

CHAPTER II

LITERATURE REVIEW

A. Teacher Talk

1. Definition of Teacher Talk

Teacher talk is giving directions, explaining learning activities, confirming students' understanding to identify parts of teacher talk that appear during learning activities. In the use of English the teacher interacts with students using mixed language, so that students become easy to understand and also follow what is conveyed by the teacher. When the class becomes relevant, the parts of teacher talk can be used to increase student activity, interact with students, and feedback between teachers and students in the teaching and learning process (Education, 2021).

According to (Lev Vygotsky, 1978) in the *Sociocultural Theory of Child Development* teacher talk serves as *scaffolding* that helps students reach their zone of proximal development (ZPD). temporary verbal support that helps students understand new material or skills. As the student's ability develops, the support will gradually decrease. learning evokes a variety of internal developmental processes that can only operate when children interact with people in their environment and work together with their peers. Once these processes are internalized, they become part of the child's independent developmental achievement. Sociocultural learning theory states that learning occurs as a result of social interaction. Approaching education through this theory encourages social interaction and active engagement in learning

activities through the relationships that are built. Students learn through observation, listening and speaking through their tasks. This theory tries to understand consciousness as a result of socialization. His theory also emphasizes that social interaction plays an important role in the growth of a child's cognition (Yusof, 2021).

According to (Lynch, 1996) as cited in Pangesti, states that teacher talk is the language usually used by teachers in foreign language classes. In other words, the teacher's language affects students' success in learning English as a foreign language. Teachers speak not only to explain lessons but also to praise students for their achievements in learning. In addition, teachers should also respond to students' ideas or answers (Pangesti, 2016). The teacher's talk in the form of giving directions and information is the teacher's way to give input to the learners to stimulate the learners' interest during the learning process. This is supported by the presence of questions that can ensure the learners' understanding of English so that the teacher can still monitor whether the English learners understand the material. In addition, the presence of questions can maximize learners' contribution in EFL class because students can give opinions or responses and practice directly the English they have acquired (Sistyawan et al., 2022). The success of teaching depends largely on the way teachers talk and the interactions that take place between teachers and students. It is an indispensable part of foreign language teaching in organizing activities, and teacher talk not only determines how well they deliver the subject matter, but also ensures how well students

will learn. This means that teacher talk has an important role in the classroom (Siregar & Lismay, 2023).

2. The Function of Teacher Talk

From the research results (Sahlim, 2018) showed nine functional characteristics of teacher talk introducing material, correcting, repeating, explaining, defining, giving examples, clarifying, asking questions, and encouraging. Each functional characteristic is used to make the teaching process meaningful for students' understanding.

- 1) Introducing material is where the teacher introduces what the subject will cover to direct students to focus on the main objectives of the subject. Introducing the material is used at the beginning of the lesson or as a class opener. The lesson opening consists of the procedures the teacher uses to focus students' attention on the learning objectives.
- 2) Correcting is some specific information is given on aspects of the learner's performance, through explanation, or provision of better or other alternatives, or through elicitation from the learner, The correction referred to here is directing the wrong answer or response from the student to the teacher.
- 3) Repeating the teacher repeats information or questions to reinforce students' understanding and ensure they capture the message correctly.
- 4) Explaining the teacher provides detailed explanations of certain concepts or materials to clarify students' understanding.
- 5) Defining the teacher provides definitions or meanings of terms or concepts that may be new to students.

- 6) Giving examples the teacher provides concrete examples to help students understand the application of concepts in real contexts.
- 7) Clarifying the teacher clarifies information or answers students' questions to resolve confusion or misunderstanding.
- 8) Asking question the teacher asks questions to encourage students' active participation and assess their understanding.
- 9) Encouraging the teacher provides encouragement or motivation to students to increase their confidence and participation in learning

3. Types of teacher talk

Theoretically, the researcher used the categories of teacher talk proposed by Brown (2001) in the study by (Wirawan & Sahiruddin, 2021) which there are 11 types of teacher talk including confronting feelings, praising or encouraging, joking, using students' ideas, verbally repeating students' responses, asking questions, giving information, correcting without rejection, giving directions, criticizing student's behaviour, and criticizing students' responses.

- 1) Including confronting feelings at hand means that teachers communicate well with students during the learning process. This can be the situation during the teaching and learning process, past events, or things in the future that can affect students' feelings.
- 2) Praising or encouraging means the teacher will tell the students about what they have said or done. This is used to make students feel good and encourage them to keep trying. It can also be used to confirm that the student has done correctly.

- 3) Joking is usually used to help break the ice. Usually the words used are words that are intended to be funny.
- 4) Using student ideas is usually used to clarify or summarize student answers. These should be paraphrased by the teacher and interpreted in a new way.
- 5) Verbally repeating student responses Based on FLINT system theory, there is also verbal repetition of student responses. This is the same concept as using students' ideas. However, in this case, the teacher uses or repeats the exact same words as what the student said instead of paraphrasing them.
- 6) Asking questions is a way for teachers to get information and answers from students. Basically, this questioning is done to get the answers expected by the teacher. In addition, this method is also used to check students' understanding of a topic or material discussed during the learning process.
- 7) Giving information is a type of activity where the teacher conveys information, facts, opinions, or ideas to students. It is usually the main session in a lecture. Rhetorical questions are also included in giving information.
- 8) Correcting without rejection This can be thought of as the teacher telling the correct response to a student who makes a mistake. This should be done without resorting to criticism.
- 9) Giving directions Direction refers to the teacher's instructions that can be in the form of hints, requests, or orders to students. Giving directions is usually done by teachers to encourage students to actively participate in class. After that, students are expected to follow the instructions given such as answering

questions, working on problems, or presenting the results of the discussion.

- 10) Criticizing student behavior is basically rejecting or rejecting unacceptable behavior by students. This can be done by directly telling the student about unpleasant mistakes that interfere with the learning process. This also relates to the teacher's dissatisfaction with what the student is doing.
- 11) Criticizing students' answers, meaning that the teacher informs students of incorrect or unacceptable answers. The teacher then communicates this with words of criticism or rejection.

4. Indicator of teacher talk

Each indicator has a theoretical foundation from the fields of Applied Linguistics, Second Language Acquisition (SLA), and Classroom Discourse Analysis.

- 1) Teacher's use of language (instruction, praise, correction, question, feedback)
- 2) Communication strategies used by the teacher
- 3) Verbal and nonverbal interactions between teachers and students
- 4) Does the teacher use English completely or mix it with Indonesian
- 5) Students response to the teachers communication
- 6) Teacher's clarity in explaining vocabulary and grammar
- 7) Teacher's classroom management through language
- 8) Teacher's adaptation to student proficiency levels
- 9) Teacher's encouragement of student participation
- 10) Teacher's role in group and pair work communication

a. Teacher's feedback

Teacher feedback is the last of the functional factors in teacher talk. Teachers need to use teacher talk to give feedback to students. The observation shows that the teacher uses simple vocabulary in praising students such as “good, good, you are right”, this means that the teacher uses teacher talk in giving feedback to students. Based on the interview, the teacher said that in giving feedback such as praising students, she definitely uses English. However, if correcting students' mistakes, she sometimes uses Indonesian to make it clear to students (Siregar & Lismay, 2023)

1) Feedback to incorrect and no response

a) Prompt

This is an attempt to get the participant to give the correct answer by using hints to indicate the location and nature of the error, or asking the student to clarify what he or she has just said, or by the teacher repeating what the student has said with emphasis on the incorrect part, so as to draw the student's attention to the error.

b) Encouragement

Encouragement is an action that inspires hope, courage, or confidence uplifting behavior.

c) Critizing

Criticizing is commenting loudly on students' wrong responses. Criticism from teachers is important for student leadership development. That is, criticizing is not

only to provide feedback, but also used to develop student leadership in the teaching and learning process.

d) Ignoring

Ignoring refers to a situation where the teacher does not notice a student's mistake or switches to another student when the first student cannot give an answer.

2) Feedback to correct response

a) Praising

This refers to very brief feedback from the teacher in response to correct answers.

b) Summarizing

When students answer with the correct answer, sometimes the teacher repeats the student's answer with different words or sentences, for example by using synonyms. This is so that the teacher tries to make the students' answers more effective so that they can learn more. They can learn how to make effective sentences, vocabulary and also the correct pronunciation.

b. The features

From the research results (Khusnaini, 2019) data analysis shows that teachers' discourse types in classroom interactions have indirect influence based on Flanders' Interaction Analysis Categories (FIAC). Teachers mainly influence students by asking many questions, as well as accepting students' feelings, giving praise, and using students' ideas.

The type of teacher talk also leads to the interaction pattern in the classroom. By utilizing both audio recordings and the

interaction matrix, the researcher was able to identify the interaction patterns in the classroom. The classroom interaction pattern found is content cross, which is characterized by the dominance of code 4 (asking questions) and code 5 (lecturing). However, this pattern is more inclined towards questioning than lecturing. This finding is consistent with the observation that teachers often ask questions to introduce new material and increase student participation.

1) The formal features of teacher talk

Teacher talk refers to the specific language and communication strategies used by teachers during classroom interactions. The formal features of teacher talk include various aspects of language use designed to facilitate learning, manage classroom dynamics and engage students effectively. These features may include:

- a) Language Structure: This involves the grammatical and syntactical choices made by the teacher. Effective teacher talk often uses clear and concise language, appropriate vocabulary and varied sentence structure to enhance understanding.
- b) Questioning Techniques: Teachers use different types of questions (e.g., open-ended, closed-ended, procedural, and referential questions) to stimulate student thinking, encourage participation, and assess understanding. The way questions are structured can significantly affect student response and engagement.

- c) Feedback Mechanism: Feedback is an important component of teacher talk. Feedback can be immediate or delayed, positive or corrective, and should be constructive to support student learning. The way feedback is delivered can affect student motivation and self-efficacy.
- d) Turn-taking and Patterns of Interaction: The organization of classroom discourse, including who speaks when and how often, is a formal feature of teacher talk. Effective turn-taking strategies can promote a more inclusive classroom environment where all students feel encouraged to participate.
- e) Instructional Language: This includes specific phrases and terminology used to explain concepts, give directions, and provide instructions. Instructional language should be tailored to the student's ability level to ensure clarity and understanding.

2) The functional features of teacher talk

a) Questioning

Questioning is a fundamental aspect of teacher talk that encourages student participation and stimulates critical thinking. It allows teachers to gauge student understanding, clarify concepts and foster a dynamic learning environment. Effective questioning techniques can encourage deeper discussions and increase student engagement.

b) Functions of teachers' questions

The pervasiveness of teachers' questioning in the classroom can be explained by the specific functions they perform. These functions can be grouped into three areas: diagnostic, instructional and motivational.

c) Types of question

The three types of questions are procedural, convergent, and divergent questions.

5. Classroom Interaction

Classroom interaction involves the collaborative exchange of thoughts, emotions or ideas between several individuals, leading to mutual influence on each other. Classroom interaction is essential for effective teaching and learning, which involves active discussions, exchanges, and meaningful discussions between teachers and students. These interactions facilitate information exchange and encourage active participation (Lesiana et al., 2023).

a. Classroom Interaction Pattern

Classroom Interaction Patterns refer to the structured ways in which communication occurs between teachers and students during learning activities. These patterns can include various forms of interaction, such as teacher-led discussions, student-to-student exchanges and collaborative group work. Interaction patterns are essential to facilitate learning, as they influence how information is shared, how students engage with the material, and how they develop their language and social skills.

1) Language teaching strategies

a) Giving task

Giving assignments is difficult for some teachers. Many aspects must be considered to achieve the objectives of the assignment. For example, an easy task will not give students who complete the task a feeling of developing competence because a task that is too easy will cause boredom and decrease feelings of competence and self-efficacy.

b) Giving choice

One of many teachers' favorite motivators is choice. In particular, teachers suggest that choice is particularly beneficial for students who have low interest in and low motivation for a task. Students are intrinsically motivated to work when they feel they have the freedom to be self-determined, not controlled.

B. Previous Study

Several previous studies have investigated teacher talk in the classroom interaction. (Evenddy et al., 2021) first study, entitled “Teacher’s Talks In Classroom Interaction At Bani Adung Islamic Boarding School Banten”. The result showed that the most dominant category was *giving directions* (29%), followed by *asking the questions* (27.5%), and the last category was *accepting or using ideas of students* (2.9%). The indirect talks were lower than direct talks. As a result, the teacher-centered method was found to be the most prevalent during classroom interaction. Students also preferred

to be praised or encouraged, and effective language in the classroom was required. It is recommended that the teacher use all types of teacher talks in the classroom. They should, however, be based on the needs of the students. Research gap this study only focuses on the frequency and categories of teacher talk (giving instructions, asking questions, accepting students' ideas) without delving deeper into the impact of the type of teacher talk on students' participation or understanding. And this shows the dominance of teacher-centered methods. Novelty Provides recommendations for teachers to adjust teacher talk based on student needs, but does not explain how these needs are analyzed or met.

The second research by (Nurul Afifah, Nopa Yusnilita, 2017) conducted a study entitled “An analysis of teacher talk in english classroom interaction of the seventh grade student of SMPN 23 Oku”. The results of this study shows that teachers use different types of teacher talk in giving questions and feedback in English classes. In asking questions, teachers mostly use display questions (70%), followed by procedural (23%) and referential (7%). For students' wrong answers, teachers give feedback in the form of information (38%), request (23%), criticism (23%), encouragement (8%), and ignoring (8%). For correct answers, teachers gave praise (75%) and summary (25%). Students stated that all types of feedback were used by the teacher, except ignoring. This study concludes that the use of teacher talk in classroom interaction is good, and teachers are advised to continue to improve their skills in providing effective questions and feedback to strengthen student interaction and learning motivation. Research gap the focus of the research is only on the types of questions and feedback in teacher

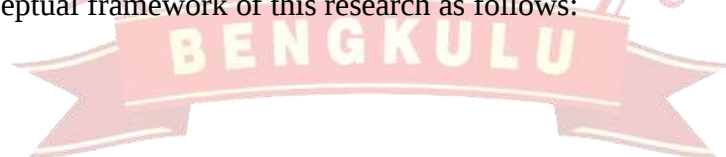
talk, without further examining students' responses or understanding and the context of the research in general junior high schools, not yet touching religious-based educational institutions such as madrasah which have different interaction characteristics. Novelty Identify the distribution of question and feedback types in detail.

Furthermore, (Azizi, 2024) conducted a study titled “An Analysis of English Classroom Interaction: Teacher Talk, Student Responses, and Student”. The findings showed three classroom modes and eight interactional features in the teacher talk. Another finding revealed that the most students responded to the teacher talk in specific and open-ended responses. Further finding showed that the students acknowledged the difficulties in comprehending the teacher talk and speaking in the English classroom. The factors contributing to these difficulties are linguistic and psychological factors. Thus, adjusting teachers' language based on student language ability and establishing a convenient classroom environment should be considered. Research gap while this study covers modes of student interaction and response, it does not explicitly differentiate teacher questioning strategies. It does not include the madrasah context, which is important for understanding interactions in an environment with specific religious values. Novelty describes the mode of classroom interaction and the type of student response more thoroughly.

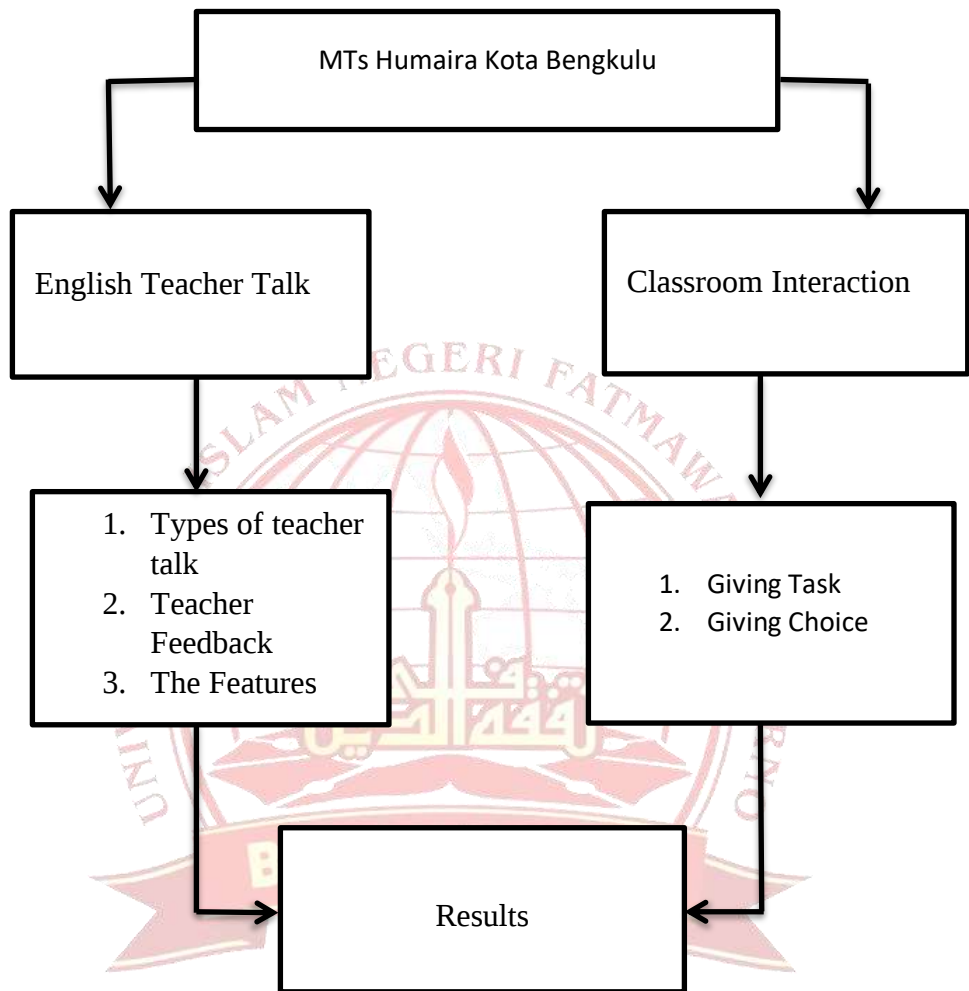
All these studies analyzed english teacher talk in the classroom interaction, and all of them were analyzed to obtain more effective results, with significantly increased student engagement and understanding in teacher talk.

C. Conceptual Framework

The problem in this study is that the use of mixed language in learning (a combination of English and Bahasa Indonesia) results in a lack of student understanding and engagement in the classroom. And teacher lectures still tend to dominate classroom interaction, which can limit students' active participation in using English communicatively. Based on the initial findings, the researcher was interested in further research because the learning situation was quite conducive and the use of varied English teaching strategies showed great potential in students' language skills. The conceptual framework of this study aims to English teacher talk in classroom interaction to identify the types of teacher talk in classroom interaction at MTs Humaira Bengkulu City and analyze how the use of teacher talk plays a role in facilitating classroom interaction. The main focus of this research is English teacher talk, including the types of questions, feedback, and speaking strategies used to encourage student participation. The following graph illustrates the conceptual framework of this research as follows:



Grafik 2.1 Conceptual Framework



Explanation :

1. English teacher talk

Refers to the language used by English teachers in the classroom as the main means of communication with students. It plays an important role in learning, especially in the context of foreign language learning.

- a) Type of Teacher Talk, Instructional Talk (Providing material explanations, instructions, and information). Interpersonal Talk (Establishing relationships with students, such as motivating them or asking how they are doing). Directive Talk (Directing students to do something, for example: “Open your book”, “Do the task now”).
- b) Teacher Feedback, the teacher provides feedback to improve students' understanding and performance. Types, Positive Feedback “Good job”, ‘Excellent’, Well done. Corrective Feedback, (Explicit correction, tells the student directly what is wrong). (Recast, repeating the student's mistake with the correct form). (Elicitation, Asking the student to correct his/her own mistake).
- c) Features of Teacher Talk, simplification (Language is adjusted for easy understanding). Repetition (Repeating information to reinforce understanding). Code-switching (Sometimes using Bahasa Indonesia to explain difficult concepts). Wait Time (Giving time for students to respond).

2. Classroom Interaction

The interaction between teachers and students that occurs during the teaching and learning process, both verbally and non-verbally.

- a) Giving Task the teacher gives tasks such as practice questions, group discussions, or projects. This is a strategy to encourage students' active participation. Example: “Make a dialogue with your friend”, “Please write a paragraph about your holiday.”
- b) Giving Choice The teacher provides alternatives to students so that they can choose how to study or the type of task. Example: “You can choose to write a story or make a poster”, “Would you

prefer to work in pairs or groups?”. The aim is to increase students' motivation and sense of responsibility in learning.

3. Results/Outcomes

This section describes the analysis of teacher talk and classroom interaction on student learning. Possible observed outcomes: (Increased student participation, Better understanding of the material, More interactive and communicative learning environment).

