CHAPTER I

INTRODUCTION

The first chapter of this study is introduction. It is divided into six parts. This chapter discusses about research background, research questions, research objectives, significances of the research, scope of study and definition of terms. The explanations are listed below.

1.1 Research Background

As an English teacher, teaching language has main concern on the goal of language communication that is communicative competence. Therefore, the use of teacher language also influences the students' classroom interaction on using language competences in order to communicate in English. Classroom interaction is an example of interaction in English teaching and learning performance. It includes interaction between teacher and students in the process of communication in which teacher talk commonly dominates in classroom interaction (Goronga, 2013). In relation to classroom interaction, teachers use kinds of language in teaching English which is called as Teacher Talk.

Equally important, teacher talk relates to the classroom interaction that will determine teachers' teaching in the learning process. Therefore, as teacher education program which prepares prospective English teachers to be professional teachers, they are provided with theoretical knowledge and practical knowledge (Rahimi, 2008) that is required as a base for teaching.

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One of the courses integrating both theoretical and practical knowledge is microteaching. In microteaching, prospective English teachers are assisted with the knowledge of teaching skills including how to open and close the lesson, accept or use ideas of students, pose the questions to students, give response and feedback.

Based on pre-observation conducted at SMA Negeri 9 Semarang, it was found that prospective English teachers commonly used English, Javanese, and Indonesian in carrying out the teaching and learning process in the classroom. Unsurprisingly, they also used Javanese language to explain the material, respond students' questions, and give feedback to students' performance. The use of mother's tongue in classroom interaction is categorized as a controversial pedagogical issue (Mouhanna, 2009). It is because prospective English teachers at SMA N 9 Semarang did not ask students to use English in the classroom. Consequently, they were not triggered to use English actively. At this point, what should be considered by prospective English teachers in teaching performance before asking their students to practice English language is that they should know *what* the qualification to teach and *how* they actually learn to teach the students in classroom.

Based on the problems, teacher talk used by prospective English teachers is important to determine the interaction between teacher and students in the classroom. It also influences the success of teaching and learning process. Therefore, prospective English teachers need more teaching practices in order to learn how to ask questions, give instruction or directions, and give feedback to students directly and indirectly. Those are included in teacher talk. In classroom

interaction, teacher is the most important feature to develop the students' language competence. It means that teaching and learning process has the closest relation with teacher talk in classroom interaction. In this case Flanders Interaction Analysis Categories System is used for knowing the characteristics and dominant category of teacher talk used by prospective English teachers in classroom interaction. It is appropriate to analyze and determine how much teachers and students take turn of talking during teaching and learning process. Accordingly, Flanders Interaction Analysis Categories System (FIACS) is appropriate to analyze the teacher talk that used by prospective English teachers in classroom interaction because both of the teachers and students are required to talk during teaching and learning process. Furthermore, in Flanders Interaction Analysis Categories System (FIACS) there are two kinds of talking in classroom interaction: *1. teacher talk* (accepting feelings, praise or encourages, accept or uses ideas of students, asking questions, lecturing, giving direction, and criticizing justifying authority, feedback), *2. students talk* (response and initiation), and *silence* (period of silence or confusion).

Based on the explanation above, I will conduct the research entitled Teacher Talk Analysis used by Prospective English Teachers in Classroom Interaction at SMA Negeri 9 Semarang.

1.2 Research Questions

Related to the topic above, the questions that will be discussed in this final project are:

1. What are the types of teacher talk used by Prospective English teachers in classroom interaction?

2. What is the dominant type of teacher talk used by Prospective English teachers in classroom interaction?

3. What are the factors of using Teacher Talk in classroom interaction based on FIACS theory?

1.3 Research Objectives

Based on the research questions, the objectives of this research are as follows:

1. To find out the types of teacher talk used by Prospective English Teachers in classroom interaction.

2. To report the dominant type of teacher talk used by Prospective English Teachers in classroom interaction.

3. To explain the factors of using Teacher Talk by Prospective English Teachers in classroom interaction.

1.4 Significances of the Research

The significances of the research have several benefits:

1. Theoretically Significance

   a. The result of this research is expected to give contribution about theory of Teacher Talk and can be replicable template in conducting other study.

   b. The research hopefully will give the information about the aspects of Teacher Talk in the classroom interaction in English teaching and learning process.

c. The result of this research will give the information, principally on the issue of how to use language on Teacher Talk in the classroom interaction during the learning process.

2. Practically Significance

a. The result of this research can improve knowledge about teacher talk in classroom interaction to encourage the communication between teachers and students.

b. The result of this research will give teachers to know how to use language in teaching and learning process.

c. The result of this research can be used by teachers to know about the kinds of Teacher Talk.

d. The result of this research can be used as reference and will be beneficial to plan and conduct enhanced learning situation or other study, especially study about Teacher Talk in English teaching and learning process in the classroom.

1.5 Scope of the Study

The scope of the study is focused on analyzing the types of teacher talk used by Prospective English teachers in classroom interaction based on the framework of FIACS (Flanders Interaction Analysis Category System) theory. This study is limited to four Prospective English teachers at SMA N 9 Semarang. In this study, I will analyze the teacher talk that that used by the Prospective English teachers in teaching and learning process. Furthermore, this study aims to observe and analyze

the Prospective English teachers' utterances in a form of verbal interactions between teachers and students in teaching and learning process.

1.6 Definition of Terms

In order to exploring the content of this study, the following are the definition of several key terms:

1. Teacher

Teacher is defined as professional who is competent of informing knowledge that will support students to construct, recognize and to achieve skills that will be used to encounter the challenges in life. The teacher also provides comprehension, skills, and values to students who enhance development. (Senge, 2000)

2. Talk

Talk is the spoken switch of ideas, explanations, opinions, or feeling between people (Richard, 1990). It is also defined as the properties of the best conversation (William, 1988).

3. Teacher Talk

Teacher Talk is defined as the form of language used by teachers when they are in the teaching and learning process. Teacher talk means that the teachers are trying to speak with learners and address the classroom language with special type in their speech (Richards, 1992).

4. Prospective English teachers

Prospective English teacher is the English teacher candidates who were enrolled in an English education program and in the final year of education (Incikabi, 2017).

5. Classroom Interaction

Classroom Interaction is the form of interactions either teacher-students or students-students in the classroom (Tsui,2001). It means that classroom interaction consists of interaction that happens between teacher and learners, learner and learner, learner and teacher in teaching and learning process.

1.7 Outline of the Study

This final project consists of five chapters, that are:

Chapter one is introduction, which contains the research background, research questions, research objectives, significances of the research, scope of the study, definition of terms, and outline of the study.

Chapter two is literature review, which consists of the previous studies and review of related theories including the definition and general concept of Teacher Talk, Classroom Interaction, FIACS (Flanders Interaction Analysis Category System) by Flanders 1970, and the important of Teacher Talk in Language Classroom.

Chapter three is research methodology. It consists of the research design, research subjects, research setting, data collection technique, data analysis, and research procedures.

Chapter four is research findings and discussion. It consists of research finding including the type of teacher talk used by prospective English teachers in classroom interaction at SMA N 9 Semarang, the dominant type of teacher talk used by prospective English teachers in classroom interaction at SMA N 9 Semarang, and the last was factors of using teacher talk used by prospective English teachers in classroom interaction based on FIACS theory.

Chapter five is conclusions, which presents the conclusions of the study and suggestions for the prospective English teachers, the study program, and the lecturer.