

CHAPTER I

INTRODUCTION

This chapter outlines the research's background, questions, purposes, significance, conceptual framework, and previous studies.

A. Background of the Research

This research aims to determine the types of *teacher talk* that support students' activeness in the classroom. It mainly find the kinds of *teacher talk* that supports students' activeness in lesson of English for Young Learners (EYL). Apart from that, how *teacher talk supports* students' activeness is also researched. The aim is to provide valuable input in analyzing teachers' teaching and learning activities and students' responses to the *teacher talk*.

The classroom is a place for students and teachers to communicate in the teaching and learning process. So, the critical point in learning in class is creating good class communication. Classroom interaction refers to the interaction between the teacher and students and among students in the classroom. There are three types of classroom interaction: student-student interaction, student-material interaction, and *student-teacher interaction* Tsui (2001) in Herron and Dippold (2021). The main part of the learning process is *student-teacher interaction*. In this case, the most dominant interaction is *teacher talk*. So, teachers must be active and able to create communicative classroom interactions.

According to Abhkaron (2013) Classroom interaction is closely related to *teacher talk*. *Teacher talk* is the variety of languages and interactive devices teachers use to give direction, explain activities, or check students' understanding during the teaching process. Yanfen and Yuqin (2010) believe that *teacher talk* plays a significant role in the educational process because it acts as an interactive device to promote more interaction between teachers and students in the classroom. The impact of the *teacher talk* and student talk in this context was that the students needed more confidence to initiate the talk (Kurniawati, Nurwanti, and Nurhidayah, 2021)

Nevertheless, *Teacher talk* is related to teaching style, so each teacher has differences in their delivery according to their teaching style. Brown (2007) categorizes six types of *teacher talk*: Dealing with Feelings, Praises and Encourages, Using Students' Ideas, Asking Questions, Giving information, Giving Directions, and Criticizing Student Behaviour. From these seven categories, this research wants to find forms of *teacher talk* that can support the activeness of each student. In the teaching process in foreign language classes, *teacher talk* (TT) is input and is the most reliable source of student "input" (Wang, 2014). From this statement, it is clear that success in learning a foreign language is input that students can understand.

Teacher talk is closely related to Teacher Talk Time (TTT) and Student Talk Time (STT) in language learning. Teacher's Talk Time is a term used to describe how much teachers talk during class hours. While Student Talk Time is the time learners spend talking rather than the teacher. ttt and stt can be compared, the aim is to find out whether the learning used is teacher-centered or student-centered.

Therefore, this study focussed on the role of teacher talk that is right to be used in student-centered learning. Which is the role of teacher talk can increase the effectiveness of learning as a whole by making the class interactive and balanced between Teachers' Talk Time (TTT) and Student's Talk Time (STT).

Teacher talk is also influenced by learning style. The learning style is also improved by the time from teacher-centered to students-centered. The new 2013 curriculum requires that teachers have to use students-centered approach rather than teacher-centered. Teacher-centered approach is learning situations which the teacher asserts control over the material that students study and the ways in which they study it. In contrast, student-centered approach refers to forms of instruction that, for example, give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore the topics that interest them, and generally contribute to the design of their own course of study.

There are different arguments of the influence of teacher talk in the classroom for students learning acquisition. When teacher talk dominates the classroom

interaction, the students will be restricted to develop their language proficiency. In order to avoid the overuse of teacher talk, teachers have to maximize students talk time and minimize teacher talk time. Harmer points out that the best lessons are ones where students talk time is maximized.

On the other hand, American scholar Wong Fillmore found out that success in language acquisition occurred in teacher-dominated class. There are times that in classroom in which the teacher can serve as the main source of input, the learners can receive enough and accurate input.

The seven types of teacher talk proposed by Brown play an important role in this study. The seven types of teacher talk are quite influential in student-centered activity. For example, giving question for students to obtain concepts and answers from students. with this type of teacher talk students can play an active role in learning to obtain answers and express their answers to the teacher.

Meanwhile, Madya & Diyanti (2021) state that the term English for Young Learners (EYL) or Teaching English to Young Learners (TEYL) is defined as elementary school children's learning of English in the context where English is a second language or a foreign language. EYL lesson is a unique class. Children have diverse characters. So, teaching English to adults and children is different. Learning in EYL classes must be more active and fun. The main goal of teaching young learners is to master as much vocabulary as possible, making it easier for them to communicate. Therefore, teachers must be able to enable their students to speak and adopt more vocabulary actively. Pinter (2017) suggests that the number of opportunities for students to interact in class is very important in language learning. In this case, the teacher must be able to provide a stimulus so that students can actively speak in class and get used to speaking English from an early age. Therefore, EYL classes must be communicative and fun.

Harmer (2001) classifies three age groups of learners, namely children, adolescents, and adults. McKay (2006) defines young language learners as learners who learn English as a foreign or second language. In terms of age, they are on average between 5 and 12 years old. Preliminary observation was conducted in this

study. Preliminary observation was conducted in a senior kindergarten school where the average age of the children was 6 years old.

Based on preliminary observation, in kindergarten classes in RA Riyadlul Barokah, the class was active in learning with the teacher A who was active and cheerful too and also creative in conditioning the class. On the contrary, the class became passive if the class learning with the teacher B who was tend to be passive and lacked class conditioning. So, this research was conducted to investigate further how classroom interaction influences student activity and what kind of teacher talk is appropriate for EYL classes.

In EYL classes, there are several problems that teacher may in the learning process. One of them is in building communication, often the teachers words are still difficult to understand by the students. Based on the results of previous research which shows that the most frequently identified challenge in teaching speaking is getting children to talk; for example, “getting them talking and convincing them that speaking English is something they are capable of.” It could be that many children are reluctant to speak in front of their classmates, especially in foreign languages (Bobrik, Jusnita, Ali and Dahlan, 2020). So that in this case the teacher plays an important role in creating communication in the classroom, as explained by Brown (2007) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher.

Furthermore, creating good classroom communication starts with good teacher communication. Every English teacher who teaching English to young learners requires understanding and applying learning theories of language teaching to young learners (Bobrik, Jusnita, Ali and Dahlan, 2020). From the statement above, it is clear that teachers must be able to apply theory to learning, including in communication, in order to achieve the desired goals. So, it is important to know the appropriate types of teacher talk to apply to young learners. With this research carried out, it is hoped that the results obtained can help teachers to be more precise in applying theory and coordinating good classroom communication.

According to Harmer (2001) There are many factors that influence the success of the teaching and learning process. Among them are teachers, curriculum,

syllabus, materials, methods, media, evaluation, students and interactions. All of the above factors have their respective portions, but among these factors, teachers have the largest portion in influencing the success of the teaching and learning process.

In the teaching and learning process, a teacher plays a very important role. Teachers do many things in the classroom and most of their activities are speaking, namely communicating verbally with students to convey learning materials as clearly as possible. Strengthened by Harmer

(2009) that "Teachers have a special place, they are special people". Indirectly shows that the teacher is the captain to guide the learning process, even in student-centered learning.

In a student-centered environment, students are active participants in the learning process, and teachers help guide students, manage their activities, and direct their learning DeVito (2016). So in this case, teachers are able to provide facilitation in the learning process that makes teachers a partner or companion for students in their learning process, meaning that teachers are able to help students create a sense of comfort in the learning process, so that students have the courage to express or discuss their feelings and beliefs. In the end, the teaching and learning process can take place as expected, in other words, teachers help students to improve or develop academic skills.

Several previous research have addressed this topic. The first study was conducted by Graff (2009). This study focuses on the classroom talk in Co-constructing a 'difficult student'. The next was carried out by Sofyan & Mahmud (2014). This study focuses on *Teacher talk* in classroom interaction in college. Putri conducted another study (2015) who was investigates the analysis of *teacher talk and* the characteristics of classroom interaction in English as a foreign language classroom. However, the current research is different from previous studies. This study investigates teachers' talk to support students' activeness in EYL lessons.

B. Research Questions

This research focuses on determining what types of *teacher talk* are used to support students' activeness in class. The following research questions were studied through observation. Research questions can be formulated as follows:

1. What type of *teacher talk* is used in teaching EYL students?
2. How does the *student-teacher interaction* support students' activeness in class?

C. Research Purposes

The research objective is to investigate teacher talk types used to support students' activeness in class. The proposed research is directed to achieve the following results as follows :

1. To find out what kind of *teacher talk* is used in teaching EYL Students.
2. To find out the type of *teacher talk* supports students' activeness in class.

D. Research Significances

This research is essential to provide valuable input in analyzing teachers' teaching and learning activities and students' level of understanding. It can be a reference for teachers to apply so students remain active in class.

1. Theoretically

The current study's findings are expected to support the teaching of EYL lessons. In other words, they are expected to add to and complement the previous studies related to *teacher talk*.

2. Practically

The findings of this research can help the teacher to build a right strategy in using teacher talk at EYL classes. Furthermore, the research complement previous research on teacher talk, especially in increasing students' activeness for young learners.

a) For School

It gives a contribution to the Elementary School, Especially SDN 262 Panyileukan in order to use the right Teacher Talk strategy in student-centered learning as a new strategy in teaching English for Young Learners.

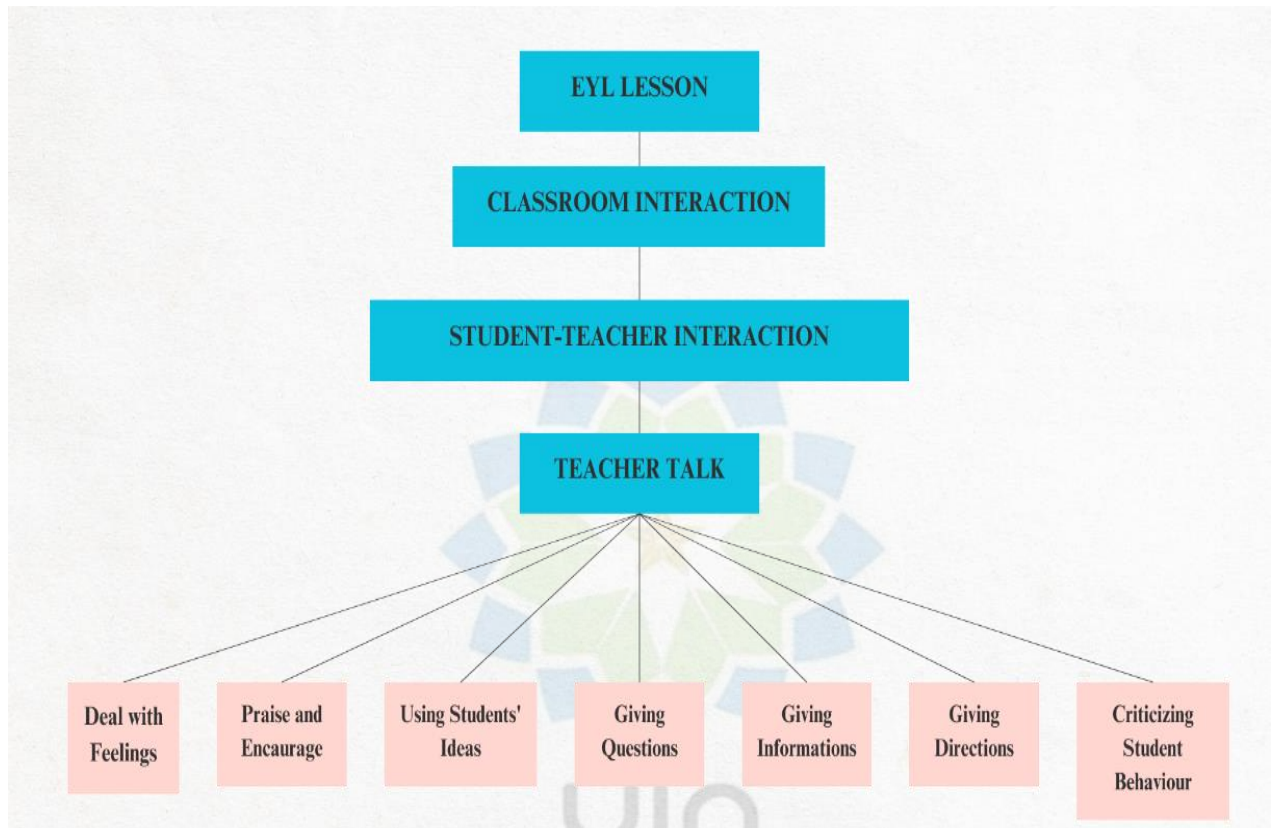
b) For Teacher

The teacher can use the results of the study as a strategy on teaching young learners and make the right strategy in using teacher talk to support students' activeness. And she would increase his performance in teaching programs well.



E. Conceptual Framework

INVESTIGATING *TEACHER TALK* AND *STUDENT-TEACHER INTERACTION* IN ENGLISH FOR YOUNG LEARNERS LESSON



Theory from Brown, 2007

Figure 1.1 Conceptual Framework

Classroom interaction is an important part of learning. In this case, teachers and students can interact with each other to support successful learning. Khan (2009) states that interaction in language classes greatly influences learning, meaning class interaction is a major part of the learning process. However, most of the learning methods applied in Indonesia are still teacher-centered, so interaction in the classroom is less than optimal. Where students only listen to explanations from the teacher, and they have a very small portion to communicate. In fact, in language learning, students should be the ones who are active enough to speak. Based on this fact, teachers must talk and be able to support student activeness.

According to Malamah and Thomas (1987) in interaction there are actions and reactions, namely teacher actions followed by student reactions. It can be concluded that student contributions in communication are very important. Teacher-student interaction is a two-way action process between teachers and students in the classroom which is very important in the learning process.

Lin (2005: 28) said that a good *teacher talk* is an interactional input with modifications in the classroom and aims to facilitate learners' comprehension in the language acquisition process. Based on this statement, it is clear that *teacher talk* is an interactive tool that implements teaching plans, so it is very important for the process of foreign language learning and second language acquisition. This research is to find out the type of *teacher talk* that can support student activeness in class.

From the chart above, it can be concluded that there are seven types of *teacher talk* (Brown, 2007), namely:

1. Dealing with feelings

In dealing with students' feelings, it is also essential to communicate students' past feelings. The teacher's understanding and appropriate way of handling students' feelings make teacher-student interactions in the classroom comfortable.

2. Praise and encourage

The teacher's activeness motivates students to discover and develop their language skills. Students' motivation must be high to achieve learning objectives as planned.

3. Using Students' Ideas

The teacher's attention to student contributions is an excellent appreciation of the student's work. Several ways of expressing appreciation include clarifying, using, interpreting, or summarizing students' ideas.

4. Giving Questions

Asking interaction questions is one way to stimulate students to express their thoughts. There are many ways to classify question types for classroom effectiveness.

5. Giving Information

Providing information is a classic teaching method in which the teacher provides information, facts, personal opinions, or ideas about a topic. It is simply giving students a lecture or asking rhetorical questions.

6. Giving Directions

Students need direction and facilitation of information about systematically demonstrating all their ideas. They expect direction or orders from their teacher.

7. Criticizing Student Behavior

Teachers should know how to communicate the emotional atmosphere in the classroom to find solutions to solve problems and build positive interactions with students. Teacher criticism is essential for student leadership development.

F. Previous Study

Based on previous research about teacher talk and classroom interaction conducted by several researchers, this study differs significantly in its research focus. EYL students have unique characters, so to make them actively communicate, they need appropriate speaking techniques. Therefore, this research is interested in investigating the types of *teacher talk* that can support student activeness.

The first previous research finding related to this is an analysis of *teacher talk* and characteristics of classroom interaction in English as a foreign language classes conducted by Putri (2015). The study was qualitative research with a case study as a research design. The data in this research were collected using observation sheets, video recordings, and questionnaires. The research was conducted in an EFL classroom at one of the vocational schools in Bandung, involving a teacher and 34 third-grader students. Research findings show that the category of *teacher talk* that makes students more active is asking lots of questions. This research has similarities to examine teacher talk and classroom interaction in English language learning. Meanwhile the difference between this research and the other is the research subject. The subjects in the study were EFL students, while this research is more specific to EYL students.

The second research was conducted by Sofyan and Mahmud (2014). This research is *about teacher-talk* in classroom interaction. The research subjects were lecturers and students in speaking classes in the second semester of the 2011/2012 academic year at the English Department, Faculty of Language and Literature, Makassar State University. The instrument used in this research is the Foreign Language Interaction Analysis (FLINT) system. The data analysis technique used is descriptive analysis. The research results show that the teacher's speech in giving praise and encouragement is more or less, the category of asking questions dominates the teacher's speech category, which means it has a valuable function. This research is relevant to the previous study, which focused on analyzing teacher talk.. What makes this research different is the research location, participants, instruments, and research objects.

The third research is from Graff (2009). This research investigates teacher-student relationships, which logically focuses on classroom talk'. The study population was one teacher and a seventh-grade language arts/social studies class at Midwest Middle School (pseudonym), a middle school of approximately 700 students in a mid-sized suburban community in the Midwest, USA. This research shows that difficulties in the relationship between teachers and students are not caused by the specific behavior of each participant but rather by the complications of interactions in full-class discussions. What this research has in common is studying classroom interaction. While a significant difference with this research is the research focus.



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