TEACHER TALK IN ENCOURAGING STUDENTS’ PARTICIPATION IN THE EFL CLASSROOM

A Research Paper

Submitted to the English Education Department of the faculty of Language and Literature Education of Universitas Pendidikan Indonesia in a Partial Fulfillment of the Requirement for Sarjana Pendidikan Degree

By

Ummu Imro’atus Sholihah

1407321

ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGE AND LITERATURE EDUCATION UNIVERSITAS PENDIDIKAN INDONESIA BANDUNG 2019
Teacher talk in encouraging students’ participation in the EFL classroom

Oleh

Ummu Imro’atus Sholihah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

© Ummu Imro’atus Sholihah 2019

Universitas Pendidikan Indonesia

Agustus 2019

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.
PAGE OF APPROVAL

"Teacher talk in encouraging students' participation in the EFL classroom"
A Research Paper
By
Ummu Imro'atus Sholihah
1407321

Approved by
Supervisor,

Yanty Wirza, M.A., Ph.D
NIP. 197701152005012003

Head of English Education Department
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia

Wawan Gunawan, M.Ed., Ph.D
NIP. 19720916200031001
TEACHER TALK IN ENCOURAGING STUDENTS’ PARTICIPATION IN THE EFL CLASSROOM

By

Ummu Imro’atus Sholihah

Supervisor

Yanty Wirza, M.A., Ph.D.

ABSTRACT

This research paper presents the investigation on the most teacher talk used in an EFL classroom, how it encourages students’ participation and the students’ perceptions to the teacher talk and their performance. In this research, the writer employed descriptive qualitative design. The data were gathered from video-recording and interview where the participants were an English teacher and 36 seven grade students in Bandung. The data were analyzed using context of teacher talk in terms of instructional talk and management by Zulfah et al. (2015) and students’ participation categories modified considering children key learning principles by Cameron (2001). The findings indicated that the most teacher talk used were giving correction, asking instructional questions, giving explanation, giving instruction, asking management questions, encouraging students, and answering management questions. Students’ participation that encouraged the most were participation in class discussion, answering questions when called on, volunteering to answer questions, offering ideas spontaneously, and discussion with partners.

Keywords: teacher talk, students’ participation, instructional and management talk, EFL.
# TABLE OF CONTENTS

STATEMENT OF AUTHORIZATION ................................................................. i

PAGE OF APPROVAL .................................................................................. ii

PREFACE ...................................................................................................... iii

ACKNOWLEDGEMENT .............................................................................. iv

ABSTRACT .................................................................................................. v

TABLE OF CONTENTS .............................................................................. vi

LIST OF FIGURES ..................................................................................... x

LIST OF TABLES ....................................................................................... xi

CHAPTER I .................................................................................................. 1

INTRODUCTION .......................................................................................... 1

1.1 Background of the Study .................................................................... 1

1.2 Research Questions ........................................................................... 4

1.3 Scope of Study ................................................................................... 5

1.4 Significance of Study ......................................................................... 5

1.5 Clarification of terms ......................................................................... 5

CHAPTER II ................................................................................................ 7

LITERATURE REVIEW ............................................................................... 7

2.1 Teacher Talk ........................................................................................ 7

2.1.1 The Characteristics of Teacher Talk ............................................. 10

2.1.2 Teacher Talk Context used in this study ..................................... 11

2.2 Students’ Participation ....................................................................... 17

2.1.3 The characteristics of students’ participation ............................... 19

2.1.4 Rubric of students’ participation used in this Study ................. 20
2.3 Previous Research .......................................................................................... 21

CHAPTER III ......................................................................................................... 25

RESEARCH METHODOLOGY .............................................................................. 25

3.1 Research Design ................................................................................................. 25

3.2 Research Site and Respondents ........................................................................ 26

3.2.1 Site .................................................................................................................. 26

3.2.2 Participants ..................................................................................................... 27

3.3 Data Collection .................................................................................................. 27

3.3.1 Video Recording of the Classroom Activities .............................................. 27

3.3.2 Classroom Observation (Field Notes) .......................................................... 28

3.3.3 Interview ....................................................................................................... 29

3.4 Establishing Rapport ......................................................................................... 32

3.5 Data Analysis ................................................................................................... 33

3.5.1 Procedure of Analysis .................................................................................. 33

3.5.1.1 Classroom Activities Video recording .................................................. 33

3.5.1.2 Transcribing ............................................................................................. 33

3.5.1.3 Coding the data ....................................................................................... 34

3.5.1.4 Calculating the data ................................................................................ 36

3.5.1.5 Interpreting the Data .............................................................................. 37

3.6 Establishing Reliability and Validity ............................................................... 38

3.6.1 Triangulation ................................................................................................. 38

3.6.3 Feedback ....................................................................................................... 38
3.7 Concluding Remark ..................................................................................................... 39

CHAPTER IV ................................................................................................................. 40

FINDINGS AND DISCUSSION .................................................................................. 40

4.1 Findings ................................................................................................................. 40

4.1.1 Teacher talk distribution in the EFL classroom ............................................. 40

4.1.2 The ways teacher talk encouraged students’ participation ...................... 55

4.1.3 Students’ perception on teacher talk and its relation to their performance ................................................................. 61

4.2 Discussion ............................................................................................................. 67

CHAPTER V ............................................................................................................. 69

CONCLUSION AND RECOMMENDATION ................................................................. 69

5.1 Conclusion ............................................................................................................. 69

5.2 Implications of the study ..................................................................................... 70

5.3 Limitations of the study ....................................................................................... 71

5.4 Recommendations for further research .............................................................. 71

REFERENCES ............................................................................................................. 73

APPENDICES ............................................................................................................. 80

Appendix A .................................................................................................................. 81

Guidelines in coding teacher talk and students participation data .................. 81

Appendix B .................................................................................................................. 88

Table of teacher talk of and students’ participation found in the meetings observed ............................................................................. 88

Appendix C .................................................................................................................. 91

Transcriptions of the meetings observed .................................................................. 91
Appendix D ............................................................................................................................................. 133
Interview transcription with the students ............................................................................................. 133
REFERENCES


Development, 17(2), 149-163.
doi:http://dx.doi.org/10.15446/profile.v17n2.48091.


*Journal of Language Teaching and Research*, 6(6), 1280-1288.
doi:http://dx.doi.org/10.17507/jltr.0606.15