

APPENDIX 1

**SETT Instrument**

Feature of teacher talk	Tally	Utterances
(a) Scaffolding		
(b) Direct Repair		
(c) Content feedback		
(d) Extended wait-time		
(e) Referential question		
(f) seeking clarification		
(g) Extended learner turn		
(h) teacher echo		
(i) Teacher interruptions		
(j) Extended teacher turn		
(k) Turn complete		
(l) Display questions		
(m) Form focus feedback		

## APPENDIX II

### INTERVIEW QUESTION

1. What technique do you use to teach speaking?
2. Do you always use the same technique for teaching speaking?
3. How do you organize the class in order to get the good interaction?
4. Do you always give explanation during teaching learning process or give your students opportunity to handle the class?
5. In your opinion, is it important for the lecturer in mastering all the features of teacher talk in teaching learning process?
6. Does every student who present in front of the class always get your feedback or suggestion?
7. How does it work when you give feedback to your students?
8. What do you do when your students do an incomplete answer?
9. Well what do you do when some students get error to speak?
10. Should the teacher revise them directly?
11. What do you do when you do an error while you speak during teaching learning process?
12. Do you control your voice and intonation during teaching learning process?
13. What do you do when your students have misunderstanding each other?
14. Do you use the easy language to be understood during teaching learning process?
15. Do you help your students by using the clear word or sentences when your students deliver the unclear idea?

16. Do you give a sufficient time for students to deliver his or her contribution?

17. Do you ask your students to correct their wrong oral contributions?

## APPENDIIX III

### QUESTIONNARE RESPONSES ABOUT LECTURER'S TEACHER TALK

Teacher talk is a language typically used by the teacher in the foreign language classroom. Teacher talk is used in the class when teachers are conducting instruction, give feedback, and give question and managing the classroom activity.

1. How is the teacher talk used by your lecturer to make the classroom becomes fun?
  - A. Exciting
  - B. Pleasant
  - C. Less pleasant
  - D. Unpleasant
  
2. Do you understand the teacher talk of your lecturer during the learning process?
  - A. Extremely knowledgeable
  - B. Understand
  - C. Not fully understood
  - D. Unaccepted
  
3. How often your lecturer assist and guide in solving problems if you have learning difficulties in speaking class?
  - A. Very often
  - B. Often
  - C. Sometimes
  - D. Never
  
4. After completing the class how is the effect of lecturer's teacher talk to you?
  - A. Very influential
  - B. Influential
  - C. Sometimes
  - D. There is no effect
  
5. How is your speaking ability after getting the teacher talk from your lecturer?
  - A. Better
  - B. Good
  - C. Less good

D. Worse

6. Are you satisfied with your lecturer in teaching speaking?

A. Very satisfied

B. Satisfied

C. Less satisfied

D. Dissatisfied

7. How enjoy is the lesson?

A. Very enjoy

B. Enjoy

C. Less enjoy

D. Not enjoy

8. How do you feel when your lecturer gives a question while you present the material in front of the class?

A. Very welcome

B. Welcome

C. Afraid

D. Nervous

9. How important do you think the teacher talk in teaching learning process?

A. Very important

B. Important

C. Less important

D. Unimportant

10. How do you feel when you get a feedback from your lecturer?

A. Very welcome

B. Welcome

C. Less welcome

D. Unwelcome

## APPENDIX IV

### TRANSCRIPT

S1: Is there any obstacle?

Presenter: Obstacle? I don't know what it means obstacle?

S1: Obstacle is.....??? (Look her lecturer)

Lecturer: Problem.

Presenter: a... in my first doing public speaker I have a problem. Like shake my body, nervous, when I doing public speaking a..and I don't memorize my a.. my speech.

S1: No no no I mean

Lecturer: Let her finish.

Chairperson: Thank you Miss Anggi and the last question from Mr. Pram

Lecturer: ok. Easy question. We can see that, we try to be a good speaker, if you know that the word "good" itself is not 100% correct right? It means that, how would you be a good speaker? Being a very good public speaker, you have to determine what, are the criteria of the good itself. For example, when you're saying like this one, it can be consider good it can be consider perfect, we have the specific criteria. So, please go to next slide, the first question is the criteria of the good itself

Lecturer: Next, I'm sorry, this one, if you're trying to make note the point. Try to make the point of the part in the same line. For example, scary is noun and nervous is adjective, so please trying to make the point noun or adjective. It's easy to understand. Next it's to manage the problems not problem. (Teacher corrects the presenter slide). It's so you right? When you're there you're got confuse, nervous, and suddenly your left eyes scratching like this one, and your hand

shaking and trembling. It's happen all the time. Next, next, next, next. I only have one god, because we couldn't a pointed. Next, next, next, next

Lecturer: Starting from this slide you're reading. Next, ok this one, this one can become very good question. How would the audiences assess whether this speaker is good in delivering speech or not, actually it is relevant with my first question. Now, we are talking about the perspective the audiences. Please try to answer, very easy question.

Chairperson: thanks' Mr. Pram for the very easy question.

Chairperson: Excuse me Mr.Pram could you please repeat your question?

Lecturer: I'm going to repeat the question. Like this. I'm Indian, I'm Indian. This is how people Indian speak. I like people Indian speak. And actually my first question is easy. First question actually is easy. When you're trying to convey better this one is good by the criteria. I want you to give the criteria being very good public speaker because you give the title being a good speaker without giving the information the criteria of the good speaker. This is form short like mmm the step not the criteria. For example he first step you have to practice this one this one this one this one right? But those are not the criteria. So, I would ask what are the criteria? And the second question, i try to stimulate it differently by seeking or looking from the perspective of the audiences. Of course, it need to asses based on your presentation over there. We need to give assessment ouh this one is good ouh this one is bad. How would we assess that one objectively not subjective. thank you. Oh, she is pretty , she is good in public speaker like that one.

Chairperson: Thank you Mr. Pram

Lecturer: You're Welcome

Presenter: Now I'm going to answer Mr. Pram's question. Don't look your eyes.

Lecturer: I'm sorry we couldn't look our eyes

Lecturer: I'm sorry she hasn't answered my question. I mean the criteria not the tips or trick

Lecturer: Try to answer within you're self-do not trust anybody.

Lecturer: Being you're step not criteria. Step or tips not criteria

Pram: Mr. Pram's question what is the criteria?

Lecturer: What are the criteria? Criteria actually are plural. Criterion is singular be careful. So, what are the criteria being a good speaker because because what good itself couldn't represent anything. All step.

Lecturer: so, from the perspective of chairperson today, we have good improvement. She control whenever we make noise. It was very great not only good but great. I like you're closing because actually you took cover from chairperson oh note taker speaker. She mention that last one and you took over it it become very great closing mm whenever anybody in the class asks for the question and actually it copy the presenter explanation you have. You have to take chance. When this girl and that girl have argumentation. Like that she disagree but she didn't wake her to finish the explanation. So, you have take chance. I'm sorry let the presenter finish the presentation first. You have do that. It's your job. It's not me it's not us but only you.

Lecturer: Presenter, on the perspective of the presenter from me the handsome person on the earth. Starting from this slide i assume that you're reading over there. Why? Because you didn't give additional information to us. After you said about this you said next page it means you didn't give extra explanation. You have to give more explanation. Let the audiences read about that and you give explanation about that. It could be beneficial for you. And like your gesture. when you were presenting but sometimes in one or two point your hand gesture and actually disturb me. If you're presenting try to limit your body gesture. When it is not necessary to add don't add. It helps but can also disturb. If, you're afraid of doing something. My suggestion is just to press your thumb and point finger. Press it until it cannot feel anything. Do not trust anyone. Because you're the only



presenter here. You're not supposed to take suggestion from other especially from the note taker speaker. She doesn't know anything about your presentation. So, when you depend your life to her you will be down to earth. And I didn't ask her answer it's your job to write down the question. It's not from note taker speaker, so note taker speaker will function properly on taking the conclusion from this presentation and got that information with the question like that. Let her function properly on her job. If you didn't get the question ask as the chair person not her but you have to on your self-first. You have to write down the question. Why? Because may be your friend help you by writing down the question. Of course, the information that you got from that information will be may be different from the question purpose earlier. Do you get my idea? Ok .And it will be disaster when you're trying to answer that question with. If actually different or it's not relevant to what the question from you're question actually. Why? Because we have things that we said as frame. Frame will stimulating will be stimulating the idea that you get and force to mmm force to focus on the question. It means, when she doesn't know the answer she will try to arrange the question in order she can answer. It is the gritting\_of brain. It will be looking for comfort one. Your brain will be not comfortable in danger level. For example when you ask something and then you do not know the answer your brain will stimulate you to do something unpredictable point. I'm sorry I got phone call even though you're not got phone call. It comes from the brain. It calls trick. Got the information?

Lecturer: Aa for Devi please try to differentiate many kind or word. Actually they have some meaning but different in using. Voice just for human being. You said \_\_\_\_\_ for human being that's wrong. For example some diction is used by the function. Where, it is just for thing that \_\_\_\_ your body. And we have consumed something to drink and milk but we have only drink on liquid thing that's why when you're trying to say ice cream. Ice cream is not drink. It is eat. Anything liquid is for drinking. And try to, when you're public speaker when you don't know what the coming up point. You can read but, you're not reading while you're speaking.

# APPENDIX V

## PICTURE

