CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has been regarded as a global language in the last few decades. We have noted that English is spoken by at least a quarter of the world's population. However, it is clear from the way its use has grown in the last decade that this situation is about to change. In 1999 the company Computer Economics said that the proportion of first-language English-speaker users to 54%:46%, but that by 2005 that balance would change to 43%:57% - in other words, the number of other-language users would rise sharply (Harmer, 2007: 19). The importance of English

has also changed the proportion of native and non-native speakers of English. Kachru (1985) in Harmer (2007: 17) describes that the world of English in terms of three circles, mainly: Inner, outer, and expanding circles. In the inner circle he puts countries such as Britain, the USA, Australia, etc where English is the primary language. The outer circle contains countries where English has become an official or widelu-used second language. These include India, Nigeria, Singapore, etc. Finally, the expanding circle represents those countries where English is learnt as a foreign language, such as Poland, Japan, Mexico, Hungary, etc including Indonesia.

The English language was first taught in Indonesia in 1914 when junior high schools were

established and four years later in 1918 senior high schools were established. At that time, Indonesia was occupied by Dutch (1595-1945). Indonesia claimed its freedom on August 17, 1945 and got recognition from the Dutch on December 27, 1949 and established republican government on August 17, 1950. In the early stage, English language was chosen to be the first foreign language of the country rather than Dutch. Dutch was the language of colonialists and it did not have International status like English. According to Dardjowidjojo (2003b: 67) English language is appropriate with Indonesia's situation that has many culture which is English has independent stage to work with their own language policies in the context of bilingual or

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multilingual societies. The current status of English as an international or global language is widely use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Crystal, 2003a: , Huda, 2000: 68, Jenkins, 2003). Crystal (2003a: 86 ff., 2003b: 106), suggests the importance of English in particular following role:

♦ Economics and business: USA is a tremendous country the economics world business are in its hand. It takes control the growth of market industry in over the world. The tourist industry in particular is dependent on English, but

any multinational business with international offices must have staffs who can work in English.

♦ The media the world of current information and popular culture: it is about 57% of the world's newspaper are published in English. English dominates global television and radio broadcasting. English language films dominate cinema with the bulk 80% of all feature films given a theatrical release in 2002.

♦ Education: A large amount of the scientific papers published in all subjects are in English. Nowdays, the usage of English as a medium of

instruction in schools and universities, with subjects such as management, information technology, and humanities.

♦ Communications: Mostly the world's communications are done in English. Its about 80% of the world's electronic stored information in English. Although, internet can handle a variety of languages and non Roman Scripts (Hussain et al., 2005), it is difficult to recognize the maximum use of the resources on line without a good knowledge of English.

♦ International travel and safety: English is the language used for navigation at sea and for air traffic control.

English as a foreign language in Indonesia has been a primary study of the English Department of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya. The aim of the teaching-learning process in this department is to produce qualified English teachers for all education levels. That is why; the department provides many courses which cover language skills, language components, and content subjects. The language skills are listening, speaking, reading, and writing while the language components are grammar, pronunciation, and

vocabulary. This department teaches English as a second language. Therefore, English is mostly used as the medium of communication. The teacher should explain the materials in English and the students should also respond in English.

The first semester students are from various regions and levels of English mastery. The department gives similar course named Intensive Course (IC) with 24 credits. The purpose of the IC itself is students are able to teach their survival English in oral and written communication. Serves as a foundation to prepare students to participate actively in other subjects taught in English. The basic competence of the course is that students are able to express ideas both in controlled and freer communicative

practices on variety of topics and functions involving English language skills and components (Pedoman Akademik FKIP WM, 2007: 3). The standard competence is to make students are able to use their survival English in oral and written communications. It serves as a foundation to prepare students to participate actively in other subjects taught in English.

This situation brings its own challenges for the teachers and the students to make this course successful. Since the classroom is the place where comprehensible input and modified interaction are available, what goes on inside the language classroom is very important. So far, there has never been done to see what actually happens in IC classrooms in terms of student talk.

This area becomes the main focus to be discovered in this research.

1.2 Statement of the Problem

In line with the background of the problem above, the research questions are:

1. What kinds of student talk are found in IC classes?

2. Which kind of student talk is commonly used in IC classes?

1.3 Objective of the Study

From those research questions the formulations of the objective of the study are:

1. To find out the kinds of student talk found in IC classes.

2. To find out which kind of student talk
    is commonly used in IC classes.

1.4 Significance of the Study

This study provides valuable information for the Intensive Course teachers about what happens in their classes in terms of student talk. Accordingly, the results of the study can be used by the teachers of Intensive Course to reflect and improve their teaching techniques, and English performance.

1.5 Scope and Limitation of the Study

This study is concern with the student talk in IC class 2010/2011 (IC A, IC B, and IC C). Because this study focus more on the content or

the messages of the talk, the interaction and pronunciation of the students was not included in the analysis. This research investigated three classrooms of IC A, IC B, and IC C for twelve meetings with four different teachers. The writer decided to do trial observations first before doing the real observations. The writer observed four times in trial observations and eight times in real observations. It is supposed to be more than eight observations to gain better data resource. However, the time is insufficient because the students have final exam in the following week. Therefore, to use the remaining time wisely, the writer does eight real observations and four trial observations.

1.6 Definition of Key Terms

The definition of each term is important in order to avoid misinterpretation.

1. **Student talk**, according to Pieter (1999: 4) is all talk made by students in response to their or by their own initiate. In this study, student talk can be the part of speech of the student initiate such as request, elicit, interrupt, and gives respond such as reply whether restricted or expanded and apologize to the teachers' and peer's questions and instructions.

2. **Teacher talk**, is the special language that the teacher uses when addressing

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language learners in the classroom (Pieter, 1999: 4).

3. **Intensive Course**, is a fundamental course which is offered to the students in the first semester of EESP of WMCUS and serves as a foundation to prepare students to actively participate in other subjects taught in English.

4. **Trial observations**, are the observation conducted by the writer in the IC classes before he conducted the real observations. In this observation the writer practices video and voice - recording the classroom talks in order that he could do it well during the research.

1.7 Theoretical Framework

This study is based on the Seventeen-Category System by Amy Tsui Bik-May (1985), which covers the kinds of student talk or verbal interaction in the classroom between teachers-students and students-students interaction. It is aimed that teachers would be able to modify classroom interaction which is expected to lead to a better teaching-learning atmosphere in the classroom. Classroom is an important place for the students to acquire knowledge about the target language. According to Krashen (1982), learning knowledge engage in formal study.
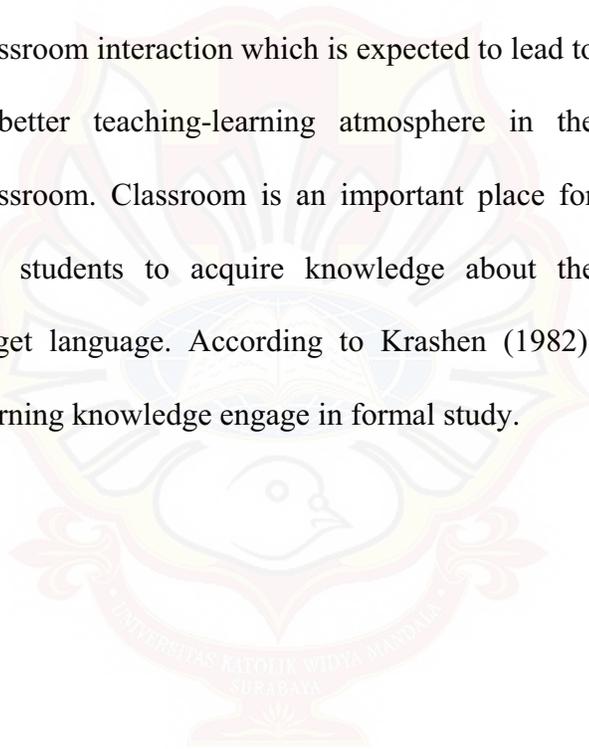
1.8 Organization of the Study

This study consists of five chapters. Chapter I deals with the Introduction consisting of Background of the study, Statement of the Problem, Objective of the study, Scope and Limitation of The Thesis, Terms and Definitions, Theoretical Framework, and Organization of the Study. Chapter II deals with Review of Related Literature. Chapter III deals with Methodology. Chapter IV deals with Findings and Discussion of the Findings. Chapter V deals with Conclusion, Suggestion in Teaching-Learning Process, and Suggestion for Further Research.