

## **CHAPTER I**

### **INTRODUCTION**

This chapter includes the background study, scope of the study, statement of the problems, the aims of study, significance of the study, clarification of key terms, and organization of the paper.

#### **1.1 Background**

Classroom interaction is one of essential parts in teaching and learning process. In the interaction, teacher and students may exchange ideas or any information related to the lesson being learned. Talk is needed by teacher and students in order to be able to exchange any ideas they possess. For students, teacher talk is considered important in the classroom. Through teacher talk, students are possible to obtain new knowledge and any information they need to learn a lesson. They could also be encouraged in giving their ideas about the lesson or concepts being delivered by teacher. By listening to teacher talk, it is undeniable that students receive exposure to the lesson. Therefore, in learning a language, especially foreign language, exposure to the language they are learning is highly needed in the classroom and it can be attained through teacher's talk.

Related to the mentioned need of exposure, Nunan (Gebhard, 2006, p.81) states that teacher talk is a remarkable input in English as foreign class for students who are learning English as foreign language. In addition, it has been found that teacher talk dominated the interaction in some English as a foreign language classrooms as found by Nugroho (2009), Nurmasithah (2010), and Ogunleye (2009). However, this domination was not a promising phenomenon. Teacher talk in the classroom should not only be seen from its dominance. Teacher talk should be able to offer students opportunities to participate more in the classroom and encourage students to interact with the teacher or other students (Gharbavi and Iravani, 2014).

Furthermore, teacher talk is also believed to influence the characteristics of interaction that occurs in the classroom between teacher and students. In researcher's

own experience, teacher talk could define whether the interaction in the classroom is teacher-centered, student-centered, or in balance between teacher and students' participation. In addition, Brown (1994) notes that, "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other" (p.165). Therefore, interaction will be expected to involve not only teacher's participation but also the participation of the students. Nevertheless, it has been found that many classrooms, especially English as foreign language classrooms, which have limited students' participation. In the classrooms teacher talks almost all the time during the academic learning time in which students do not participate more in the interaction. Upon seeing this kind of reality, researcher realized that in classroom interaction, it should involve not only the teacher but also the learners.

Interactive language classrooms are considerably beneficial for teacher, moreover for the students who need access to the English as foreign language they intend to learn more in school. Rivers (2000) highlights the possibility of students who can obtain much from interactive classrooms.

Through interaction, students can increase their language store as they listen or read authentic linguistic materials, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language—all they have learned or casually absorbed-in real life exchanges. (as cited in Brown, 2000, p.65)

The interaction helps both students and teacher to enhance the language they are studying. It is highly possible to say that interaction in language teaching and learning process is the main point. It is supported by Brown (1994) that, "in the era of communicative language teaching, interaction, is in fact the heart of communication, then it is what communication is all about" (p.165).

There has been a growing intention in the number of research that researchers and educators have in regard to observing and analyzing teacher and students interaction. Most of the studies showed that teacher and students' interaction in English as

foreign language classroom becomes a greatly essential part teacher should provide because teacher has the main function as the input giver in the foreign language classrooms. As David Nunan (Gebhard, 2006, p.81) confirms that teacher's input is strongly needed as the only target language sources students will receive in the classrooms. Therefore interaction in the classroom between teacher and students should be evaluated and improved because interaction has big impact on the two participants in teaching and learning process. A study conducted by Hughes and Chen (2011), as cited by Liberante (2012, p.2), shows that

Teacher–student interactions...also influence a student's academic outcomes and behaviour. Supportive and positive relationships between teachers and students ultimately promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities. (2012, p.2)

To know whether teacher in the classroom involve students in the interaction, teacher talk, whether teacher uses most of her/his time interact directly or indirectly with the students, is observed and analyzed in this study by using Flanders Interaction Analysis Categories (FIAC). Nunan (1989, p.149) states that Flanders was the breakthrough of classroom observation. The Flanders Interaction Analysis Categories (FIAC) was first built and developed in 1970 as cited by Masithah (2010, p.42). Malahmah-Thomas (1987) states that FIAC “can tell the observer about the communication going on in any classroom in terms of who, why, what, and how” (p.20). Some studies have employed Flanders' Interaction Analysis Categories to research various classroom interactions in language classes. In FIAC an assumption is built that teaching behavior of a teacher and learners' response are mainly communicated through spoken words as various verbal interaction that continually occur (Li, et al, 2011, p.1-8).

Beside the teacher talk, this study intended to know more about the characteristic of classroom interaction in English as foreign language classroom. The characteristic of classroom interaction is viewed from Flanders Interaction Analysis Categories (FIAC). Flanders as cited by Li, et al (2011, p.6) affirms that there are four

characteristics of classroom interaction. They are content cross, teacher control, teacher support, and student's participation.

Referring back to the problem arisen, the present study focus on observing and evaluating teacher talk and the classroom interaction that occur in English as foreign language classroom in order to give a picture and enhance teacher's awareness of their own teaching and learning process. The findings of this study are hoped to give contribution to the evaluation and improvement in interacting with students in the English as foreign language classroom.

## **1.2 Scope of the Study**

The scope in this study is EFL teacher's talk and characteristic of classroom interaction based on Flanders Interaction Analysis Categories (FIAC). Besides that, the research also identifies the students' perception on their teacher's talk. This study is also limited for one English as a foreign language classroom in a school.

## **1.3 Statement of the Problems**

The problems formulated in this research are represented through the research questions as displayed below.

- 1.3.1.** What are the categories of teacher talk arisen in the English language classroom?
- 1.3.2.** What is the characteristic of interaction that occurs in the classroom as the effect of teacher talk categories?
- 1.3.3.** What are the students' opinions on their teacher talk?

## **1.4 Aims of the Study**

By considering the previously stated research problem, the study aims at finding and describing the categories of teacher talk in English language classroom. To support the findings of teacher talk in EFL classroom, this study also intends to discover the opinions of EFL learners in the classroom to their teacher's talk in teaching English

to them. Finally, through this research, the characteristic of classroom interaction as an effect of teacher talk categories appeared in English language classroom is hoped to be found by using Flanders' Interaction Analysis Categories. The results of this study are not aimed to raise generalization towards teacher talk in EFL classroom since qualitative research is limited to generalize findings of a particular study (Fraenkel, Wallen, and Hyun, 2012, p. 436-437).

### **1.5 Significance of the Study**

The present study is considered significant to either theoretical or practical contribution. Theoretically, it could be an augmentation to the field of classroom interaction in English as a foreign language classroom. Since teacher has many roles in the teaching and learning process in the classroom, it would be a contribution to teacher's knowledge about the interaction they can build or improve in the classroom. The analysis is also motivated by the fact that interaction in the classroom between teacher and learners is able to improve students' motivation in learning English and their ability in communicating with English as foreign language. Rivers (2000) noted as followed.

Through interaction, students can increase their language store as they listen or read authentic linguistic materials, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language—all they have learned or casually absorbed-in real life exchanges. (as cited in Brown, 2000, p.65)

As practical contribution, it is also expected that the result of the research would at least lead English teachers of the observed class and teacher-to-be to the wider knowledge as provision to improve their interaction with students in the classroom. As Murcia and Olshtain (2007) states that "Teachers ...are expected to become reflective researchers who evaluate and rethink their approaches, attitudes, and methods of presenting new subject matter to students, at every stage in the teaching/learning process" (p.17).

## 1.6 Clarification of Key Terms

Fraenkel, Wallen and Hyun (2012, p.30) state that there are three ways in clarifying terms. The three of them are defining term constructively, by example, and operationally. In this part, the key terms are going to be clarified operationally based on what the researcher means in the research. As Fraenkel et al (2012, p.31) denote that defining terms operationally can be helpful to clarify the meaning of the terms.

### 1. Teacher talk :

In this study teacher talk refers to every utterances of teacher which can be in a form of praising students, accepting ideas, asking question, lecturing, giving directions, or criticizing the students. However, private utterances of teacher with one student or a group are not included.

### 2. Classroom interaction

Classroom interaction in this study refers to the communicative process among students and teacher in the classroom so that there will be reciprocal effect for the two participants, which will be analyzed by videotaping then characteristic of it is also expected to be found.

### 3. Interaction Analysis

This study defines interaction analysis as the analysis of teacher talk and the characteristic of classroom interaction in which Flanders' Interaction Analysis Categories will be used to find the type of teacher talk and the classroom interaction characteristic.

## 1.7 Organization of the paper

In this sub chapter, the a brief description about organization of the paper will be given. There are five chapters that will be described briefly and clearly.

### 1. Chapter 1

In this chapter, an introduction to the study is given including the background that encourages the study, the scope of the study, the problems statement, the

aims of study, significance of study, clarification of terms that mostly used in the paper, and also the organization of paper.

## 2. Chapter 2

Chapter two will give a review of related theories to the study, theory of analysis that is employed in the study, and also the previous studies related to the research.

## 3. Chapter 3

This chapter is a clear and detailed description of method of analysis that is used to solve the problem of statement. Before stating the method of analysis, the author firstly describes the problem statement, participant in the research, and the instrument to collect data.

## 4. Chapter 4

This chapter describes findings of the result that has been attained through the research. Then the findings is analyzed and discussed as well as interpreted in relation to the theoretical foundation of the research.

## 5. Chapter 5

Chapter five consists of two sub chapters. They are conclusion and suggestion. Conclusion sub chapter will give a summary of the answers for the research problem. The summary will be then developed into an overall interpretation. In the suggestion part, the final implication that readers could take is described.