

## CHAPTER I INTRODUCTION

### A. The Background of the Study

As an international language, English has important role in the world. Most people use English to communicate among people with different background of languages from many parts of the world, a means to gain knowledge, information, science, technologies and other. Harmer (2007:11) states that many people learn English because they think it will be useful in some ways for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them.

Classroom becomes an important place for teachers and students to do learning process. The purpose of teaching English is to develop four language skills; listening, speaking, reading and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of English. The teacher must develop four language skills that their students own, so that they can use language to communicate and to express their mind, their feeling and their idea.

Puspari (2010) clames that in teaching speaking in the classroom, interaction should be encouraged. In other words, it is the teacher's responsibility to promote the interactive language teaching in the class. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as

much as they possibly can. As Rivers (1987: 9) says: “for the genuine interaction language learning requires, however, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing”.

Communication in the classroom can be built through interaction. Brown (2000:165) clarifies that interaction is the collaborate exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Pujiastuti (2013) states that in classroom, ‘talk’ serves many important functions. By using oral language the teacher and learners can exchange knowledge, feelings, attitudes, and maintain social relationship. Besides, talk also gives advantage for the teacher in gaining deeper understanding of the students’ skills and motivation. In addition, talk also enables the teacher to invistigate the learning environment itself, for example, what kind of talk in fosters in the students

In English class, the teacher must use English in the classroom.

Today, in the Curriculum KTSP the teacher must know each part of the lesson, it means the teacher uses English in the classroom at least the simple utterance in the classroom. The teacher’s utterances are called as teacher talk. The teacher should be able to manage the classroom situation in order to make students interested in learn English. The teacher has capability to understand the situation of the class how to organize students understanding with the utterances of the teacher both implicitly and

explicitly. One of the important parts in teaching in the class is classroom interaction. Teaching process actually gives a chance for learners to ask, to guess, to think and even to discuss the course material in order to make an interaction among teacher and students.

Teachers' talk plays a role in classroom interaction. Teacher will handle a significant role in creating a situation that stimulates students to participate in the classroom. To create an interactive situation, the teacher should give a chance for students to talk in the classroom. The teacher also has to plan certain activities and interactions in order to achieve or produce a particular behavioral outcome. For example, the teacher should give questions to the student so that students can give a response by answering questions knowledge by giving one topic and they will give a response from their prior knowledge so that they can explain about something that they know. After that, the teacher will summarize all responses from students by drawing good conclusion. The communicative teacher's talk is also needed as the component of classroom interaction which plays a salient role in learning process.

Based on the researcher's experience in PPL, it also commonly noticed that one of the most as a problem happened in classroom. So, the researcher is interested in observing the teachers interaction during in English teaching and learning process.

The problems happened are several students could not express their idea in English class and the students did not have sufficient amount of

vocabulary mastery, and the students do not respond voluntarily. The students use Indonesian language when the teacher asked the questions in the classroom. The students got confused when the teachers explained the materials. The researcher got problems from the interaction above that, it will make the interaction between teachers and students are not effective in using English as a target language in the study. That is the basic reason for the researcher to know how the teachers and students interact each other during teaching and learning processes in the classroom.

The analysis and observation of classroom interaction has been a popular form of research in the 1970's and many category instrument and discourse analytical systems which are designed for use on transcripts of classroom interaction such as FLINT (Foreign Language Interaction) system. Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown, 2001: 170) was an interaction analysis which is able to be applied for classroom observation. This model was helpful in developing interactive language teaching since it gives the researcher a taxonomy for observing teachers, set a learning climate for interactive teaching (Brown, 2001: 168-169). This interaction analysis has two categories to be analyzed. Namely teacher talk and student talk. FLINT has eleven categories of teacher talk which are included in this indirect and direct influence. Indirect influences divide into six categories, they are: Deals with Feelings, Praise or Encourage, Jokes, Uses Ideas of Students. Repeats Students Response Verbatim, Asks Questions,

Gives Information, Corrects Without Rejection, while direct influence divides into five categories, they are: Gives Direction, Criticizes Students Behaviour, and Criticizes Students Response.

Based on the preliminary observation in SMPN 2 Hamparan Perak, the researcher found that the conversation between teacher and students in the classroom during teaching learning process:

T: Good afternoon students.

S: Good afternoon, Sir.

T: **How are you today? (Deals with feelings)**

S: I'm fine. Thank you. How about you Sir?

T: I'm very well. Thanks. Ok. Who is absent?

S: Novita Sir.

T: Why is he absent?

S: Because he is sick Sir.

T: Alright. **Are you ready to study? (Deals with feelings)**

S: Yes Sir.

T: Ok. Before we start our study please pray at the moment. (pray together)

Ok students. All of you let's open your book. Today, we will discuss about Descriptive text. **Do you know the meaning of description? (Ask question)**

S: Hmmm.

T: Do you know?

Ok, open your dictionary please, and get the word from it.

S: Description is menggambarkan sesuatu Sir.

T: In English please?

S: Describe something Sir.

T: **Do you have the other idea? (Ask question)**

S: (Smiles and silent)

T: Ok the answer is right. **But the complete answer the description is about sensory experience, how something looks, sound, taste. (Give information)** In descriptive text, there is Generic structure. **Who knows the generic structure of descriptive text? (Ask question)**

S: I know Sir but I can't describe completely by using English.

T: Ok. I will explain to you all.

Based on the elaboration above, the researcher interested to find out the interaction, which take place between teacher and learners in a

classroom for getting real evidence about teachers's. The researcher to analyse the classroom interaction using Foreign Language INTeraction Analysis (FLINT). Foreign Language INTeraction Analysis (FLINT) is very helpul, evaluating and improving teachers way in teaching in the classroom, so that they are gradually improve their teaching's way. So, the researcher is very curious to observe teachers' talk in classroom interaction in teaching speaking .

### **B. The Problems of Study**

The problems of the study will be formulatted as the following:

1. What are the categories of the teachers's talk that appear during teaching speaking in the classroom interaction based on FLINT?
2. How do the categories of teacher talk affect the students in learning process?

### **C. The Objectives of Study**

Based on the problems of the research, the objectives of the research were as follows:

1. To describe the categories of the teachers's talk that appear during teaching speaking based on FLINT
2. To describe how the categories of teacher talk affect the students in learning process.

### **D. The Scope of Study**

In order not to make the area of the study too wide, this research is focuses only on the teachers talk in the classroom interaction at the Second

Grade of Junior High School. Therefore, the title of the research is “*Teachers’s Talk in Classroom Interaction in Teaching Speaking for the Second Grade of Junior High School*”. Hopefully, the result will be a practical value for teachers and learner as well.

#### **E. The Significance of the Study**

The findings of the study are expected to be useful for:

1. Teacher: The result of this research can be useful for the teachers to create classroom interaction in teaching speaking process. The teacher can develop the model of their English teaching, she/he should increase indirect-influence talk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective and The teacher expected to be the model of interaction in teaching-learning process. At least the other teachers can apply this teaching model in their own classroom.
2. Students: They have more oppurtunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.
3. Another researcher: The result of this research can be a reference for those who want to conduct a research about classroom interaction.