

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the theoretical Framework, the definition of key terms, and the organization of the thesis.

### **1.1 Background of Study**

Learning a language is not only to enhance the learner's comprehension, but also to develop their social interaction skills through communicative competence. The teachers should realize that they have the important role to educate the students about academic and social aspects for the students' achievement. Similarly, the students should also consider that they have the equal roles to develop their own competencies in academic and social life. The process of the teaching and learning could be arranged and organized well by both the teacher and the students during teaching-learning activities.

The teaching-learning activities could happen inside and outside classroom. However, the teacher commonly conducts the teaching-learning activities inside the classroom. The classroom is a place where comprehensible input and modified interaction occur (Tsui Bik-May, 1985). Tsui Bik-May (1985) believes that what happens during input session is important. It could be said that classroom is an important place for students to get as much knowledge as possible from the teacher.

This means that both teacher and students should collaborate to achieve the goal of the teaching-learning activities. The collaboration could happen during the interaction performed inside the classroom.

Since interaction is very essential for the teaching-learning activities, the teacher and the students should know the aim of the interaction itself. Interaction is described as the process of communication; it involves acts, actions, or practices of two people or more to influence each other experiences or intentions (Rummel, 1967; Brown, 2001; Asmara, 2007). The interaction in the classroom includes all classroom events, both verbal interaction and non-verbal interaction between the teacher and the students. The verbal interaction could be done by using teacher talk and students talk, while non-verbal interaction covers gestures and expression by the teacher and the students when they communicate without using words.

Inside the classroom, the teacher uses Teacher Talk to interact with the students. According to Ur (2000), Teacher Talk refers to the language used by the teacher when addressing students in classroom interaction. Teacher Talk is essential to language teaching because it is used not only for organization and management of the classroom but also for the processes of acquisition (Nunan, 1991). The success of the class depends on the effectiveness of Teacher Talk (Hakansson, 1986). Furthermore, Teacher Talk also provides instruction, lectures, and appraisal to the students. On the other hand, Students use Student Talk to give their contribution to the interaction inside the classroom. Student Talk emerges not only by teacher's initiation, but also from the students' initiation to give any questions to the teacher.

According to Tsu Bik-May (1985), student talk includes replies, apologies, requests to reply the teacher and eliciting, and interrupting for initiation.

As mentioned before Teacher Talk is essential for the teaching-learning activities. Therefore, the teacher should really pay attention to the arrangement and management of the Teacher Talk performed in front of the students. Good Teacher Talk will positively affect the students' comprehension and development of the materials or theories given. Likewise, the students also take important role in performing proper Student Talk. If the students respond the Teacher Talk well, follow the rules and instructions in any activities, and enhance their self-assessment, they could also achieve better comprehension of the materials explained. As a result the students' score could also be higher and they could achieve more than they've expected before.

However, in fact, Teacher Talk and Student Talk do not happen properly in most classrooms. The improper of Teacher and Students Talk happen from both sides. From the Teacher Talk for example, the teacher doesn't certainly comprehend and master the materials. As a result, s/he couldn't choose proper teaching methods and techniques to explain the materials to the students. The students couldn't get the main of the materials and they fail to understand the materials. On the other hand, when the teacher explains the materials, the students either talk with their friends without listening to the lecturer or remain silent without giving any responses and initiating any questions. This will direct the teaching-learning activities to failures. The students' achievement could also be less than the target.

Both Teacher Talk and Student Talk are important in all classrooms, including the English language classes. Learning the English language, the students need to major three important components (*Vocabulary, Grammar, Pronunciation*) and four important skills (*Listening, Speaking, Reading, Writing*). One of the most important skills to be learned is reading. It is important to the students since mastering reading skills gives them the opportunity to learn new information about the world, people, events, and places, as well as enrich their vocabulary, and improve their writing skills. Therefore, reading is one of assessed skills to comprehend students understanding in Indonesia's National Examination. Since reading gives the opportunity for students, a university in Surabaya has designed a structured reading course. The private university provides Reading A, B, C, and D course. With the invention to find out Teacher Talk and Students Talk inside the classroom, the writer chooses Reading A rather than other classes. The reason is because Reading A serves as the basic foundation to be able to progress to the next level of the reading skill. The interaction inside the Reading classes becomes important to be classified since the teacher has responsibility to make students obtain better understanding in Reading A.

## **1.2 Statement of Problem**

1. What types of Teacher Talk are performed in the Reading A classes?
2. What types of Student Talk are performed in the Reading A classes?

### **1.3 Objectives of the Study**

1. To find the types of Teacher Talk which are performed in the Reading A classes.
2. To find the types of Student Talk which are performed in the Reading A classes.

### **1.4 Significance of the Study**

The study provides valuable information on the interaction between the teacher and students in the classroom. For students, the writer hopes that the students know how to give proper response to teacher using Students Talk. Through this study, the English Department which trains students to be future teachers becomes more aware in arranging Teacher Talk's types in the classroom. Moreover, this study helps the teachers to improve the teaching learning process in the classroom so that the teachers are able to make collaborative atmosphere for scaffolding to occur inside the classroom.

### **1.5 Scope and Limitation of The Study**

The researcher focuses on Reading A Classes. The types of teacher talk and student talk will be observed in the classroom. This study investigates only Reading A classes for three meetings for each classes which are taught by the same lecturer. The grammar and seating arrangement are ignored.

## **1.6 Theoretical Framework**

### **1.6.1 Classroom Interaction**

Wagner (1994: 8) defines interaction as the reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another. It can be simply said that interaction will not occur only from one side, there must be the collaborative exchange of thoughts, feeling, or ideas between two people effecting on each other. One of example of interaction is that teaching learning process. In teaching learning process, the interaction happens between teacher and students in the classroom.

### **1.6.2 Teacher Talk and Student Talk**

Tsu Bik-May (1985) proposes The Seventeen-Category System which covers kinds of teacher talk and the kinds of student talk or verbal interaction between teacher-students interaction. She believed that teacher would be able to modify the interaction between teacher and students in order to lead a better teaching learning atmosphere in the classroom. In the teaching learning process, a teacher is an important role. A teacher uses verbal communication or teacher talk in order to enable various classroom activities. Using proper teacher talk, the students can get comprehensible input which includes the teacher's explanations, responses to questions, instructions, praises, corrections, etc (Wajjnryb, 1992). On the other hand, Pieter (1999:4) states

that student talk is all talk made by students in response to their or by their own initiative. Student talk can begin by giving request, elicitation, interruption, and giving responses such as replying and apologizing.

## **1.7 Definition of Key Terms**

This definition will help the readers in order to avoid misinterpretation.

1.7.1 Teacher Talk: is the variety of language used by teachers when they are in the process of teaching. (Richards & Schmidt, 2010)

1.7.2 Student Talk: is all talk made by students in repose to their teacher or by their own initiation. (Flanders, 1970)

1.7.3 Classroom Interaction: is a fundamental the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. (Richards & Schmidt, 2010)

1.7.4 Reading A is one of the compulsory courses provided by the English Department of a teacher-learning institution which has two credits should be taken by the second semester students.