

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the author will describe several theories related to research which includes class interaction, EFL theory, teacher talk, teacher's role, teacher as resource, and review of related research

2.1 Concept theory

2.1.1 Classroom interaction

Schools and classrooms are intricate social settings. They comprise diverse groups of individuals who engage with one another through various forms of interaction. The identity, perceptions, and ideals of this group are shaped by its individual members. These aspects will inevitably impact teaching and learning. An evident scenario where the impact of these aspects becomes apparent is the interplay of communication patterns between a teacher and students, as well as among students themselves. Ellis (1988) says:

The participants in the interaction can assume one of four identities: teacher (T), pupil (P), class (C), and group (G). When referring to all the pupils collectively, they are addressed as a single identity. That is, when a subset of students is spoken to, rather than the entire class. Participants in an interaction can assume many interactive roles, including the speaker, the addressee (the person to whom the message is directed), and the hearer (someone other than the addressee who listens to the message).

The academic discipline of classroom interaction focuses on the analysis of communication systems. Classroom research typically entails interaction analysis, which primarily focuses a study of verbal communication between teachers and pupils in the classroom. Oral communication is a crucial aspect of the identity of all those involved. Furthermore, all right and Bailey contend that there is a distinction in research on

classroom interaction. Specifically, they highlight research that focuses on elements within the classroom, such as the curriculum, instructional materials, or the outcomes of the class, such as student test results.

2.1.2 Theory of EFL

English as a Foreign Language (EFL) is the academic pursuit of English language study by non-native speakers living in countries where English is not the main language. This is not to be confused with English as a Second Language (ESL), which is the study of English in a country where English is the primary language. The idea of English as a foreign language is strongly related to the extended circle theory of language suggested by linguist Braj Kachul (1985) in his book "Standards, Codification, and Sociolinguistic Realism." English is part of the outer circle of languages.

According to this hypothesis, World English may be classified into three concentric circles, which serve to categorise the locations where English is acquired and spoken, as well as to chart the dissemination of English. The three circles are the inner circle, the outer circle, and the expanding circle. Native English speakers are members of the inner circle, but English-speaking countries that have historically embraced English as a second language or as a lingua franca are part of the outer circle, although English is used to some extent. Countries with less commonly spoken languages are part of an expanding group.

The rings symbolise distinct tiers of global English proficiency. Based on this approach, English is classified as an inner native language (ENL), an outer second language (ESL), and an extended foreign language (EFL). As the global dissemination of the English language continues, other nations will be incorporated into its sphere of influence. EFL is commonly instructed in a setting where English is not the main language spoken by the community or the educational institution. EFL teachers are confronted with

the challenging responsibility of obtaining and presenting English models to their students. With the increasing population of ESL students in schools throughout North America, there is a noticeable shift towards classrooms and schools that resemble EFL rather than ESL environments (Gunderson et al, 2009).

2.1.3 Teacher talk

Teacher speak refers to the specific language employed by the teacher for educational reasons in the classroom. Ellis (1994) defines teacher talk as the deliberate and significant manner in which teachers communicate with L2 learners in the classroom. When attempting to engage with kids, a teacher typically employs a simplified form of communication. It provides numerous attributes of an individual from another country and employs a more basic form of communication intended for language learners. According to Ellis, as stated in Xiao-Yan (2006), the language used by teachers while speaking to L2 students is considered a register, with distinct formal and linguistic characteristics. From the aforementioned definition, it can be inferred that teacher speak refers to a distinct kind of language employed within the classroom, bearing unique characteristics and regarded as a register with distinct formal and linguistic properties.

Teacher discourse is essential for facilitating the teaching and learning process. Teachers have two tasks in the language classroom. The primary purpose is to provide an adequate amount of high-quality English language input, while the secondary objective is to maximize the chance for students to actively engage in utilizing the target language. Furthermore, Blake discloses that class conversation typically revolves around the teacher's actions of organising, requesting, and responding. The final one is exhibiting a response, which is often indicative of the progress made by kids. Verbal communication is a significant method employed by teachers to impart knowledge to pupils, as well as a

fundamental mechanism for managing student behaviour. Given the excessive amount of talking done by the teacher, it would be beneficial for them to engage in self-study of their own speech. Sinclair and Brazil asserted that for the purpose of self-monitoring their own speaking abilities, teachers should analyse their own discourse.

In addition, Lynch (2001) cites Mat Daud and identifies three primary factors contributing to the increasing fascination with the methods teachers employ when communicating with language learners:

1. People have recognized the vital link between comprehension and progress in a foreign language.
2. The studies of classroom language have shown that certain aspects of teacher talk such as the way we ask questions; the influence way the students use the language.
3. The relation is that it is not easy for the students to understand what the teacher do which is currently trying to focus on their attention.

Each of these three reasons is associated with a distinct position fulfilled by the teacher: as a source of information, a facilitator of communication, and an educator. The Flanders system is a methodological instrument employed to elucidate the spoken conduct of educators and students throughout their interactions inside the educational setting. Flanders' tool was specifically developed to exclusively monitor spoken interactions within the classroom, disregarding any non-verbal cues.

Classroom interaction, according to Flanders (1970), can be divided into two components: teachers' discourse and students' discourse, which encompass 10 distinct kinds of communication. The discourse of teachers can be categorized into two sub categories: indirect impact and direct influence. Indirect influence can be categorised into four components: acknowledging emotions, evaluating or promoting, accepting or utilising students' ideas, and posing questions. The concept of direct influence can be

categorised into three main components: delivering lectures, providing guidance, and offering critiques or justifications of authority.

Table1. Flanders Interaction Analysis Categories (FIAC) of teacher talk

<p>Teacher talk</p>	<p>Indirect Influence</p>	<p>1. Accepting feeling</p> <p>Adopting an accepting and elucidating demeanor towards the student's emotions in a manner that does not provoke fear or anxiety. Emotions can be either favorable or unfavorable. Anticipate or recall the emotions involved. As an illustration</p> <p>T: how are you today?</p> <p>S: I'm fine, and you?</p> <p>T: I'm fine too, thank you.</p> <p>2. Praises or encourages</p> <p>praise or encourage student action or behavior. Jokes that release tension, not at the expense of another individual, nodding his head or say, "um hm?" or "continue" is included</p> <p>3. Accepts or uses the ideas of student</p> <p>Clarifying, constructing or developing</p>
----------------------------	----------------------------------	---

		<p>ideas suggested by a student. As a teacher brings more of his own ideas to play with, shift to category five. The teacher's approval of the student's suggestion, such as "I understand what you mean," falls into this category</p> <p>4. Asks the questions</p> <p>Asking question about content or procedures with intent answered by a student. The teacher asked the students by saying "do you know paper cranes?" in which account the close-ended questions as students answered with a short phrase "origami".</p>
	<p>Direct influence</p>	<p>5. Lecturing</p> <p>Provide facts or opinions about the content or procedure of self-disclosure ideas, ask rhetorical questions. As the teacher gave a statement "so guys, it should be different when you wanna say something. You must know... you must know, for example if you wanna say something with Pak Dalton or somewhere, sometimes you</p>

		<p>can go to some countries that use English....” In which followed by a question “And hard, hard means...”</p> <p>6. Giving direction</p> <p>Directions, commands or orders to which a student is expected to comply.</p> <p>For example</p> <p>T: Very good. So, it is clear. Ok, now you have already opened your book</p> <p>7. Criticizing or justifying authority</p> <p>Statements intended to change students’ behavior from an unacceptable pattern to an acceptable pattern; crying over someone; stating why the teacher did what he did are working on; extreme self-reference.</p> <p>S: Who are you from?</p> <p>T: Sebentar bukan who tapi?</p> <p>S: Where</p> <p>T: Ya, where silahkan dilanjutkan lagi</p>
--	--	--

This study pertains to Flanders' investigation of teacher communication in the classroom, which classifies it into seven categories. The seven categorizations are grouped into two major categories: response and initiation. This will be provided below:

A. Response

This category is divided into four subcategories: accept emotions Encourage, accept, or use student ideas and questions question. The subcategories are as follows:

1. Accepts feeling

Attitudes and emotional tones are accepted and clarified by Students are treated in a non-threatening manner. Emotions can be both positive and negative. Contains emotion prediction and memory.

2. Praises or encourage

Praise or encourage students to take action behaves. Jokes that relieve tension but don't come at the expense of others Individually: It includes nods, "Hmm?" and "Go on."

3. Accept or use student ideas.

Clarify build Idea development students make suggestions. Student teacher extension Ideas are included, but teachers contribute more of their own.

4. Ask a question.

Ask questions about content and process Based on the teacher's idea and intended for students to respond.

B. Initiation

Another sort of teacher speaking is initiation, which is classified into three categories. Classification: lecture, instruct, criticize, or justify authority

1. Lecturing

Statements of fact or opinion regarding the Content; or procedure: express present the teacher's idea. Statements or appeals to non-student authorities.

2. Giving direction

An instruction, command, or command to be followed by a student are expected to be adhered to.

3. Critizing or justifying authority

Statement change Student conduct from unacceptable to acceptable patterns. howling someone out; explains why teachers do what they do.

Radical Self-defence.

2.1.4 Teacher's role

Oxford et al. (1998), as cited in Brown (2001: 166-167), argue that certain components of the teacher's job are more conducive to building an engaged classroom environment than others. This study focuses on the teacher's role in arranging and regulating classroom participation. According to the aforementioned rationale, the fundamental significance of the teacher's role in this study is their value as a resource.

2.1.5 Teacher as resource

According to Yanfen and Zhao (2010), the teacher is accessible for offering guidance and counselling upon the student's request. While it is crucial to have some level of control, planning, and management in the classroom, there are instances where it is appropriate for the instructor to step back and let the children to take charge of their own language growth.

2.2. Review of related research

2.2.1 The previous studies

The paper titled "A Study of Teacher Talk in Interactions in English Classes" by Yanfen and Zhao (2010) examines the communication patterns between teachers and students in English classrooms. The focus of the study was university students. This study examines the preferences of teachers and students towards teacher addresses. The outcome of this study indicates that the question which is most favoured by professors is also the least favoured by students when it comes to establishing a discussion. Teachers tend to rely more on direction rather than preference, while students prefer to question and utilise the descriptive qualitative research approach.

Meida and Fadhly (2018) conducted a study on the analysis of communication between teachers and students in an Indonesian English as a Foreign Language (EFL) classroom. This study examines the discourse between teachers and students in an Indonesian English as a Foreign Language (EFL) classroom at the University of Kuningan during the second semester, specifically focusing on those enrolled in the Speaking 2 course. Qualitative data was collected through observation, note-taking, and interviews. According to the findings of the classroom observation, the sharing of content was the most common element of communication between the teacher and pupils. This means that a large part of the teaching and learning process was focused on the lecturer asking questions and delivering lectures.

Setiawati (2012) conducted a descriptive study on the teacher's speech in an English as a Young Learner (EYL) classroom in 2012. An investigation on the discourse patterns employed by teachers in English language classes at the primary level. This study aims to investigate the natural utilisation of teacher talk by educators in classroom environments. In order to obtain a more comprehensive understanding,

a combination of qualitative and quantitative research methodologies were utilised. The outcome of this study indicates that teacher lectures function not only as a means to accomplish the goals of young pupils, But also as a method to create increased and dynamic interaction between the teacher and students inside a classroom environment.

Siti Nur Patimah in the year 2019. An examination of the dialogue between teachers and students during classroom interactions using the Fiacs method. The goals of this study are to determine the proportion of speaking time allocated to teachers and students during classroom interaction at SMA Negeri 02 Bengkulu Tengah, to identify the distinguishing characteristics of teacher talk in classroom interaction at SMA Negeri 02 Bengkulu Tengah, and to identify the various types of teacher talk used in English classes at SMA Negeri 02 Bengkulu Tengah. This study was carried out using descriptive qualitative research methods. This study focuses on the percentage of teachers who speak and the various sorts of teacher discourse.

Martina, Utari, and Riza The year is 2021. An examination of teacher communication Flanders Interaction Analysis Categories (FIAC) were used. This study aimed to use the Flanders Interaction Analysis Categories System (FIACS) to discover the specific traits and categories of teacher communication in the classroom. This study used a case study design and a qualitative research approach. This study focuses on a single novice and senior lecturer at IAIN Bengkulu. Both beginner and senior lecturers demonstrated that the primary attribute of a teacher is the ability to convey content across different subjects, with indirect speech being the most commonly used form of communication.