

CHAPTER I

INTRODUCTION

A. Background of the Study

The teacher's role make students feel interested in learning is very important. Teacher should know how to make their students learn well. Particularly in learning a language, a teacher should be able to stimulate the students to get involved in using the language in order to make the students get the optimal knowledge of the target language. Teachers also should consider the language used to interact with the students, which will encourage them to speak English.

Speaking is considered as a skill which is hard to be mastered. Because in speaking there are many elements of language which are acquired by the students such as vocabulary, grammar, pronunciation, etc. Luoma (2004) states that speaking in a foreign language students must master the sound system of language, have almost instant access to appropriate vocabulary and be able to put words clearly. In teaching speaking, the teacher should be able to use the language correctly, should be the example for the students to use English fluently without many hesitations and also has to make sure that utterance can be accepted well by the students.

One of the most important parts in teaching and learning process in the class is the classroom interaction. Classroom interaction is essential for the success of teaching and learning process. Classroom interaction refers to a

technique consisting of objective and systematic of observation of the classroom events.

Interaction simply means a communication which involves more than one person. The importance of interaction is explained by Brown (2007) through interaction, teacher and students exchange thoughts, feelings, and ideas resulting in a reciprocal effect on each other in the classroom. Thus, interaction in a language classroom is a process of learning language. English classroom interaction, especially verbal interaction is greatly expected to help student to increase their language store as they listen to or read authentic linguistic material, or even the output of what students follow in discussions, skits, joining the problem to solve the task, or dialogue. It means that increasing student English ability as the responsibility of the teacher in the classroom is through interaction, because the teacher will know what the students know and yet.

The happening of interaction is affected directly by the ways of teacher talk since it is the major spoken exposure to the students. There are some interpretations of teacher talk based on different sources. Szendroi (2010) states that teacher talk as the language typically used by the foreign language teachers in the process of teaching. In addition, Liu and Zhu (2012) define teacher talk is the major resources of comprehensible target language input the learners are likely to receive in the foreign language classroom teaching. From those definitions it can be concluded that teacher talk is a speech used by a teacher in order to deliver lessons in the class. Teacher talk is more important to language teaching as Walsh (2011) claims that teacher talk is more important to language classroom than any

other classroom since in this context the language being used by teacher is not only the means of acquiring new knowledge, it is also the goal of the study.

Teacher talk also has a special purpose in the language learning. Its purpose is to communicate with the students and to develop students' foreign language proficiency. Teacher talk is used to deliver the material, attract students' attention, and engage them to be active in teaching learning. Thus, teacher should know teacher talk well so that they can adjust her talk to make their sentences comprehensible for their students. The teacher talk is very possible to affect students' language acquisition since teacher is the one who speaks the most in the classroom. The proper use of teacher talk will have a positive effect on language learners' language output.

The researcher did an observation to the English teacher when teaching speaking for the first grade students at SMA Negeri 20 Medan. The following is the result of the observation:

T : Good morning students

S : Good morning mam

T : How are you this morning **(deals with feelings)**

S : We are fine, and you?

T : I'm fine too. Ok, who is absent today?

S : Andini and Icha maam

T : Why they didn't come today?

S : Because they are sick maam

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

S : Of course maam

T : Before we start our lesson please pray at the moment

S : pray begin

T : ok my students open your book pages 28. Today we will discuss about expressing sympathy. Do you know what is the expressing sympathy? **(Ask question)**

S : Expressing sympathy is ungkapan simpati maam

T : Try to speak English, anything else, who knows it?

S : Silent.

T : OK. The answer is right and I will explain more detail about it. Sympathy expression or feeling or pity and sorrow when we know and see someone or people are unlucky or have trouble and in bad condition. we can express it directly to him/he or we can use a letter or card to show that we are sympathetic for example : I'm sorry to hear that, how pity you are , etc **(give information)**.

Based on the researcher's teaching experience at SMA Negeri 20 Medan it was found that the common interaction that occurred in the classroom, namely the students would participate to talk if the teacher initiated, encouraged, and asked to the students to talk. The teacher was speaking dominant in the class. In fact, the categories of teacher talk had great influence to make the students to talk in the classroom. In addition in the classroom interaction teacher just focused to some students who were clever and more active than the shy students. That was the basic reason why researcher wanted to find out the common interaction that occurred in the classroom whether the students participated in the interaction process or not. Then, to know how much the teacher and the students spent time to talk during teaching and learning process.

Many researchers have tried to analyze the teacher talk in years before 2000s namely Flanders' interaction Analysis Categories (FIAC) (Flander:1970) and Foreign Language INteraction (FLINT) (Markowitz:1971) until after 2000s namely Brown Interaction Analysis System(BIAS) (Brown:2001) and Self-evaluation of Teacher Talk (SETT) (Walsh:2006). Among that famous analysis this study tries to carry out BIAS (Brown Interaction Analysis System) as the instrument to process the information and analyze the teacher talk happens in the classroom.

Regarding the importance of teacher talk in teaching learning process, this study is intended to analyze Teacher Talk In Classroom Interaction in Teaching Speaking for The First Grade Students at SMA Negeri 20 Medan.

B. The Identification of Problem

Based on the background above, it was found some problems at SMA Negeri 20 Medan, they are :

1. The students would participate to talk if the teacher initiated, encouraged and asked the student to talk
2. The teacher speaks dominantly in the class.
3. In the classroom interaction , teacher just focused to some students who were clever than the shy students.

That was the basic reason the researcher wanted to find out the common interaction that occurred in the classroom whether the students participated in the interaction process or not.

C. The Problems of the Study

Based on the background of the study, the problem of the study are formulated in forms of questions:

1. What features of teacher talk occur in English classroom interaction for the first grade of SMA Negeri 20 Medan ?
2. Which feature of teacher talk is dominantly used in English classroom interaction for the first grade of SMA Negeri 20 Medan ?

D. The Objectives of the Study

Based on the problem of the study, the objectives of the research are as follows:

1. To describe the features of teacher talk occur in English classroom interaction for the first grade of SMA Negeri 20 Medan.
2. To find out the dominant of teacher talk used in English classroom interaction for the first grade of SMA Negeri 20 Medan.

E. The Scope of the Study

The scope of the study is teacher and the students in tenth grade of Senior High School who study English as the subject of the researcher, so this study is limited to the investigation of teacher talk in classroom interaction based on Foreign Language INTeraction (FLINT) theory. This study is limited and focus on the investigation an English teacher who teaches for the first grade at SMA Negeri 20 Medan.

F. The Significance of the Study

Findings of this study were expected to provide information which may have 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 teacher 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 teacher 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.



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