

**DISSERTATION**

**THE INTERPLAY OF TEACHER TALK AND THE INDIVIDUAL  
DIFFERENCES OF ENGLISH LANGUAGE LEARNERS AT  
SENIOR SECONDARY SCHOOLS:  
A PSYCHOLINGUISTICS STUDY**

**HUBUNGAN BAHASA GURU DAN PERBEDAAN INDIVIDU  
PEMBELAJAR BAHASA INGGRIS DI SEKOLAH MENENGAH  
ATAS: SUATU KAJIAN PSIKOLINGUISTIK**

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**POST GRADUATE SCHOOL  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR**

**2023**

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Dissertation

As One of the Requirements to Achieve a Degree of Doctor in  
Linguistics Study

Written and submitted by

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To

**POST GRADUATE SCHOOL  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR**

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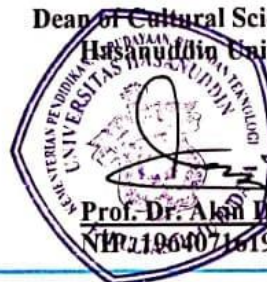
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## DECLARATION

I am Wahyuni S.

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Stating that dissertation entitled **The Interplay of Teacher Talk and The Individual Differences of English Language Learners at Senior Secondary Schools: A Psycholinguistics Study** is an original work. The whole idea in this dissertation, except I stated as a quote, is an idea that I set my self. In addition, there is no part of this dissertation I have used previously to obtain any degree or academic certificate.

If the above statement is proven otherwise, then I am willing to accept the sanction that is specified by the Postgraduate Schools, Hasanuddin University, Makassar.

Makassar, April 2023

Signature,



WAHYUNI S.

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psycholinguistics study. May the almighty ALLAH SWT always be with us.

Amin.

**Makassar, March 2023**

**Researcher**

## ABSTRACT

**WAHYUNI S.** *The Interplay of Teacher Talk and the Individual Differences at English Language Learners of Senior Secondary School: A Psycholinguistics Study* (Supervised by Nasmilah, Ayub Khan, and Sukmawaty).

This research aimed (1) to analyse the types of Teacher Talk (TT) in the English language classroom, (2) to elaborate the Interplay of TT and the Individual Differences (ID) of English language learners and (3) to investigate the types of ID of English language learners at senior secondary schools in Sidrap. This study employed mix-method designs utilizing classroom observation, video recording, and questionnaires as the data collection instruments. The data were collected from SMAN 6 Sidrap, SMAN 1, and SMKS Harapan Bangsa Sidrap, South Sulawesi province. The participants were four teachers and one hundred-sixty learners taken as this school research sample. The results show that the Teacher Talk in the senior secondary schools' English classes was classified into direct and indirect influence. The direct influence has three subcategories, it consists of lecturing, giving directions, and criticizing or authority the indirect influence category has four subcategories include accepts feeling, praise or encouragement, accepts or uses ideas of students and asking questions while. The findings revealed that (1) teaching is the most dominant teaching mode compared to other types of TT, (2) there is an interplay of TT and ID ((motivation, learning style, and attitude) at the senior secondary school of Watang Pulu Sidrap, and TT has a positive impact, and plays a significant role in fostering learner motivation, learning style, and attitude in learning English. (3) Based on the three kinds of ID, motivation, learning style, and attitude. The percentage of the mean score was interpreted as high motivation in learning English, and Extrinsic was higher than intrinsic motivation. Based on the report on learning style, it can be identified the most preferred learning style of respondents is auditory learning preferences. Many participants had positive attitudes toward learning English at school.

**Keywords:** *Teacher Talk; Individual Differences; Motivation; Learning Style; Attitude; Psycholinguistics*

## ABSTRAK

**WAHYUNI S.** Hubungan Bahasa Guru dan Perbedaan Individu Pelajar pada Sekolah Menengah Atas: Kajian Psikolinguistik (Dibimbing oleh Nasmilah, Ayub Khan, dan Sukmawaty).

Penelitian ini bertujuan untuk (1) menganalisis jenis-jenis bahasa guru di kelas bahasa Inggris, (2) menjelaskan hubungan antara bahasa guru dan perbedaan individu pembelajar bahasa Inggris, dan (3) menganalisis jenis-jenis perbedaan individu pembelajar bahasa Inggris pada sekolah menengah atas kabupaten Sidrap. Penelitian ini menggunakan desain metode campuran dengan menggunakan data penelitian seperti observasi kelas, perekaman video, dan kuesioner. Data tersebut diperoleh dari SMAN 6 Sidrap, SMAN 1, dan SMKS Harapan Bangsa Sidrap, provinsi Sulawesi Selatan. Adapun responden pada penelitian adalah empat guru bahasa Inggris dan 160 siswa diambil sebagai sampel penelitian ini. Temuan dari penelitian ini mengungkapkan bahwa bahasa yang digunakan oleh guru dalam kelas bahasa Inggris pendidikan menengah atas diklasifikasikan ke dalam dua kategori yaitu pengaruh langsung tidak langsung. Kategori pengaruh langsung memiliki tiga subkategori yaitu ceramah, memberi arahan, dan kritis Atau memberikan kewenangan sedangkan kategori pengaruh langsung memiliki empat subkategori, yaitu yaitu menerima perasaan, memuji atau penghargaan, mengakui dan menggunakan ide-ide pembelajar, pertanyaan. Temuan tersebut mengungkapkan bahwa, (1) ceramah merupakan model pengajaran yang paling dominan dituturkan oleh guru dibandingkan dengan jenis lain, (2) terdapat hubungan antara bahasa guru dengan perbedaan individu peserta didik sekolah menengah atas Watang Pulu, Sidrap, dan bahasa guru memiliki dampak positif dan memainkan peran yang penting dalam meningkatkan motivasi peserta didik, gaya belajar, dan sikap dalam belajar bahasa Inggris. (3) Berdasarkan ketiga jenis karakteristik perbedaan Individu, yaitu motivasi, gaya belajar, dan sikap. Persentase skor rata-rata ditafsirkan sebagai motivasi tinggi dalam belajar bahasa Inggris, dan Extrinsic lebih tinggi daripada motivasi intrinsik. Berdasarkan laporan tentang gaya belajar, dapat diidentifikasi bahwa gaya belajar yang paling disukai adalah preferensi belajar auditori. Sebagian besar siswa memiliki sikap positif terhadap pembelajaran bahasa Inggris di sekolah.

**Kata Kunci:** *Guru Berbicara; Perbedaan Individu; Motivasi; Gaya Belajar; Sikap Belajar; Psikolinguistik.*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Teachers have a very strategic and decisive role in the success of education. The teacher largely determines the success of school renewal because the teacher is a learning leader, facilitator, and at the same time, the centre of learning initiatives. Brand argues that almost all educational reforms, such as the renewal of the curriculum and the application of learning methods, depend on the teacher (Dirman & Juarsih, 2014). Supriadi (1998) revealed that the quality of education assessed from the learning achievement of learners is primarily determined by teachers. Jalal and Mustofa concluded that the teacher component dramatically affects the quality of learning (Mulyasa, 2009).

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 on technical instructions for the implementation of functional positions of teachers and their credit figures (Kemendiknas, 2011) that, teacher competence must be improved to realize teacher performance includes pedagogical competence, social competence, professional competence, and personality competence. The first competence that the teacher should own is pedagogical competence.

The pedagogical competencies that must be mastered and implemented by teachers as part of efforts to realize effective and optimal performance are to master the characteristics of learners. Mastery of the

features of these learners is essential for teachers because it benefits the learning process in school.

Pedagogical competence refers to educational and teaching qualifications; personal competency is an ever-evolving accumulation of related capabilities that facilitate learning and other forms of goal attainment. Four personal competencies are particularly salient: cognitive competency, metacognitive competency, motivational competency, and social/emotional competency; social competence refers to the ability to engage in meaningful interactions with others. It is a crucial skill potentially malleable to interventions, and professional competence is competence related to the ability to master knowledge. Teachers' pedagogical competence is the ability to manage learning, which includes planning, implementing, and evaluating the learning outcomes of learners.

This teacher's performance will undoubtedly be effective and optimal if the teacher has increased motivation and ability, but the teacher's performance until now is still feeble (Dirman & Juarsih, 2014). The lack of knowledge of prospective teachers about the development of learners will make it difficult for them when teaching in class later because one of the things that will happen is that there is a discrepancy in the delivery of material with the ability to think and the level of understanding of learners in capturing the lessons given.

The teaching and learning process is a system in which various teaching components integrate to achieve goals. Thus, teachers play a

crucial role in organizing the teaching process. All elements of the teaching and learning process should be addressed to achieve optimal results. Two of these components are communication between teachers and learners and management of learners, better known as ID. By mastering the characteristics of learners, teachers can plan and implement learning using learning strategies, teaching methods, and learning materials that are appropriate, efficient, and appropriate for learners.

By understanding learners' characteristics or ID, teachers can organize a learning process that helps learners develop in all aspects, including cognitive, psychomotor, emotional, independent, linguistic, and moral (Dirman & Juarsih, 2014), understanding learners in capturing the lesson given. This event is supported by previous observations of three out of five English teachers that researchers have encountered, they have not fully understood the character or differences of individuals due to the limited time to observe individual differences, and many stages of learning must be carried out in a short time.

During the pandemic, one of the obstacles found in learning at SMA Negeri 6, SMA Negeri 1, and SMKs Harapan Bangsa Sidrap was poor Internet access; therefore, the teachers and learners could not take full advantage of Zoom media or Google sessions as study rooms. Hence, to carry out learning, teachers, especially English teachers, use WhatsApp groups more as a learning space, and as a result, learning is not optimal. This fact makes learners low motivation to learn English, and only one

learning style is working on all tasks at home and sharing via WhatsApp, and the teacher cannot know how the learners' attitude toward learning.

Entering the post-pandemic in mid-2021, the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs has launched a Guide for the implementation of teaching for Early Childhood Education, Primary Education, and Secondary Education during the Covid-19 epidemic. Stakeholders in the region warmly welcomed the publication of the guide. Many schools stated that they were prepared for face-to-face learning in a limited number of PTMT but with caution. An odd-even system is based on the small face-to-face learning system's last number of learner ID. So, one class was divided in half and alternately succeeded in learning every week with an hour of education. Especially in the first subject, learners have more time to discipline and a 15-minute literacy activity.

The guidance can be a reference for all regions so that PTMT can be held safely and comfortably for all school residents, families, and surrounding communities. It aims to overcome the various barriers to online learning found in the field to reduce the quality of education during the pandemic. Attitudes decrease through a limited face-to-face system which is expected to be able to overcome learning problems during the pandemic. Still, the new challenge for teachers in this endemic period is that teachers must make good use of time because in this limited face-to-face system, in addition to the number of learners, study groups in one class are divided

into two sessions each week with a duration of one hour. Therefore, English teachers become more active in delivering materials.

Regarding this, this present research tended to analyse the TT performed by the English teachers through the use of FIAC and ID by Hartinah. The research occurred at three senior high schools in Sidrap, South Sulawesi, Indonesia. The researcher was interested in having the research on Senior high school students who fall into the category of adolescents, where they will mature their physical development and increase their experience and needs at their current age. A person's language will develop in line with the increase in his experience and needs. In adolescence, biological development that supports language skills has reached perfection and is accompanied by intellectual development. Children will be able to show good communication.

One of the problems researchers found in the field is that many students need clarification and fail to receive or summarize information from their teachers because of language or TT that students of their teacher lectures need help understanding. On the other hand, if the teacher's address matches the learner's learning style, all lessons will feel easy and fun. Teachers are also happy because their learners are intelligent and have the potential to succeed in the type of intelligence they have. Especially after teaching from home, many students need help understanding the learning material because the teacher only provides explanations in the form of

books for no reason, and teaching and learning activities are more focused on tasks.

Therefore, TT is an indispensable part of foreign language teaching in organizing activities, and the way the teachers talk not only determines how well they transfer the lessons, At the same time, but it can also have a good understanding of the ID of learners, such as the learner's learning motivation, learning style, and learning attitude. The TT in the classroom is a crucial topic to the research, as evidenced by the fact mentioned earlier. Poor TT might result from a lack of instructor attention. The catastrophic issue, if left unaddressed, and learners' motivation, learning style, and attitude need to be informed by the teacher to stay away from anything that can make interaction or communication during class uncomfortable; through investigation, the teacher can learn more, what the learners require (Sakka et al., 2022). According to the context, the author of this research is interested in examining the interaction between teachers and learners in teaching-learning study English. It seeks to provide sources for other researchers, including English teachers.

## **1.2 Identification of Problem**

TT in the classroom is a fundamental problem for research. The teacher's lack of attention to improving the quality of the teacher's speech can be a fatal problem if ignored, and this will affect the motivation, learning style, and learning attitude of students because with good communication, the teacher can avoid things that can make communication or learning



interactions less comfortable; through research, teachers can also better understand what is needed by learners.

There were areas in teacher and learner relations in the classroom, such as communication, reward and punishment, and misbehaviour, which can be researched. TT is teacher instruction that is essential in the teaching and learning process in the classroom. TT is vital for the teacher in delivering the material. Moreover, facing post-pandemic for almost three semesters, the communication between teachers and learners was ineffective because the teachers and learners at SMA Negeri 6, SMA Negeri 1, and SMKs Harapan Bangsa could not take full advantage of Zoom media or Google sessions as study rooms because there were many students complain that during online learning they experience some difficulties, such as quotas, internet networks, electronic devices, and others. More classes have done all tasks at home and shared via WhatsApp. Therefore, the lack of TT will reduce learners' motivation, learning style, and attitude to learning in class. Learners need to have the opportunity to speak at school.

Entering the post-pandemic in mid-2021 is the biggest challenge for the teachers because post-pandemic teachers can only assess students' learning outcomes through students' worksheets, the teacher cannot give feedback to the learner about the materials and teacher cannot see Individual Differences (ID) such as students' learning motivation, learning style, and attitude. Identifying students' motivation, learning styles, and attitude helps educators understand how people perceive and process

information differently. Therefore, ID is crucial in the learning process. It helps learners to learn effectively in the classroom. The effectiveness of learners' knowledge in the school can motivate the learners to practice learning in the classroom. They always help learners to be responsible for their achievements.

In line with the background above, the writer is interested in analysing the interplay of TT and the ID such as learners' motivation, learning style, and attitude toward learning English in this study. It aimed to reference other researchers and English teachers to a limited face-to-face system expected to overcome learning problems during the pandemic.

### **1.3 Research Questions**

Based on the theoretical background, this study emphasizes the interplay of TT and ID in the secondary high school of Watang Pulu, and some following of the research questions addressed in the present study are:

- 1.3.1 What are the types of TT that occur in English language classrooms at senior secondary schools?
- 1.3.2 How does the TT and the ID of the English language learner interplay at senior secondary schools?
- 1.3.3 What are the types of ID in English language classrooms at senior secondary schools?

#### **1.4 Objectives of the Study**

Based on the background and research questions stated in the last term, the researcher formulated three objectives for this research.

- 1.4.1 To analyse the types of TT in the English language classroom at senior secondary school.
- 1.4.2 To elaborate the interplay of TT and ID of English language learners at senior secondary schools.
- 1.4.3 To analyses the types of ID in English language classrooms at senior secondary schools.

#### **1.5 Scope of the Problem**

In this research, the researcher investigated interaction in the interplay of TT and the ID of English language learners of senior secondary schools: a psycholinguistic study. To analyse the TT in the classroom, the researcher uses the FIACS technique (Flanders, 1970) and to investigate the ID, i.e., for learning motivation as a dynamic conative function, learning styles as cognitive functions, and learning attitudes as a function of affection (Hartinah, 2011).

The researcher used Flanders Interaction Analysis Categories (FIAC) to analyse TT because this system is simpler and easier to use. The Flanders technique is more suitable for studying classrooms where speech is used only as the transmission of coding rather than as part of a communication system where one transmits messages. In contrast, others receive messages (Walker: 1975). Regardless of the various uniqueness

that these humans have. Individual differences that need to be considered in implementing classroom teaching concern the child's readiness to receive instruction because such differences will determine the education system as a whole. Ideally, such differences should be resolved with its approach as well. Still, it remains to be realized that education is not solely aimed at developing the individual as an individual but also concerning society's varied life patterns. Researchers use the types of ID from Hartinah because these three types need to be considered in teaching activities.

Flanders' Interaction Analysis is developed by Flanders (1970), coding seven categories of interaction analysis to know the quantity of verbal interaction in the classroom. Flanders divides the category of Teacher Talk into two broad categories: "*Indirect Influence*" and "*Direct Influence*". "The first category is divided into four subcategories, (1) one that deals with feelings, (2) praises or encourages, (3) uses of the learner's idea, and (4) asks questions. Meanwhile, the second one is divided into three categories, (1) gives information, (2) gives directions, and (3) criticizes learners' behaviour.

ID are the more-or-less enduring psychological characteristics that distinguish one person from another and thus help to define each person's individuality. Intelligence, personality traits, and values are essential kinds of ID. The teacher needs to know variables such as physical characteristics, intelligence, perception, gender, ability, and learning styles, which are ID of

the learners. A practical and productive learning-teaching process can be planned by considering the unique differences of the learners.

The ID analysed in this study are individual learner differences (Hartinah, 2011), namely motivation, learning styles, and attitudes. Motivation in learning can be intrinsic and extrinsic (Harmer, 2001). The learning style framework employed in this study is based on the work of Reid (1987). She focused on learners' perceptual and sociological learning style preferences: visual learning, auditory learning, tactile learning, kinaesthetic, individual learners, and group learners. The attitude concept can be viewed from these three dimensions: the behavioural aspect, the cognitive element of perspective, and the emotional part of attitude (Kara, 2009).

The findings of this study will contribute to improving the quality of teaching-learning English to secondary high school teachers who can use the appropriate talk in the teaching-learning process. The teacher can motivate, encourage, and improve the learners' participation in teaching-learning language activities by using proper discussion, to help the learners achieve the target language input. By doing so, the learners are expected to build and develop their basic knowledge of English in the early stage of their study to prepare them to learn it at the next level of education.

In this study, the researchers have chosen high schools as the study sample because Witherington stated the characteristics or individual differences of middle-aged children are very effective in language, more

accessible to remember learning materials, easier to understand relationships and imagination (Suhada, 2017).

### **1.6 Significances of the Study**

The study aims to find out and describe the interplay of TT to the ID of English language learners of senior secondary school: a psycholinguistics study. Theoretically, the research findings will contribute to teaching-learning English at senior secondary schools, mainly related to TT in the English class and learner individual differences.

Practically, this research benefits the participants to be more aware of their talk to perform in the process of teaching-learning English in the classroom. It can also serve as a reference for the teachers to improve their performances during teaching-learning. Besides, it also helps to be the model of TT in the teaching-learning process. At least other teachers can apply this teaching model in their classrooms. Doing so is expected to increase TT productivity when they address ID with their learners.

Theoretically, the results of this study provided scientific information and multiple advantages in education in general, especially in motivating teachers to make their talk more effective. The practical talk of the teacher will support the lessons in the teaching-learning activity. It should relate to what the learners want and need to improve regarding the target language learning objective.

The result of this study is also helpful for teachers in preparing their learners to enter the following higher education level. It can help teachers

develop the quality of the teaching-learning process and motivate the learners to use the target language accurately. This research can also be a reference for those who want to study English teaching-learning regarding TT in language classrooms. Based on the analysis and discussion in this study, we will add the body of literature psycholinguistics to demonstrate the effect of TT use by an English teacher in the classroom on the learner's differences, such as motivation, learning style, and attitude in learning English. This research is expected to give the readers scientific information about TT in the classroom and its effect on English language learners.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Previous Studies

Some previous researchers conducted studies on the Interplay of TT to the ID of English language learners at senior secondary school: a psycholinguistic study. In this part, the researcher reviews some related studies in the same field concerning TT. It investigates a variety of subjects learned or in the methodology used.

The first study was written by Muhayang (2010), entitled *Language Lecturer and Learner Talk in Classroom Interaction: A Classroom Management Scheme*; by using the qualitative method as research design, she found that both lecturers and learners used words, phrases, and clause form in three codes of their talk English, Indonesian, and TT between English and Indonesia. For lectures, lectures in teaching both knowledge and language skills subjects in English use language form and functions through two media of communication, verbal (spoken and written) and non-verbal (eye contact/gestures/demonstration), to communicate the meaning and the content of language learning in EFL classroom interaction. In contrast, learners use three language forms, namely words, phrases, and clauses, in their talk in three different codes: English, Indonesian, and TT of English-Indonesian and vice versa.

This research has a similarity to the present research conducted by the researcher. The current research also uses a qualitative method to



analyze the TT in the English learning process; the difference between her research and this study she has examined the types of TT there were two, namely verbal and non-verbal speech, while this study analyzed the kind of TT based on the theory of Flanders.

Secondly, *Teacher Talk and EFL in University Classrooms using a qualitative and quantitative methods as research design*; he found that first, learners count as a significant part of learning teacher talk considerably run contrary to the current college English teaching and TT is one of the most valuable inputs of language exposure. They believe learning from TT is one of the most effective learning strategies. Nevertheless, over half of learners believe TT occupies too much class time and should be decreased. Secondly, it is found that current college English teaching runs contrary to the learners' expectations and preferences. TT can improve the motivation of learners to learn English (Xiao-yan, 2006).

Previous studies have focused on using mixed methods in the study design, and this study used a mixed type of study. For quantitative research, questionnaires and observations are used; quantitative data is tested through SPSS 23.0, while qualitative data analysis analyzes data using various techniques. The researcher analyzed the data collected to answer the questions posed in the research question. In this study, researchers analyzed the data using the qualitative data analysis of Milles and Huberman (1994), which consists of three stages, data reduction, data display, conclusion, and validation.

The third previous study was written by Said (2015), entitled *Adjusting Teacher talk and Affective Attitude to Foster Case Study: A Ninth Level English Intermediate Class*. At this stage of our research development, the results obtained have a correlational value only after rejecting the null hypothesis that withdrawal of changes in teacher talk and attitudes would yield similar levels of pupils' participation observed in Phase A. Another final experiment (Phase D) is indispensable to prove that re-introducing changes in TT and affective attitudes is similar to the levels of participation observed in Phase B. This was also undertaken after having statistically rejected the null hypothesis. Therefore, classroom-centered research has proven to be an adequate tool to appropriately cope with classroom teaching problems, such as pupils' low levels of participation, by introducing adapted adjustments to teacher talk and affective attitudes.

This research is similar to the present study conducted by the researcher on the correlation between TT and learners' attitudes.

In addition to the three paper review results above, the researcher used the Vosviewer application to learn more about previous studies related to this study. VOS viewer is a software tool for building and visualizing bibliometric networks. For example, these networks may include journals, researchers, or individual publications, which can be constructed based on citations, bibliographic coupling, co-citations, or co-authorship relationships. Here are 50 articles taken from google scholar, Scopus, and the web of

science to be analyzed through the Vosviewer application.

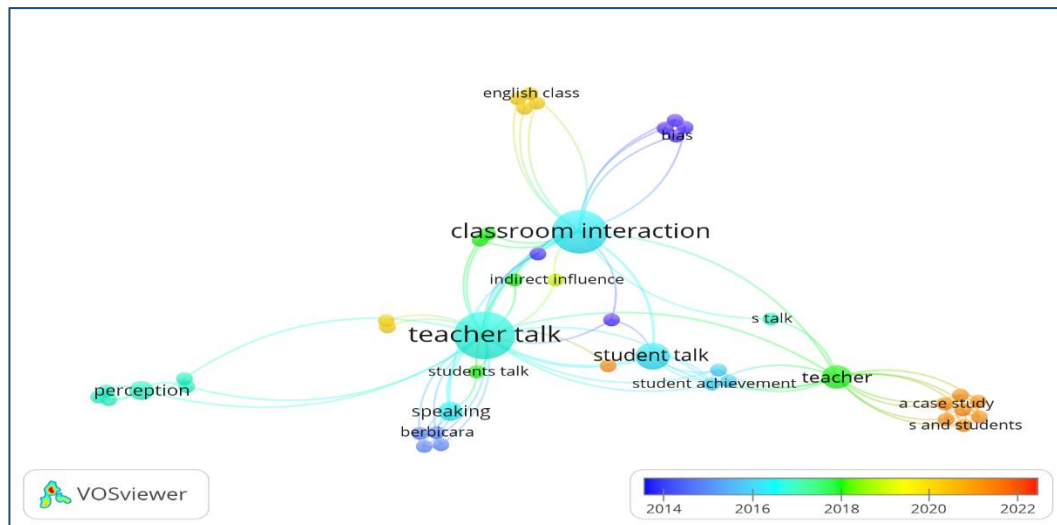


Figure 2.1 Vosviewer Analysis

The co-word map network visualization results, the Interplay of TT and ID are divided into 8 clusters, as shown in Figure 2.1 below cluster 1. The orange color consists of 9 items: behavior, interaction, English language, teacher, learner talk, and case study. Cluster 2. The blue color consists of 7 items, including classroom interaction, indirect influence, interactional strategy, Learner Talk, self-evaluation of TT, teacher talk, and types of teacher talk. Cluster 3. Yellow color consists of 6 items: English classroom interaction analysis, Flanders interaction analysis, learners' achievement, learner interaction, learner talk, and young learner. Cluster 4 Blue consists of 4 items, including procedural text, oral learner talk, and text procedural. The Tosca green 5 cluster consists of 6 things: perception, learner talk time, learners, teacher feedback, teacher questions, and TT. Group 6 purple consists of 4 items: bias, cognitive level, teacher questions, and question type. Cluster 7, yellow in color, consists of 4 things: English

class, Flanders interaction analysis, pre-service teacher, and TT. For cluster 8, the yellow color consists of 2 items, including attitudinal research and English foreign language.

The review of previous research revealed that TT mapping had been carried out a lot; this shows the number of co-words about TT in figures and clusters. However, no research has been found that conducts mapping based on co-occurrence analysis of ID. ID is not new in the field of study, but researchers have yet to see research that connects TT dan ID. TT research is more analyzed in this data visualization with learner talk variables and classroom interaction. In 2017, researchers conducted more analysis of research on TT variables. Therefore, the researcher concluded that based on data visualization through this Vosviewer, researchers analyzed many research titles related to TT variables. Still, there needs to be an analytical study of the Interplay of TT and ID, such as motivation, learning style, and attitude.

## **2.2 Theoretical Background**

### **2.2.1 Psycholinguistics**

Psycholinguistics has provided numerous theories that explain how a person acquires a language and produces and perceives both spoken and written language. The approaches have been used in the field of language teaching. Psycholinguistics is an integration of two disciplines; psychology and linguistics. Psychology is the study of mind and behavior; linguistics is the study of language. Therefore, psycholinguistics generally can be defined

as the study of mind and language. It is concerned with the relationship between the human mind and language as it examines the processes that occur in the brain while producing and perceiving speech.

The psycholinguistics approach views language and thought as related but completely independent phenomena (Claros, 2009). In the psycholinguistic approach, the individual internal cognitive processes are activated so that activation allows the individual to access the comprehensible input needed to further advance in the acquisition of the L2 (Long, 1996, cited in Claros, 2009). Krashen (1985) argues that to understand and learn a language, one must be exposed to linguistic input that is a little beyond his/her current level of competence. Krashen explains his view in his famous *i+1* hypothesis, which indicates that the input the learner receives must contain some slight amount of new information in addition to what s/he already knows. To Krashen, comprehensible input is not just a necessary condition but a sufficient condition.

Concerning language teaching, developmental psycholinguistics and applied psycholinguistics play significant roles in formulating effective ways of teaching. Psycholinguistics theory covers the language development of humans, following humans' physical and mental development. These theories are considered in designing language teaching programs and materials in order to be effective for second language learners to master the target language.

## **2.2.2 Teacher Talk**

### **1. Definition of Teacher Talk**

Talk is one of the significant ways for the teacher to convey information to the learners, and it is also one of the primary means of controlling the learner's behavior. Since the teacher does too much talking, it will be helpful for the teacher to study their talk. TT refers to the talk the teacher says to learners in the second or foreign language learning classroom. In an EFL classroom, language is the objective of learning and the medium of teaching. So, the proper use of TT will positively or negatively affect language learners' language output, the definition of TT. It helps support the teaching and learning process in the classroom. This is the way the teacher explains some material to the learners. They can interact in the classroom to gain learning process goals. When the teacher explains, the learners can acquire knowledge from the teacher. Furthermore, TT is used to motivate the learner to be active in the learning process in the classroom. Here are some definitions of TT experts as understanding the material as follows:

Many researchers have investigated the definition of TT. Yan (2006) analyzes the description of TT into some opinions. First, the kind of language used by the teacher for instruction in the classroom is known as TT. Second, TT is particular communication that is his own goal. The goal is to develop learners' foreign language proficiency. Third, Qian (1999), as cited in Yan (2006), asserts that TT is teacher instruction and managing

classroom activities. Lastly, TT is crucial not only for managing the classroom but also in the process of acquisition (Nunan, 1991).

Some experts have given TT from different perspectives. *Longman Dictionary of Language Teaching and Applied Linguistics* by Richards (2002) defines TT as a variety of languages sometimes used by teachers when they are in the process of teaching. Therefore, in the framework of classroom talk, Johnson (1994) states that there is a tendency for teachers to control the pattern of communication. This control comes from their special status and from the way they use the language. That means they usually decide how, when, where, and with whom language will be used in the classroom. For example, the teachers can control their speech at the school by allocating speaking turns to learners by specifying who is to take it or by throwing it open to the whole class. TT is the language a teacher uses to allow the various classroom processes to happen; that is the language of organizing the classroom. This includes the teacher's explanations, responses to questions, instructions, praises, corrections, etc. Ellis (1994) formulates his view about TT: "Teacher talk is a special language that teachers use when addressing L2 learners in the classroom."

In other words, Ellis (1994) also states that TT means that teachers address classroom language learners differently from how they address other kinds of classroom learners. TT is, therefore, essential for both classroom teaching organization and learners' language learning in the

process of foreign language learning and second language acquisition because TT is an instrument of the implementation teaching plan. TT is also defined as the kind of modifications in teachers' speech that can lead to a particular type of discourse (Richards & Lockhart, 1996). Richards and Lockhart explain that when teachers use TT, they try to make themselves as easy as possible to understand. Practical TT may provide essential support for language comprehension and learner production.

Michener et al. (2004) said that perception is conducted by understanding the social context from the data we get through our senses. So, perception refers to the process by which we create the impression through our measurement. In terms of teacher perception of TT, it refers to teachers' thoughts about what they have done in the classroom when they conduct the teaching-learning process, especially their kind modification of speech in classroom interactions.

Krashen and Tarell (2005) stated that when a teacher talks to their learners and the learners understand it, the teacher gives the lesson material and the best language lesson. The TT is the kind of language used by the teacher for instruction in the classroom. In a specific way, Ellis (1994) defines teacher talk as the importance teachers use when addressing L2 learners in the classroom. In trying to communicate with learners, the teacher usually simplifies their speech. While Sinclair and Brazil (1985) state that TT is the language in the classroom that takes up a significant portion of class time employed to give direction, explain activities and check



learners understanding. As an indispensable part of foreign language teaching, TT has features in that both the content and the medium are the target language. Sometimes TT can be called "language, teacher" speech, or teacher's" utterances. Despite these different shapes, they share the same characteristic; they are all the words the teacher speaks in class.

From the definitions above, *firstly*, the researcher can see that TT in an English classroom is regarded as one particular variety of the English language, so it has specific features that other varieties do not share. Because of the restrictions of the physical setting, particular participants as well as the goal of teaching, TT has its particular style. *Secondly*, TT is a unique communicative activity. Its goal is to communicate with learners and develops learners' foreign language proficiency. TT is used in class when teachers conduct instruction, cultivate their intellectual ability, and manage classroom activities (Cullen, 2002). Teachers adopt the target language to promote their communication with learners. This way, learners practice the language by responding to their teacher's words. *Thirdly*, teachers use language to encourage communication between learners and themselves. Therefore, TT is a communication-based or interaction-based talk.

The researcher concludes that TT plays an essential part in every teaching and learning process in the classroom. It means that the role of TT should be considered the target learners and the teacher need. They consider that there are a different learner and teacher goals in the teaching and learning process.

## **2. The Advantages and Disadvantages of Teacher Talk Time**

The advantages of Teacher Talk Time (TTT) are helpful for the learner if the teacher's talk time is not dominant in the classroom. The researcher's experience finds that TT in the classroom has some benefits. The learners got much knowledge from the teacher's explanation. The knowledge only talks about the subject and also about everything that can improve learner knowledge. The learners have explicit instruction when the teacher explains the material in front of the classroom. The learners are easy to communicate with the teacher in the classroom environment.

The advantages of TTT may influence the learners to be active in the classroom. It is supported by English Teaching Journal (2007); TTT has advantages in the following ways. First, listening to the TT about real issues is more motivating than listening to or reading about them. Learners need to pick up knowledge in the content rather than language-based by listening to something by the record. Second, natural conversation without anecdotes and jokes may stimulate interest during a lesson. Last, storytelling can improve learners' second language acquisition. The disadvantages of teacher talk time. Despite the advantages of TTT, there are some disadvantages of TTT. The disadvantage of TT is affecting the learners learning in the classroom. Some disadvantages of TT are discussed below.

The learners cannot be autonomous in learning and being active in the classroom. The TT always explains the material in the classroom, so the learners cannot be active. In addition, the teacher has big turn in speaking

than the learners. It is supported by Zu and Liu (2012) state that "teacher's talk time dominates most of the class time, vary from 36% to 58%, and the learners' talk time is less". Further, teachers in Indonesia thought teachers were the only knowledge source.

Many researchers extend the disadvantages of TTT in a different opinion. Davies (2011) stated four disadvantages related to TTT: Teacher Talk time does not work effectively in the classroom, does not enhance learner listening comprehension and communication skills, reduces learner occasion to practice L2 in a classroom, and decreases learner concentration. There are five points of TTT that can minimize learner talk time in the classroom, decreasing learner concentration, and the learners will become passive and dimed interaction in the classroom, the learners getting bored in the classroom, and detracting learner's autonomous learner in the classroom.

### **3. The Function of Teacher Talk**

In this study, the researcher focuses on the function of TT, used mainly by teachers when they address foreign language learning in the classroom. Hence, in this section, the researcher discusses several functions of language the teacher uses.

#### **a. Teacher's Question**

Questioning is one of the most common techniques used by teachers and serves as the primary way when they want to control classroom interaction (Richards, 1996). As a technique used by the teacher in the

classroom, questions can be explained by their specific functions. These functions can be grouped into three broad areas according to Donald and Eggen (1989): First, as a diagnostic tool, questions allow the teacher to glimpse into the minds of learners to find out not only what they know or do not know and also how they think about the topic. Through strategic questioning, the teacher can assess learners' current knowledge and identify learners' gaps and misconceptions (Donald & Eggen, 1989). *Second*, as an instructional function, questions allow learners to learn new materials and integrate them with the old ones; they provide the practice and feedback essential for development and alert learners to the information in a lesson. *Third*, as a motivational function, questions allow teachers to engage learners actively in the teaching and learning process, challenging their thinking and posing a problem for them to consider. From a lesson perspective, a question at the beginning of the lesson can be used to capture learners' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continuous learner involvement.

Barnes (1969) states that the questions asked by the teacher can be classified into four types, (1) questions concerning factual matters and asking for specific facts or data, that is, the questions beginning with "what," "when," "who," and "where"; (2) questions beginning with "how" and "why" which are classified as reasoning question because they require some reasoning from learners. Barnes classifies the second type into (3) closed

and (4) open questions. The closed question has only one acceptable answer, while the open question has more than one acceptable answer.

Meanwhile, Richards and Lockhart (1996) classify the questions into three categories regarding the purpose of questions in the classroom. They are procedural, convergent, and divergent questions. Procedural questions concern classroom procedures, routines, and classroom management. Convergent and divergent questions engage learners in the lesson's content, facilitate comprehension, and promote classroom interaction. Convergent questions encourage similar learners' responses or responses focused on a central theme, such as short answer "yes" or "no" questions that expect short answers from the learners. Teachers do not require learners to engage in high-level thinking.

On the other hand, Divergent questions encourage diverse learners' responses requiring higher-level thinking. Further, Richards and Lockhart (1996) state that there are several reasons why questions are commonly used in teaching. Those are: (1) Stimulate and maintain learner's interest; (2) Encourage learners to think and focus on the content of the lesson; (3) Enable a teacher to clarify what a learner has said; (4) Enable a teacher to elicit particular structures, or vocabulary items; (5) Enable a teacher to check learners understanding, and (6) Encourage learners' participation in a lesson.

Long and Sato (1983) identify two types of questions teachers may ask in the classroom teaching-learning process: display and referential.

When the teacher knows the questions' answers but wants to elicit or display a particular structure, the teacher proposes display questions (e.g., what is the opposite of the word "slow" in English?). Referential questions are used when the teacher does not know the answer, but the teacher tends to elicit various subjective information (e.g., Where did you go yesterday?).

Wu (1993) claims that both display and referential questions are essential in teaching and learning the language. They can also be one of the ways of eliciting output. However, using different types of questions does not guarantee that the quantity or quality of classroom interaction will be improved; what is essential that the questioning strategies used by the teacher in order to elicit oral responses from the learners and to develop their grammatical competence in term of the target language input. Unfortunately, in the classroom, teachers tend to ask more display questions rather than referential questions (Long & Sato, 1983). Teachers who often ask display questions are likely to encourage learners to imitate facts without trying to develop them according to their understanding. It will make learners less confident communicating their ideas in the target language (Tsui, 1995).

#### b. Teacher's Feedback

Besides questions, another essential aspect of TT is providing feedback on learner responses. Feedback is the teachers' evaluation of the learner's response (Cook, 2000). When teachers do not give feedback, the learner assumes something is wrong or unsatisfactory with their answer and

response (Tsui, 1995). Feedback may not only let the learner know how well they have performed but also increase motivation and build a supportive classroom climate. In the language classroom, feedback on learners' spoken language may be a response either to the content of what a learner has produced or to the form of an utterance. Feedback by the teacher, where the teacher's response to learners' contributions focuses on the content of what the learner says the message rather than on the form, such as the correctness of the grammar or pronunciation (Cullen R., 1998).

Feedback has two main components: correction and assessment (Ur, 2000). In the learning process, it cannot be avoided that learners will make mistakes. Brown (2002) says that: "A learner's errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedure the learner is employing in the discovery of the language." It is a vital part of teacher's role to point out learners' mistakes and provide some corrections on its mistakes. In correction, some specific information has been provided on aspects of the learners' performance, through explanation, or provision of better or another alternative, or through elicitation of these from the learner (Ur, 2000). Correction helps learners to clarify their understanding of the meaning and construction of the language.

Furthermore, praising the learners for their success is good, as correcting them when they fail. The teacher can show their praise through encouraging words and noises (excellent, good, well done, fantastic, good

job, etc.) when learners are doing well (Harmer, 2000). Assessment refers to the tool, technique, and procedure for collecting and interpreting information about what learners can and cannot do (Nunan, 1989). In assessment, learners are informed how well or poorly he/she has performed. Comments such as excellent and very good are expected at the end of a written assignment (Ur, 2000). The one important thing is that the teachers must remember that assessment is given with one purpose: to help promote EFL learning.

In English, the teacher sometimes uses Indonesian or even their mother tongue when he/she wants to explain a concept or an idea to make it explicit rather than using the target language. This way is known as translation (code-switching). This action can occur in a conversation when one speaker uses one language, and the other response differently. Code-switching may happen when a person starts speaking in one language and then changing it to another in the middle of his speech or sometimes even in the middle of a sentence (Richards et al., 1985).

#### c. Translation (Code Switching)

The use of code-switching in the language classroom depends on the teacher and the learner's beliefs about learning a language. According to Nunan (1991), in many language classrooms, have been found that teachers and learners make far greater use of their mother tongue than they do of the target language. He also states that the code-switching is affected by: (1) the nature of the activity, (2) the teacher's perception of how learners



learn, (3) the teacher's perceptions of the role and functions of the native and target language, and (4) learner perceptions of the role of the target and native language and the use of the mother tongue by the teacher.

#### **4 Types of Teacher Talk**

TT into two types, functional Distribution of TT and question (Said, 2015). The functional Distribution of TT should be described and analyzed in terms of pedagogical functions and their distributions in class. The specification of the functions depends on the instrument or theoretical framework selected by the researcher. The description and analyses of their distributions show whether TT is directed to individuals or groups of learners. The learner of classroom participation relies on this. If the teacher spends more time explaining and managing instructions, learners will have less opportunity to participate. Whether or not one function of TT is better depends on the researcher's theoretical assumptions about language learning.

The predominance of teachers' soliciting in class, mainly in the form of questions, prompted more advanced research about this particular pedagogic act: "type of question," "questioning patterns," and "questions in interaction" (Lukinsky & Schachter: 1998; Yamasaki: 1998) developed below. Questioning patterns are related to different forms of the same question; teacher use questions in more complex ways so that it becomes difficult for learners to discriminate strictly between the topic of the question asked and its subordinate aspects. Therefore, learners' lack of

comprehension may come from the teacher's incapacity to structure information in questions according to what he wants learners to do. This aspect of description and analysis will be included in our research.

Questions will involve the learners in classroom interaction because most think the questions are essential for them. Ur (1996) reports on eleven reasons for asking questioning, including to provide a model for language or thinking; to find out something from the learners (facts, ideas, opinions); to check or test understanding, knowledge, or skill; to get learners to be active in their learning; to direct attention to the topic being learned; to inform the class via the answers of the stronger learners; to provide weaker learners with an opportunity to participate; to stimulate thinking; to get learners to review and practice previously learn the material; to encourage self-expression, and to communicate to learners that the teacher is genuinely interested in what they think.

Flanders (1970) uses the term Flanders' Interaction Analysis Categories (FIAC) to describe the categories of TT. He divided the TT into seven categories. The first four concerns how the teacher responds to the learners by accepting feelings and clarifying attitudes expressed by the learners, praising or encouraging learners' action or behavior, clarifying, building or developing learners' ideas and using those ideas in problem-solving, and asking questions. These four categories expand learners' participation and indirectly express the authority of the teacher through their support of selected patterns of the learner's behavior. The teacher assumes

fewer dominant acts, and the proportion of learner talk increases. These behaviors are sometimes called indirect influences. The teacher uses the other three categories to exert direct control. Those categories are lecturing, giving direction, and criticizing or justifying authority. The teacher is directive in order to achieve compliance or to correct misbehavior. To do this, teachers should talk more and take a dominant role in classroom activities. These behaviors are sometimes called direct influence.

Flanders' interaction Analysis is developed by Flanders (1970) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of the essential techniques for observing classroom interaction systematically. The FACS records what teachers and learners say during teaching and learning. Besides that, the technique allows the teachers to see exactly what kind of verbal interaction they use and what kind of response the learners give.

FACS provides ten categories to classify classroom verbal interaction into three groups: teacher, learners talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three second period. It means that at three seconds interval, the observer will decide which best category of teacher and learners talk represents the completed communication. These categories will be put into columns of the observational sheet to preserve the original sequence of events after the researcher plots the coded data. Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means

that Flanders' interaction Analysis helps the researcher to identify classroom interaction during the teaching and learning process by classifying the interaction into TT, Learners Talk, and silence.

The following information describes the seven categories of interaction analysis and related concepts; this information represents a sampling of the type of course.

**Table 2.1 Flanders' Interaction Analysis Categories (FIAC)**

Teacher Talk (TT)	Response  (Indirect Influence)	<ol style="list-style-type: none"> <li>1. <b>Accept Feeling.</b> Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner; feelings may be positive or negative. Predicting and recalling feelings are included.</li> <li>2. <b>Praise or encourage.</b> Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head, or saying "um hm?" or "go on," are included.</li> <li>3. <b>Accepts or Uses Ideas of Pupil.</b> Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included, but as the teacher brings more of his ideas into play, shift to category five.</li> <li>4. <b>Ask Question.</b> They ask a question about content or procedure based on teacher ideas, with the intent that a pupil will answer.</li> </ol>
	Citation  (Direct Influence)	<ol style="list-style-type: none"> <li>5. <b>Teaching.</b> He was giving facts or opinions about content or procedures, expressing his ideas, giving his explanation, or citing an authority other than a pupil.</li> <li>6. <b>Giving directions.</b> A pupil is expected to comply with directions, commands, or orders.</li> <li>7. <b>Criticizing or Justifying Authority.</b> Statements intended to change pupil behavior from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference</li> </ol>

In line with Flanders, he divides the category of TT into two broad

categories "*Indirect Influence*" and "*Direct Influence*." The first category is divided into four subcategories, (1) deals with feelings, (2) praises or encourages, (3) uses of learner's idea, and (4) asks questions. Meanwhile, the second one is divided into three categories, (1) gives information, (2) gives directions, and (3) criticizes the learner's behavior. Therefore, in this study, the researcher uses the FIAC analysis system to describe, analyze, and interpret the function of languages used by the teacher obtained from the class observation data.

## **5. The Role of TT in Foreign Language Learning**

There is no learning without teaching. So as a tool for complementing teaching plans and achieving teaching goals, TT plays a vitally important role in language learning. A few studies have discussed the relationship between TT and language learning. TT is a particular communicative activity that aims to communicate with learners and develop learners' foreign language proficiency. Communicating in the target language becomes the most critical input in English teaching and learning.

As Nunan (1991) points out: "Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is essential for the organization of the classroom but also for the processes of acquisition. Here instruction refers to teacher instruction for TT. The classroom is the chief source for language learners and the only source in some places. TT serves as the primary target language input for language learners. Stern proposed a teaching-learning model that identified

two principal actors: the language teacher and the language learner. These characteristics of language teachers are ELT in different characteristics and forms of teacher talk (Xiao-yan, 2006). Stern's teaching-learning model reveals the critical role of the language teacher and teacher talk during the process of language learning.

The teacher, like the learner, brings to specific language characteristics that may have a bearing on educational treatment: age, sex, previous education, and personal qualities. Above all, the language teacher brings a language background and experiences, professional training as a linguist and teacher, previous language teaching experience, and more or less formulated theoretical presuppositions about language, language learning, and teaching (Stern, 1983). These characteristics of language teachers are reflected in different characteristics and forms of TT. Stern's teaching and learning model reveals the critical role of the language teacher and teacher talk during the process of language learners.

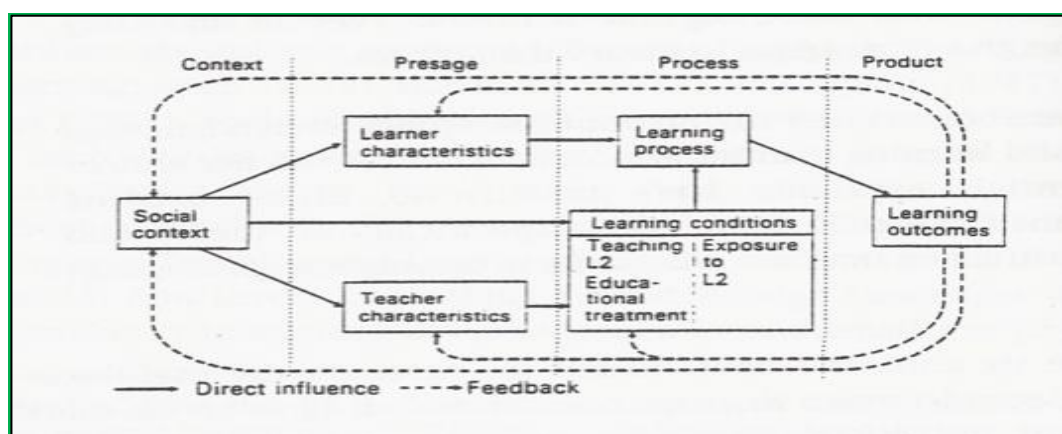


Figure 2.2 A Teaching-learning Model (Stern, 1983)

Language Learning, Models according to Stern (1983), five variables need to be considered if we talk about language learning models. The five variables are (1) social context, (2) characteristics of the educated (3) learning conditions, (4) The learning processes, and (5) learning outcomes. The first variable is social environment affects the learning conditions and characteristics of the educated. The first variable is social circumstances related to economic, cultural, and language factors, also affect language learning. It can be seen that if the child comes from economic status, his language administration will be faster than a child who lives in a bad environment.

The second variable is the characteristics of the educated, which are related to the characteristics of the educated: age, cognitive, affective, and personality. Based on the age characteristics of the educated, this means that older people are more likely to learn than younger people. Cognitive traits mean that people with high intelligence generally accept and absorb learning more quickly than people with low intelligence. This emotional trait is related to the emotional factors that determine learning, so if the child has more courage, he will dare to appear in the language practice. This will bring out their personality traits.

The third variable that affects the language learning model is the learning conditions. If the learning condition is supportive, the learning process will be easier than if the learning condition is not supportive. The third variable that affects the language learning model is the learning

conditions. If the learning condition is supportive, the learning process will be easier than if the learning condition is not supportive.

The fourth variable is the learning process. The learning process is related to strategies, techniques, and implementation. Children should be allowed to experiment, self-observation including distinguishing, imitating, remembering, practicing various skills, drawing conclusions, and speculating.

The fifth variable. The result of learning and learning outcomes are related to competence and performance. Competence is related to the maturity of the educated to master the rules of the language learned. This language rule will appear in the educated performance; performance is related to the proficiency and completeness of using language rules so that the use of language is by the correct situation and rules; if the educated learns Indonesian, then the learning result is his steadiness in the use of language rules when he communicates officially. Many factors support and influence it. These factors are, for example, (i) the goal to be achieved, (ii) the degree of likability of the material, and (iii) the method. (iv) Environment, (v) self-educated motivation, (vi) intelligence, (vii) the socio-economic background of the educated parents, and (iii) the role of parents and teachers as educators.

In this study, the researcher used the second and the third variable as role of teacher and learners in teaching-learning process. The second variable to find out the learners' ID and the third variable to find out the



interplay of TT to the ID. The second variable is the characteristics of the educated, which relate to the characteristics of the educated are age, cognitive characteristics, affective characteristics and personality characteristics. Based on the characteristics of the educated person is age, this means that older people are easier to give learning than younger learner. Cognitive characteristics mean that people who have high intelligence are usually quicker to accept and absorb learning than people who have low intelligence. Affective characteristics are related to emotional factors that also determine learning factors, so if a learner has more courage than the teacher will dare to show himself in language practice. This will bring out their personality characteristics, and the third variable that affects the language learning model is learning conditions. If the learning conditions are favorable, the learning process is easier when compared to learning conditions that are not favorable.

### **2.2.3 Individual Differences**

#### **1. Definition of Individual Differences**

ID are the more-or-less enduring psychological characteristics that distinguish one person from another and thus help to define each person's individuality. Intelligence, personality traits, and values are the most critical ID. The teacher needs to know variables such as motivation, learning styles, and attitude which are ID of the learners. A practical and productive learning-teaching process can be planned by considering the ID of the learners.

ID among disciples are unavoidable because humans have little in common apart from this difference. The degree to which different individuals will reflect the quality of their differences or the combination of various elements. Everyone, whether he is a child or an adult, and whether he is in a group or alone, he is called an individual. Individuals show standing a person as an individual or an individual. Personal characteristics are those that relate to natural persons. Characteristics and traits of one person are different from the others. These differences are called ID. Hence the ID concern the variations that occur, both variations in physical and psychological aspects (Lindgren, 2000). In the educational environment, it is found that the ID of learners are substantial, all of which are the personality characteristics of learners. The personality of the protégé encompasses physical aspects, religious, intellectual, social, moral, and aesthetic (Arikunto, 1998).

## **2. Individual Differences in Learning English**

Every person has individuality. Every learner of a second language has individual characteristics or ways to approach their learning or acquisition of the target language. These characteristics vary from learner to learner, and these are called individual learner differences (Ellis, 2004). Ellis also proposes factors influencing ID.

The first factor is language aptitude. Aptitude is one of the required abilities for learning a second language. Therefore, the high level of learners' aptitude makes the learners learn faster and much more

successfully. Research on language aptitude is often criticized since it is considered unrelated to the dilemma of language learners, in which they have to attempt or find out a language despite whether they are talented for the lesson.

The second factor is motivation. Motivation is the guiding force behind a person because he/she does something or behaves in a particular way. Attitudes and motivation are essential factors that assist in settling the proficiency level of different learners.

The third factor is anxiety. There are three types of anxiety; trait anxiety, state anxiety, and situation-specific anxiety. Ellis (2006), drawing on work in general psychology, defines trait anxiety as a more permanent predisposition to be anxious. It is perhaps best viewed as an aspect of personality. State anxiety can be defined as apprehension experienced at a particular moment as a response to an actual situation. It is a combination of trait and situation-specific anxiety. Situation-specific anxiety is the anxiety aroused by a specific type of situation or event, such as public speaking, examinations, or class participation.

The fourth factor is personality. Personality is the total of various factors that make a person different. The personality of a second language learner is a significant factor that influences his/her second language acquisition. There are several personality traits that either assist or hinder second language acquisition. These include confidence, sociability, response to apprehension, risk-taking, sympathy to elimination, empathy,

inhibition, and tolerance of haziness. These features of an individual learner play a vital role in his/her acquisition of a second language.

The fifth factor is learners' beliefs. Adult language learners have several beliefs about the class. Ellis (2006) states that 'beliefs' establish a personal difference adjustable remarkably, unlike other aspects such as language aptitude or motivation. However, beliefs affect the process and the product of learning. Learners' beliefs in language learning develop from several sources, such as past knowledge, education in common, and language learning in specific, their cultural context and personality, which can affect self-efficacy principles).

The sixth factor is learning style and strategies. Learning a foreign language or any other subject matter uses specific ways to achieve the learners' wishes. Learning style could be a standard language methodology (Oxford, 1995). It is used in arrangement to improve a plan called learning strategy. Learning strategies are methods used by learners to learn. Personally, a learning strategy means a way to achieve meaningful learning. To be able to achieve meaningful learning, learners must have a tool called a concept map.

### **3. The Types of Individual Differences**

Many convex individuals have subtle differences in characteristics or conditions, so they belong to an average group taxed by frequency. The amount and type of experience and knowledge an individual brings to a particular situation affect his ability to learn or his attitude towards a

particular subject. If learners feel that they already know a lot about the content of a particular subject, they may be less interested in studying that subject.

Humans differ due to many biological or conditioned factors (affected by nature) or unconscious forces (affected by past experiences). The many ways one learns about these differences are usually similar, through introspection and interaction with others or by reading books and watching television or cinema (Zafar & Meenakshi, 2012). However, to research ID, it is necessary to have rigorous instruments and a scientific way of providing reliability and validity. One can explore differences in age, sex, attitude, motivation, learning style, learning strategy, and personality.

Hartinah (2011) specifies that the initial conditions for children to prepare for class, or conditions to be considered in teaching activities, include:

1. Child Growth and Development is the process of change a child goes through to reach expected maturity. Development in children will go through certain stages, each with unique characteristics that differ from other stages. That is, understanding the stages of development experienced by learners with their various unique traits will provide provisions for teachers to adjust the way of teaching, selection of material, selection of learning resources, or selection of appropriate learning methods.

2. ID. Personality is often interpreted as the whole of a person's traits that give a distinctive complexion to the person when behaving in adjustment to the environment and the people around him so that the understanding of the child's person includes many physical and psychic factors as well as various aspects (potentials) that exist in learners. Therefore, in this discussion, the notion of personality is limited to aspects that are thought to have much influence on the readiness and prediction of children's success in participating in teaching activities consisting of:

a) Cognitive Function.

Cognitive Functions include: (1) the level of intelligence (intelligence), which can broadly be interpreted as the ability to achieve achievements in all areas while narrowly related to scholastic ability, (2) the power of creativity, (3) particular aptitude, (4) cognitive organization that concerns memory storage and summoning techniques in the structure of thought, (5) language ability, (6) fantasy power, (7) learning style, and various techniques and habits.

b) Dynamic, Conative Functions.

Active ideation is a mental function that a child possesses that revolves around determining behavioral goals and the conscious and unconscious satisfaction of needs. Things included in the classification of dynamic conative functions are character and desire for will; This involves being able to control the nature and ability to

achieve your goals; learning motivation (especially intrinsic motivation) will determine the spirit, focus, concentration, etc., to achieve your learning goals objectively, concentration, attention, and so on.

c) Affection function.

The affection function is psychic and concerns the child's assessment of the object, symptom, or event at hand, which concerns a more specific feeling of pleasure detailed into a sense of satisfaction, joy, affection, approval, joy, and various feelings that reflect satisfaction, as well as displeasure, which can be in the form of feelings of fear, anxiety, anxiety, envy, anger, resentment, and various emotions that lead to dissatisfaction so that it is necessary to cultivate a sense of pleasure in the lesson given so that a positive attitude will appear, and interest will arise to continue learning.

d) Sensory-Motor Functions.

Sensory-motor functions are functions that concern learners' abilities in the field of psychomotor or particular psychomotor aspects that are the first abilities of the child that also affect the results of the teaching process, including the speed of reading, writing, language, articulation of words, and skills in using tools such as cutting using rulers. There are higher abilities that support learning outcomes, but some do not, such as language/speaking

skills that often make (younger) children enjoy talking to friends during class.

e) Other Personal Functions.

Functions involving the initial state of the learner's difficulties are classified as private functions, i.e., biological conditions related to health, vision, endurance, etc. In addition, mental conditions in the form of inner calm, both due to family and peer atmosphere, the blurring of valid values, improper cultivation of discipline and morals, or various environmental conditions outside of school will affect the child's readiness to face the teaching process in the classroom, success in carrying out previous developmental tasks and so on. Children of very different quality and quantity possessed these different initial conditions, so a change in approach was also required for maximum results.

Based on the exposure related to ID above, the researchers decided that three types of ID were analyzed in this study. This fact corresponds to Hartinah's (2011) theory of ID, such as learning motivation as a dynamic intentional function, learning style as a cognitive function, and learning attitude as an affective function.

### **1. Motivation**

Motivation in second language learning is a complex phenomenon that can be defined in terms of two factors: learners' communicative needs and attitudes towards the second language community. Suppose learners



need to speak a second language in a wide range of social situations or to fulfill professional ambitions. In that case, they will perceive the communicative value of the second language and be motivated to acquire proficiency in it. Similarly, learners with favorable attitudes toward the language speakers will want more contact with them. Gardner and Lambert (1972) coined the term integrative motivation to refer to language learning for personal growth and cultural enrichment and instrumental motivation for language learning for more immediate or practical goals. Research has shown that these types of motivation are related to success in second language learning.

Motivation also has an essential role in how learners learn. There are many factors affecting motivation, like age, gender, goal, and attitude, which are internal; positive and negative feedback by the teacher; expectations, rewards, and confidence, which are external. The teacher needs to prepare activities appropriate for the learners' age, level, and sex to keep them motivated. Motivation is some internal drive that encourages somebody to pursue a course of action (Ahmed, 2015).

Motivation is some internal and external drive that encourages somebody to pursue a course of action. If we perceive a goal (this is something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Language learners who are motivated perceive goals of various kinds. We can make a helpful distinction between short-term goals and long-term

goals. Long-term goals are a wish to get a better job at some future date or a desire to communicate with members of a target language community. Short-term goals include wanting to pass an end-of-semester test or finishing a unit book (Harmer, 2001).

a. Intrinsic Motivation.

Intrinsic motivation “Intrinsic motivation comes from within the individual (Harmer, 2001). It means motivation is a desire which comes from inside to do something. Santrock stated that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another learner may study hard for a test because he or she enjoys the content of the course (John, 2004) So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has the drive to do something.

The learner intrinsically drives a more influential category of reward. Gage and Berliner said that intrinsic motivation could be found in learners' interest, need, and goal in learning (Gage & David, 1984). Moreover, hobby exemplifies intrinsic motivation. Such as interest, need, hobby, and goal.

b. Extrinsic Motivation

Extrinsic motivation derives from the influence of some external incentive, distinct from the wish to learn for its own sake or interest in

tasks (Ur, 1996). Extrinsic motivations are motive active and function if there is stimulation from outside. An example: is a person studying because he or she knows that tomorrow morning there will be a test, hoping that she or he could get a good value. We can find many sources of motivation, but motivation only has two significant sources; the first source comes from within the individual itself or known as intrinsic motivation, and the second is extrinsic motivation, which appears from the outer side and give influences the individual like give incentives, social pressure or punishment. This motivation appears or comes from teachers, parents, and the environment.

## **2. Learning Styles**

Gardner (1993) proposed the theory of multiple intelligences, where learners can have many intellectual abilities. He specifies that everyone can have eight types of intelligence (visual-Spatial, bodily-kinesthetic, musical-rhythmic, inter-personal, intra-personal, verbal-linguistic, naturalistic, and logical-mathematical) at changeable levels of capacity. In this case, the learner's preferred learning style combines some or all of that intelligence. Reid (1995) defined learning style as an individual's typical, ordinary and preferred way of getting, handling, and trusting new information. Considering learning styles by language learning,

On the contrary, preferences to learn by listening are auditory. Celcia-Murcia (2001) outlines learning styles as the standard methods of total or systematic, auditory or visual, that learners use to attain a new

language or learn any other subject. This is how a learner is aware of, converses with, and replies to the learning situation. Learning style is occasionally well-defined as the distinctive cognitive, affective, social, and physiological manners that assist as a moderately steady sign of how learners notice, cooperate with, and react to the learning situation (McKercher, 2004).

In devising her framework, however, the focuses are on learners' 'perceptual' and 'sociological' learning style preferences. The perceptual measurement deals with a learner's preference for one of the sensor modes in the process of learning: the styles are kinesthetic or psychomotor, visual-spatial, and auditory or verbal. Reid (1995) defines learning styles as a person's regular, typical, and favored way(s) of capturing, handling, and recalling fresh material and abilities. She also presented that all learners possess individual characteristics concerning learning progress. For instance, some may react to hands-on actions and prefer visual performances. Indeed, individuals learn contrarily, and these variances in learning thrive in ESL/EFL situations. In Reid's (1987) studies, six learning styles mentioned the Perceptual Learning Style preference.

- a. Visual learning style refers to learning by seeing (learning by reading and studying charts, graphics, and diagrams).
- b. The auditory learning style refers to learning through listening (learning by listening to audio, tapes, and people).

- c. Tactile learners like to learn over practical involvements (hands-on learning by, e.g., doing lab experiments, building models, vocabulary puzzles activity).
- d. Kinesthetic learners favor physical action and movement (learning by physical participation).
- e. Individual learners favor learning individually.
- f. Group learners prefer to work and study collectively.

### **3. Attitude**

Attitudes are relatively sedentary tendencies to react, good or bad, about something. In principle, attitude is the tendency of learners to act in a certain way. In this case, the learner's learning behavior is characterized by a new trend that has been changed to an object, values, events, and others. Krech and Crutchfield (Ahmadi, 2002) attitude is the organization from motivation, emotion, perception, or monitoring aspects of individual life. Choyimah said that attitude is one of the affective factors contributing to learning success, including success in learning English. Attitude can generally be interpreted as learners' positive or adverse reactions to the target language.

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components interacting with the object (Kara, 2009). These components include:

- a. The cognitive component is associated with knowledge, beliefs, or thoughts based on information associated with the object. For example, people know it is worth the money because they see the price in daily life. Our attitude towards money implies that we know about the value of money.
- b. The affective component refers to the emotional dimension of attitudes; emotions are associated with the object. Here the object is perceived as pleasant or unpleasant. For example, if someone says they are happy with money, this describes their feelings toward money.
- c. Behavior or conative component involving one of predisposition to act towards the object. For example, because money is worth something, people like it and try to get a big salary. The behavioral aspect of attitude deals with how learners react and behave in particular conditions. In English teaching and learning, the behavioral aspect of attitude can be seen in how learners react to native speakers' way of speaking English. The learners' eagerness to imitate native speakers' ways of speaking English and their desire to learn or not to learn more about the culture of English-speaking countries are just a few examples of the behavioral aspect of attitude.

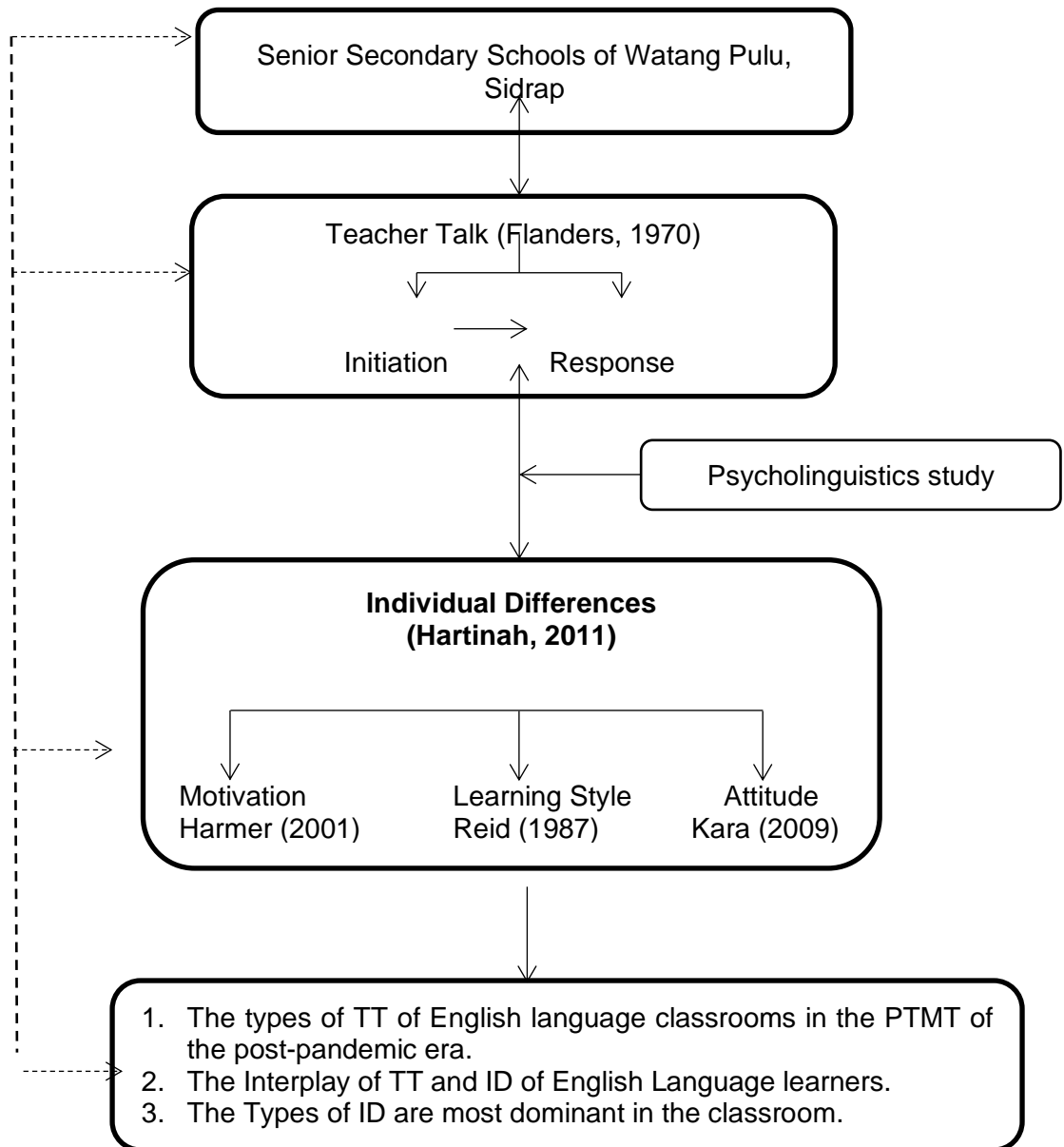
#### **2.2.4 English Language Learners**

A learner is an individual who is willing to learn and understand new things. Learning is a process of understanding and acquiring knowledge of new things and concepts. An individual can be a learner at any point in time

they want. Factors like age, gender, etc., do not come in between the learning of the learner. English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and their academic courses.

The students who were respondents to this study were English language learners in senior secondary high schools who were included in the category of adolescents. Piaget stated that Adolescence. It is the transition from childhood to childhood adult. Adolescence is divided into two: early Adolescence (11-15 years) and late Adolescence (about 15-20 years). Definition of time Adolescence is a transitional period characterized by emotional control, unstable, and the search for identity. Early Adolescence usually covers puberty, and late Adolescence shows interest in decisions about the future, choosing friends, and whether to go to college or work (Santrock, 2004). The study's subject was senior high school students, whom the researcher considered teenagers because of their maturing physical development and growing experience and requirements for their age. A person's language will advance in step with the progression of his or her demands and experience.

### 2.3 Conceptual Framework



**Diagram 2.1 Conceptual Framework**

To construct the theories in this study, the researcher presents literature to answer TT and learners' differences, such as motivation, learning style, and attitude. The understanding of the meaning of TT can be reached from some aspects. It can be seen from the definition of the



advantages and disadvantages of TTT, the functions, and the types of TT. It is mentioned in the literary review that TT is a particular language the teachers use when they are addressing the target language to the learners in the classroom. TT is a particular communicative activity.

This research refers to Flanders' Interaction Analysis, which categorized TT that takes place in the classroom setting in seven. These seven categorizations are divided into two main categories: response and initiation (Flanders, 1970); they are: response is subcategorized into four: accepting feelings, encouraging, accepting or using the ideas of learners, and asking questions. Initiation is another sort of TT, categorized into three classifications: teaching, giving directions, and criticizing or justifying authority. These subcategories of response are described as follows: accepts feeling. Accepts and clarifies are attitudes or feeling tones of a learner.

Data was obtained from a source such as a TT or from using response and initiation in teaching English and its effect on individual differences (motivation, learning style, and attitude). Furthermore, to analyze the data obtained, the researcher used some steps which are dealt with the procedures or steps in analyzing qualitative and quantitative research data.

Motivation in learning can be divided into two categories; intrinsic and extrinsic. Harmer (2001) stated that intrinsic motivation comes from within an individual. The person might be motivated by the enjoyment of the

learning process or desire to make themselves feel better.

The learning style framework employed in this study is based on the work of Reid (1987). She focused on learners' perceptual and sociological learning style preferences. The perceptual aspects deal with a learner's favorite for one of the sensor styles of perceiving the learning process. The style mentioned is kinesthetic or psychomotor, visual-spatial, and auditory or verbal; and Reid (1987) explained that learning styles are unique, natural, habitual, and preferred ways (s) of absorbing, processing, and retaining new information and skills. Perceptual learning style preference assigns the perceptual manner over which learners enjoy the study. The perceptual learning style is listed below:

1. Visual learning style refers to learning by seeing.
2. The auditory learning style refers to learning through listening.
3. Tactile learners like to learn over practical involvements (constructing models and vocabulary puzzles activity).
4. Kinesthetic learners favor learning by physical action and movement.
5. Individual learners favor learning individually.
6. Group learners prefer to work and study collectively.

The learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains since when one has learned a specific subject, he or she is supposed to think and behave differently, and one's beliefs have been distinguished (Kara, 2009). Therefore, the learning process has social

and psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions, they are:

1. The behavioral aspect of attitude
2. Cognitive aspect attitude
3. Emotional aspect attitude

The result that will be achieved in this research is the types of TT in English language classrooms in the PTMT of the post-pandemic era, the Categories of learners' differences that are most dominant in the classroom, the effect of TT and ID in the classroom, the Interplay of TT and the ID.

#### **2.4 Hypotheses**

A research hypothesis is a specific, clear, and testable proposition or predictive statement about the possible outcome of a scientific research study based on a particular property of a population, such as presumed differences between groups on a particular variable or relationships between variables. All these variables, along with the results of previous research, were used to test the following hypotheses of this study.

Based on the second research question in chapter 1, the literature review, and the thinking framework above, the hypotheses are formulated as follows:

Ha = there is an interplay of TT and the ID English language learners at senior secondary schools: Psycholinguistics study.

Ha1 = there is an interplay of TT and English language learners' motivation at senior secondary school.

Ha2 = there is an Interplay of TT and English language learners' learning style at senior secondary school.

Ha3 = there is an interplay of TT and English language learners' attitudes at secondary school.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Mixed-methods design is applied in this research; it is more than simply collecting and analysing quantitative and qualitative data; it also involves the use of both approaches in tandem so that the overall strength of a study is more significant than either quantitative or qualitative research (Creswell & Clark, 2007). In addition, Creswell & Clark, 2007) offer an introductory definition in suggesting that mixed-method design typifies research undertaken by one or more research combine various elements of both quantitative and qualitative approaches (e.g., concerning perspective, data collecting, and data analysis) research, together with the nature of the inferences made from research, the purposes of which are to give a richer and more reliable understanding (broader and more profound). Meanwhile, Sugiyono (2011) mixed methods is a research method that combines both qualitative and quantitative research methods in one research activity in order to obtain more comprehensive, valid, reliable and objective data.

A mixed-methods approach is required to answer the question formulations already summarised in this chapter. Qualitative methods can answer the formulation of the first, second, and third questions, and quantitative methods can answer the formulation of the third questions. This idea is done to uncover problems in the field that will provide each martial arts academy with new understanding as an option to solve the problem.