CHAPTER I

INTRODUCTION

A. The Background of the Study

Teacher's talk plays an important role in classroom interaction since the functions of the language the teacher uses in classroom interaction aim to enhance students' communications skills, improve students' knowledge, correct students' behavior, and encourage students' participation in class. In line with that statements, Nasir, Yusuf & Wardana (2019:526) explained that teacher's talk is an important part of foreign language teaching since it is used to manage classroom interaction and as the source of language knowledge for students. Moreover, the language that the teacher uses in classroom interaction is not only focused on lecturing but also on achieving the teaching and learning objectives.

Nunan, (2000, as cited in Khusnaini, 2019:167) stated that the changes that teacher makes to their language including the feedback, question, instruction, and explanation in the teaching and learning process could have an essential effect on the teaching and learning process, not only on the effectiveness of classroom management but also on the student's acquisition of target language. Therefore, teachers needed to have a good consideration about teacher talk that they would like to apply in the teaching and learning process, especially in teaching speaking skills.

According to the Minister Regulation of National Education (Permendiknas No. 22 of 2006), which addressed the substance of competency standards, speaking is one of the four standards that students must possess. Students must be able to develop their speaking ability in the teaching and learning process it is because foreign language teaching will be successful if the students can develop their skills in performing English effectively and accurately in communication. Moreover, English proficiency is important for people since English is known as a global language utilized worldwide in today's globalization period. People who can speak English fluently will easier to communicate and learn anything from many sources. That is why students are encouraged to have a good ability in speaking English and the role of the teacher is important in encouraging and facilitating students to speak English in the teaching and learning process.

Teaching speaking is one of the essential activities in the English learning process. In teaching speaking, the teacher tries to transfer knowledge and skill of speaking to the students. The teacher also tries to push students to practice English verbally by speaking in the teaching and learning activities. According to Harmer (1998:88), good teaching speaking activities should motivate the students to participate actively during the teaching and learning process so the teacher needs to set up proper teaching activities for students. However, teaching speaking is not an easy task to do because it needs to have an interactive interaction between the teacher and student(s) or student(s) with another student (s). Goronga (2013:440) asserted that good classroom interaction makes students participate in the teaching and learning process. It meant that interactive classroom interaction in the teaching and learning process enhances

students to be involved actively during the class. In this case, the students will be brave to share their ideas, opinion, and feelings.

Furthermore, Harmer (1998:4) described a good teacher letting their students practice the language they are learning. The teacher also tries to maximize the students' talking time rather than the teacher's talking time itself. In line with that, Chai (2015:844) argued that the successful or unsuccessful teaching and learning process is determined by the efficiency and ways of interaction between teacher and students. In addition, classroom interaction where the teacher's talk dominated the interaction day by day, therefore the students were hard to talk about anything is one of the examples that teacher talking time can be over-used and vice versa where the teacher seems averse to talk in a classroom interaction is not interesting either so the teachers need to be wise in using their talk, especially in speaking class.

In contrast, some studies showed that English classes in Indonesia were still dominated and controlled by teachers. The students had less chance to explore and practice their English since the class was dominated by the teacher and mostly used the Indonesian language in the teaching and learning process. Nasir, Yusuf, & Wardana (2019) found that teacher's talk dominated an English classroom interaction in the second grade of senior high school in Aceh Tengah, Indonesia. It happened because of the lack of student participation in classroom interaction in expressing their ideas and feelings. The other fact, Selamat, and Melji (2022) reported that the teacher was more active than the students in English classroom interaction. It can be seen from the evidence that the percentage of teacher's talk was higher than the percentage of

students' talk. Therefore, the objective of language learning was not fully achieved since the students passively participated in English classroom interaction.

The other reality, teaching speaking recount text was taught by an English teacher for the tenth grade at SMA Negeri 1 Medan as suggested by the English syllabus in the K-13 curriculum. In line with the K-13 curriculum, the teacher needs to apply a student-centered approach to teaching speaking to give students more opportunities to practice their English verbally during the teaching and learning process. However, based on the observation in SMA Negeri 1 Medan when the researcher conducted Pengenalan Lapangan Sekolah (PLP) program, it was found that the teacher applied a teacher-centered approach in the teaching and learning process. It was shown from the teacher almost controlled and dominated the class during the teaching and learning process.

Not only that, the teacher explained the lesson directly to the students so the teacher's talking time was dominant. Then, while explaining the lesson, the teacher asked the students to answer the questions directly by using a combination of Bahasa Indonesia and English. Moreover, in the teaching and learning process, the teacher just focused on interacting with the students who answered the questions, meanwhile, the other students who did not answer the questions, especially those students sitting in the back row tended to keep silent. So, they were not actively participating in the English-speaking class. Below are some utterances of the teacher that the researcher observed as preliminary data:

Table 1.1 The Teacher's Talk in Teaching Speaking in Preliminary Observation

Interaction	Characteristics of Teacher's Talk
Teacher: "Anybody knows, what is recount text?"	The teacher tried to give questions to the students (Asking questions).
Teacher: "Recount text is a text that tells about a past event…"	The teacher tried to explain the lesson to the students (Lecturing).
Teacher: "Coba sekarang baca buku halaman x…"	The teacher tried to give directions to the students.
Teacher: "Apa nama jenis teks yang kalian baca?... Ya betul, itu adalah teks recount biografi..."	The teacher tried to ask and explain the lesson to the students (Lecturing) and praised the students who answer the correct answer.
Teacher: "Tenses apa yang biasa digunakan untuk teks recount biografi?...Good Job, past tense! Past tense….	The teacher tried to ask and explain the lesson to the students (Lecturing) and also praised the students who answer the correct answer.
Teacher: "Who can retell Lionel Messi's Biography in front of the class?" Siapa yang bisa?	The teacher tried to encourage the students to practice their speaking skills.
Teacher: Good, anyone else?	The teacher tried to praise and encourage the students.
Teacher: "Ada beberapa unsur kebahasan dalam teks recount biografi..."	The teacher tried to explain the lesson to students (Lecturing).

Based on the preliminary observation above, the teacher dominated the teaching and learning process. Then, not all students actively participated in the English-speaking class. Meanwhile, the teacher's talk should not dominate the interactions in an English-speaking class. Then, the students should actively practice their English

verbally during the class. Therefore, the researcher concluded that the expectations of theorists are not in accordance with the initial observations, so the researcher conducted a study on teacher's talk in teaching speaking recount text for the tenth grade at SMA Negeri 1 Medan. The researcher analyzed the teacher's talk that occurred in the teaching speaking recount text for the tenth grade at SMA Negeri 1 Medan and elaborated on the teacher's reasons applied to those teacher's talks. Therefore, the title of this study was formulated as follows "Teacher's Talk in Teaching Speaking Recount Text for Tenth Grade at SMA Negeri 1 Medan".

B. The Problems of the Study

Based on the background above, the problems of this study were formulated as follows:

1. What types of teacher's talk occur in the teaching speaking recount text for the tenth grade at SMA Negeri 1 Medan?

2. Why were types of teacher's talk applied in the ways they were?

C. The Objectives of the Study

Based on the problems in this study, the objectives of this study were formulated as follows:

1. To analyze the types of teacher's talk that occurred in the teaching speaking recount text for the tenth grade at SMA Negeri 1 Medan.

2. To elaborate on the teacher's reasons why applied those types of teacher's talk in the teaching speaking recount text for the tenth grade at SMA Negeri 1 Medan.

D. The Scope of the Study

In this study, the researcher only focused on analyzing teacher's talk during the teaching and learning process by using Flanders Analysis Categories System (FIACS). Moreover, this study was limited only to the analysis of teacher's talk in the teaching speaking recount text. Last, the researcher focused on observing an English teacher who taught the tenth grade at SMA Negeri 1 Medan.

E. The Significances of the Study

The significances of this study were expected to be beneficial and give contributions theoretically and practically.

1. Theoretically

   The results of this study can be used to improve the literature and knowledge of the readers about teacher's talk in teaching speaking recount text. Then, this study also can provide beneficial references for future studies on teacher's talk in English classes.

2. Practically

   a. For teachers, the results of this study are expected to be useful for additional knowledge to encourage their students to be more active in English classroom interaction. Not only that, the teachers are expected to

be more responsible to improve their teaching competencies in terms of being more creative and innovative to build an interactive classroom in teaching speaking.

b. For students, the results of this study can be used as an evaluation to improve students' talk in teaching speaking classes. In terms of delivering ideas, asking questions to the teacher or the other students, answering the teacher's or the other student's questions, and giving the response to the teacher and the other students in the teaching and learning process.

c. For other researchers, the results of this study can be used as a reference and comparison of teacher's talk in the teaching and learning process.