CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter expresses the conclusions and some suggestions for this final project. The conclusions show the result of this final project, which has discussed in the previous section. Moreover, the suggestions addressed for the teachers and the school, also for other researchers.

A. Finding of Research

In this section, the researcher going to define the result of research about lecturer and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura. In collecting the data, the researcher takes the result from inside and outside the class. For the observation, first step of interview and documentation are taken inside the classroom while for second step of interview is taken outside the classroom.

In this research the researcher will describe the research problem on the previous chapter, the following results of the research that will be discussed by the researcher in this chapter, namely what types of lecturer talk and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura and how is the proccess interaction between lecturer and learner in the classroom interaction at the 5th semester english department of IAIN Madura.

This part explain the finding of lecturer and learner talk in the classroom interaction that related with teaching learning process. The researcher does some steps to explain the finding. Firstly, the researcher present the types

lecturer and learner talk. There are two types of lecturer talk that used by English lecturer, namely indirect influence and direct influence. Secondly, the researcher present the students' perception about how is the process in their classroom interaction because the researcher will know about teacher and learner talk that occur in the classroom interaction.

Based on the data that has been obtained by the researcher, it can be concluded that teaching and learning activities or interactions that occur in the classroom are going well as usual. There are some types of interactions that occur between lecturers and students such as providing knowledge about a lesson, asking question and managing the situation in the classroom to run as desired. The same thing happens between students and their lecturer, as like answering questions and asking something that is not understand about the lesson. From the data above that has been carried out by the researchers through the observation method. In addition, the researchers also conducted interviews with some of students in the psycholinguistics class.

After knowing how is the classroom interaction by observation, the researcher use the next data collection procedure namely interview. The researcher conducts the observation steps at the ninth and the tenth meeting of research process on 26th October 2021. The interview was conducted at the third till the last time of research that is on 2nd November 2021. The researcher prepares all documents that are needed in research time such as written interview, interview guidelines, and observation guidelines.

1. The process of Teacher and Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

In this case, the researcher conducted the research two meetings at psycholinguistics D class 5th semester English Department of IAIN Madura. So that there are two process that researcher get from this research, because the second research is not same with the first research and the process will be explaind below:

a. The first research on Tuesday, December 26th 2021

For the first, before opening the material, lecturer will be write and check the attendance by ask the learners to write their sign on the book of attendance list. After that, the lecturer opening the class by giving a stimulus as like question about the material that. Because before it, he was asked his learners to make a resume and study about the material that will be study in the classroom and it is about 10 until 15 minutes. Then, the learners will be answer the question. Therefore, the learners can be active by answer that question if they have study about the material in their house, the class class not be silence.

Athough this class is English class but lecturer use two languages those are Indonesian an English. This way is to make learners easier to understand the material.The lecturer was not just asking about the material by the theory, but he ask them to answer by using their own language. After the lecturer get their answer, he will give more information by added their answer. While the learners after they get the question, some of them will be response it and the

others vice versa.The learners that can answer the question will get the reward from the lecturer that is about value.if, the lecturer use this way, usually learners will be compete to answer.

After that, the lecturer and learners will carry out teaching and learning process as usual, as like the lecturer and learners ask the material do not understand. Sometimes, the students ask about the situation that relation with their material and it can get the new theory about the material. In the end of learning, the lecturer ask learners about material today, but learners do not have question about that. Therefore, the lecturer end the class by pray together and remind them to make the resume for the next meeting. This week learners that study in the classroom is the learners who has absent numbers 18-34, because of covid-19. Because there is the rule from the university to do the limitation for every class that half of all learners in a class learn in the classroom and the others learn online and vice versa for the next meeting.

Table 4.1

Table of types of lecturer talk (direct influence)

No	Types of Lecturer Talk (Direct Influence)	
1.	Give the information	a. "So, the point is that learner appoint langauge through imitation. Who is imited everybody around them remember everybody who is speaking. Because they are his/her language people or language environtment. If they

		are in mute people, of course did not have language environment. Jadi, jangan putus lingkungan atau hanya belajar pada lingkungan sekitar, ya. Jadi kalau lingkungan sekitarnya orang bisu semua, itu tidak akan jadi language environtment, ya."
		b. "Jadi lingkungan untuk menjadi language input itu pastikan bukan orang bisu, memangnya bisa kalau di lingkungan seperti itu? Bisa?"
		c. "Kalau di kuantitas nanti orang bisu semua kan tidak bisa jadi language environment, ya. So, the first theory of language acquisition is the children acquire language from imitating their language environment. Finish. This is the first theory of language acquistion and later we Will discuss the weaknesses of this theory. The second theory is Reinforcement Theory. Sorry what is your name?"
		d. "The second theory suggest or emphasize that praise or rewarded are important to support children acquire language. Avoid kejenuhan mereka ketika belajar,

		maka muncullah teori ini. How about the last theory?"
		e. "That is right. This theory is the theory that children have their own grammar and they want not to change it, because they think is that right. Any question?"
2.	Criticizing learners attitude	---
3.	Criticizing learners responses	---

Table 4.2

Table types of lecturer talk (indirect influence)

No	Types of Lecturer Talk (Indirect Influence)	
1.	Deal with Feeling	a. "So, the point is that learner appoint langauge through imitation. Who is imited everybody around them remember everybody who is speaking. Because they are his/her language people or language environtment. If they are in mute people, of course did not have language environment. Jadi, jangan putus lingkungan atau hanya belajar pada lingkungan sekitar, ya. Jadi kalau lingkungan sekitarnya orang bisu semua, itu tidak akan jadi

		language environtment, ya."
2.	Praise or Encourages	a. "Ianatul Jamilah, Okay. What does the second theory say? Come on. (The lecturer stand from his chair and then walking around his learners) If this is hard to you to say using English, no problem you can use Indonesian, American or the others. Because I understand you are madurese. Apa kata teori kedua itu?"
3.	Use Ideas of Students	a. "That is right. This theory is the theory that children have their own grammar and they want not to change it, because they think is that right. Any question?"
4.	Ask a Question	a. "Okay, now I want to ask what is our material today, Sudahkah kalian membuat resume?" b. "What does the theory say about thories of language acquisition?" c. "What does the theories say?

		Using your own word. I mean to support this theory."
		d. "What does the second theory say?"
		e. "How about the last theory?"

Table 4.3

Table types of learner talk

No	Types of Learner Talk	
1.	Students' Response, spesific	a. "Sudah sir, materi kita hari ini tentang theory of language acquisition" b. "Yes, Sir" c. "Yes, Sir. Have done"
2.	Students' Response, open-ended or student initiated	a."Anak-anak akan menirukan sesuatu yang terjadi di sekitarnya. I mean the children can imitate someone around her." b. "Second theory say that children talking like adults because they are praised, rewarded or otherwise reinforced when they use the right forms and corrected when they are get the wrong form. Di teori kedua ini dikatakan

bahwa jika anak itu bisa berbicara maka mereka akan diberikan reward or something like that. Misalkan, ayo coba bilang 'Mama' gitu. Lalu si anak bilang 'Mama' terus dikasih lah permen, boneka atau yang lain. Jadi, si anak ini lebih semangat untuk belajar lagi."

c. "The last theory is the Active Construction of a Grammar Theory. That holds that children actually invent the rules of grammar themselves. Of course, their inventions are based on the speech they hear around them; this is their input data or for data Analysis. Dalam teori ini dikatakan bahwa anak-anak yang punya aturan sendiri dalam berbahasa dan tidak akan bisa dibenarkan kecuali mereka mempunyai keinginan sendiri

		untuk mengubah. Mereka tetap berpegang teguh pada kata-kata yang sudah mereka anggap benar."
3.	Silence	(When the lecturer ask about theory of the material and then there is one of the student can answer the question)
4.	Confusion	---
5.	Laughter	(In a part of the lecturer giving the example about the first theory)
6.	Use the Native Language	---
7.	Nonverbal	---

b. The second research on Tuesday, December 2nd 2021

When the researcher doing the second research, before opening the class the lecturer using a question to make them active and to know they read or study for today. After that, usually learners will be answer the question by using they result from study about this material last night or they will use their own language. Although this class is about 15 people, it is about the learners who has absent numbers 1-17 but they more active than last week. In this part, the learners in the classroom more people talk than those who just sit and listen to what is happen in the classroom.

On this meeting, the lecturer listen to the opinions of the learners more often than explain by themselves. It was different from the last meeting, the part of this class is more active last meeting. It will be affect the learning atmosphere in the classroom. But, even though it is like when the lecturer allow his learners to think their own opinion, he will be give the additional explanation in the end of theor discussion. This meeting is like discussion between the teacher and learners, so it will be make the lecturer more easier to past the material. Because mayority of the learners have studied the material before joining the class.

The lecturer will not let his learner carry out the discussion to the limit. He mediates providing additional explanations about the material or explanations that have not found an answer. The lecturer also gives a small jokes, so that the class atmosphere is not too serious and keeps them active on learning process. If the discussion between learners is find the answer and make the class silence, the lecturer will ask a question by appoint one of the, to answer a question that have been giving by the lecturer.

The lecturer use two languages in this class, because it can be make them difficult to understand if he use full english. After that, before the lecturer closing the meeting, he will be call the learners to write their sign on attendance list book. Then, they closing the meeting by recitng pray together and the lecturer do not forget to remind them to make a resume for next week.

Table 4.4

Table types of lecturer talk (direct influence)

No	Types of Lecturer Talk (Direct Influence)	
1.	Give the information	a.:"Jadi, kata teori pertama itu mengatakan bahwa seseorang memperoleh bahasa itu berdasarkan apa yang mereka dengar dari seseorang di sekitar mereka. Ada beberapa orang mengatakan tidak setuju dengan teori ini, kalau saya setuju. Lalu, what is the weaknesses of this theory? Apa kelemahan teori ini? The weaknesses is this theory can not explain why that a child can not say as correct as adult say. As like my first child say 'wowo' instead of 'susu'. Jauh, ya." b. "Nah, disini kelemahan teori pertama tidak bisa menjelaskan kenapa anak-anak itu tidak bisa mengikuti kata-kata yang mereka dapatkan sama persis untuk dicerna di otak mereka. Nah, punya anak saya ini yang agak

berbeda dengan yang lain. Yang biasanya susu itu menjadi 'cucu' punya anak saya ini jadi 'wowo'."

c. Jadi, teori ini hanya bisa menjelaskan by imitating gitu ya. Kalau secara detailnya kenapa tidak sama persis itu tidak dijelaskan. Itu yang pertama, yang kedua itu ada serious fault. Kalau yang baca buku itu pasti tau apa serious force. The children often saying the word that never he know before. Faktanya bahwa anak-anak bahkan orang dewasa sering mengucapkan kata-kata yang bahkan tidak diketahui artinya. Kok bisa, ya? Teori ini juga tidak bisa menjelaskan hal itu. If this is the absolute theory, we always produce or reproduce all sentence that we have heard before. Kita akan mengucapkan

kata-kata yang sering kita dengarkan sebelumnya, faktanya teori ini juga tidak menjelaskan hal itu. Banyak sekali yang tidak didengarkan tapi di ucapkan. Biasanya jika kalian menjadi baby sitter lah istilahnya kalian akan terkejut karena mendengarkan anak-anak itu mengatakan kata-kata yang belum dia tahu sebelumnya. Dan, nanti kalian juga akan menjadi dan terbawa suasana anak-anak ketika kalian sudah merasakan menjadi orang tua. Kalian akan merekam kata-kata apa saja yang sudah mereka ucapkan dan akan dipraktekkan nantinya."

d. "The last theory is the Active Construction of a Grammar Theory. That holds that children actually invent the rules of grammar themselves. Of course, their inventions are based on the speech they hear around them;

		this is their input data or for data Analysis. Biasanya anak-anak itu akan tetap kekeuh atau bertahan dengan kata-kata yang mereka dapatkan meskipun sudah diberitahu kebenarannya itu seperti apa. Karena memang seperti itu kadang faktanya, sekarang misalkan dikasih tau 'Susu bukan Wowo', nah mereka ikut tuh kan, besok nya mereka akan lupa lagi dan bilang 'wowo' lagi. Karena mereka juga punya aturan bahasa mereka sendiri."
2.	Criticizing student attitude	---
3.	Criticizing learner responses	---

Table 4.5

Table types of lecturer talk (indirect influence)

No	Types of Lecturer Talk (Indirect Influence)	
1.	Deal with Feeling	a. "Okay, the first theory say that the children acquire the language by imitate. We are acquire the language by listening someone speak around us. So, this theory happen depends on the fact. This

		is clear?" b. "Yeah, that is right. Biasanya anak-anak itu juga akan lebih senang jika mendapatkan hadiah atau penghargaan jika telah menyelesaikan sesuatu. Sama seperti kalian juga pasti mempunyai dan masih melekat sifat seperti itu meskipun tidak secara keseluruhan."
2.	Praise or Encourages	a. "Okay, how about the others? Can you tell me what does the first theory say?(the learners still not answer) come on. Are you Sleepy?"
3.	Use Ideas of Students	a. "Okay, the first theory say that the children acquire the language by imitate. We are acquire the language by listening someone speak around us. So, this theory happen depends on the fact. This is clear?" b. "Yeah, that is right. Biasanya

		anak-anak itu juga akan lebih senang jika mendapatkan hadiah atau penghargaan jika telah menyelesaikan sesuatu. Sama seperti kalian juga pasti mempunyai dan masih melekat sifat seperti itu meskipun tidak secara keseluruhan."
4.	Ask a Question	a. "Sudah masuk semua?"
		b. "Sudah tanda tangan semua?"
		c. "What is our material last week?"
		d. "How many theories?"
		e. "Please answer my question, because this is your last week Topic. Apa katanya teori yang pertama itu?"
		f. "Okay, what does the first theory say? What does the first theory say about language acquisition?"
		g. "Do you agree with that?"
		h. "What does they say about the first theory?"
		i. "What did you know about

		Imitation theory?"

Table 4.6

Table types of learner talk

No	Types of Learner Talk	
1.	Students' Response, spesific	a. "Have done, sir." b. "The theories of language acquisition." c. "Three theories." d. "Imitation theory." e. "Reinforcement theory and the Active Construction of a Grammar Theory." f. "Yes, Sir" g. "No, sir."
2.	Students' Response, open-ended or student initiated	a. "The first theory say that children acquire the language by imitating others. Learning to, emm. Listening their speak." b. "Because in my opinion, children can imitate someone around them by listening their speak. For example 'Apple', they can speak

		Apple but not correctly. He just say the part of the word that he can hear about that word." c. "Hear, sir. The children acquire the language by hearing their environment." d. "Second theory say that children speak like adults because they are praised, rewarded or otherwise reinforced when they use the right forms and are corrected when they are wrong form."
3.	Silence	(When the lecturer ask the students about the theory that has been study last week)
4.	Confusion	---
5.	Laughter	a. Lecturer: "Ini clear sudah paham semua atau clear-nya tidak ada sama sekali?" Learners: (laugh) b.(Students' response about explanation the first theory)
6.	Use the Native Language	---

7.	Nonverbal	---

2. The types of Lecture and Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

a. The types of Lecture Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

Indirect and direct influence is the types of lecturer talk that can help how the lecturer interact in the classroom, actually the teacher use indirect influence and direct influence in the classroom by mix it. Because the lecturer can not doing the teaching and learning process by using one of the types of lecturer talk. The researcher doing interview with some of learner at the 5th semester of Psycholinguistics class about what are the types of lecturer talk that they will be choose if they can choose about it and they said that:

First learner said "I prefer to choose Direct Influence, because that is more easier to understanding if the teacher use the direct influence. Also, about the interaction between lecturer and learners in the classroom depends on how the lecturer handles the learner. If the lecturer being good interactions so the students will be give a good response. But if the lecturer being bad interactions, so the learners will be give a bad response too. What happen in the classroom its depends on the first figure on the class that is lecturer."[1]

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[1] Observation in Psycholinguistics D Class of 5th semester of English Department by Ianatul Millah at room 23 F building, (December, 1st 2021).

Second learner said that, "I prefer direct influence because in direct method we can interact lively and directly face to face with the teacher and also not limited by distance, so that communication can run smoothly. For about the interactions between teacher and learners in the classroom I guess it's already good. Because the lecturer will ask or explain directly. So the interaction process because better so that students can absorb the material well."[2]

The third learner said that, "I prefer the presentation method. Because there we have to try to understand the topic that will be presented and at the end we will also get justification or correction from the teacher as future learning. About the interaction among lecturers and learners in the classroom can affect the teaching and learning process where it can build a sense of comfort learners towards the teacher."[3]

The fourth learner said that "I choose indirect influence, because the lecturer deals with feeling of learners, praise and encourage, uses ideas of students and ask a question and about the interaction among lecturer and learners in the classroom interaction is is a key in the teaching and learning process, because the interaction is expected between the two.[4]

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[2] Observation in Psycholinguistics D Class of 5th semester of English Department by Aqiella Nur Syawalita at room 23 F building, (December, 1st 2021).
[3] Observation in Psycholinguistics D Class of 5th semester of English Department by Abdul Basit at room 23 F building, (December, 1st 2021).
[4] Observation in Psycholinguistics D Class of 5th semester of English Department by Rizal Rifkiyanto in front of room 26 F building, (December, 1st 2021).

The fifth learner said"I will choose direct influence, because it looks like suitable with the condition and atmosphere in the classroom and the interaction among lecturer and learners are very important, because from that situation a knowledge will be get and more than knowledge.[5]

Based on the analysis that researcher has do, types of lecturer talk on the first meeting on Tuesday at 26 October 2021, the lecturer mix the direct and indirect influence. But one of that types is often used by the researcher than the other. Lecturer used the direct influence in point *give information.* Because he want to give the information about the theory in general by using the example around them. For the other types of direct influence those are *criticize student behavior* and *criticize student's response.* Considering that, the lecturer criticize the students by using the other words or question that can motivate them. Then, on indirect influence the lecturer use the types are *deal with feeling, praise or encourages, use ideas of students and ask a question.* The lecturer use all of the types of indirect influence, because those types are important and must be there when the lecturer and learners are doing teaching and learning process in the classroom interaction.

On other hand, the second meeting on Tuesday at 2 Desember 2021, the lecturer use two types of lecturer talk. He mix the direct and indirect influence, because it can not complete if the lecturer just use one of those types. On the direct influence, the lecturer use the *give information* for the

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[5] Observation in Psycholinguistics D Class of 5th semester of English Department by Zainur Rahman in front of room 26 F building, (December, 1st 2021).

learners, because it can help them to more understand about the material and also to remember the material last week. After that indirect influence, the lecturer use all of the types those are *deal with feeling, praise or encourages, use ideas of students and also ask a question.* In this type, the result is more than the first meeting. Because the class is more active and learners more ask a question.

b. The types of Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

From the types of learner talk at the review of related literature, the researcher have the data from the psycholinguistics class and the explanation above is used there. Because not all of the students are active, because some of them is silence too. So, this types is general use in the learning proccess. Therefore, the researcher conducted interview with the lecturer and some of students on psycholinguistics class. Such as:

The lecturer said that" I deliver the lesson in the classroom I use two languages because the students still not understand if I use full english in the classroom. Also, I use both of them, I must use both of them because they are needed in the classroom interaction. Such as ask a question and give information. Silence always happen in the classroom, because the students is not prepare and not seriously read the book or the material before joining the class so they do not have idea. When my students are silent I usually give a stimulating question that lead the students to the topic that I give. Of course, silence is affect a lot and I must lead and guide them to be more active by

giving question and statement and other, because the class must going on and we must continue the learning process everything happen in the classroom. So, I give them activity to make a resume, to make them read and study the topic before joining the class. Then, we can discuss and study the topic together, although there are some of them can not do it."[6]

Then, below is the result of interview between the researcher and some of learners about how they follow the class, those are:

First learner stated that "I am enjoy the class because beforehand I prepare myself such as reading the material that will be studied, so that I can active in the classroom."[7]

Second student stated that "I follow the class based on my schedule at that day and follow the lesson in classroom and try to be an active student."[8]

Third student stated that "I am not very active in the classroom, because sometime I do not understand the material and I try to understand it by myself by focus on my lecturer's explanation.[9]

The fourth learner stated his opinion that "I am not really active in class, usually depends on the material. If it's difficult I can only listen, if it's easy to

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[6] Observation in Psycholinguistics D Class of 5th semester of English Department by the teacher Achmad Baidawi in front of Kaprodi's room, (October, 26th 2021).

[7] Observation in Psycholinguistics D Class of 5th semester of English Department by Ianatul Millah at room 23 F building, (December, 1st 2021).

[8] Observation in Psycholinguistics D Class of 5th semester of English Department by Aqiella Nur Syawalita at room 23 F building, (December, 1st 2021).

[9] Observation in Psycholinguistics D Class of 5th semester of English Department by Abdul Basit at room 23 F building, (December, 1st 2021).

understand I am usually active. If I have study in the classroom, I try to learn more the material that I can not understand."[10]

The fifth learner stated his opinion that"Sometimes. I can active in the classroom if I understand the material if I do not understand I just listen about lecturer's explanation and try to understand it."[11]

Based on the data that has been analyze by the reesarcher, the researcher has found that the types of learner talk that use by learners in the first meeting in Psycholinguistics class those are, *students' response (spesific), students' response (open-ended or student-initiated), silence and laughter.* The learners who has prepare the material or study from their house is more active to give the response to the question that has been given by the lecturer. But the other learners not silence when the lecturer give question, it is just answer but not the complete question. They just silence in the first question when the lecturer ask them to give the theory about the material. In the other meeting, they must be prepare the material, so they can give the good response in the classroom.

On other occasion, especially the second meeting the learners is more active by more response and question. Most of the learners at that class are prepare the material from their house and they already to give the good response and answer to the lecturer. Although, the lecturer is talk about last week materaial, they were confused and after the lecturer give stimulus they

[10] Observation in Psycholinguistics D Class of 5th semester of English Department by Rizal Rifkiyanto in front of room 26 F building, (December, 1st 2021).
[11] Observation in Psycholinguistics D Class of 5th semester of English Department by Zainur Rahman in front of room 26 F building, (December, 1st 2021).

can answer and discuss together about that material. They types that use the learners it is about *students' response (spesific), students' response (open-ended or student-initiated), silence and laughter.*

B. Discussion

This section, the researcher going to analyse the lecturer and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura which the data was discussed in the previous study using the theory which was discussed in chapter II. Researchers classify data based on research focus.

From all statements about the teacher and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura, the researcher found a new theory how are the types of lecturer and learner talk occur in the classroom and how is the difficulty of the lecturer and learner in the classroom interaction.

1. The process of Lecturer and Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

Classroom interaction is different from everyday interaction. It can be known from the definitions of some experts, in the field of foreign language teaching,. Richards stated that, the types of social relationships which occur within classroom and classroom interaction is a pattern of verbal and non-verbal communication. In the EFL class, verbal interaction means communication that occurs using lecturer and learners talks. Verbal

interaction occur because the lecturer and learners talk, while non – verbal interaction include gestures or facial expression by the lecturer and learners when they communicate without using words. In short, classroom interaction is communication between lecturer and learners in the teaching and learning process. Based on the several definitions from several theories, it can be concluded that classroom interaction is a process of exchanging thoughts and idea through verbal or non verbal communication that can develop the learners language abilities. Furthermore, classroom interaction can be used to determine the lecturers understanding of the theory and the language development in the classroom.

Classroom interaction is the behavior taken by the lecturer and the learners during interrelated teaching. They interact each other for a number of different reasons and continuously throughout the school day. Classroom interaction includes classroom behaviors such as taking turns, asking and answering a question, negotiation meaning and giving feedback.[12] From that statements it can be concluded that verbal interaction occur because of the lecturer and learners talk, while non-verbal interaction concluded gestures or facial expression by the teacher talk, while non-verbal interaction covers facial or gestures expression by the lecturer and learners when they doing communicate without using words.

In the psycholinguistics class at the 5th semester English department of IAIN Madura, the researcher conducted the research twice because of there

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[12] Craig Chaudron, *Second Language Classrooms-Research on Teaching and Learning* (Los Angelas: Cambridge University Press, 1988),10.

is a limitation in every class that who enter the class only half of the whole. So, the researcher have the different situation between the first research and the second research. An explanation about the research will be explained below:

a. The first research on Tuesday, December 26th 2021

In the first research, the researcher see the situation in the classroom is the lecturer and learners doing learning process using verbal communication. Nonverbal communication is not use because the material do not need that communication. The communication that used it was about verbal communication those are *giving question, answering, response or giving the opinion between the lecturer and learners. For about gestures and facial expression, the researcher can be observe or see the lecturer or learners.* The lecturer is very excited to explain the material, give the example and ask a question to the learners and the learners' response are different. Some of them seem interested in this lesson, but the others keep listening the lesson but different from the first one.

The situation above, the researcher can be observe by seeing their gestures or facial expression. It was different that they interest or not. This case, could be happen because there are many possibility. The first, because they do not study at home what the material or the topic today or they do not understand the material and they do not want to ask because of shame or they want to find their own reference. So, the lecturer should

pay more attention to the learners like as explained above by pointing directly and giving them the opportunity to express their opinion. Not just focus on one or some of learners.

b. The second research on Tuesday, December 2nd 2021

On the second research, process of classroom interaction almost same with the first research. Learning process use verbal communication, because the material is not about practical activities. Just the process of explaining the theory and the lecturer gives the examples that do not require nonverbal communication. It is about asking and aswering question, giving the learners opinion and giving a positive response to their lecturer. In this meeting, mayority of them are active, even though they are mostly male learners. This situation, make the class more crowded with various question from them.

The differences of this meeting from the last meeting is on the teaching and learning process of this meeting. If the first meeting about asking and giving question and also express their opinion. In this meeting, that occur between lecturer and learners is more of discussion process. Which made the learners compete to ask questions and express their opinions more too. Furthemore, they get a reward namely an additional value same as the reward at the first meeting. This process is help the learners understand more about the material and make the lecturer easier to explain the material to the learners.

2. The types of Lecturer and Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

a. The types of Lecturer Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

1). Indirect Influence

a) *Connecting with feeling*: in a non-threatening way, accepting, discussing, referring to, or communicating an understanding of learners the past, present, or future.

b) *Praise or encourages*: Praise and tell the learners what they say or do is appreciated. Encourag the learners to give their opinion or ideas, try to give them confidence, make sure that answers are correct or not. *Jokes*: Intentionally joking, making fun of, trying to be funny, as long as the joke does not harm anyone (Unintentional humor does not fall into this category).

c) *Using learners' idea*: Clarifying, using, interpreting, and summarizing the learners' opinions. Ideas should be repeated by the lecturer but still recognized as leraners contributions. *Repeating learners response verbatim:* Repeating learners' the correct words after they participate.

d) *Asking a question*: Asking questions whose answers are anticipated. (Rhetorical questions do not fall in this category).

2). Direct Influence

a) *Provides the information*: Providing information, facts, own opinions, or the ideas: lecture or ask the rhetorical questions. *Correcting learners' answer without rejectios*: Telling learners that have made mistakes in their responses without using words or intonation that criticism of communicate. *Provides directions*: providing directions, requests, or commands that learners are expected to follow, training various exercises, facilitating whole class and small group activities.

b) *Criticizing student attitude*: Rejecting the inappropriate attitude of learners, seeking to change the unacceptable behavior, communicating anger, displeasure, irritation, and also dissatisfaction with that learnes is doing.

c) *Criticizing learner responses*: informing the learners that their answer are incorrect or acceptable and criticism of communicating, displeasure, annoyance, dissapproval with words or intonation.

Lecturer talks is applied in the classroom when lecturers not only carry out instructions but also develop their intellectual abilities and manage classroom activities. Lecturers agree on the target language to introduce their communication with learners. In this way, learners practice language by responding to what their teacher says in the classroom. In addition, teachers use the language to encourage the communication between learners and

themselves. Therefore, it can be concluded that lecturer talk is a kind of communication-based or interaction-based conversation.

The types of lecturer talk that occur in the psycholinguistics class at the 5th Semester English Department of IAIN Madura is the same with the theory that the researcher has study about that. Those are about direct and indirect influence. But the teacher does not distinguish between indirect and direct influence types of teacher talk, because the lecturer adapt the conditions that occur in the classroom and also add a little new theory. The lecturer can not use one of that types, because it can make the condition in the classroom is not complete. Because of that, the lecturer mix that two types of lecturer talk. The learners keep up with the times and also do not get bored in the class when they get lesson from their teacher. To make the class be a good condition the learners must be prepare themselves before joining the class, as like prepare the material by read and study about it.

b. Types of Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura

According to Moskowitz"s FLINT in Brown there are seven categories of students talk described as follows.

1). Students' response, specific: Learners responding to the teacher in a certain and restricted range of prepared or previously exercise answers, reading loudly, dictation, exercises.

2). Students' response, open or student-initiated: learners react to the teacher with their own opinions, ideas, response, affects. Gives one of many possible answers that have been previously demonstrated but from that learners must make a choice. Initiate participation.[13]

3). Silence: pause in interaction. Quite period in which there is no verbal interaction.

Silence-AV: silence in the interaction where audiovisual equipment, for example a tape recorder, film strip projector, record player, etc., are used to communicate.

4). Confused, work-oriented: more than one person at a time speaks, so interactions cannot be recorded. Learners call excitedly, eager to participate or reaction, concerned with the exercise at hand.

5). Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

6). Laughter: Laughter and giggles by the class, individuals, and/or teachers.

7). Using mother tongue: The use mother tongue by the lecturer or the learners.

8). Nonverbal: Gestures or facial expressions by the lecturer or the learners that communicate without using words. This type is always consolidateed with one of the types lecturer or learners gesture.

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[13] Steve Walsh, "Talking the talk of the TESOL classroom", *ELT Journal*, 60 (2), (2006),133- 141.

The learner talk is the learners spend talking rather than the lecturer. Learners talk can be used by the learners to show their own opinion, start by new topics, and develop their own opinions. Learner talk is replicating lecturer talk or peers talk. When the learners learn language they have language development. That is same when they study foreign language in the class. The first when they simulate the lecturer talk and they need more time to record every learners talk that is named "silence period", later starting with showing their own opinion that have discuss and finally they can get competence communication. Learner talk can called 'learner's talk' when they simulate their teacher's examples, shows their idea or gives the comments and some criticism about something that happen in the classroom.

Based on the interview that has occur between the researcher and some of learners at the Psycholinguistics D class 5th English Department of IAIN Madura, mayority of them are active in the classroom and according to types of learner talk. That is about their reponse, how to express their feeling and why they can not be active in the classroom. All of the types is can be find in this research and the new types that not explain in he theory of this research is how the learners doing small discussion with their lecturer. It is about their opinion can be accepted or not by their teacher, this is a situation that could happen in the classroom. But sometimes, their activeness it can not be appear because they have a competition in the classroom and they come from different places. Even, there is some of them that shy to express their knowledge because the situation is not support them. Therefore, the students should not feel ashamed

or wrong when they want to talk or be active in the class. Because, this is the process of learning in theory of lecturer talk.