

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the research, research problems, the objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of The Research**

Language is a tool of communication. Human beings use language to exchange information, to interact, and also to exchange idea. Brown (2000:5) points out, “Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.” Furthermore, Susanto (2007:2) states 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”.

All of people in the world have language to communicate with others. People use language in their conversation, so there are many languages in the world. Every country has its own language, for example Japan has Japanese, England has English, Spain has Spanish, and Indonesia has Indonesian as national language. From those kinds of language, English is an international language which has been spoken by countries all over the world. English seems to be the most important language in the world’s civilization. People all over the world use English for communication in many fields, such as in

education, bussiness, tourism, politic, economic and other activities. It means that English constitutes as means of international communication. According to Harmer in *The Practice of English Language Teaching* (Harmer, 2007:13) as follows:

By the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is language used widely for communication between people who do not share the same first (or even second) language. English is also, of course, a mother tongue for many people in the world, though, as we shall see, such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication.

Recently, English has been the most common topic that is being talked by the scientist because, most people in this world need to study English. In the 21<sup>th</sup> century, learning English is very important. English is a foreign language in Indonesia but it is essential for many aspects of life such as tourism, business, technology, culture, and also education. Indonesians understand the importance of learning English for career opportunities in global market place. As a result, English as a subject learned at school from elementary school even kindergarten up to university, more ever, it becomes one of the subject in national examination.

Most of Indonesian people learn foreign language especially English in the classroom. For many people, language class is the major source of foreign language learning. As the function of the language for communication, language learners should use English for communicative purposes. Littlewood in his book *Communicative Language Teaching* stated that “the learner should

need to use the foreign language for communicative purposes”. To make the learners use English in the classroom, it really needs the teacher who can make English environment and also initiate their students to interact both with their teacher and their friends. “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).

Harmer (2007:36) states that “the most important instrument as teachers is their voice”. From the statement above it can be said that the teacher need to be considered about how they use their most valuable asset - their voice. How they speak, what their voice sounds like, and what kinds of language they use have crucial impact on classes. In classroom teachers can act as a controller, a prompter, a participant, a resource, and a tutor (Harmer, 2007:108-109). Harmer in *How To Teach English* (Harmer, 2007:25) also describe the role of teacher as assessors, telling the students how well they have done or giving them grades, etc. Most of the teacher’s roles need their voice. During teaching and learning process teachers should vary the quality of their voices and the volume they speak according to the type of lesson and the type of activity. For example, the kind of voice we use to give instructions or a new activity must be different from the voice when they give new information or informal exchange of views.

Xiao (2006) stated that the kind of language used by the teacher in managing the class is known as teacher talk (TT). Richard *et al* defines teacher talk’s as” a variety of language sometimes used by teacher when they

are in the process of teaching.” Rod Ellis (1994) has formulated his own view about teacher talk “Teacher’s talk means the teacher addresses the classroom language learner differently from the way that they address other kinds of classroom language learners”. Furthermore, Tony Lynch (2010:6) also formulated his view about teacher’s talk” that is the language typically used by the teachers in foreign language classroom.”

Teacher’s talk involves many aspects of teaching such as giving explanation, instruction, assessment, giving questions, correction and many others. Although teacher’s talk involves many aspects, this research just focuses on two aspects which are considered as teacher’s skill to make communicative language learning, that is teacher’s question.

Question is sentence, phrase, that ask for information (Hornby, 2000:1037). In Cambridge Advance Learner’s dictionary, question is a sentence or a phrase used to find out information. In this research question is sentence or phrase used by the teacher to make interactive teaching and learning. According to Brown (2001:169) “one of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of question strategies”. From the statement above it can be said that asking questions is one of the ways to make the students say something or using English to communicate. So, the teacher’s questions can make the students more communicative, both with the teacher and the other learners.

Previous researchers concerning about teacher talk are Xiao-yan (2006) who investigated how teacher's talk in foreign language class in China affects foreign language learning (English language) from different perspective comparing the student's preferences towards the ideal teacher with real teacher's talk. Liu Yanfen & Zhao Yuqin (2010) also investigated ways of teacher's talk preferred respectively by teachers and students. Setiawati (2012) conducted a research dealing with how teachers make use of their teacher's talk naturally in classroom settings. Furthermore, (Fitriawan, 2012) researched to teacher's explanation and teacher's feedback. In addition, Adibah (2012) investigated the types of question used by and English teacher and also purposes of the questions used by the English teacher in classroom.

There are some studies that may have similar discussion with the previous study although it is not the same at all. The present study focuses on one aspects of teacher's talk namely teacher's question.

Based on the explanation above, the researcher is interested in conducting a research on the X-G class of MAN Kunir Wonodadi Blitar. The researcher chooses X-G because of their uniqueness, their class is bilingual , English class. In Indonesia, many English classes have taught using Indonesian (first language), actually they will make the students have no chances to practice English for communication. On the other side, in X-G, English is used as a medium of instrustion in teaching English, this can encourage students to practice English as much as possible.

## **B. Research Problems**

Based on the background of the research, the formulation of this study are:

1. How does the teacher's way in giving question to the students in teaching English at X-G MAN Kunir Wonodadi Blitar?
2. What kinds of question used by the teacher in teaching English at X-G MAN Kunir Wonodadi Blitar and it's frequency?
3. Why does the teacher uses a certain types of question?

## **C. Objectives of the Research**

Based on the research problem, the researcher intended to:

1. To describe the teacher's way in giving question to the students in teaching English at X-G MAN Kunir Wonodadi Blitar.
2. To know the Kind of question used by the teacher teaching English in X-G MAN Kunir Wonodadi Blitar and it's frequency.
3. To know the teacher's reason in using a certain types of question.

## **D. The significance of the Research**

1. Theoretical significance

The writer expected that this research gives real example of teacher talk especially in giving question that can be applied in language classroom.

2. Practical significance

The result of this study is expected to be useful for:

a. English Students

This research can be enrich students' knowledge about what kinds of language used by English teacher in teaching English, especially in questioning. So, they are able to understand the teacher's meaning.

b. English Teachers

This study useful for English teachers, by reading the research, teachers can enrich their knowledge about what language they should use in teaching and learning process, especially in giving question to the students.

c. Further Researchers

The result of this research can be used as common basis for further research which is attempting to investigate teacher talk in language classrom.

**E. Scope and limitation of the Research**

The researcher conducts a study in X-G class of MAN Kunir Wonodadi Blitar. This research involves an English teacher in X-G as a subject of the study. The researcher attempting to investigate the students, way in giving question to the students, the kind of question used by the English teacher when she is in the teaching and learning process and it's frequency. Furthermore, the researcher investigates the teacher's reason in using certain types of question.

## F. Definition of key terms

In this part, there are explanations from the title and research questions mentioned in the previous sections. Definition of key terms is important to be given to avoid misunderstanding. The definition of key terms are as follow:

### 1. Teacher Talk

Richards *et al* (1993:375) defines teacher talk as” a variety of language sometimes used by teacher when they are in the process of teaching.” Ellis (1994) has formulated his own view about teacher talk: “Teacher talk means the teacher s address the classroom language learner differently from the way that they address other kinds of classroom language learners.”

In this research, teacher talk refers to variety of languages used by teachers in language classroom especially to teach English. In classroom interaction, teachers often simplify their speech to make understandable to the students.

### 2. Question

Question is sentence, phrase, that ask for information (Oxford Learner’s Pocket Dictionary). In Cambridge Advance Learner’s dictionary, question is a sentence or a phrase used to find out information. Moreover, Richards (1993:303) stated that question is “a sentence adressed to a listener or reader and asks for an expression of fact, opinion, belief etc. Ur (1996:229) defines a question in the



context of teaching is “teacher utterance which has the objective of eliciting an oral response from the learner(s). In this research question is sentence or phrase that used by the teacher to make interactive teaching and learning.

### 3. Teaching

Teaching is work of a teacher (Oxford Advanced Learner’s Dictionary of current English). In this study, teaching is the process of giving lessons and knowledge about English to the students.

### 4. English

English is a language that is spoken in the UK, the US, and in many other countries. (Cambridge advance Learner’s Dictionary Third Edition). Hornby (2000:416) defined English is”the language of Britain, Ireland, N America, Australia and some other countries”. In this research, English is one of the subject learned in school.