CHAPTER I

INTRODUCTION

A. Background of the Study

English plays a crucial role in the 4.0 era as an international language used in global communications across various aspects of life. This importance makes it essential to learn and master English, as language skills become increasingly crucial particularly in technology, business, and science where resources and information are delivered in English. This significance extends to the world of education, impacting the teaching and learning process in the classroom. In Indonesia, English proficiency is vital, enabling the students to access global resources, international literature, and English-based information. Furthermore, incorporating English in the classroom interactions not only improves communication skills but also opens up opportunities for international collaboration in the field of education.

In Indonesia, English is one of the foreign language (EFL) subjects taught to students from elementary to tertiary level. The Indonesian goverment has started to introduce English as early as possible for students in Elementary School (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the implementation of this curriculum, the English language subject becomes a local content lesson taught starting in grade IV (four) of SD/MI. Even though the 2013 curriculum, which has been implemented in SD/MI in Indonesia, excludes English lessons, this does not mean that English lesson is prohibited

from being taught in schools. Schools are still allowed to provide English lessons trought extracurricular programs (Byslina, 2016).

One of the most important parts of the teaching and learning process is the interaction that occurs between the teacher and the students through the interaction between the teacher-student and among students to see wether it facilitates the language or not. Yanita, Yusuf, and Gani (2016) believed that among the success of teacher's teaching is the quality of his or her interaction with students. Interaction is described as the process of communication; it involves acts, actions, or practices of two people or more to affect each other's experiences of intentions (Rummel, 1976; Brown, 2001; Asmara, 2007). In the classroom, both teacher and students should have a willingness to get involved in the interaction. The teachers must realize that creating a good and effective interaction with the students is very influential to reach the purpose of the teaching-learning process itself. It is better for the students to learn English effectively if they experience interaction by themselves. It means that if the students are engaged in the classroom interaction directly, they will learn better.

One of the successful factors of a language classroom used by the students in interaction depends on teacher talk. As a part of teacher talk, initiation and follow up are always used by the teacher in classroom time by time. As Incecay (2010) states that teacher talk can be judged by how effective it is in communicative interaction in the classroom. It can be said that teacher talk is an essential part in creating participative classroom since whatever the teacher says will give an impact to the students. The impact could be seen in their participation

in the classroom interaction (Azil, 2017). Good teacher talk can create opportunities for interaction between the teachers and the students. It means teacher talk should give learning opportunity to make students have the desire to get involved in classroom interaction. In fact, it is still found in the learning process there is no significant progress related to the quality of interaction between teacher and students (Sofyan & Mahmud, 2014). There are only few teachers who have created interest interaction with the students in order to make the student actively participate in the classroom interaction. To get the students to participate actively in the classroom interaction, it depends on how the teacher gives initiation to the students so they dare to respond to teacher's initiation. Another factor is how the teacher provides follow up to the students so they stay motivated and confident to keep continued to participate in the classroom interaction.

Teacher talk is very influential for student's participation in classroom interaction, but the teacher talk also could be an obstacle for students if the teacher is not aware of the effectiveness of their talk in the classroom (Gharbavi, 2016). It means that teacher's awareness of how they manage their talk is obviously needed in successful classroom interaction. In fact, in the field still found that the teacher uses very ordinary interaction with the students and do not aware of the quality of the interaction. Rashidi and Rafieerad (2010) stated that would be better if the teacher could create engrossment initiation to engage students' response, and then give attentive follow up as feedback of students' responses. In fact based on the researcher's observation, teacher talk still doesn't encourage students to be active

in the learning process. The teacher should pay attention to their language in the process of interaction with the students to provoke more interaction in the class. In learning a foreign language, students sometimes feel that they are not interested in interacting in English because the teachers do not facilitate them with interesting interactions it shown in the research conducted by Gharbavi in 2014. The finding showed when the students meet uninterestingness, they need to be engaged. The way the teacher engaged the students by paying attention to the quality of teacher talk such as initiation and follow up since it is very useful from the beginning until the end of the lesson.

Based on pleliminary observation to the 7th grade students of SMP Negeri 5 Medan, the reasearcher found that the interaction between the teacher and the students in the classroom during teaching learning process such as in the following:

Teacher : Sebelum kita lanjut ke topik berikutnya kita akan membahas kembali tentang homework kalian kemarin karena masih banyak yang menjawab salah yaitu tentang pronouns atau kata ganti, Nomor 1 kenapa pakai "are" siapa yang tahu? **(Asking question)**

(before we move on to the next topic, we will discuss your homework assigned yesterday because there were still many wrong answers, namely the use of pronouns. Number 1 why use "are" who knows?)

Students   : -

Teacher   : Cobak perhatikan subjeknya, ada berapa subjek dikalimat itu? Ada dua ya kan? Yaitu si Monita dan Galang. Ada berapa jumlah subjek dalam bahasa inggris? **(Asking question)**

(Look at the subject, how many subjects are there in that sentence? There are two, right? Namely Monita and Galang. How many subjects are there in English?)

Students   : -

Teacher   : Sudah kita bahas pertemuan sebelumnya bahwa pronouns terdiri dari subjective pronoun, objective pronoun, possessive adjective dan possessive pronoun. Jadi nomor 1 itu disebut subjective pronoun dimana kata gantinya berfungsi sebagai subjek dalam sebuah kalimat. Subjek ada 7 yaitu I, You, We, They, She, He, It. Nah kenapa soal nomor 1 itu to be nya jadi "are" karena subjeknya lebih dari satu sehingga kata ganti untuk Monita dan Galang menjadi "They" **(Lecturing).** Apakah sudah mengerti? **(Asking question)**

(We discussed in the previous meeting that pronouns consist of subjective pronoun, objective pronoun, possessive adjective, and possessive pronoun. So number 1 is called a subjective pronoun where the

pronoun functions as the subject in a sentence. There are 7 subject namely I, You, We, They, She, He, It. So, why does the number 1 to be become "are" because there is more than one subject in the sentence so the pronoun for Monita and Galang becomes "They"). Do you understand?

Students   : Yes Ma'am.

From the dialog above, it can be concluded that the problems discovered in the classroom interaction are: (1) the teacher only use a few categories of teacher talk, whereas according to the Flanders Interaction Analysis Categories (FIAC) system there are 7 categories of teacher talk in the classroom Interaction, (2) the teacher did not familiarize the students using English in the classroom, and (3) the students lack understanding of grammar so they are passive in English classroom interaction.

The classroom interaction showed that the class implemented the teacher centre method or dominated by the teacher. The teacher tried to make the students actively participated during the teaching and learning process by frequently asking the students questions, but still many students did not pay attention and participate actively in the interaction. It can make their interaction ineffective in using English as a target language in their study. One method used by the teacher to make the students understand more easily is by using English first and then translating it into Indonesian. For example:

Teacher : So, Possessive pronouns usually come before the noun atau biasanya kata ganti kepemilikan biasanya terletak sebelum kata benda. Apa tadi possessive pronouns? Siapa yang bisa menjawab? **(Asking question)**

Students : -

The data also show that the teacher has tried hard to attract the students' attention by raising questions to the students but unfortunately the students were not willing to participate. Even when the teacher uses Indonesian or translates it when asking questions, the students still could not participate actively which means this strategy is less effective in the class. It would be better if the teacher did not ask question too often, ideally a teacher should combine several categories in their communication, according to the situation and learning needs. Using variations in teacher talk categories can make learning more effective and interesting for the students. For instance, in a situation where material is being delivered, the teacher can utilize the "lecturing" category to explain material in detail. Meanwhile, when interacting with the students to ensure comprehension, teacher can transition to the "asking questions" category by posing open-ended or in-depth questions. This helps create a balance between providing information and encouragement the students' engagement. Davies & Pearce (2000) also said that a good language teacher can get students to do more work in the classroom. The teacher can give some communicative activities, such as discussion, presentation, simulation, debate and many more. In this way the teacher gives students the opportunity to speak and interact and try to give opinions in English.

For the explanation above the researcher is interested to conducting the classroom interaction analysis which focuses on the categories of teacher talk in English classroom interaction and the teacher reasons to use the types of categories in the English classroom interaction. To analyse the interaction activities in the classroom, the researcher uses Flanders Interaction Analysis Categories (FIAC) technique. Based on FIAC, there are three categories in the classroom interaction, they are teacher talk, student talk, and not all talk. Teacher talk includes accepting feeling, praising or encouragement, accepting/using ideas of students, asking question, lecturing, giving direction, and criticizing or justifying authority. Student talk includes student talk response, students talk initiation and silence or confusion.

B. The Problem of the Study

Based on the background of study, the researcher formulated the problem of study as:

1. What types of teacher talk are used by the teacher in the English classroom interaction at SMP Negeri 5 Medan?

2. Why does the teacher use the types of teacher talk in English classroom interaction at SMP Negeri 5 Medan?

C. The Objectives of the Study

Based on the explanation stated above, this research is aimed to:

1. To investigate the types of teacher talk that occur in English classroom interaction.

2. To uncover the teacher reasons for using the types of teacher talk in English classroom interaction.

D. The Scope of Study

Classroom interaction consists of teacher talk and student talk. This research focuses on teacher talk category in FIACS (Flanders Interaction Analysis Category System) used by English teacher of VII-9 grade at SMP Negeri 5 Medan and the teacher reasons for using the types of teacher talk in English classroom interaction.

E. The Significances of the Study

The findings of the research are expected to give contribution to the improvement of the effective English teaching and learning process.

1. Theoretically

   This research gives contribution in deepening the theory of teacher talk especially categories of teacher talk based on Flanders Interaction Analyis Categories System (FIACS) and the teacher reason to use the types of categories in English classroom interaction.

2. Practically

   a. For the teachers: as reference and self-reflection for the teachers about their performance in the classroom to develop the communicative patterns of the classroom interation so that it can improve their

performance in the English language teaching process. It can also be use as evaluation to realize the importance of student centered classroom.

b. For the students: as reference to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classroom activities.

c. For the researchers: The findings of this study can be used as a useful reference for researchers and the education community who wish to conduct research on teacher talk in classroom interaction.