

A STUDY OF TEACHER TALK USED BY ELEVENTH GRADE TEACHER IN TEACHING WRITING HORTATORY EXPOSITION

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Abstrak

Menulis dipertimbangkan sebagai sebuah ketrampilan yang sulit untuk dikuasai. Menulis adalah sebuah ketrampilan dasar untuk siswa yang Bahasa Inggris sebagai bahasa asing disamping ketrampilan mendengarkan, berbicara dan membaca. Hal ini dikarenakan di dalam menulis terdapat beberapa unsur yang harus dipelajari oleh siswa. Melalui menulis, siswa dapat menemukan ide, siswa akan lebih kreatif dan imajinatif sebaik produktif melalui beberapa proses. Untuk menemukan beberapa ide dalam proses menulis terkadang bukan hal yang mudah. Guru dapat menjadi seorang fasilitator untuk membantu siswa dalam mengembangkan ide awal berdasarkan pada imajinasi dan kreatifitas siswa itu sendiri. Guru akan menjelaskan tentang materi, jadi siswa dapat mencapai tujuan pembelajaran. Untuk menjadi fasilitator yang baik, guru seharusnya mempunyai teacher talk yang baik.

Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan tipe dari teacher talk yang terjadi di dalam mengajar menulis teks hortatory exposition untuk kelas XI di SMAN 1 Grati, (2) untuk mendeskripsikan aspek dari teacher talk yang di gunakan oleh guru selama proses pembelajaran untuk kelas XI di SMAN 1 Grati, (3) untuk menemukan respon siswa terhadap teacher talk untuk menulis teks hortatory exposition.

Model yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan di kelas XI IPA 1 SMAN 1 Grati. Di kelas ini terdapat 36 siswa. Peneliti menggunakan lembar pengamatan dan wawancara sebagai alat penelitian untuk mengumpulkan data.

Hasil dari penelitian ini menemukan bahwa teacher talk yang terjadi di dalam mengajar menulis teks hortatory exposition adalah langsung dan tidak langsung, tetapi tidak semua kategori tersebut termasuk dalam proses pengajaran. Guru secara dominan menggunakan tipe teacher talk yang secara tidak langsung. Ada empat kategori didalam tipe ini dan selama proses pembelajaran terdapat tiga kategori yang terjadi dalam mengajar menulis teks hortatory exposition. Kategori tersebut adalah pujian dan dorongan, penerimaan dan atau dari ide siswa dan pertanyaan baik dari guru maupun siswa. Ada tiga aspek dari teacher talk yaitu aspek psikologi, aspek antar perseorangan, dan aspek pendidikan. Berdasarkan pada data observasi yang sudah diambil, guru telah menggunakan semua aspek tersebut. Menurut pendapat mereka, teacher talk mudah untuk dipahami, jadi hal itu dapat membantu mereka untuk membuat esai. Hal tersebut juga dapat menarik siswa untuk mengikuti proses pembelajaran.

Kata Kunci: teacher talk, menulis, hortatory exposition

Abstract

Writing is considered as a skill which is hard to be mastered. Writing is an essential skill for English learners as foreign language alongside listening, speaking, and reading. It is because in writing there are many elements which have to be acquired by the students. Through writing, students find ideas; students will be more creative and imaginative as well as productive through some processes. To find some ideas in writing process sometimes is not easy thing. Teacher could be a facilitator to give the students can develop those beginning ideas based on the students' own imagination and creativity. The teacher will be explaining or informing about the materials, thus the students can achieve the goals. To be a good facilitator, the teacher should have good teacher talk.

The purposes of this research are (1) to describe the types of teacher talk occur in teaching writing hortatory exposition text to the eleventh graders in SMAN 1 Grati., (2) to describe the aspect of teacher talk that the teacher consider while the teaching learning process to the eleventh graders

SMAN 1 Grati., (3) to find out the students' responses toward the teacher's talk to write hortatory text.

The design used in this research was descriptive qualitative. This research was conducted in XIIPA1 classroom of SMAN 1Grati. There are 36 students in this class. The researcher used observation sheets and interview as research instrument in collecting the data.

The result of this research found that the types of teacher talk which occur in teaching writing hortatory are direct and indirect, but not all of the categories of them included in the teaching process. The teacher dominantly used types of indirect teacher talk. There are four categories in this type, and during the process there are three categories that occur in teaching writing hortatory text. Those are praise and encouragement, acceptance and/or use of the student's ideas, and questioning or asking questions. There are three aspects of teacher talk; those are physiological aspect, interpersonal aspect and pedagogical aspect. Based on the observation data that have taken, the teacher considers all of this aspect. In their point of view, the teacher talk is easy to be understood, thus it can help them to make an essay. It also can attract them in the teaching learning process.

Keywords: teacher talk, writing, hortatory exposition

INTRODUCTION

English has been used by many countries in the world and in many aspects, such as economics, politics, health, technology, and education. English is also used in international events, such as seminar, public discussion, conference, and treaty. According to Jamshed (2006) "English is the language of international communication, higher learning and better career options".

In learning English as a second language, students are able to produce four skills in English. Those are listening, speaking, reading and writing. Each skill is inseparable and supporting each other. For instance, someone's writing ability is supported by his reading ability. Many people learn English in order to be able to speak. Mostly, they only learn English in an instant way. Many people think that being able to speak is the highest ability in learning foreign language. However, in fact, communication means not only spoken but also written language. Moreover, both spoken as well as written language are essential in creating a good communication.

In this case, writing is considered as a skill which is hard to be mastered. Learning to write is often more difficult than to speak. According to Abbot (1981: 140), writing is an essential skill for English learners as foreign language alongside listening, speaking, and reading. It is because in writing there are many elements which have to be acquired by the students.

Through writing, students find ideas; students will be more creative and imaginative as well as productive through some processes. To find some ideas in writing process sometimes is not easy thing. Here is the role of the teacher. The success of education not only comes from students but also from the teacher as well. Teacher could be a facilitator to give the students can develop those beginning ideas based on the students' own

imagination and creativity. The teacher will be explaining or informing about the materials, thus the students can achieve the goals. Teacher explanation is including in the teacher talk. To be a good facilitator, the teacher should have good teacher talk. According to Pintrich and Schunk (2007: 318) classroom are active places where teacher and students constantly interact one to another. Interaction in the classroom will not occur without teacher talk and student talk. Teacher with the teacher talk is one component in the classroom, which can give the best input to the students.

Teacher talk is used to deliver material, attract students' attention, and engage them to be active in teaching learning process. When the teacher succeeds in attracting and engaging students, the communication will be created and interaction will be gained. It means that interactive class is achieved too. On the other hand, the teacher should understand about the teacher talk itself. The teacher should know about the types of the teacher talk, the aspect of the teacher talk, thus they can consider it while in the classroom.

According to Lynch (1996), teacher talk is language typically used by the teachers of foreign language classroom. Teacher talk also has a special purpose in the foreign language learning. Its goal is to communicate with students and to develop students' foreign language proficiency. Teacher talk in English classroom is regarded as one special variety of English, it has specific features that others do not have (Xian, 2006).

There are two types of teacher talk, indirect and direct teacher talk. In teaching and learning process, teacher talk is really needed. In this study, the researcher observed about the types of teacher talk which occur during in teaching learning process of writing. The researcher also observed about the aspects of teacher talk that occurred while teaching learning process.

The students' competence in communicating refers to the competence of mastering genre is the competence in understanding and producing some kinds of texts. The students are expected to be able to write effectively and accurately for different purposes such as composing a short functional text, interpersonal text, and essay of procedure, descriptive, hortatory, narrative, report, news item, analytical exposition, hortatory exposition, spoof, discussion, review, and public speaking (Depdiknas, 2006: 308).

For eleventh graders, hortatory exposition text is used to develop student's ability in writing. Based on competence standard, the students in the eleventh graders are expected to be able to communicate for academic purpose both in oral or written form, especially in learning to write English text (Depdiknas, 2006: 308). The mastery of hortatory exposition text as persuasive text for eleventh graders is important. Hortatory exposition text gives the benefit for the students in their educational and professional life. Mostly, students will make persuasive text in term of papers, examinations, and reports. The same way also happens in professional writing, including business letters and petitions to technical and scientific reports, newsletters, lawyers' briefs, etc.

Based on the explanation above, the researcher will be observed the types of teacher talk to teach writing hortatory exposition text. The students that will be observed are eleventh graders students of senior high school. The text that will be used in this study is hortatory exposition; this text is not easy enough for the students. Thus, the teacher talk is essential thing for the students.

METHODOLOGY

In line the research questions, descriptive qualitative design is an appropriate design use in this research. According to Ary (1985: 26) if the research is concerned with condition and relationships that exist; practices that prevail, beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing, the study is descriptive. The subject of this study is English teacher who gives explanation about writing hortatory and the eleventh graders students. There were 36 students in this class.

The researcher used observation sheets and interview as research instruments to collect the data in this study. Observation sheet will used to describe the activities in classroom while teaching learning process. The researcher will prepare the observation sheet earlier. The indicators that are measured in observation sheet

included while the teacher explain the materials of hortatory text and the students do the tasks.

The researcher also used the interviews to know the students' responses toward teacher talk in writing hortatory text. The type of interview which was given is semi structure. The interview's questions were classified into some indicators; those are firstly dealing with students' responses toward the English subject, hortatory text, and writing skill and secondly dealing with the students' responses toward the teacher's talk.

This study would be analyzed by searching for and arranging the obtained data from the interview. The arrangement of the data could be done by organizing the data into categories, explaining the data, composing the data, selecting the important data that will be processed, and making conclusion that could be understood by the researcher and the others. According to Ary (2010) analyzing qualitative research consists of organizing and familiarizing, coding and reducing, and interpreting and representing.

RESULT

The Types of Teacher Talk which Occur in Teaching Writing Hortatory Exposition

This section focused on the data collected from three observations at XI IPA 1 through observation sheet. In this case, the researcher would describe the activities which happened in the classroom. In this study, the researcher made a collaborative research with the real teacher who taught the class during the research. The researcher would describe the data which were obtained from three observations in once description based on the types of teacher talk.

1. Indirect Types

During the observation while the process of teaching writing hortatory exposition text to the eleventh graders of SMAN 1 Grati, the teacher dominantly used types of indirect teacher talk. There are four categories in this type; those are acceptance of feeling, praise or encouragement, acceptance and/or use of students' ideas, and questioning or asking questioning. During the process there are three categories that occur in teaching writing hortatory text.

a. Praise and encouragement

The first is praise and encouragement such as while the teacher said "*pinter-pinter ya*". It includes of the praise from the teacher for the teacher, then also the encouragement that used by the teacher as "*what is thesis? Angkat tangan, rise your hand. Salah tidak apa-apa, ok.*" And also when the teacher said "*silahkan bikin penutupnya, salah tidak apa-apa, come on. Free ya, you*

can choose this one or this one or both of them". Its show that the teacher give some encouragement to the students, so the student wants to contribute in the process of teaching thus they would be active.

b. Acceptance and/or use of students' ideas

The second categories that used by the teacher is acceptance and/or use of the student's ideas, below is an example of acceptance:

*Teacher : (The teacher write down what the student said on the white board) **ok, is this something like this? Ok, kenapa ada reader and listener? Kenapa gak reader saja?***

c. Questioning or asking questions

The third categories of indirect teacher talk that apply by the teacher is questioning or asking questions. The example as follow:

*Teacher : **Ad then? Ok, social function, raise your hand. What is the social function of hortatory exposition? Be careful with analytical exposition.***

From the dialogue above the bold sentence show that the teacher give a questions to the students to interact them in the teaching learning process. The teacher often giving and asking some questions to the students about the materials that she teach, its purpose to contribute them in the learning process, thus the students could be active and it can make them easier to understand the explanation that giving by the teacher.

2. Direct Types

During the teaching writing hortatory exposition, the teacher not only applies indirect types of teacher talk, but she also applies direct types of teacher talk. In direct types of teacher talk there are three categories, but not all of them that apply by the teacher. She only applies one of them that are giving direction or command to the students. As following is the example of the direct teacher talk:

*Teacher : **Jadi tugas dirumah dipikirkan, silakan ditulis seperti ini. Yang pertama kamu tulis semacam ini, topik utamanya dulu and then ada dua pro and cons. Kemudian kembangkan alasannya apa ya. Jadi ini adalah issue, kemudian thesis, lalu first arguments, second arguments, etc. Kemudian kalau kamu mau buat lebih kecil lagi itu lebih gampang. Faktanya misal yang pertama kasus korupsi sapi. Kalau tidak buat seperti ini nanti jadi seperti kemarin***

jadinya, kalian buka LKS, buka catatan, buku, kamus malah ada yang jiplak dari google. Jadi biar tidak bingung kamu nulisnya buat semacam ini, kalau kita langsung ngarang pasti bingung.

Based on the dialogue above, the teacher was giving direction to the students. Such as on the bold sentences, when the teacher asks the students to do what they have to do, it is included into this category.

From the explanation above, shows that types of teacher talk which occur in teaching writing hortatory are direct and indirect, but not all of the categories of them included in the teaching process.

The Aspects of Teacher Talk that Occur During the Teaching Writing Hortatory Exposition

There are three aspects of teacher talk; those are physiological aspect, interpersonal aspect and pedagogical aspect. Based on the observation data that have taken, the teacher considers all of this aspect. The first aspect which appear is pedagogical aspect. In the opening of the activity, the teacher stimulated the students' learning motivation by asking the students to come forward and write a quotation on the white board. This stimulated include in the pedagogical aspects of teacher talk.

When the teacher comes to the materials, there was also pedagogical aspect. She tries to create a good interaction with the students by organize the materials while she explain it. Such as the following dialogue:

*Teacher : **Tidak ada pengulangan, yang ada hanya saran. Saran dari wiku tadi " so, if you want to be healthy you should do exercise at least twice a day". Apalagi? "thus, we must do it everyday". Sarannya boleh we, boleh I, boleh you. Everyday tidak berarti 24 jam, 1 menit boleh, 5 menit boleh. You can use should or must, or ough to. Ada yang masih bingung? Kalau gak bisa gak usah?***

*Students : **Sombong.***

Pedagogical aspect is also show in another part in teaching process as the following example:

*Teacher : **Silakan bikin penutupnya, salah tidak apa – apa, come on. Free ya, you can choose this one, this one, atau dua-duanya.***

From both of dialogues above shows that the teacher tries to make an interaction with the students, in other word it is such as the teacher stimulates the students to contribute in teaching learning process, thus they can collaborate in teaching and learning process. It can make good interaction between the teacher and the students,

and also make the students more active in class. From the teacher talk, the teacher learn the students to ask something if they did not understand and also they should not be shy while they asking.

The second is physiological aspect; the physiological aspects which occur during teaching writing hortatory exposition was appear in the following dialogue:

*Teacher : CSA does shall be sentence to death. Ada pertanyaan? Kita latihan brain storming setelah ini. Ayo, yang bingung tanya. Ayo yang mau tanya silakan untuk arguments and thesis. Jadi, thesis di analytical dan hortatory boleh sama, arguments boleh sama, tapi biasanya di hortatory arguments harus ada fakta atau pendukung supaya listener atau reader melakukan. Adalagi? Silakan. Jadi kamu harus baca ya. **To write hortatory well, you should read a lot, bisa magazine, newspaper, internet, blog, atau sms-sms info gitu ya.. any question?***

In this dialogue the teacher used some intonations in her voice. When the teacher said “*To write hortatory well, you should read a lot, bisa magazine, newspaper, internet, blog, atau sms-sms info gitu ya.. any question?*”, she used different intonation with the previous sentences that she said. It purposes to emphasize the sentence that is the important things to do by the students.

The third aspects of teacher talk which occur during teaching writing hortatory text is interpersonal aspect, as follow:

Teacher : Itu caranya memulai ya, ok. Next is generic structure, paragraph satu biasanya?

Students : Thesis, then arguments – recommendation.

*Teacher : **Pinter – pinter ya..***

*Students : **Ya dong.....bangel...***

*Teacher : **What is thesis? Angkat tangan, raise your hand. Salah tidak apa-apa.. ok***

Students : Tema

Teacher : Tema

Students : Absent 7 bu (Others students laughing)

In this part the teacher used utterances “*pinter – pinter*”, it means that the students can answer completely, and the teacher gives appraisal. These utterances appropriate with the situation to the students so it can make a good classroom climate. This aspect is really needed in teaching process, thus the students will get a motivation to contribute in teaching and learning process.

The Students' Response towards the Teacher Talk to Write Hortatory Exposition

This part explains the students' responses toward teacher talk to write hortatory exposition. This is to answer the second research question, the researcher used interview as the instrument. Here the researcher chose eight students from 36 students randomly. There are seven questions for the interview.

The first question is about the students' interest in English lesson. There were three respondents who stated that they like English. As Wiku said that “Yes, I like English. Because it easier to understand than other lessons. Such as, Indonesian that has many unclear rules, and it is difficult to understand”. For the others respondents, there were three other respondents who stated that they like English depend on the materials, such as Elvina stated “depend on the materials, i don't like English if the material is difficult to understand. Actually, i like foreign language”. There was a respondent, who did not like English, but he thought that he must learn it; because of it he must like English. He thought that if he does not like English, he will not be able to learn English well. The last respondent stated that he like English lesson based on the teacher.

The second question is about the students' feeling in writing task. There were four respondents who stated that they like writing task with the different reasons. Such as Ambar said “I like writing task, because we can explore our vocabulary”, and other reasons “I like writing task, basically i like create an essay because i joined in KIR”. Two of the respondents stated that they were not really like writing task and the two others were not like writing. Such as Wiku's reason “It can be easy, but it can be difficult. Because we must have a lot of vocabularies and also we should consider with the grammar”. From the Wiku's reason shows that he was not really like writing task.

The third question is about the teacher who often to give writing task in English lesson. Most of the respondents were stated that the teacher was often giving writing task, and there were two of the respondent who said rarely.

The fourth and fifth question is about the teacher explanation, all of the respondents stated that the teacher always gives explanation before she gives writing task. The teacher always asks the students to learn the materials by their self before come to the materials. The students think that it is really important for them, because it can help them easier to understand the materials, if they have some difficulties, they can ask to the teacher while the teacher explains the materials. As Elvina stated “before she gives a task, the day before she always ask us to learn by ourselves at home, then when in the class we

will discuss it together, and if we have difficulties we can share it". She also said that "it's important, because if we do not understand what we have learned, we can ask to the teacher".

Sixth question is about point of views from the students about the teacher talk. There were four respondents who stated that the teacher talk is easy to be understood. As Teguh said "It's easier to understand than my English teacher when i was in the first grade". There were four respondents who stated that they get difficulties in teacher talk, as Renandya said "it's difficult for me to understand what the teacher said, because it's full in English, i prefer if she use Bilingual".

The last question is about the students' understanding after they get teacher explanation about writing hortatory exposition text. There were two respondents who said that they really understand. There were three respondents who stated that they still confused about the materials as Rina said "not yet, I'm still confused to make an essay", and three other respondents stated that they understand enough.

Based on the data result above, it shows that the teacher is really proper for the students in teaching writing hortatory exposition. The teacher can attract the students in teaching writing hortatory although this materials commonly difficult to understand by them. The teacher was able to make the students understand easily the materials.

Discussion

The following sub-chapter contains of the discussion on the result of the study. Here, the researcher will read and analyze the result descriptively using the theories that the researcher elaborated in the chapter two. In conducting the classroom observation, the researcher used an instrument which were observation sheet or field notes. The classroom observation was conducted in three meetings regarding to the materials being learned, that was hortatory text. Here, the researcher would analyze the result in order to get answer for the first and the second research questions of the research which is the types and also the aspects of teacher talk which occur in teaching writing hortatory text.

Based on the explanation in the previous sub-chapter about the result of observation, it was describe about the types and the aspects of teacher talk which occur in teaching writing hortatory text. The first thing that the teacher do before teach the students about hortatory, she asked them to read or learn the materials at home. Then in the next meeting the teacher began to explain the materials. During the teacher explained the materials she also made the class became interactive. Ellis (1985: 143) says "... successful outcomes mat

depend on the type of language used by teacher and the type of interactions occurring in the classroom." By teacher talk, the teacher can deliver the materials to the students and do communication with them.

The teacher was asking some questions about the contents or the materials with the intent that a student may answer; it's included the direct influence of teacher talk. It's also considered with the Interpersonal aspect and pedagogical aspect of teacher talk. Based on Johnson (1986: 70-72) Interpersonal aspect is related to how the teacher speaks with utterances which is structures appropriately with the situation to the students so it can make a good classroom climate. Then, the pedagogical aspect is related to how teacher organize the lesson, so it can create a good interaction. During the teaching and learning process, the aspects of teacher talk which occur only two from three aspects, it because the teacher did not consider with the physiological aspect. The teacher was also considered with the physiological aspects of teacher talk, this aspect related to the voice produced by the teacher. The teacher has to be able to control his voice during he speaks in the classroom.

Based on Flanders cited in Kryspin (1974: 25) also divided the indirect teacher talk into some categories, and one of those categories is questioning or asking questions. In this category, teachers not always explain and give information to the students. They also offer some questions. The questions which are belonging to this type of teacher talk that is indirect teacher talk are the questions that invite students to give responses or in other word invite students to give responses or in other word invite students to participate. The questions are not included to this type if it is preceded by praise, using student's idea.

Then the teacher also give more information about the materials such as the differences between the hortatory and analytical exposition text, thus the students would not confuse between them. In this section part the teacher carried of the teacher role as the resource, its support Harmer, 2007: 261, that the teacher has some important roles in teaching writing, one of the roles is the teacher as the resource that the teacher should be ready to supply information and language where it necessary during more extended writing task.

In the section while the teacher explained about how to write hortatory text, it also included on the pre-writing. Langan mentions that there are five techniques in doing pre-writing; free writing, questioning, making a list, diagramming, and preparing a scratch outline (2005: 23). It means that it is not difficult to start writing, it seems because there are many techniques that can be done doing this stage. The teacher made a scratch outline that she called it mind mapping. The teacher asked the

students to make it to begin their ideas in making hortatory text, so they can make it easily and also can organize their idea.

The teacher also rephrases the students' idea and based on the categories of indirect teacher talk, it includes in the acceptance and/or use of students ideas. It is in line with Nunan who says that the ideas given by the student must be rephrased or spoken differently (1989: 84). The teacher also learn the students how to building or developing the topic.

While the teacher asked the students to write, she is considering that writing is difficult task which has to be acquired by the students, a teacher must be able to guide and motivate them in learning writing. Teacher is design to help students learn (Harmer, 2002: 57). The teacher asked the students to be able to ask question or help while they face some difficulty in writing, the teacher also said that they should not worry about their grammar. It would motivate the students to write although they have lack in grammatical. The teacher also clarify the students, how their writing will be evaluated, the teacher would be evaluated their work by the process, not only their result.

In process of explaining the materials, the teacher also inserts some jokes. It would be made the students un-bored with the lesson. It also gives motivation for them. It's as a praise that consists of single word, or it may be in phrase form that represent that students are doing what is expected. Based on Nunan, 1989: 84, Jokes are included in this type.

The students' responses toward the role of teacher talk to write hortatory text and the data had taken from the result of interview. The researcher interview some of the students in this class, and the researcher were chooses randomly.

Based on the result of interview, it was clear that the most of students are interested in teaching and learning English lesson. They admit that they were like with their teacher role while explained the materials. As Brown quoted from Rebecca oxford et al (1998) pointed out that teacher roles are often best described in the form of metaphor; such teacher as manufacturer, teacher as a doctor, teacher as a judge, teacher as a gardener. It means that the teacher has many important roles in class arranging the class condition to gain the effective situation for the students learn.

The teacher talk can make easier the students to write or create hortatory text. They also can ask for teacher help to do the task and also the teacher said that they should not worry about their grammatical errors. Thus the students have motivation to create hortatory text. Mostly, the students do not like to do something that can be demotivating them to create something. While

they got writing task, they must be considered with the grammatical errors.

Based on the interview data, most of the students said that the teacher talk was clear enough and it really help them to do their task. The teacher always gives them new knowledge that they could not be found in their book. The students also can ask to the teacher about the materials that they do not understand, the teacher always said 'free to consult'. Thus the students can resolve their problem by consult with the teacher. Its support by Harmer (2002) considering that writing is difficult task which has to be acquired by the students, a teacher must be able to guide and motivate them in learning writing. Teacher is design to help students learn. In this process in teaching writing hortatory exposition, the teacher was able to make the students understanding the materials easily. She proper with the condition of the class, and also understand her students.

In the whole process of teaching writing hortatory exposition, the teacher used indirect types of teacher talk dominantly because it purposes to make the students really understand about the materials by stimulating them to give response toward the teacher. Kryspin (1974: 23) states that indirect teacher talk opens the way or frees the students to expand on some point or respond more freely in the future. By this way, the students will be more understanding with the materials, because they contribute actively in learning process.

CONCLUSION AND SUGGESTIONS

Conclusion

From the discussion upon the data on the fourth chapter, it can be concluded that the types and also the aspects of teacher talk in teaching writing hortatory text is really important; it can influence the students to do their work to write hortatory text. Such as give the motivation, help them to resolve their difficulties, and also fell free to consult and interact with the teacher. It can help the students exploring their ideas. It also could minimize the students' embarrassment while they create or express their ideas or opinions. The teacher should be consider with the types of teacher talk that proper with the situation of teaching process and also they should be consider with the aspects that can be make a good climate in the class and interaction between the teacher and the students.

Based on the result of the interview, the students said that the teacher talk is really needed for them, because if they did not know or understand something the teacher talk will make it clearer than they learn by them self. The teacher also can give new knowledge about the

materials. The teacher helps them easier to do or make something difficult by the teacher instruction.

Suggestions

In teaching learning process, the teacher should be able to understand the condition of their class and the materials that will be taught. By understand about them, the teacher will know what types of teacher talk that can be used, they also can consider with the aspects of teacher talk. When the teachers are able to apply their plan in choosing types of teacher talk and consider with the aspects, the goals of teaching and learning process can be achieved well.

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