

CHAPTER I

INTRODUCTION

This chapter discuss about background of the study, statement of the problems, objective of the study, significance of the study, scope and limitations, and definition of key terms.

I.1 Background of the Study

English has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated from the role of English language. For those reasons English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1994:3).

According to Brown (1994:165) in the era of communicative language teaching, interaction is, in fact, the heart of communication is all about. If interaction does not exist, communication does not either. In the classroom interaction, both teacher and students use language to communicate each other. Interaction between teacher and students is an essential part of teaching learning process.

In classroom communication, there are verbal and non-verbal communications. Language used by the teacher in the foreign language classroom is included in verbal communication and this is called 'Teacher Talk' (Lynch, 1996:6). Besides, there is another talk that is made by the student; we call it 'students talk'. In other words, language used by the student in foreign language classroom is classified as student talk (Nunan, 1989:85).

The success of education does not only come from students but also from teacher as well. According to Pintrich & Schunk (2007:318) classrooms are active place where teacher and students constantly interact one to another. If all members of the class interact or make conversation, the success of education will be able to be gained easily.

The language used by teacher is referred as 'Teacher Talk', it is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for the learners. In line with the process of teaching, the teachers have to understand the philosophy of teaching itself.

Since classroom activity is becoming learner centered, the amount of student talk must be higher than the teacher talk. According to Chaudron, some researches in language classroom have established that teachers tend to do most of the talking (1988:50). Teachers are not allowed to dominate class activity. Students should get much opportunity to speak when they are learning English as a foreign language. The students talk must be higher than the teacher. They must be able to learn by themselves, so the students talk is very important in the classroom interaction.

Despite the importance of student talk, teacher talk has an important part to play in language acquisition too (Harmer, 2001:132). It makes sense for the students to speak English in the class. Teacher talk will help the students to speak. There are a number of actions which can be used to promote the use of English. One of the actions is creating an English atmosphere as stated by Harmer (2001:133) and Making English as their daily language.

Teaching is the activity of organizing student activities and providing good learning facilities so that the students can learn well. Usually, “Teacher Talk” involves different phonological, syntactic, lexical, or even discoursed modification with the objective of making the teacher’s language more comprehensible for students. This means that a teacher must be able to equip themselves with a number of different skills and various kinds of knowledge that is essential for their success as a teacher.

Teaching English at senior high school has to be developed by improving the quality of the teacher because they will govern the classroom behavior. Now formal schools in Indonesia use a dynamic curriculum, which is Curriculum Based Competence that demands both the teacher and learners to be active. It emphasizes on process of gaining knowledge and applying the skill of the students. The teacher talk is very important in teaching and it can affect the students’ acquisition. Through the teacher talk, the teacher can realize his role and what he is going to do, because in fact there are still many teachers teach their learners without paying attention to teacher talk aspects and learners’ involvement. Because of those reasons the researcher interested in “Analysing teacher talk in English classroom”.

The researcher conducted the investigation on what type of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk that is used by the teacher in classroom. So it can help the teacher to create good talk in the teaching learning process. Therefore, to conduct this research the researcher chooses Junior High School which has good quality.

I.2 Statement of the Problems

According to the explanation above, the researcher decides three problems that will be answered later, they are:

1. What types of teacher talk are used by teacher in English classroom?
2. How effective is teacher talk in the teaching and learning activities?
3. What aspects of teacher talk occur in the classroom interaction?

I.3 Objective of the Study

Based on the problem above, there are three objectives that can be seen later, they are:

1. To describe types of teacher talk used by teacher in English classroom.
2. To know the effectiveness of Teacher Talk occurs in the interaction between teacher and student in relation to teaching learning activities
3. To describe the aspects of teacher talk occur in the classroom interaction.

I.4 Significance of the Study

The researcher hopes that this study will have some benefits in the English teaching learning. There are two kinds of benefit in this study, they are: theoretically significance and practical significance.

For theoretical significance, first, the researcher will expect that this study can give contribution of the theory of teacher talk. Second, it can give information about the effectiveness of teacher talk. Third, it will give information about the aspects of teacher talk in the classroom interaction.

Furthermore for practical significance, first, the study will help the English teachers to know the categories of teacher talk instruction, help the teacher to improve their teaching behaviour in order to maximize students learning in term of interaction. Second, the study will help the teachers to know the effectiveness of Teacher Talk occur in the interaction between teacher and student in relation to teaching learning activities and it can be a model for the teachers in order to measure the effectiveness of their teaching and learning process. Third, it will give information to the teacher about the aspects that influence teacher talk in the teaching and learning process.

I.5 Scope and limitation

This study will focus on the teacher in order to analyze the kinds of teacher talk, the effectiveness of teacher talk and the aspects of teacher talk that occur in teacher talk used by teacher in English classroom. The researcher does not analyse about the student talk or anything dealing with students talk. She focuses only on the teacher talk, the effectiveness of teacher talk and the aspect of teacher talk. The limit of the study is English teachers in Junior high School.

I.6 Definition of key terms

In this study, it is important to know the definition related term in order to make this study clearer. The definitions of the related terms in this study are stated as follow:

1. Teacher talk : a kind of communication or interaction is used by English Teacher during the teaching process.

It can be direct teacher talk and indirect teacher talk.

2. English Teacher

: a person who teaches English in the classroom.

3. Student talk

: a kind of communication or interaction is used by students during the teaching and learning process.