

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is one of the international languages. It has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language. For those reasons English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1992:3).

Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at school beginning from elementary schools as a local content up to third grade of senior high schools. But unfortunately even though various methods and approaches have been tried out to reach the purpose, the result has not been satisfactory yet. The relationship between teachers and students is important in creating a better teaching-learning condition. To maintain the good relationship, the teacher should interact with the students and should have a skill in communication.

Teacher should be able to use the language correctly, accurately, and fluently. Teacher should be the example for the students to use English fluently without many hesitations. Teacher also has to make sure that the utterance can be accepted well by the students.

In a classroom interaction, talk serves many important functions. By using oral language the teacher and learners can exchange knowledge, feelings, attitudes

and maintain social relationship. Talk gives the advantage for the teacher in gaining deeper understanding of pupils' skills and motivations. It also enables the teacher to investigate the learning environment itself.

Teacher talk is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for the learners. In line with the process of teaching, the teachers have to understand the philosophy of teaching itself. Teaching is the activity of organizing student activities and providing good learning facilities so that the students can learn well.

Teacher talk is a part of classroom interaction that also related with the students' learning activity. The teacher talk actually has become an issue that has received attention from many researchers because it is a part of classroom interaction.

Regarding the previous researchers on teacher talk, Rohmah (2011) investigated features of teacher talk using SETT framework. The result showed that features of teacher talk used by the teacher had been used to elicit students' contribution and assisted the students to build their speaking skill in learning process.

Teachers have an important role to make the class more alive and make students interested in learning. This statement means that a good teacher should control the class and give motivation to make their students interested in studying. In addition, the success of teaching also depends to a large extent on the way teacher talk and interactions that occur between teachers and students.

The role of the teacher in the class includes teacher talk that will help students understand the lesson. Besides, teacher talk also helps to build good condition, especially for young learners who should have fun and enjoy the English lesson. This means that every utterance that the teacher uses during the learning process can make the students feel comfortable or not. The students who don't feel comfortable will hate English lesson and won't notice anything that teacher says in front of the class. The interaction between teacher and students in the classroom should be built in right way.

A good teacher talk should be judged by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. The teacher talk that promotes the facilitation of classroom interaction is therefore called communicative. The communicative teacher talk is also needed as the component of classroom interaction in English class which plays important role in achieving the objectives of speaking procedural learning process.

The quality of talk is not the only one matter of dominance, the other matter is the dominant features of teacher talk that teacher uses. If the teacher uses the feature giving information much more than asking information, it can also make the dominance of teacher in classroom interaction.

Teacher talk is not good when teacher becomes too dominant in the class. The teacher becomes the one who speaks and the students just as the hearers as long as the class time. It is also not good when the teacher doesn't know how to use a good teacher talk to give question and respond for the students' contribution.

It is not dominant when the teacher can make the students speak more than the teacher and make them being active by using effective teacher talk. As Davies (2011) states that teachers who 'work' too much in the classroom are not teaching successfully. He mentions that a good language teacher is able to 'get students to do more work' in the classroom.

Based on the researcher's experience in teaching practice program, the researcher found that teaching learning speaking in English class showed that the class was dominated by the teacher. The students often become reluctant to participate in a classroom interaction because their lack of convention of turn-taking as the signals of their interactions with each other and with the teacher. Firstly, because they either did not know how to respond or say something in English. Secondly, the students felt less confident to say something in English. It seemed to be irrelevant in foreign language teaching that teacher talk should make the students active.

The teaching learning process is weak and our classroom environment is totally based on rote memorization. There is no provision for the development of intellectual and thinking skills among students who are given very little time for active participation and interaction. The teacher seems to be very dominant role in the class.

Nunan (cited in Pujiastuti, 2013) says that many Language teachers are surprised of the amount of talk they used in the classroom. About 70 to 80 percents out of class time is spent mostly by teacher talk.

However, speaking is a complicated skill and needs a long time to develop (Khadidja, 2010: 26). In developing speaking skill, people need to practice it as often as possible and get a sufficient experience everywhere, including in language classroom.

Meanwhile, teacher talk should encourage for the better classroom interaction. Teacher does not become the dominant of the class, but helps the students to interact with the teacher and to the other students. These conditions certainly have an impact on the achievement of learning goals. Most likely, the learning goals can be achieved if the teacher talk effectively be used in the classroom interaction. As what Brock (1986) states that an increase in the amount of classroom interaction will help (foreign) language learner to learn the target language easily and quickly.

Based on the researcher's experience above the writer wanted to analyze the features of teacher talk and the dominant features that teacher used. By knowing the features of teacher talk and the dominant features that teacher used while having a class, the teacher knew that the talk they used was communicative or not and for the teacher who used some dominant features would changed the way of their talk to make the students more active in the classroom.

The Problems of the Study

Based on the background of the study above, the researcher makes the identification study as:

1. What features of teacher talk occur in English classroom interaction for the tenth grade of SMA Brigjend Katamso II Medan?
2. Which feature of teacher talk is dominantly used in English classroom interaction for the tenth grade of SMA Brigjend Katamso II Medan?

B. The Objectives of the Study

The objectives of the study are:

1. To describe the features of teacher talk occur in English classroom interaction for the tenth grade of SMA Brigjend Katamso II Medan.
2. To investigate which feature of teacher talk is dominantly used in English classroom interaction for the tenth grade of SMA Brigjend Katamso II Medan.

C. The Scope of the Study

The scope of the study is to find out the features of teacher talk in English classroom interaction by using SETT framework. The framework consists of thirteen features of teacher talk namely extended learner-turn, extended wait-time, extended teacher-turn, seeking clarification, referential question, display question, teacher echo, teacher interruption, direct repair, content feedback, turn completion, form-focused feedback, and scaffolding. It can be seen on page 18.

D. The Significance of the Study

Findings of this study were expected to provide information which may had theoretical as well as practical advantages for teaching English speaking. Theoretically, the findings of the study later would add some new theories and evaluation in the area of classroom interaction. Meanwhile practically, the findings became source of references for the English teachers especially in Senior High School in their attempt to develop their teaching process or transferring the materials as well. The activities used by the English teachers from this study were also expected to enrich the students' motivation in learning English. Briefly, this research could enlarge the teachers' view regarding the current issues, especially to affect students' learning.