

CHAPTER I

INTRODUCTION

A. The Background of the Study

Generally, teacher talk is a part a of classroom interaction that also related with the students' learning activity. By performing the appropriate teacher instruction, teacher can motivate students to be actively involved in the speaking descriptive classroom since the speaking that has to be performed by students is in the form of monologue.

In teaching learning process, teacher actually has become an issue that has received attention from many researchers because it is a part of classroom interaction. Moreover, interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people (Dagarin, 2004: 128). Actually, for teacher and students, classroom is a place is used to organize teaching learning process. Classroom is a room in a school or college where groups of students are taught. Teaching learning process will creates if teachers and students have to establish a good interaction with others in Classroom. Brown (2000 : 165) said that Interaction is the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. On interaction, people get feedback each other also.

In learning English as a second language, students are able to produce four skills in English. Those are listening, speaking, reading and writing. Each skill is inseparable and supporting each other. For instance, someone's writing ability is supported by his reading ability. Many people learn English in order to be able to speak. Mostly, they only learn English in an instant way. Many people think that being able to speak is the highest ability in learning foreign language. However, communication means not only spoken but also written language. Moreover, both spoken as well as written language are essential in creating a good communication.

On the other hand, writing is considered as a skill which is hard to be mastered. Learning to write is often more difficult than to speak. Abbot (1981: 140) states that writing is an essential skill for English learners as foreign language alongside listening, speaking, and reading. It is because in writing there are many elements which have to be acquired by the students.

When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write it may well provoke language development as they resolve problems which the writing put into their minds.

English in vocational is relatively unexplored, especially from the view point of the teachers who are ultimately responsible for the student's learning. In general vocational school cannot be the same as senior high school. Learning

styles, needs and students' characteristics are very different. Vocational students demand stricter disciplines of senior high school students. The worlds that require of vocational graduated students, vocational has a readymade expertise in the world of work. Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, it is vital that teachers focus more to the needs of their individual students. The teacher should not only focus on material achievement when teaching, they should also be able to treat the student individuals by the language used or "Teacher talk".

The success of education not only comes from students but also from the teacher as well. Teacher could be a facilitator to give the students can develop those beginning ideas based on the students' own imagination and creativity. The teacher will be explaining or informing about the materials, thus the students can achieve the goals. Teacher explanation is including in the teacher talk. To be a good facilitator, the teacher should have good teacher instruction. Pintrich and Schunk (2007: 318) states that classroom are active places where teacher and students constantly interact one to another. Interaction in the classroom will not occur without teacher talk and student talk. Teacher with the teacher instruction is one component in the classroom, which can give the best input to the students.

Many researchers have tried to analyze the teacher talk in years before 2000s namely Flanders' Interaction Analysis Categories (FIAC) (Flander:1970 and Foreign Language INterAction (FLINT) (Markowitz:1971) until after 2000s namely Brown Interaction Analysis System (BIAS) (Brown:2001) and Self-Evaluation of Teacher Talk (SETT) (Walsh:2006). Among those famous analysis

this study tries to carry out BIAS (Brown Interaction Analysis System) as the instrument to process the information and analyze the teacher talk happens in the classroom.

In this case, teacher talk especially in vocational school as we know that it's different with senior high school. Vocational school is one options for students interest in practical post secondary education and job training. Vocational school typically offer relatively prepare graduates for the workforce. Vocational school generally focus on program in career fields that can be completed in two years or less. Vocational school focusing on a single field, such as automotive trades or health services may offer only one training program or give students a choice of several program in the same industry such as hair stylist, barber, nail technician or esthetician programs at a cosmetology school.

Actually, there are many Vocational 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 SMK 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 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 SMK Swasta Teladan Medan.

The researcher had done an observation to the English teacher when teaching writing to the students of eleventh grade at SMK Swasta Teladan Medan . The following is the result of the observation:

- T : Good Morning students
 S : Good Morning
 T : How are you today?
 S : I'm fine. Thank you, and you?
 T : I'm fine too. Thanks.
 Ok. Who is absent today?
 S : Randy maam.
 T : Why is Randy absent?
 S : because he is sick.
 T : ok. Are ready for study?
 S : Yes.
 T : Ok. Before we start our study please pray at the moment
 S : pray begin.
 T : Ok students. Please open your book pages 147. In this chapters we will study about an idol. Everybody have an idol. I have an idol and I want to you, who is your idol? Now, I want to ask you another students.
 How about you Abil?
 S : Profet Muhammad
 T : why? Can you describe him?
 S : Profet Muhammad he is a very perfect person in the world I choose him to be my idol because he has many behaviors like a his kindness, he is patient, he is intelligent and he is honestly after that he doesn't arrogant and always look simple so, I think not wrongs to make him as an idol
 T : Ok Good. thank you abil
 Now, I choose the girl. How about you Datin? Who is your idol?
 S : Mahars
 T : Can you describe him?
 S : I like his song I like the way he deliver a message in to his song. Moreover, his handsome and he has beautiful voice
 T : I choose one student again, how about you jean?
 S : **hmm, I don't understand maam**
 (some students didn't know what is descriptive)
 T : why you understand? You can just explain about your idol, describe him
 S : **I don't know maam (student just silence)**
 T : Ok I will explain about to describe people or idol.
 Same with you I have an idol too
 Do you want to know who is my idol?
 S : Yes

- T : I will show you one picture. This is my idol. Do you know her?
 S : Yes
 T : Who is she?
 S : Fatin Cintya Lubis
(but some students didn't know her)
 T : She is from the x factor Indonesia.
 Tania can you describe about Fatin?
 S : She has a good voice
 T : Ok can you write?
 S : (student write in the blackboard)
 T : Ok Good Deni.
 Who wants to try?
 Caisar can you describe her?
 S : **No mam. I don't know about her**
 T : ok no problem
 Well, now I want to each other talk about your friends idol and describe in front of your friend.
 Ok start
 S : (Students discuss to his friend and talk about the friends idol)
 T : Ok students have you finish to ask your friend about her/his idol?
 S : yes maam.
 T : Now, make a group one group consist of four or five students and then you work in group and please describe about your family and then you write after that presentation in front of the class. I give five minutes. Are you ready?
 S : **Not yet maam**
 T : Ok students I think finish. And I will give you homework on pages 146. Please choose one of this pictures for your home work and describe it. You can choose picture one is about the farm. So , we have finish and this chapter we have finish describe about idol and family like father mother and grandmother. ok don't forget to do your homework.
 Thank you for your attention. Good afternoon
 S : good afternoon.

The interaction between English teacher and students in the classroom didn't run smoothly. The teacher found that some problems of students in writing when the teacher give instruction. There are several students who are not able to speak English. It caused by lack of vocabularies, low motivation, and haven't partner to speak English. Actually, Teacher and student need to communicate totally during the learning process..

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 teacher was 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. 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 writing interaction of technical engineering students in Smk Swasta Teladan Medan.

B. The Problems of the Study

1. What categories of teacher talk are found in teaching writing of technical engineering student in SMK Swasta Teladan Medan?
2. How do the categories of teacher talk affect the students in learning process?

C. The Objectives of the Study

1. To find out the categories of teacher talk in teaching writing of technical engineering student in SMK Swasta Teladan Medan
2. To describe how the categories of teacher talk affect the students in learning process.

D. The Scope of the Study

The scope in this study is the male teacher and also the students in tenth grade for vocational school who study English as a foreign language as the subject of the researcher. Since this study wants to observe the teacher talk in teaching writing, 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 SMK 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.

E. The Significance of the Study

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically.

1. Theoretically

- To give some information about the types of the teacher instruction and how to implement a proper teacher instruction.

2. Practically

- It can make the students more active and give the motivate in teaching learning process and students also interest to write.

They have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.