

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, there are many theories that have to be reviewed in order to know the related literature, define the problem, and obtain the definite idea. Those are about (1) Teaching English as foreign language, (2) Teaching English as a Foreign Language in Junior High School , (3) Classroom Interaction, (4) Teacher Talk, (5) Flanders Interaction Analysis Categories, (6) Previous Study.

2.1 Teaching English as foreign language

TEFL is acronym stands for "Teaching English as a Foreign Language". When people say "TEFL", they are generally referring to a world of teaching, where the students are not native speakers of English, and where the teachers may or may not be native speakers of English. TEFL exists in practically every country worldwide because the demand for learning English has never been higher. TEFL exists in countries where English is not the first language (for example Brazil, China, France) as well as in countries where English is the first language (for example Australia, Canada, United Kingdom). (Anonymous, 2012)

TEFL refers to the teaching of English, it is not about learning. It concentrates more on teachers or those wishing to teach rather than on learners. The range of situations where people are teaching English as a foreign language is very broad. Easily, the greatest a number of TEFL teachers worldwide are indigenous teachers working in local primary and secondary schools.

TEFL teachers are divided into two groups:

- a. Indigenous teachers of English is a Teacher who teach to schoolchildren of their own nationality
 - b. Native speakers of English is Teacher who either teach in their own country or travel abroad and teach in foreign countries
- (<http://www.tefl.net/what-is-tefl.htm>)

2.2 Teaching English as a Foreign Language in Junior High School

A lot of people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the junior and senior high school, including the vocational school. Now, English is also taught in many elementary schools as a local content.

For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and the like.

Between the ages 10 and 18 the range of the middle and secondary-school years-boys and girls move from childhood to young adulthood. It is not wonder that the lives of teenagers are full of complexities and enigmas. The business of growing up is a complicated one. Adolescents are torn by many

conflicts and many moments of indecision, according to Harmer (2001:39) adolescent is a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends.

Diagnosis of adolescence is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every adolescent boy or girl. The characteristics of every individual are very heterogeneous. Adolescents sometimes can cause discipline problems and be disruptive in class. It is because of the boredom. They will feel happy if there is challenge found (Harmer, 2001:39).

However, there is something which is interesting from adolescents. Teenage students are the best language learners (Harmer, 2001:38). Teenagers have a great capacity to learn, a great creativity, passionate commitment to things which interest them, and a great solidarity among classmates. Thus, they have unique characteristics. Teacher has to be able to use these characteristics and dig their potency through a supportive and constructive way. So, besides achieving the goal of teaching learning process with enthusiasm, the learners morally can be good learners.

Based on the reality above, there must be variety in the classroom, such as variety of activity and variety of organization. Based on this assumption, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in group.

According to Brown (1994:8) teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The teacher as facilitator should give the facility to the learners in the learning process. They must select the teaching material related to the learners' need, and arrange them from the simple to the complex item. Richards et, al. (1992:7) suggest that the principles of developing teaching materials are:

- a. Careful selection of what to be taught
- b. Improving limits on what is to be taught
- c. Arranging what is to be taught in terms of the four skill
- d. Grading materials from simple to complex

A teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages. According to Harmer's (2001:57) the teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model. Here, the teacher has acquired knowledge about curriculum, teaching methods, subject matter, and child behaviour. Besides, the teacher must wealth of other particular information resulting from the experience of working with students in numerous contexts and different materials.

In the teaching learning process the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background and experience. So that English as a foreign language can be enjoyable subject and mastered by the learners well with pleasure.

2.3 Classroom interaction

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reasons and on a continuous basis throughout the school day.

Classroom interaction covers classroom behavior such as turn-taking, questioning and answering, negotiation of meaning and feedback (Craig Chaudron, 1988: 10) "Interaction between students and teacher is fundamental to the learning process". (Willson, [http:// www.aare.edu.au/ ggpap/ will99741. htm](http://www.aare.edu.au/ggpap/will99741.htm))

2.4 Teacher Talks

Talk has some meanings, they are: a conversation or discussion, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking (Hornby, 1995: 1220). In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called 'Teacher Talk'. From those meanings, it can be known that teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so they can give the students knowledge and control their behavior.

It has been said before that teacher and learner talks are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher talk will make the students passive and static; they cannot improve their English acquisition. It will be also bad if the teacher has too little talk, the students will not get enough knowledge from them. However, it is wrong

to judge or assess teacher talk only by reference to its quantity. It is just as important to assess its quality.

2.4.1 Type of Teacher Talk

According to Kryspin and Feldhusen (1974:20) “The section of teacher talk is subdivided into two major categories, they are indirect and direct.” The example of indirect and direct teacher talk:

Teacher's statement	Types
“Would anyone like to explain this sentence? “	Indirect
“Billy! Take your seat!”	Direct

From the example above we can see that indirect teacher talk maximizes or stimulates to give response toward the teacher. It is clear that students are given encourage by the teacher to give response in the form of explanation about the sentence. The student's freedom is not minimizing here, so there many possible responses are given by the students toward teacher question. On the other hand, direct teacher talk minimizes students to give response intentionally. It is clear from the example above that teacher does not need response because he/she only gives command to the student. Allwright and Bailey in Asmara (2007:37) has adapted from Flanders' Interaction Analysis Categories (FIAC) puts the term of teacher talk into indirect teacher talk and direct teacher talk into following items:

2.4.1.1 Indirect Teacher Talk

2.4.1.1.1 Accepting feeling

Accepting and clarifying the feeling of students in a non-threatening manner. It can be said that communicating of past, present, or future feeling of students.

2.4.1.1.2 Praising or encouraging

Praising and encouraging students' action or behavior, joking to release tension, and nodding head or saying "hmm" or "go on" are included. It can be said that complementing and telling students why what they have said or done is valued to give them confidence.

2.5.1.1.3 Accepting or using the idea of students

Clarifying, interpreting, and summarizing the idea of students. It can be said that the teacher accepts students' idea and it can be used to further develop lesson.

2.5.1.1.4 Asking question

Asking question to students is the most common technique used by teacher. It is used to keep their learner involve during the lesson, to check learners' understanding, to get information, and to control their classroom.

2.4.1.2 Direct Teacher Talk

2.4.1.2.1 Explaining or lecturing

Explaining or lecturing is used to give information to students about the lesson or to get facts, opinions or ideas, concepts and generalizations to students.

2.4.1.2.2 Giving direction or command

The teacher gives direction, request, or command to the students.

2.4.1 2.3 Criticizing of justifying authority

Criticizing of justifying the behavior of students, trying to change the non acceptable behavior or inappropriate activity, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

2.4.2 Teaching Effectiveness

Walberg (1986) made the most comprehensive review of elements of teaching effectiveness. The selected elements consists of academic learning time, use of positive reinforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning, and use of advance organizers. Each elements of teaching effectiveness are discussed one by one as follows:

2.4.2.1 Academic Learning Time

Timing is very important in teaching and learning process.

She used the teaching learning times for explaining materials,

asking questions, giving tasks and another activity in a good proportion. Teacher must be able to arrange the time well.

2.4.2.2 Use of Reinforcement

There are two kinds of reinforcement; positive and negative reinforcements. Positive reinforcement is presenting a reward after a desired behavior, whereas negative reinforcement is taking away an aversive stimulus after a desired behavior.

2.4.2.3 Cues and Feedback

When the students could not answer teacher's question, the teacher must give little cues, so that the students can answer the question. Then after the student answer the teacher's question or give opinion, the teacher give a feedback. The students also give feedback to the teacher when the teacher made mistake in explaining the material.

2.4.2.4 Cooperative Learning

Cooperative leaning means the students are asked to do something in group or work in group. Teacher asks to the students to work in group so the students can cooperate with their friend to do the duty. The teacher looked around to check the students' activity.

2.4.2.5 Classroom Atmosphere

A positive atmosphere can make a classroom more pleasant place and, in turn, more effective, motivating place to learn. It can have positive results on the achievement of students. The positive

atmosphere can be created not only from the physical condition, e.g. facilities, classroom arrangement, etc, but also from the non-physical condition, e.g. classroom discipline, classroom management, etc.

2.4.2.6 Higher-Order Question

Higher-order questions mean a query that requires the student to analyze and produce a reason responses, it is not the teacher's words. In other words, there is not an already prescribed factual answer to the question. The teacher's questions is usually asking the students understanding, it require the students to analyze and produce a reason response, e.g. teacher asked question to the students using "why" questions, then the students should analyze and produce a reason response.

2.4.2.7 Advance Organizer

The teacher is efficiently organizing the teaching-learning time. The teacher must be able to organize the classroom in the teaching and learning and teaching process.

2.4.2.8 Direct Instruction

In a teaching-learning process in the classroom, if the direct influence is greater than indirect teaching, it means the model of teaching-learning process focus on the teacher or in other words teacher centered. Teaching learning process will be better if the students also participate actively in the classroom.

Direct instruction in the immersion classroom interaction reflects the proportion of lecturing, giving direction, and criticizing or justifying authority. In Flanders Interaction Analysis Categories, it is categorized in category 5, 6 and 7.

2.4.2.9 Indirect Teaching

If the teachers in teaching learning process do more indirect teaching, it means they allow the students to be active in her classroom. It is kind of students-centered model learning. The teacher only gives little explanation about the material and the students have discussion with their friends or with the teacher.

2.4.2.10 The Democratic Classroom

The democratic classroom is activity based on the student activity. The teacher just gives direction. For example the teacher gives duty to the students to work in group. The students chose the group's member, and also the group's leader by themselves. They tried to do democratic activities through this activity.

2.4.3 The Aspect of Teacher Talk

The teachers must be able to make his talk balance with students talk, situation and context because it can affect students' language acquisition. The focus of teacher talk is curriculum, instruction and evaluation-the content of conduct of teaching, so that the teacher's ability to combine and apply the three aspects in his talk is really needed.

2.4.3.1 Physiological aspect

This aspect related to the voice produced by the teacher.

The teacher has to be able to control his voice during he speaks in the classroom.

2.4.3.2 Interpersonal aspect

This aspect related to how the teacher speaks with utterances which is structured appropriately with the situation to the students so it can make a good classroom climate.

2.4.3.3 Pedagogical aspect

This aspect related to how teacher organize the lesson, so it can create a good interaction (Johnson, et. al., 1986: 70-72) .

2.5 Flanders Interaction Analysis Categories

There are several methods of classroom analysis, they are: Flanders' Interaction Analysis Categories (FIAC), The Foreign Language Interaction Analysis (Flint) system, Brown Interaction Analysis System (BIAS) and Fanselow's Multidimensional System for observing interaction. FIAC has chosen by the researcher to describe teacher talk as part of interaction because it is the appropriate one to be method of this study.

Flanders' Interaction Analysis Categories consists of seven categories of teacher talk. Allwright and Bailey stated in Asmara (2007:37) "FIAC was developed by Ned Flanders in 1970 as method of analyzing classroom interaction." The researcher provides the table of teacher talk based on FIAC.

Teacher talk	Indirect Teacher Talk	<ul style="list-style-type: none"> a. Accepting feeling b. Praising or encouraging c. Accepting or using the idea of students d. Asking question
	Direct Teacher Talk	<ul style="list-style-type: none"> a. Explaining or lecturing b. Giving direction or command c. Criticizing of justifying

2.6 Previous study

There are three previous studies. The first is done by Asmara (2007) in her study with the title “An Analysis on The Speaking Interactions” show that teacher talk time is higher than student talk time in the speaking classroom interaction. The second Research is done by Lurzy (2010) with the title “Teacher Talk of Native and Non-Native English

Speaking in EFL Classroom” show that all types of teacher talk are used by both teachers, they are indirect and direct teacher talk, but not all subtypes of them used. The third is done by Khusnah (2009) with the title “Types of Teacher Talk in Teaching Speaking to the Eleventh Grade Students” shows about types of teacher talk do by teacher in teaching speaking. However, this study focuses on types of teacher talk, the effectiveness and the aspect of teacher talk in English classroom. Therefore the discussion will be different from the previous study