

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Classroom is the main place where they are commonly exposed to the target language for foreign language learners. Classroom is conceptualized to create a condition in which student can improve their ability in learning. Allwright and Bailey (1996:19) claim that classroom interaction has to be managed by everyone taking parts, not just by the teacher because interaction is obviously not something you just do to people, but something people do together, collectively.” In English classrooms, teacher’s language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

Teacher talk (TT) is the kind of language used by the teacher for instruction in the classroom. Richards (1992: 471) defines TT as “variety of language applied by teachers when they are in the process of teaching. Teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners in trying to communicate with learners”.

Having studied the SLA for many years, Rod Ellis (1985) has formulated his own view about teacher talk: “Teacher talk is the special language that teachers apply when addressing L2 learners in the classroom. Studies of teacher talk can be divided into those that identify the type of language that teachers use in language classrooms and those that identify in the type of language they use in subject lessons.” He also added “the language that teachers address to L2 learner is regarded as a register which has its own specific formal and linguistic properties” (Ellis, 1985: 145).

From the definitions, it can be concluded that teacher talk in English classrooms is considered as one special variety of the English language, so it has its own specific features which other variations do not have. Teacher talk has its own special style because it has the restriction on the physical setting, special participants as well as the goal of teaching. Teacher talk goal is to communicate with students and develops students' foreign language proficiency.

Teacher talk is applied in class when teachers are not only conducting instructions but also cultivating their intellectual ability and managing classroom activities. Teachers approve the target language to introduce their communication with learners. In this way, learners practice the language by responding to what their teacher says in the classroom. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore it can be concluded that teacher talk is a kind of communication-based or interaction-based talk. In Indonesian teacher talk becomes social phenomenon because mostly English teachers are multilingual and not native speakers of English. In addition, the linguistic/cultural environment in Indonesia is also extremely complex, with some 700 local languages in use by various ethnic groups located in different parts of the country and a national language that is used as the medium of instruction in all modern education and many other contexts. Consequently, most of teachers use two or more languages in their teaching and learning process.

In line with the background above, this research is interested in finding out of language used in teacher talk, the dominant language used in teacher talk, the types of teacher talk, and the dominant type of teacher talk found in English teaching and learning process. Therefore, the title of this research is "*Teacher Talk in English Teaching Learning Process at SMP N 2 Jaten Karanganyar in 2015/ 2016 Academic Year*".

## **1.2 Problem Statement**

Based on the background above, this study emphasizes on teacher talk in English teaching and learning process at SMP N 2 Jaten Karanganyar. This study formulates the problem statement as follows:

- 1.2.1 What are the languages used in teacher talk found in English teaching and learning process?
- 1.2.2 What is the dominant language used in teacher talk found in English teaching and learning process?
- 1.2.3 What are the types of teacher talk based on language used found in English teaching and learning process?
- 1.2.4 What is the dominant type of teacher talk found in English teaching and learning process?

## **1.3 Objective of the Study**

The objectives of this study are to describe:

- 1.3.1 The languages used in teacher talk found in English teaching and learning process.
- 1.3.2 The dominant language used in teacher talk found in English teaching and learning process.
- 1.3.3 The types of teacher talk based on language used found in English teaching and learning process.
- 1.3.4 The dominant type of teacher talk in English teaching and learning process.

## **1.4 Limitation of the Study**

This study limits on teacher talks which occurs during English teaching and learning process at SMP N 2 Jaten Karanganyar in 2015/ 2016 academic year. It was conducted on November 19<sup>th</sup> 2015 until February 4<sup>th</sup> 2016.

## **1.5 Benefit of the study**

### **1.5.1 Theoretical Benefit**

1. The finding of research may verify the validity of theories that appropriate teaching methods can increase student's achievement in learning English.
2. The result of research can be used as the reference for those who want to conduct a research in English teaching learning process.
3. The result of the research can be useful for English teacher, especially to develop teacher talk in teaching and learning process.

### **1.5.2 Practical Benefit**

1. It will improve teacher's ability to solve their problem to master English especially for teacher talk in teaching and learning process.
2. The writer can get large knowledge about the class action in applying and using it, especially in developing teacher talk in teaching and learning process.

## **1.6 Research Paper Organization**

The organization of this research paper divide into 5 chapter in order to make it easily understood. Each of them is concerned with different issue but it is related to each other.

Chapter I is intended to give the reader an introduction, which consist of background of the study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II discusses the underlying theory that describes the concept used in this research. The concepts are notion of teacher talk, functional feature of teacher talk, Flander's Interaction Analysis Category (FIAC), Foreign Language Interaction (FLINT) system and previous study.

Chapter III is about research method that consists of eight parts: the type of the study, object of the study, setting of the study, subject of the study, data and data source, method of collecting data, technique for analyzing data and validity and reliability of the data.

Chapter IV is analysis and discussion of the research finding. Chapter V is conclusion, pedagogical implication and suggestion.