

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some related theories that need to be reviewed in order to know the related literature.

2.1 Classroom Interaction

Interaction all the participants in the class is important factor in teaching learning process. Here, classroom presents as a place that have opportunity for social interaction between teacher and students in the learning process. Wray (2002) stated that classroom interaction is seen as valuable tool for learning. Through interaction students can increase their knowledge in the use of language they have. In this case, teacher does not dominate in the classroom. The students' communication skill also has a function in the classroom for practice their ability or skill that they have. Classroom needs to be space that allow for difference by inviting the participants in the learning community to contribute to the ongoing interaction with their own voice and perspectives (Wells, 1999).

According to Wray and Kumpulainen (2002) classroom interaction is typical type interaction in the classroom and different from interaction out of the school, the reason for emphasizing this because the educational interaction has value of social interaction, including the mechanism and patterns that lead to intended learning goal. So, this the teacher jobs to manage the classroom in order has good interaction between teacher and students. Teacher should pay attention to manage their teacher talk.

2.2 Teaching Speaking

Teaching speaking is part of element in teaching real life because speaking is a skill that everyone uses for communication every day. So that, teaching speaking is not easy. In teaching speaking the teacher should guide and motivate the students to speak up and practice their language. Teacher is design to help students learn (Harmer, 2002:57).

There are some principles for teaching speaking which have to be considered by the teacher Nunan (2003:53):

1. Be aware of the differences between second language and foreign language learning contexts.
2. Give student practice with both fluency and accuracy
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking task that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

However, teacher should consider the principle in teaching speaking so that it will create good atmosphere in speaking class. Beside that teacher can give different types of classroom speaking performance to vary the speaking class activity.

2.2.1 The Types of Teaching Speaking

Every learner expects to be able to speak English fluency. In this case there are some types of speaking activity to help learners speak a lot in the class. According to Polar (2008: 34) there are some types of teaching speaking:

1. Information gap.

This is kind of type of teaching activity that good for learners to learn speaking. In this case learners learn speaking while playing in the class. Because in this type the learners are carried to be enjoy their learning speaking.

2. Discussion : involving opinions

Teacher can use the topics that will generate varying opinions rather than having everybody agrees such as discussing about life in the city and life in the country. The teacher gives the students time to prepare what they will say and the student get opportunity to say what they opinions are.

3. Debates

This type is good for the advanced levels. Debates involve choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a difference opinion.

4. Spontaneous conversations

This spontaneous conversation is type of conversation because it has a real communication purpose.

5. Role play

This involves students taking on a role and has a discussion with each person who is playing in their role. In addition, the teacher has describe and set up the situation.

6. Problem solving

Teacher gives some problems to students. So the students try to solve the problem by her/his opinion to solve the problem.

7. Discussion based on pictures.

It is good way to make students speak up in the class by collecting pictures from magazine, newspapers, the internet, etc.

Those are some techniques that can be used by teacher to teach speaking in class.

2.2.2 The Role of Teacher in Teaching Speaking

The role of teacher in teaching speaking is one of the important things which are done by the teacher during teaching learning process. By the role of the teacher in teaching speaking, the students will know the activity that is to be done in the class. It means that the teacher has many important roles in arranging the class in order has effectiveness situation for the student. As Harmer (2007, 275-276) states there are three important things for obtaining students to speak fluently. Those are:

1. Prompter

Here, the teacher should give the student opportunity to struggle out on their own idea when the students get lost or cannot think of what to say next. However teacher can help them by offering discrete suggestion.

2. Participant

Teacher may want to participate in discussions or role-plays. In this way teacher can motivate the students covertly, introduce new information and generally maintain a creative atmosphere.

3. Feedback Provider

Teacher needs to give feedback on students' speaking activity. It is needed to make the students realize their mistake. Teacher should respond to the content of the activity as well as the language used.

The role of teacher in teaching speaking is really needed. The role of the teacher in teaching speaking will influence the students to speak fluently and make the class activity enthusiastic.

2.3 Teacher Talk

In the teaching learning process, the classroom is the main place for the teacher and learners to have interaction with each other. The teacher uses language as the medium in transferring knowledge to their students, and the kind of language that is used by the teacher for communication in the classroom is known as teacher talk. Teacher talk is the foreign-talk in the classroom to manage and explain the classroom (Krashen, 1982). In this case, teacher talk as the criteria might be used to assess such as aspect of classroom language use, teacher responds to the students' contribution or teacher asks questions to their students (Cullen, 1998).

Teacher talk is considered as a potential source which has comprehensible input for the learner. Teachers use their teacher talk to influence the students' teaching learning process. It is really important, as Ellis (1985:143) says "successful outcomes depend on the type of language used by the teacher and the type of interaction occurring in the classroom". Teacher talk is important for the process of acquisition (Nunan, 1991:189). Teachers should be balanced with the learner talk, because both are the factors that establish classroom interaction. Too much teacher talk will make the students passive and also they cannot improve their English ability. It will be also had if the teacher does little teacher talk, the students will not get enough knowledge from the teacher. Therefore teacher talk is a basic communication or interaction in the classroom. It is important for teaching

learning process because it is probably as potential source which has comprehensible input for learner.

2.3.1 The Feature of Teacher Talk

Nowadays the feature of teacher talk has developed. Here Walsh provides of teacher talk according to SETT (Self Evaluation of Teacher Talk) framework. He declares that SETT is designed to help teacher to evaluate the quality of their talk, SETT is also used to describe the relationship between language use and pedagogic goals. In SETT framework Walsh categorizes teacher talk in fourteen features those are:

FEATURES OF TEACHER TALK	DEFINITION
1. Scaffolding	This feature is divide into three categories: a. Reformulation (rephrasing a student's contribution) it means when the student's contribution is not clear, then the teacher repeat the contribution by using the clearer word or sentences. b. Extension (extending a students' contribution) it means when the student gives an incomplete answer, teacher is allowed to extend the student's contribution to make it clearer. c. Modelling (providing an example for learner). A teacher may provide an example or the right utterance as a model to make the explanation understandable.
2. Direct Repair	Correcting an error quickly and directly. It is needed when the teacher correct or repair directly the wrong word or sentences in his/her speech and students' speech to avoid misunderstanding happen.
3. Display Question	A question to which the teacher already knows the answer. It is needed to improve the students' comprehension.

4. Referential Question	An original question to which the teacher does not know the answer. It is needed in order to get student opinion.
5. Content Feedback	Giving feedback to the message rather than the word used.
6. Form-focused Feedback	Giving feedback on the word used, not the message. It includes the way teacher asks the students to give a well-structured sentence or pronunciation.
7. Extended Wait-Time	Give sufficient time for student to respond her/his contribution
8. Extend Teacher Turn	When the teacher extend more than one clause.
9. Extend Learner-Turn	Teacher gives a student more time to deliver his/her contribution more than one clause
10. Teacher Echo	Teacher repeats his/her previous utterance or repeat student's contribution to make the utterances clearly
11. Turn Completion	Completing the student's contribution by giving the clearer answer
12. Confirmation Checks	To confirm and know students understanding about the material.
13. Seeking Clarification	How teacher ask to the student to clarify the student has said. Student asks teacher to clarify something the teacher has said
14. Teacher Interruption	Interrupting a student contribution. Occasionally, teacher needs to interrupt the student's contribution in order to avoid confusion happened in classroom

2.3.2 The Role of Teacher-talk in Foreign Language Learning

One of the teacher talk roles in language learning is teacher talk as input. Fillmore (1983) declares a series of teacher talk as input. First, the teacher deliver to the students using the clear speech in order students understands easily. Second, teacher explains using familiar context for the information to clarify the students' comprehension. Third, teacher can engage in the classroom activities with ask some question to the students. The last, teacher uses his style of language in order

to make the class comfortable. Those are four characteristics of the teacher talk that can be good for students' input in target language.

Another role of teacher talk in foreign language learning is teacher talk as medium of instruction. Xiao-yan (2006) stated that teacher talk is used in class when teacher is conducting, instructing cultivating their skill ability and managing classroom activities. In this way, teacher acts as model it means that the teacher monitors, motivated and organize the students with provides information. Therefore we can say that teacher talk is a kind of communication based in teaching learning process.

2.4 Previous Studies

In Indonesia, some college students have conducted research in area of teacher talk; the first was Wulan's (2012) research paper entitled "The Use of Teacher Talk in the English Class at the Second Grade of Junior High School" the study was done to describe the categories of teacher talk that was used by English teacher in teaching learning process. She investigated to know the utterances of English teacher adaptation of FLINT (Foreign Language Interaction Analysis) by Moskowitz with specific explanation. This research was descriptive qualitative.

Another study was conducted by Yuni's (2014). She conducted a research entitled "Madurese Interference in a English Teacher's Talk In a Senior High School Bangkalan " the study was concerned with the variety of first language interference, in this case Madurese Language , which could affect Madurese English teacher's talk during the classroom discourse. And she concludes that interference language toward the teacher's talk used by the teacher had negative way for the students. The research was designed in descriptive qualitative.

This present study has many different with previous study. The different from the subject, the research question, the object of the setting and the setting of the study. This study focuses on the feature of teacher talk used by the lecturer in teaching speaking. While the first previous study focused on categories of teacher talk second previous study focused on the interference of first language in teacher's talk in teaching English.