CHAPTER

II

LITERATURE

REVIEW

To support the understanding of the problems formulated in Chapter I, this chapter presents research theories to provide clearer concepts appliedin thisstudyrelatedtointeractions,especiallyTeacherTalk.Thus,thefollowingtheo ries aim to explain thisresearch clearly.

A. TeacherTalk

Teacher talk includes providing students directions, describing learning activities, and validating student knowledge. It also includes identifying teacher speech components that arise throughout learning activities. When the teacher engages with students in English utilizing mixed languages, students become easier to comprehend and can also follow what the teacher conveys. Teachers may utilize teacher speak to enhance student participation, communicate with students, and provide student feedback throughout the teaching and learning process. The teacher dialogue seems to give guidance and knowledge, but the students spend more time talking during the discussion. Teachers should employ teacher discussions in connecting with students throughout the teaching and learning process to make the beginning of learning more relevant and to make students feel pleased and eager. The instructor can then comprehend the students better than the teacher talk since the teacher talk is divided into seven elements critical for the interaction process during teaching and learning. The results

of the study indicate that there are several kinds of teacher arguments from Sitti Nurpahmi (2017) that the teacher carries out during class interaction,namely:

1. Greetingsstudents

2. Review the previousmaterial

3. Introducing newmaterial

4. Giving directions andinstructions

5. Encourage andmotivate

6. Givingadvice

7. Closing theclass

Interaction in the classroom may help students develop language skills essential for speaking and listening. So, this research discusses instructors praising, questioning, and encouraging students. Questions that are both encouraging and helpful top the questions presented to students. The teacher often provides lectures that inspire students about the things to be taught. The instructor may then utilize the students' speech in class to expose weaknesses such as a lack of vocabulary, inefficiency, and an inability to articulate thoughts in English. According to Soetomo (2006), teaching and learning interaction is a mutual connection between instructors (teachers) and children (students) who must demonstrate an educational relationship

(educating). Where the relationship must be geared toward an educational purpose, meaning improvements in student behavior toward maturity. Interaction between instructors and students is required throughout the learning process. Education is an interaction between instructors and students to attain educational objectives in a certain context. This setting is managed and monitored to align learning activities with educational objectives.

According to Brown (2004), the presentation or delivery of learning information or materials is a process that is generally present in learning whose activities are exclusively teacher-centered. He claims that this process is generally present in learning in general. In this style of learning practice, the teacher is the one who is actively engaged in the learning process, while the students only receive and are provided learning; this kind of student is also referred to as a passive student. Everyone involved must have a solid understanding of what learning entails before successfully establishing conditions for learning. Learning is the process of actively comprehending and gaining experience with new material. Learning takes place as a result of the interaction that takes place between the stimulus and the response. In addition to obtaining effective learning, the learning process occurs if the kid reacts to the stimuli (stimulus) offered by the instructor. This is a necessary condition for the learning process to take place. The instructor may also direct students using relevant learning theories and methodologies based on the prior information they have stored in their memory and mind (cognitive).

B. Types of TeacherTalk

Some experts state some stories about teacher talk. The experts always havedifferentwaystoanalyzeandcategorizethetypesofteachertalk.Inthisresear ch, the researcher uses a teacher talk theory by Celce-Murcia, which was startedby SittiNurpahmi (2017). In Celce-Murcia's theory, she divides the teacher talk into two categories, direct and indirect. The direct teacher talk consists of notifying something, guiding, and treating the students equally. Furthermore, the indirect teacher talk welcomes all students' feelings, encouraging students to have motivation, employing students' perceptions, and allowing them to ask. Then, after researching teacher talk, Siti Nurpahmi found seven types of teacher talk, as follows:

1. GreetingStudent

The instructor should make greeting students a significant part of their discussion because it has the potential to make the beginning of learning seem cheerful and also excited. This is because when the teacher welcomes students at the beginning of learning, they should inquire how they are doing and encourage the beginning of learning. A discussion may be started with a "greeting," a greeting can be given that is suited to the time of day, or a conversation can be ended with a "greeting." According to Rasyid (1997: 7-8), one of the most prevalent behaviors shown by instructors in the classroom is speaking, which Rasyid characterizes as being one of the most difficult things for teachers to avoid. Exchanges include teaching and learning inside the classroom, differentiating between indirect and direct forms of the

teacher communication. Indirect teacher talks encompass four aspects of the teaching and learning process, including (1) accepting the sentiments of students, (2) boosting the motivation and interest of students, (3) making use of the views of students, and (4) asking students questions. A teacher's words can accomplish one of three goals directly: (1) informing something, (2) providing guidance, or (3) justifying student authority.

Wina Sanjaya (2005) defines in the book Learning in the Implementation of Competency-Based Curriculum that good questions have a positive impact on students, including:

a. Can increase student participation fully in the learningprocess.

b. It canimprovestudents'thinkingskillsbecausethinkingistheessence of askingquestions.

c. Can arouse students' curiosity and guide students to determineanswers.

d. Focusing students on the problemsdiscussed.

The practice of asking questions the teacher questions have to be formulated in a way that is understandable by the students at each stage of development while also being clear and succinct. The words that are used have to be appropriate for the context. The teacher is also responsible for providing questions relevant to the content of the material being covered in each learning process. In addition, the teacher questions must include the development of students' abilities. This is done to encourage students to be more active and force them to think

according to their capabilities.

Because of this, the following will discuss several techniques employed in educational learning, such as lecture, discussion, group, and mixed methods. The learning method is a method or technique of delivering teaching materials that will be used by the instructor when presenting teaching materials, both individually and in groups. The teacher will use the learning method while presenting teaching materials. A teacher has to be familiar with a variety of teaching strategies in order to help students meet the learning goals that have been established. Suppose a teacher is familiar with the nature of a variety of approaches. In that case, they will be better able to choose the most suitable way for the circumstances they face in their classroom. The learning goals should heavily guide the selection of appropriate instructional strategies. In order to accomplish the objectives of teaching, learning activities that result in the interaction of human components serve as a necessary step in the process. One of the endeavors that the instructor will never give up on is figuring out how to comprehend the place of the technique as one of the components that support the effectiveness of studying and instructing activities. In light of the significance of education's part in society, it is essential to use successful and efficient strategies.

2. **Reviewing the PreviousMaterial**

Reviewing the material is part of the teacher conversation so that

theteachercanreviewthepreviousornewmaterial.Teachercanfindout theextenttowhichstudentsunderstandthematerialthathasbeengiventostude nts so that teacher more easily know the development of student knowledge. Reviewing material related to the teaching and learning process in the classroom, deliveringnewmaterialandexplainingtostudentsbyansweringquestions, and asking students what they do not understand about the material. Sugandi (2000) argues that learning is carried out consciously and systematicallyplanned:

a. Learning can foster students' attention and motivation inlearning.

b. Learning can provide interesting and challenging learning forstudents.

c. Learning can create a safe and fun learning atmosphere forstudents.

d. Learning can make students ready to receive lessons both physically and mentallypsychologically.

The student's response to the learning that has been carried out, particularly the learning questions that have been used, is what is meant to be referred to here as the student response. After participating in various learning activities, students may benefit from receiving a favorable response in the form of insightful questions. As a result, students' reactions and comments about the learning process might be information about how the application of exchange anomalies works. The student's reaction to the learning that has been carried out,

particularly the learning questions that have been used, is what is meant to be referred to here as the student response. After participating in various learning activities, students may benefit from receiving a favorable response in the form of insightful questions. During the teaching and learning in the classroom, the instructor will engage in seven distinct varieties of classroom interactions with the students. They open the lesson by greeting students, reviewing the information covered before, presenting new material, providing guidance and teaching, encouraging and motivating students, offering advice, and closing the class.

According to Shah (2004), the positive attribute may be identified by an attitude of acceptance, appreciation, and demonstrating care for others. While a negative attitude is defined by an attitude of rejection, demonstrating avoidance, disdain, and apathy, a positive attitude is characterized by a willingness to engage in activities. A common reaction must follow the interaction between teacher and students. This is because teacher want feedback from students to determine the degree to which the information has been presented to students who can understand it.

The term "response" is defined by Albert (20013) as a psychological-metabolic reaction to the arrival of a stimulus. Some aspects of the response, such as direct contemplation and emotional responses, are controlled, while others, such as mechanical aspects, are not. The students accept the teacher reaction to the content; the teacher

then asks questions to elicit a response from the students and themselves. The response also refers to feedback, which plays a significant part or has a significant impact in deciding whether or not communication is effective. In the communication process, feedback plays a very significant part since it decides whether or not the instructor will continue the conversation or the communication will be terminated (communicator).

3. **Introducing the New Material**

Every time we start learning and explaining new material, it is important to think about what we will do during the introduction of new material and what our students will do during the teaching and learning process in the classroom. This is because it is important to consider what we will do while introducing new material. Explain new information to students in a way that involves them, so they may acquire a deeper comprehension of the subject matter and become more engaged participants in class discussions. Learning is an activity that cannot be separated from teaching activities, according to Sardiman (2011), who says that teaching may also be described as an endeavor to construct an environmental system that permits the learning process to occur. Teaching and learning cannot be separated. Teaching consists of creating an environment that is favorable to learning.

In contrast, students are the ones who take an active part in the learning process and participate in a wide variety of activities to identify

and address issues. The term "teaching" has been replaced by the term "learning," which can be interpreted as a process of environmental regulation directed at changing the behavior of students in a positive and better direction according to the environment with the potential and multiplication of students. Historically, "teaching" referred to imparting knowledge to students.

Teaching may be seen as communicating the information in the material to students to assist them in developing skills that are already present within themselves. As a result, the instructor has to be able to ask questions that will encourage students to develop their understanding of the material being covered. Complex actions that instructors carry out in the process of transferring their knowledge to their students in order to facilitate the learning process. Regulation of student learning activities, use of the environment (both within and outside the classroom), and provision of stimulation, advice, guidance, and encouragement to students are some of the complex tasks at issue here.

4. **Giving Direction andInstruction**

The instructions are easy for students, and lots of fun activities can be included in the lesson to make it more enjoyable. There are so many directions in the classroom that the teacher can do, such as giving directions or instructions for opening a book to find out new material or giving a signal every time you want to give a problem listening to the teacher.

Prayitno (2011) states that directives that contain lessons and kindness from speakersthatcanbeusedasreferencematerialorreasonsforspeechpartnersto do something, form orders to others to take certain actions by providing instructions and methods class have played an important role. When students engage in hands-on classroom activities, they will learn better. It is also stated that the success of learning is determined by the quality of the interaction between teachers and studentsduringthelearningactivities.Studentswhoareactiveinconversation willhave fewer opportunities to learn. Teachers give more speeches than students in-class interactions.

5. **Encouraging andMotivating**

Learning that can make students active and involved in learning is learning that is encouraging and motivating. Good learning must provide the right stimulus so that students want to be involved in learning to maximize the potential for achieving the indicators planned in each lesson. Learning that can make students active and involved in learning is learning that is encouraging and motivating. Because of the wide variety of personalities that are represented in a classroom, teachers are required to have the ability to read and comprehend the students' personalities. This is necessary so that lesson plans can be designed in such a way as to accommodate all of the characteristics that are held by students, allowing them to be successful in their academic endeavors. The capacity of the teacher to give incentives or

reinforcement in the learning process is one method that someone may do to improve the passion and enthusiasm of students for learning. This can be done in several different ways. Extrinsic motivation is a form of reinforcement or motivation that comes from outside the student, whereas intrinsic motivation is a form of motivation that comes from within the student. The term "intrinsic motivation" refers to the type of motivation that comes from the student's internal resources. The teacher incentive is often considered extrinsic motivation; nevertheless, it is not difficult for students to convert the extrinsic drive they get into a sort of intrinsic motivation via accumulation.

Simamora (2004:523), suggests that in addition to being useful forstudents,
motivation is also beneficial for teachers, namely as follows:

a. Generating and maintaining the spirit of student learning tosucceed.

b. Students'learningmotivationinvariousclasses,someareindifferent,some are not focused, and some play besides those who want tolearn.

c. Improveandmaketeachersaware of choosing betweenrolessuchas advisor, facilitator, instructor, discussion partner, encouragement, and teacher educator.

Teach students not to give up easily. Because we know that the biggest enemy in oneself is fear/easy to give up, with good motivation,

students will not easily give up.

6. GivingAdvice

It is the primary responsibility of the educator to impart information that will be helpful to the development of the student in the years to come. In addition to this, it is expected of a teacher to be able to instruct children in proper etiquette and morality, to inquire of their students as to whether or not they are having difficulties in teaching and learning, to inspire students to learn, to guide activities related to learning, to make learning environments available to students, and to act as a mediator in cases where a student is having trouble learning or associating with other students at school. In addition to their responsibilities to the studentsin their classrooms, teacher are also obligated to meet with the parents of the students in their classes to address any issues that may arise at school relevant to the children in those classes.

According to Widada (2000), there are a few different methods to issue a command to others, one of which is to provide instructions on what they should do. It is essential for there to be a high level of collaboration between the responsibilities of the educator and the parent in order to get the best possible results. Always keep the teacher at your kid's school informed of how your child is doing academically by communicating with them. The teacher emphasized to the class the importance of being on time since the lesson will entail disciplinary suggestions for the students. They will try to comply with the teacher recommendations if they know the significance of this matter.

7. Closing theClass

Learning is not simply about passing on new information to students in classes and other learning activities; rather, it also demands the students' active participation, both in terms of their thoughts and their actions. Students often demonstrate a lack of engagement and an unwillingness to participate in the learning process. When something like that is discovered to serve as a motivator, the instructor needs to be able to motivate the students always to be enthusiastic about participating in learning until the end of the activity. At this point, the students should be able to achieve the competencies that have been learned.

What is intended by saying closing greetings and hamdalah or praying after each learning activity is not what is meant by "ending the lesson," since these activities should be done at the end of each activity. However, what is meant by "closing the lesson" is the activity that the teacher will perform in order to bring an end to the lesson. This activity will involve repeating the subject to provide students with a comprehensive picture of the subject matter, and the learning outcomes studied. The purpose of the teacher endeavor to present a thorough picture of what has been learned and their attempt to judge whether or not the students have successfully absorbed the lesson is to close out the class. It is possible to think of the action of finishing the lesson as an exit from a process that consists of activities including teaching and

learning. The departure has the potential to leave students with a variety of impressions and messages. In the meanwhile, the teacher has to be able to explore and develop the students' inspiration in order for the students to be able to display their skills to the fullest. To put it another way, each of the ideas mentioned above may be used in various teaching and learning activities, ranging from opening skills and processes toclosing skills and opening skills.

C. ClassroomInteraction

In the context of classroom research, interaction analysis often entails examining the language exchanged between instructors and students during classroom activities. How people express themselves verbally is another significant facet of their identities. The answer provided may take the shape of knowledge about items that are the conclusion of consideration. Therefore, asking questions is a useful stimulus that stimulates the development of thinking abilities. Students may be encouraged to participate in critical thinking by their teachers via questioning strategies, such as the questions posed to the students. Because teacher speaking can function in teaching the ability to interact with students, which is applied to the seven very important parts of teacher talk, interaction in the classroom needs an effective atmosphere for students to be more enthusiastic about the process. As we already know, this is one of the reasons why this study is so important: teacher speaking can function in teaching the ability to interact with students. Master the art of instructing.

According to Englehart (2009), the teaching and learning process needs to concentrate on more than only the transmission of knowledge information. Nonetheless, it must take into account the presence of effective classroom management. This is a result of the fact that effective classroom administration may make it easier for students to follow the complete learning process, starting from the beginning of the learning session to its conclusion. Additionally, it is one technique to generate positive classroom relationships, which may impact the learning results for the students. Students will have a tough time associating what they will learn with what they have already mastered and acquired in the past if they are not allowed to acquire apperception. When it comes to the actual process of learning, having a healthy dose of self-motivation is very necessary. If students do not have the drive to study, there will not be any students who engage constructively with the learning process. The teacher can communicate the learning goals that need to be accomplished during the interaction portion of the learning process in various ways; however, the most important thing is that the students understand what they need to be able to do after taking part in a learning activity. Their education and attempts to educate themselves will be geared toward achieving it.

According to Edwards (2001), classroom interaction patterns have been examined for a long time. They need to be studied because of the significant influence they have either in assisting or impeding the students' ability to acquire a second language. Interactions in traditional language classrooms are often defined by inflexible patterns, particularly about the teacher

activities in teaching and learning the language. In this scenario, the teacher often chooses and starts subjects for discourse and controls the amount of student participation. When this phenomenon was examined, it was discovered that the teacher still played the most important and preponderant function in the classroom.

A successful teacher can motivate students who are not motivated, as well as one who can retain the motivation of students so that they may continue to thrive and even grow more powerful. This may be accomplished in several different ways. Teachers with much experience will be able to urge their students to learn by taking advantage of various possibilities that arise during the interaction phase of the learning process. The culmination of one's education, regarding the conclusion of the class, from what I can see, our educators give less attention to this activity than they should. However, it is an important activity that should be done whenever one is dealing with students. Following the completion of the task, one may conclude that learning occurs at the last minute before the bell or the time bell set aside for our topic rings. This may also be what some professors do not have time to encourage their students to do as the class closes. The availability of sufficient time is the first crucial factor before we can adequately draw conclusions based on the investigation. When it comes to the subject matter, any conclusions reached must circle back around (be linked) to the learning goals presented at the outset of the activities that constitute the learning.

D. Previous RelatedStudies

Speech act analysis has been the subject of several research that are pertinent. Pertinent studies have a connection to the role of providing interaction in teacher speaking. According to Allwright (2001), studying communication systems is equivalent to studying student-teacher interaction in the classroom. In the context of research conducted in classrooms, interaction analysis often entails examining the language exchanged between instructors and students throughout classroom activities. How people express themselves verbally is another significant facet of their identities. According to the findings of this investigation, interaction in the classroom indicates that the communication system between instructors and students may be efficient. The purpose of this investigation is to determine, via the interaction between teacher and students, the level of comprehension that the children have about the lesson's content.

According to Soetomo (2006), the teaching and learning interaction is a two-way street between teacher (also known as teachers) and students (also known as students), both of whom are required to demonstrate an instructional connection (educating). The contact must be geared toward a certain educational objective, namely the development of more mature behaviors among the students involved. Interaction is essential to teaching and learning and must occur between teachers and students. A fundamental component of education is the contact between teachers and students to accomplish educational objectives within a specific setting.

Thisstudypresentsinteractionsintheteachingandlearningprocesstoshowthere is reciprocity between teachers and students so that the class becomes

effective. Therefore, the researcher took the topic the teacher talked about in English classroom interaction in class X SMAN 4 Kediri. This study has some relevance to the study of teacher conversation in classroom interactions with interactions between teachers and students in the use of teacher speech. In this study, researchers will analyze the types of teacher lectures used by teachers as learning materials during the teaching and learning process in the teacher's lecture process by applying the theory of Nurpahmi.Thenfindouthowtheuseofteachertalkbyteachersintheprocessofclas s interaction at SMAN 4Kediri.