

## CHAPTER I

### INTRODUCTION

This chapter provides an overview of the research explaining the background of the research, questions, the purpose of the research, the significance, research framework, and details of previous research.

#### A. Background of the Research

The current research aims to describe the interaction of teacher talk and student talk in the setting of an EFL classroom in Thailand. Classroom interaction is a critical aspect of the learning and the teaching process when examining an EFL classroom (Amatari, 2015; Nasir et al., 2019) as it allows the exchange of knowledge (Septiana et al., 2019) and reinforcement of the prescribed information. Hence, it is the interactions which determine the success of both the teaching process and of the students' learning outcomes (Handayani & Umam, 2017). However, classrooms have frequently been illustrated as teacher-dominated (Sum & Kwon, 2020; Blanchette, 2009; Boyd & Rubin, 2002; Yanfen & Yuqin, 2010) which may have unforeseen impacts upon the student learning process which requires further analysis throughout this research.

In the teaching and learning process, teacher talk (TT) and student talk (ST) arises in the classroom. Teacher talk is defined as the teacher's language of instruction used in the classroom (Xiao-yan, 2006). Student talk, on the other hand, is the language used by students to process their learning through reasoning, sharing, explaining, or implementing their knowledge across various activities in the classroom (Boyd, 2015). Further to those, the current research aims to investigate which types of teacher talk and student talk proposed by Flanders (1970) take place in an EFL classroom in Thailand.

Talk in a classroom setting is a multi-faceted process for learning and teaching. Additionally, talk allows the students to participate in academic discourse within the role of student. Talk could be used by teachers to control and steer the direction of the class (Basra & Thoyyibah, 2017), however, it could also be a disruptive tool

to limit participation or interaction to manage classroom behavior, for example (Walsh, 2002 as cited in Shamsipour & Allami, 2012; Chavez, 2016). It is therefore the role of the teacher in the context of talk to assist and direct the students to encourage active English learning and communication within the classroom (Vongsila & Reinders, 2016; Teo, 2016).

Furthermore, one role which is often viewed as the natural responsibility for the teacher is to provide the conducive learning environment for the students to develop their language skills and not just imparting knowledge alone (Islami, 2016). They must continually manage the relationship with the students (LeBlanc, 2018) and use a communicative approach to organize the classroom activities to produce a strong learning environment (Yanfen & Yuqin, 2010). Therefore, needless to say that the teacher talk plays a key role in the process of language attainment (Yanfen & Yuqin, 2010; Rezaee & Farahian, 2012) particularly as the method of achieving the teacher's goals and carrying out lesson plans (İnceçay, 2010).

Additionally, the essential role which students play to enhance their learning experience is to interact and work with the teacher to achieve well in class. Student talk shows competence in communication and engaging in the language, in addition to building upon students' comprehension and cognitive thinking skills (Boyd, 2015). However, the students must undertake a gradual process of increasing their confidence in their knowledge and expertise in order to fluently engage in student talk. Students require a supportive, engaging, and attentive environment to produce quality student talk (Boyd & Galda, 2011). Therefore, students must listen and build on their contributions in the classroom. Moreover, if the student lacks interaction in the classroom, it becomes a barrier to the learning process (Nasir et al., 2019).

Limited observation of the current research is from an EFL classroom in Thailand. In learning theory, English learning must be integrated; speaking, listening, writing, and reading comes together as one unit signifying English learning for Thai students. In addition, because language is a skill, learning English must be student-centered to encourage independent practice to reinforce and build

further upon their skills beyond the limited time per week spent in a formal classroom setting.

There are several research which have been conducted regarding EFL classroom interaction. First, Shalihah (2017) explored teacher talk in both segregated male classes and in segregated female classes to analyze frequency patterns. It reveals that teacher talk frequency patterns in male classes are higher than that of female classes and the pattern of student talk frequency in male classes are lower than that of female classes. Second, a study by Jing & Jing (2018) investigated the characteristics of EFL teacher talk. It shows that teacher talk at the present time still follows to the widely acknowledged IRF (Initiation-response-feedback) pattern. Third, a study by Perda (2018) investigated a reading classroom and looked at types of teacher talk and student responses using FLINT theory as the framework. It is discovered that the kinds of teacher and student talk are mainly used at a varied percentage in the classroom interaction.

However, the current research is different from the three previous researches mentioned above. The previous research concerned on the types, characteristic, and pattern of teacher talk, whereas this present research focuses upon the categories and impacts of teacher and student talk collectively. The current research investigates the categories of teacher and student talk by utilizing FIAC (Flanders Interaction Analysis Categories) theory. Furthermore, this research predominantly centers upon discovering the impacts of teacher and student talk. Hence, based on the description above, the necessity of this research is discovered and conducted under the title “A Portrait of Indonesian EFL Teacher Talk and Student Talk in International Teaching Practicum: Thailand Classroom Context”.

## **B. Research Questions**

This paper addresses three questions in regards to the aforementioned problem:

1. What categories of teacher talk arise in an EFL classroom during the international teaching practicum?
2. In an EFL classroom in Thailand, what categories of student talk take place?
3. What are the impacts of teacher talk to student in an EFL classroom in Thailand?

## **C. Research Purposes**

The aims of this research with consideration to the statements of the problems are:

1. To describe what categories of teacher talk arise in an EFL classroom during the international teaching practicum.
2. To describe what categories of student talk take place in an EFL classroom in Thailand.
3. To discover the impacts of teacher talk to student in an EFL classroom in Thailand.

## **D. The Significance of the Research**

The research results expect to produce practical and theoretical significance for the field of teacher and student talk as follows:

1. Theoretical Significance

This research could be used by teachers for guidance and techniques for managing an EFL classroom and for awareness of the impact of talk theory in the EFL classroom. As the language used within the EFL classroom directly impacts upon student achievements, with particular emphasis on attainment in English grammar, this research could help increase the teachers' knowledge and improve student outcomes. The research has

particular significance for language acquisition in the Indonesian EFL classroom setting given its focus on this area.

## 2. Practical Significance

EFL teachers might use the research as a form of guidance for reference when planning lessons and seeking to improve classroom communications. As this research contains information about the most effective categories of teacher talk for improving student learning outcomes, it could act as a point of reference when planning an enhanced learning environment. As it presents information about the proportions of student and teacher talk and the impact of this balance, it aims to encourage students to participate more actively and positively in the classroom for their own learning benefit. Besides, in this international teaching practicum context, foreign teachers would be in a less familiar environment and that they do not speak the same L1 as their students. Therefore, they might be concerned about language barriers and misunderstandings, or issues of cultural communication. To defeat this, if the teacher fully understands about teacher talk and student talk, they could use this to their advantage to communicate clearly and to ensure a conducive environment for learning

## E. Research Framework

Studies on classroom interaction have generally focused on relationships of turn-taking form and more massive unit of analysis of differing length and nature (Csomay, 2007). Classroom interaction is a crucial issue when considering successful classroom management techniques and importance must be placed upon the issue by teachers as it directly impacts the quality of teaching and learning outcomes of their students (Nasir et al., 2019). Besides, Handayani & Umam (2017) described classroom discourse as the teacher and pupils using talk to fulfill the aim of learning within the process-product paradigm. Further, this includes consideration of both verbal and non-verbal interactions in classroom discourse (Rohmah, 2017). Meng & Wang (2011) as quoted in Rohmah (2017) stated that

both written and oral interactions are part of verbal interaction whereas behavioral responses, e.g. raising a hand, nodding of the head, et cetera, are classified as non-verbal interaction.

Furthermore, there are three categories of classroom interaction: teacher talk, student talk, and silence (Flanders, 1970 as cited in Hai & Bee, 2006; Septiningtyas, 2016; Nasir et al., 2019). Teacher talk involves management of the activities in the classroom during foreign language instruction and is more significant than any other classroom activities (Handayani & Umam, 2017). In addition to this, teacher talk is the determining factor for lecture organization and for determining the quality of learning for students (Yanfen & Yuqin, 2010). In addition, Nunan (1991) as cited in Septiningtyas (2016), added that the significance of teacher talk is also reflected in the process and outcome of achievement. In the context of an EFL classroom, teacher talk is used to impart knowledge, initiate discussions, and provide motivation to the students (Jing & Jing, 2018). It could further be used as a tool to direct students as to the activity or task, and to examine students' comprehension of the lesson and their learning progress (Nasir et al., 2019).

According to Flanders (1970) as quoted in Hai & Bee (2006); Septiningtyas (2016); Nasir et al. (2019), the Flanders Interaction Analysis Category (FIAC) system classifies teacher talk into seven categories. The teacher talk itself is divided into two sub-categories, which are the indirect influence and direct influence. The category of indirect influence includes accepting feelings, asking questions, using and thereby accepting students' ideas, and praising or encouraging the students. On the other hand, direct influence consists of lecturing, criticizing or justifying the teacher's authority, and of giving directions.

Besides teacher talk, student talk is also present within classroom discourse. Students interact in the classroom by using talk student talk (Mulyati, 2013). They are able to verbalize new ideas or express opinions during classroom interaction (Shea et al., 2018) in order to enhance understanding and foreign language skills. Furthermore, it allows students to share knowledge and discuss new ideas to build upon them (Septiningtyas, 2016). It means there is a chance for students to safe

actively in the class (Walsh, 2002; Nasir et al., 2019), and to build a friendly, respectful relationship between teachers and students (Yanfen & Yuqin, 2010). Moreover, classroom discourse conduces to the students becoming active in the learning process (Mercer & Dawes, 2014). Furthermore, the students would recognize how much they are contributing to the class and the value of their input over classroom interaction.

Student talk refers to the individual utterances articulated by the students during the learning process. Further, according to Flanders (1970) as cited in Septiningtyas (2016), two types of student talk exist, namely: 1) students' talk-response, where the students respond to the teacher, and 2) students' talk-initiation, whereby the learners initiate the talk. However, in classroom interaction, there must be silence where there is no talk at all. This confusion period or short processing silence could be difficult to detect by observers, which is in this case the researcher. The table below further explains each segment of teacher talk, student talk, and silence.

**Table 1.1**  
**Flanders Interaction Analysis Categories (FIAC)**

|              |                    |  |
|--------------|--------------------|--|
| Teacher Talk | Indirect influence | 1. Accepts feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.                  |
|              |                    | 2. Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head or saying "um hm?" or "go on" are included. |
|              |                    | 3. Accepts or uses ideas of students: clarifying, building, or developing ideas or suggested by a student. As teacher brings more of his own ideas into play, shift to category five.                          |

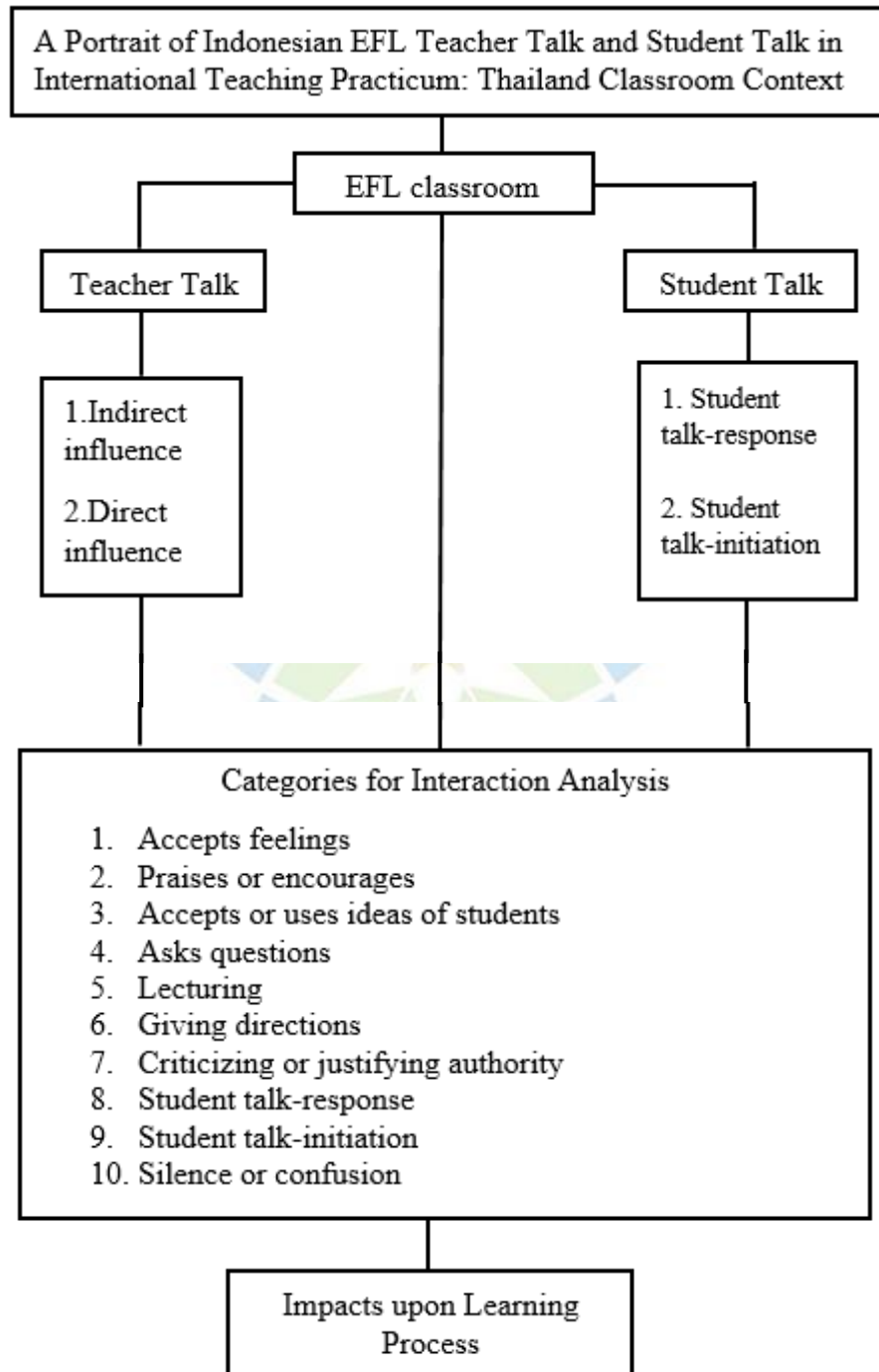
**Table 1.1**  
**Flanders Interaction Analysis Categories (FIAC)**

|              |                  |   |
|--------------|------------------|---|
| Teacher Talk |                  | 4. Asks questions: asking a question about content or procedure with the intent that a student answer.  |
|              | Direct influence | 5. Lecturing: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.  |
|              |                  | 6. Giving directions: directions, commands, or orders to which a student is expected to comply.   |
|              |                  | 7. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference. |
| Student Talk |                  | 8. Student talk-response: talk by students in response to teacher. Teacher initiates the contact or solicits student statements.  |
|              |                  | 9. Student talk-initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.               |
| Silence      |                  | 10. Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.   |

*Taken from Amatari, (2015) and Hai & Bee (2006) as cited in Septiningtyas (2016)*



The figure below indicates the direction of the research:



**Figure 1.1 Scheme of the research**

## **F. Previous Research**

There are several researches which have conducted on talk in classroom discourse. First, a research study conducted by Shalihah (2017) investigated the pattern of teacher and student talk during interactions taking place within English classrooms. This qualitative research observed the male and the female classes during speaking lessons at MAM Klaten (Muhammadiyah Islamic High school). The results presented the findings that teacher talk frequency was lower and student talk frequency was higher in the female class, whereas in contrast, the pattern of frequency for teacher talk was higher and student talk lower in the male class.

Second, a study conducted by Jing & Jing (2018) investigated the characteristics of EFL teacher talk through the qualitative research methodology. The study observed a non-native English teacher. In addition, it shows that teacher talk follows the IRF (Initiation-response-feedback) pattern, and this is still be the case in this most recent study.

Third, Perda (2018) conducted a research study to investigate the categories of teacher and student talk happening in an EFL reading classroom through the qualitative research design. The research observed an EFL teacher and a reading class at university level. The findings additionally reveal that the type of teacher talk used in the reading class is asking questions, giving directions, praising and encouraging, using ideas of the students, giving information, repeating student responses, dealing with feelings, joking, and correcting without rejection. Meanwhile, in the student talk, the categories of student response open-ended or student-initiated, student response specific, silence, and laughter are present.

The previous research studies have mainly been concerned with the types, characteristic, and pattern of teacher talk, whereas the current research focuses upon the categories and impacts of teacher and student talk. The current research is a descriptive study which utilizes the FIAC system to discover the categories of teacher and student talk that arise in an EFL class in Thailand and to discern the impacts.