CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It presents an overview of the research explaining the importance of this research and elaborates several theories relating to this research. This chapter consists of the background of research, the research questions, the aims of the research, the significances of research, the rationale, and the related studies.

A. Background of Research

One of the crucial parts of the learning process is interaction when the students give feedback to the stimulus which the teacher gave, or interact with peers in oral or written communication. Lack of interaction between teacher and students is an obstacle to the learning process. For instance, when there is no students' response to the teacher because the teacher talks most of the time, it shows that interaction does not run well in the classroom. Regarding this obstacle, the teacher needs to act their role as a good communicator to enhance the interaction in the classroom (Gharbavi & Iravani, 2014; Sidelinger, Frisby, & Heisler, 2016; O'Connor & Michaels, 2017). Therefore, the teacher has to selectively choose what they are going to deliver in the classroom.

Teachers' talk holds some functions in students' understanding and acquisition of a language: first, talk helps to engage students in the classroom discourse both in the first or foreign language. Second, talk facilitates students' opportunities to participate (and consequently to learn). Third, talk helps teachers to control what goes on in classrooms. Teachers also can construct or obstruct the students to participate and learn in classroom communication through their choice of language. The teacher and students can exchange knowledge, feelings, attitudes, and raise social relationship by using oral language that
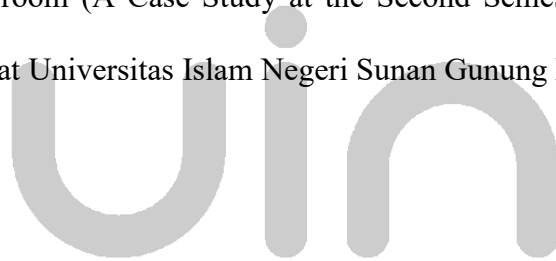
helps the teacher in getting the depth understanding of students' skills and motivation to investigate the learning surrounding (Walsh, 2002).

This research focuses on teacher talk since based on the researcher's experience during teaching and learning process in an EFL classroom especially in UIN Sunan Gunung Djati Bandung where the researcher learned English. It was found that the classroom is still dominated by the teacher frequently. The majority of students are aware of it and believe that the opportunity for students to talk is needed in the classroom. Moreover, talk sometimes might obstruct the climate of the classroom because of the misused language. For example; competing student turns, teacher echo, and teacher interruptions that can limit the frequency and quality of student contributions, and minimizes learning opportunities. Indeed teacher talk is an essential thing affected students' classroom interaction and learning motivation. The students deemed that one of the teachers' capabilities can be seen from their language and the way they engage students to get into the classroom talk during the learning process. Furthermore, the students will enjoy following the classroom activities and try to reveal their ideas without lots of obstructions (Walsh, 2002).

Subsequently, several researchers have conducted research on talk. First, the research conducted by Mulyati (2013) investigated the realization of verbal classroom interaction especially teacher talk and student talk during teaching speaking in one private school in Bandung. It was found that the teacher acted as the most dominant interlocutor during speaking activity. Second, the research conducted by Nasir, Daud, & Masturah (2016) investigated how much the teacher talk in an English classroom that investigates the categories of teacher talk that occurred in an English classroom of a senior high school in

Banda Aceh. It was found that the most dominant type of teacher talk applied by the teacher was giving information, followed by asking the question, using ideas of students, and the last is dealing with feelings. Third, the research conducted by Putri, Elmiati, & Eka, (2016) assured types of students' responses to teacher talk when interacted in the classroom. This research investigates the types of responses on teacher talk in classroom interaction at one of senior high schools in Padang. It was found that the types of responses that were given by the students were silence, confusion, laughter, gestures, and correct responses.

Nevertheless, the previous researchers focused on the influence of teacher talk in primary school, junior high school, and senior high school to find out how much teacher talk was used in an EFL classroom. Indeed, there is no specific research that analyzed teacher talk and how the students respond to it. Hence, this research aims to investigate the EFL Teacher Talk at the university level, especially in a reading classroom. The types of teacher talk and the student talk in an effective classroom activity will be established in this research. Thus, this research entitles "The Analysis of Teacher Talk and Student Talk in an EFL Reading Classroom (A Case Study at the Second Semester Students of English Education Department at Universitas Islam Negeri Sunan Gunung Djati Bandung).

B. Research Questions

From the description above, this study is intended to answer the two following research questions:

1. To which type of Teacher Talk proposed by Brown (2001) does the EFL Teacher Talk belong in the classroom?

2. What are the student talk types that appeared in the classroom interaction?

C. Research Purposes

From the research questions above, this study is aimed at obtaining two following objectives:

1. To identify the types of teacher talk used by the teacher related to the FLINT theory.

2. To identify the student talk on teacher talk in the classroom.

D. Research Significances

The findings of this research are expected to give both theoretical and practical significances as follows:

1. Theoretical Significances

   The result of this research gives teachers knowledge about how their language used in reading classroom can increase or decrease students' achievement in the classroom annd makes the EFL teachers more aware of using their talking in the classroom.

2. Practical Significances

   This research provides types of teacher talk that can be useful to be implemented in the classroom. Types of teacher talk can be applied as a reference for teachers to consider

which talking that teachers have to deliver in the classroom. Therefore, they can build an effective and communicative classroom.

E. Rationale

Teacher talk is everything that is talked by the teacher in a classroom which bears many effects on students' achievement and participation that could provoke kinds of students' responses including silence (Gharbavi & Iravani, 2014; Aisyah, 2016; Teo, 2016).

Teacher language plays a vital role in the classroom since it could affect the atmosphere of the classroom. Teachers should try to understand what language would be more efficient to create an environment in which students feel more comfortable and more confident and become more involved in interactive activities in the language classroom. The teacher should be able to use the language correctly, accurately, and fluently. The teacher should be an example for the students to use English fluently without any hesitations. The teacher also has to make sure that the utterance can be accepted well by the students (Maghfiroh & Him 'mawan, 2015).

The involvement of students in classroom talk can be seen from how much they participate in classroom interaction to help the development of learners' speaking skill (Sofyan, Rahman, & Murni, 2012; Alnofaie, 2016). On the other hand, with a stimulus that is provided by the teacher to students in the classroom, good responses are expected from the students such as answering the teacher's question or even asking when there is something they do not know. However, many responses were given by the students are not the same as the teacher's expectation. For instance, students give a short answer when asked, just silent; there is no verbal interaction, look at what teacher do, no response, or

pretend to understand when the teacher asked their understanding. This makes the learning process passive (Putri et al., 2016).

The role of teacher talk is crucial in the process of learning. It is not only for the arrangement of the classroom even more for the process of acquisition. Teachers have to select their language use cautiously. Moreover, in the language classroom, teachers should play their roles as manager, director, facilitator, and controller professionally to engage students' motivation to be able to speak and practice their speaking (Aisyah, 2016; Brown, 2001; Xiao-yan, 2006).

Thus, to know what types of teacher talk used by the teacher and the student talk, this study used Foreign Language Interaction Analysis (FLINT) system adapted from Moskowitz (1971) as cited in Brown (2001) that has eleven categories of Teacher Talk and divided into two kinds of influence: indirect and direct influences.

Indirect influence is an effect an effect which learners are led to the affectionate classroom and try to encourage them to participate in the classroom interaction. There are six categories of teacher talk included in this influence:

1. Dealing with feelings
2. Praising or encourages
3. Joking

4. Using ideas of students
5. Repeating student response
6. Asking questions

Moreover, the second category of teacher talk is the direct influence that is aimed to encourage students' involvement in the classroom activity (Brown, 2001). They are:

1. Giving information
2. Correcting without rejection
3. Giving directions

4. Criticizing student behavior
5. Criticizing student response

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In addition, students' responses in the classroom are needed to know their understanding of the material. Response from students could be in various ways, for instance: questions, commands, hints, and jokes. The response is directed less by emotion and more by logic that may be passive. However, response is more active, and it can exchange the direction of an interaction (Brown, 2001).

The types of teacher talk are described in Chapter II, and its table will be shown in Table 3.3. The researcher figures out the indicators of research about the research like the figure below;
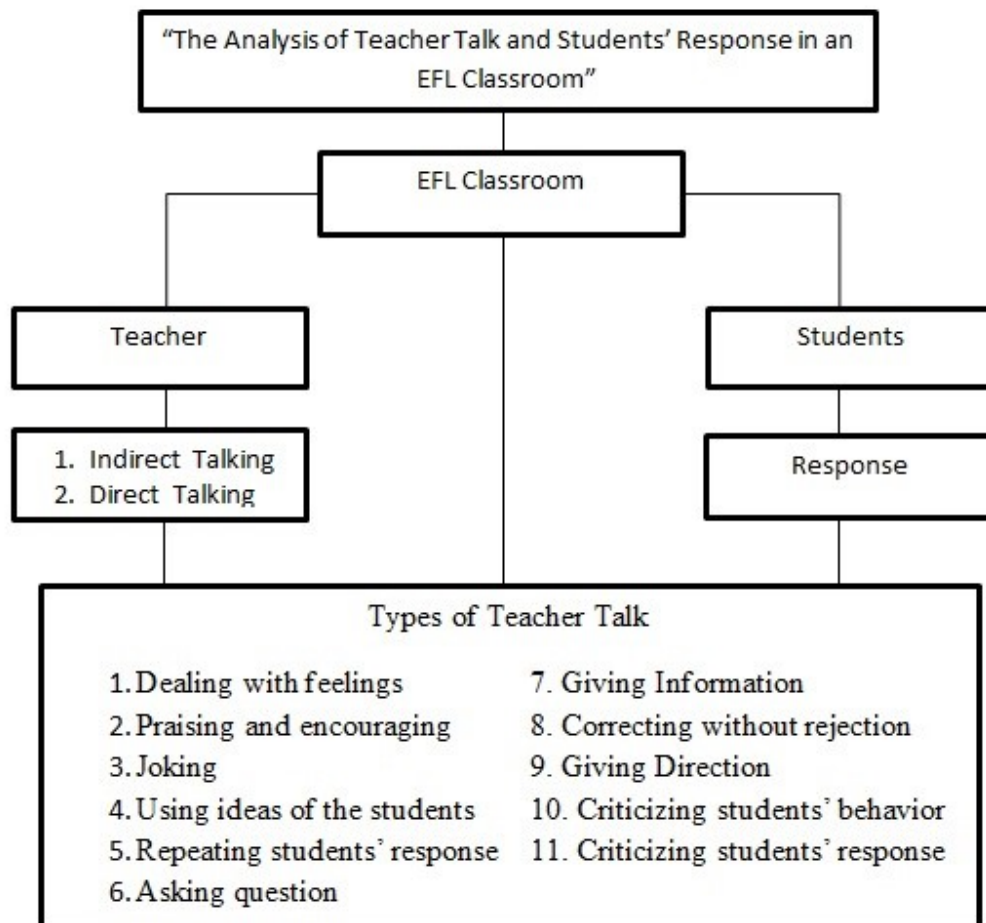

Figure 1.1 Research Scheme

This research was conducted as indicated in the figure above. Firstly, the researcher decided to choose one EFL classroom as the target. Then, in the classroom, the teacher who teaches in the second semester and the students are involved as the participants of this research. After that, the observation was done by using a checklist table which consists the types of teacher and student talk proposed by Brown (2001) to find which types of teacher and student talk used in the classroom. Finally, the interview was conducted to know the students' responses to the teacher talk in the classroom.

F. Related Studies

Several studies have conducted on teacher talk. First, the research conducted by Mulyati, (2013) investigated in verbal classroom interaction to develop the speaking skill for young learners in one private school in Bandung in the form of observations and interviews. The findings indicated that the teacher acted as the most dominant interlocutor during speaking activity.

Second, the research conducted by Nasir, Daud, & Masturah (2016) investigated how much the teacher talk in an English classroom in one of senior high schools in Banda Aceh through observation, video recording, and interview. The result showed that the most dominant type applied by the teacher was giving information, asking question, and giving direction because the teacher was the center of the class.
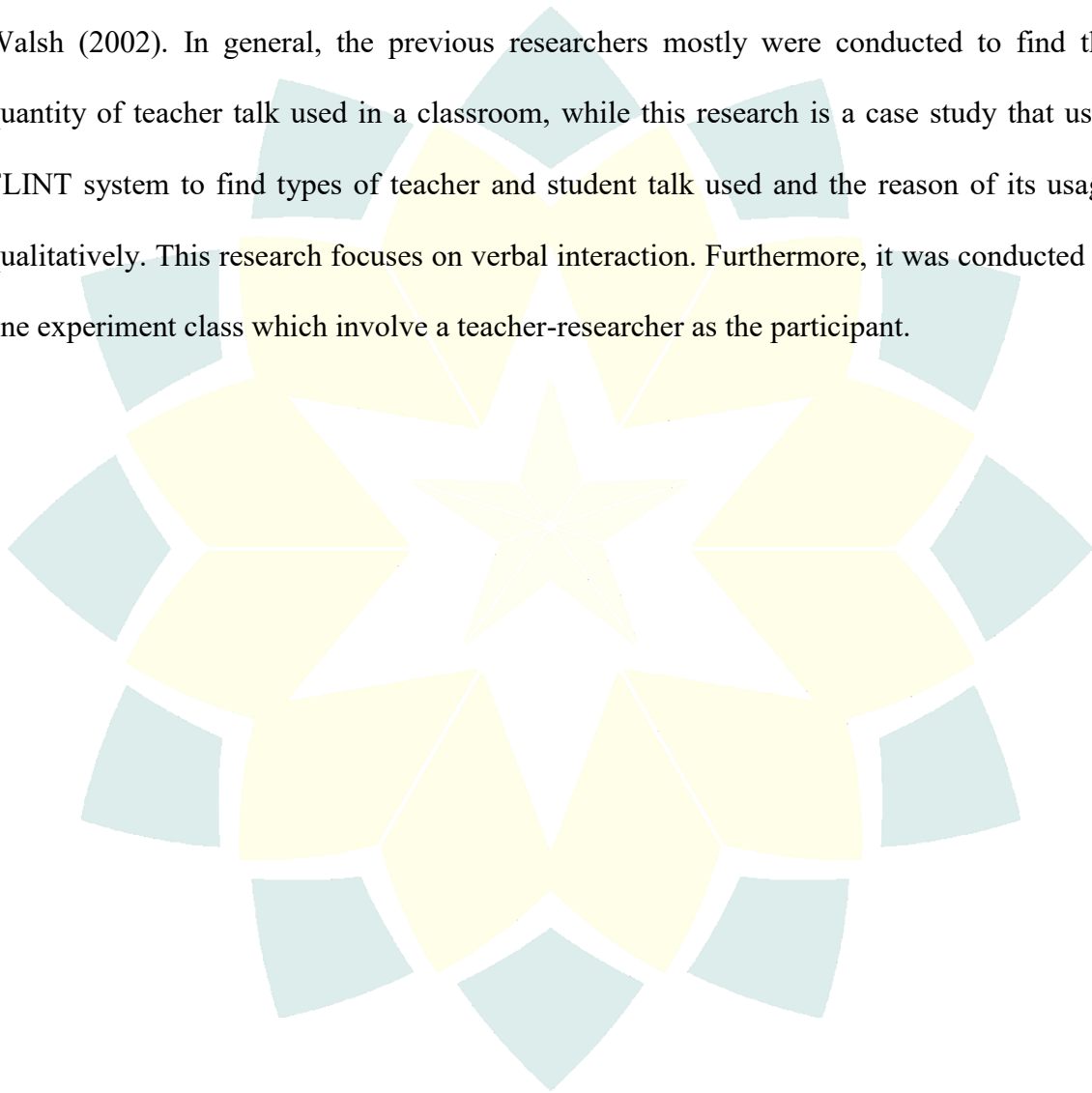
Third, the research conducted by Putri, Elmiati, & Pd, (2016) investigated the types of students' responses in one of senior high schools in Sumatera using observation checklist based on the category of students responses from Moskowitz system as cited in Brown (2001). It is found that all of the types of responses given by students on teacher talk were silent, confusion, laughter, gestures, and correct.

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Fourth, the research conducted by Pujiastuti (2013) investigated the realization of verbal classroom interaction, types of teacher talk, teacher talk implication on students' motivation, student talk, and teacher's roles in classroom interaction. The data was collected in a classroom where the participants were an English teacher for young learners and 15 students in one private primary school in Bandung in the form of observation and interview. It was found that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings.

Fifth, the research conducted by Widya (2015) intended to investigate the types of teacher talk produced and its influence towards students' learning opportunities in an EFL classroom of one public junior high school in Bandung by involving a pre-service teacher as the participant. The analysis of the teacher talk used the CA (Conversation Analysis) methodology while the influence of teacher talk was analyzed from field notes transcription. It was found that the most frequent type of teacher talk occurred was construction type which increased the learning opportunities for students.

Therefore, based on the five cases, teacher talk is indicated as a crucial part of a classroom interaction. While Mulyati (2013) carried the research at a private school and used Flanders' Interaction Analysis Categories (FIAC) (1970) and FACCT from Kumpulainen and Wray (2002) to analyzed the data, then the research of Nasir, Daud, & Masturah (2016) and Putri, Elmiati, & Pd, (2016) at a senior high school used Foreign Language Interaction Analysis (FLINT) as suggested by Moskowitz (1971), (Pujiastuti, 2013) at a young learner school used Flanders' Interaction Analysis Categories (FIAC), and Widya (2017) at a junior high school used Conversation Analysis (CA) purposed by

Walsh (2002). In general, the previous researchers mostly were conducted to find the quantity of teacher talk used in a classroom, while this research is a case study that uses FLINT system to find types of teacher and student talk used and the reason of its usage qualitatively. This research focuses on verbal interaction. Furthermore, it was conducted in one experiment class which involve a teacher-researcher as the participant.