CHAPTER I

INTRODUCTION

In this chapter the writer discuss the basic of this research, It consist of background of study, statement of the research problem, objective of study, significance of study, scope and limitations, and definition of key terms.

A. Background of Study

Language is the human's key to communicate with others. Rankema (1993:7) gives the definition that language is "tool, organization, which people use in order to communicate with one another". Every human can not do anything without language such as verbal language or body language and everyone use language to communicate and share their feeling to others. In daily life human can express and perform language as communicative functions such as apologizing, requesting, promising, expressing, embarrassing and many more. Because human can not do interaction without language and it is useful wherever, whenever in every situation. So, we concluded that language is very important for human life.

Every human in every places must have mother language it was depend on their social environment and their social communicatin in daily life. Susanto (2007:2) was stated that "a language is a signaling system which operates with symbolic vocal sound which is used by a group of people for the purposes of communication". As language users people will learn a language and try to understand the mother laguage or the first language wherever they will stay or

wherever they move in some distric, because if they not understand the language where they life they will can not communicate with peoples surrounding them. If someone learn a different language in diffrent place or they learn another language after they get first language or mother language, so they are learn about their second language.

Second language is language that was learned or acquired by the people after they get the first language or mother language. In study about sociolinguistic in specifically it is branch of macro lingusitic, it calls Second Language Acquisition or Second Language Learning (L2). According to Krashen who have the SLA theory, there are two factors to get the second language; the fisrt is Acquire process it is naturally and can happen in every places, situation without any purposes. The second is learning process, in learning process the situation and places must be planned to achieve some purpose. In English Language education specifically in Senior High School, English Language as international laguage has been learned and applied in Indonesia's lesson curriculum previously. It is very possible the Krashen's second language theory will be happen in learning English language more in speaking class.

In teaching and learing English language specifically in speaking class, teachers should need some tool to addressing their material to their students, and it is more important for them. How can they share knowledge without some way to reach the basic competence and knowledge of the lesson. So, they always need a language to teach knowledges in the class. Lynch (1996)

explains that verbal communication used by teacher of EFL (English as A Foreign language) classroom is called "teacher talk". In other definition Rod Ellis (1985) has formulated his own view about teacher talk "Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher's language. Studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons". In study of teacher's talk there was two type of teacher talk were used by teacher, it was for teaching or addressing the material and for not teaching.

In teaching learning process teacher can't explain the material without any tolls. The language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties (Ellis, 1985: 145). In *Longman Dictionary of Language Teaching and Applied Linguistics* also defines it as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners" (Richards,1992).

Teacher talk is particularly important to language teaching (Cook, 2000:144). Teachers should realize how much they by themselves talk, and what kind of talk should be performed. Cullen also stated that while the question of how much teachers talk is still important, more emphasis is given

to how effectively they are able to facilitate learning process and promote communicative interaction in their classroom through teacher talk. According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not and it is more possible that teacher talk can give simulation, motivation, feedback and opportunity for the students during teaching learning process. Many scholars found teacher talk makes up around 70% of classroom language (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998), so it is possible that many teacher talks will influence classroom interaction. The teacher's knowledge capacity when they do teach language to the learner they should have two basic knowledges; the first is knowledge about the language or material and the second is knowledge about how to teach the language to the learner. Language teachers need to understand and be aware of the overt and covert influence of the language they use on learners' classroom interactions and output (Ernst-Slavit, & Mason, 2011). Teachers must pass on knowledge and skills to organize teaching activities and help students practice their knowledge through teacher talk during teaching learning process.

Teaching English language in this study focuses on teaching speaking. According to Chaney (1998) as cited in Lailatul and Himawan (2015), Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts", which means speaking needed in many contexts. Curtain and Pesola (1994) as cited in Kasihani (2004:7) also stated "teaching speaking plays important and

appropriate roles for young learners because children can learn the language with the help of communicative interaction and contextual learning such as singing, story telling, games, and interactive activities". In Harmer suggestion there are three main benefits of teaching speaking is helping students to practice their speaking in real situation, getting feedback for both teacher and students, and giving more opportunities to students in practicing their speaking (Harmer, 2002:123).

This research, the oral form of teacher talk instead of audio recorded under this investigation. It refers to the language that teachers use in the class. So the main subject of this study is the teacher his self. Firstly, we can see that teacher talk in English classrooms is regarded as one special variety of the English language, so it has its own specific features which other varieties do not share, because of the restriction of the physical setting, special participants as well as the goal of teaching. Teacher talk has its own special style and it is depending on the teacher his self. Secondly, we can see that teacher talk is a special communicative activity in the class. Its goal to communicate with students and develops students' foreign language proficiency during teaching learning process.

The most important key to creating an interactive language class is the initiation of interactive language classroom is the initiation of interaction of the teacher" (Brown, 2001:169). The main subject is the teacher who always has much idea to make classroom interaction. Classroom interaction is encouraged because of its contribution to learning by facilitating life like or 'genuine'

communication (van Lier, 1988). However, classroom interaction should not be viewed in the same way as other types of interaction. Regarding with some case in second grade of science class 2 at MAN 2 Jombang, that the teacher is Mr. MK always use English language for giving motivation, instruction, question, and explanation about the material during the teaching learning process. Not about the teacher, here the students who always active to communicate and do the verbal interaction with the teacher also make this study more interest.

Based of the explanation above, this research entitled "TEACHER TALK IN ENGLISH SPEAKING CLASS IN SECOND GRADE OF MAN 2 JOMBANG" conducted in the second grade of science class 2 at MAN 2 Jombang. The main subject in this study was the teacher who teaching English language in second grade of science class 2 at MAN 2 Jombang.

B. Statement of Research Problem

Based on the background of study above, the writer formulate the problem into following research question:

1. What type of teacher talk are uses by the teacher in teaching English Speaking class in the second grade of science major 2 at MAN 2 Jombang?

2. What are the teacher's reasons to use certain teacher's talk during teaching learning process?

C. Objective of Study

Based on the research problem above the aim of this study is:

1. To know the types of teacher talk are uses by the teacher in teaching English Speaking class in the second grade of science class 2 at MAN 2 Jombang.

2. To know the teacher's reason to uses the certain type of teacher's talk during teaching learning process.

D. Significance of Study

This study is significant to enrich the understanding about teacher talk throughs teaching learing in the communicative classroom. By listen their teacher in teaching learning process the students can understand which is the utterance of teacher talk for teach, giving instruction, question, feedback during teaching learning process and the way to make the communicative classroom.

Moreover, the writer hopes this study will give contribution for;

1. English learner

Knowing the kinds of teacher talks in communicative classroom, so they know that every teachers talk have different purpose. Learner will more understand and give the good response to the teacher when their teacher uttered some kinds of teacher talk such as; asking question, giving direction, response their response and ect.

2. English teacher

    In uderstanding about role of teacher talk English Speaking class, the teacher will more consider with their utterance when they teaching, giving materials , motivation, feedback and simulation in directing students to the material that will be learn.

3. Future Researcher

    The writer wishes that the further researcher will conduct a study as same with this topic, in different focus study. Which this study is focusing in conducting investigate type teacher talk that used by the teacher and his reason in use the type of teacher talk in teaching learning process at second grade of MAN 2 Jombang. Therefore, the result of the study will be more worthwhile to be applied in the larger area.

E. Scope and Limitations

The scope of this study was teacher who teach in second grade science class 2 at MAN 2 Jombang. The writer limits the study in analyzing the kind of teacher talk and teacher reasons to use the type of teacher talk in English speaking class during teaching learning process. Furthermore, the researcher classified the type of teacher talk base on the indicator of the types of teacher talk adapted from Brown (2001).

F. Definition of Key Terms

1. Teacher Talk

Teacher Talk is verbal communication used by teacher of EFL (English as a foreign language) classroom (Lynch, 1996). In teacher talk there were

two types of teacher, teacher talk for teaching and teacher talk for not teaching. According to Brown (2001) Teacher talk teacher talk for teaching as the tool of teaching and learning process it was have direct and indirect effect to students. The indicators of teacher talk it will be explain more explicitly in chapter 2.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receving and processing information (Brown, 1994:98). Speaking is one of four skills (reading, writing, listening and speaking) that must be learns by someone who is learning English language.