

CHAPTER 1

INTRODUCTION

This chapter contains general problems that occur in accordance with the research carried out. Starting from the background of the problem which is the problem point in this study, this section is followed by the identification of the research problem, the objectives of the study, the scope of the study, the research question, the purpose, significance of the study, and definition of key terms.

1. Background of The Study

One of the most important things in the language learning process is the interaction between teachers and students. In its application, the teacher must be able to lead the class well through good methods so that students can pay attention to the material presented in a good and comfortable manner. The success of the teaching and learning process also lies in how the interaction of teachers and students goes, this process will be successful if the teacher can lead the class well through teacher talks.

Teacher talk is an important aspect in the process of learning English in the classroom. This makes teacher talk a major input source for teachers in leading the course of the class. This is also in line with the opinion put forward by (Hollo & Wehby, 2017) that Teacher Talk has a significant influence on students in interacting by giving comprehensible input that are acceptable to students. Since the teacher who facilitates learning in class uses appropriate and efficient teacher talk can provide effective learning for students by offering

interactive and communicative opportunities that make students competent in learning languages. Alwright (1984) and Ellis (1990) suggest that in order to acquire language skills effectively, the teaching and learning process in the classroom should be conducted as an interactive experience. The quality of this interaction can have an impact on the level of language acquisition. Thus, teaching and learning are crucial processes in the classroom, serving not only to assess learning outcomes but also to guide students' active participation. A classroom is a dynamic environment where various elements come together. Dagarin (2004) defines classroom interaction as the ongoing process of communication and engagement between the teacher and students, encompassing all the Interaction that take place during the teaching and learning process. Indeed, classroom interaction is the key to effective learning and participation of learners into the learning process actively (Al-Smadi & Rashid, 2017).

From some cases, the teaching and learning process can be hampered due to poor interaction between teachers and students. Poor interaction between teachers and students is a common failure in learning English. Brock (1986, cited in Shomoossi, 2008) states that increasing the number of classroom interactions will help (foreign) language learners learn the target language easily and quickly.

The interaction of teachers and students in learning languages, especially our second language, namely English greatly determines how the learning process can run well or not. This is also supported by Ellis and Yamazaki (1994)

who mention that teacher talk, which has been hypothesized to be important for L2 acquisition, has attracted much attention from many researchers because it affects students' understanding. Therefore, teachers have an important role in building successful classroom interactions. In contrast, Tuan and Nhu (2010) have asserted that the teacher's role dominates the classroom interaction, accounting for approximately 70 to 80 percent of the total class time, primarily consisting of teacher talk. Consequently, the current practice of English teaching in Indonesia tends to be teacher-centered. This approach necessitates a shift towards prioritizing students' active participation during the learning and teaching process. Rather than the teacher being excessively active in the classroom, it is preferable for students to take on a more prominent role. This shift in focus would provide students with greater opportunities to foster their critical thinking skills in the target language.

The responsibility of a teacher in interactions in the classroom is to ensure that the topics conveyed can be conveyed clearly and accepted by students. This can be improve strong human relations, and interaction in the classroom can build a good learning and teaching process. To implement a good interaction, the teacher can use several methods that can support the teacher talk and leads the class while in the classroom. One of them is taking a scientific approach which is also contained in the current education curriculum in Indonesia, namely the 2013 curriculum (K13).

The current curriculum in Indonesia is still a guide for teachers to implement. Teachers also must continuously monitor the progress of their

students in the learning process. One of the curriculum currently in use is Curriculum 13 (K13), which is still in use by the majority of schools. The K13 adopts a scientific approach as a result of the learning process. However, the scientific approach is not a common term in the field of English teaching. This approach is commonly used in various fields such such as literacy (Westby & Torres-Velásquez, 2000; Dorn, 1996), teacher training (Grigg, Kelly, Gamoran, & Borman, 2013), psychology (Halonen, et al., 2003; Gonzalez, 2013). Furthermore, English teachers in Indonesia need to learn more in implementing this approach so that students can learn comfortably and happily.

Trainings on the K13 curriculum and scientific approach in particular must be carried out so that teachers be able assisted in implementing it in the classroom. However, learning from the actual practices should make the teachers understand more and eventually be able to apply the approach as they are hoped to do (Richards, 2001, p. 211).

In the implementation how the teacher leads the class and directs the students in conversations between students and teachers can be the main information in this study. In interaction, teachers can play several roles in ensuring that teaching and learning Interaction lead to success (Brown, 2001). Therefore, how the teacher engages in conversation interaction with the students become an important aspect. The submission of information from teachers to students becomes an important aspect in making teaching and learning Interaction because the delivery made by the teacher becomes “interactional strategies, used consciously and deliberately to bring about intended learning outcomes” (Walsh,

2006, p. 13). The teacher conversation analysis can be an important source of information for the teacher to learn how to improve the quality of teaching. In this case, a question raises how learning practices can be analyzed and useful for those who need it. One of her ways of analyzing teachers' conversations is by doing discourse analysis. Many have proposed various accounts of discourse analysis, such as Coulthard (1985), Brown and Yule (1988), Gee (1999), Jørgensen & Phillips (2002) and Christie (2002). They proposed various ideas about discourse analysis.

Discourse analysis is a valuable tool used in the English classroom to understand and analyze language use and communication patterns. It involves examining the ways in which language is structured, how meaning is conveyed, and the social context in which communication takes place. In the English classroom, discourse analysis helps educators gain insights into how language is used by both teachers and students. It focuses on various aspects, including turn-taking, topic management, the use of language functions, and the distribution of power and participation.

One key aspect of discourse analysis in the English classroom is the study of classroom interaction patterns. It looks at how teachers and students engage with each other through spoken or written language, exploring the roles, power dynamics, and contributions of participants. By analyzing classroom discourse, educators can assess the level of student engagement, the effectiveness of teaching strategies, and the development of language skills.

Discourse analysis also helps identify any imbalances or inequalities in classroom communication. It sheds light on whether certain students or groups are marginalized or have limited opportunities to participate actively. By recognizing such issues, teachers can strive to create a more inclusive and equitable learning environment. Moreover, discourse analysis provides insights into the specific language features used in classroom discourse. It can uncover patterns of teacher talk, student talk, and the negotiation of meaning. Teachers can utilize this knowledge to modify their instructional strategies, encourage student-centered discussions, and promote critical thinking and language development.

Overall, discourse analysis in the English classroom is a valuable tool for understanding and improving communication dynamics, promoting active participation, and enhancing language learning outcomes. It allows educators to create a more engaging, inclusive, and effective learning environment for students. A discourse analysis focusing on teachers' conversations has been conducted by researchers (Walsh, 2002; Kim and Elder 2005; Todd, Chaiyasuk & Tantisawetrat, 2008; Forman, 2012; Strong, Gargani & Hacifazliogl, 2011; Jadallah, et al., 2011; Setiawati, 2012; Geoghegan, O'Neill & Pete, 2013, etc.) These studies differed in terms of analytical setup and focus. For example, Kim and Elder (2005) conducted a study of teacher interviews of seven foreign language teachers teaching Japanese, Korean, German, or French in New Zealand and found that each teacher taught her 1 analyzed one lesson. They noted the pattern of teachers switching between English and the target language.

This study uses classroom discourse analysis taken from (Halliday & Matthiessen, 2004; Eggins, 2004; Christie, 2002; Gerot & Wignell, 1994; and Emilia, 2014) which can assist in the need to examine teacher conversations through certain stages such as the approach scientific. In this regard, the teacher's talk is the object of this research. It can be said that class discourse is “to be analyzed and understood in terms of the operation of two registers, the first-order register or the regulatory register and the second-order register or the instructional register. (Christie, 2002, p. 3).

The studies mentioned above focus on separate pieces of conversation between teachers and their students. They are not analyze how teacher talk can lead the class in teaching and learning process such as in case of scientific approach in K13. Based on the teacher's talk and a brief description of scientific approaches in the classroom, it is possible to doing research that combines the two areas between teacher's talk and scientific approach through it. More importantly this study can help Indonesian teachers in particular, understand and learn one aspect in this case K13 by implemented an scientific approach.

This study aims to describe teachers' conversations used in actual English teaching practice in the implementation of Curriculum 2013 (K13) through scientific approach. The source of the analysis is the teacher's conversations that guide the student through the stages of the scientific approach, the corpus is analyzed on the basis of the principles of systematic functional linguistics, the first order or regulatory register and his second order or Focus on the instruction register. By using the principles of Systemic Functional Linguistics, it explains

how its metafunctional analysis can explain the relationship between a text (the teacher's conversation) and its situational and cultural context (the classroom) (Gerrot and Wignell, 1994; Halliday and Hassan, 1976, quoted) Halliday and Matthiessen, 2004).

2. Formulation of Research Problems

The research questions found in this study are:

- a. What are the types of teacher talk in leading to the teaching and learning through the stages of scientific approach at Nurul Falah Islamic Junior High School Tulungagung?
- b. How can the teacher talk influence students' understanding during interactions in the classroom, through the stages of the scientific approach at Nurul Falah Islamic Junior High School in Tulungagung?

3. Objectives of The Study

The purpose of the study are:

- a. To find out the teacher talk Interaction leading to the teaching and learning through the stages of scientific approach
- b. To find out the teacher talk influence students' understanding during interactions in the classroom, through the stages of the scientific approach

4. The Significance of The Study

Research on teacher talk has been lots and specializes in many aspects, along with language switch, styles of interaction, etc. This take a look at gives a brand new hybrid of studies that includes an evaluation with using Systemic Functional Linguistics because the device of evaluation. This

studies, therefore, may also upload to the richness of theoretical money owed of discourse evaluation, instructional studies and linguistics altogether.

In phrases of realistic significance, this take a look at may be a huge assist for the ones teachers wanting an exercise to appearance to after they follow the technique themselves. An evaluation of the exercise of coaching focusing speak of the teacher is beneficial in that different instructors can undertake and adapt the manner of the exemplary instructor leads the scholars thru the clinical technique. It is was hoping that different fellow instructors may also study from the exercise.

5. The Scope and Limitation of The Study

The scope and limitation of this study is focuses on teaching and learning on formal teaching (classroom discourse analysis) and for eighth grade students of Nurul Falah Islamic Junior High School Tulungagung. This study involves two methods, namely observation, interview and analysis of teacher's talk and the teacher who conveys as the object of this study the selected school is a school that really applies teacher's talk as a reference in improving the quality of student learning, especially in English lessons which is carried out with a scientific approach. This research will conduct 2 sessions in which all three will discuss the subject matter of grade 8 in the 2013 Curriculum (K13). In its implementation, the sentences conveyed by the teacher will be transcribed into writing and analyzed then the results of the analysis become an object that is studied into the operation of two

registers, the first-order register or regulatory register, and the second-order register or instructional register.

6. Definition of Key Terms

To clarify the core discussion in this study, several explanations have been added including:

a. Teacher's Talk:

Interactions are carried out by teachers with students to create an active and conducive classroom atmosphere. The interaction used can draw some general topics or special topics according to the learning material. Effective teacher talk in the English classroom should be clear, concise, and comprehensible to students of varying language proficiency levels. It should take into account students' needs, prior knowledge, and cultural backgrounds. The use of visual aids, gestures, and real-life examples can enhance the clarity and understanding of teacher talk.

b. Scientific Approach

A scientific approach is an approach that refers to the techniques of investigation of one or more phenomena, acquiring a new knowledge, or correcting and blending prior knowledge. Scientific approach generally contains a series of data collection Interaction through observation or experimentation, processing information or data analyzing. By employing the scientific approach, researchers and educators gain insights into the nature of learning English interaction, the effectiveness of different interactional strategies or instructional approaches, and the impact of

interaction on language learning outcomes. This evidence-based understanding can inform the development of teaching methodologies, curriculum design, and assessment practices to optimize English language learning and promote effective communication skills.