

CHAPTER 1

INTRODUCTION

This chapter consists of some subchapter such as: Background, Statement of Problem, objective of the Study, Significance of the Study, Scope and limitation of the Study, definition of Terms.

1.1 Background of the Study

One of the most important parts in teaching and learning process in the class is classroom interaction. Classroom interaction is essential for the success of teaching and learning process. Classroom interactions analysis refers to a technique consisting of objective and systematic observation of the classroom events (Anand, 2011:03). Based on the previous experience in the teaching practice program the researcher found that “Teacher talk” and “Students talk” in the classroom interaction is very poor. Ellis and Yamazaki (1994) mentions that “teacher talk” and “students talk”, which have been hypothesized to be important for L2 acquisition, have drawn much attention from researchers because it affects students comprehension. Therefore, the teacher has the important role in building successful classroom interaction. In a classroom interaction talk serves many important functions.

Talk has different types they are Teacher Talking Time (TTT) and Student Talking Time (STT). The more teacher talks the less opportunity is for students. It means that TTT can decrease opportunities for Student Talking Time (STT). The talks between the teacher and the students have to be clear, specific and meaningful. Teachers adopt the target language to promote their communication with students. In this way, students practice the language by responding to what

their teacher says. This kind of talks is, thus, transactional or of which the language is message-oriented where teacher and students share clear and accurate information in their conversation (Brown & Yule, 1987 cited in Amin, 2014). Classroom interaction is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves students' language ability and achievement.

In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching- learning facilities. Interaction between teacher and student is one of the factors that support the students' learning achievements. When the interaction has a high quality, it is very possible that the process of effective and efficient in teaching-learning will appear. Such as the teaching-learning process may support the quality of students learning achievement. Therefore, all parties involved in the English teaching- learning process either directly or indirectly need to increase the quality and effectiveness of the interaction.

For this reason, the parties need to be socialized about the importance of interaction between teacher and student in teaching-learning process. To support the idea, it is necessary to obtain real information about the English teaching-learning process in the field. In this research, the writer tried to describe the interactions in teaching learning process at SMPK St. Maria Asumptha Kupang.

Sources of speaking anxiety: While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or “poor attitude” (Gregersen, 2003: p.30). However, the common sources can be enumerated as fear of making mistake, tests and assessments, social comparison, competition (Dörnyei, 2001) negative evaluation and perceived low ability (Subasi, 2010) additionally, negative judgments towards English classroom and insufficient wait-time. Students with debilitating speaking anxiety tend to display avoidance of involvement in tasks by remaining silent, sitting in the back row, avoiding eye contact with the teacher, to name a few.

Problems pertaining to Students' speaking

1. Limited vocabulary
2. Inaccurate grammar
3. Lack of fluency
4. Imperfect pronunciation
5. Lack of active listening
6. Fear of speaking in public
7. Fear of expressing certain views
8. Diminishing confidence
9. Dominance of hesitation
10. Lack of group skills
11. Fear of making mistake

In the English teaching and learning process, it is very possible for the teacher to interact more frequently with certain students than with others. To improve students' speaking skills teacher must be making students speak more English in the classroom. A few tips for teachers in general to help student speaking:

1. Reduce TTT (Teacher Talking Time) in the classroom, by giving simple and clear instructions, by asking one or two students to show (by means of speaking) that they understood the task instructions, and also by asking other students to answer a student's question.
2. STT (Student Talking Time), again, by asking other students to answer a student's question, by showing pictures related to the topic of the class and, without saying a single word, eliciting students' participation.
3. Yes/no questions; prefers those questions that make students speak in order to make themselves clear.
4. When the students are having fluency practice (for instance, free conversation), which is totally different from pronunciation or grammar practice, never correct them, unless something really serious happen.
5. Not only encourage them to watch movies. Give those tips on what and how to select what really matters, based on what they are interested in. For instance, taking notes on useful sentences/phrases and thinking about which environment or opportunity they could put those selected sentences in action (among friends, with a teacher, at work, at the club etc), just for practice.

6. Activities such as group discussion/debate (topics must be of students' interest), description of places/things/people in pairs for guessing, etc tend to help students speak.

Good interactions will make the teaching and learning process better. The main reason why the writer wants to conduct a study on teacher talk in classroom interaction is students have no enough courage and capability whatsoever to use language communicatively. The second is that teachers are dominating the teaching and learning process so that teacher and student imbalance in distributing chance and time both for teacher and students' talk. Finally, the writer is motivated to conduct this study because the writer is interested in observing how an English teacher starts the class, starts any activity, manages the class, instructs students to do the task and ends the class activity. For the reasons above, the researcher is interested to find out the interactions, which take place between teacher and students in a classroom for getting real evidence about teacher talk and students talk. In conducting the observation, the researcher uses an observational instrument that is called as interaction analysis. As Hitchcock and Hughes (1984: 134) states that, "Interaction analysis as a technique used to investigate classroom interaction grew up out of a concern with the improvement of classroom teaching".

The finding are hoped to be great contribution .This study is concerned with the analysis of classroom interaction, focusing on the analysis of teacher talk and students talk in classroom interaction. Thus, the present study focuses on finding what types of teacher talk occur in classroom interaction and what to the enlightenment of practical value for teachers, teacher-trainees and students as well. Based on the background the writer want to write the thesis about

“An Analysis Of Talk Between Teacher And Students In Teaching Learning Process Of The Eight Grade Students Of SMPK St. Maria Asumpta Kupang”

1.2 Statement of Problems

The study is conducted to answer the following questions:

1. What categories of Teacher Talk and Student Talk use in Classroom Interaction?
2. Who is more dominant during the teaching learning process in classroom, Teacher Talk or Student Talk?

1.3 Objectives of the Study

There are two objectives achieved in conducting of this study:

1. To find out and to know the dominance of either the teacher and the student talk
2. To find out and to know the kinds of the students talk in teaching learning process

1.4 Significance of the Study

The result of the study to present contribution for the following:

1. English teacher of SMPK Sta. Maria Asumptha Kupang

The result of study will hopefully serve an evaluation and positive motivation for the English teacher, for the better self –improvement in pursuing careers as English teacher, for the sake of improving student’s chances of making good progress and gaining more access to the target language.

2. The writer

In conducting this study, the writer hopes to obtain more positive and beneficial inputs as well as findings, which in turn will hopefully best assisting in her pursuing in the future as an English teacher.

1.5 Scope and Limitation

This study dealing with the issue of “teachers talk” and “students talk” which is mostly concern with speaking, focusing in classroom interaction. For the sake of effective and success this study, the writer limits her study on some aspects of classroom interaction. The aspect of the study is teacher and student talks (direct and indirect influences) and conversation analysis. (Moskowitz’s (In allwright, 1968: 199)

1.6 Definition of Terms

In this part the writer presents some terms that the writer used in this study they are as follows:

1. Analysis

The process of considering something carefully and in detail in order to understand or to explain it (Collins, 1988)

2. Teacher talk

The variety of language used by teacher when they are in the process of teaching. (Richard and Weber, 289)

3. Classroom interaction

Speaking in the classroom, where the talk that takes place between teacher and students is one of the most important ways that learners can gain access to the language they are trying to learn (McCarthy and Walsh, 2003: 174). In this study classroom interaction is mostly related to the analysis of language used by the teacher in English language classroom, whether or not the language used by the teacher helps students learn better and gain more knowledge and skills in using the target language.

4. Classroom Discourse Analysis

Discourse analysis is concerned with the study of the relationship between language and text in which it is used (Michael McCarthy, 1999:5)

5. Student Talk

The variety of language used by student when they are in the teaching learning process. (Richards and Weber, 28). “Student talk” refers to the variety of ways students share ideas within a classroom.

6. SMPK St. Maria Asumptha Kupang

SMPK St. Maria Asumptha is a private junior high school that is located in Jl.Perintis kemerdekaan-Kupang, in which the writers choose as the location of the study.

