TEACHER INITIATE AND TEACHER RESPONSE
of TWO ENGLISH TEACHERS
at SMA KRISTEN PETRA 2
SURABAYA

A THESIS

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

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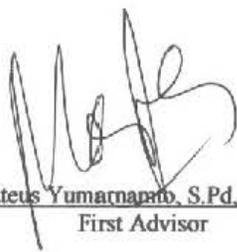
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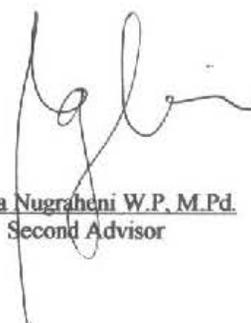
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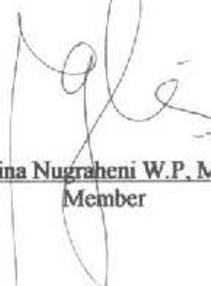
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ABSTRACT

Firman Ardinugroho, 2007. *Teacher Initiate And Teacher Response of Two English Teachers at SMA Kristen Petra 2 Surabaya*. S-1 Thesis. English Department, Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya. Advisor: (1) Mateus Yumarnamto, S.Pd, M. Hum., (2) Rosalina Nugraheni W.P, M.Pd.

Key words: classroom discourse, teacher talk, teacher initiate, teacher response.

In Indonesia, English is taught almost at all schools now. In an English classroom, English is used not only as the object of the study, but also as a means of communication between the teachers and the students (Ngadiman, 1994). In this case, English is acting as the discourse in the classroom. Discourse is a language being put to use in communicative events (Thomas-Malamah, Ann, 1987). Classroom discourse is language used in the classroom which becomes the means of communication between teacher and students in a classroom during the lesson (Cook, 1982). There are a lot of components in classroom discourse. One of the components is teacher talk. Teacher talk, as a part of classroom discourse, plays a very important role in a teaching learning activity because it can encourage the students' motivation and raise the students' interests toward the lesson. Teacher talk based on Flanders (1970) is divided into two categories, Teacher-initiate and Teacher-response. The problem is how teachers initiate and give responses to students' answers so that the lesson becomes more interesting for the students?

The objective of this research is to describe kinds of initiations and responses used by the teachers at SMU Kristen Petra 2 Surabaya. In order to get the result, the writer applied non-participant ethnography qualitative research in his study where he did not involve himself in the teaching learning activity but he involved himself by observing the teaching learning activities in four classes of two different teachers at SMU Kristen Petra 2 Surabaya, recording the teachers' utterances during the lesson both audio and visual, transcribing the data into conventional writing and analyzing the data by classifying the teachers' utterances.

It was found out that the subjects used all the categories of teacher-initiate and teacher-response. But there were only three categories of teacher-initiate which occurred more often than the other categories. They are Elicit, Inform and Starter. The first teacher, teacher A, liked to give information (I = 29.5 % of total initiation), starter (S = 17.6 % of total initiation). He preferred factual questions (FQ = 45.5 % of total elicitation / 18.9 % of total initiation), to the other questions. He did that in order to train the students to see the fact around them to answer or to react to something. The second teacher, teacher B, also liked to give information (I = 21.7 % of total initiation). She liked to ask opining questions (OQ = 28.8 % of total elicitation / 12.5 % of total initiation) to see the students' opinion about something and to ask factual questions (FQ = 26.9 % of total elicitation / 11.7 % of total initiation) to see the students' understanding toward the facts around them. Teachers rarely gave responses to the students but all of the categories of teacher response were occurred.