

Speech Topics Controlling in Classroom Interaction Discourse Sma Negeri 2 Ambon

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Abstract: Topics speech controlling in the classroom interaction discourse is teachers' strategy and authority. The mechanism of speech topics controlling in the classroom is different from the everyday discourse interactions in general. It is mostly done by the teachers because they determine the strategies and methods used in delivering the material and also as facilitator. However, teachers always try to engage the students in this activity which resulting the variety of learning activities. Speech topics controlling in the teacher student interaction during learning activities divided in three parts: (1) introduction to the topic of speech, (2) the development of topics speech and (3) speech topics closure. Controlling the speech topics occurred in a variety of contexts and also performed in various strategies, namely (a) delivery of theory, (b) provide the example, (c) provide the definitions, (d) provide the argumentation, (e) provide the processes guidance, (f) provide the training.

Keywords: Speech topics controlling, discourse interaction, classroom interaction.

I. Introduction

Discourse analysis as the language used cannot be separated from its purpose and its function in human life. The understanding of discourse as the language use provided different implications of analysis. Fasold (1990: 65) states that discourse analysis is a study of various aspects of the language used implications. In the same way, Brown and Yule (1996: 1) state that the discourse analysis of course, is an analysis of the language used. According to Foucault (2002: 220-221), discourse is a group of statements that appears to speak or a way to represent about a particular subject and the particular historical occasion as well. Discourse is the production of knowledge through language. Discourse related to language aspects and habits. This point of view is trying to overcome the shortcomings in which traditionally distinguish what was said (language) and what was done (habit).

A classroom discourse interactions was classified as conversational discourse. Speech discourse interaction indicated that the discourse was related to specific communications. Discourse in classroom context, the teacher with the student or students with student conducted direct face- to-face conversation. According to Cook (1989: 55), this kind of communication tends to be reciprocal because the hearers (Mt) are able to directly respond the speakers' utterances (Pn) or vice versa.

In a simple term, it can be said that discourse is a face- to-face verbal interaction between two or more participants to achieve certain goals. According to Richard (1995: 3), the conversation is not just exchange the information in a face- to-face interaction. If people take part in it, they get into the process of the conversation, assumptions and expectations about what the conversation was, how the conversation develops and the kinds of expected contribution they made. When people join in a conversation, they share common principles which enable them to interpret each speech they produced.

II. Method

This study employed descriptive qualitative approach in which (1) the study was conducted in natural background, (2) the research is descriptive, (3) the researcher as the main instrument, (4) the researcher inductively analyzed the data, (5) speech as a the main data of the study (Bogdan & Biklen, 1982: 27-36). By using this approach, speech topics controlling in the classroom interaction discourse (based on the natural classroom background) can be described. The data of this research was speech form. The speech was in the form of words, clauses, and phrases used in the classroom interaction, while the nonverbal data were context and kinesics that accompany speech interaction. The speech data was obtained through recording, observation and field notes. Teachers' speech and students' speech were chosen as a source of data because both actively involved in the classroom conversation interaction to produce speech as a communication tool in the learning activities.

Data analysis technique in this study was an interactive model adapted from the developed model by Miles and Huberman (1992: 21-23). The interactive model suggests three phases of activity to analyze the data: (1) data reduction, (2) presentation of data, and (3) the inference data or verification.

III. Result And Discussion

3.1 Introduction of Topics Speech

In classroom discourse interaction, the teachers usually introduce the topics of the speech. This action is a complex act that requires conformity in the usage. Referring to Bublitz (1988: 42), the introduction of the topic in a conversation can be divided into three parts: (a) at the beginning of a conversation, (b) during the conversation, and (c) after any irregularities in the conversation occurred. In the classroom discourse interaction, the introduction of the speech topics can be done by (a) direct exposure, (b) exposure to perceptions, and (c) an introduction to the negotiation topic.

Direct exposure of speech topics introduction is done without asking the students about that topic or associating them with other topics. This kind of topic introduction frequently happened in the classroom discourse where the teachers are the speaker who responsible for regulating the smooth learning activities. For direct exposure, it can be seen in the following passage. [01]

Teacher: Pay attention. For Biology, basically there is activity you have to do in groups which will be your portfolio grade at the end of the semester. Well, for other activities, for daily activities please make 5-8 groups. If there are 10 tables in LAB, that means there will be 10 groups. So if there are 40 people, then a group consists of four people. (1)

Student: (Listening attentively) (2)

(Context: the teacher providing guidance material on the initial meeting)

(Peng-TopTur / 1 / Bio)

The introduction of topics speech such as in quotations [01] indicates that teacher had very important role in the classroom to introduce topics related to learning materials that will be given in one semester. The introduction of topics that teachers did was in a direct way. It means that teacher directly convey the things will be done, without any effort to provide opportunities for students to express their opinions or suggestions. Students were passive party. Teachers did not feel the need to discuss the learning topics that will be taught. [02]

Teacher: Well. Today we are going to discuss the Structure and Function of Plant tissue. This material is not new for you. It has been studied in junior high. Plants have complex body structures. The main part is the stem and the roots. Well next, open your books and see the material about the structure and function of plant tissues. (1)

Students: (students perform the teacher's commands) (2)

(Context: the teacher opened a lesson on the subjects of Biology)

((Peng-TopTur / 2 / Bio))

Direct exposure in opening the lesson as in citation [02], the teacher immediately explained the topics that will be implemented in learning activities. In introducing the topic, the teacher did not involve the students. Teacher only introduced the topic without asking the student response. Here, the power of teacher can be seen because at the end of the speech, the teacher should ask students' response to the material will be taught but the teacher introduced another topic that was open textbooks.

The introduction of speech topics in apperception way is widely used in classroom discourse. Apperception activity is an effort to raise students' schemata of speech topics by linking the topic to other topics that have learned. Teachers widely used this process as a way to introduce the speech topics to students. Introduction to the topic using apperception can be seen in the following example.

[03] Teacher: Last week, we already discussed the distribution of flora. Now, we are going to discuss the distribution of fauna. Before getting on it, I wonder if flora is the same in all places or regions? (1)

Student: Not the same (2)

Teacher: Why? (3)

Student: weather and climate of each region are different (4)

Teacher: The weather and climate of course, then (5)

(Context: the narrative when the teacher opened a lesson)

(Peng-TopTur / 3 / Geo)

Quotation [03], introduction to the topics in apperception way to see the substance of learning schemata that students will receive. In this way, students felt be involved to think the substance of speech topics that will be studied. In the quotation above, the teacher did apperception by demanding the students to explain their understanding of the distribution of flora in various places. Thus an interaction during topics introduction occurred which enabled to create more humane classroom atmosphere than directly introduce the topics.

The introduction of the speech topics by negotiation strategy is considered as the most humane because there is interaction between teachers and students and also students with students. In negotiation strategy, teachers do not impose speech topics that will be discussed but invite the students to express their wishes and their agreement. According to Bublitz (1988: 42), in this strategy, the principle agreement occurred between the participants in determining the topic. In the classroom interaction context, the introduction of the topic principle was in line with the mutual agreement between conversation participants. Negotiating in interactive discourse

can be done with some strategies, namely; question and answer, discussion, confirmation and clarification. The following quotation shows the introduction of the speech topics with negotiation strategy.

[04]Teacher: Good morning students (1)

Students: Good morning (2)

Teacher: Last week, I promised to give a quiz today. But I see most of you are not ready. What if today we do a question and answer or discussion only, or should I continue with the next material? (3)

Students: question and answer, ma'am! (4) Teacher: Do you agree for question and answer, class? Well, we ask and answer the questions to understand more about the material. Last week you've studied about the population dynamics. What do you know about it? (5)

Students: The dynamics of population affected by births, deaths, and migration. (6)

Teacher: Yes those matters relate to population dynamics. (7)

(Context: Geography teacher spoken initiated activities frequently asked questions)

(Peng-TopTur / 4 / Geo)

In conversation [04], the teacher and students negotiated the speech topics introduction. As it shown in utterance (3), the teacher provided alternative choices of topics to be discussed in learning activities. Students can express their opinions based on the teacher's selection. As a consequence, the students' chosen topic as it revealed in the utterance (4), "*A question and answer session, ma'am*" became the teacher's guidance in learning activities at that time.

3.2 Development of Speech Topics

Development of speech topics in classroom interaction discourse is still largely controlled by the teachers but the teachers attempt to engage students in developing speech topics. Development of speech topics is done in variety contexts, both in the provision of initial guidance and in learning activities. The results of this study revealed that the development of the speech topics can be done through the following ways (a) giving examples, (b) giving argumentation, (c) giving definitions, (d) giving actions process, and (e) giving classification.

Giving an example is one of the speech topics developments strategies which teachers often do in the classroom discourse. Given example is affected by the speech topics because when it requires illustrations to give a more concrete idea, the teacher will use this strategy to enable students to easily understand and follow the speech topics being discussed. It starts with a generalization and then provides examples that support existing generalizations. Development of speech topics by giving an example can be seen in the following example.

[05]Teacher: one of the causes of plants and animals damage is natural disasters. There many kinds of natural disasters. What are the examples of natural disasters? (1)

Students: Earthquakes, volcanic eruptions (2)

Teacher: Yes, an earthquake, what are the examples of its damage? (3)

Students: Trees and plants fallen down, damaged (4)

Teacher: what are the examples of volcanic eruptions damage (5)

Students: Plants and animals will become extinct.

Teacher: Another example of a natural disaster? (6)

Students: Floods and droughts (7)

Teacher: What are the examples? (8)

Student: Landslide if flood occur, dead plant and also animals. In droughts, will be droughts, all animals and plant dead because of drought. (9)

(Context: spoken when Geography are taught and discusses the factors of damage plants and animals)

(Peng-TopTur / 5 / Geo)

The introduction of speech topics [05] done by the teacher, while the development was done by the students. It could be seemed that teacher used initiation to encourage students to be able to give examples of natural disasters and its damage. Teacher strive to made the students were not silent or passive in following the lessons, even though the teacher was more active or dominated to deliver the speech topics and students were directed to develop examples.

In the development of speech topics by giving argumentation is also done in the teacher-student interactive in classroom discourse. The development of this topic is characterized by the delivery of the arguments against a generalization that has been made. Teachers often use arguments to show and convince the truth of the knowledge to students. Here is a sample topic development by presenting arguments.

[06]Teacher: who has finished writing short stories? (1)

Student: Not yet, ma'am (2)

Teacher: Writing cannot be good immediately. (3) Yes, need exercise and it must be done repeatedly. Yes, right! So, do not be afraid of making mistakes in writing or composing. Just write, if something is wrong, correct it, do not be afraid of making mistakes, repaired. Keep practicing, certainly you can write well. (4)

Students: (listen intently without leaving a comment. (5)

(Context: spoken when the Bahasa Indonesia teacher discusses the material of writing and reading short stories)

(Peng-TopTur / 6 / Bin)

In learning activities as carried out in quotation [06], the teacher developed a topic by providing the arguments. It appeared that teacher dominated the conversation which means that she did not allow or encourage students to give arguments. Teacher provided more speech, delivering **recipe in** which she believes enables the students to write a good short story. On the other hand, the students can develop the topic using argument strategy in group discussion. As a presenter in the discussion, the questioner, or as the participants who help in answering questions using arguments in order to convince other students. Arguments were achieved by accessing the knowledge or skills.

Development of speech topics by comparison is often done in the learning activities. In this context, it is done by comparing the elements into a derived topic. There are two possibilities to develop the topic using comparison, namely a comparison of the difference or the contrast and comparison of similarities. Teachers used comparison strategies in the development of speech topics to build the students' association of the compared elements in order to facilitate the students to understand the substance of the speech topics. The following quote can represent it.

[07] Teacher: Is there an antagonist character in the short story you have read? (1)

Student: Yes (quietly) (2)

Teacher: Answer out aloud, do not whisper. There is antagonist character. Is not it? If there is an antagonist, there is also protagonist character. What are the differences of those characters? (3)

(Context: spoken when teachers and students are discussing LKS)

(Lawyer-Top Tours / 7 / Bin).

Quote [07] shows that teacher used comparison strategy to develop the speech topics. It was conducted by teachers and students. The discussed speech topic was the comparison of characters' role in short story. Here, students were given the freedom to engage in the development of speech topics, so in this strategy, teachers and students created an atmosphere of teaching and learning in harmony and not only one of the parties was actively dominate classroom interaction

The delivery of definition is often carried out by teachers in providing the material, especially for the development of speech topics. The definition states the nature of things, which is done through the meaning of the word, a synonym, or even a formal definition. In the development of the speech topics by giving definition, teachers more dominate the conversation because it is important to engraft the concept but wherever it is possible, the teachers try to direct students to provide a definition. The following quotations are the example of it.

[08] Teacher: Before discussing conjunctions, we must recall the types of words. How many kinds of word? Come on!

Students: There are ten. (2)

Teacher: Well, what is conjunctions, yes Siska! (3)

Students: The word that connects words with words. (4)

Teacher: Yes, a kind of word that connects words with words, sentence by sentence, paragraph or between paragraphs. (5)

(Context: spoken when teachers and students to discuss conjunctions)

(Lawyer-Top Tours / 8 / bin).

Quote [08] shows the development of speech topics by giving definition. Speech (1) and (3) were the teacher's initiation to encourage students not to be passive, not only received the definition from the teachers but they actively participated to provide definition of conjunctions. Students' activation in learning activities make them easily master the material being taught and they could easily make the definition. Teacher and students take turns in providing questions and answers. It means the conversation not only monopolized by teachers but the fun interaction occurred.

Basically, the processes are steps or stages to do something. Therefore, when learning process is directed to do something, for example, create something based on appropriate steps, appropriately do practical activities then that are what the students do in learning. For this strategy or ways of process, teachers provide guidance or instructions to perform the activities. Development of the topic in the classroom interaction process can be described in the following examples.

[09] Teacher: Are you ready with the materials and equipment? (1)

Students: Ready, ma'am (2)

Teacher: Well, let's started! Firstly, take mango branches and then peel them, remove the skin approximately 10 cm. if it is done, the next step is put the soil on that part. Done? (3)

Student: yes, ma'am. And what is next, ma'am? (4)

Teacher: does anyone know what the next process is? (5)

Students: covered or wrapped the soil using coconut fiber (6)

Teacher: Yes, exactly. Wrap the soil with coconut fiber (7)

Student: It means this rope to tie? (8)

Teacher: Yes, after wrapping the soil with coconut fiber, the last step is tying it with raffia rope that had been prepared. (9)

(Context: the teacher explains the process of grafting plants)

(Lawyer-Top Tours / 9 / Bio).

Through that process the teacher and students did the grafting steps [09]. In the development of this topic, the teacher guided the students according to the certain steps and they did it with no difficulty. The processes eased them because the materials and equipment already prepared. It was shown from the students' questions before the teacher told to do the next step. In this classroom interaction, the communication was alive and classroom atmosphere was humanist because teachers and students did the grafting process together, it but continued under the teacher's control.

Development of the topic with classification strategy essentially intended to classify things based on certain criteria. Therefore, this strategy tends to be used when the learning process about a certain topic in which requires grouping elements. It helps students to identify and sort out the elements which are determined based on certain criteria. The following quotes show the development of the topic of speech in classification way.

[10]Teacher: productive age or of working age. You are 15 years old, so you belong to which group? (1)

Students: nonproductive (2)

Teacher: what is productive age? (3)

Students: 17-65 years (4)

Teacher: Yes, working age is 17-65 years (5)

(Context: frequently asked questions when learning geography of working age

((Lawyer-Top Tours / 10 / Geo).

Topic of speech with classification strategy in quotation [10] shows that the classification of working age is based on the productive and nonproductive age. The question and answer between teachers and students occurred in the learning activities, it showed that the interactions run smooth in a humane atmosphere. Teachers did not dominate the conversation but the students were involved and actively responded to the teacher's questions. The use of the classification strategy can excite students and can empower them in the development of speech topics.

3.3. Speech Topic Closure

Speech topics closure is made after introducing and developing the topic activities. In discourse activities, introducing, developing and closing the topic are a must element. Closure is done when the topic will be changed, but it can also indicate that speech has ended. Formally there is no difference between the closing speech topics and the closing topic to change the subject but in the classroom discourse context, there are different strategies in closing the topic during the learning process and the closure of the topic to end the learning process.

3.3.1 Closing Speech Topics During Learning Process

According to Bublitz, (1988:88) closing and changing the speech topics is a tool to control the conversation. It is said as a component that creates classroom discourse. Therefore, closing the speech topics is an important factor in learning activities between teacher and students in the classroom and as a discourse goal.

In classroom discourse, the teachers have a role to manage all the processes of the smooth learning, including a role for closing speech topics. Students can also do it, but only within certain limits, for example, they do it in discussion or when presenting individual task. But in general, the speech topics closure remains under the teachers' authority.

Closing the topic is done by teachers which indicate that the subject will be changed. This process is done in two possibilities, namely a totally new topic or subtopic of a larger discourse. In general, the changed of topic leads to the subtopic because it is actually part of the unit of learning materials. In the learning process, the topic replacement is a planned act because it is a management order in presenting learning materials. Therefore, before changing the subject, teachers tend to close it with certain strategies. For closing the topic, teachers often use comprehension confirmation strategies. It means that teachers reconfirm the students' understanding of the material or subject before moving on to the next subject. The following conversation shows the confirmation of understanding.

[11]Teacher: So, everyone understands? Before we continue to the next discussion, does anyone want to ask? The patterns of residents' settlement, is there any? If it is not, well, I continue the new discussion about the distribution of the population. Population distribution means that there was equal distribution of the population on a territory. Java Island population is very

Students: Crowded.

(Context: classroom interaction on Geography)
(Penut-Top Tours / 11 / Geo).

Interaction between teacher and students in geography lesson appeared at citation [11]. Teacher asked students about the new material in which indicated she confirm students' understanding. It was done before she introduces a new topic. In that interaction, the teacher asked if there was any material that students do not understand yet. The teachers' confirmation indicating that there has been a closing of topic discourse and the teacher directly introduced new topics. To confirm the students' understanding, teacher encouraged them to use *speech-speech* invitation so they did not feel being forced, such "is there any question? Please, if you do not understand yet, how? Is it clear?". According to Svartvik's (in Bublitz, 1988:50) opinion, the directive forms is a topic changed marker that serves to close the previous topic of speech and focus on the next topics of speech.

Students' reaction or response to the teachers' confirmation will determine whether teachers can continue with a new topic. Topic displacement can occur if the students' answers show their understanding of the topic being discussed. By doing confirmation strategies, the teachers do not dominate the students but they pay attention to the students' understanding by confirming the level of understanding or difficulty they face in the subject matter that has been received.

Teachers often do the direct topic closure in the classroom discourse context. This method is characterized by without any compromise, the teachers closed the topic and replace it with a new one. The teachers did not care about students' understanding, difficulty or confusion. They directly and unilaterally performed this action. The following citation explains the method.

[12]Teacher: you usually lazy in doing the assignment. The next task is not hand writing any more again, they must be typed. Today is the science and technology era, do it, no matter how. (1)

Student: (rowdy because many of them do not have a computer) (2)

Teacher: Open textbook page 17 (3)

Student: (rowdy because many of them do not bring textbooks) (4)

Teacher: Textbooks should always be brought along your LKS. Do not say you not have it. (5)

(Context: classroom interaction on Bahasa Indonesia lesson)

(Penut-Top Tours / 12 / Bind).

It can be seen in conversation [12], teacher used direct closure strategy. It is done without approval or confirmation or comments or opinions from the students. In speech (1) the teacher immediately ended the topic of the tasks that must be computerizing typed, and then continued with a new topic, in speech (3).

3.3.2 Closing Speech Topics at the End of Learning

Speech topics closure to end the learning activities means to end to all the learning activities. Based on results of this study, it revealed that when the teachers would close or end the learning activities, it can be done with these strategies (a) shows the time was over, (b) provided a summary, (c) gave the task, and (d) provided the tests. Teachers' strategies have certain characteristics which essentially enable students to easily accept, remember and be able to understand the material. The following section may indicate the closing speech topics by showing the lesson time has ended.

[13]Teacher: Government conducted population census through the Central Statistics Agency (BPS). What are census for? Come' on, who can answer? (1)

Students: Knowing the population growth. (2)

Teacher: Besides the population census, what the other types of census? Try, who else? (3)

Students: Economic Census (4)

Teacher: Economic Census, yes ... Oh bell has rung. Time is up. Okay, we will continue the lesson in the next meeting. Good afternoon. (5)

(Context: spoken when a Geography teacher ended the lesson)

(Penut-Top Tours / 13 / Geo).

Teachers are the classroom situation controller, including started and ended the speech topics in the learning activities. In the citation [13] teacher's utterance expressed the closing topic of speech by pointing time was up strategy. Explicitly at the utterance (5) the teacher ended or closed the speech topics by showing the learning time is up by the buzzer. Teacher's utterance in "the time is up. Okay we will continue in the next meeting". This strategy did not put attention to students' cognitive and social aspects. They were not given the opportunity to submit questions or opinions on the discussed topics.

Teachers often use providing a summary strategy in the learning activities, especially to cover the topic of the speech. It is assumed as a good strategy in learning context because teachers have planned to summarize the speech topics discussed in the meeting. In this way, students are involved to sum up the topic because they are actively in summarizing the topic. The following quotation illustrates closing speech topic by giving a summary.

[14]

Teacher: Well, before ending our learning today, there are some things we can conclude. Your friend asked "why should we breathe through the nose?" First, we should breathe through the nose. Not through the mouth. And it has been answered correctly by your friend. That because in the nose there are fine hairs and cilia that will filter the air. Second, there is a part of respiratory tract that connected with digestive tract. It is called laryngeal tract. Well, the conclusion of the material we discussed today is human respiratory apparatus. Any question? If not, we end up the lesson. Good afternoon.

Students: Good afternoon Ma'am.

(Context: spoken when a Biology teacher ended the lesson)

(Penut-Top Tours / 14 / Bio).

The quotation above shows that the teacher ended the speech topics by summarizing the material that has been discussed. It done because the teacher is the most important part of learning activities that has been designed, which is one of the competencies that must be owned by a teacher. The teacher's skill to provide a summary is cognitively and socially very important for the students' learning progress. As stated by Brown, (1991: 101) the students' highest achievement will be achieved if at the end of a lesson, teachers provide a summary of the main points of topics that have been discussed.

Towards the end of the lesson, teachers usually end the topic of speech by giving both spoken and written tests. The following section may indicate it.

[15] Teacher: is there anything you don't understand about population lesson? It seems, everybody understand, the material about population is done. Remove all of the paper, close your books. (1)

Students: are we going to have test? (2)

Teacher: Yes, I would like to know whether you have understood. See question no 4, do it using the birth rate formula. Question No. 5, do it using mortality formula. (3)

(Context: Geography teacher speech when she/he will conduct test)

(Penut- Top Tours / 15 / Geo).

In the learning context, giving test is one of teacher's ways to determine the students' understanding of the material. To close or to end the speech topics the teacher used test, in this case post-test is one of the required basic competencies. As it shown in citation [15], teacher used the test to close the topic of the speech. The test which conducted in the quotation above was a written test. In the speech (2), seems like the students little bit surprised because they did not think that there would be a test at the end of the lesson. This was because the teachers did not deliver or provide guidance at the beginning of the semester or at the beginning of the meeting about the assessment or evaluation system that will be used. So the classroom teacher used test as a closing speech topics. Another strategy to close topics of the speech is giving the task. By giving the task, students are required to repeat or review and revise the materials. The following are the example of closing topics speech by giving the task.

[16] Teacher: Any comments? There are no problems with the prose right? Well there is a task for you, find the other folklores, there are many of them, and then write each story in front of here. Then read short stories or novels or romance. Find the differences of each story. Do you understand?. Ok, let's end up our lesson. Good afternoon. (1)

Students: Good afternoon mother. (2)

(Context: spoken by bahasa Indonesia teacher as if going to end the lesson)

(Penut-Top Tours / 16 / Bin).

Quotation [16] shows the closing speech topics by giving task. Teacher's speech to close the topic is one of the strategies in the form of evaluation instrument of products and processes. Based on the given task, teachers can evaluate students' abilities related to knowledge or the material being taught. Giving the task is also an evaluation of the process as it would discover how the students do the given tasks.

Based on the description above, it shows that closing the topic of the speech by giving the task to encourage students to reveal their mastery of the learning substance or to prove their creativity. Students will generally do the given task well if the teachers provided enough time, especially for homework. Students will be happier to get homework rather than a classroom assignment. The limited time in the classroom caused the incomplete task, and it often makes students disappointed and wished tasks were not assessed by the teachers.

IV. Conclusion

Based on the discussion and the results of data analysis, it showed that in teacher and students' speech topics interactive, the teacher was in charge to carry out the control. Speech topics control classified in three parts: (1) introduction to the topic of speech, (2) the development of speech topics and (3) the speech topics closure. The introduction of speech topics can be divided in to three parts: (a) in starting the conversation, (b) during the conversation, and (c) after any irregularities in the conversation. In the process of introducing the speech topics, it revealed that teacher used direct introduction strategy or direct exposure strategy, it means that the teacher directly convey what will be performed in learning activities without giving the opportunity for

students to express their opinions or suggestions. The students were the passive party. Apperception exposure is an effort to trigger the students' schemata of a topic of speech by linking the topic to other topics that have been learned. The introduction to speech topics by negotiation is rarely done because it was the authority of the teacher. However, if the teacher apply the negotiation, it is solely to make students feel happy with the teacher's decision. Various contexts might occur in developing the topics of speech in classroom interaction. Development of speech topics mostly controlled by the teachers and carried out by giving examples in which students were involved and were not passive. Students were directed to develop examples that teachers has been given. Teachers provided arguments in the development of speech topics to demonstrate and convince the truth of the presented knowledge for the students. Teachers mostly provided definition which indicated teacher dominates the conversation because it was important to engraft concept to students but teachers as much as possible tried to direct the students to give a definition according to their understanding. Comparison of differences and a comparison of the equation might occur in development of speech topics by comparison strategy. Giving action process means that teachers provided guidance or instructions to perform an activity. Development of speech topics by classification strategy essentially tried to classify things based on certain criteria.

Topic of speech closure occurred in two situations, namely (1) the closure of the topic during the learning process. In this section, a speech topic closing is done by: a confirmation of understanding, the immediate closure and reinforcement. (2) Closing the topic to end the learning. Ending the learning activities can be done by showing the study time has ended, giving a summary, give tasks, and give the test. The teachers' strategy had certain characteristics that were essentially enabling the students to easily accept, remember and be able to understand the material. Speech topics closure has some strategies which aim to make the process of learning runs smooth and not to impose the teachers' will to the student but how the teachers deliver material and to make students understand well. The results of the study revealed that the topic closure during the lesson, namely the closing the topics with (a) confirmation of understanding, (b) direct closure, and (3) reinforcement.

Speech topics closure at the end of the learning activity had a very important function. This strategy was one of the competencies the teachers should have. In learning activities, teachers still use "showing study time has end strategy" to close the speech although this strategy basically was not in line with the closing function as stated by Brown (1991: 201), which are the cognitive and social aspects. Teachers gave the task to promote active student learning. In learning process, giving assignment aims to prepare students for the implementation of next learning activity, to measure the achievement of learning that has been done, and to provide material enrichment for students.

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