

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching English in Indonesia usually happens in English and *Bahasa Indonesia*. Meanwhile, students' ability in speaking English in the classroom usually is still affected by their habit of using English in teaching learning process. When they are not accustomed to use English, they usually mix it with *Bahasa Indonesia*.

Teacher talk is an important part that should be noticed in classroom interaction as it affects students' understanding of the learning material and reaching the target language. It holds a crucial role since the teacher spends a large amount of time in the class to give direction, explain activities, and check students' understanding in term of using the target language (Sinclair & Brazil, 1985, as cited in Yanfen & Yuqin, 2010)

As the facilitator, the teacher should give students the appropriate question and feedback. So, it will encourage the students to understand about what teacher said and give the appropriate response in order to prove that the students comprehend the question from the teacher. As Nunan (1991) stated that teacher talk is very important for the processes of acquisition, organization, and management of the classroom. When students understand the material which is conveyed in English and they are able to respond it appropriately by using English as well, it means the teacher talk works as expected.

Teachers' talk focuses on the talking time that teacher has in a lesson. Moreover it has a role as an input for students especially in an EFL classroom. There are some examples of teacher's talk found in SMP Muhammadiyah 50

- Teacher : Perhatikan halaman 48 teks 4, disitu ada write the synonym of the words in the table below (**Gives direction**)
- Teacher : Siapa yang tahu artinya kira-kira ini tentang apa? (**Asks question**)
- Students : *Lawan kata bu*
- Teacher : *Sinonim itu persamaan kata, antonym yang lawan kata* (**Critizes students response**)
- Teacher : *Disitu ada namanya si Budi. Mam akan baca, "What is your name?" "My name is Budi" "How do you spell your name?" "bi, yu, di, ai". Bi itu B, yu itu U, di iu huruf D, ai itu huruf I, jadi ejaan Budi bi, yu, di, ai* (**Gives information**)
- Teacher : *Coba kamu Fachri, eja namamu* (**Gives direction**)
- Student : Ef, ei, si, ech, ar, ai
- Teacher : Ef, ei, si, ech, ar, ai (**Repeats student response**). Nice (**Praises or encourages**)

The teacher provided instructions the student. Thus, teachers' talk gave a big influence in students' understanding and acquisition of a language. Students can learn a lot from the talked that the teacher gave, both in first or foreign language, considering that in our country; Indonesia, which English is rarely used outside the classroom. Teachers' talk can determine the success of a learning process as it was one of the input for students in acquiring language.

This study employed foreign language interaction analysis to observe and analyze the interaction in the classroom. Based on the explanations

given above, this study expected to help teachers in understanding their students, identifying which teachers' talk categories occur the most in the classroom.

Considering explanation before, it was interested to analyze the teacher's talk in English Foreign Language at SMP Muhammadiyah 50 Medan.

1.2 The Problems of the Study

Based on the background of the study elaborated above, the problem of the study re formulated as follows:

1. What are the categories of teacher talk in the classroom at seventh grade of Junior High School in SMP Muhammadiyah 50 Medan?

1.3 The Objectives of the Study

1. To discover the categories of teacher talk in the classroom at seventh grade of Junior High School in SMP Muhammadiyah 50 Medan

1.4 The Scope of the Study

In this research, the researcher focused on investigated the teacher's talk in the classroom at seventh grade of Junior High School in SMP Muhammadiyah 50 Medan by using FLINT theory

1.5 The Significances of the Study

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

For the teacher :

1. To increase their knowledge horizon and information on the use of teacher's talk categories and its role in the teaching learning process in the classroom
2. To improved their way of talk in the teaching of English language effectively in the classroom as a professional teacher.

For students:

1. To encourage the students to interact actively with the teacher language in the classroom interaction

For other researchers:

1. To take supported data and references on how this study findings contributed to the related theory.

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