CHAPTER I

INTRODUCTION

A. The Background of the Study

The teacher's role to make students feel interested in learning is very important. Teachers should know how to make their students learning well. Particularly in learning a language, a teacher should be able to stimulate the students to get involved in using the language in order to make the students get the optimal knowledge of the target language. Teachers also should consider the language used to interact with the students, which will encourage them to speak English.

Speaking is considered as a skill which is hard to be mastered. It is because in speaking there are many elements of language which have to be acquired by the students such as vocabulary, grammar, pronunciation, etc as Luoma (2004) states that to speak in a foreign language students must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In teaching speaking, the teachers should be able to use the language correctly, should be the example for the students to use English fluently without many hesitations and also has to make sure that the utterance can be accepted well by the students.

There are some texts that must be taught in the level of senior high school. One of the texts is analytical exposition text. Analytical exposition text is a piece of text that elaborates someone's idea about the phenomenon surrounding. Based on standard competence of senior high school, eleventh graders are expected to be able to express meaning in short functional text and monolog in the form of analytical exposition text (Depdiknas, 2007). The goal of teaching analytical exposition text in the scope of spoken language to the eleventh graders of senior high school is expecting the students to be able to give argumentation for something that needs to get attention.

As known, the objective of the language learning is to be able to communicate in the target language. Hence, the students need some opportunities to use the target language. Generally, the students spend much time in the classroom in which they learn the target language, so classroom is considered as the possible place where the students get the opportunities to speak in the target language. The opportunities are realized through interaction in the classroom. The interaction between teacher and students takes an important part in the process of learning language because is considered as an effective tool in the learning process which may in turn help these students in overcoming their speaking problems and enhancing their oral proficiency and language use.

Moreover, Lyster (2007) states that interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves. Therefore, interaction in the language

classroom has advantages to the students speaking performance. The way teachers control the classroom interaction also can enhance students' understanding about the language. Yu (2008) supports that classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. This reveals that, the development of language can only be realized through classroom interaction which constructs the whole operation.

The happening of interaction is affected directly by ways of teacher talk since it is the major spoken exposure to the students. There are some interpretations of teacher talk based on different sources such as Szendroi (2010:39), states teacher talk is the language typically used by the foreign language teachers in the process of teaching. In addition Liu and Zhu (2012:117) defines teacher talk is the major resources of comprehensible target language input the learners are likely to receive in the foreign language classroom teaching. From those definitions it can be said that teacher talk is a speech used by a teacher in order to deliver lessons in the class. Teacher talk is very important to language teaching as Walsh (2011) claims that teacher talk is more important in language classroom than any other classroom since in this context the language being used by teacher is not only the means of acquiring new knowledge, it is also the goal of the study.

Teacher talk also has a special purpose in the language learning. Its purpose is to communicate with students and to develop students' foreign language proficiency. Teacher talk is used to deliver the material, attract students' attention,

and engage them to be active in teaching learning process. Thus, teachers should know teacher talk well so that they can adjust her talk to make their sentences comprehensible for their students. The teacher talk is very possible to affect students' language acquisition since teacher is the one who speaks the most in the classroom. The proper use of teacher talk will have a positive effect on language learners' language output.

Actually, there are many senior high schools in Medan which are appropriate to be chosen as a setting to conduct the study, especially school that emphasize to use English in their daily activity. The researcher chooses SMA Swasta Teladan Medan as the subject for conducting this study. It is one of favorite senior high schools in Medan. This school consists of general classes. Many researches had been done in this school, but the researcher has not found any research focusing on analyzing the teacher talk in this school. That is why the researcher is interested to conduct a study about teacher talk used by the English teacher in SMA Swasta Teladan Medan.

The researcher had done an observation to the English teacher when teaching hortatory exposition text to the students of eleventh grade at SMA Swasta Teladan Medan . The following is the result of the observarion:

T: Good morning student?
SS: Good morning miss
T: Let's start on English. Silahkan dibuka halaman 103. Tolong perhatian ya, Okey students now you will study about the second text ya. I will read one text. Please you hear me carefully. After I read the text I will give one question. Do you understand?
SS : Yes

T: [The teacher reads the text with the title A Mobile Phone] Coba ya after you hear me, do you know what kind of the text? Once again Do you know what kind of the text I read? Kind of apa artinya?

SS: **Tidak tahu**

T: Kind? What kind of this text [writes on the whiteboard >> Jenis text apa ini?]

SS: Hortatory

T: Apa? Ya Hortatory text.

Horatatory text is designed to persuade the reader on listen thet something should or should not be the case. Harus atau tidak harus berupa permasalahan. (writes on the whiteboard). Hortatory is designed to persuade reader or listener that something should or should not harus atau tidak harus berupa permasalahan. If you will write hortatory text it begin with tenses followed by some argument and after that it gines recommendations. Jadi yang tadi sama dengan langkah – langkahnya dalam bahasa Indonesia itu atau Generic structurnya. First is thesis second is argument and the third is recommendation. In thesis dalam tesis you must concern about your issue. Kamu harus menyebutkan issue permasalahan yang akan dibahas apa? Harus berkomunikasi pada permasalahan itu apa atau disebut dulu permasalahan yang akan kita bahas. And in argument you can mention some reason. Sebutkan beberapa alasan . Kamu sebutkan beberpa alasan yang mendukung thesis tersebut. Misalnya kamu membahas apa berikan beberapa argumennya ya. Argument can be more than one. Argument bias lebih dari satu misalnya seandainya satu sudah cukup tidak apa-apa. Tetapi jika butuh banyak disebutkan and after that give a recommendation. In recommendation you can give some advice, tips misalnya saran yang bisa mendukung argument tersebut. So you can made a wise decision before you doing something sehingga kamu bisa membuat keputusan yang bagus yang bijaksana sebelum kamu melakukan sesuatu. Disini disebutkan dalam recommendasinya, jadi di ingat ya hortatory text pengertiannya itu atau tujuan dan fungsinya sedangkan langkahnya, argument and recomendation. And in hortatory text is still use present tense jadi dalam kalimatnya berupa present tense. Oke Do you know still remember the formula of Present These?

SS: **[Silent]**

T: Oke jadi dalam setiap kalimatnya karena menggunakan present tense sehingga ada kalimat – kalimat atau banyak memahami rumus-rumus present tense. [write on the whiteboard "S + Verb I + O"] understand?

SS: Yes

T : You can look in your book in page 114.

SS: Open the book page 114

T : Bukumu mana? Yang tidak punya gabung dengan yang punya buku.

SS: Open page 114

T: Ya open page 114. Ya sudah? In page 114 there is one example of hortatory text. Coba yang tadi sudah saya baca ada di halaman 114 yaitu membahas mengenai a mobile phone oke coba ya karena kalimat ini atau text ini memakai rumus present tense, I want to know in very paragraph which sentences. Please you look for a sentences not word tetapi kalimat which

medicate present tense. Menunjukan bentuknya present tense. Ok in every paragraph ya coba please you write on your paper first after that I will ask you one by one to write on the whiteboard.

[The teacher sit] [After some minutes....]

T: Ok coba plelase you write the fisrt paragraph. Paragraph pertama dulu coba Toridei. Please you write on the whiteoard. Mana kalimat yang menunjukan present tense. The second paragraph in Slamet. The third paragraph Eko, Please! Reza nanti paragraph ke empat ya! Novika paragraph kelimanya, nanti gantian yang menulisnya dipapan tulis.

SS: When we buy some mobile phone we have to consider some points.

T: Jika kita beli handphone kita harus mempertimbangkan beberapa poin.

SS: Present tense We buy a mobile phone

T: Is that right or wrong?

SS: Right

T: Kenapa?

SS: **[Silent]**

T: Karena rumusnya S + Verb I. Subjectnya yang mana?

SS:**[Sient]**

T: WE. Verbnya?

SS: Buy

T: Menunjukan present tense. Ini benar ya di paragraph pertama. Apakah hanya ada satu.

SS: Yes

T: Ya, just one. In the second paragraph, If we buy a mobile phone we can start asking ownselve the we may ask. Do we want if for our prestige on for the usefull ness. Jika kita menentukan untuk memiliki hand phone kita Tanya pada diri kita sendiri. Apa kegunaan dari alat tersebut. Kita bisa bertanya apakah kita membutuhkannya untuk prestise kita atau kegunaannya? Isi teman kalian menulis ada dua:

S: a. We decide to but a mobile phone
   b. Do we want it?

T: We subject decide Verb I, Do sebagai to be we subject. Ini suatu contoh bentuk kalimat apa?

SS: Kalimat Tanya

T: Atau interrogative. Apakah kita…..jadi ini salah satu bentuk contoh interrogative. Ini ada dua ya, sekarang paragraph three coba seperti apa?
   " After we decide to use mobile phone. We should make a choice on the type of mobile phone. We should decide the one that must should decide the one that meet should decided the one that meet our need. We must know what our need. Coba ya seteleh memutuskan untuk menggunakan sebuah hp. Rita harus membuat sutu pilihan megenai jenis hp dengan berbagai jenis pilihan yang ada. Kita harus memutuskan salah satu yang sesuai dengan kebutuhan kia. We must know what we need. Kita harus tau apa kebutuhan kita. Coba dilihat teman kalian menulis.

SS: We decides to use a mobile phone

T: Hanya ada satu?

SS: Ya

T: Just one. We decided sama dengan paragraph 2 Subject + Verb I juga sudah menunjukan present tenses ya. And the fourth paragraph.

SS: We only use it

T: We = subject only use = Verb I it sudah betul semua, and in the last paragraph! In the recommendation hanya ada satu present tense. Apa itu?

SS: Do I really need at the moment

T: Itu merupakan contoh bentuk kalimat tanya. Sama dengan paragraph kedua jadi itu tolong diingat rumus equel tenses soalnya simple present tense merupakan bentuk paling mudah. Coba sekarang kira – kira dari bacaan ini. What does the text tell you about?. Text tadi membicarakan mengenai apa!

SS: Mobile phone

T: Ya. Mobile phone itu ya. Seperti yang lain dalam setiap text there is a language features. In Hortatory text there are some language features. The first is causal connective the second is being verb. The thisrd is action verb. The fourth is general participant. The fifth is specific participants. The sixth is strong modality and the seventh is present tense. Karena memang bentuknya memakainya present tense jadi ada present tensenya. Causal connective berasal dari dua kalimat ya. Causal and connective. Causal apa?

SS: Karena atau sebab?

T: Connective adalah penghubung jadi penghubung yang mempunyai arti sebab atau penyebab, being verb action verb, such as diterangkan sebelumnya. Generic participant juga sudah specific participant masih ingat ya! General participant pendukung umum scantific. Disini misalnya, Mak atau misalnya siswa ini termasuk general participants yang sifatnya masih umum. Strong modality bentuk modalnya seperti should must dst. The own present past. Coba ya in your book coba cari dari paragraph pertama sampai terakhir itu apakah sudah memenuhi unsur – unsur di atas atau belum? Tidak semua unsur di atas selalu di temui dalam text hortatory paling tidak tiga atau empat di antaranya boleh yang penting sudah ada ciri – ciri dari hortatory text. Coba di lihat dulu pada paragraph pertama sampai paragraph ke lima. Cari kalimat mana yang menunjukan causal connection ada penghubung yang menyebabkan being verb seperti to be to be, action verb, general participants, specific participant, strong modality and present tense. Kalau yang present tense kan sudah tinggal yang lainnya okey! Coba di cari dulu!

SS: Yes miss

T: Kalian bisa melanjutkan pekerjaan kalian di rumah, untuk homework. I close this meeting you must study hard a bout hortatory text. For the next meeting you do not forget apa yang sudah saya jelaskan, tidak lupa. Terutama bentuk – bentuk tensesnya rumusnya, karena setiap tenses itu selalu di pakai, jelas ya!

SS: Jelas

T: Setiap text adalah tidak selalu sama, berganti – ganti terus. Tolong karena setiap text punya ciri sendiri-sendiri, jadi jangan lupa setiap tenses yang saya terangkan jika sering lupa akan selalu diterangkan lagi, lupa lagi. Thank's a lot see you. Assalamualaikum Wr Wb

SS: Wa'alaikumsalam Wr. Wb.

Based on the researcher's observation, the researcher found that at the beginning the teacher directly asked the students to open the book. The teacher tend to focus on delivering the lesson without paying attention to the understanding of the students. She directly explained the lesson without considering what she said during the lesson. When she had done the explanation, she asked the students to do the exercise on certain page while the teacher only sat. After that the teacher asked each student to read the answer and the teacher corrected any mistake. The teacher almost never gave the students brain storming as warming up and oppurtunities to ask or speak. Because of that, the students tend to be passive and do not understand what the teacher explained and said. They cannot follow the lesson well because the teacherwas lack to consider her talk, which make it as meaningless talk. She couldn't convey the proper teacher talk.

Many researchers have tried to analyze the teacher talk related to strategy, question, turn-taking, etc using various devices of analysis such as Flanders' Interaction Analysis Categories (FIAC), Foreign Language INTeraction (FLINT), Brown Interaction Analysis System (BIAS). Among those famous devices of analysis this study tries to carry out the Foreign Language INTeraction (FLINT) as the instrument to process the information and analyze the teacher talk happens in the classroom. FLINT is an instrument, which is used to describe the verbal communication in the classroom. This theory is developed by Moskowitz in 1975. Moskowitz divided teacher talk into two categories, including indirect influence

and direct influence. In each category, there are some points, which describe certain interaction event that we can find in the classroom.

Regarding the importance of teacher talk in teaching learning process, this study is intended to analyze the teacher talk in teaching speaking analytical exposition text at the eleventh grade of senior high school**.**

B. The Problems of the Study

In line with the background of the study, the questions to be answered are formulated as follows:

1. What are the categories of teacher talk used by the teacher in the speaking analytical exposition text classroom?

2. How do the categories of teacher talk affect the students' learning process during the teaching of speaking analytical exposition text?

C. The Objectives of the Study

Related to the problems of the study above, the objectives of this study are stated as follows:

1. To investigate the categories of teacher talk used by the teacher in the teaching learning process.

2. To describe how the categories of teacher talk affect the students in learning speaking.

D. The Scope of the Study

Since this study wants to observe the teacher talk in teaching speaking analytical the points of observation are also limited to those which are done by the teacher in the classroom. This study will limit and focus on the investigation on one English teacher who teaches for the eleventh grader at SMA Swasta Teladan Medan. As the consequence, the result of this study cannot be generalized for all English teachers. The limitation also comes from the language skill. Out of four skills, the researcher chooses speaking as the skill.

E. The Significance of the Study

The results of this study are expected to have contribution for the following:

1. Theoretically

The study would give point of view about how teacher talk and interaction have an effect to the language learning, so, the information would be a reference for the next researcher to conduct such similar research.

2. Practically

Give a contribution to the English teachers of Senior High School to improve their classroom discourse so that learning process can take place more effectively and efficiently in the classroom and clarify the appropriate teacher talk that are able to stimulate students to laern speaking.