

CHAPTER 1

INTRODUCTION

A. Background of the Study

In the process of teaching English, teacher plays various pivotal roles. Harmer (2007: 25) states that the roles teacher performs includes: (1) controller to pupils, especially in grammar exercises and presentation/explanation, (2) prompter/motivator who encourages pupils, pushes them to achieve more, feeds in a bit of information or language to help them proceed, (3) assessor who tells the pupils how well they have done or gives them grades, etc., (4) resource whom pupils consult for difficult language items, etc. Therefore, when the teacher is able to master the roles, the students get success in learning process.

A major proportion of class time is taken up by teachers talking in front of the classroom (Nunan & Bailey, 2009). No matter what teaching strategies or methods a teacher uses, it is necessary to give directions, explain activities and check students' understanding (Richards & Schimdt, 1985). This clearly emphasizes the importance of teacher talk in language classrooms. 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.

Walsh (2011) also claims that in language classrooms, teachers control patterns of communication, they are able to interrupt whenever they like, take the floor, hand over a turn, direct the discussion, and switch topics. All these functions are achieved through teacher talk. Teachers obtain their power and

authority through effective language use. In fact, by the language they speak and the words they choose teachers not only manage their classrooms but also dominate and control learners' opportunities for language learning. Teachers take the floor and lead the class whenever they like through their speech. As Breen (1998) puts it, it is the teacher who orchestrates the interaction (Walsh, 2011). Arguably, a teacher's ability to orchestrate the interaction not only determines who may participate and when, it also influences opportunities for learning. The consequence of this is that the teachers clearly talk more and occupy more of the interactional space of the classroom and learners' opportunities for classroom participation are largely controlled by the teachers. Yet, no matter how natural the dominance of teacher talk in language classrooms seems, for years, excessive teacher talk has been the source of criticism for restricting learners' opportunities of language production and classroom participation. Harmer (2007) claims that learners will have less opportunity for class participation if teacher talks and talks.

CLT (Communicative Language Teaching) methodology emphasizes the importance of learners' production and verbal participations in language classroom. According to (Larsen-Freeman, 2000) in CLT classrooms, learner has a choice not only about what to say, but also how to say it. If teachers talk almost two-third of the class time, the question arises whether any choice is left to the learners at all. Teachers' dominance on language processes will logically reduce learners' choices. One of the basic principles of CLT methodology is that students should be given opportunities to use the language and communicate with others. The problem is that if teacher talks too much, learners' opportunities for language

production will be deduced. Harmer (2007) claims if learners are not engaged in the discourse actively, they will have little opportunity to try out and learn a new language, test their hypotheses or develop strategies for dealing with unknown language. According to Yanfen and Zhao (2010), the interaction between teacher and students constitutes a most important part in all classroom activities. Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and students, and consequently creates more opportunities for interactions between teachers and students.

As Mulyadi (2011) mentioned that the students in Indonesia still have some troubles in expressing themselves. It was indicated by their lack of vocabulary, poor communication, and limited grammar. The main interest in classroom interaction was to encourage teachers to better use of their language and communication skill. The interactive choices made the teachers have a strong impact on the type of learning which takes place. During the process of teaching and learning, the teachers were supposed to use English as a medium transferring the knowledge to the students.

Matsumoto (2010) indicated that the students want the teacher to use mother tongue as much as possible in classroom even they are studying English. However, the results of study indicated all the students allowed some classroom using English was only when it was hard for students to understand, only when grammar and difficult concepts were taught, or only when two languages were compared or only the meanings of difficult words are explained.

In the other hand, Rohmah (2011) investigated features of teacher talk using SETT framework. The result showed that features of teacher talk used by the teacher had been used to elicit students' contribution and assisted the students to build their speaking skill in learning process.

Based on the phenomenon in teaching practice, many of students were difficult when studying English especially in speaking. Speaking was one productive skill of language learning. It involved communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. Teacher should be taught in any language learning to make the learners able to communicate. Speaking was the skill that the learners will be judged upon most in real-life situation. It was an important part of everyday interaction and most often the first impression of a person was based on his/her ability to speak fluently and comprehensibly. Giving the text was one of strategy to improve students' ability especially in speaking.

Based on issues above, the researcher wanted to find out the features of teacher talk used by the teacher in learning process and the effect of features of teacher talk on the students' learning process twelfth grade of SMA Swasta Tunas Pelita Binjai.

B. The Problems of the Study

Based on the background of the study above, the researcher make the identification study as:

1. What are the dominant features of teacher's talk that occur in teaching learning process for the twelfth grade of SMA Swasta Tunas Pelita Binjai?
2. How does the teacher talk affect the students' learning process in teaching learning process for the twelfth grade of SMA Swasta Pelita Binjai?

C. The Objectives of the Study

The objectives of the study are:

1. To investigate the dominant features of teachers' talk occur in teaching procedure text for the twelfth grade of SMA Swasta Tunas Pelita Binjai.
2. To describe how the features of teacher's talk affect on the students' learning process during teaching procedure text for the twelfth grade of SMA Swasta Pelita Binjai.

D. The Scope of the Study

The scope of the study is to find out the dominant features of teachers' talk in teaching procedure text and to describe how the features of teachers' talk affect on the students' learning. It is conducted for the twelfth grade of Senior High School of SMA Swasta Pelita Binjai.

E. The Significance of the Study

Findings of this study expected to provide information which may have theoretical as well as practical advantages for teaching English speaking. Theoretically, the findings of the dominant features of teacher talk used and how the effect of features of teacher talk on students' learning later will be practice in teaching process.

Meanwhile practically, the findings become source of theory for the English teachers especially in Senior High School in their attempt to develop their teaching process or transferring the materials as well. The activities used by the English teachers from this study are also expected to enrich the students' motivation in learning English. Briefly, this investigation can increase the teachers' view regarding the current issues, especially to affect students' learning process using the features' of teachers' talk.