

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It will also provide background of the study, statements of the problem, aims of the study, significance of the study, clarification of the key terms, and the organization of the paper.

1. 1 Background of the Study

In teaching English as a foreign language, classroom interaction is an effective way to accommodate the learners to use the language in communicating with others in classroom context. In other words, through classroom interaction language learners could take part of classroom participation by sharing ideas, giving suggestions or opinion, and expressing all their posses of the language in real life exchanges (Rivers, as cited in Brown, 2001, p. 165). However, a previous research by Goodlad (as cited in Warren, 2003) shows that mostly, teachers take more portion in talking more than the students do in classroom, which takes up 60-75% of the whole talking time. This situation means that classroom interaction is not effectively built, since there is no two-sides communication by teacher and students, so that the learners could not have opportunities to practice the language in classroom, as the device of communication.

In language teaching and learning processes, communication is the key to the effectiveness of classroom interaction, by which the goals of the teaching process can be achieved. As stated by Brown (2001, p. 165) that through communication we can send and receive information and interpret them in a context, negotiate meaning, and also collaborate to accomplish certain purposes. In the context of teaching English as a foreign language, communication is considered as an important thing, since the primary goal of communicative classroom is student development of communicative competence in English

(Gebhard, 2006). Therefore, to achieve that goal, an interactive classroom should be built, in which the students could explore themselves in the way they communicate by using English as the target language.

In creating an interactive foreign language classroom, it is important to pay attention to the language that is used by teacher and the categories of teacher talk in particular. In terms of teacher talk, as what has been highlighted before, a previous research by Goodlad (as cited in Warren, 2003) shows that the percentage of teacher talk in classroom is excessively higher than learners talk, which is about 60-75%. It is also supported by Xiao (2002), whose research shows that teacher talk occupied a greater amount of class time. This situation could reduce student talking time, by which they have opportunities to practice talking in target language. According to Setiyadi (2006), when a language teacher is very dominant, language learners will be less dominant in learning teaching interaction. He also elaborates that language learners will be more active in learning when a language teacher can be less silent in the classroom.

The problem is that the great amount of teacher talk that is shown in previous research does not indicate an interactive classroom, in which students could use all they poses of the language in real life exchanges (Rivers, as cited in Brown, 2001, p. 165). This is because the teacher is the one who takes major portion in talking and could not give enough time for students to participate and involve in learning activities. As the result, the students do not have enough time to practice using English as the target language in classroom context, which further resulted on the level of students' language proficiency that could not be developed.

From the problems above, it is important to know the teacher's preference of words in talking and delivering learning material, particularly the categories of teacher talk that are used in classroom. It is also important to discover the information about whether or not those types of teacher talk could stimulate the students' involvement and participation in learning activities. This phenomenon

could be identified by the category of learner talk that is mostly found as the follow-up of particular type of teacher talk.

Overall, the concerns of the study could be considered as the important things with regard to the effectiveness of classroom interaction, through which the lesson could be delivered, and also the learners are facilitated to practice the target language to share ideas, or at least to communicate with others. Those are intended to achieve the goals of the language teaching in general is to get the learners acquire the target language, by using it as a device of communication in educational context.

1. 2 Statement of the Problem

This study is intended to describe the categories of teacher talk that are mostly used by the teacher, and its influence on learners talk. According to the background above, this research will attempt to answer these several questions:

1. What are the categories of teacher talk used in the classroom?
2. What is the implication of teacher talk on learner talk, as a part of students' classroom participation?

1. 3 Aims of the Study

The problems stated above bring this research into several purposes. The main purpose is to describe the teacher talk categories that are found in classroom activities. Moreover, the study is also intended to discover the implication of teacher talk to learner talk, as a part of the classroom contribution and participation. It means that the findings give information about which type of teacher talk is typically responded by particular type of learner talk. Furthermore, it is also expected that this research could provide beneficial information for

teachers with regard to how they should gain students' participation and effective classroom interaction by providing particular categories of teacher talk in order to make the learning process meaningful.

1. 4 Scope of the Study

There are several limitations of this study that the researcher is aware of regarding the teacher talk categories and how it influences the learner talk, as a part of students' classroom participation. The first one is that this research focuses only on the categories of teacher talk and learner talk that are used in classroom based on the Flanders Interaction Analysis Categories System (FIACS) that is elaborated in Chapter II.

Another thing is that the main focus of this study is the teacher talk, so the techniques used in gathering the data are video-recording and interview. The classroom observation by video-recording is done in only four meetings of English classroom. Meanwhile, the interview is conducted in order to investigate the teacher's perspective of the importance of teacher talk in classroom and how it impacts on the learner talk based on her teaching experience, without figuring out the information regarding the students' perspectives of how they see the importance of teacher talk for their language learning development.

The findings of the study will only present the data that have been analyzed based on the categories of FIACS; the frequency and the percentage of the most uses categories. The elaboration will only cover the classroom interaction of four meetings of English class from two sides, which are teacher talk and learner talk. Furthermore, the result of video-record analysis is compared with the result of interview data, whether there is conformity in the data gathered.

1. 5 Significance of the Study

The findings of the study are expected to provide information in three perspectives, theoretical, practical and professional.

From theoretical perspective, the research could enrich the literature on verbal interaction between teacher and students and also give beneficial information about how teacher talk impacts on learner talk. Furthermore, this research provides the frequency of teacher talk categories that are found in classroom, and particular categories of learner talk which come up as the response of the teacher talk.

Moreover, practically, the findings of the research hopefully could give benefits for teachers in their practice of teaching, in order to make it meaningful by delivering materials in appropriate ways. Particularly, in conducting effective learning activities teachers could consider the preference of teacher talk categories that is suitable with learning competence that is being implemented, as well as how much they should talk in classroom based on the learning objectives. It could also be beneficial in designing lesson plan and activities that is suitable for students.

Furthermore, professionally, this research is expected to give contribution to education in general, and also specifically for teachers in doing their job.

1. 6 Clarification of Related Terms

- Classroom interaction: all types of interaction that goes on in the classroom between student-student and teacher-student (Karter: 2012).
- Classroom language: the routine language that is used on a regular basis in classroom like giving instructions of praise, for example “Take out your books” or “Please sit down”. (Bilash: 2009)

- Teacher talk: the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair and Brazil, 1982 as cited in Yanfen & Yuqin, 2010).
- Learner talk: sort of language which comes from the learner, sometimes as a form of response toward teacher talk.
- Students' classroom participation: the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1999).

1. 7 Organization of the Paper

This paper is divided into five chapters as follows:

Chapter I: INTRODUCTION

This chapter provides background, statements of the problems, aims of the study, scope of the study, research method, significance of the study, and organization of the paper.

Chapter II: LITERATURE REVIEW

This chapter presents the literature review related to the basic framework of the study. This chapter consists of the definition, theories and previous research related to teacher talk, learner talk as well as students' classroom participation as a part of classroom interaction in EFL class.

Chapter III: RESEARCH METHODOLOGY

This chapter describes the methodology and procedures used in this research in order to answer the research questions in Chapter I. This chapter is divided

into five sub sections, which are research questions, aims of the study, research design, the data collection and the data analysis.

Chapter IV: FINDINGS AND DISCUSSIONS

This chapter presents the results of the study, in which the data analysis based on the data collection and theoretical framework is included.

Chapter V: CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the results of the study, as well as the suggestions for future research related to the main topic of the study.