CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Nowadays, English becomes an international language that mostly used in the world including in Indonesia. In Indonesia, English is taught as the first foreign language from elementary to university but still, the ability of Indonesian in using English is not satisfying.

There is a new teaching curriculum in Indonesia, Competence Based Curriculum. There is a big different between the new curriculum and the previous one. The former curriculum applied teachers-centered system where the teachers were taking full control of the teaching learning process and the students only sat silently. In the new curriculum, the function of teachers are only as the facilitator, they just motivate students to explore their ability as much as they can (Depdikbud : 2004). Generally, the new curriculum is good, but teachers often feel confused with it because they do not know how to apply the curriculum in a good way.

The new curriculum, Competency Based Curriculum, which applies students-centered, is requiring the students to be more independently and critically in learning four basic skills of English, listening, speaking, reading and writing. It sounds difficult for the students to be students-centered where they have to speak a lot than their teacher in the classroom. It is difficult for the students because they hardly ever speak English in the classroom. The second reason is because English

is not their native language so they are affraid of speaking English. There are many students who are good in written English, but not in the spoken because they are never pratice it in their daily life.

In fact, many teachers do not apply Competency Based Curriculum in teaching English. They mix the previous ways of teaching with the new one where the previous style get bigger portion. It happens when the teachers in the classroom give full explanation about grammatical points in Indonesian and they ask students to make their own sentences.

The writer observed a senior high school because she wants to know how far teacher talk in senior high school is used. The raising of students' interest and motivation in mastery English depends on the way teachers' speech. If the teacher gives good explanation to the students and encourages them to speak more in the classroom, it is possible to the students to speak English well. Sometimes students do not give any response because they do not know the teacher's questions in English. In addition, students give no response because they do not know the teacher's explanation and also they are lack of vocabularies to answer the teachers' questions in English too.

What happens during the teaching learning activities in the classroom, teacher talk is very important to increase students' ability in learning the target language, English (Krashen, 1980 in Tsui Bik May, 1986). Because teacher talk is very important, Sinclair (1982:4) puts forward that all teachers should study teacher talk to check and improve their own way of teaching.

Knowing the importance of teacher talk as a part of classroom discourse in teaching-learning activities, the writer attempts to explore and explain some categories of teacher talk, which can stimulate the students' motivations to get actively involved in teaching learning activities and help them to increase their ability in learning the target language.

1.2 Statements of the Problem

In line with the background of the study, the questions to be answered were formulated as follows:

1. What types of teacher talk are mostly used by the English teacher SMA Negeri 9 Surabaya?

2. What types of student talk are mostly used by the English teacher SMA Negeri 9 Surabaya?

3. Which talk is dominant: teacher talk or student talk?

1.3 Objective of the Study

Related to the research problem above, the objectives of this research are stated as follows:

1. To describe the categories of teacher talk which are mostly used by the English teachers of SMA Negeri 9 Surabaya.

2. To describe the categories of student talk which are mostly used in the classroom as the response of teacher talk.

3. To find out whose talk is dominant during the lesson: the teacher or the students.

1.4 The Significance

The writer expects that the results of this study will give a contribution to the English teachers of Senior High School. This study might be useful for teachers to improve their classroom discourse so that learning processes can take place more effectively and efficiently in the classroom and hopefully will clarify the categories of teacher talk that are able to stimulate students to answer and grasp the lesson well.

1.5 Scope and limitationof the Study

Since this study wants to observe the teacher talk and student talk in the teaching of English, the points of observation are also limited to those which are done by the teachers and the students in the classroom.

For practical purposes, this study will limits and focuses the investigation on two English teachers at one school. As the consequence, the result of this study cannot be generalized for all English teachers. However, the results might be used as a model and as a reflection tool for professional development in the field of English education in Indonesia.

1.6 Theoretical Framework

This study is based on the theory of classroom discourse, teacher talk, and student talk.

According to her personal experience in learning English, the writer realizes that teacher talk is very useful to stimulate students' motivation and encourage them to follow the teaching learning activities during the lesson. Sinclair (1982 : 4) states that teachers should learn about teacher talk more in order to evaluate and check their own teaching ability.

The categories of teacher talk used in this study are based on Tsui Bik-may (1985). There are eight categories of teacher initiate based on Flanders. They are: 1.) Elicit, 2.) Direct, 3.) Nominate, 4.) Inform, 5.) Recapitulate, 6.) Frame, 7.) Starter, 8.) Check. There are also four categories teaching response, they are: 1.) Evaluate, 2.) Accept, 3.) Comment, 4.) Clue.

According to Flanders, these are categories of also student talks: 1.) Expected / Predictable Response, 2.) Initiated Response, 3.) All talk/No talk/Silence/Confuse.

In this study, the writer wants to describe the categories of teacher-initiate and teacher-response which are used by the teachers in the classroom and also the types of student talk.

1.7 Definitions of Key Terms

The followings are some key terms that have to be explained more to avoid misunderstanding and misinterpretation. They are: classroom discourse, teacher talk, teacher initiate, teacher response, student talk, and bilingualism.

1. Classroom Discourse

   Classroom discourse is language used in the classroom which becomes the means communication between teacher and students in a classroom during the lesson (Cook, 1982).

2. Teacher Talk

   Teacher talk is the particular language the teacher uses to interact with the students as the second language learners during the lesson time (Indrawan, 2005:6).

3. Teacher Initiate

   According to Sinclair (1982:36) teacher initiate is the act of the the teacher in stimulating the students to answer

4. Teacher Response

   Sinclair said that teacher response is the act of the teacher in responding or answering students' talk or utterances or questions or answers which include commenting, evaluating, accepting, and clueing (1982:40).

5. Student Talk

   Students talk is all talk made by students in response to their teacher or by their own initiation. (Flanders, 1970).

6. Expected / Respected Response

   Students' response is the act of the students to give replies to a teacher's questions or directions.

7. Initiated Response

   Initiated response is the act of the students to initiate teachers' response.

8. No talk/ All Talk/ Silence/ Confusion

   Other verbal activities such as extended pauses in communication with no verbal behavior, a period when so much verbal activity is taking place that is hard to tell what is happening or who is talking, periods of laughter, etc

9. Bilingualism

   Bilingualism is people in a certain place who speak more than one language (Hudson, 1988).

1.8 Organization of the thesis

This thesis consists of five chapters. The first chapter is introduction of the study including the background of the study, statement of the problem, objectives of the study, the significance, scope of the study, theoretical framework, definitions of key terms, and organization of the thesis. Review of related literature is in the chapter two. The writer presents the research method in chapter three including the research design, source of data, research instrument, data

collection procedure, procedure of analyzing data. The analysis will be discussed in chapter four. The writer draws conclusion in the last chapter, chapter five.