CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some review of relevant theories related to the topic of research and previous studies.

A. Review Of Related Theories

1. The Definition of Teacher Talk

Richard (1993:375) defines teacher talk as "a variety of language sometimes used by teacher when they are in the process of teaching". While Ellis (1994) has formulated his own view about teacher talk: "Teacher talk means the teacher's addres the classroom language learner differently from the way that they address other kinds of classroom language learners." (Sinclair and Brazil, 1982) in Yanfen and Yuqin (2010:77) defined teacher talk as "the language in the classroom that takes up the major portion of class time employed to give directions, explain activities and check student's understanding". So, The kind of language used by teacher in the process of teaching known as teacher talk.

Teacher talk is simplified in any ways, such vocabulary, grammatically, pronunciation, syntactically, semantically etc. According to Lynch (2010:41), there are four commonest ways input modifications in teacher talk, these are vocabulary, grammar, pronunciation, and Non verbal. In the term of vocabulary, teacher talk use more common vocabulary, avoidance of idioms, and use nouns rather than pronouns. Besides, grammatically teacher talk often in shorter utterances, less complex

utterances, more regular surface structure, and increased use of present tense. More ever, in the term of pronunciation, teacher talk has several characteristics these are slower speech, clearer articulation, more frequent use of standard forms, less vowel reduction, greater stress differentiation, wider pitch range, more and long pauses. Teacher talk also often employed non verbal language such as gesture and facial expression.

2. Teacher Talk and Language Classroom

There are many aspects influencing the success of teaching and learning process. In language classroom, teacher's voices is one of the most influental aspects on the success of teaching and learning. How they speak, what voice sounds like, and what kinds of language they use have crucial impact on classes. In talking to their students many teachers prefers using the learner's mother tongue rather than using the target language. By using the learner's mother tongue, the lesson will be clearly and efficiently., but in the other hand it also decreases the student's opportunities from the exposure to the target language. One of the purposes of learning language is for communication, so there are some ways for keeping student's opportunities to the exposure of the target language. "Teacher should speak English for the majority of the time so that the students are constantly exposed to how English sounds and what it feels like" (Harmer, 2007: 179).

In teaching and learning language, teacher talk is an important aspect because it influences the success of the teaching and learning process. According to Stern (1983:400) "...teacher talk is likely to be the major or

even the only source of target language input". Specially when the second language is learn as a foreign language class in non-supportive environment, like in Indonesia. Teacher talk also influence student's acquisition of English, According to SLA theory proposed by Krashen in Setiawati (2012) "Teacher Talk determines sucessful language learning by providing plenty of high quality input". Moreover, Nunan (1991) in Setyawati (2012) explained that "teacher talk is crucial importance, not only for the organization of the classroom but also for the process of acquisition". It is through language that teachers either succeed or fail in implementing their plans. In terms of acquisition, teacher talk is important, because it is probably the major source of comphrehensible target language input that the learner is likely to receive.

Teacher talk is an interactive device to stimulate the students to speak up in the classroom. Yanfen and Yuqin formulated their view about this case as follows: teacher talk plays very important role in the teaching process as an interactive device. For teachers would employ a lot of interactive devices such as repetion, prompting, prodding, and expansions, which would be evoking more interactions between teachers and students. It is not easy to determine the best and the most effective teacher talk. One of the reason is every teacher has their certain characteristics which are influenced by the age, sex, previous education, and personal qualities. Stern (1983:500) stated "teachers also bring their language background and experience, and more less formulated theoritical presuppositions about language, language learning and teaching" The important issue is wether the quantity of teacher talk influences

learner's target language acqusition of foreign language learning. Many researcher have proved that teachers tend to do most the classroom talk-over 70% of the total talk. (Cook, 2000; Chaudron, 1998). When teacher talk dominates the classroom, so the students will have a little chance to speak up in the target language. It means that the students have little opportunity to develop their language proficiency. (Harmer, 2000) points out that "the best lessons are ones where student talk time is maximized. Getting students to speak – to use language they are learning - is a vital part of a teacher's job". From those explanations, we can conclude that teacher talk 0in the English Foreign Language (EFL) classroom has important function; it serves as a valuable input to language exposure.

3. The Types of Teacher Talk

Adapted from Brown (2001; 170), the function of teacher talk is divided into two; indirect influence and direct influence. Lailatul and Himmawan (2015) was gave the indicators for teacher's talk that has indirect influence there are dealing with feelings, praising and encouraging, joking, using ideas of the students, repeating student response and asking question. While for teacher's talk that has direct influence there are giving information, correcting without rejection, giving direction, criticizing the student behavior and criticizing student response. More explicitly here were the table of the types of teacher talk and the indicators:

Table 2.1. Types of Teacher Talk and Indicators Adapted from Brown (2001)

Type of teacher talk		Indicators
Indirect	Dealing with felling	- In a non-threatening way - Accepting and discussing a lesson - Referring a lesson - Communicating student's understanding in past, present and future feelings of students.
	Praising and encouraging	- Praising the students after answering question - Encouraging students to continue - Trying to give them confidence - Confirming thet the answer is correct.
	Joking	- Making puns - Attempting to be humorous
	Using ideas of the students	- Clarifiying the idea of the student - Interpreting the idea of the student - Summarizing the idea of the student - Rephrasing the idea ofthe studet
	Repeating student response	- Repeating the exact words of the students contribution
	Asking question	- Asking question to which the answer in anticipated
Direct	Giving infomation	- Giving information - Giving opinion - Giving facts - Giving ideas
	Correcting withput rejection	- Telling the students who have made mistake - Correcting the response without using words or intonation
	Givin direction	- Giving direction - Giving request - Giving command - Directing various drill
	Critizing the student behaviour	- Rejecting the behaviour of the students - Trying to change the non-acceptable behavior - Communicating anger - Getting displeasure - Getting annoyance - Dissatisfication with what students doing
	Critizing student response	- Telling the students thet the response is not correct or acceptable - Communicating criticism - Displeasure - Annoyance - Rejection by word or intonation

4. Definition of speaking

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Based on Brown (2004:140) as cited on Wheni (2018) Speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed. Furthermore, according to Harmer, Speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person. As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.

Speaking is an important component in learning language because speaking is primarily talking, it shown directly when the learners achieve the learning goals. Speaking is different with reading, writing, and listening skill, speaking requires a real time place and audience. English speaking ability is an ability that the teacher and the learners have to communicate, convey the meaning and understanding the meaning in conversation. In communication to each other using speaking word to share our feelings, ideas, thought and intentions it is called speaking.

According to Brown (2004:141) there are five basic types of speaking or oral production, the first is imitative speaking, it is someone interested in what is labelled by "pronunciation." The teacher or the learner

imitates a native speaker's pronunciation. The second is intensive speaking, it is someone ability to gain the meaning of the conversation based the context. The third is responsive speaking, it is refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment. The forth is interactive speaking, interaction consist of two forms, there are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive. The last is extensive speaking or it calls monologue speaking it is oral production includes speech, oral presentation and telling story, in which opportunity for oral interaction from listeners is either highly limited or ruled out together by all.

Based on the explanation above, teacher as the facilitator in the speaking class must have precious plan to directing the students in achieve the best goal in learning English language.

5. **Previous Study**

   a. **Xiao-Yan (2006)**

   Xiao-Yan (2006) investigate how teacher talk in foreign language classrooms in China affects foreign language learning (English language) from different perspective-comparing the student's preferences towards the ideal teacher with real teacher talk. First of all, students count a significant part of learning on teacher talk and

their preferences towards to the ideal teacher talk greatly run contrary to the current college English teacher.

For most students, teacher talk serves as the most valuable input of language exposure. They believed that learning from TT is one of the most effective learning strategies. But over half of the students believe teacher talk occupies too much of the class time at the present and should be decreased. They show their strong desire for participation in the interactional classroom activities. Discussion and practicing the new linguistic materials are welcomed. Most of the students agreed on the idea that errors should be corrected when they are produced in answers. They expect the positive feedback from teachers to encourage them.

Secondly, it is found that current college English teaching run contrary to the student's expectation and preferences. With its distinctive features, the English classroom is still the teacher-dominated one and students only play passive roles. Teacher talk which manifested by series of rituals of questioning, feedback and talk time explored in this research, are found not only contradicts to the student's desire, but also to the teaching theories. In the case study, the amount of teacher talk occupies most of the class period. Most of the questions asked by the teachers are display ones, which focus on the linguistic knowledge instead of generating the interaction to foster communicative competence.

They use questions for the following purpose: to check or test understanding, knowledge or skill; to get learners to review and previously practice learnt material. Most of the time they use questions to check or test the student's understanding about the text and the knowledge , not to stimulate thinking or to probe more deeply into issues; According to the Output Hypothesis, the teachers " questions can't help the students learning effectively. In the classes under the investigation, the teacher " questions have such a tendency: most of the teachers mainly focus on the students" literal understanding about the text such as the words, phrases, sentences and fixed expressions, and neglect to let students practice language through using them.

b. Davvi Ruwaida (2015)

Davvi Ruwaida in her thesis entitled; *"Teacher's Talk on Giving Question at MAN Kunir Wonodadi Blitar*". Her research finding shows that there are four ways of questioning conducted by the teacher, those are Phrasing the question which suitable with the students' language ability and the lesson objectives, gives the students time to think the answer (wait time), distributes the question to the whole class, and listening to the students answer and providing feedback.

Regarding to the kinds of question used by the teacher, It is found that there are six kinds of questions used by the teacher, those are knowledge questions, Comprehension questions, application

questions, analysis question, synthesis question and evaluation question. Then, the frequency of the six questions used by the teacher are in the first order there is analysis question (36,7% of the total questions), the second order is knowledge question (26,6% of the total questions), the third order is application question (14,7% of the total questions), while in the fourth order is evaluation question (13,7% of the total questions). Then in the fifth order is comprehension question (7,4% of the total questions), and the last order is analysis question (0,9% of the total questions). Generally, it can be said that the teacher prefer uses analysis questions and knowledge questions to make the teaching and learning process effectively and communicatively.

Knowledge, comprehension, and application question correspond with display questions. While analysis, synthesis and evaluation questions correspond with referential questions. So, it can be said that the most question preferred by the teacher is referential questions, but there is also display questions frequently used by the teacher. The result of this study showed that the teacher tries to combine the amount of the use display and referential questions. It is to help or facilitate the students' learning, and also stimulate the students' thinking ability.

Referential questions are beneficial to the development of students' communicative competence, thus teachers have to use these much more display questions. In the research, the researcher found that

only one synthesis question is emerged. Synthesis question is also one of the classroom question recommended to use by the teacher. It is used to encourage students to find solutions. It can stimulate the students' creative thinking and problem solving abilities. Furthermore, in asking questions the teacher has their own reasons, those are when the teacher ask question in the beginning of the lesson it is to analyze or to know the students' prior knowledge to enter into a new material. Besides that, the teacher's reason is also to warm up the students before she instruct the students to do the main activity. Meanwhile, when the teacher ask question in the process of teaching and learning, the reasons are to get involved the students in the lesson. So, the students will be active and communicative in the lesson. Another teacher's reason is to increase the students' thinking ability. When the teacher asked a question, the students are forced to think what the answer of the teacher's question.

c. **Lailatul and Himmawan (2015)**

Lailatul and Himmawan investigate some study about teachet talk entitled *"The Analysis of The Teacher Talks In Teaching speaking procedural text for the seventh grades of MTs. Salafiyah Syafi'iyah Seblak Jombang".* In their study about teacher talk, and investigate the use of teacher talk in teaching speaking procedural text. In their results the teacher used asking questions more than giving information, giving directions or others type of teacher talk. In data

collected show 274 utterances during two meetings observed. The most common type of teacher talk during the classes was giving question; which amounted to 97 utterances of all the utterances. The second common type was 57 utterances of giving information and then the smallest type of teacher talk used by the teacher was joking. There was only one utterance of joking during two meetings.

Asking question is most common utterance and in both observations, asking question almost takes 30% of the total utterances. The teacher used the asking question almost in all condition, in the first meeting the teacher wanted to build the background knowledge by keeping asking question. In other situation asking question was also used by teacher to get response from the students and in addition, asking question was performed to check student's understanding. There are four reasons why the teacher used asking question in types of teacher talk. First, asking questions will build interaction among the teacher and the students. Second, asking question will make the usual to use it. Third, asking students many questions will increase their vocabularies. Lastly, asking question was used by the teacher because they want to check students understanding.

In their observations also showed that the teacher centered was still dominant. As we know the most types of teacher talk that common use by teacher is asking questions. On the contrary, joking was the smallest frequent of teacher talk type. This type of teacher talk

was occurred only once during both observation. The teacher did not use it because they focused on the material and built interaction with the student trough asking knowledge questions.

Different from the previous study, this study the researcher conducts analyze teacher's talk by adapted the classification of teacher's talk by Brown (2001) and the teacher's reason to use the certain type of teacher's talk, because knowing the certain type of teacher's talk is not enough without knowing the reasons and the implementation of teacher's talk in the class interaction.