

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Language is a tool to deliver messages such as ideas, emotions, and thoughts.

It is delivered by the speaker to the hearer by using gestures, sounds, or signals for many various reasons and intentions (Larasati, Arjulayana & Srikandi, 2020). Language is used by human beings to communicate among one another. Language and human cannot be separate each other. However, everyone makes daily activities using language especially in teaching learning process. Teacher's language in EFL classroom refers to the use of language in teaching English in classroom. Teacher's language is not only teaching medium but also teaching materials. When learners listen to teacher's instructions, explanations, directions, and questions, learners start learning not only about language but also how to use the language. Meng and Wang (2011) state that EFL teacher's language is the most important part of learner's input, then the input plays a critical role in language acquisition.

Some studies call the interaction or language produced by the teacher to get involved students in interaction in the classroom as teacher talk, and this term will be used in this study. The language used by the teacher in classroom interaction is defined as Teacher Talk (Xiao-Yan, 2006). It can be in the form of initiating, asking questions, or giving feedbacks to the students (Iswan, 2016). There are a lot of categories for teacher talk developed by many experts. The teacher talk categorization depends on the theory chosen.

Nunan (1991) states that teacher talk is one of the important aspects not only for the organization of the classroom but also for the process of the acquisition. It means that when the students pay attention to the learning, they will obtain more language input from teacher talk. It cannot be denied that teacher talks used by both teachers and learners to interact with one another can influence student outcomes. Teacher talk has significant relation to classroom interaction. Interaction became an important feature of the teaching learning process.

Teacher talk refers to talk the teacher says to learners in the second language learning classroom. EFL classroom teaching is different from other classroom teaching (Walsh, 2002 cited in Wang, 2014). In learning language, especially foreign language, exposure to the language they were learning is highly needed in the classroom and it can be attained through teacher's talk. Related to the mention need of exposure, teacher talk is remarkable input in English as foreign class for students who are learning English (Gebhard, 2006 cited in Putri, 2015).

In addition, in English class as a foreign language has been found that teacher talk dominated the interaction (Ogunleye, 2009, Nurmasithah, 2010 and Putri, 2015).

Moscowitz's FLINT theory, as described by Brown (2001), identifies 11 categories of teacher talk in English classroom interactions, divided into two types of influence: indirect and direct. The indirect influence categories include: (1) addressing students' feelings, (2) offering praise or encouragement, (3) using humor, (4) incorporating students' ideas, (5) repeating students' responses exactly, and (6) asking questions. The direct influence categories consist of: (7) providing

information, (8) correcting without rejecting, (9) giving instructions, (10) criticizing student behavior, and (11) criticizing student responses. Applying the FLINT system in the classroom helps create an interactive learning environment. Each category contributes to encouraging students to engage and participate actively, whether through direct or indirect influence. The use of this system promotes more effective and conducive classroom interaction.

Andini, Rahman and Salija (2021) state that In the classroom, both male and female teachers have different characteristics when giving instruction in teaching their students. It is because males are different from females in terms of aptitude, skill, and also language in teaching. Beside, male and female also show their differences in behavior.

Eckert and McConnell (2003) found that many studies show significant differences in the verbal behavior of male and female. Linguistically, the differences will appear concerning the features of language that they use. In term of feedback, male are said much less than female. It means that many male teachers are less in giving feedback and reinforcement. Female teachers tend to use more polite language than male teacher in giving instruction because they are more oriented, more Collaborative and more effective. It is fact that women are different from men, not only in verbal communication but also in nonverbal communication. This includes the language that male and female use. In teaching English, male and female teachers also face some problems at classroom interaction as a place for communication between teacher and students in relation to explanation above, teacher talk is potential discourse data.

From the explanation above, the differences between male and female language can be concluded below :

**Table 1.1 The Differences Between Male and Female Language**

Female Language	Male Language
Talk more	Talk less
More polite	Less polite ; interrupt more
Ask more question	Give more command
Support each other	Competitive in conversation
More cooperative	More authority

A research from Hapshah and Afrida (2023) Stated that the most frequently used category of teacher talk, based on FLINT, by both teachers was giving direction. Among the eleven categories, the one not utilized by the first teacher was correcting without rejection, while the second teacher did not use joking or repeating student responses verbatim.

The category most commonly employed by both teachers was giving direction, which aligns with Astutie's research, suggesting that students need guidance to avoid confusion, and some even expect directions and commands from their teacher. The category not applied by the first teacher, correcting without rejection, is typically used when students give incorrect answers to questions.

Teacher two did not use jokes, believing that it could affect their image as a serious educator. Despite this, teacher two acknowledged that joking could make the classroom atmosphere more enjoyable but felt they were not particularly skilled at incorporating humor into their teaching. The teacher aimed to reduce

classroom pressure by using jokes. Additionally, the second teacher also did not employ repeating student responses verbatim, which involves repeating students' exact words after they participate in class.

When teachers used teacher talk while teaching English in the classroom, they played a crucial role in making the class interactive and ensuring the teaching and learning process flowed smoothly. This aligns with Brown's (2001) statement that implementing teacher talk based on the FLINT system can help create a learning environment conducive to interactive teaching. In relation to explanation above, teacher talk is potential discourse data.

Following that, the Female and Male teacher continued to inquire about the students' circumstances before beginning the English language lesson. The Female and Male teacher asked the students, "How are you today?" To begin the class, acknowledgement type teacher talk is used to greet the students of intensive class.

As a result, the Female and Male teacher was classified as greeting related teacher talk. By performing the greeting, Female and Male teacher tried to express her feelings in words. The Female and Male teacher is doing interactive work with students' by using greetings to open the class. This is an example of interactive teacher talk in the classroom:

Female Teacher

FT : Okay, Good morning everybody ?

S: Good morning mam .....

Male Teacher

MT : okay class, how are you?

S : *baik pak*

The other reality, teaching by female and male teacher talk. It was found that both of the teacher applied almost same FLINT categories by Brown theory . Female and Male teacher explained the lesson directly to the students so the teacher's talking time was dominant. Then, while explaining the lesson, the teacher asked the students to answer the questions directly by using a combination of Bahasa Indonesia and English. Moreover, in the teaching and learning process, the teacher just focused on interacting with the students who answered the questions, meanwhile, the other students who did not answer the questions, especially those students dont know anything tended to keep silent. So, they were not actively participating in the English class. Below are some utterances of the teacher that the researcher observed as preliminary data

Female Teacher :

FT : *Okay, say one topic ,satu topik, coba kamu ingat satu topik yang ada pernah kamu pelajari di kelas 7*

S : *silence*

Ft:

S : *Yang buat dialog gitu mam ?*

FT : *Oh yeahh, conversation ,terus.... Apa lagi? (AQ)*

S : *Cerita pengalaman mam*

FT : *okay itu juga termasuk ke text, apa lagi ? (AQ)*

S: *Descriptive text mam*

FT : *Good (Praises Encourage), mendefinisikan tentang orang, terus apa lagi ? benda, benda apa? Contohnya? (CR)*

FT : *Apa itu Greeting ? ( AQ)*

S : *Menyapa mam*

FT : *Benar (Praises Encourage), menyapa atau memperkenalkan diri masing-masing ada gak? (AQ)*

S : *Ada mam*

Male Teacher

MT : *okay class, how are you?*

S : *baik pak*

Mt : *hari ini belajar Greeting, greeting itu macam tegur sapa. Greeting apa arti how are you ? (AQ)*

S : *apa kabar mu*

Mt : *okay, terakhir good evening dari jam 18.00-24.00 wib, padahal itu kita pakai good evening. Ah ada satu pertanyaan, kau pernah dengar good night? (AQ)*

S : *pernah pak*

Mt : *apa itu ? (AQ)*

S : *selamat malam pak*

Mt : *jadi good evening kek mana ? (AQ)*

S : *'silence'*

Mt : *artinya good night ini salam pisah padahal Cuma 5 menit aja selisihnya sudah saya bilang good night, paham ya ?*

S : *paham*

Based on the results of observations conducted by the researcher, the phenomenon occurred when the English teacher was explaining the lesson in class during the teaching and learning process at SMP N 17 Medan. The subject of this study was chosen by the researcher because the researcher was interested in the speaking style of female and male teachers who teach English subjects with students who have different backgrounds in understanding how to use English. However, the teaching and learning process becomes interesting and enjoyable for students. Teachers always use an interactive style with their own movements to convey and make English lesson materials easy to understand.

Related to the review of some previous researches, related with the interaction between male and female teacher in the classroom, In conclusion, the teacher talk based on the FLINT theory has not been fully or appropriately implemented in the classroom. Therefore, this study aims to analyze the categories of teacher talk used in English classroom interactions according to the FLINT system and to explain the teachers' reasons for applying specific categories of teacher talk within the FLINT framework at SMPN 17 MEDAN. conducting a research entitled 'The Utterances of Teacher Talk by Female and Male Teacher as Language Classroom at SMPN 17 Medan

## **B. The Problems of Study**

In line with the background of the study and the identification of problem, The problems of the study are formulated as follows:



1. What are the categories of teacher talk by female and male teacher in English as foreign language ( EFL ) classroom at SMPN 17 Medan?
2. Why do the female and male teachers use those categories as the ways they are?

### **C. The Objectives of the study**

Through this study, the researcher wanted to know the answer of those question In statement of problem. The objectives of the study are as follows:

1. To discribe the categories of teacher talk that use by female and male teachers English in the classroom at SMPN 17 Medan.
2. To elaborate the reason why the English female and male teachers used the category in the English classroom as the ways they are

### **D. The Scope of Study**

To get a maximum result, the Study was focused n investigating interaction that occurs between female and male teacher's talk in the classeoom by using FLINT technique. In addition, for getting the data of female and male teacher's talk categories that use in the classroom, and the roles use by teacher in learning process in classroom interaction.

### **E. The Significance of the study**

From this research, It was expected that the results of this research provided to language teaching and learning , both theoretically and practically :

1. Theoretically for other researchers who are interested in getting prior information about Female and Male teacher's talk. This study is expected to be useful for the enrichment for the addition of some new theories and

information in the area how Female and Male teacher deliver their knowledge in the teaching learning process in English classroom interaction.

2. Practically, the findings will be useful for :

- a. English teachers who want to get much information related to their activities in the classroom to improve the quality of language teaching.
- b. Students, to improve their way of language learning in classroom especially in speaking skill.

