

Chapter Two

Literature Review

This chapter presents some related information of the study. It intends to provide some theoretical concept which supports this study. First, this chapter explains about teacher's instruction in the classroom. Second, the researcher talks about Teacher's Talk Time which consists of definition, and advantages and the disadvantages of Teacher's Talk time. Third, it explains about teaching across proficiency level. Fourth, it explains about the definition of motivation and the types of motivation. The last this study talks about speaking class which consists of practice speaking, speaking activity in class, and listening and speaking for academic purpose.

Teacher's Instruction

Definition of Teacher's Instruction. Teacher's instruction is direct communication which is used by the teacher in learning process. According to Reigeluth (1999) as cited in (Hueet, Moneti, Hummel, 2009) they said that in the teacher instruction, the teacher should provide students' opportunity to practice and give information on how the intended audience learns and develops. According to Rosenshine (2012,p.18) "the teacher might have students engage in an activity that could be done more efficiently once the new content or skills have been mastered". Teacher's instruction includes the way teacher explain the material, the way teacher manage the classroom, the way teacher motivate students to acquire and being active in the learning process and the way the teacher help students to increase English skill in the learning process. Teacher's

instruction is valuable for the teacher and students because both of them always relate to each other in order to gain successful learning process in the classroom. Without teacher's instruction, the students do not know what they should do in the classroom. Likewise, without students, the teacher does not know how far the teacher's instruction is able to help students in improving skills in their learning process.

Effective teacher's instruction is applied to help students if the teacher provides principle instruction in the classroom. There are three teacher's principle instructions. According to Rosenshine (2012) who stated that there are three teacher's principle instructions such as cognitive science, master teacher and cognitive support. First, cognitive instruction is defined as an instruction which focuses on how our brains acquire information and when the brains limit their working memory. Second, master teacher is defined as an instruction which focuses on the way the teacher presents the lesson, examines students' understanding and many other teacher's instructional in the classroom which is related to the teacher's instruction. The last, cognitive support is defined as an instruction which focuses on somebody being a model to help the students learn effectively and support the students to think aloud.

Based on the explanation above, the researcher concluded that in the instruction, both of the students and the teacher need to work together. Working together was able to make the students has responsibility in their own learning. Instruction was useful to gain student motivation in learning in the classroom. Furthermore, teacher's instructional choices can make a positive impact on student motivation. Teacher needs to work together with students so that students

can see the connections in what they are asked to learn. If the teacher and the students do not work together it can decrease student motivation in learning process. Brenda (2000, p.5) investigates “students may become passive and lose motivation if teacher-directed learning is overused”. Yuqin and Yanven (2010, p.76) pointed out that “the success of teaching depends to a large extent on the way Teacher’s Talk and interactions that occur between teacher and students”.

Teacher’s instruction in the classroom. The teacher recalls students’ previous knowledge or learning in the classroom. It will make the students review the material that teacher explain in previous meeting. Recalling the students is used to know how students master the teacher’s material. The teacher uses five up to ten minute to recall the entire students’ material. The teacher be able to know students’ outcome from the teacher’s input. Rosenshine (2012, p.13) argued that helping students to recall their memory about the previous material is needed because students working memory is limited.

The teacher does not explain or present the material too much in the classroom in one time. The teacher teaches in the small time then asks the students to practice. The teacher makes sure that to measure students’ understanding by ask them to practice before learn new material. Before the students are able to practice, the teacher should be a model for the students. Rosenshine (2012, p.14) investigates that “some successful teacher teaches by giving a series of short presentation using many examples”.

The teacher gives students opportunity to ask some questions. One way to make learning successful in the classroom are the teacher encouragement or influencement students to ask question. By giving opportunity for the students, the

teacher knows whether the students understand the material or not. The teacher makes students brave to ask question and make the students has big confidence and improve students' independence (Rosenshine, 2012).

Teacher's Talk

Definition of Teacher's Talk. Teacher's Talk is useful to support teaching and learning process in the classroom. This is the way teacher explains some material to the students. They are able to interact in the classroom to gain learning process goal. When the teacher explains, the students will be able to acquire knowledge from the teacher. Furthermore, Teacher's Talk is used to motivate the students' to be active in learning process in the classroom.

Many researchers investigate the definition of Teacher's Talk. Yan (2006) investigates the definition of Teacher's Talk into some opinions. First, the kind of language used by the teacher for instruction in the classroom is known as Teacher's Talk (TT). Second, Teacher's Talk is special communication that has own goal. The goal develops students' foreign language proficiency. Third, Qican (1999) as cited in Yan (2006) asserts that Teacher's Talk is teacher's instruction and teacher managing classroom activities. The last, Nunan (1991) as quoted by Zue and Liu (2012) Teacher's Talk is not only important for managing classroom but also in the process of acquisition.

Teacher's Talk and Students' Talk should be balance. If there is no balancing between the teacher's and students' talk, so it makes teaching and learning process is not successful. The balancing of teacher's and students' talk

considers the subject that teacher's explains in the classroom. Furthermore, the students will get nothing during classroom activity.

The researcher concludes that Teacher's Talk has important part in every teaching and learning process in the classroom. It means that the role of Teacher's Talk should be considered to the target learners and the teacher need. Considering that there are different students' and teacher's goal in the teaching and learning process.

The Advantages of Teacher's Talk Time. The advantages of Teacher's Talk Time are useful for the learner if Teacher's Talk time is not dominant in the classroom. The researcher's experience find that Teacher's Talk time in the classroom has some benefits. The students got much knowledge from the teacher's explanation. The knowledge does not only talk about the subject anymore but it also talks about everything which is able to improve students' knowledge. The students have clear instruction when the teacher explains the material in front of the classroom. The students are easy to communicate with the teacher in the classroom environment.

Advantages of Teacher's Talk Time may influence the students to be active in the classroom. It is supported by English Teaching Journal (2007), there are advantages of Teacher's Talk Time in the following ways. First, listening to the Teacher's Talk about real issues is more motivating than listening to or reading about. Students need to pick up knowledge which is in the content rather than language based by listening something by record. Second, natural

conversation without using anecdotes and jokes may also stimulate interest during a lesson. Last, storytelling can improve students' second language acquisition.

The Disadvantages of Teacher's Talk Time. Despite the advantages of Teacher's Talk Time, there are some disadvantages of Teacher's Talk Time. The disadvantage of Teacher's Talk Time is affecting the students learning in the classroom. Some disadvantages of Teacher's Talk Time are discussed below.

The students cannot be an autonomous learning and being active in the classroom. Teacher's Talk is always explaining the material in the classroom, so that the students cannot be active in the classroom. In addition, teacher has big turn in speaking than the students. It is supported by Zu and Liu (2012) states that "teacher's talk time dominants most of the class time, vary from 36%to 58%, and the students talk time is less". Further, teacher's in Indonesia thought that teacher's are the only source of knowledge. Fitriana (2014) investigates that "Indonesian teacher is big source of knowledge, so that they have to speak much in the classroom."

Many researchers extend the disadvantages of Teacher's Talk Time in different opinion. Davies (2011) stated that there are four disadvantages related with Teacher's Talk time namely Teacher's Talk time do not work effectively in the classroom, it does not enhance students' listening comprehension and communication skills, reduce students' occasion to practice L2 in a classroom and decrease students' concentration. Dan (2007) as cited in Davidson (2014) points out there are five points of it such as Teacher's Talk be able to minimize students' talk time in the classroom, decreasing students' concentration, the students will

become passive and dimmed interaction in the classroom, the students are getting bored in the classroom, and detract students autonomous learner in the classroom.

Teaching Across Proficiency Level

Defining Proficiency Levels. Teacher helps students to achieve their goal by understanding their proficiency. There are three levels of proficiency namely beginner, intermediate and advance (Brown, 2000). These three levels help teacher in understanding about different way to achieve goal in each level. There are four proficiency levels which is had by students such as speaking, listening, reading and writing.

Teacher considers instruction in the classroom based on each level. It is in line with Brown (2000, p.98) which stated that “since students at this level have little or no prior knowledge of the target language the teacher’s (and accompanying techniques and materials) becomes a central determiner in whether students accomplish their goal.” This indicates that teacher’s instruction determine how students achieve their goal.

Teacher’s’ Talk for Beginner Level. The students who are in beginner level have different ability with students who are either intermediate or advance level. Students need more input toward material from teacher’s explanation or teacher’s talk for beginner level. The advantage in teaching for beginner level is students have big enthusiasm in the learning activities. The students pay attention to the teacher’s instruction or Teacher’s Talk so that the Teacher’s Talk should be slow in explaining the material. It gives students’ comprehension input in the classroom (Brown, 2000). Students in beginner level need more input from the

teacher, the teacher talk should be around 70-80% during the lesson time (Tsegaye and Davidson, 2014). There will be no learning without input (Yan, 2006).

Teacher's' Talk for Intermediate Level. This level is higher level than the beginner level. In this level, the teacher should have different way in teaching in order to give challenge for students in intermediate level. In this level, teacher is not allowed to talks more in order to make students speak in the classroom. Teacher is allowed to explain the material when students do not get clear explanation about the material. (Brown, 2000). The teacher should give opportunity to the students to talk in the classroom.

In addition, the teacher should expect how many time the teacher talks in the classroom. It helps teacher to influence students in practicing the language. Actually, based on Waren (2003), he has expected his talk time in the classroom around 20-40% during the lesson time, but his expectation is more than the target. The fact, in the intermediate level based on Waren (2003) percentage of Teacher Talk time around 40-60 % during the lesson time.

Teacher's' Talk for Advance Level. This is the highest level than two previous levels. This level shows that the students have higher ability in receiving material from the teacher's. The students' challenge is Teacher's Talk in choosing the vocabulary, idioms, structures and the other languages (Brown, 2000). Teacher and Students talk should be commensurate and having natural speed in every situation (Brown, 2000). For this level, teacher's role either becomes provider or giving feedback for students' performance. Tsegaye and Davidson (2014, p.2) investigates that, " in communicative EFL classes, students need more

opportunity to practice the target language so that the teacher should reduce the amount of their talk from 20% to 30% of the class time, and Students' Talk Time should be around 70% to 80% during the lesson time”.

In conclusion, teacher need consider and expect their talk time before they teach in the classroom in order to give students e opportunity to speak and help the students to improve their achievement in the classroom.

Motivation

Definition of Motivation. Motivation is supporting someone to do something. The words “motive” supports which is related with someone interest and attitude (Lestari and Alice, 1989). Motivation is ability to make someone reach achievement both in the classroom and outside the classroom. Every students has own motivation. It depends on their struggle and their willingness to do it. Supporting someone to do something is influenced by two factors such as motivation which either comes from inside or outside the students. Motivation which comes from students self is called by intrinsic motivation. Extrinsic motivation is motivation which does not come from students self. This can be from the students' environment. Motivation is including some steps that should be kept in order to reach the goal. Pintrich and Schunk (2002) as cited in Miller and Reynold (2003) “the term *motivation* comes from the Latin verb *movere*, which means *to move*. Motivation is occurred to explain what gets people going, keeps them going, and helps them finish tasks. As the students, the students need motivation which occurs from their self. For example, the students should master speaking skill during learning process from the first semester until the last semester. Unconsciously, the students have what they need in the learning

process. The next students should keep going to speak in the classroom. Further, the students are able to finish their task in every process. The students are developing their speaking during their learning process in the colleague. It is called by motivation which has “*movere*” meaning.

Types of Motivation. Different researchers investigated different types of motivation in educational psychology. The different types have one goal which gains student motivation in learning. The students have different way in achieving their ability so that they need to know what will make them keep going to achieve that goal. Type of motivation which appears in educational psychology affects either students’ success or failure to acquire the second language. Success or failure students acquiring the second language depends on the types motivation (Lightbrown and Spada 2001) as cited in (Mahadi and Jafari 2012) .

Types of motivation are useful both for students and teacher to know how far they are able to achieve their goal in the classroom. There are some researchers who classify types of motivation in different view Mahadi and Jafari (2012). He mentions type of motivation which is able to affect and control the procedure and outcome of the learning. Mun (2011, p.1) investigates that, “principally, there are four distinct types of motivation concerned with second language learning such as intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation.”

Intrinsic motivation. It comes from students’ desire in order to achieve their goal in learning process. Intrinsic motivation does not need any reward to do something. The most powerful rewards are those that intrinsically motivated within the learner because the behavior stems for need, desire, want within

oneself, the behavior itself is self rewarding; therefore, no externally administered is necessary (Brown, 2000, p.7).” (Brewster & Fager, 2000; Dev, 1997; Lumsden, 1994; Lepper, 1988) as cited in Blazer (2010, p.2) emphasize that “intrinsically motivated students also tend to employ learning strategies that demand more effort, prefer more challenging tasks, feel more confident about their ability to learn new materials, and retain information and concepts longer”.

Extrinsic motivation. It comes from other people who are able to make target learners have motivation to do something. Extrinsic motivation needs reward to make target learner motivated. Appearing students’ extrinsic motivation is challenging because extrinsic motivation can be up or down when somebody ask the target learner to have motivation (Weller, 2005; Baldes et al., 2000; Kohn, 1999). Kohn (1999) as cited in Blazer (2010) states that “studies found that extrinsic rewards can actually have negative effect on student motivation and they argues that teacher actually the decline of student motivation by thinking it is necessary to reward students to do something.”

Extrinsic motivation is influenced by teacher and students interaction in order to achieve their goal in educational setting. Extrinsic motivation can be influenced by some factors in the classroom setting namely teacher’s feedback, rewards, punishment and Teacher’s Talk time. Those are effective way to improve Student motivation to be active in the classroom activity. The students and the teacher should work together.

Integrative motivation. It is the motivation that appears to gain somebody goal. According to Garden and Lambert (1972) as cited in Ahmadi (2011) integrative motivation is learning the language out of interest in or desire to

identify with the target culture. Base on Holt (2011) as cited in Yin (2011) argues that the learners which have integrative motivation usually integrate the culture of SLA to enclose learner target. It means that, the students has desire to speak or to gain their goal in order to full fill their cultural goal. According to Rehman, et al (2014, p.256) “an integrative orientation means that the learner is learning second language both for social and cultural goals”.

Instrumental motivation. The students need to have instrumental motivation if they have to get higher career in the social environment. Instrumental motivation is learning the language as an instrument to achieve practical goal (Garden and Lambert, 1972 as cited in Ahmadi, 2011). Someone who focused on their educational setting and carrier area can be said as somebody who has instrumental motivation (Ahmadi, 2011). The purpose of instrumental motivation is useful for the learners who apply a job and translation work. It means that, instrumental motivation belong to gain advance social status rather than gain cultural setting (Yin, 2011). It means that, the students who has practical reason such us the students want to get salary or getting a job.

From these examples above, the researcher concluded that these types have different way to reach students’ goal. Instrumental motivation inclines with somebody who fulfills social function. Beside, integrative is used for somebody to join the other group community. Intrinsic motivation is motivation that appears without compulsion and comes from students self. Further, extrinsic motivation is influenced by other people.

Motivation and Language Learning

The Relation between Motivation and Language Learning. English Education students should have motivation to learn and acquire English. For the Indonesian people who learn foreign language they have to possess big desire motivation in order to acquire the foreign language.

Speaking Class

Practice Speaking. English has four skills that should be mastered by students' namely speaking, reading, writing and listening. Speaking and Writing are the productive skill then Reading and Listening are receptive skill in English subject. Fattah (2006, p.13) investigates that "speaking is one of the four language skills (reading, writing, listening and speaking)". These skills are able to represent students' expression, speaking is productive skill that is useful in order to get much knowledge and exchange other opinions. The students have to practice these skills in order to get master English skill. The students cannot master and understand these skills without practice.

Speaking Classroom Activity. Nowadays, speaking is important ways to transfer message from the students and the teacher's, from the teacher's to the students and from the students and other students in the classroom. It might help them to create good environment because it influences Students to speak up and being active in the classroom speaking activity. They should have good relation in the classroom activity, if there is miscommunication or misunderstanding about the lesson so that speaking is useful for them to clarify about that conversation.

However, there are teacher's problems in line with students' speaking skill in the classroom. Improving Student motivation to practice speaking in the

classroom is one problem (McBain, 2011). The students have no motivation if the Teacher's Talks more in the classroom. This is caused by it decrease students' confidence to speak up in the classroom. The students might be felt uncomfortable with that problem.

The researcher concludes that speaking skill especially speaking for second language is not easy for the students. The teacher should help the students increase their motivation to express, share and speak up in the classroom by knowing the Teacher's Talk in the speaking classroom activity.

Listening and Speaking for Academic Purpose. This is one example subjects that English Education Department forces the students to always practice the skill in the classroom. The teacher should encourage the students to practice speaking skill in the classroom. Considering that learning without practice is nothing.

Practice speaking in the classroom is important. The students will be easier to remind the words or the material if the students practice it. For example, the teacher gives explanation to the students then they imitate the teacher's words, pronunciation and teacher's explanation. Furthermore, the teacher will be able to know students' understanding about teacher's explanation.

From the explanation above, the researcher concludes that speaking is the way teacher and students interact in the classroom. The students and the teacher need to have interaction in the classroom activity to practice English speaking skill.

Review of Related Studies

Many researchers investigate many studies that is to find out the impact of Teacher's Talk time on student motivation to practice speaking in the classroom.

Firstly, Davidson and Tsegaye (2014) reported study with the title "The Ratio of Teacher Talking Time to Students Talking Time in Efl Classroom: A Case In Six Partner Preparatory Schools Of Haramaya University, Ethiopia. This study discussed about the proportion between Teacher's Talk to students' talk time in Language classroom Ethiopian context. This study took six teacher's preparatory from Haramaya University to be participants. This study used observation in the classroom activity. The result of the study showed that preparatory teacher used 83, 4% talk than the students 16, 6 % in the classroom activity. It proved that teacher's talk time dominated in the classroom and the teacher should reduce their talk. The students did not have opportunity to interact and communicate with the teacher and the other students in the classroom. This research recommended that teacher should minimize their talk and give the students opportunity to talk in the classroom.

Secondly, a study from Rehman, A , et al (2014) with the title "The Role of Motivation in Learning English Language for Pakistani Learners". This study explored motivation's role in learning English for Pakistani learners. This study found that motivation played an important role in every activity. Actually, there are some types of motivation but this study only focus on two types of motivation. This study wanted to know student motivation to learn English which is influenced by instrument and integrative motivation. This study used quantitative

research then questioner as the data collection. There are fifty (50) Pakistan students as the participant in this study. That participant included twenty five (25) female and twenty five (25) male. Instrument of this study used Likert scale. The research dividing the question into two, ten (10) questions talk about integrative motivation and ten (10) question talk about instrumental motivation. From the result, it can be concluded that there are seventy percent (70%) students who are motivated by Instrumental. This study found thirty percent (30%) students who are motivated by integrative motivation. Instrumental motivation is higher than Integrative motivation but both of them are able to influence student's motivation in learning SLA especially English.

In summary, according to those previous related studies, it becomes basic knowledge for the researcher to conduct this research. Many researchers conduct the study about the Teacher's Talk time and student motivation and those previous studies related with something discussed above. It becomes researcher's reason to conduct the researcher since there is no study which does not discuss about the relation between the Teacher's Talk time and student motivation.

Conceptual Framework

This explanation is mentioned in the previous that Teacher's Talk is teacher's instruction which is used by the teacher to explain material in the classroom. However, Teacher's Talk should be considered in the classroom. If teacher talked more in the classroom it could decrease student motivation to speak up in the classroom. Teacher's Talk should be considered in order for limiting teacher's talk time in the classroom. The aim of this study was to know how

Teacher's Talk time affects student motivation practice speaking in the classroom at English Education Department. It focused on the student motivation to practice speaking and how the impact of Teacher's Talk time in the classroom.

Firstly, this study will be focused on the Teacher's Talk time during the teacher gives instruction. Classroom activity can be said as success if there is good interaction between students and teacher. Besides, there were many advantages and disadvantages of Teacher's Talk Time. The advantages of Teacher's Talk Time as follows: students' rich knowledge, real issue of the teacher, and natural conversation. The disadvantages of Teacher's Talk Time as follows: decrease students' autonomous learner, decrease students' practice, minimum students' talk, and decrease students' concentration.

Secondly, motivation plays an important role in educational setting. Motivation appears unconsciously to the students who learn second language acquisition in the university. Motivation was be able to promote the students desire in order to reach their goal in learning process. However, students had different variety to reach their goal in learning process. Motivation has some types which were included in different variety to help students in learning process these were intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. However, this study was focused on the extrinsic motivation to know why students unmotivated to practice speaking in the classroom.

Extrinsic motivation is crucial to the students in improving speaking skill in the classroom. Practice speaking in the classroom was not easy especially

speaking in Foreign Language, it needed somebody to encourage them to practice speaking in the classroom. The researcher only focused on the Listening and Speaking for Academic Purpose Class. Students needed to practice speaking in the classroom. This class can be said as high motivation class for students to practice speaking rather than other classes. From the explanation above, extrinsic motivation could influence students to practice speaking in the classroom especially in the Listening and Speaking for Academic Purpose Class.

Figure 1. Conceptual Framework

