

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses students' perception, students' expectation, teachers' talk, and previous study.

A. Students' Perception

1. Definition Students' Perception

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong:2003). It means that students have their own opinion toward something that they get from teaching learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15).

Edgen theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. From that

definition, students' perception is how students' thought to response about what they have done or about what they learned.

Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other. A speech, on the other hand, is an oral presentation by one person directed at a group. For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. For this to happen, those engaging in conversation must find a topic on which they both can relate to in some sense.

Fairclough (2001:9) states "conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the way in which they design their own conversational turns and react to those of others." Conversation consists of two or more participants taking turns and only one participant speaking at any time.

Conversation is mainly about talking. Conversation analysis is a linguistic discipline that mainly handles coherence and sequential organization in discourse, for example the opening and closing sequences (Levinson, 1983:286). The openings and closings of conversations were examined by its findings. It was observed in empirical studies how they are produced and understood. Recurring

patterns were searched for and theory developed from them. Conversation analysis claims that the existence of certain mechanisms that guide our conversations (Levinson, 1983: 287). Conversations have two levels of organization: a local management system and an overall organization.

The overall organization contains the organization of topic talk other parts of conversations. In overall organization than the topic talk are the opening section and the closing section. Meanwhile, the local management system is the one that makes conversation works.

The term “Conversation Analysis” is to represent any study of people talking together, “oral communication”, or “language use”. Paltridge (2000:83) says that conversation analysis, ordinary conversation is the most basic form of talk and the main way in which people come together, exchange information and maintain social relations. Most of the time, conversation consists of two, or more participants taking turns. A turn is seen as everything one speaker says before another speaker begins to speak, and the term is called turn – taking, which is the basic form of organization for conversation. Some aspects of CA are learned in the following sub-chapter those are: Adjacency pairs, topic management, preference organization, and turn taking.

Likewise, in an EFL setting, teachers need to understand their students’ motivation and learning objectives. Motivation is important

to improve student learning enthusiasm (Nurhayati, 2019). As teachers and parents should not compare their competence each other if they want to motivate them, it is better to compare the previous students' achievement and the next achievement (Nurhayati, 2019). This is particularly true of adult learners who have come to an English-speaking country to study and are therefore likely to have important reasons for doing so. As Harmer (2007:84-5) points out, adult learners have expectations and pre-conceived ideas based on previous learning. Therefore, as highlighted by writers such as Harmer (2007:24) and Brown (2009:58), it is important for teachers to gain a deeper insight into their learners' beliefs and needs. It is clearly beneficial for teachers to better understand their students' previous learning, motivation and objectives as well as attitudes towards and perceptions of language and language learning, in order to inform classroom practice. Furthermore, there is evidence to suggest that learners' own beliefs may affect their success in language acquisition.

Each Student has different expectation of teachers talk. For some, teachers should speak slower or faster, or whether teachers should use L1 more than L2 or vice versa. Regarding those problems stated above, the researcher felt the need to explore students' perception towards teacher's talk, as the first step to overcome the problems. In this way teachers can adjust their properties of talking to students' perceptions and expectation.

B. Students' Expectation

A simple definition about expectation, according to Merriam-Webster are: (1) a belief that something will happen or is likely to happen (2) a feeling or belief about how successful, good, etc., someone or something will be. In educational research it should be known the students' expectation in learning process, especially in EFL classroom. This aim to get the target language more effective. Expectation in this research, it can conclude about something that expected by the students toward his/her teacher talk in teaching and learning process, such as language that teacher used in teaching to communicate with student.

An ideal expectation refers to a desired outcome or what an individual hopes for in a service (Leung, Silviu, Pimlott, Dalziel, & Drummond, 2009), whereas a predicted expectation is a realistic belief, an individual's view of the service they believe is the most likely to receive. Evidence does support the view that predicted and ideal expectations are two different subtypes (Askari, Liss, Erchull, Staebell, & Axelson, 2010; David, Montgomery, Stan, DiLorenzo, & Erblich, 2004; Dowling & Rickwood, 2016).

According to Vroom (1964), expectancy can be defined as a momentary belief followed by a particular outcome. The range of expectancy can be from zero to one. Zero expectancy is a person's subjective probability that his act will not be followed by an outcome. On

the other hand, an expectancy of one is a person's subjective certainty that his act will be followed by an outcome.

Expectancy is a person's estimation of the probability that effort will lead to successful performance. This estimation or belief is likewise based on the confidence a person has in his/her own capacities to bring skills to bear and influence outcomes (e.g., self-concept, self-efficacy, locus of control). (According to Nadler and Lawler, 1977: 218), "this expectancy represents that the individual's perception of how hard it will be to achieve such behavior and the probability of his or her successful achievement of that behavior". For example, if a person thinks as follows: "If I will study hard tonight, I will get a better grade on tomorrow's math test", his/her expectancy will be high.

C. Teachers' Talk

Teacher's talk is the language in the classroom that take up the major portion of class time employed to give direction, explain activities and check students' understanding (Yanfen,2010:77). As an indispensable part of foreign language teaching, teacher's talk has own features in that both the content and the medium are the target language. The language employed by teachers in language classes is served as the source of input of language knowledge, and also use to instruct language communication and organize classroom activities. Teacher's talk is also called kind of modification in teacher's speech, how teacher initiates the students and gives feedback to them with their speech (Richards & Lockhart, 2007).

Moreover, teacher talk plays a very important role in teaching process as an interactive device. For teachers would employ a lot of interactive device such as repetition, prompting, prodding, and expansion, which would be evoking more interaction between teacher and students (Yanfen, 2010:77). In the process interaction between teacher and students, there are two kind of teacher's talk, the language teacher use question to initiate an interaction and give feedback to student's response (Richard, 1994:182).

From the definitions, we can see that teacher talk is a special communicative activity. Its goal is to communicate with students and develops students' foreign language proficiency. According from (Richards & Lockhart, 2007), teachers' talk consists from two aspect that are question and feedback.

Table 2.1
Kinds of Teachers' Talk

Kinds of Teachers' Talk (Richards and Lockhart, 2007)	Question	Procedural
		Convergent
		Divergent
	To Incorrect and No Response	Inform
		Encouragement
		Prompt
		Criticizing
		Ignoring

	To Correct Response	Praising
		Summarizing

Kinds of Teachers' Talk (Richards and Lockhart, 2007)

1. Kinds of Question

There are three kind of teacher's question: procedural question, convergent or display, and divergent or referential question

a. Procedural Question

Procedural question has to do with classroom procedures and routines, and classroom management, as opposed to the content of learning. For example, when a teacher is checking that assignments have been completed, the instructions for a task are clear, and the students is ready for a new task. Like the following sentences below:

- 1) Did everyone bring their homework?
- 2) Did anyone bring a dictionary to class?
- 3) How much more time do you need?

b. Convergent or Display Question

Convergent question encourages similar student responses, or responses which focus on a central theme. These responses are often short answer, such as "yes" or "no" or short statements. They do not usually require students to engage in higher level-thinking in order to come up with a response but often recall of the preciously

presented information. For example, when teacher uses question in introducing a reading lesson focusing on the effects of computers on everyday life. Before the lesson begins, a teacher is able to ask the students use convergent question, such as:

- 1) How many of you have personal computer in your home?
- 2) Do you use it every day?
- 3) What do are the names of some computer companies?

Convergent question is also referred as display question. It means that the question that teachers know the answer and which are designed to elicit or display particular structures (Richard, 1994: 187). So, it means that question which involves determining whether the teacher is asking for information which he or she already knows.

c. Divergent or Referential Question

Divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require student to engage in higher-level thinking. They encourage students to provide their own information rather than to recall previously information presented. This type is also called referential question. It is kind of questions with no fixed answer, while display questions are

the ones with fixed answer. This question used by teacher after give display or convergent question to student, such as the examples:

- 1) How have computers had economic impact on society?
- 2) Do you think computers have had any negative effects for society?

Referential questions are more frequent than display questions, whereas display questions are much more frequent in whole class teaching in English second language classrooms.

2. Feedback

Feedback is a term that has numerous definitions, and it has been proven relatively difficult to define precisely. Moreover, feedback can relate to several issues, and it can be used for different purposes. Here, however, the focus is on education and thus definitions related to that context are presented. Hattie (2007:81) modestly says feedback to be one of the most powerful influences on learning and achievement. With this note, it is important to truly see the effect that feedback has on people in different contexts and situations, all the way from homes to schools and classrooms.

Based on Ma (2008, p. 97), there were two kinds of feedback that are frequently used. They were positive feedback and negative feedback. Positive feedback was more helpful

than negative feedback to improve the students' behavior and study motivation. Based on the two kind of feedback, there were more specific feedbacks that usually found in the language classroom, they are:

a. Feedback to incorrect and no response

When students provided no response, that was, they may not know the expected answer or they were reluctant to give any answers or when they provided incorrect responses, both linguistically and discourse incorrect, the teacher would choose to give a follow-up or feedback in one of the following ways (Yanfen & Yuqin, 2010, p. 81).

1) Inform

Informing is a direct way to help students realize their mistakes. It involves the provision of explicit information about the linguistic form that is perceived as the problem. It can be realized by means of giving definition, an example, an explanation or by signaling the problem. Beside negotiation of forms, inform here also included negotiation of meaning. Examples are:

- a) The correct word you should use here is cross-culture, not international.
- b) Use us here, not I.

2) Prompt

It was an attempt to get the participant produce the correct answer by the use of a clue to indicate the location and nature of the error, or requesting the student to make clarification of what he has just said, or by the teacher repetition of what the student has said with an emphasis on the incorrect part, so as to arouse the attention of the student to the error, such as:

- a) A verb isn't suitable here, what do you think you can use here?
- b) Are you sure this is the way they do?

3) Encouragement

Encouragement was an act of inspiring with hope, courage, or confidence: behavior of heartening. Here were samples:

- a) It's OK, I am sure you can manage to make up a more complex sentence next time.
- b) Don't worry, just say whatever you know, it does not matter whether your answer is correct or not, I just want to know what you know.

4) Criticizing

Criticizing is to comment on students' incorrect response severely. Examples are:

- a) Did you do any reviewing?
- b) You'd better pay more attention to what I am talking in class, don't do any other things in class, OK!

5) Ignoring

Ignoring referred to the situation where teacher pay no attention to students' mistakes or turn to another student when the first one cannot give an answer, such as:

- a) OK, sit down, next one!
- b) Anyone knows the answer?
- c) Ana, could you help him?

b. Feedback to correct response

When students have provided the correct response, teachers usually give some kind of comment, or just a brief acknowledgement (Richard & Lockhart, 1994, in Yanfen and Yuqin, 2010, p. 81). There two feedback to correct response, those are:

1) Praising

It was referring to the very brief feedback from the teacher in response to correct answer, such as:

- a) OK, good!
- b) That's right!
- c) Yes, an excellent answer!

Furthermore, Yanfen and Yuqin (2010, p. 81) in their journal said that praising was like acknowledgment or comment

2) Summarizing

When the student answered the correct answer, sometimes the teacher repeated the student answer with different words or sentences, i.e. using synonym. It meant that teacher try to make the students' answer more effective so that they can learn more. They can learn how to make effective sentence, vocabulary and also how to pronounce correctly.

D. Previous Study

There are some previous studies that correlated with teacher's talk, and also explain about student's perception toward communication and interaction between teacher and students. Study by Septeria (2015), from English Department Faculty of Language and Literature Satya Wacana Christian University Salatiga with entitle "Students' Perceptions toward the Use of L1 in Teaching English classroom". This study examined the perceptions of students toward the use of L1 (Indonesia) in English classroom at SMA Laboratoriom UKSW and SMAN 1 Salatiga. The

research was focused on language stream which had 60 students from both schools. The data is collected by the questionnaire that was given to the XI and XII students which would be analyzed using SPSS software.

The result of this study divided into positive and negative response from three categories. The first finding of the research shows that all of the students had strong positive feeling toward English learning, the second finding is students' perceptions toward the frequent that happen often of the use of L1 when their teachers use L1 in the lesson. In both school, most of students had negative feeling of the use L1 very frequent. The third finding is concerned with the student's expectation toward the use of L1 in English classroom. Most of the students expected that their teacher use L1 to explain thing that were difficult.

The similarities between the previous study with this study are both of studies use descriptive quantitative approach and survey design with questionnaire to get the students perceptions response with five levels of Likert scale; strongly agree, agree, uncertain, disagree, strongly disagree. While the differences between previous study and this study are, the research variable in this study not only find out the student's perception but find the student's expectation. Not only that, the sample of the previous study are eleven and twelve grades of senior high school and in this study chooses ten grades from senior high school.

Second previous study was journal that written by Nuryani et al. (2018), from University of Muhammadiyah Semarang with tittle of the

journal is “Students’ Perception towards Teacher’ Questions and Questioning Technique in English Classroom Interaction”. In this journal the researcher explains about student’s perception with focus on how teacher give a question and questioning to the students and collecting data with quantitative approach with survey design. This study had presented some questionnaire items and divided into some categories that correlated with question and questioning technique. The participants were students of vocational high school; they were from 2 classes of mechanical engineering program and a class of mechanical engineering design class. They were in their second year. The school uses 2013 Curriculum. And the result of the study showed that if the most of students had positive perceptions towards the teachers’ questioning practices.

The similarities between the previous studies with this study are both of studies use descriptive quantitative approach and survey design with questionnaire to get the students perceptions response. While the differences between previous study and this study are, the research variable in this study not only find out the student’s perception but find the student’s expectation and the questionnaire that previous study use is three levels Likert scale: agree, unsure and disagree. But in this study the researcher uses five levels of Likert scale; strongly agree, agree, uncertain, disagree, strongly disagree. Not only that, the sample of the previous study is second grades of vocational high school and in this study chooses ten grades from senior high school.

And the last previous study from journal with the title is “Students’ Perception on Teacher’s Communication Style on Student’s Motivation in Learning English”. This journal was written by Yani Meriza Putri and Elmiati from STKIP PGRI Sumatera Barat, Indonesia. The study was conducted at VII E class and VII H class in SMPN 24 Padang. The design of this journal was descriptive quantitative research. Then the data of this research had gotten from questionnaire in the learning process. In this study the researcher shown the result of study into some of criteria such as: do the task intensively, full attention, solve the problem seriously, never get bored and give up. And from all of criteria it can conclude that the students need good and completely teacher’s communications to help the students in learning.

The similarities with previous study are, both of study use descriptive quantitative approach and survey design with questionnaire to get the students perceptions response. While the differences of previous studies are from the present study and the sample. In this study the researcher not only interest to know students’ perception but interest to find out the student’s expectation. And the sample of eight grade in SMP.N 24 Padang and in this study chooses ten grades from senior high school.