

CHAPTER I

Introduction

1.1 Background of the Problem

English is taught to many people to have a great prospect in the international world. There are many companies which work with other countries and which need people who can speak English. Considering the importance of English, people from various non-English speaking countries, including Indonesia, learn English. Since the knowledge of English is important, the Indonesian Ministry of Education puts English as one of the subjects to be taught from elementary school level until secondary school level (The Law of National Education, No: 20, 2003).

In the teaching and learning process, the role of a teacher is important to build a good base of knowledge to students. There are some factors which influence the teaching and learning process such as teachers, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer 2001: 167). Classroom interaction between a teacher and students is an essential part of the teaching and learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Murcia, 1987).

A good teaching learning process does not only put the teachers in front of the class to teach the students, but they also serve as the main source involving the students in that process. The involvement of the students is an important thing in every teaching learning process. In English classes, teachers should speak in English for the whole interaction with the purpose that the students can improve

their mastery in English. The classroom climate is built up by the pattern of interaction between teachers and students' verbal exchange, asking questions, responding and reacting. The most important factors in a classroom situation are the interactions and exchanges initiated by teacher and students (Tsui Bik-May, 1985).

Tsui Bik-May (1985:7) believes that anything that happens during the input session is important since the classroom is the place where students can get the target language exposures from teachers. Teaching is not merely transferring information from one's mind to another; it also involves interactions since teachers working with groups of people called students. Therefore, teacher talk and student talk is an important form of the interaction between teacher and students during the learning process that will also include the questions addressed by teacher to students.

The interaction between teachers and students constitutes an important part in classroom activities. Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students. During guided instructional events, teachers use talk to determine what students know and what they still need to know. This is an opportunity to use questions, prompts, and cues to help students to complete tasks. Although guided instruction is teacher led, this does not mean that students are not talking. They use talk to ask questions—of the teacher, of peers, and of

themselves—as well as to clarify understanding, provide feedback to a partner, and reflect once more on their learning.

The researcher chooses the school where she conducted her teaching practice. All of the teachers and students in this school are encouraged to use English for communicating with one another. Classroom interaction can be more effective if a variety of teacher and student talk is applied in the classroom. Teacher may accept feelings, praise and accept students' ideas instead of merely lecturing, and similarly, students may be encouraged to initiate conversation more, instead of only responding to teachers. The purpose of the study is to find out the types of teacher talk and the types of student talk which are frequently used in the classroom. The researcher uses Tsui Bik-May's theory to analyze the utterances.

1.2 Research Question

The problem of this study is formulated as follows:

- Which types of teacher talk are frequently used by the English teacher in the classroom?
- Which types of student talk are mostly used to respond and to initiate their talk in the classroom?

1.3 Objective of The Research

The purpose of this research is:

- To find out the types of teacher talk which are frequently spoken by the English teacher in the classroom during teaching learning process.
- To find out the types of student talk which are mostly used to respond and to initiate the teacher talk in the classroom during teaching learning process.

1.4 Theoretical Framework

Allwright & Baily (1991:3), state classroom-centered research or classroom-originated research investigates the process of teaching and learning as they occur in classroom setting. It simply tries to investigate what happens inside the classroom. Its aim is to identify the phenomena that promote or hamper learning in the classroom.

Tsui Bik-May (1985) proposes The Seventeen-Category System which covers the kinds of teacher talk and the kinds of student talk or verbal interaction in the classroom between teacher-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. She believes that anything that happens during the input session is important since the classroom is the place where students can get the target language exposures from teachers

In teaching learning process, a teacher takes important roles. The teacher's verbal communication or teacher talk enables the various classroom activities to happen. Through teacher talk, the students can get comprehensible input which includes the teacher's explanations, responses to questions, instructions, praises, corrections, etc (Wajjnryb, 1992).

Pieter (1999:4) states that student talk is all talk made by students in response to their or by their own initiative. In this study, student talk can begin the speech such as request, elicit, interrupt, and gives respond such as reply whether restricted or expanded and apologize to the teachers' questions and instructions.

1.5 Significance of the Study

The main purpose of this study is to analyze the types of seventeen categories in teaching-learning process proposed by Tsui Bik-May. The Seventeen-Category System is a useful tool for this purpose. It is essential for language teachers to examine what has actually gone on in their own language classrooms. They should analyze objectively the language input they have provided, how their input has affected the output of the students and the kind of interaction that has taken place. It proposes a system of analysis which draws upon the existing systems of classroom observation. The writer suggests that teachers analyze all their lessons, it certainly pays to transcribe one or two typical lessons and look at what has actually taken place in their classroom. With objective data, teachers can begin to think of ways of realizing the full potential of the classroom in English classes.

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

1.6 Limitation and Scope

To limit the scope of study:

1. The writer records and analyzes the utterances between teacher and the students based on Tsui Bik-May's modified interaction, both uttered in Indonesian and English.
2. The writer uses the Seventeen-Category System.

3. The writer ignores noises, silence, movements, and other non-verbal activities because the focus of this study is the verbal interaction between the teacher talk and the student talk.

1.7 Definition of Key Terms

There are some key words that need to be defined to avoid misinterpretation.

These words are *teacher talk*, *student talk*, *interaction*, and *classroom interaction*.

- Teacher talk is the language that the teacher uses when addressing language learners in the classroom (Ellis: 1985).
- Student Talk is all talk made by students in response to their teacher or by their own initiation (Flanders, 1970).
- Interaction refers to the collaborative exchange of thoughts, feelings or ideas, between two or more people (Long, 1996).
- Classroom Interaction is a two-way process between the participants in the language process, the teacher influences the learners and vice versa (Dagarin 2004: 128).