

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

According to Harshemi and Daneshfar (2018), the International English Language Testing System or the IELTS is one of the most reputable English tests that used to assess the language proficiency of those who intend to study or work in an English speaking context. It is commonly known as one of the measurements to identify people's English competency and a globally standardized test of English language proficiency for non-native English language speaker. As English is not the first language in Indonesia, the citizens need to prove their language proficiency through the English test such as the IELTS before they study or work in the English speaking countries. Generally, most of Indonesian citizens are in 4 to 6 band score of IELTS. Therefore, they need to enhance their English comprehension as well as the competency to attain a higher score.

To achieve the required band score, the learners need to understand what the IELTS test is like and practice many exercises before they go into the real test. Harshemi and Daneshfar (2018) described that the IELTS is available in two version: IELTS Academic and IELTS General Training. The Academic version is intended for those applying for a higher education or professional registrations, and the General Training aims at measuring the language ability of those migrating to Australia, Canada and the UK and for applying for secondary education, training programs and work experience

in an English-speaking environment. They (2018) further explained that both the Academic and General Training versions provide a valid and accurate assessment of the four language skills: listening, reading, writing and speaking. Both version are also scored in the same way.

Before taking the test, students could have some IELTS preparation courses to make them familiar with the test and develop their skills with the experienced teachers. In the IELTS preparation course, they will get several tips and tricks as well as the exercises of four skills examined in the IELTS test namely listening, reading, writing and speaking. They will also receive some evaluation, feedbacks and suggestions from the teacher which enable them to know their weaknesses and make a greater progress in the future. Moreover, they can practice the speaking test directly with the teacher in two-way conversation with various topics provided. One of the IELTS preparation courses is an IELTS Crash Course which is held by Sun English Surabaya. This course is a 15-hours program learning the IELTS within five days and assists the students in learning all four English skills that will be tested in IELTS. Mrs. Anita Tresiyana Dewi, M.Ed. as the instructor of this IELTS Crash Course who also an alumna from The University of Auckland, New Zealand, stated that this course is aimed to enhance the students' English skills by giving them broad overview of the test, as well as brief strategies that are considered important for them to do the test. In addition, she explained that the program is also aimed to give short drills to the students. As this is 15-hours meeting, thus the activities done throughout the course are selected and some core materials are chosen. Then the outcome perhaps will enable the students to at least

pass the standard of the university requirement for their future study. Moreover the program is hoped to enhance the students' ability that will be useful for them to be used in daily activities later if they pursue their overseas degree.

As this course purposed to achieve a good mark on an IELTS exam, the classroom interaction needs to be set as effective and efficient as possible. The classroom interaction in this crash course is expected to be interactive and have sufficiently great impacts to the students and their English comprehension. The way the teacher interact to the students and deliver the materials could bring the significant result on the students' competence. Walsh (2006, 16) stated that interaction in second language lesson is the central to teaching and learning. In accordance with this, Brown (2001, 165) affirmed that interaction is important word for language teacher. He defined interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other (*ibid.*). The importance of interaction has been explained by Welga Rivers as cited in Brown (*ibid.*):

Through interaction, students can increase their language store as they listen to and or read authentic linguistic material or even the output of their fellow students in discussion, skits, join problem-solving tasks, or dialogue journal. In interaction, students can use all they possess of the language - all they have learned or casually absorbed in real life exchanges. ... Even at the elementary stage, they learn in this way, to exploit the elasticity of language (1987, 4-5).

From those definition and explanation, it is confirmed that the teacher has a great role and portion to conduct an interactive classroom and encourage the students to participate more by giving many contributions for example answering the questions from the teacher, giving opinions or asking questions during the course.

However, as the world today is facing a Covid-19 pandemic, a disease caused by the deadly new strain of corona virus which firstly found in the end of 2019 in the city of Wuhan, China, activities in this world could not be done normally as usual. Most of working and learning activities now are held at home as the act of physical and social distancing to prevent the spread of the virus following the announcement from national and local government. WFH (Work from Home) and SFH (School for Home) have become new popular terms among society. Hence, the classroom interaction of the teaching and learning process of this IELTS Crash Course also held at home by online.

The online classroom interaction is distinct from the offline one as the students and the teacher could not meet each other directly in a class. The interaction takes place through online learning platforms such as Google meet, Zoom, Cisco WebEx, or Duo. Although the teacher and the students could not have a direct meeting, they still can see each other by having a virtual meeting and using audio and video from their computers or mobile phones. The materials also can be delivered by the teacher using 'share screen' tool to give presentation or deliver the lessons. The verbal utterances from the teacher when they deliver the material and communicate with students are crucial for the students learning development. Those utterances produced by the teacher in classroom is called as **teacher talk**.

Sinclair and Brazil in Yanfen and Yuqin (2010) defined teacher talk as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding. Correspondingly, Richards and Webber in Murekson (2017) described teacher talk as a typical of language used by

teachers in teaching process. From this definitions, it is clear that teacher talk is utterance produced by teacher in the classroom during the teaching and learning process. Wasi'ah (2016, 29) affirmed that teacher talk is used to guide the learning activity of the students in constructing a joint and share the educational knowledge with the students. By this function, it is understandable that teacher talk has fundamental part that effect the accomplishment of language learning. As believed by Walsh (2006, 16), the class-based second language is often enhanced if the teacher has a clear understanding of the correlation between teacher talk, interaction and learning opportunity.

The researcher is interested to observe and examine an online classroom interaction in IELTS Crash Course by Sun English Surabaya as this course is held online due to pandemic Covid-19 and the learners or students face the tough struggles and in need of fruitful strategies to achieve the required band score for their future study and career. She applied a Self-Evaluation of Teacher Talk (SETT) framework proposed by Walsh (2006) to investigate the types or features of teacher talk and comprehend the relation to the language learning. This framework consists of 14 features of teacher talk which play a part in determining the classroom modes. In his book *'Investigating Classroom Discourse'*, Walsh (2006, 62) stated that the description and characterization of a framework (SETT), designed to help teachers both describe the classroom interaction of their lesson and foster an understanding of interactional processes.

Several prior studies related to this recent study were conducted by some researchers. First, a research by Arsyahdani (2018) investigated the types of teacher

talk and questioning strategies in the speaking class of Pesantren MBI Amanatul Ummah using FLINT (Foreign Language Interaction Analysis) model. He found out that teacher talks produced with the asking strategies are the most typed produced by the teacher. Secondly, Sutanto (2019) analyzed the classroom interaction in SMP Negeri 1 Pogalan Treanggalek using FLINT model and discovered that Asking Question is the most frequent type of teacher talk used by the teacher. Third, a research by Wasi'ah (2016) investigated features of teacher talk and how they helped the teacher to achieve pedagogic goal conducted in MAN Insan Cendekia Jambi using SETT framework. She detected that 11 of 14 features of teacher talk produced by the teacher. Fourth, Murekson (2017) observed English teacher talk in SMAN 1 Payakumbuh. From his research, all 14 features appeared in the classroom and the most popular mode used by the teacher was skill and system mode. Fifth, Einsering (2018) analyzed teacher talk performed by English Teacher in SMAN Palu with applying SETT theory and a case study research design. He found that Display Question used persistently by the teacher. Therefore, the classroom interaction is dominated by questions and answers.

In reference to those studies, it can be clearly seen that none of them analyzing teacher talk in online classroom interaction model. All of them were conducted offline in high schools classes directly without using any platform to have a virtual meeting. In contrast, this study specifically observed the online classroom interaction as the consequence of pandemic covid-19 with the students of IELTS who are at least in intermediate level of English proficiency and have a strong motivation to achieve a

greater result on their English performance and competence. In addition, this study is also purposed to examine the ambiance of the online classroom interaction and its differences from that of the offline.

## **1.2 Statement of the Problems**

- 1.2.1 What are the features of teacher talk performed by the tutor in Online IELTS Crash Course of Sun English Surabaya?
- 1.2.2 What are the most frequent features of teacher talk used by the tutor in the Online IELTS Crash Course of Sun English Surabaya?

## **1.3 Objectives of the Study**

- 1.3.1 To investigate the features of teacher talk performed by the tutor in Online IELTS Crash Course of Sun English Surabaya.
- 1.3.2 To identify the most frequent features of teacher talk used by the tutor in Online IELTS Crash Course of Sun English Surabaya

## **1.4 Significance of the Study**

This study focused on the features of teacher talk and classroom modes used in an Online IELTS Crash Course using Self-Evaluation Teacher Talk (SETT) framework by Walsh (2006). Theoretically, this study expected to give new insight and discovery about online classroom interaction in English Language teaching field. Hopefully this

research also could give contribution on the development of Teaching English as Foreign Language (TEFL).

In other hand, this study is practically expected to help the teacher evaluate his/her classroom interaction and develop the pedagogy to enhance student's language performance and competence through the online teaching and learning process. It is also expected to enrich the knowledge of EFL teaching in an online IELTS course setting by providing a clear description and analysis of the teacher talk used in classroom. Furthermore, the result of this study is expected to help increasing students' active participations in the IELTS Crash Course particularly and can generally be applied in all English classroom of any courses, especially those involving the same challenges.

### 1.5 Definition of Key Terms

- 1.5.1 **Classroom Interaction:** The exchanges involving authentic communication and oral exchange that occurs in the classroom. (Ellis, 1990)
- 1.5.2 **Covid-19:** A disease caused by a new strain of corona virus. (WHO, 2020)
- 1.5.3 **Online Learning:** Education that takes place over the internet (Stern)
- 1.5.4 **Teacher Talk:** Teachers' modification of their spoken language and a different range of linguistic resources to facilitate comprehension and assist the learning process (Walsh, 2011)



- 1.5.5 **Self-Evaluation Teacher Talk (SETT):** a framework designed to help teachers both describe the classroom interaction of their lessons and foster an understanding of interactional processes (Walsh, 2006)
- 1.5.6 **Classroom Modes:** L2 classroom micro context that has a clearly defined pedagogic goal and distinctive interactional features determined largely by a teacher's use of language (Walsh, 2006)