

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

In the process of learning English as a foreign language, it is undeniable that the classroom is the main place where students can obtain a wide range of target language. Classroom is important in English Language Teaching (ELT) because classroom is a place where interactions of various kinds take place, and it affords students opportunities to learn. It is considered as the most important place for foreign language learners to apply and practice their target language. It is conceptualized to create a condition in which students can improve their ability in learning English that is using the English for the real communication.

Learning English tends to be seen not only as a constructive process that takes place in the mind of learner but also a process of meaning-making and enculturation into social practices (Kumpulainen & Wray, 2002). According to this line of thinking, there is a pedagogical need to construct spaces in classroom that invite and support learners' participation in diverse communities of practice, including specific subject domains and their discourses. On the other hand, classrooms need to be spaces that allow for difference by inviting all participants in the learning community to contribute to the ongoing interaction with their own voices and perspective (Wells, 1999).

So, interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby

two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia, 2001).

One of the vital components of classroom interaction is teacher talk. Teacher talk is the variety of language used by teachers when they are in process of teaching (Longman Dictionary of Language Teaching and Applied Linguistics). Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities. Teacher talk is examined as part of classroom talk and interactions in relation to classroom (Silver, & Kogut, n. d.).

In particularly, Teacher Talk is used by the teachers to facilitate and create communicative interaction in the classroom. When the teaching-learning process takes place, teacher uses a wide variety of languages and styles explored to speak English, such as simplifying, translate, or use the transfer code (code-switching). In addition, modification of language (speech modifications) are also often done by teachers to achieve the learning targets that have been designed, for example, the use of volume, speed, pause, strength, repetition and intonation.

In this way, it is expected that learners can observe (notice) input language given, negotiating meaning, and practice the language learned by responding to what was instructed. Moreover, the use of teacher talk can effectively facilitate their learning needs to understand the information or knowledge. Some studies related to language acquisition second or foreign language shows that teacher talk dominates 70% of language in the classroom and it is instrumental in the development of students' language. Furthermore, Chaudron (1988) states that the role of teacher talk is not only a major source of learning the language, but also as

a tool to teach the target language. From such exposure, it can be concluded that teacher talk has a vital role as an educator tool in implementing the learning process, manage, and evaluate the process and outcomes of learners.

Relating to the use of teacher talk, Thornbury (2002) explains some characteristics that are categorized communicative language, among others: the use of referential questions, content feedback, speech modifications, and the negotiation of meaning. It is said that the presence or absence of these aspects in the learning process will affect the quality level of communicative interaction in the classroom. In other words, to create communicative interaction, the teachers should be able to explore the language used, such as using a varied strategy of asking to explore the idea of learners effectively, respond and provide feedback to focus on the ideas presented, using a modification of communicative language when talk, explains the material, ask questions, or to provide instructions which are easy to understand, and negotiate the meaning of the learners.

Although the use of teacher talk has proved a central role in the learning process, but in reality it is difficult to explain the pattern or teacher talk typical as what effectively implemented in the classroom, so as it can facilitate the learning of students and create a communicative interaction, productive and meaningful. For example, in English class at SMP Harapan 1 Medan grade VIII, the reality in the classroom shows that in order to engage learners in a communicative interaction is not an easy job. It takes a great effort so that learners can actively participate in the learning process, such as to respond the teacher's explanations, the initiative to ask and answer, and practice the language and knowledge.

From the analysis result of the preliminary study is carried out, it is showed that the students' problem in participating of during teach-learning process is low. It is not only because of teaching method or strategy applied effective less. But, there is a tendency that the problem arises because teachers are less able to use and also explore the English language used in accordance with the requirements (needs) and the level of students' language skills (proficiency). Although several varied methods or strategy has been applied, such as cooperative learning, CLL, and project based learning, but the reality on the ground shows that the process of learning the English language is still not able to facilitate the learners. The students are not able to use the knowledge and the language actively to learn the lesson material in the class, discuss, and apply the material obtained optimally.

It may be hard for a student to try to provide feedback or opinion on the matter under discussion because a better understanding of matter and English skills are weak. It is also because the students lack the motivation and courage to answer the questions given. On the other hand, the class does not provide a response especially if the teacher does not ask one of the students to answer. In exposure to the above data, it can be explained that the response was minimal grade obtained by the teacher in the learning process unless the teacher directs the question individually to students.

In addition, the observation results show that although the explanation or question is relatively easy given teacher or student can understand, but they are still reluctant to respond or answer these questions voluntarily. Active response

from individual students are rarely seen during the learning process. The following data can show that the lack of response from the class

- T : Question, please! If there's no question, now could you please make eight groups to answer the questions one that has been provided.
- SS : (*students are busy to make groups*)
- T : Listen to me first, I have eight questions that should be finished. So, I'll divide them by making lottery. Do you understand that? Twenty minutes I think enough to do it. Write the result of discussion in a piece of paper and present it in front as well. Questions? Suggestions? Rejections?
- SS : (*no verbal response or questions*)
- T : If there is no question, it's time to make your action...common thirty minute.

From the transcript above, it appears that the teacher gives instruction to the students to split into eight groups and give a brief explanation related to a given task. Questions or exposure to teacher instruction does not require a verbal response but can be run quite well by students by forming groups, although the time required to form a group long enough with the situation quite crowded classes.

From exposure to these quotations, it appears that the command teacher should not respond verbally. But the results of the observation showed that it can explain their habits are passive and reflect on language skills. No students who want to express any opinion or idea to ask for explanations by the teacher. Though the instruction given by the teacher have not been well understood by students.

The problem above is caused by the reluctance of students to identify weaknesses of their language skills and low motivation to practice using it in the classroom. The reluctance of students to speak English and express opinions may

be also influenced by a culture that awakened, that they consider the teacher as a mature person who should be respected, obeyed and executed what he ordered without having to interrupt or argue with him. The students looked comfortable using non-verbal responses to indicate that they know and want to do what the teacher is assigned. Although the reality in the classroom showed that most of them are sometimes less listen, less understand and even looks less happy to learn, but activities must be performed.

Studies about teacher talk relatively little is done and published in Indonesia. Most studies in the field of English language teaching has focused on the application of a method or technique of learning to get the learning achievement of learners, for example, to look at the effectiveness and to improve the quality of the learning process or outcome. Research on the teacher talk, if any is limited to see its effect on the ability of language learners or describe the quantity of teacher talk and students' talk in learning. On the other hand, the discussion related how the features of teacher talk function in facilitating learners effectively and create a communicative interaction in the classroom have not been done widely.

Based on the problems, this study will explore and describe realization of teacher talk in the classroom in English subject at SMP Harapan1 Medan, grade VIII. The main problems are focused in this research is how the teacher realizes of teacher talk in the classroom so that create a communicative interaction.

## 1.2 The Problems of the Study

Based on the background of the study above, the problems are formulated as the following:

1. What types of teacher talk are realized in classroom at SMP Harapan 1 Medan?
2. How are the types of teacher talk realized in the classroom at SMP Harapan 1 Medan?
3. Why are the teacher talk realized in the ways they are?

## 1.3 The Objectives of the Study

In relation to the problems of the study, this study aimed to:

1. To find out the types of teacher talk realized in classroom at SMP Harapan 1 Medan.
2. To describe the types of teacher talk are realized in the classroom at SMP Harapan 1 Medan.
3. To explain the reason why the teacher talk are realized in the classroom at SMP Harapan 1 Medan

## 1.4. The Scope of the Study

This study will be limited on the teacher talk of an English teacher at SMP Harapan 1 Medan grade VIII who teaches English during teaching-learning process. As a matter of fact, there are some theories relate to teacher talk such as Welberg's theory, Foreign Language Interaction Analysis (FLINT) system, Initiation Respons and Evaluation (IRE), Topically Related Sets (TRS),

Thornbury, Chaudron and Flanders. But in this research only uses Flanders Interaction Analysis Categories System (FIACS) to find the types and realization of teacher talk in the class and as the subject of the study consists of an English teacher in one class.

### **1.5 The Significance of the Study**

The findings of the study offer theoretical and practical significances. Theoretically, it is expected that the findings of the study can give much contribution and insight to applied linguistics particularly in the English which can be used as a reference for the similar studies with different focus or object in the future. Practically, the findings can help the teacher get an evaluation of his talk percentage, know his characteristics and the correlation between his talk and characteristic during the classroom in order to they can improve his teaching behaviour.

It is expected that the findings will give more information about the teacher talk of the English teacher of SMP Harapan 1 Medan and it is also expected to make the teachers and students who live in Medan will aware the main role English as the global language. In addition, the findings might help to encourage and improve the teachers knowledge in Medan.

Moreover, the research finding in practical use, are expected to be useful to widen and enrich the teacher's knowledge in teaching and interaction among of students. In addition, the English teacher and also teachers who teach their subject in English will have a new references about the types of teacher talk in the



classroom interaction specifically in English teaching so that they will have a good way in realizing teacher talk during the teaching-learning process.



THE  
*Character Building*  
UNIVERSITY