

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, there were many related theories that had to be reviewed in order to know the related literature, defined the problem, and obtained the definite idea. Those are about (1) Definition of Native English-Speaking Teacher, (2) Teacher Talk, (3) Roles of the Teacher, (4) Teaching English as a Foreign Language, (5) Previous Study

2.1 Definition of English Native Speaking Teacher

Everyone knows who teacher is. It is someone who teaches people in the class. In this case the researcher only focused on English Native Speaking Teacher (ENST). English Native Speaking Teacher (ENST) is a person who teaches English, comes from English-speaking country and English becomes her or his first language. In short, teacher whose first language is English (Edge, 1998).

2.2 Teacher Talk

Teacher talk is something important in teaching learning process. Without teacher talk communication in the classroom will not exist. Teacher talk is language that is used in the classroom. Lynch (1996:6) says that teacher talk is language typically used by the teacher in the foreign language classroom. Teacher makes adjustment to both language form and language function in order to help communication in the classroom. This adjustment is called 'teacher talk'

When the teacher talks, she or he maintains eye contact with members of the class as much as possible. The teacher uses eye-contact and body movement to give emphasis and invite participation. Teacher talk not only use for delivering

material to students, but also can be used for attracting students' attention and engage them in teaching learning process such as giving command, asking question, etc.

2.2.1 Types of Teacher talk

According to Craig, teacher talk has two branches, they are indirect and direct. Indirect teacher talk maximizes or stimulates students to give response toward the teacher. Craig (1988:51) states that indirect teacher talk opens the way or frees the students to expand on some point or respond more freely in the future. It can be seen from the example that followed:

Teacher: "That's good idea Michelle, but could you explain it some more?"

It is clear that Michelle is being encouraged to give response toward the teacher. The student' freedom is not minimizing here, so there are many possible responses given by the students toward teacher question.

Direct teacher talk on the other hand minimizes and restricts students to give response intentionally. This is in line with Craig who says that if the teacher talk is considered to be direct, the verbal responses of students are greatly limited. Look at this following example:

Teacher: "Billy, take your seat!"

The example above gives clear illustration that the teacher does not need response because she or he only gives command to the student. It means, command is one example of direct teacher talk, Nunan (199:84)

2.2.1.1 Indirect Teacher Talk

Moskowitz cited in Craig (1988:32) furthermore divided indirect teacher talk into four categories. They are:

a. Deals with Feelings

The first category is *dealing with feelings*. This feeling is delivered by the teacher whenever she expresses her understanding of the students' emotional behavior or when she asks her students to express their feelings. This category is used to help the students understand their feeling and attitude.

b. Praises or Encourages

The second category is *praising or encouraging*. Praises and encourages are differing from each other. Praise may consist of single word, or it may be in phrase from that represent that students are doing what is expected. Encourage therefore is a word or maybe more to ask the students to continue with what he or she doing. This category includes praising, complimenting, and encouraging students to continue. Jokes are included in this type. (Nunan, 1989:84)

As an addition, encouragement offers students to continue what he or she is saying. "Good, *go on, That's nice argument!*", "*That's good idea, keep going on*". Sometimes teacher uses mix of praise and encouragement, "*Great, keep it up class!*". These praise and encouragement are given to give great honor to have participated in teaching and learning process.

c. Uses Ideas of Students

This third category likes some words that are used to show that the teacher agree with what the students are doing or saying. Teachers must rephrase student's idea if they want to be included in this category. It is in line with Nunan who says that the ideas given by the student must be rephrased or spoken differently (1989:84). This type of indirect teacher talk deals with teacher responses toward student's idea. The responses are: (1) acknowledging the student's idea by repeating the nouns and logical connective just expressed, (2) modifying the idea by rephrasing or conceptualizing it in teacher's own words, (3) applying the idea using it to reach an inference or taking to the next step in a logical analysis of a problem, (4) comparing the idea, drawing a relationship between the student's idea and (5) summarizing what was said by a student or a group of students. Here is the example of this type:

Student : "If we can save our money, we can buy something with our own money

Teacher : "Ok, Jean thinks she can buy something by using her own money if she saves her money in the bank. What do you think Gery?"

d. Asks Questions

Teachers not always explain and give information to the students. They also offer some questions. The questions which are belonging to this type of teacher talk that is indirect teacher talk are the questions that invite students to give responses or in other word invite students to participate. The questions are not included to this type if it is preceded by praise, using student's idea.

2.2.1.2 Direct Teacher Talk

Direct teacher talk can be also categorized into three categories Moskowitz cited in Craig (1988:32). They are *giving information or explanation, giving direction or command and criticizing student behavior and response*:

a. Gives Information or Explanation

This category is categorized into self-explanatory. Teacher takes the whole communication by explaining a certain material. It is supported by Craig, explaining or informing is used to give the students important facts, opinions, concepts, or generalizations to the students. When the teacher gives direct teacher talk in the classroom it is teacher time to talk a lot in the classroom. If the teacher explains a certain subject or gives information to the students, they are included into the first category.

b. Gives direction or command

This category is used when students are asked to do something dealing with teacher's command. Teacher can also give direction to the students if the students get confused in understanding the teacher talk. When the teacher asks students to do what they have to do, it is included into this category.

c. Criticizes Student Behavior and Response

If students' behaviors become unacceptable, this third category is used by the teacher that is rejecting the unacceptable behavior, Nunan

(1989:85). Sometimes teacher control the class by using his or her authority in order to correct the students' behavior. It is belonging to his type. Whereas telling the student his or her response is not correct or acceptable is include criticize student response.

The writer provides the table of types of teacher talk in classroom.

The following is the table:

Table 2.1
Types of Teacher Talk

Teacher Talk	Indirect Teacher Talk	<ol style="list-style-type: none"> 1. <i>Deals with feelings</i>: accepts and clarifies the feeling of the students. Predicting and recalling feelings are included 2. <i>Praises or encourages</i>: praises or encourages student action or behavior. Giving jokes, nodding head are included. <ol style="list-style-type: none"> 2.1 <i>Jokes</i>: kidding, attempting to be humorous 3. <i>Uses ideas of students</i>: clarifying, building or developing ideas or suggestions by the students. 4. <i>Asks questions</i>: asking questions about content or procedure that enhance student answer (response).
	Direct Teacher Talk	<ol style="list-style-type: none"> 1. <i>Gives information or explanation</i>: gives explanation and information to the student. 2. <i>Gives direction or command</i>: asks student to do what they have to do base on the teacher's direction. 3. <i>Criticizes student behavior and response</i>: comments intended to change student behavior from unacceptable manner.

2.2.2 Speech Strategy of Teacher Talk

In order to make students understand what was said by the teacher, teacher uses a certain strategy which is called speech strategy. Here are speech strategies of teacher talk:

- 1) Modified pronunciation: use a simplified standard pronunciation.
- 2) Pauses: making a short stop when conducting completely utterances.
- 3) Prosody: alter the beat of rhythm of input. It may have the opposite effect from reduce rate of speech.
- 4) Preferred use of basic vocabulary items: avoidance of more advanced language types such idioms.
- 5) Preferred use of high frequency vocabulary items: use of words that are more common.
- 6) Subordination: a reduce used of subordination clause, making shorter.
- 7) Grammatically: the use of grammatically correct sentence fragments rather than well-formed sentences.
- 8) Sentence type distribution: the differential use of declarative, imperative and interrogative sentence.
- 9) Framing moves: using learners' understanding of a known experience or situation to assist in the comprehension of something new.

(Chaudron, 1988)

Based on the speech strategies of teacher talk above, the researcher believes that all of the strategy can be helpful to aid the students to understand what the teacher said in the classroom. The students will easily comprehend in the teacher explanation in the class.

2.2.3 Language Use by Teacher

According to Duff (1990) Teacher's utterances could be categorized as three major types:

1. First language use (the utterance is completely in English or with one word or phrase in L2)
2. Second language use (the utterance is in the target language or with one word or phrase in English)
3. Mix language (the utterances is an equal mixture of L1 and L2)

If teacher uses English more often and only one word or phrase in target language, it is called first language use. If teacher tends to use more target language or in other words offers target language as much as possible, although there is an interference of one word and phrase in English, it can be included into second language use. And if teacher offers the use of first and second language equally, it is called mix language.

The use of language can be influenced by teachers' English proficiency, teaching experience, language type, guideline lesson content materials, and formal teacher training. Duff (1990). But, it cannot guarantee if one has more teaching experience than others, she or he has better English proficiency than one who has less teaching experience.

2.3 Roles of the Teacher

Teacher needs to play a number of roles during the teaching learning process in the class. As stated by Harmer (2001:275) roles of the teacher are:

1. Controller : Take the roll, tell students things, Organize of the teacher-fronted classroom.
2. Organizer : A teacher roles involves giving student's information, telling them how they are going to do the activity, putting them into pairs or group and finally closing things down when it is time to stop.
3. Assessor : Where the teacher has to act as an assessor, offering feedback and correction as well as grading students in various way.
4. Prompter : A teacher's role involves giving students support when they lose the thread of what is going on or they are lost for words.
5. Participant : A teacher might want to join in an activity not as a teacher but as a participant.
6. Resource : It means a certain situation the teacher should have to take part or try to control students or even turn up to prompt them that might be entirely unwelcome.
7. Tutor : A teacher's role involves working with individuals or small groups, pointing them in direction they have not yet thought of taking.
8. Observer : A teacher observes what students do (especially in oral communication activities).

2.4 Teaching English as a Foreign language

Indonesia regards English as a foreign language. That's why English was taught in the early age. Being a native speaker of a language does not mean being a good teacher of the language. It is not easy to teach foreign language unless one knows how to teach even if using mother tongue. Both students and teacher master another language like their mother tongue. The use of mother tongue usually interferes between teacher and students during teaching and learning process. Harmer (2001:132) states that there are number of actions that can be used to minimize the use of mother tongue. They are:

- 1) *Set clear guideline*: Students need to know when mother tongue use is permissible and when it is not.
- 2) *Choose appropriate tasks*: We should choose tasks which the students, at their level are capable of using English.
- 3) *Create an English atmosphere*: If we can create an English environment, making English the classroom language as well as the language to be learnt and used.

2.5 Previous Study

There are two previous studies. The first is done by Lely Anke Putra Ananta (2008) that dealing with teacher talk. The thesis entitles 'A study on the Teacher Talk in Creating an Interactive Class'. The second is done by Nihayatul Khusnah (2009) that dealing with teacher talk too. The thesis entitles 'Types of Teacher Talk in Teaching Speaking to the Eleventh Grade Students'

The result of the first study shows that teacher talk is important and needed in creating an interactive class. The second study shows about types of teacher talk done by a teacher in teaching speaking. However, this study focuses on types of teacher talk and language used by the Native English Teacher in an EFL classroom. Therefore the discussion will be different from the previous study.