

CHAPTER I

INTRODUCTION

A. The Background of the study

The language used by teacher or teacher talk is a part of communication in the classroom. It is so important because it covers everything that goes on in the classroom. It is central in teaching and learning process. It is used for managing students, and organizing tasks or activities in learning process at the classroom. Longman Dictionary of Language Teaching and Applied Linguistics defines teacher talk as “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners”

However, according to Valentina and Ariyanto (2020) many problems of interaction occur in the classroom. For instance, students difficult to express themselves in using English that is not their mother tongue. Studies in classroom discourse also have result in consistent findings. Teacher talk dominates around 60% of classroom time (Chaudron, 1988, p. 50). It makes the role of participants (teaches and learners) are not equal in teaching and learning process. Teacher Education program mostly pay very little attention to classroom interaction. Teachers talk dominates most of the teaching and learning process in the classroom. In addition most teachers education programs are not aware the important of

classroom interaction and teacher talk in teaching and learning process. It devotes a considerable amount of time to teaching methods, and to subject.

A research finding of Abraham (2019) In relation to the classroom interaction in English language teaching and learning implemented by the English teachers, the findings indicate that most of the students are really satisfied with it and regard their English teachers as the 'communicative teachers'. The perceptions of the students about the classroom interaction are similar with what the English teachers have done in the classroom. The students emphasize that their English teachers maintain interaction in every teaching phase they do. Even when the students are doing the exercises, the English teachers are always trying to interact with them and try to overcome every single problem they face in doing the exercises. Having such good communication skills like that is really important for teachers in managing the classroom, as it becomes the foundation of the success of students' academic achievements.

An interesting framework used for classroom interaction is SETT (Self evaluation teachers talk) by Walsh (2006). The SEET framework comprises four classroom modes and fourteen interactional features. This framework is designed to help teacher both describe the classroom interaction of their lesson and develop an understanding of interactional process as a way becoming a 'better' teacher (Walsh, 2011). Using SETT analysis allows teacher to gain a rapid profile the kinds of features to be found in their classes and asses their appropriacy.

This study focuses on investigating classroom interaction by using Self Evaluation Teachers Talk (SETT). This research attempt to identify and analyze

classroom interaction between teacher and students. How they communicate each other in the classroom and what types of classroom interaction features that teachers apply. It can be useful to increase teachers' knowledge about the important of classroom interaction in teaching and learning process and as a way to evaluate classroom interaction in their lesson. This research aims to describe teacher-students interaction pattern in ninth grade of SMP NEGERI 2 HALONGOAN TIMUR and to find out what are the type of interactional features used by teacher in the classroom interaction at the ninth grade of SMP NEGERI 2 HALONGOAN TIMUR.

Here are the examples of language features in teaching-learning process.

Teacher : “okay, and what about in your house? What place that you like the most in your house?”

Students: “/ garden/ dining room/ living room/ bedroom/ bathroom/ kitchen/balcony/”

Teacher : “okay... Budi, what is your hobby?”

Budi : “I like soccer”

Conversation above is not an example of referential questions (genuine questions to which the teacher does not know the answer) asked which was stated by Nunan (1988: 23) as one of characteristics of the genuine communication. Moreover as Matsumoto (2010: 57) said, referential questions have a strong correlation with students' creative responses, which often lead to further teacher-student interactions. The referential question in line 1-5 above talking about room and suddenly Teacher ask budi about his hobby.

Teacher : “Okay, good comments ... nah, I see before that Budi don't identify his room first... is it right Dinda?”

Budi : “Yes Mam (Budi is shyly smiling) I focus on description... I think.”

Teacher : Okay but before description we must make an identification, Okay Dinda can you make an example for Budi.

On the conversation above, the researcher found that the teacher don't use seeking clarification as the features of teacher talk performed. It showed that the teacher was not entirely satisfied with the first response but he made Dinda to make identification instead of Budi. This is a bad example of using seeking clarification features.

Student : I found that Amazon River is the longest river in the world
 Teacher : I don't think so, you better check it again.
 Student : Oh, okay Mam.

On the conversation above, the researcher found that the teacher don't use direct repair as the features of teacher talk performed. It showed that the teacher know the answer but he ask his student to check it by himself instead of telling him.

Student : "This is my...most...valuable place..in my home because....."
 Teacher : "Great...so, what is the point of sentence..."
 Students: "Valuable"
 Teacher : "Not just valuable...but most valuable place in his house, okay?"
 Student : "Oh, yes Mam"

Conversation above is an example of student-teacher interaction, teacher should use Extended Wait Time feature so student can explain more about his home.

Based on issues above, the researcher want to find out the features of teacher talk used by the teacher and the effect of features of teacher talk on the students learning for ninth grade of Smp Negeri 2 Halongoan Timur.

B. The Problems of the Study

In accordance with the background of study, the problem of the study are:

1. What types of language features that teachers apply in ninth grade of SMP NEGERI 2 HALONGOAN TIMUR?
2. Why does teacher use language features when learning in ninth grade of SMP NEGERI 2 HALONGOAN TIMUR?

C. The Objectives of the Study

The objectives of the study are:

1. To analyze types of language features that teachers apply in ninth grade of SMP NEGERI 2 HALONGOAN TIMUR.
2. To investigate the reasons why teachers use language features of teachers talk in learning process in ninth grade of SMP NEGERI 2 HALONGOAN TIMUR.

D. The Scope of the Study

The study limits on language features of teacher's talk in teaching Descriptive text for ninth grade students. The other hand, there are some theories relate to language features of teacher's talk such as Harmer (2007:25), Walsh (2006: 62), and Matsumoto (2010).

E. The significances of the Study

The researcher hopes that this research gives significance for readers and other researchers. Basically, the benefits are distinguished into two:

1. Theoretical Significance

It is useful for giving better understanding about language features of teacher`s talk in classroom interaction.

2. Practical Significances

The result of this research is expected to be useful for:

- a. For the students, the finding research can be used as a new reference to learn English.
- b. For teachers, this research will give some information of language features of teacher`s talk. They can know what is the dominant language features and why teacher use language features. So, they can improve their teaching skill in teaching learning process.
- c. For the next researcher, this research will give some contribution and information for next researcher about language features of teacher`s talk. The result of the research is expected to give some contribution for students, teachers, and future teachers.