# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERAKUAN TENTANG HASIL KERJA AKADEMIK</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE: THE PROBLEM AREA

1.1 INTRODUCTION                              | 1    |
1.2 THE PROBLEM                               | 3    |
1.3 RATIONALE                                 | 5    |
1.4 OBJECTIVES OF THE STUDY                   | 7    |
1.5 RESEARCH QUESTIONS                        | 8    |
1.6 SIGNIFICANCE OF THE STUDY                 | 8    |
1.7 LIMITATIONS OF THE STUDY                  | 12   |

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION                              | 14   |
2.2 TEACHER TALK                              | 15   |
2.3 THE NOTION OF COMMUNICATIVE TEACHER TALK   | 18   |
2.4 FEATURES OF TEACHER TALK                   | 19   |
2.5 CATEGORIZING TEACHER TALK                  | 21   |
2.6 IMPORTANCE OF INSTRUCTIONAL LANGUAGE IN CLASSROOM TEACHING 33
2.7 DEFINING A RESEARCH APPROACH 35
2.8 QUALITATIVE / QUANTITATIVE ANALYSIS 36
2.9 CONCLUSION 37

CHAPTER THREE : DESIGN OF THE STUDY

3.1 INTRODUCTION 40
3.2 THE SUBJECTS 40
3.3 PURPOSE OF THE STUDY 41
3.4 RECORDING OF DATA 42
3.5 INSTRUMENT AND PROCEDURE 42
3.6 ANALYSIS OF DATA 48
3.7 TABULATION 48
3.8 IN-SERVICE AND PRE-SERVICE TEACHERS: CROSS COMPARISONS 49

CHAPTER FOUR : ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS.

4.1 INTRODUCTION 51
4.2 ANALYSIS AND INTERPRETATION OF DATA 52
  4.2.1 Differences in the Utterances between TESL Teacher Trainees and In-Service Teachers 52
  4.2.2 Differences in Percentages of Errors Between TESL Teacher Trainees and In-Service Teachers. 58
4.3 CONCLUSION 63
CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION 72
5.2 IMPLICATION OF THE FINDINGS 76
5.3 RECOMMENDATIONS 78
5.4 SUGGESTIONS FOR FURTHER RESEARCH 80
5.5 CONCLUSION. 82

BIBLIOGRAPHY 84

APPENDIX A 88

APPENDIX B 105
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1 :</td>
<td>Sample Composition According to Groups and Sex.</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.1 :</td>
<td>Total and Mean Numbers of Utterances in Each Category of Instructional Language for TESL Trainees</td>
<td>53</td>
</tr>
<tr>
<td>Table 4.2 :</td>
<td>Total and Mean Numbers of Utterances in Each Category of Instructional Language for In-Service Teachers.</td>
<td>54</td>
</tr>
<tr>
<td>Table 4.3 :</td>
<td>Mean Number of Utterances in Each Category of Instructional Language for TESL Trainees and In-Service Teachers.</td>
<td>55</td>
</tr>
<tr>
<td>Table 4.4 :</td>
<td>Total and Mean Numbers of Errors in Each Category of Instructional Language for TESL Trainees</td>
<td>58</td>
</tr>
<tr>
<td>Table 4.5 :</td>
<td>Total and Mean Numbers of Errors in Each Category of Instructional Language for In-Service Teachers.</td>
<td>59</td>
</tr>
</tbody>
</table>
Table 4.6  Total Number of Utterances and Total Number of Errors in Each Category of Instructional Language for TESL Trainees.  

Table 4.7  Total Number of Utterances and Total Number of Errors in Each Category of Instructional Language for In-Service Teachers.  

Table 4.8  Percentages of Utterances in Each Category of Instructional Language for TESL Trainees.  

Table 4.9  Percentages of Utterances in Each Category of Instructional Language for In-Service Teachers.  

xii