# CHAPTER I

# INTRODUCTION

## A. Background of the Study

The educational experience unfolds when a teacher engages with students and foster interactions among them in the classroom. This interaction is crucial because it encompasses the exchange of ideas, emotions, and students' perspectives (Huriyah & Agustiani, 2018). Classroom interactions are based on the contributions of teachers and students. Student-to- student interactions and teacher-students interactions both take place within the classroom. Teacher and student interaction in the classroom generally take place when the teacher is leading instruction in front of the class, consequently affecting the students. Both types of interaction require improvement in classroom setting. In these interaction teachers typically initiate and sustain the communication.

Classroom interaction encompasses the various events and activities that occur within the classroom, including both verbal and non-verbal communication. Verbal interaction occurs when the teacher and student engage in conversation, while non-verbal interaction involves the exchange of gestures, facial expressions, and other silent cues such as body language. Non-verbal interaction refers to any communication that happens without the use of words, involving body language, space, time, touch, voice patterns, color, arrangement, design of environment. When students engage in written and oral communication in the classroom, it signifies that they have completed their verbal interaction. Their non-verbal interactions is evident through responses like head-nodding and hand-

raising. According to Sutiyatno (2018) emphasizes that verbal communication relies on the use of the language and plays a crucial role in knowledge transfer. Furthermore, Wahyuni (2018) argues that verbal communication is the skill of articulating ideas logically using either written or spoken words, ensuring that students can comprehend the information effectively. As the result, the teacher's involvement in interacting while students acquire and learn the target language is crucial. Classroom interaction is vital for fostering learning and actively learners in the educational process (Al-Smadi & Rashid, 2017). Effective classroom interaction is guided by the teacher and a positive outcome depends on the teacher's ability to manage the class effectively. Both teacher and students should have enthusiasm to get involved in the interaction.

In the English Foreign Language (EFL) classroom, teachers play a crucial role in interacting with students, as they are responsible for a significant portion of the class time. Ariatna et al. (2024) stated that classroom interaction is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves students' language ability and achievement. This involves providing guidance, explaining activities, and assessing students' understanding using the target language. This is supported with the viewpoint put forward by (Hollo & Wehby, 2017) that teacher talk has a major impact on student interaction through providing information that is understandable and reasonable for the students. Given that teachers facilitate learning in the classroom through compatible and effective communication, it is evident that students' appropriate responses to the teacher's instructions signify

their understanding of the language being used. Teacher must recognize in order that making a good and effective interaction with the students is very important to reach students' engagement in classroom experience. Teacher talk refers to the total of time a teacher expends talking during a class, and it is a crucial aspect. Teachers should consider lots of works in teaching language considering that student's first language can often interfere with their acquisition of the second language and how the teacher produces themselves affects students' input. Teachers talk is not merely used to convey information but also to convey positive attitudes toward students in a second language teaching environment.

The presence of interaction in educational process is influenced by teacher talk. A common challenge for teachers, particularly English instructors is managing a submissive class where students are unresponsive and reluctant to engage with the teacher. Moreover, the interactions in the classroom are often teacher-centered rather that student-centered. Furthermore, teacher talk is a critical element in classroom interaction, as it significantly influences students' comprehension of the learning materials and their achievement in the target language. Glover (2018) proposed that closely examining the features of teacher talk can enhance academic studies by guiding supervision and evaluation of teachers, as well as facilitating personal reflections for the educators themselves. Teacher talk is significant element in the classroom, as it provides meaningful interactions for the students. Through this communication, students can acquire new knowledge and any necessary information. Additionally, students may be encouraged to share their thoughts about the lesson, fostering a more interactive

learning environment. Consequently, when learning a language, especially a foreign one, exposure to the target language is essential in the classroom and can be effectively achieved through teacher talk.

However, research investigation on teacher talk has been conducted by Hartono *et al.* (2021); Valentika and Yulia (2020); Izzati and Hamzah (2020); Basyori *et al.* (2021); Ekinci (2020). In the context of English as a Foreign Language (EFL), these studies aimed to pinpoint the characteristic of the teacher's language usage. Hartono *et al.* (2021), Valentika and Yulia (2020), Izzati and Hamzah (2020) revealed that mostly the teacher dominates in classroom interaction. The teacher's utterance takes up almost the entire classroom lesson in order to provide information. Another previous study by Basyori *et al.* (2021) discovered that students were sufficiently engaged to participate actively in classroom intractions. Additionally, Ekinci (2020) observed that teacher talk dominated a significant portion of the class time.

Furthermore, researcher has carried out an observation in SMP Methodist-An Pancur Batu, the researcher observed that during the English language teaching and learning process, teacher talk consistently overshadowed student talk. During observation, the researcher noted that some students hesitated to speak because they were apprehensive about making errors and lacked confidence in their English language abilities. The students had issues to response the teacher' question in English class because they lacked of vocabulary. Some students viewed English learning as a challenge, while others demonstrated a lack of enthusiasm for acquiring the language.

The students participated in classroom interaction when the teacher encouraged and asked them to talk. The teacher attempted to foster student engagement in the class by asking questions and students responded by the time the teacher directed them to answer questions. The teacher actively engaged students in learning process by instructing them to write their answers on the whiteboard, pushing students to correcting their friends' answer, and promoting them to read aloud the correct answers. Regardless, some of the students were still less active in the learning process happened and remained silent when the teacher asked them to answer a question. Therefore, the interaction in an English classroom is quite complicated. Thus, it is crucial to understand how teachers use language and provide opportunities for students to developing the language. The SETT (Self-Evaluation Teacher Talk) approach, as proposed by Walsh (2006), provides a novel method for teachers to better understand the interplay between teacher talk, interaction, and learning. The SETT framework aims to enhance teacher's awareness of their own and the significance of using appropriate communication strategies.

Drawing from the preceding discussion and recognizing the crucial role of teacher talk in the teaching and learning, the researcher is motivated to conduct this study. Therefore, the researcher will conduct a study in SMP Methodist-An Pancur Batu entitled '*The Interactional Features of Teacher Talk In Classroom Interaction In Teaching Recount Text For Eighth Grade At SMP Methodist-An Pancur Batu.*'

## B. Problem of the Study

Creswell (2015) states that problem of the study represent the topic you would like to discuss, investigate, or study, whether descriptively or experimentally. Based on the background of the study above, researcher identifies research problem in this research as the following questions:

1) What interactional features of teacher talk are used by the teacher in teaching recount text?

2) Why does the English teacher implement the dominant features of teacher talk in teaching recount text?

## C. Objective of the Study

According to Cresswell and Creswell (2018) the objectives of a study are the specific goals that the researcher aims to achieve through the study. These objectives should be aligned with the research problem and should guide the research process. Based on the explanations of the problem above, the study's aims can be stated as follows:

1) To find out the interactional features of teacher talk used by the English teacher in teaching recount text, and

2) To discover the reasons of teacher using interactional features of teacher talk in classroom interaction

## D. Scope of the Study

The scope of the study encompasses the parameters of the research problem and the objectives that the researcher seeks to attain (Creswell & Cresswell, 2018). In this study, the researcher concentrated on examining teacher talk during

the teaching and learning process, focusing on the interactional features of teacher talk. Additionally, this study was confined to the analysis of teacher talk in teaching recount texts within the eighth-grade class of SMP Methodist-An Pancur Batu. It examines the interactional features of teacher talk and their impact to facilitate the English use in the English classroom.

## E. Significances of the Study

The significance of the study lies in its relevance to establishing boundaries for various audiences who could derive benefits from reading and applying the research findings (Creswell & Creswell, 2018). The research outcomes of this study are anticipated to offer benefits and contribute to the enhancement of both theoretical and practical aspects of the English teaching and learning process:

1. Theoretically

   The findings of this research will provide new insights in terms of questioning methods, feedback, student engagement, and maintaining a balance in classroom interaction. Identifying strengths and weaknesses can inform teacher and establish a baseline for assessing improvements in the educational process.

2. Practically

a. The students

   Students are expected to foster their involvement during English classroom interaction, to have more motivation to practice their language skill especially the way of speaking when they are in the classroom and also get meaningful feedback from the teacher.

b.  The teacher

The research outcomes are expected to provide insights and benefits regarding the type of teacher talk that can foster student involvement in an English class. The findings can also help teachers enhance their teaching skills by being more creative, innovative, and competent in managing the classroom.

c.  The researcher

This research findings would enhance the concept of teaching English and expected that future researchers would conduct and look for alternative research methods.