CHAPTER 1
INTRODUCTION

This chapter presents introduction of the background of the study, which consists of the background of the study, research question, objective of the study, limitation of the study, benefit of the study, and the research paper organization.

1.1 Background of the Study

Language is primarily a tool of communication. In everyday life, people use language to interact, to transfer their ideas or thoughts, and feelings to each other both in spoken and written forms. Indonesia is multilingual country, which more than 700 languages were spoken throughout Indonesia. As a Multilingual country, there are several languages which exist to communicate with other people. First is the mother language or local language (e.g. Javanese, Sundanese, Betawi, Balinese, etc.). This language is used to communicate among people with the same ethnic and linguistic background. Second is Indonesia language, a national language used to communicate with other people from different ethnic and linguistic background. Third is foreign language. There are two foreign languages which take a major portion in Indonesia. They are English and Arabic language. Arabic language is a religious language among the Moslem, this language exist because Indonesia has the largest majority of Muslim. The last is English, this language is global lingua franca which uses to communicate and make a connection with people around the world.

From the seventeenth century, British began to extend their language over the word. It made English become a global lingua Francis. Most people use English to communicate among people with different background of language from many parts of the world. In order to keep up, every human needs to learn English as a foreign or second language. In Indian, Malaysia, Pakistan, Philippine, and many countries, which constitute former British colony, uses English in nature circumstances as a second language. While In Indonesia, English was used to communicate in special occasion (e.g. language teaching and learning).

Learning foreign language is an important component of global competitiveness and beyond that to face global competency. The main goal of learning language is to communicate in the target language. Learning another language is not only learning different words for the same thing but it can help to understand how other people think. Teaching and learning language process in the classroom build the learners to become independent thinkers in problem-solvers and self-directed to communicative in the real situation. The ability to uses language affectively can increase the quality of the learners thinking and the quality of their life.

In Indonesia, English is the fisrt language which taught as a compulsory subject in the junior and senior high school, including the vocational school, even in some university level. In the early stage, English is also taught in many elementary schools as local contents. The classroom is the main place where the learner can practice and mastery their English or target language. During in the teaching-learning process, the teacher plays an important role in the classroom. A good teacher usually do everything that makes the classroom be active to communicate includes develop the good interaction with the learner. According to Sinclair & Brazil (1982), teachers usually do three things: telling things to students, getting students to do and say things, evaluating the things that students do and say. The three things above can make the learner get success in the teaching-learning process. Thus, in language classroom which is highly interaction, the teacher used their talk to transferring the knowledge to their learner. Talk provides comprehensible information and expresses the positive attitude to their student with the aims to achieve the objective of teaching. It can be known that teacher talk is a crucial part that can affect students' language acquisition.

The significant of Teacher Talk, has been seriously investigated in this study. Rod Ellis (1985) claims that Teacher Talk is the special language that teachers use when addressing L2 learners in the classroom. Moreover, the students get more language input from teacher talk. Teacher talk can offer useful and applicable language practice which gives benefit to the learner. Both teacher and learner used their talk to interact with one another. Cannot be denied that the

words teacher talk and the attitudes when interacting with the learner can influence student outcomes.

Krashen and Tarrel (1983) point out that Teacher Talk may be regarded in a sense as Foreign Talk in the second langugae acquisition. The term foreigner talk was introduced by Ferguson (1968), though that Foreign Talk is one of the varities of simplified form of speech that is used by native speakers while talking to foreigners. In Indonesia as a multilingual contry, the English language is taught by non-native speakers of English and quite probable that the teacher (non-native speaker of English) will perform more than one langugae in the classroom. Some characteristics of foreigner talk may emerge in the speech of the non-native speaker of English, even in the classroom situation. Thus, it make the Teacher Talk in Indonesia was interested to investigate.

During the English teaching-learning at SMA N 2 Klaten, the theacher modifier their talk in order to make more comprehensible to the students. But, teacher talk still dominance in the classroom. Some students are still silent during the classroom and have some troubles in used English. There are several techniques to stimulate and raise the spirit of the student to be active in the classroom. Sometimes the teacher initiated, encouraged, and asked their learner to make them take a part in classroom interaction. In order to make their talk intelligible, the teacher also uses multilingualism in English teaching learning process. Multilingualism is the use of two or more language. As a non-native speaker, the teacher uses English as language targets and use mother language, Indonesian or Javanese, as the intermediate language in English teaching learning process. By using Indonesian as the intermediate language, it does not make the teacher dominant to use the Indonesian language in the classroom.

In the field of English Foreign Language classroom, a number of studies have investigated the phenomenon of Foreign Talk which can be classified into different types based on the environment of Foreign Talk production and the roles of classroom interaction. Whereas some studies (Chaudron, 1982; Downes, 1981; Hakansson, 1986; Henzl, 1973, 1979; Mannon, 1986; Moskowitz 1971) have focused on finding characteristics of teachers' talk to Non Native Speakers that

have effects on foreign learners' comprehension and learning. FLINT (Foreign Language Interaction) framework developed by Moskowitz (1971) was used to identify the types of Teacher Talk in this study. This model helpful in developing interactive language teaching (Brown (2001:177).

Therefore, based on the elaboration above the current study was interested in finding out the phenomena of language used in teacher talk and types of Teacher Talk in English teaching and learning process at SMA N 2 Klaten. This study interested in conducting a research entitled *TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA 2 KLATEN IN 2015/2016 ACADEMIC YEAR.*

1.2 Research Question

Based on the background, this study focuses on Teacher Talk in English teaching and learning process SMA N 2 Klaten. This study formulates the problem statement as follows:

1.2.1 What are the languages of teacher talk used in English teaching and learning process at SMA N 2 Klaten in 2015/2016 academic year?

1.2.2 What is the dominant language of Teacher Talk used in English teaching and learning process at SMA N 2 Klaten in 2015/2016 academic year?

1.2.3 What are the types of Teacher Talk based on the languaged used found in English teaching and learning process at SMA N 2 Klaten in 2015/2016 academic year?

1.2.4 What are the dominant type of Teacher Talk found in English teaching and learning process at SMA N 2 Klaten in 2015/2016 academic year?

1.3 Objective of the Study

Based on the problem statement above, this study formulates the objectives of the study, as follow:

1.3.1 To identify the languages of teacher talk used in English teaching and learning process at SMA N 2 Klaten 2015/2016 academic year

1.3.2 To identify the dominant language of Teacher Talk used in English teaching and learning process at SMA N 2 Klaten 2015/2016 academic year

1.3.3 To identify the types of Teacher Talk found based on the languaged used in English teaching and learning process at SMA N 2 Klaten 2015/2016 academic year

1.3.4 To identify the dominant type of Teacher Talk found in English teaching and learning process at SMA N 2 Klaten 2015/2016 academic

1.4 Limitation of the Study

The focus of the current study is on the language used in Teacher Talk and the types of Teacher Talk, which occurs during English teaching and learning process at SMA N 2 Klaten in 2015/2016 academic year. This study only focus to analyses the behaviour of the teacher while the student was not taken. This study used FLINT (Foreign Language Interaction) analysis system developed by Moskowitz to identify the types of Teacher Talk that occur during teaching-learning process in the classroom. Because of the time restriction and teacher availability, the data in this study were collected from November 2015 to January 2016.

1.5 Benefit of the study

The result of this study will have several benefits:

1.5.1 Theoretical benefit

a. The result of the study hopefully to use as the reference for those who want to conduct a research in the languages used in English teaching and learning process, especially in Teacher Talk.

b. The result of the study hopefully useful to give the different perspective about how teacher talk and language have an influence on the language learning, so, the information of this research can be a reference for the next researcher.

1.5.2   Practical Benefit

    a. This study may provide information about the use of language as a media of instruction in teaching and learning process.

    b. This study may provide information about the types of teacher talk as a tool to achieve language teaching and learning process.

    c. This result of the study hopefully useful to improve their teaching behaviour and the students' performance, increasing their interaction, during teaching and learning process at SMA Negeri 2 Klaten. It also hoped that this study will show up the important positive aspects of teacher talk and how the using language during the classroom interaction.

1.6   Research Paper Organization

The current study divided this research paper into five chapters to make this research is more understandable. The research paper organization as follows:

Chapter 1 is the introduction which explains about general background of the study, research question, the objective of the study, limitation of the study, benefit of the study, and the research paper organization.

Chapter 2 presents the review of the literatures, which has a relation with this study. It outlines the underlying theory of teacher talk and previous studies. Underlying theory consist of the notion of Teacher Talk, features of Teacher Talk, communicative function of Teacher Talk, pedagogical function of Teacher Talk, and types of Teacher Talk analysis. Then it also includes the previous studies which related to the Teacher Talk

Chapter 3 outlines research method used in this study. It shows the type of the study, object of the study, the object of the study, setting of the study, participant of the study, method of collecting data, the technique for analysing data and Trustworthiness.

Chapter 4 presents the findings and discussion. In this chapter, it shows the types of Teacher Talk and the dominant type of Teacher Talk.

Chapter 5 provides the conclusions to be drawn from the study in relation to the research questions. It also addresses the potential implications of the findings of the study and offers suggestions for possible future research.