

CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching learning, teacher talk is a component of classroom interaction related to students' learning activities. The teacher's role in piquing pupils' interest in learning is critical. The teacher might encourage students to participate actively in the speaking lesson. And a teacher should be able to motivate students to achieve the best possible understanding of the target language. Teachers have become an issue that has attracted attention from many researchers in the teaching learning process since it is an element of classroom interaction. Teachers should look at the language they use to interact with pupils to see if it encourages them to speak English.

Speaking is one of the most vital talents to develop in order to communicate effectively. It is because there are various parts of language that pupils must learn when speaking, such as vocabulary, grammar, pronunciation, and so on. According to Luoma, pupils must understand the language's sound system, have near-instant access to suitable vocabulary, and be able to put words together intelligibly with minimal delay in order to speak in a foreign language (2004). In the teaching and study of English in Indonesia, there are four essential skills that must be acquired. All activities include listening, speaking, reading, and writing. Because there are numerous challenges that students face. For example, they have a limited vocabulary, which can affect their confidence to speak up, there is no comfortable environment in the classroom, which causes students to

lose focus on the lesson, and many other factors. Many factors contribute to foreign learners' difficulty in speaking. There are various qualities that contribute to speaking being a challenging language competence, according to Brown (2001: 270). Many factors contribute to foreign learners' difficulty in speaking. According to Brown (2001 : 270), there are some characteristics that contribute to speaking being a difficult language skill.

Many factors contribute to the difficulty of foreign learners in speaking. There are some characteristics that contribute to speaking being a difficult language skill, according to Brown (2001 : 270). A text that elaborates on someone's idea regarding a phenomenon is known as an analytical exposition text. Based on senior high school level competency, eleventh graders must be able to convey meaning in a brief functional text and speech in the form of analytical exposition text (Depdiknas, 2007). The purpose of teaching analytical exposition text in the context of spoken language to senior high school eleventh graders is to equip students to present explanations for something that warrants their attention.

In the communicating phase of the learning process, One of the learning objectives for eleventh grade students in senior high school is to be able to tell the information in an analytical exposition text and present it in front of the class while paying attention to the social function, structure, and language element. Teacher-student contact is an important component of the language learning process since it is viewed as an effective approach in the learning process that can assist these youngsters overcome their speaking issues and increase their oral fluency and language use. Furthermore, during the teaching and learning

process, the teacher will often supply the majority of the knowledge to the students. Students are rarely provided many opportunities to convey their ideas, particularly those that allow them to communicate information orally.

Because teacher speak is the majority of what kids hear, it has a direct impact on how they interact. Szendroi (2010:39) states that teacher talk is the language used by foreign language teachers during the teaching process, and some interpretations of teacher talk have been based on a number of sources. Furthermore, Liu and Zhu (2012:117) identify instructor discourse as the primary source of intelligible target language input for foreign language students. Teacher talk, according to those definitions, is a speech delivered in the classroom by a teacher. Teacher speak is particularly important in language education, according to Walsh (2011), because the language used by the teacher is not just a way of acquiring new knowledge, but it is also the study's goal.

In addition, in language development, teacher speaking serves a distinctive purpose. Teacher talk, according to Xiao-Yan (2012), is the language used by the teacher to instruct students in the classroom. Teacher speak is intended to inform students, engage them in the learning process, and keep their attention. As a result, teachers should be familiar with teacher talk so that they can modify it to make their words more understandable to their students. Because the teacher is the one who speaks the most in the classroom, teacher talk has the ability to influence children's language development. Language learners' language output will improve if teacher discourse is used effectively.

In fact, there were numerous senior high schools in Siantar that were excellent for used as a study location, particularly those that is promoted the use of English in daily activities. The subject for this research was one English teacher of SMA Swasta Taman siswa Tapian Dolok, is chosen by the researcher. SMA Swasta Taman Siswa it to be one of his favorite senior high schools in Siantar. General education lessons are offered at this school. Although several studies have been completed at this school, the researcher has found no studies focusing on evaluating instructor speaking. As a result, the researcher is excited to do research on the use of teacher speak by English teachers at SMA Swasta Taman siswa Tapian Dolok.

The researcher observed the English teacher as she taught an expository text to students in the eleventh grade at SMA Swasta Taman siswa Tapian Dolok. The following is the result of the observation:

Teacher : Good Morning everybody

Students : Good Morning Sir

Teacher : How are you today ?

Students : I'm fine sir

Teacher : Okay, now we're going to learn about our topic, which is an exposition text.

Exposition (writing in the white board)

Students : Text..

- Teacher : What is the Exposition text ?
- Students : Exposition text is a type of text that discusses a specific topic or issue. Dan membahas satu sudut Pandang membahas sebuah isu atau permasalahan.
- Teacher : Ok. Jadi exposition text itu apa tadi? is a text that discuss about persoalan apa?
- Students : Problem and Issues.
- Teacher : Can you give an example about exposition text ?
- Students : No sir!
- Teacher : ada banyak contoh text analytical exposition text , Open page your book number 103, can you read one text, after you read the text I will give one question. About Problems and issues in the text.
- Students : Ok sir (siswa membaca text)

According to the researcher's observations, the teacher instructed the students to begin reading from the beginning of the book. The teacher's primary concentration is on presenting the lesson without regard for the pupils' comprehension. He explained the lesson without taking into account what he said throughout the lecture. After he finished talking, he told the pupils to finish the activity on a certain page while the teacher remained in the room. Following that, each student was required to read the solution aloud, and the teacher was responsible for correcting any errors. As a warm-up, the teacher almost never

gave the students brainstorming tasks or opportunities to ask or speak. As a result, students are more likely to be passive and misunderstand what the teacher is saying and explaining. They can't follow the lecture since the teacher didn't think about her words, making them meaningless. She was unable to deliver the necessary teacher talk.

Using various analysis techniques such as Flanders Interaction Analysis Categories (FIAC), Foreign Language INTERaction (FLINT), and Brown Interaction Analysis System, several scholars have sought to evaluate teacher discourse on strategy, questions, turn-taking, and other subjects (BIAS). Among other well-known analytical tools, this study aims to use Foreign Language INTERaction (FLINT) as a tool to analyze information and assess instructor conversation in the classroom. FLINT is a method for describing verbal communication in the classroom. In 1975, Moskowitz proposed this concept. Indirect influence and direct influence are two types of teacher communication defined by Moskowitz. Each category has particular points that illustrate a certain interaction that occurs in the classroom. The goal of this study is to determine the value of teacher talk in the teaching of speaking analytical exposition text in senior high school eleventh grade.

B. The Problems of the Study

The following questions must be answered in light of the study's context:

1. What are some of the numerous styles of teacher discourse used in the speaking analytical exposition text classroom?

2. How do the different types of teacher discourse influence students' learning during the teaching of speaking analytical exposition text?
3. Why are the teacher talk categories used in the ways they are ?

C. The Objectives of the Study

The aims of this study are as follows, in relation to the concerns discussed above:

1. To look into the many types of teacher speak that are employed by teachers during the teaching and learning process.
2. To explain how the different types of teacher talk affect students' learning of how to speak.
3. To discover the reason why teachers use such types of teachers talk in the classroom.

D. The Scope of the Study

The points of observation are also limited to those conducted by the instructor in online learning based on the syllabus KD 4.4, 4.4.1, and 4.4.2, because the purpose of this study is to observe the teacher's discourse in teaching analytical speaking. This inquiry will be limited to and focused on one English teacher at SMA Swasta Taman siswa Tapan Dolok who teaches eleventh graders. As a result, the study's conclusions cannot be applied to all English teachers. A lack of linguistic abilities is also a constraint. The researcher selects speaking as one of four skills

E. The Significance of the Study

This study's findings are likely to help with the following:

1. Theoretically

The research would give an opinion on how instructor discussion and interaction improve language learning, and the findings would be used as a guide for future researchers conducting similar studies.

2. Practically

Contribute to English teachers at Senior High School in order to improve their classroom discourse so that the learning process can run more smoothly and efficiently, as well as to define suitable teacher talk that will motivate students to learn to speak.

