

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Interaction refers to a cooperative exchange of thoughts, emotions, or concepts between a teacher and pupils, or between a student and other students, which leads to a reciprocal impact on each participant. Teaching involves the coordination of student activities and the provision of optimal learning resources to facilitate effective student learning. Learning is the process by which pupils acquire knowledge and understanding of a lesson, facilitated by the teacher. During the classroom instruction, there is a consistent exchange of information and ideas between the teacher and students. Effective communication between teachers and students is crucial in classroom interaction to ensure students comprehend the instructional materials. According to Brown (2001, p. 165), interactions are the essence of communication and represent its core purpose. According to Dagarin (2004, p. 128), classroom contact involves a reciprocal influence between the teacher and the learners in the linguistic process.

In Indonesia, using English as a Foreign Language (EFL) remains challenging, particularly when utilising it for interaction in English-speaking classrooms. The occurrence is due to the fact that EFL students share common native languages (Brown, 2001, p. 180). In addition, Brown (2001, p. 116) asserts that foreign language settings refer to situations when students lack pre-existing opportunities for communication outside of the classroom. The EFL (English as a Foreign Language) environment poses a significant barrier for pupils. The need for proficiency in English speaking has escalated due to the widespread recognition of English as a global language across all nations.

Therefore, it is imperative for English students to attain a high level of mastery in order to successfully accomplish the objectives of English instruction and learning. To address the issue of interaction in English speaking classes, the problem can be resolved by implementing effective teaching strategies by the teacher.

Their students are commended for their proficient mastery of the English language, enabling effective communication with their classmates. The students must recognise the significance of interaction inside the language classroom. Rivers (1987, p. 4) asserts that interaction in the language classroom has a substantial impact on students' language acquisition by enhancing their language knowledge. Moreover, the interaction within the language classroom yields benefits for the student's proficiency and success in oral communication.

This study categorises the types of teacher and student discourse seen in English as a Foreign Language (EFL) classroom interaction. Ideally, the students should exhibit greater participation than the teacher and engage in meaningful interactions within the classroom. If the teacher excessively dominates the teaching-learning process through excessive talking, it will impede the students' ability to express themselves freely. This study is being done in response to the contemporary emphasis on student-centered learning. Student-centered learning is an educational approach that prioritises the learner, placing them at the focal point of the teaching and learning process (MacHemer et al, 2007, p. 9; Boyer, 1990).

Students can acquire valuable knowledge from the lecture delivered by the teacher, whether it is in their native language or a foreign language. This is particularly relevant in our nation, Indonesia, where English is seldom utilised in everyday situations beyond the confines of the classroom. The discourse of teachers has a crucial role in the effectiveness of the learning process, as it serves as a significant factor in pupils'

acquisition of language. Given that instructors' talk time exceeds that of students' speak time (Flanders, 1970; Nurmasitah, 2010), it is critical to comprehend the many types of teacher talk that occur in the classroom. Flanders divides the sorts of instructor speaking in the classroom into seven separate categories. Each group plays a specific role and has a diverse impact on students. An optimal balance of these categories is essential for creating an efficient teaching and learning process. Therefore, teachers must identify the categories they typically employ in the classroom. Teachers can enhance the teaching and learning process by recognising the categories they typically employ in the classroom. This approach allows students to feel comfortable and engage actively in the educational activities. The presence of a comfortable classroom atmosphere is correlated with increased motivation and engagement among students (Gharbavi and Iravani, 2014). Therefore, the categories that were most frequently seen in the classroom have a significant impact on the outcome of the learning process. Classroom interactions, as described by Flanders (1970), can be divided into two main components: the discourse of teachers and the discourse of students. These components encompass 10 distinct categories of communication. The discourse of teachers can be categorized into two subcategories: indirect impact and direct influence. Indirect influence is thereafter categorised into three components: acknowledging emotions, evaluating or motivating, and acknowledging or utilising pupils' ideas, as well as posing inquiries. The concept of direct influence encompasses three main components: delivering lectures, providing guidance, and offering critique or justification of authority. According to the given description, the researcher intends to conduct a study titled "Analysis of Teacher Talk on EFL Classroom Interaction."

1.2 Problem Statements

Based on the explanation above, the formulation of the problems in this study can be :

1. What is the most dominant type of teacher talk used in English classroom at SMPK Adisucipto?
2. What are the types of teacher talks used in English classes at SMPK Adisucipto?

1.3 Objective of the Study

In line with the problems of the study, the objectives of the study are:

1. To find out the types of teacher talks used in English classes at SMPK Adisucipto
2. To find out the most dominant type of teacher talk used in SMPK Adisucipto

1.4 Significance of Study

This research is anticipated to provide a valuable contribution to the field of language teaching and learning. For researchers, acquiring new valuable experiences in language instruction is beneficial for their future training as English teachers. This research is highly valuable for educators and learners as it provides extensive information on their verbal exchanges in English as a Foreign Language (EFL) classes. Specifically, it focuses on the patterns teacher-student interactions during speaking activities. The teacher possesses the ability to identify and effectively address any issues that may develop during speaking engagements. The description of interactions in EFL speaking classrooms aims to offer significant insights to enhance the quality of language instruction and acquisition.

1.5 Definition of key terms

To provide a thorough knowledge of this research, the researcher attempts to clarify the words used in this research, as follows:

1. Teacher speak refers to the language that teachers use to instruct students in the classroom.
2. Aside from instructor speak, there is something called student talk. There are two kinds of student talk: reaction and initiation.
3. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effects on each other.
4. Interaction analysis is the process of encoding and decoding the study pattern of teaching and learning.
5. Teachers have a vital influence in the efficacy and efficiency of individual learning in schools.
6. Student is someone who learns (as from a teacher) or takes up knowledge or beliefs especially in school