

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents about background of the study, formulation of research problems, purpose of the researcher, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the study**

English as an international language has an essential role in all aspects of life (Nurhayati, 2018). So, Language is used to create a meaningful communication among human being. In other words, communication is the main function of language (Nurhayati,2016). One of the basic problems in foreign – language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends on very much on how we as teachers understand our aims (Bygate, 2000: 1, as cited by Nurhayati,2016).

In teaching and learning English there is communication between teacher and students by creating appropriate communication, it can make the goal of teaching and learning English run well. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs, 1983:1, as cited by Nurhayati,2016). When teaching and learning English in the classroom, teachers have important role to communicate with students because they have big opportunities to give direction, explain activities, and check the students understands about the target of language.

The verbal language that teacher use to communicate with the EFL (English as a foreign language) student in the classroom, such as; initiating, interaction, and giving feedback to the students it is called teacher's talk. Lynch (1996) explains that verbal communication used by teacher of EFL (English as A Foreign language) classroom is called "teacher talk". Then, teacher's talk is also called with kind of modification in teacher's speech, how teacher initiates the students and gives feedback to them with their speech (Richards & Lockhart, 2007). Teacher's talk itself is not only a part of foreign language teaching in making their subject, but also assuming how well the students would learn. Teacher talk is particularly important to language teaching. (Cook, 2000:144). According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not.

Many scholars found teacher talk makes up around 70% of classroom language (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998). Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teachers' talk.

In teachers' talk there are two important aspects that have correlation, that are question and feedback. Richards (2010) divided the teacher's talk into two categories those are question to initiate an interaction and give feedback to

student's response. He mentioned that there are three features of question. Those are matter of procedural question, convergent or display question and divergent question. While he also mentioned that there are two features of teacher feedback, three are feedback to incorrect or no response and feedback to correct response.

More often teachers now use stimulus like asking question, invitation and giving direction to initiating activities. With giving feedback to the students' response, the active participation of student in the classroom also increases. Therefore, teachers present the different way to response the students' answer. When the students make correct answer, teachers enable to praise with good words. Comment and summarizing are also used to follow-up their answer. While, inform the correct information, prompt and criticize the students answer could be used when students respond with incorrect answer.

Therefore, appropriate teacher's talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and student, and create more opportunities for students to participate actively during the language learning process. Both using variety question to initiate students' response and giving feedback to the students' performance, are expected to increase the quality of teacher's talk in the classroom interaction.

There are some previous studies that correlate with teacher's talk, and also explain about student's perception toward communication and interaction between teacher and students. Study by Ludvi Ainun Septeria, from English Department Faculty of Language and Literature Satya Wacana Christian

University Salatiga 2015 with entitle “Students’ Perceptions toward the Use of L1 in Teaching English classroom”. This study examined the perceptions of students toward the use of L1 (Indonesia) in English classroom at SMA Laboratoriom UKSW and SMAN 1 Salatiga. The research was focused on language stream which had 60 students from both schools. The data is collected by the questionnaire that was given to the XI and XII students which would be analyzed using SPSS software.

Second previous study was journal that written by Nuryani et al. (2018), from University of Muhammadiyah Semarang with tittle of the journal is “Students’ Perception towards Teacher’ Questions and Questioning Technique in English Classroom Interaction”. and use quantitative approach with survey design. In this journal the researcher explains about student’s perception with focus on how teacher give a question and questioning to the students.

And the last previous study from journal with the title is “Students’ Perception on Teacher’s Communication Style on Student’s Motivation in Learning English”. This journal was written by Yani Meriza Putri and Elmiati from STKIP PGRI Sumatera Barat, Indonesia. The study was conducted at VII E class and VII H class in SMPN 24 Padang. The design of this journal was descriptive quantitative research, so the researcher describes about students’ perception on teacher’s communication style on student’s motivation in learning English. Then the data of this research had gotten from questionnaire in the learning process.

Based on those explanation it can be known that communication between teacher and students in teaching and learning English is needed, and teacher's talk as the communication way must be understood by teacher and students. To understand it, the teacher must know about student's perception and expectation about teacher's talk that use in the class.

Teachers talk itself has any different feel in each class and school based on the condition. Actually, when student from junior high school graduated and they enter in the new senior high school, they will get shock culture cause of the different conditions school. One of the different conditions itself is teachers talk. The grade or class that feel the different strong of teachers talk itself is from ten grade or first class. To get the good conditions and interactions in the class, the students must adapt with new teachers talk in the class. Therefore, to know the well about teachers talk in the class the researcher decided research and chose ten grade or first grade as subject from the research. So, to find out more about teacher's talk, the researcher decided to do the survey research with the tittle **"The Student's Perception and Expectation on Teacher's Talk in Teaching and Learning English of The First Grade at MA Al – Ma'arif Tulungagung"**.

## **B. Formulation of Research Problems**

Based on the background of the study, the statement of the formulation of research problems research are formulated as the following:

1. How are the students' perceptions about teacher's talk in teaching and learning English in the class?

2. How are the students' expectations about teacher's talk in teaching and learning English in the class?

### **C. Purpose of The Research**

Based on the formulation of the research problem, the purposes of the research are:

1. To know how the students' perceptions about teacher's talk in teaching and learning English in the class.
2. To know how the students' expectations about teacher's talk in teaching and learning English in the class.

### **D. Significance of The Research**

The researcher hopes that the result of this research will give some contributions to English language teaching and learning, as follows:

1. For Teacher

This research result can be used as references or reflection for the teacher about the performance during teaching-learning process.

2. For Students

The result of this research can motivate the students to use English in their classroom interaction during teaching-learning process

3. For Researcher

This research can develop the researcher knowledge about students' perception toward kind of teacher's talk and its application during the teaching-learning process.

### **E. Scope and Limitation of The Research**

In this research, the researcher choose scope for the research on teacher's talk that use in the teaching and learning English in the class. The focus of the research is to know the student's perceptions and expectation toward teacher's talk in teaching and learning English at X – IIS and X – MIA of MA Al – Ma'arif Tulungagung.

### **F. Definition of Key Terms.**

There are some terms in this study that should be clarified, as follows:

#### 1. Students' Perception

Students' perception can understand as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

#### 2. Students' Expectation

Expectation in this research, it can conclude about something that expected by the students toward his/her teacher talk in teaching and learning process, such as language that teacher used in teaching to communicate with student.

#### 3. Teacher's talk

Teacher's talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding.