CHAPTER I

INTRODUCTION

A. Background of the Study

Communication has an important part to make class more interactive. As stated by Brown, interaction is the central part of communicative language teaching. It is clear that teaching language should have a good interaction between teachers and students to make the class success. Interaction between teacher and students in learning cannot be ignored because it will help to explain the student's achievement. It can be seen whether the teaching learning process is successful or not through the students achievement. If the student's interest in the target language that teacher taught, they will get good result. If the student achievement is bad, the teachers must change their approach.

Teachers and students interaction including speech and writing communication in classroom is called classroom discourse. According to Marcer, discourse is language in social context, as it is used to carry out the social and intellectual life of a community.² It means that discourse is the importance of language in context and it also involves an analysis of spoken and written language. Classroom discourse has verbal and non verbal forms. Lynch explains that the verbal communication used by the teachers of EFL (English as a Foreign

¹ H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* . (New York: Prentice Hall Inc,1994),p.23

² N, Mercer. *The Guided Construction of Knowledge: talk amongst teachers and learners.* (Clevedon, Multilingual Matters, 1995), p.79

Language) classroom is called teacher talk.³ Meanwhile Nunan mentioned that language which is used by the student of EFL (English Foreign Language) classroom is called student talk.⁴ Teacher's talk influences the success of class interaction. Walsh stated that all about language teachers use in order to control, organize, and motivate the class which cause interaction between teacher and students called teacher talk.⁵ Teacher's talk is considered a key of classroom interaction to be successful.

Teacher's talk is a part of classroom interaction that also related with the student's learning activity. By performing the appropriate teacher talk, teacher can motivate students to be actively in the classrom. Therefore, as a role model in the classroom, teacher must know how to improve students' participation and activeness in learning process.

Many learners considered that teacher is the center of learning process and some of them always talk too much. Teacher talks too much is not an ideal method for teaching, because language is important part of communication. Two ways communication between speakers is better than one way communication, student should be given more time to practice communicating in English. The best efficiency in teaching English probably comes from an effective cooperation between teacher and students.

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³ T, Lynch, Communication in Language Classroom. (New York: Oxford University Press, 1996),58

⁴David Nunan, *Understanding Language Classroom: A Guide for Teacher Initiation Action*. (UK Prentice Hall, 1989,p.46

⁵ Stave Walsh, *Investigating Classroom Discourse*, (London: Routledge, Taylor and Francis group 2006),p. 13

Another phenomena, many teachers did not care about their talk. Teacher talk just monotone and unclear, it makes students bored. The fact, in teaching learning process, teacher has a vital role in reaching the goals. Teacher will lead students to the goal through the interaction of the class. The interaction is manifested in the form of talk-interaction.⁶ In short, the key point here is the interaction produced by the teacher to make an initiation to the students so important part in the classroom context. To solve the problem, the teachers are demanded to be creative and interactive.

From above statement, it shows that teachers often feel as leader in class, lack of knowledge about teacher's talk and it will make student afraid to make mistake to speak English. Those factors are the general phenomena that happened in English class. It can make students uninterested in English classroom and teachers are frequently decrease student's speaking improvement. For this reason, the teacher needs to make evaluation on how the talks-interaction can effective.

Sinclair and Brazil said that an analysis of the Teacher's talk in second language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding.⁷ Therefore, a teacher, especially an English Foreign Language (EFL) teacher, should notice her or his talk whether it is appropriate in term of vocabulary or language

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⁶ James Paul Gee, *An introduction to discourse analysis: theory and method* 3rd edition (USA and Canada: Routledge, 2011)

⁷ Sinclair & D, Brazil . Teacher Talk, (London : Oxford University Press, 1982), p. 28

structures. One of the guidelines to analyze the teacher's talk is by using The SETT (Self Evaluation Of Teacher's Talk) framework designed by Walsh which is used to identify the features of teacher talk occurs during the learning process.

Self Evaluation of Teacher Talk framework is designed to help teachers both in describing the classroom interaction of their lessons and fostering an understanding of interactional processes. The researcher also use SETT (Self Evaluation of Teacher's talk) to identify the features of teacher's talk. Self Evaluation of Teachr's Talk is also used to portray the relationship between pedagogic goals and language use, which acknowledged that meanings and actions are constructed through the interaction of the participants, and which facilitated the description of interactional features, especially of teacher language.

Self Evaluation of Teacher Talk has fourteen features, those are: scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions and form-focused feedback. That feature of teacher's talk is very important to give teacher knowledge and can improve their teacher's talk to facilitate in teaching English, and also optimize learner contribution as follow:

- To examine more closely the link between pedagogic purpose and language use.
- 2. To avoid filling in the gaps in the classroom.

- 3. To raise their awareness of their language use in the classroom.
- 4. Devoting more time by education programs to provide the most beneficial ways of language use in the classroom.
- 5. To understand more fully the aspect and future of teachers talk use in order to come up with a set of guidelines which constitute good practice in language use in the classroom.

Related with this research, there was similar research first, Huan proved in her research used the dealing with Self Evaluation of Teacher's Talk (SETT) in teaching grammar. He investigates the relationship between languange use and pedagogic purpose from analysis of a lesson transcript of a grammar lesson, and evaluates the quality of the teacher's talk based on Self Evaluation of Teacher Talk (SETT) grid. As result, he found that the extended teachers turns and teacher echo were conducted with the aim producing correct forms and giving corective feedback. Furthermore, Shamsipour used teacher self-evaluation to investigate the ways through which teacher's talk can create oportunities for learning in an English Foreign Languange classroom. She identified how the teacher's talk can aplay more efective. As a result, she found that teacher language-use have significant role for classroom practice in learning foreign language.

⁹ Anahita Shamsipour, *Teacher Talk and Learner Involvement in EFL Classroom: The case of Iranian setting*" Academic Journal Vol.2 issue, 11, 2012.

⁸ Fang Huan, "A Self Evaluation Of Classroom Language Used When Teaching Grammar", International Education Journal Vol. 4, No4, 2011.

Similarly, Walsh wrote about "Developing interactional awareness in the second language classroom through teacher self-evaluation". Walsh assumed that teacher's interactional awareness will lead the teacher to the development of teaching interaction since the teacher will overview himself about how his language used in teaching learning process. Based on the previous research finding above, researcher may conclude that interaction in the classroom which is performed by teacher and students holds important role in teaching and learning process. It means that to know evaluation of the teacher's talk be interest to research.

In this case, the researcher chooses English intensive class at UIN Sunan Ampel Surabaya as the object. English Intensive program is an intensive class for learning English held by UIN Sunan Ampel Surabaya to all first year students up to the second semester. The program is arranged for two semesters and is expected to be able to seed students with English materials. The researcher will search in two differences clases. There are three considerations to chose UIN Sunan Ampel: First, the UIN Sunan Ampel Surabaya have special class program to reach students skills in English. Second, many of teacher who teach in English intensive class at UIN Sunan Ampel Surabaya are fresh graduates who are fresh graduated in teaching. The teachers who teach in English intensive class at UIN Sunan Ampel Surabaya is called by Instructure. Third, the students from different program have different proficiency with the English teaching.

After all, it is important to find the study used SETT as a mean to analyze the classroom discourse, especially in English Intensive class UIN Sunan Ampel Surabaya. Probably this means of teacher's talk analysis is interesting to search, and to know the feature that used by Instructure in the class.

B. Research Question

Based on background above, the research problems of the study are:

- 1. What is the feature of teacher's talk used by the instructure?
- 2. What is the most frequently feature of teacher's talk that used by the instructure?

C. Objective of the Study

Based on research question, the researcher wants to:

- 1. To find out the feature of teacher's talk used by instructure in English Intensive class.
- 2. To find the most frequently feature of teacher's talk that used by the instructure.

D. Significance of the Study

The result of this study is important to give benefit for teachers, students and readers. For teachers, it can be used as a reference to the following teaching process to improve their professionalism as an educator. The researcher expects

this analysis give information about self evaluation of the teacher's talk to make the classroom interaction better than before. While for the students themselves, this study is wished to be able to encourage their participation to be active in the English classroom.

E. Scope and Limitation

This research is conducted in English Intensive Class of Tarbiyah faculty at UIN Sunan Ampel Surabaya. The researcher takes one instructures from M classes as sample. This sample to be easier to organize and analyze the research. The classes is selected, based on the result of preliminary study that done by the teachers is fresh graduated.

This study is limited to find out the feature of teacher's talk used by English Intensive teacher and describing the frequency of teacher talk used by English Intensive teacher on the classroom interaction. The teacher's talk in this research is about all of the teacher's talk that recorded by the researcher, and then the researcher will classfy in to the diagnostic instrument of feature of teacher's talk.

F. Definitions of Key Terms

There are several terms as the key of the study to refer to certain concept. The terms are defined to avoid any ambiguous and misinterpretation. The researchers try to give clear definition about the terms. Those terms are presented as follows:

1. Teacher talk

:Krashen and Terrel assume that teacher's talk maybe regarded in a sense, as a speech or foreigner talk in the second languange classroom, they argue that teacher's talk is a vital source of comprehensible input in the second languange classroom. The researcher consider that teacher talk is all about languange that teacher used in order to control, organize, and motivate the class which cause of interaction between teacher and student in the class. In this case, the researcher gets the teacher talks transcript that occur in the class by recording directly in learning process, by transcript of the teacher talk, the researcher can analyze the feature used by the teacher.

2. Feature of Teacher Talk: Content of the Self Evaluation Of Teacher Talk which analyze of how the teacher's interaction in the class. It refers to know Teacher Talk offered by Steve Walsh as a means to evaluate the teacher's interaction¹¹. In this research, feature of teacher talk as a guide to evaluate how the teacher's talk.

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¹⁰ Krashen, S.D, & Terrel, T.D, *The natural approach: Languange acquisition in the classroom* (Oxford: Pergamon, 1983)

¹¹Steve Walsh, "Exploring classroom discourse: language in action" (USA and Canada: Routledge,2011)

3. English Intensive class: English Intensive Class is one of program in Foreign

Language Competence Program (P2KBA) handled

by Language Development Center at UIN Sunan

Ampel Surabaya. This program created for first

and second semester students of UIN Sunan Ampel

for all faculties. From that statement Intensive

English Program as a object of research in this

thesis.

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¹² Pusat Pengembangan Bahasa (P2B). Pedoman Program Kompetensi Berbahasa Asing (P2KBA).(Surabaya: Pusat Pengembangan Bahasa (P2B) IAIN Sunan Ampel Surabaya,2012)1-25

