CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning a foreign language particularly English is very important, since it is an international language which is widely used in the world. Besides as a means of communication, English is also used to master science and technology. It can be used to make cooperation with other countries either in politics, economy, education, or culture. Indonesia government through the Department of Education and Culture has established English as the first foreign language and it is affirmed by the book of curriculum of basic education in Chasanah (2006:1) "English is the first foreign language that is considered very important for the aim of absorption of science, technology, cultural art, and building a relationship with other countries."

English is one of a number of foreign languages which have been in use for some time or which are coming to be taught. These include Dutch, Arabic, English, German, French, Japanese, Chinese, etc. Arabic has long been learned in connection with the Islamic faith. It is not learned for social interaction but for religious purposes, especially for Qur'an recitation and prayer. Dutch continues to be learned by students intending study in Holland and business people. In the current climate there is a growing interest in learning Chinese driven by China's growing economic importance and the increase in trade and business between the countries, cultural and ethnic ties among the community of Chinese people in Indonesia and the richness of China's historical, cultural and literary tradition. English has a special status among the foreign languages. It is widely recognized

that English is important for Indonesia and the reason most frequently put forward that English is a global or international language. As the developing nation, people interest to learn English in Indonesia is increasing as well. It is quite common to find people living in our country learn English to get job because able to communicate in English spoken and written is one of the qualification, people who want to study aboard will do some English test with certain value standard, and many books are written in English as literature for student. English has been taught in Indonesia as one of the subjects at school in order to master the four basic language skills (listening, reading, writing, and speaking) as basic communication and it is only foreign language which is a compulsory subject in schools. Briefly, it is possible to note that English has played an important role in education as it is a compulsory subject in schools.

In Indonesia, English has been taught as a compulsory subject since the students were in the Junior High School until the University. It is also taught in some Elementary School and Kindergarten in Indonesia as local content. The students' language mastery is expected to be satisfactory by applying foreign language to early level although it is only simple English.

The Elementary School students are young learners who have different characteristics from adult to study English as foreign language. Young children studying English as foreign language should be treated differently from teenagers and adults. Children are developing with clear concepts. Sometimes they are active, however, they will also became bored easily and forget quickly in a certain condition. Cameron (2001:13) stated that "Young children can learn a second language particularly effectively before puberty because their brains are still able

to use the mechanism that assisted first language acquisition." Therefore, it is advisable that English is taught to the students of Elementary School. Expectedly, it can give strong foundation and motivation for them to study English. The purpose of standard competence on teaching English in Elementary School is to develop the student's interest in learning English (Department of Education and Culture: 2006). In addition, it is to support achieving graduate's standard competence which one of them is the students are expected to be able to think logically, critically, creatively, and also be able to use media communication.

It is important to create communication during the teaching learning process. Interaction is an essential part of teaching learning process to create communication between teacher and students in the classroom. Interaction simply means communication which implies more than one person. Brown quoted in Sebastiaso (2003:167) stated that "Interaction is the collaborative exchange of thought, feeling, or ideas between two or more people resulting in a reciprocal effect on each other." In classroom interaction, teacher and students constantly interacting one another in which the teacher and the students are the main subject.

The teacher handles a significant role in creating interaction between teacher and students. They use the language to encourage the communication between learners and themselves. The kind of language used by the teacher for instruction in the classroom is known as teacher talk. According to Lynch (1996:6) "Teacher talk is language typically used by the teacher in the foreign language classroom." Teacher talk is important to help teacher makes students understand and creates interaction among them. In this way, learners practice the

language by responding to what teacher say. Therefore we can say teacher talk is a kind of communication based or interaction based talk.

Cook stated that "Teacher talk is particularly important to language teaching" (Xiao Yan, 2006:6). Teacher talk is used in class when teacher are conducting instruction, cultivating their intellectual ability and managing classroom activity. Teacher passes on knowledge and skills, organizes teaching activities and helps students practice through teacher talk. In EFL classroom, teacher's language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

In term of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner. As Nunan (1991) pointed out "Teacher talk is crucial importance, not only for the organization of the classroom but also for the processes of acquisition." Its goal is able to communicate with students and develop students' foreign language acquisition. It makes sense for the students to speak English or use target language as much as possible in the classroom. According to Nunan (1989:85) "Language used by the student in the foreign language classroom is classified as students talk." It should be higher than teacher talk because students should receive as much as much opportunity to speak as is possible when learning English as a foreign language. The more students speak in English, the better speakers they become. Despite student talk plays important role, it will not exist without teacher talk. The language used by the teacher affects the language produced by the

learners, the interaction occurred, and hence language acquisition will be generated.

In EFL classroom, teacher talk is used by teacher to deliver the material and manage the class. In its implementation teacher talk times take higher portion than the students, the teachers itself uses both types of teacher talk whether indirect or direct teacher talk. All categories from two types of teacher talk have important role to create student talk more interactive. Therefore, researcher is interested in investigating more deeply about "An Analysis of Teacher Talk in EFL Classroom at Elementary School in Gresik and Lamongan."

1.2 Statement of the Problem

Based on the background of the study above, the statement of the problem in this study are:

1. How is the teacher talk in EFL classroom?
2. How does the teacher assist his/her students to understand the teacher talk in EFL classroom?

1.3 Purpose of the Study

Based on the problem above, the purpose of the study are:

1. to describe the teacher talk in EFL classroom.
2. to describe how the teacher assist his/her student to understand teacher talk in EFL classroom.

1.4 Significance of the Study

Several significant can be undertaken from this study, the researcher expects that this study would provide practical and theoretical benefit:

1. Theoretical Benefit

   a. It is expected that the result of this study will generate to the theory of Teacher Talk.

   b. It expected that the result of the study will generate the use of English in EFL teaching in Elementary School.

2. Practical Benefit

   a. For teacher, the result of this study can be used as reflection of what have been taught in the class. Moreover, it is to improve their teaching skills in term of being more creative, innovative, and skillful in conducting the classroom.

   b. For students, they can be motivated to participate in teaching learning process actively.

   c. For school, it gives positive input to raise the quality of teacher especially in EFL classroom.

   d. For researcher, she can get many valuable experiences generally in language education which useful for her preparation to be an English teacher in the future.

   e. For the next researchers who conduct the similar research, this research will give contribution and references.

1.5 Scope and Limitation

In order to make this study more specific, researcher determines the scope and limitation. The scope of this study focuses on observing the use of teacher talk and how the teacher assists his/her students to understand the teacher talk in EFL classroom. First, the researcher wants to see how teacher uses teacher talk to the students in classroom whether he/she only uses indirect teacher talk, direct teacher talk or both teacher talk from pre-teaching until post-teaching. Second, the researcher wants to see how the teacher assists his/her students to understand the teacher talk whether he/she simplifies his/her words, giving example or maybe using body language.

Meanwhile, the limitation of this study focuses on three EFL teachers in Elementary School in Gresik and Lamongan. She intends choose from that two regions as representation from the same region in the northbeach of Java. She interviews and observes some English teachers in some Elementary Schools who will fulfill the criteria. They are English teacher who are able to communicate in English both spoken and written, graduated S1 English Department, had experiences in teaching more than 3 years, and use English almost all the time in EFL classroom. The researcher intends choose three EFL teachers as the subject of this study with some considerations. She focuses to those teachers until she gets answer of her research questions about the use of teacher talk in EFL classroom and how the teacher assists the student to understand the teacher talk. She will changes to another teacher if the data that she gets from one subject until three subjects is not same and saturation or she does not get the answer of her research.

1.6 Definition of Key Terms

In this study, it is important to give the definition of some key terms in order to make the study clearer. They are young learner, teacher talk and EFL classroom.

Young learner is defined as learner between 7 - 12 years old while very young learners are defined as less than 7 years of age. Slatterly and Willis in Nihat (2010:24). In early age, children learn foreign language easily because they have very strong desire to learn it.

Teacher talk is language typically used by the teacher in the foreign language classroom. Lynch (1996:6). It is as major source of comprehensible target language input the learner. It can be known that teacher talk is a major way used by the teacher to convey information, have discussion, negotiation and motivate the student, so he/she can give knowledge and control student behavior.

English Foreign Language Classroom is class which English is taught as foreign language. According to Faizal (2011) "English as a foreign language, indicates the use of English in a non-English-speaking region." English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages.