CHAPTER 1

INTRODUCTION

In this chapter, there are six terms of sub chapters that discussed by the researcher. Those are; the background of the study, the problems of the study, the objectives of study, the significance of the study, scope and limitation and the last one is the definition of key terms.

A. Background of The Study

Communication is a way of people to share any informations. Communication makes people show their ideas, opinions, suggestions to other. In daily life, communication is used to interact each other. By communication people can make interaction to deliver what they want to give to another. Communication also makes people understand each other, they can get and give ideas each other.

Interaction not only used in daily life, but interaction is also important thing in teaching-learning process in the classroom. There are two kinds of interaction, those are verbal and non-verbal. According to Meng (2001), in teaching and learning process, verbal and non verbal should include by the teacher. Verbal interactions are written interaction and oral interaction. Non-verbal interaction is the responses without using any words. The examples of non-verbal interaction are hand raising, and head-nodding. Someone can response another person's talk by raising his or her hands without say any words.

According to Tsui (2008), classroom is a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. In learning process, the teacher may share his or her experinces to the students. The teacher also gives opportunity for the her or his students to talk about their own ideas, opinion, or suggestions. So, the students can share anything during lesson. Based on Yanfen and Yuqin (2010), appropriate teacher talks should create positive atmosphere in the classroom. Appropriate teacher talks should make friendly relationship between teacher and the students. A positive atmosphere in the classroom will build a good interaction between teacher-students and also student-student. So, teacher can build a positive atmosphere in the classroom, the students are also can get good understanding about the lesson.

In this study, the researcher focuses to analyze the teacher talks and student talks in Indonesian Junior High School students. The researcher applied the theory from Moskowitz 1971 that is FLINT (Foreign Language Interaction). This theory as an instrument to analyze the teacher talks categories and also the student talks categories in the classroom interaction.

The researcher chooses MTs Bahrul Ulum as the school to be analyzed because the researcher is interested with this school. Actually this school becomes minority in that area. The competition between this school and the other majority schools is very high. So, this school very focuses with the quality of it's students to be able to defend it self so this

school is not left behind and even die in this region. This school success to keep it's self to still exist although in minority area. The students are also have many achievement not only in the districts but also in the province. So, the researcher wants to know the quality of teacher and students interaction of this school during teaching and learning process in the classroom.

The researcher chooses classroom interaction as the topic of this study because the researcher thinks that interaction is very important in classroom. Interaction also will affect of students outcome in learning. The way of teacher talks and student talks is so important to build good understanding in teaching learning process. The researcher hopes that this study is used to increase the effectiveness of the interaction in teaching and studying in the class.

There were some previous sudies related with this study from some researchers before. The first research was in Nensia Rensi's thesis (2016), the title is "The Analysis of Teacher Talk and Learner Talk in Classroom Interaction (A Descriptive Study at Second Grade of SMA Negeri 3 Kediri). This study used FIAC (Flander's Interaction Analysis Categories) system as the theory. The result of this research showed the percentage of teacher talks and student talks categories. In teacher talks categories, the percentage of accepting feelings 2%, praise or encouragement 16%, uses ideas of students 3%, asking questions 30%, lecture 4%, giving direction 42%, criticiziing or justifying authority 3%. In the student's talk

categories, the percentage of learner talk initiation 27%, learner talk response 68%, silent 5%. The researcher concluded that teacher talks is dominant in the classroom interaction with the percentage 59%, and the student talks percentage is 41%.

The second was in Iis Alifatunniroh's thesis (2014), "Classroom Interaction Grammar 3 in the 4th Semester of English Department at State College for Islamic Studies Kediri 2013-2014". The theory of this study was FIAC (Flander's Interaction Analysis Categories). The finding showed that the percentage of silence or confusion in the first class was 52,2%, teacher talks was 41,2%, and pupil talk was 6,4%. Then, in the second class the percentage of teacher talk was 65,6%, student talk was 12,5%, and silence or confusion was 21,8%. So, it was concluded that the student talk in both first and second class was less. Teacher was dominant than students. Although the first and second class were different. The students of second class were more active than the second class.

The third research was "Classroom Interaction in English Language Class for Students of Economics Education" by Ima Isnaini Taufiqur Rohmah. This study aimed to know the types of teacher and students talk. The researcher also find out the patterns used inclassroom interaction. This research used some theories about interaction analysis.Those theories adapted from (Flanders, 1970; Moskowitz, 1971; Brown, 1975; Al-Otaibi, 2004; and Erling et al., 2012). The findings show

that all types of teacher talk and student talk produced by teacher and students in classroom interaction.

In this research, the researcher analyzed the student talk and the teacher talk by using FLINT (Foreign Language Interaction) theory by Moskowitz 1971. The researcher also chooses the different level of school to analyzed, that is junior high school. The first studied was conducted at English Department classroom, the second was conducted at Senior High School classroom, the third was at English Language Class for Students of Economics Education, while this study is at MTs Bahrul Ulum.

Based on the explaination above, the researcher is interested in analyzing teacher talk and student talk in MTs Bahrul Ulum. So, the reseracher chooses the title of this research that is; The Analysis of Teacher Talk and Student Talk in an Indonesian Junior High School Classroom.

B. The Problems of the Study

Based on the background of the study above, there are two problems of this research. Those are;

1. What are the types of teacher talk and student talk in an Indonesian Junior High School classroom?

2. Which types of teacher talk and student talk are mostly used in an Indonesian Junior High School Classroom?

C. The Objectives of the Study

Based on the problems of the study above, the objectives of this study are two objectives of this study. Those are:

1. To find the types of teacher talk and student talk in an Indonesian Junior High School classroom.

2. To know the types of teacher talk and student talk mostly used in an Junior High School classroom.

D. The Significance of the Study

The were two significances of this study. Those are; for the teacher, and also for the students.

1. For the teacher

This study will help the English teacher of MTs Bahrul Ulum Perak Jombang to know the types of teacher talks that she used in the classroom in learning process. So, it will help her to evaluate her talk in classroom.

2. For the students

This study will help the students of MTs Bahrul Ulum Perak Jombang to know their talks during learning process. After they know their talks, it will make them evaluate their attitude, participation, responses in learning. So, they can improve their ability, attitude, achievement, knowledge to be better again.

E. Scope and Limitation

The scope is teacher talk and student talk based on FLINT system. It is limited classroom interaction in Class VIII A MTs Bahrul Ulum Perak Jombang.

F. Definition of Key Terms

There are three definitions of key terms are given by the researcher to avoid misunderstanding about the meaning or different interpretation, those are;

1. Classroom Interaction

Classroom interaction here means interaction between two or more people (teacher and student, student and student) to show their ideas, opinions, feelings, suggestions, explanation, responsethat happend in the classroom when learning process. In this study, the classroom interaction is in Class VIII A MTs Bahrul Ulum Perak Jombang.

2. Teacher Talk

Teacher talk here means the speech, utterences, words that used by teacher during teaching and learning process in the classroom. Such as giving an explanation to the students, giving an example to the students, asking questions to the students, and giving feedback to the students. Teacher talk here is from English teacher of MTs Bahrul Ulum Perak Jombang.

3. **Students Talk**

Students talk here means the speech, language, words, sentences used by students during learning process in the classroom. Such as giving answers to teacher's questions, giving responses to the teacher's instruction, and showing their ideas/comments about the lesson. Students' talks here are from students of Class A MTs Bahrul Ulum Perak Jombang.