

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. It consists of six parts, namely background of the study, the problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

In Indonesia, English is considered to be a foreign language. In normal conversation, an Indonesian speaker will utilize Indonesian. Since the country's independence, there has been a growing emphasis on learning English as a second language. Now, English is the most common language of its kind to be taught to Indonesian students. Students are exposed to the English language, beginning in the fourth or fifth grade of elementary school and continuing until the ninth or tenth year of high school (Renandya, 2000). The primary objective is to teach reading to equip Indonesians with the literacy abilities necessary to read scientific content written in English (Bautista and Gonzalez 2006).

Interaction in the classroom may refer to either the interaction that takes place between instructors and students or between students themselves. Interaction in the classroom happens as a consequence of difficulties existing in both parties, which leads to exchanging thoughts or perspectives about a subject being addressed. Interaction in the classroom might take place when a teacher or a student poses a question or when they respond to

other students' inquiries with answers, comments, or thoughts on those questions. Because of the work that students have already put in, there is interaction in the classroom when students can respond to questions with answers or comments on topics that have been posted to them.

Usually, the teacher will start with new material when the learning process occurs. In the middle of learning, the teacher will ask questions to students, and it is the teacher's strategy to test students' abilities and understanding of the material that has been delivered. Usually, students will also ask the teacher if they find difficulties or confusion in the material the teacher has delivered.

According to Malamah (2001), classroom interaction is an exchange in which there is a reciprocal action between the teacher and the students, and the students' response impacts the teacher's activity. This demonstrates that there must be some response between the professors and the students and vice versa. Because if just one faction of the party begins and there is no other, there will be no reaction. It is not anything that should be considered an interaction. When a student presents a problem that cannot be handled independently, the instructor either provides a solution or enters it into a database of student issues. It may be deduced from this that there is some kind of interaction in the classroom.

According to Chaudron (2000), interaction in the classroom is also related to classroom education since it allows the knowledgeable and competent instructor to impart information to "empty" and inactive students.

Therefore, the interaction inside the classroom may also be understood as the interaction between the instructor and the students. It demonstrates that a goal to express or inform anything to students and instructors is tied to an activity in the classroom when the students are engaged in the learning process. In most cases, it is similar to a moment when a teacher is providing a presentation regarding learning material in the hopes of eliciting comments from students.

Teacher talk explains learning activities, provides direction to students and provides information and insight during the learning process. In speaking English, the teacher uses mixed language so students can more easily understand and follow what the teacher says. When the teacher talks so that the class is conducive, then this section can be used by the teacher to increase student activity and interact with students. There is reciprocity between teachers and students in the teaching and learning process.

Teacher interaction is certainly very necessary in the learning process, especially in learning English, where English is a foreign language for Indonesian students. Good interaction will make it easier for students to receive the material presented by the teacher. Therefore the importance of the teacher in the interaction innovation in the classroom.

B. The Problem of the Study

Based on the background above, the researcher states the research problem below. What kinds of teacher talks used by an English teacher in the

classroom interaction of tenth grade at SMAN 4Kediri?

C. The Objective of the Study

The study's objective is to find out teacher talk used by an English teacher in the classroom interaction of tenth grade at SMAN 4Kediri.

D. Scope and Limitation

This study focuses on the various teacher talk that the teacher uses in the classroom interaction between teachers and tenth-grade students at SMAN 4 Kediri. These seven types of teacher talk based on Nurpahmi's findings (Nurpahmi,2017) are: greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice and closingthe class. Thus, the researcher only focuses on the types of teacher talk without analyzing the purpose of the teacher talk.

E. Significance of the Study

In theory, the findings of this research should give descriptive qualitative speaking skills in the development of language studies, particularly in teacher and students' abilities to provide feedback in the classroom. The outcomes of this research are likely to contribute to our understanding of teacher speaking. Furthermore, these findings might serve as a foundation for future research. This study is designed to improve the capacity to communicate with students in order for them to grasp the content being studied and to boost activity.

It is a source of instructional resources, particularly for English teachers.

Moreover, the research findings will help English students increase their capacity to talk and engage throughout the educational process. The findings of this study may be used as a starting point for future research in other studies by other scholars.

F. Definition of Key Terms

The researcher will state the definition of the key term to make the reader more understand this research:

1. Teacher Talk

Instructor speaks refers to the language used by the teacher to educate students in the classroom (TT). Longman Dictionary of Language Instructing and Applied Linguistics defines this phrase as "that variation of language occasionally employed by instructors while they are teaching." Teachers often compress their speech to interact with students, giving it many features of foreigner speak and other simplified forms of speech directed to language learners." (Richards, 1992: 471).

2. Classroom Interaction

Classroom interaction is a practice that improves the development of two very important language skills: speaking and listening among the learners.