

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

The language input acquired by the learners in a foreign language classroom plays a major significant role since they get exposed to the target language mainly from the classroom environment (Yan, 2006). In this case, one of the language input that affects learner's language progress and performance is produced by teachers' utterance as known as teacher talk. Moreover, the teacher has to be aware and well-prepared in determining types of talk adjusting to the whole environment such as learners' proficiency level, language ability, teaching principles, language skills focus, teaching objective, and pedagogical aims. Walsh (2006) stated that when teachers are alerted with the awareness above, proper language use in affecting better learners' language performance and the outcome is achieved.

According to Wang (2014), appropriate input that results in learners' successful language acquisition is affected by and in accordance with the proper use of teacher talks. Hence, in enhancing the results of better learning in foreign language classrooms, the exposure of teacher talk needs to be maintained well to the students. Teacher talk refers to language variety uttered by the teacher during learning processes (*Longman Dictionary of Language Teaching and Applied Linguistics*, 1985). It includes the entire teacher's speech in a classroom such as explaining, giving questions, offering feedback, and providing instruction that will later affect students' performances.

Teacher talk also needs to be considered in terms of its effect on the need for learners' actual participation and involvement during the learning process. Wang (2014) pointed out that the use of proper teacher talk may result in appropriate classroom interaction that is related to students' target language production. In other words, it leads to the suitable times taken by both teachers and students in producing the actual target language in a classroom. In addition, Cardenas (2013) argued that the student talking time portion is essential since encouraging students to be able to produce the language verbally in real life becomes one of the cores of language learning aim.

However, in reality, most of the students are still not provided opportunities to at least use English orally by getting involved and participated in the classroom interaction. According to Mai and Tuan (2015), many students are only offered less and even no time to talk due to the phenomena of dominant students who talk more than others as well as the phenomena of the teacher-centered classroom. In a teacher-centered classroom, classroom interaction is not maximized since the teacher is the one that has more control and power towards the learning process. As a result, the learning outcomes do not fulfill the expectations considering what Lei (2009) stated regarding the problems of the students who have been learning English for years and are still not able to use the language to communicate.

Concerning the poor language learning phenomena above, most of the classroom environment in Indonesia still more likely to implement teacher-centered learning since the concern about communicative language teaching and interactive learning between teachers and students are taken for granted (Nugroho,

2011). He further continues that students' passiveness and low capability in terms of communicating in English are caused by this problem. Therefore, teacher talk has to be organized well in terms of having students to experience the language themselves through, for instance, as Lei (2009) stated, the implementation of communicative language teaching which enhances communication genuinely among teacher and learners during the learning process.

In addition, communicative language teaching is also expected to maintain poor quality of teacher talk in which it is stated by Gharbavi & Iravani (2014) as the inappropriate teacher talk behavior such as non-communicative and inauthentic could be shifted to more genuine, contextualized, and natural classroom communication. Moreover, communicative language teaching may also take part in overcoming other reasons why teacher talk needs to be carefully designed in accordance with students' lack of involvement in a classroom. In this case, teacher talk plays a necessary role in foreign language learning in terms of developing learners' activeness in classroom interaction as it is pointed out by Nugroho (2011) that students will produce the target language better once they are invited to get involved and participated to the learning process.

The above phenomenon could be solved by whether managing and or adjusting the innovation of the teacher talk in order to keep up with the increasing global competition that requires communication and interaction as the number one key to success. For instance, according to Yan (2006), in order to have successful foreign language classroom, it is expected to have well-managed of teacher talk by the implementation of communicative language teaching in terms of offering students to be able to use the language and to get exposed to the target language

using meaningful way of learning; maximizing understandable input for students based on communicative interaction task; modifying interaction pattern to various way communication such as group work and pairwork. Most of the innovation in maintaining teacher talk is already implemented in particular non-formal schools such as English First considering its teaching principles that are reflected by Richard and Roger's (2001) principles of communicative language teaching.

The EF teaching principles, in this case, is derived from the CLT summarized by Richards and Rodgers (2001) in which several main features have been implemented throughout the years. Those are the importance of language learning through the communicative way, the objective of such genuine and contextualized interaction, the important aspect in communication which is fluency, the integration of communication in any language skills, and the process of learning through making mistakes. Moreover, Richard and Roger (2001) also stated that those features result in several teaching aims which is related to the importance of prioritizing students in which in this study, the teacher talk features are being concerned in affecting the talking turn in the classroom. The aims are to offer more chances for students to use the target language naturally through the use of group work, to enhance students' language outcome and communication, and to establish a positive classroom environment. Those aims also become the focus goals of language teaching at EF. Apart from the EF teaching principle of CLT, there are more reasons why EF is best chosen for this study.

As a non-formal school, EF English First offers various specialty and program of providing English language learner their ideal needs to master English communicatively. EF English First Sidoarjo also provides other beneficial aspects

to support the learning process that make it different from formal schools which are the number of students in each classroom that tend to be small class and the sophisticating services as well as facilities offered such as Interactive White Board (IWB). In dealing with teacher talk, EF English First has already maintained its teaching approach for decades. The teaching methods, teaching stages, and learning designs of EF are established to fulfill the need of a communicative approach and learner-centered classroom in which teacher talk is well-organized in this case to be adaptable to adjust to many learning circumstances. In short, the management of teacher talk has been carefully constructed and innovated regarding the classroom environment such as students with different language proficiency and age. Hence, this study implements an observation method in Trailblazers 2 and Trailblazers 8 that focuses on a local teacher's utterances along with several interviews with the local teachers of EF English First Sidoarjo as the subjects of research.

According to CEFR, Trailblazers 2 equals a pre-A1 level that is categorized as adolescents ranging from ten to fourteen years old with basic language proficiency skills who still need particular encouragement and improvement that cannot be similarized to other levels. Their can-do statements are limited to only answer simple questions and take control of a few simple grammatical and structure patterns. On the contrary, Trailblazers 8 is categorized as a B1.1 level, based on CEFR, which means adolescents of ten to fourteen years old that are already able to comprehend general and specific details in a speech and understand factual texts on the subject of interests.

The writer would like to identify and examine the features of teacher talks from both classes and its different aspects related to the framework used. Therefore, these levels are interesting to be analyzed to discover how teacher maintain their talk towards beginner and intermediate learners in a communicative language classroom in which it will be related to particular teaching modes, pedagogical aims, and interactional features based on Self-Evaluation of Teacher Talk (SETT). This study aims to find out interactional features of teacher talks that are uttered by the local teacher of Trailblazers 2 and Trailblazers 8 in a classroom environment of communicative language teaching consisting of adolescent beginners in which it is then classified and analyzed using the theoretical framework of Self-Evaluation of Teacher Talk (SETT) by Walsh (2006). However, the findings of the study are expected to not only discover such types and the details but also the inter-correlation with foreign language classroom phenomena in maintaining students' language performance and outcome.

SETT by Walsh (2006) is designed to help teachers comprehend their roles, particularly in classroom interaction by understanding interactional features as well as pedagogical aims that are derived from four modes which are managerial, materials, skills, and systems, along with classroom context. Each mode has its various aim that establishes fourteen interactional features. Those are scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended teacher turn, turn completion, display questions, and form-focused feedback.

Several former types of research are related to the present study. Arsyahdani (2018) conducted similar research using the related theory of FLINT (1971) by Moskowitz on the analysis of teacher talk and questioning strategies by the teacher in a boarding school of MBI Amanatul Ummah. He focused the study of classroom interaction of a speaking class in a boarding school which results in the type of asking questions becoming the most commonly occurred teacher talk type. Another related study was conducted by Kinandhana (2017) on a teacher talk analysis at EF Delta Plaza Surabaya implementing a similar theory of FLINT. The focus of her study was on the students from Highflyers (7-9) and Frontrunner (15-17) along with the functions of each type of teacher talk particularly designed for each class that is being studied.

The present study focuses on the teacher talk implemented in a basic level class and an intermediate class of adolescences ranging from ten to fourteen years old at a non-formal school context which is EF Sidoarjo. In short, this study aims to contribute to the ELT field in terms of identifying the features of teacher talk in classroom interaction based on the framework of Self-Evaluation of Teacher Talk (SETT) by Walsh (2006) in terms of the context of communicative language teaching for adolescent learners with lower and higher ability.

## **1.2 Statements of the problems**

1. What are the types of interactional features of teacher talks performed in Trailblazer book 2 and 8 at EF English First Sidoarjo?
2. What is the most frequent type of interactional feature of teacher talks performed in Trailblazer book 2 and 8 at EF English First Sidoarjo?

### **1.3 Objectives of the study**

1. This study aims to identify the types of interactional features of teacher talks which are performed in Trailblazers book 2 and 8 at EF English First Sidoarjo.
2. This study aims to examine the most frequent type of interactional feature of teacher talk which is performed in Trailblazer book 2 and 8 at EF English First Sidoarjo.

### **1.4 Significance of the study**

This study is expected to be beneficial in terms of theoretical and practical contributions. Under theoretical contribution, this study is expected to develop new insights about the study of foreign language teaching and learning and to contribute to the field of ELT or TEFL. In terms of practical contribution, this study is expected to be beneficial for several important aspects. Firstly, it is useful to identify the role of the teacher talk which affects to classroom interaction in maintaining communicative language teaching since it is in accordance with the current needs of such developed teaching methods and approaches where students are being centered. In other words, it is hoped that this research would contribute in encouraging learners to actively participate and get involved in a classroom. Another helpful aspect is in terms of ELT development in particular language skills in a circumstance where types of teacher talks could be differed based on learner's proficiency skill. It could help identify particular strategies in terms of teacher talks and classroom interaction to enhance students' language performance. Finally, this study is expected to be useful for further researchers in terms of classroom language analysis.



### **1.5 Scope and limitation**

This research is conducted in EF Sidoarjo as one of the non-formal school branches of EF English First Center in Surabaya. The research is limited to the Trailblazers class in which it consists of learners aged 10-14. The level chosen is Trailblazers 2 as basic learners with low English proficiency and Trailblazers 8 as intermediate learners. In this case, eight sessions for twice a week with the total duration of approximately ten hours are sufficiently required to fulfill the data needed. Based on the preliminary observation during the writer's working period, the research elements whether the subjects or the environments provided in EF Sidoarjo are suitable for the study in which it is related to the implementation of types of teacher talk in an environment where students with low English proficiency are encouraged to actively participate as well as where other levels are well-maintained to develop their language skills. Another reason is because investigating interactional features of teacher talk within the environment of basic learners and intermediate classes is beneficial considering different attitudes and strategies given to different learners based on their proficiency level.

### **1.6 Definition of Key Terms**

- Interactional Features : The language functions of teacher and learner talk, derived from conversation analysis of turn taking, sequence, and topic management.
- Pedagogical Aims : Minute by minute decisions that the teachers make including objectives and learning outcomes.
- Classroom Modes : Negotiated microcontexts in the classroom that depend on the relationship between the language use and teaching purpose.