

CHAPTER I

INTRODUCTION

1. 1 Background of the Study

Learning is the activity of gaining knowledge or skill by studying, practicing, being taught and experiencing something. The effectiveness of learning is depends on the process of teaching. Teaching is the activity that organizes guides, stimulates, and assesses learning. Teaching English and learning cannot be separated from the activities between teacher and students in the classroom. The teacher prepares educative interaction with certain object, while students' attention is focused on receiving and conveying messages. The result is the students obtain the language skills (listening, speaking, reading, and writing) and language sub skills (vocabulary, grammar and pronunciation) to build their language competence. To achieve this purpose, classroom interaction is needed because it involves not only the expression of one's own idea but also comprehension of others. In the classroom teacher must motivate the student to be active in the teaching learning activity. That is why teacher's personality is very important. The development and success of a class depends on to a greater extent the interactions between the teacher and the students (Tsui, quoted by Yanfen and Yuqin, 2010). Through the interaction with teachers, students can increase their language store and use all languages they possess.

Many definitions of teacher talk have been given from different perspectives. One definition explains that teacher talk is 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 & Brazil, quoted by Liu Yanfen and Zhao Yuqin, 2010).

Teacher talk is that variety of language sometimes used by teachers when they are in process of teaching. In trying to communicate with learners, teacher often simplifies styles of speech addressed to language learners (Jhon F. Ohles, cited in Nahak, 2009). Teacher talk is also useful when relate to verbal factors such as interrupt, comment, and ask question, get feedback, give students chances to interact each other (cited in Usfinit, 2009). Teacher talk is also useful when relate to Para-verbal features such as when teacher maintains eye contact when talking with as many students as possible, uses eye contact and body movement to give emphasis or to invite participation with his or her students. Flender (cited in Usfinit, 2009) says that there are three types of teacher talk when she or he interacts with the students in the classroom. They are control talk, recitation and discussion. By control talk, teacher manages student's behavior by direction, rebuke, praise, encouragement, promoting and test the acquisition of their knowledge. Recitation is done when the students repeat the saying of the teacher. Discussion is a talk by the class as whole with the teacher as the moderator. It involved student-to-student as well as student to teacher exchanges. From this explanation we can see that teacher plays the major role in learning process in the classroom but sometimes teacher talks too much while students have a little opportunity to talk or even worst, they have no chance to talk at all. Consequently, after several years of learning English at schools, students still cannot speak

English fluently and correctly. On the other hand, after they completed their junior and senior high school they still have no capabilities to speak English. Teacher talk plays an important role in provoking interactions between teachers and students. Therefore, teachers should try to understand what languages would be more efficient in creating an environment in which students feel more comfortable and more confident and become more involved in interactive activities in the language classroom. Sometimes teacher relies only on one category of teacher talk and make students bored with his or her class. This is caused by the lack of knowledge from the teacher him/herself about how to manage the classroom, and also how to increase the students' language competence. Both of teacher and students should participate in language class actively. Teacher talk is the media for the second language learner to receive the input of the second language in his/her daily.

Students' participation is an important involvement in the classroom interaction and in the language learning. Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's questions and give comments, it will help them to explore their ideas and knowledge that is good for the development of their language acquisition.

According to Ellis (cited in Nahak, 2009) student talk is the receiving and responding of teacher talk by the students. Through student talk, teacher can glimpse into the minds of students to find what they think about the topic and identify the gaps and misconceptions of the topic. When students have opportunity

to talk, they will develop their second language acquisition (increase their vocabulary), know their mistakes, correct their friends' mistakes and participate in language learning process.

Based on the explanation above, the writer is motivated to conduct her study on the teacher talk and student talk because the writer is interested to analyze the most category of teacher talk and student talk that often used during the learning process. Therefore, the writer would like to carry out a research under a title **“AN ANALYSIS ON THE TEACHER TALK AND STUDENT TALK IN THE CLASSROOM INTERACTION OF THE EIGHTH GRADE OF SMPN 1 WAINGAPU IN THE SCHOOL YEAR 2014/2015”**

1. 2 Statement of the Problem

This study focuses on teacher talk and student talk in classroom interaction of the eighth grade students of SMP N 1 Waingapu. The study is conducted to answer the following questions:

1. What are the categories of teacher talk in the classroom interaction of eighth grade students of SMPN 1 Waingapu?
2. What is the most frequently used categories of teacher talk in the classroom interaction of SMPN 1 Waingapu?
3. What are the categories of student talk in the classroom interaction in the eight grades of SMPN 1 Waingapu?
4. What is the most frequently used categories of students talk in the classroom interaction in the eight grades of SMPN 1 Waingapu?

5. What is the impact of teacher talk to the students learning of the eighth grade students of SMPN 1 Waingapu?

1. 3 Objectives of the Study

Objective is actually the aim of what is going to be achieved in a study.

Based on the problems above, the following are objectives of this study:

1. To find out and to know the categories of teacher talk in the classroom interaction of SMPN 1 Waingapu
2. To find out and to know the most frequent categories of teacher talk used in the classroom interaction of SMPN 1 Waingapu
3. To find out and to know the categories of student talk in the classroom interaction of SMPN 1 Waingapu
4. To find out and to know the most frequent categories of student talk used in classroom interaction of SMPN 1 Waingapu
5. To find out and to know the impact of teacher talk to the students' learning in the classroom interaction of eighth grade students of SMPN 1 Waingapi

1. 4 Significance of the Study

This study will be useful for those who have a great concern in the language learning and teaching particularly the English teachers, the and the writer herself. The significance of the study are as follows:

1. English Teachers

This study will inform the English teacher about the categories of teacher talk that would help the teachers to improve the English classroom interaction to be better.

2. For the writer

Through this study, the writer could enrich herself with knowledge about the strategies in teaching English and hopefully assisting her in pursuing her future career as English teacher.

1.5 Scope and Limitations

This study deals with issue of teacher talk and students talk in the English classroom interaction. According to Mozkowitz, 1971 (in Dick Allwright:205) There are some categories of teacher talk and student talk in foreign language interaction analysis system, they are indirect and direct influence. The activities that include the indirect influence are: deals with feeling, praises or encourages, jokes, uses idea of students, repeat student response verbatim and asks question. And the activities that include indirect influence are: gives information, correct without rejection, give directions, direct pattern drills, criticizes students' behavior, and criticizes students' response. And the categories of students' talk are: silence, silence AV, confusion work oriented, confusion, work non oriented, laugh, uses English, non verbal.

Writer hopes that through this study the teaching learning process in SMPN 1 Waingapu will be effective.

1.6 Definition and Terms

To avoid misunderstanding of terms used in this study, the writer would like to present some definitions of terms which are frequently used in this writing.

1) Teacher talk

Teacher talk is the language in the classroom that takes up a major portion of classroom employed to give direction, explain activities and check students' understanding (Sinclair and Brazil, cited in Yanfen and Yuqin, 2010). In this study, teacher talk means that variety of language used by the English teacher of eighth grade of SMP N 1 Waingapu during teaching and learning English process.

2) Classroom interaction

Classroom interaction is the pattern of verbal and non-verbal communications and types of social relationship within classroom. The study of classroom interaction may be apart of studies of classroom. (Cited in Usfinit, 2009). In this study, classroom interaction is related to interaction done by teacher and students of the eighth grade during teaching and learning English process .

3) Student talk

In this study student talk is related to the variety of language used by the students of eighth grade to respond of teacher talk.

4) SMP N 1 Waingapu

SMP N 1 Waingapu is one of junior high school in Waingapu. It is located at Jl. I.H Doko number 6. Tandairoutu