

CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

When language teaching and learning is supposed to be communicative, classroom interaction becomes an essential issue. It is supported by Brown (1994:165) who states that in the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. If interaction does not exist, communication does not either. In 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. Therefore, interaction between student and student also can be considered.

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 not only comes 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.

Since classroom activity is becoming learner-centered, the amount of student talk must be higher than the teacher talk. According to Chaudron, some research in language classroom has established that teachers tend to do most of the talking (1988:50). Teachers are not allowed to dominate class activity. Students should receive as much as opportunity to speak when they are learning English as a foreign language. This idea is especially true in the EFL classroom, where students do not live in an English-speaking country. In such cases, the students may only have the chance to practice English as a conversational tool during the sixty or ninety minutes of the lesson. But whatever the situation, the more students speak in English, the better English speakers they become even though they will not be the same like native speaker.

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. Without teacher talk, student talk will not exist. 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). Providing native teacher in the teaching learning process can be one suggestion to be tried. People who live in English-speaking country tend to be called native speaker. English become their first language and it is used as tool of communication

Last but not least, in language acquisition there must be an interference of language that is used by the English native teacher and learner in their daily life, it is called ‘mother tongue’. The native English teacher and student sometimes use their mother tongue to explain, ask, etc. And unfortunately, they do that unintentionally. The main reason why they do that is because they don’t have enough vocabulary and they lack of knowledge to sustain conversation.

Thus the researcher conducted the investigation on what kind of teacher talk that is used by the teacher in classroom. Not how the classroom interactions appear between student-teacher and student-student with the hope that teacher can create good talk in the teaching learning process and the language used by teacher. Therefore, to conduct this research the researcher chooses Senior High School which provides English Native Teacher. So, it is the right choice to do an observation for this research.

1.2 Statement of the Problems

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

1. What types of teacher talk used by English Native Speaking Teacher in EFL classroom?
2. How is the language used by English Native Speaking Teacher in EFL classroom?

1.3 Objective of the Study

Based on the problems above, there are two objectives that can be seen later, they are:

1. To describe types of teacher talk used by English Native Speaking Teacher in EFL classroom.
2. To describe how is the language used by English Native Speaking Teacher in EFL classroom.

1.4 Significance of the Study

The result of this study is hopefully to be beneficial from both theoretical and practical aspects.

For theoretical significance, first, the writer expects that this study can give contribution the theory of teacher talk. Second, it can give information about how the language used by English native speaking teacher in EFL classroom.

Furthermore for practical significances, first, this study will help the English native teachers or non English native teachers to know the categories of teacher talk in classroom instruction, help the teachers to improve their teaching behavior in order to maximize student learning in term of interaction and it can be a model for the teachers in order to measure their effectiveness in teaching learning process. Second, it would help the school to know a good teacher talk in teaching English. Third, it will widen the readers' knowledge about teacher talk and language use by English native speaking teacher.

1.5 Scope and Limitation

This study only focused on the teacher in order to analyze the kind of teacher talk and language used by Native Speaker in the classroom. The researcher did not analyze student talk or anything dealing with student talk. She focuses only on the teacher talk and the language use in classroom. Due to the limits of English native speaking teacher in senior high school, gender distinction was not considered.

1.6 Definition of Key Terms

In this study, it is important to know the definitions 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 by Native English Teacher during the teaching process. It can be direct teacher talk and indirect teacher talk.
2. English Native Speaking Teacher : a person who teaches English, come from English Speaking country and English becomes his or her first language.
3. Language Use : language that is used by the Native Speaker during learning process. It

includes first language, second
language and mix language.