

CHAPTER I

INTRODUCTION

This first chapter presents some aspects topics of the research, and it is ordered into six chapters. They are (1) Background of the study, (2) Research Question, (3) Objective of the Study, (4) Scope and Limitation, (5) Significance of the Study, and (6) Definitions of the Key Terms.

1.1 Background of the Study

Language learners today, in Indonesia are not only dominated by adult learners, but also young learners. It shows that Millions of people today need for good communication in English. Their reasons for study English in different way. In learning English as a foreign language, students need to study four skills they are speaking, reading, listening, and writing. Each skill is supporting each other.

In this case, speaking is considered as a skill which is hard to be mastered. Learning to speak is often more difficult because sometimes as the beginner when they try to speak English they feel afraid to get some mistake while they speak because sometimes their first language influence their target language. Another difficulty is sometimes when students speak in front of the class she/ he cannot think of what to say next. From this situation when the learner gets afraid to speak a lot they will never practice their English. Whereas, the good speaking activities is when the teacher and the students have balance interaction. According to Harmer (2007:123), good speaking activities can and should be extremely engaging for the students, if the students are all participating fully and if the teacher has set up the activity properly arranged and the teacher use feedback from the activity that the students have done. In order have good speaking

activity, here is the teacher job to increase the learner's ability in speaking skill and make some classroom interaction between teacher and students. The success for handle the classroom not only comes from the students but also the teacher. Teacher could be the facilitator of the class in order the students can developed their ideas and creativity. However, the success of teaching language process depends on the communicative interaction in the classroom which is students can interaction with their friend or their teacher with use their target language.

The language that teacher uses to interact with their students in the classroom namely teacher talk. Teacher with the teacher talk is one component in the class, commonly used by teacher in teaching foreign language. Teacher talk is used to get students' attention, explain the material and engage the students to be active in teaching learning process. Here, teacher talk is important for management the classroom because it is the best input of the target language for the learners but in in this case teacher does not dominate in the class she or he must give chance for their students. According to Nunan (1987:191), teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. Therefore, the teacher should know about the teacher talk itself such as the feature of the teacher talk. After the teacher knows about the teacher talk itself the teacher will be succeed to implement their teaching plans.

Nowadays the feature of teacher talk has developed. Here Walsh provides more specific features of teacher talk according to SETT (Self Evaluation of Teacher Talk) framework. In SETT framework Walsh categorizes teacher talk in fourteen features those are scaffolding, direct repair, content feedback, form-

focused feedback, seeking clarification, referential questions, display questions, extended wait-time, extended learner turn, extended teacher turn, turn completion, teacher echo, teacher interruptions, and confirmation check. In this study the researcher observes about the feature of teacher talk are used by the lecturer to create classroom interaction in teaching learning process in speaking class.

For second semester, discussion is used by lecturer to develop students' ability in speaking. Based on the level of learner English as foreign language, the students in second semester are included in category advanced students. Students at this level already know a lot of English, so students in this level are expected to be able to communicate for academic purpose in oral skill, especially in learning to speak English (Harmer, 2007:18).

Based on the explanation above, the researcher will observe how the feature of teacher talk by Walsh is used by the lecturer to create classroom interaction in teaching learning process in speaking class.

1.2 Research Question

Based on the background of the study above, the researcher formulated three research questions for this study, they are:

1. What is the feature of teacher talk used by the English department lecturer in teaching speaking II at second semester in Muhammadiyah University of Surabaya?
2. How is the students' response about the teacher talk used by English department lecturer in teaching speaking II at second semester in Muhammadiyah University of Surabaya?

1.3 Objectives of the Study

The objectives of the study are:

1. To describe the feature of teacher talk which are used by the English department lecturer in teaching speaking II at second semester in Muhammadiyah University of Surabaya
2. To know the students point of view about the teacher talk used by English department lecturer in teaching speaking II at second semester in Muhammadiyah University of Surabaya

1.4 Significance of the Study

This study is significant for the following reasons;

The result of this study can be useful for the other English lecturers and educational researcher. For the lecturer, it will increase information and knowledge about features of teacher talk to create classroom interaction in teaching learning process. The lecturer can apply this knowledge in their English classes, so the lecturer can be successful in organizing classroom. By knowing the students response, the lecturer can know about teacher talk in students' point of view so the lecturer can organize their talk more comprehensible.

1.5 Scope and limitation

The scope of this research focused on the English department speaking lecturer of Muhammadiyah University. The limitation of this study focused on the features of teacher talk in creating classroom interaction in speaking II course (speaking for Discussion) in class A of second semester 2015 English department in Muhammadiyah University of Surabaya

1.6 Definition of key Terms

In order to avoid some misunderstanding for the reader, some of key terms are provided as follows:

1. Classroom Interaction

Classroom interaction is the language that teacher and students use to communicate.

2. Teaching Speaking

Teaching Speaking is a teaching skill to express ideas in oral form.

3. Teacher Talk

Teacher talk is the language which is used by the teacher in English Foreign Language classroom.