

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, there are a lot of languages such as Indonesian, Javanese, Sudanese, Balinese, etc. Everyone use language to communicate with other people. In this era, everyone is required to have two or more languages. English is one of important language which is required. Indonesian people who only use Indonesian language, it will be difficult for them to participate in global competition. Therefore, language education is very important in this era. In Indonesia, English is taught as a compulsory subject in Junior and Senior High Schools. In this study, SMP N 1 Banyudono is one of schools which teaches English subject as a compulsory subject.

SMP N 1 Banyudono is a school located in Boyolali, Central Java. The English teachers who are teaching English in this school are non native speakers. Language was used by teacher in English teaching and learning process is very important. One of the components to determine the student's success in learning English is a teacher. In particular, the way the teachers deliver their lesson. The use of languages is called Teacher Talk. In other words, the Teacher Talk is very important in order to create good interactions during the teaching and learning process. As confirmed by Nunan (1991) who point out that Teacher Talk is vital for the organization of the classroom and the process of acquisition. In Teacher Talk, teacher make interaction such as questions, invitation, direction, inform, prompt, encouragement, criticism, ignoring, acknowledgment and comment, to the students in order to create conducive learning atmosphere. It is clear that Teacher Talk has significant roles in teaching learning process.

In SMP N 1 Banyudono, English teacher uses multilingualism language. Edward defines multilingualism as a wonder fact which is occurred from a cross speech communication (2003, p. 1). Teacher uses another language beside English in English teaching and learning process. Javanese and Indonesian was combined teacher to teach their student in English teaching and learning class. Sometimes, teacher used Javanese to give explanation, direction, warning, and jokes. Javanese is

native language in Boyolali. Therefore, Javanese is used in SMP N 1 Banyudono. Teacher also uses Indonesian to give explanation, direction, warning, jokes and etc. Indonesian is a national language of Indonesia. Teacher and student know about this language. The other language is Arabic. Arabic language was used by teacher because the most of students and teachers are Muslim. And then Indonesia has Middle East culture. Arabic language was used by teacher when teacher opened and closed the class. The portion of using Javanese, Indonesian, and Arabic are as an additional language. Teachers still use English in this teaching and learning process. Teacher combines some languages in English teaching and learning process. These languages can help student to make student understand about English teaching and learning class. The way of combining languages used by the teacher are called mixed language. Teachers used mixed language in English teaching and learning process.

Usually, Teacher Talk is about foreign language learning. Based on the characteristic of Indonesia which has a lot of languages, Teacher Talk in Indonesia is very unique. Therefore, the current study is interested in finding out what language used in Teacher Talk and type of Teacher Talk based on language used by the English teachers in SMP N 1 Banyudono. Based on the background above, this study interested in conducting a research entitled **TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR.**

B. Problem Statement

Based on the background mentioned previously, this study focuses on Teacher Talk in English teaching and learning process SMP N 1 Banyudono. This study formulates the problem statement as follows:

1. What are the languages used in Teacher Talk found in English teaching and learning process?
2. What is the dominant language of Teacher Talk used in English teaching and learning process?

3. What are the types of Teacher Talk based on language used in English teaching and learning process?
4. What is the dominant type of Teacher Talk based on language used in English teaching and learning process?

C. Objective of the Study

The objectives of this study are as follows:

1. To identify the languages used in Teacher Talk found in English teaching and learning process.
2. To identify the dominant language of Teacher Talk in English teaching and learning process.
3. To identify the types of Teacher Talk based on the language used in English teaching and learning process.
4. To identify the dominant type of Teacher Talk based on language used in English teaching and learning process.

D. Limitation of the Study

This study limits on the Teacher Talks which occur during English teaching and learning process at SMP N 1 Banyudono in 2015/ 2016 academic year. Because of the time restriction and teacher availability, the data in this study were collected from October 2015 to January 2016.

E. Significance of the study

The results of this study have several benefits:

1. Practical Significance
 - a. This study hopefully the teacher to improve their knowledge about how the using of language on teaching and learning process.
 - b. The result of this study can be used by teachers as reference to describe kinds of Teacher Talk.
 - c. The result of this study can be used as a reference in conducting other study, especially Teacher Talk in English teaching and learning process.

2. Theoretical Significance

- a. The result of this study inform the area language of teaching English as a foreign language (TEFL), principally on the issue of how to use language on Teacher Talks which occurs during English teaching and learning process.
- b. The result of this study can be replicable template of further study.

F. Research Paper Organization

The organization of this study is elaborated into five chapters as the followings:

Chapter 1 introduces this study. It begins with a broad overview of background of the study. Then, it outlines problem statement, limitation of the study, the objectives of the study, the significance of the study, and research paper organization.

Chapter 2 presents a review of the literature relevant to the study, principally on the issue of Teacher Talk. It reviews previous study and position of the current study. Then, it outlines underlying theory of Teacher Talk and previous study. Underlying theory consists of Teacher Talk, The functional features of Teacher Talk, Flanders' interaction analysis categories (FIAC), and foreign language interaction (FLINT) System.

Chapter 3 outlines research method used in the study. It details the type of the study, object of the study, setting, data and data source, method of collecting data, technique for analyzing data, and trustworthiness.

Chapter 4 reviews the research finding and the discussion. The research findings consist of the language used in Teacher Talk, the dominant language used in teacher talk, type of Teacher Talk based on language used and the dominant type of Teacher Talk based on language used.

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

This chapter discusses the introduction of current study. The next chapter discusses underlying theory of the current study.