

CHAPTER II

LITERATURE REVIEW

A. Teacher Talk

Teacher talk is the variety of language. It can be defined as the way used by teacher in the classroom context. The function is to create meaningful and significant interaction in classroom (Richard and Weber as cited in Shinde and Karekatti, 2010. p. 57).

In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom. From those meaning, it can be known that teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so the teacher can give the student knowledge and control their behavior.

Teacher's beliefs about his/her own talk in classrooms is also important. It shall of great use if teachers are aware about the importance of teacher talk, how to reduce teacher talk time (TTT) amount and encourage student talk, and what the various features of teacher talk are and how to develop them effectively (Shinde & Karekatti, 2010. p. 57)

B. Foreign Language Interaction System (FLINT)

The most important key in creating an interactive language classroom is the interactions made by the teacher. Especially in foreign language classroom, where learners do not often use the target language, the teachers should stimulate the students to speak or understand by asking questions, giving

information, giving directions, etc. Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown, 2001. p. 170) is one of the guidelines to analyze the interaction activities. The features are described as follows:

1. Deals with feeling

In dealing with students feeling, the teacher should do it in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings students.

2. Praises and encourages

Teacher can support students with praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct. Intentional joking, kidding, and making puns are also allowed in the classroom, but not the joke that has an intentional offense on students or other people (unintentional humor is not included in this category).

3. Uses ideas of students

Teacher's attention to students' contribution is a great appreciation for students' works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. Teacher can start a discussion based on students' ideas by rephrasing or repeating them but still recognized as students' contribution.

4. Asks questions

In this category, teacher can ask questions to which the answer is anticipated (rhetorical questions are not included in this category).

5. Gives information

Teacher can give students information that they need to know, for example facts, own opinion, or ideas. The teacher can do it by lecturing or asking rhetorical questions. Furthermore, the teacher may correct students' mistake without rejection, telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

6. Gives directions

When the teacher wants to arrange the classroom activity, giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.

7. Criticizes student behavior

In this category, the teacher can criticize students' behavior by rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. In the other hand, when it comes to utterance, teacher can criticize the students by telling his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.