

## CHAPTER I

### INTRODUCTION

This chapter presents the introduction of the research covers the background of the study, research questions, and aims of the study, scope of the study, significance of the study and clarification of terms.

#### 1.1 Background of the Study

In a classroom activity, students are expected to be an active learner and are able to participate fully, as stated in *Kurikulum 2013* (curriculum 2013), that has been implemented for the last six years in Indonesia (Kemendikbud, 2013).

Students' participation according to Jones and Gerig (1994) in Yu Song (2015), is the action of asking and answering questions, seeking and giving information, raising hands, demonstrating in front of the classroom, and even listening in silence. Indonesian curriculum of education emphasize this because students' participation plays an important roles in the success of learning process (Hasan, 2013). In this study, students' participation consider to be important because it gives a direct success of language learning process. A meaningful learning is indicated by students participation, in which students are being involved actively in classroom, such as giving opinion, answering questions, making comments, participating in group discussion, paying attention and listening to others (Abebe & Deneke, 2015)

In the literature of Classroom Study, students' participation becomes one of the important issue that many teachers are concerned about. As students participation is believed to trigger cognitive process conducive and to create meaningful learning to language learning (Edward & Westgate, 1994; Second edition, 2005).

Unfortunately, in teaching English activities, teacher often find problems to handle. Some researchers' findings indicate that a common problem for English as a

Foreign Language (EFL) teachers is dealing with a passive class, where students expected to be spoon-fed and do not participate actively in classroom activities (Sholihah & Yusuf, 2010).

In Indonesia, although learning English has been started formally at high school level, but researchers found that, students' English mastery remains low. English teaching is still facing many problems in Indonesia. One of the most common problems is the poor level of students' classroom participation. This phenomenon is reflected in the participation of students and the resistance of students to participation (Suherdi, 2006, cited in Suherdi 2009). As a result, students may lack the opportunity to practice English and even lose it. Students are lacking of initiation to participate in class activities and most of them prefer to participate when the teacher tell them to do so. The lack of students' participation is considered the trigger of the incompetence. A study analyzed using Suherdi's theory, which involved an English teacher and 13 Junior High School's seventh graders in Bandung as the respondent, shows that the quality of students' participation in the classroom observed was low. It was characterized by the dominance of teachers, students' low contribution, and the improper behavior of students in learning. It was assumed that the quality was influenced by the incompetence of teachers in class management, the questioning strategy of teachers, and the self-confidence of students and their mastery of vocabulary. (Marcellino, 2008; Sholihah & Yusuf, 2010).

A recent study concerning students' participation in the implementation of Kurikulum 2013 by Darsih (2014) shows that students in the first grade find it difficult to participate in the stages of SA because they have to express ideas in English while the students tend to use their mother tongue, which is Bahasa Indonesia. Although Kurikulum 2013 has been occupied in EFL classroom but it does not really assure that the students are enthusiastic, enjoyable and energetic toward all the steps (Mukarram et al, 2018). Moreover, the students think that that all the learning process in the class is still dominated by the teachers and the students are rarely involved in the learning activities. Even the presence of the students in the classroom is only compelling

themselves because they fear their teacher. So most of them are reluctant to focus on learning English and participate in it. The above case shows the students in the EFL class have low motivation and participation. Consequently, classroom activities seems to be still dominated by the teacher. Students' active participation occurred in a small portions. This problem is getting worse because of another factor, the limited classroom time. English subject for middle in Indonesia has a short credit hours. In one week students have two hours of learning English lesson (Darsih, 2014).

This contributes as the problems faced by the EFL teachers in Indonesia in providing and improving students' competencies in exercising and practicing English. These problems need to be solved. Therefore, teacher needs to encourage students' to participate actively in classroom activities. There are many types of students' participation in a classroom. To fill in this gap of many studies mentioned above which shows that students participation in Indonesia is low (Aisyah, 2016; Lasantu, 2012; Pujiastuti, 2013; Setiawati, 2012; Sholihah & Yusuf, 2010)., this study, considering that students' participation is what the Kurikulum 2013 emphasize, is aimed to see how students' participation in an Indonesian English classroom can be encouraged through teacher talk.

One of the strategies to invite students in active participation is by encourage them through the talk (Pujiastuti, 2013). Teachers' role in encouraging the students to participate actively in the classroom marked as important (Turner & Patrick, 2004). Teacher plays an important role to lead a good classroom conversation that goes and changes between teacher and students as speaker and also listener. And the strategy is increasing students' participation is by encourage them through talk. But in producing the talk, the teacher cannot take over the talk totally in classroom that leave a little chance for students to participate as Edwards and Westgate (2005) said that teacher talk often dominates the classroom. There has to be a particular amount of students' participation in the classroom.

In addition, Yanfen and Yuqin (2010) state that the success of teaching depends to a number of way teachers talk and interactions occur between teachers and students.

And the happening of interaction is affected directly by ways of teacher talk". They also said that teacher talk will create good atmosphere and increase closer relationship between teacher and students and at the same time the interaction between teacher and students will occur more often. A good learning environment will settle the students' learning quality. Therefore, creating supporting classroom learning environment is really crucial (Arigusman, 2017). As the result, students will be encouraged to participate in classroom activities more often.

Based on the aforementioned explanation, it can be assumed that teacher talk is important as it gives input for the students. Therefore, this study, by looking at the most aspect of teacher talk used in the classroom and how it encourages students participation, as well as how students perceive to teacher talk and their performances, will discover whether the teacher talk dominate the classroom or not and provide insights into the ways of teacher talk aspect that encourage students to participate in the classroom on 2013 curriculum period using a framework of teacher talk proposed by Zulfah et al. (2015) which focuses on teacher talk in the context of instructional talk and management talk. Since Pujiastuti (2013) in her findings of teacher talk and student talk analysis using FLINT, concluded that EYL teachers are advisable to talk in careful consideration to see which talk can support and invite students to talk and participate as much as possible she also suggested further similar reasearchs to use another framework of teacher talk. Similarly, a study conducted by Mukhlis (2017) on classroom management talk in teaching, recommend further studies to observe another language functions used by the teacher in English classroom.

In addition, by looking at the teacher talk used in the classroom activities and the aims of the curriculum that students should actively participate in a classroom activities, this study is also aimed to see what kind of participation and how many type of participation from students that could be found in a classroom and how do the students perceived to the teacher talk and their participation.

## **1.2 Research Questions**

This research attempts to answer the questions below:

- a) What context of teacher talk does the most in an EFL classroom activities?
- b) How does the teacher talk encourage students' participation?
- c) How do the students perceive to the teacher talk and their performance?

### **1.3 Scope of Study**

As stated in the research questions above, this research focuses on analyzing functions of teacher talk and types of students' participation, which talks influence students of seventh grade's most to participate in a classroom activities.

### **1.4 Significance of Study**

This study is expected to enrich literature education in identifying the functions of talks produced by teacher in a classroom activities and types of students' participation, and the commonly talks used by teacher to influence students in participating classroom activities. Besides that, this study is also expected to give information to teachers that to encourage students' participation in a classroom activities teacher could manage their talks by looking at functions of talk found. Teachers could also look at the types of participation to make sure that each participation made by students would be considerate in the assessment. There are functions of talks that can be used by teachers in delivering the materials to the students and those talks can influence students in participating classroom activities and how many type of students' participation that can be found in an English as a Foreign Language classroom.

### **1.5 Clarification of terms**

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in the study:

#### **2. Teacher talk**

Teacher talk is “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner

talk and other simplified styles of speech addressed to language learners” (Richards, 1992: 471, cited in Nurpahmi, 2017).

### 3. Students’ participation

Fassinger (1995) described student participation as any comments or questions that students offer or raise in class. Classroom participation is a fundamental interactional and pedagogical task through which students display their involvement.