CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Review of Related Literature**

1. **Classroom Discourse**

a. Definition of classroom discourse

Classroom discourse is all form of activities that take place in the classroom, including linguistic and non-linguistic elements of the discourse.[1] It means that the former is the teacher-student interaction in classroom. There are many definitions purposed by some definition dealing with discourse and also classroom discourse, according to Marcer Discourse as 'language in its social context, as it is used to carry out the social and intellectual life of a community.[2] This meaning of discourse is the importance to know the language in context and usually involves an analysis of spoken and written language.

According to Cazden, study of classroom discourse is a kind of applied linguistics, the study of situated language use in one social setting.[3] Mercer notes that about 65% of the time the teacher talks and about 70% of teacher talk consists of lecturing or asking questions. In other words, in the classroom usualy teacher's talk is more dominant than

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[1] A. Tsui, *25 th International Confrence of English Teaching and Learning:Boundary-Crossing in Classroon Discourse Research.* (The University of Hongkong, 2008).

[2] N. Mercer, *The Guided Construction of Knowledge: talk amongst teachers and learners,* (Clevedon, Multilingual Matters,1995), p.79

[3] Courtney Cazden, *The Languange of Learning and Teaching* (Portsmouth, NH: Heinemann, Harvard Eucation Publishing Group 2001)

the student. For this purpose, the teacher will have an overview about what he is saying and how the students response.

2. Lecturer-Students Interaction

The communicative process involves interaction between at least two people (lecturer-student or student-student) who share a list of signs and semiotic rules.[4] Therefore, interactions occur when the are two objects that influence each other through giving and receiving message in order to achieve communication. In classroo, lecterur-students interaction is communication between teacher and students that make effect in learning process. Though interaction with their lecturer, students can increase their language as they listen to or read authentic linguistic material, or even the output of their follow students in discussions skits, joint problem-solving task, or dialogues.[5]

In the classroom it is considered as important for the lecturer to manage who should talk, to whom, on what topic, in what language and so on. One set of theories, presented by Tyson and Carrol, looks teaching process as a process of interaction.[6] As the result, if the interpersonal is good, it means that the learning will occur. On the contrary, if it is bad, the process of learning is not occur. From the definition above, it means that

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[4] Ilknur ISTIFCI – Ugur DEMIRAY," Role and function of meta communication consept as nonverbal communication in teaching EFL". *International Journal on New Trends in Education and Their Implications.* October,November,December 2011 Vol:2 Issue:4 Article 10 ISNN 1309-6249,97

[5] Wilga M.Rivers, *Interactive Language Teaching*. (Cambridge University Press,1987),

[6] James C. Tyson – Marry Carroll, *Conceptual tools for teaching in secondary schools.* (Boston: Houghton Mifflin Company, 1970),6.

interaction has many influences to the learning process to achieve the goal of learning.

3. Teacher's Talk

a. Definition of Teacher's Talk

Teacher's talk and English Foreign Languange classroom have a special relationship. According to Lynch, teacher's talk is language typically used by the teacher of foreign language classrooms.[7] The goal is to communicate with students and to develop students' foreign language proficiency. The success of conducting teacher's talk depends on the teacher's strategies to manage interaction in the classroom. Some teachers give a change for the students to contribute and participate in learning process. According to Bailey, one of the four principles of teaching speaking is that the teacher should provide opportunities for the students to talk and limit his own talk.[8] However, some teachers uncare with the student's talk to participate in learning process.

Walsh assumed that participants' awareness of interactional resources available in the classroom environment can promote the creation of learning opportunities. To create good atmosphere for learning' through such things as: Direct eerror correction, content feedback, checking for confirmation, extended wait time, and scaffolding. Obstruction meant

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[7] T. Lynch, *Communication in Languange Classroom.* (New York: Oxford University Press,1996),p. 15

[8] K. M. Bailey, Speaking. In David Nunan (ED). *Practical English Language Teaching.* (New York: McGraw Hill,2003), p.54-56.

"reducing learning potential" which can be done through Turn Completion, Teacher Echo, and Teacher Interruptions.

b. Type of Teacher's Talk

Type of teacher talk only devided in two categories, Cited in Kryspin, teacher's talk has two branches of type they are direct and indirect teacher's talk.[9] He explained that teacher's talk is considered to be direct; the verbal responses of the students might be greatly limited. From that statement, it can be said that the direct teacher's talk will minimize and restrict students to give response intentionally. The example,

Teacher: *Close your book!*

From that example, the teacher does not need the student's responses in spoken the teacher, the teacher need is only give instruction to the students.

On the other hand indirect teacher's talk is different from direct teacher talk. The purpose is to maximize or stimulate students to give responses to the teacher. Hughes and Moate give an example:

Teacher: *Any Improvement?*

From that statement, it can be seen that the students are invited to give response toward the teacher's utterance. It will also help the teacher to get the students' attention.

1) Direct Teacher talk

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[9] W.J. Kryspin & J.F. Feldhusen, *Analyzing Verbal Classroom Interaction*, (Minneapolis: Burgess Publishing Company, 1974),p. 27

As Flanders cited in Kryspin, direct teacher is the use of straight forward, explicit teaching techniques and it represent the teacher's direct talk can be categorized into three.[10] The first category is explaining or informing. It is also called self explanatory. The teacher takes the whole communication by explaining a certain material. Kryspin explained that the use of explaining or informing is to give the student important facts, opinion, concepts, or generalization.

The second category is giving direction or command that is used when the teacher asks his or her student to do something in the classroom. The teacher can also give a clear direction to guide the student's understanding his or her command, especially if the students are confused about the teacher talk.

Scolding or defending authority is the third category, according to Nunan, this category is used if the students are bad in behaviours during the classroom activity.[11] Example, Teacher:*"why don't you do your homework?"*

2) Indirect Teacher Talk

Flanders cited in kryspin, the indirect teacher talk is divided into four categories, the four categories represent the teacher's indirect influence. The first category is called acceptance of feeling or deals with. It is delivered by the teacher whenever expresses his or her

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[10] N.A. Flanders, *Analyzing Teacher Behavior.Reading.* (MA: Addison-Wesley, 1974),p. 7
[11] David .Nunan, *Understanding Language Classroom : A Guide for Teacher Initiated Action,*(UK:Prentice Hall, 1989),p. 25

understanding about the students emotional behaviour or when the teacher ask the student to express their feeling.[12]

The second and the third category are praise and encouragement. Praise and encouragement are different each other. Praise represent that the student who have good participation in teaching learning process and doing what is expected.

Fourth category provides how the teacher shows agreement about what the student are saying or doing. Nunan say that the ideas given by the student must be rephrased.[13]

4. **The role of Teacher's Talk in Foreign Language Learning**

There is no leraning without teaching. As a tool of implementing teaching plans and achieving teaching goals, teacher talk plays a vital important role in language learning. As Nunan said " Teacher's talk is of crucial importance, not only for the organization of the classroom but also for the proces acquisition. It is important for organazing of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher's talk is important because it is probably the major source of comprehensible target language input the learner

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[12]N.A. Flanders, *Analyzing Teacher Behavior.Reading*. (MA: Addison-Wesley, 1974),p. 9
[13] David .Nunan, *Understanding Language Classroom : A Guide for Teacher Initiated Action,*(UK:Prentice Hall, 1989)

is likely to receive."[14] It clear that the rolr of teacher's talk is so important to input knowledge to the student to get the best output students' understanding.

Ellis also point out : whether it is subject lesson or a language lesson, successfuloutcomes may dependon the type of language used by the teacher and the type of interactions occuring in the classroom.[15] It can be conclude that teacher's talk in the english foreign learner classroom serve as at least two function. Firstly, it serve as variable input of language exposure. Secondly, it is used in different ways to generate the interaction, to make the input comrehensibleand consequentlymake the learning take place.

5. **The Fiture of Teacher Talk**

Teacher's talk has many kind of features, according to some scholars, Hu Xuuewen,Dai Weidong and Li Ming, teacher's talk is regardedas a special simplified code with double features. The first one refers to the form of teacher's talk, such as the speed, pause, repetition, modifications of teacher's talk. The second one, which refers to the features of the language that teachers use to organize and control classses, include the following aspect : the quality and the quantity of teacher's talk, the questions of teachers use, interactional modificationand teacher's feedback.

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[14] David Nunan, *Language Teaching Methodology : a textbook for Teachers* (Cambridge : Cambridge University Press, 1991)
[15] Ellis, *Understanding of Langue Acquisition.* (Sanghai : Sanghai Foreign Language Education Press,1985) p.143

6. Self-Evaluation of Teacher's Talk (SETT)

As stated in Walsh SETT is designed to help teachers in describing the classroom interaction of their lesson.[16] Moreover, Self evaluation of Teacher's talk is used to hold the idea that teacher's communication in classroom activities are must be checked.

Self Evaluation Of Teacher's Talk framework is designed to be applied to a number of different educational contexts, which help to build up the teacher's competence at the second language classroom. Walsh on this study gives more specific feature of teacher talk according to Self Evaluation of Teacher Talk frame work.

Table 2.1 Self Evaluation of Teacher Talk

Feature of Teacher Talk	Definition
Scaffolding	This future is divided into three categories : a. Reformulation, rephrasing a student's contribution. sometimes, the way students deliver their thoughts are unclear. Therefore, teacher is allowed to repeat student contribution by using the clearer words or sentences b. Extension, extending a student's contribution. When the student gives an incomplete answer, teacher is allowed to extend the student's contribution to make it more clear. c. Modelling, correcting a student's contribution. Mistakes

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[16] S. Walsh, *Investigting Classroom Discourse*. (New York: Routledge,2006)

Feature of Teacher Talk	Definition
	are normal things made by learners. Especially in classroom, this is the teacher's duty to correct a student's wrong contribution and to give the right utterance by modelling.
Direct Repair	Correcting an error quickly and directly. Direct repair is needed when a teacher speech is wrong, a good teacher should not allow his or her students having a wrong understanding about the material.

Content feedback	Giving feedback to the message rather than the words used
Extended wait – time	Allowing sufficient time (several seconds) for students to respond or formulate a response
Referential questions	Genuine questions to which the teacher does not know the answer
Seeking clarification	a. Teacher ask student to clarify something the student has said b. Student ask teacher to clarify something the teacher has said
Confirmation checks	Making sure that teacher has correctly understood learner's contribution
Extended learner	Learner turn of more than clause

turn	
Teacher echo	a. Teacher repeat a previous utterance b. Teacher repeat a learner's contribution
Teacher interruptions	Interrupting a learner's contribution
Extended teacher turn	Teacher turn of more than one clause
Turn completion	Completing a learner's contribution for the learner
Display questions	Asking questions to which teacher knows the answer
Form-focused feedback	Giving feedback on the words used, not the massage

Based on the SETT frame work proposed by Steve Walsh.[17]

7.   Intensive English Program (IEP) UIN Sunan Ampel Surabaya

Intensive English Program (IEP) is one of program in Foreign Language Competence Development Program (P2KBA) handled by Language Development Center at UIN Sunan Ampel Surabaya. This program created for first year students of UIN Sunan Ampel for all faculties (Faculty of Tarbiyah and Teaching Training, Faculty of Adab and Humanities, Faculty of Da'wah and Communication, Faculty of Ushuluddin and Islamic Thought, Faculty of Sharia and Law, Faculty of

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[17]Steve Walsh,. *Exploring Language Discourse*(new york and London: Routledge Taylor and Francis group, 2006)

Social Science and Political Sciences, Faculty of Economy and Islamic Business, Facultyof Psycology and Health, and Faculty of Science and Technology) that concern on psycomotor, cognitive and affective aspects.[18] IEP is held every Tuesday and Thursday morning at 6 a.m.- 7.30 a.m.

IEP or English Intensive Class held for two semester in first year study. In the first semester, IEP is focused on Feneral English but the material emphasized on speaking while in the second semester, studens are taught specifically in TOEFL. All students are obligated to attend these clases and are expected to pass the minimum score of 400-both for TOEFL in the end of the second semester. Students who can pass IEP, they will get certificate. The certificate of IEP becomes a requirement for students who will take a thesis.

B. Review of Previous Studies

There are several studies that has been conducted by researchers concerning to the teacher's talk. One of them is a thesis by Rona Ayu Putri Surya entitled "Madurese Interference in an English Teacher's Talk in Senior High School Bangkalan." Her study is discused about the variety of first language interference. The result is the Madurese interference was found in some utterances used in some teacher's talk. The types of interference which mostly appeared are grammatical interferences and

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[18] Pusat Pengembangan Bahasa (P2B). Pedoman Program Kompetensi Berbahasa Asing (P2KBA). (Surabaya: Pusat Pengembangan B ahasa (P2B) UIN Sunan Ampel Surabaya,2012),1-25

phonological interference. The grammatical interference occurred when the teacher adopted the grammar structure of Madurese language to English, while the phonological interference is shown in the teacher's pronunciation and intonation of Madurese language. In brief, Rona Ayu's is investigated focuses on Madurese interference only. [19]

A thesis written by Nurma Aini in title "Teachers Talks and Students Talks in Advance Speaking Class Of The Third Semester Students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in Academic Year 2011/2012." She observed about the move of teacher's talks and student's talks in advance speaking class of third semester in English education department. In the end of the thesis, she concluded that move of teachers talks and students talks are 65,6% of initiation, 9,4% of responds, 19,08% of feedback on teacher's talks, and 23,55% of initiation, 75,5% of Responds, and 6,86% of feedback in student's talks. In short, Aini focused on analyze the move such as initiation, responds and feedback (IRF) of teacher's talks and student's talks. On his study the researcher will focus on features that use by teacher in teacher's talks. [20]

Yulianti on her thesis "A Descriptive Analysis of Students' Perceptions towards Teacher's Talk in English Classroom." Investigates

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[19] Rona Ayu Putri Surya, *Madurese Interference In An English Teacher's Talk In A Senior High School In Bangkalan,* S1 Thesi*s* (State University of Surabaya, 2013).
[20] Nurma Aini, *Teachers Talks and Students Talks in Advance Speaking Class Of The Third Semester Students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in Academic Year 2011/2012,* S1 Thesis, (Muria Kudus University,2012).

the students' perception toward English teacher's talk. It also aims to know what the kinds and the impacts of teacher's talk used by English teacher to English teaching learning process. Then, the students' expectation of an ideal English teacher's talk is also important to be investigated in order to conduct a better in the future. The result of this research is presented descriptively in order to reveal the students' perception comprehensively about the teacher talk. [21]

Norisma Alif Fujiyanti on her thesis "A study of Teacher's Reaction to the Students Responses in Term of Initiating Talk in The Speaking Class at The Junior High School." Investigates how the teacher react to the student responses in order to initiate talk in the speaking class. The research also aim to know which feature of teacher talk do construct the student to talk. From 14 feature talk of teacher talk, the researcher found the used of feature of teacher's talk, are extend-wait, time obstructed, student talk, scafolding, referential question, teacher interuption and extended teacher-turn. [22]

Alfan Hariri on His Thesis, "The Analysis of Teacher's interaction during the Implementation of Curriculum 2013(k-13) by Using Self-evaluation Teacher Talk (SETT) in SMPN 13 Surabaya." Hariri find out about how the teacher interaction in the implementation of K-13 in SMPN 13 Surabaya. Also about what the teacher interaction in the

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[21] Yulianti, *A Descriptive Analysis of Students' Perceptions Towards Teacher's Talk in English Classroom,* S1 Thesis (STAIN Salatiga,2013).
[22] Norisma Alif Fujiyanti, *A Study Of Initiating talk in Speaking Class at The Junior High School,* S1 (Thesis State University of Surabaya,2014).

implementation of K-13 in SMPN 13 Surabaya fit to SETT Frame Work. In result, the teacher's interaction in the implementation of K-13 is in the form of IRF pattern that mostly uses close question as initiation. In addition, the teacher's interactional features that often occur is teacher echo, display question and confirmation request. From Hariri thesis the teacher's interaction used in implementing k-13 is suitable with the interactional feature in each mode of SETT frame work. [23]

Considering those studies, the researcher assumes that it is important to make teacher be aware in their talking, how the way they talk and how they can evaluate their talk in the advance class. That is by using another means of classroom discourse analysis and focusing on the teacher's talk. For this purpose, the researcher will use SETT (self-evaluation of teacher talk) as a means of analysis which focused on how teacher talk during the class. Furthermore, the researcher will analyze the evectivities of teacher talk based on Self Evaluation of Teacher talk frame work it self. As a result, this research will help the teachers in evaluate their talk to make the class more efective and interactive and also to get an anlysis of featurer of the teacher talk that used by the teachers during the classroom activities.

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[23] Alfan Hariri, "*The Analysis of Teacher's interaction during the Implementation of Curriculum 2013(k-13) by Using Self-evaluation Teacher Talk (SETT) in SMPN 13 Surabaya*" S1 Thesis (UIN Sunan Ampel Surabaya, 2015).