rejection, giving directions, criticizing student behavior and student response. Thus, the category of teacher talks that did not appeared in this study was joking. Furthermore, the teacher frequently used asking question in teaching reading comprehension activities.

Suggestion

From the research finding, the researcher suggests some important points for teacher and further research. It is suggested for the teacher to apply more the using of students' idea category that are found meaningful to the students reading comprehension activities in classroom. Moreover, teacher needs to make some jokes, therefore the situation in the teaching and learning activities will not too tense, and the students do not feel bored.

For further researchers, this research was focused on teacher talks in teaching reading comprehension using FLINT analysis. Finally, it is suggested for other researchers to conduct similar research about teacher talks with different research framework or model in order to find the deeper data.

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