

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Foreign Language (EFL)

According to Faizal (2011) “English as a foreign language, indicates the use of English in a non-English-speaking region.” English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages. This means person who is studying English in a non-English-speaking country is EFL learner. For Indonesia learners, English is taught as compulsory subject in Junior High School and Senior High School, including the vocational school. English is also taught in many Elementary Schools as local content.

2.1.1 Teaching English as Foreign Language

TEFL is an acronym which stands for Teaching English as 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 is higher. English is International language that causing many people in the world learning it, therefore the demand for TEFL is also higher. TEFL exists in countries where English is not the first language (for example Brazil, China and our country Indonesia) as well as in countries where English is the first language (for example Australia, Canada, United Kingdom).

TEFL teachers fall into two loose groups:

1. Indigenous teachers of English teaching to school children of their own nationality
2. Native speakers of English with (and sometimes without) English teaching qualifications, who either teach in their own country or travel abroad and teach in foreign countries. (<http://www.tefl.net/what-is-tefl.htm>).

The range of situations where people are teaching English as a foreign language is very broad. Easily the greatest number of TEFL teachers worldwide is indigenous teachers working in local primary and secondary schools (for example, an Indonesian teacher of English teaching English to Indonesian school children in their local school).

2.1.2 English Foreign Language Classroom

English Foreign Language Classroom is class which English is taught as foreign language. In Indonesia many school children worldwide learn at least some English at school. However, beyond that there is still a vast range of TEFL situations, including:

1. private language schools
2. kindergartens
3. universities
4. private/freelance teaching
5. etc

2.2 Teacher Talk

In language teaching and learning, what is called by “teacher talk” is the

language typically used by teachers in their communication. It is the tool for the teacher to deliver material to the student. According to Ellis (1985:145) “Teacher talk is the special language that teachers use when addressing EFL learners in the classroom.” Teacher talk is crucial and important, it helps teacher to make the student understand the material given and create interaction among them. This is in a line with Lynch (1996:6) “Teacher talk is language typically used by the teacher in the foreign language classroom.” Through teacher talk, teacher can realize his/her role and what he/she is going to do in the classroom.

2.2.1 Flanders’ Interaction Analysis Categories (FIAC)

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. The following is the table:

TEACHER TALK	INDIRECT TEACHER TALK	<ol style="list-style-type: none"> 1. Accepting feeling 2. Praising or encouraging 3. Accepting or using the idea of students 4. Asking question
	DIRECT TEACHER TALK	<ol style="list-style-type: none"> 5. Explaining or lecturing 6. Giving direction or command 7. Criticizing or justifying

2.2.2 Types 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:

1. Indirect Teacher Talk

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.

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.

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.

1.4 Asking question

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

2. Direct Teacher Talk

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.

2.2 Giving direction or command

Giving direction, request, or command which students are expected to comply.

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.

2.3 Previous Study

There were some previous studies done by researchers that dealing with teacher talk. Research was done by Xiao Yan (2006) with the title “Teacher Talk and EFL in University Classroom“ showed that teacher talk is one of effective learning strategies through questioning, feedback and talk time which the amount of teacher talk in this research occupies most of the class period. Then, Asmara (2007) in her study with the title “An Analysis on The Speaking Interactions” showed that teacher talk time is higher than student talk time in the speaking classroom interaction. Research was done by Lurzy (2010) with the title “Teacher Talk of Native and Non-Native English Speaking in EFL Classroom” showed that all types of teacher talk were used by both teachers, they were indirect and direct teacher talk, but not all subtypes of them used.