

CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Lier (1998), communicative approaches to language learning have placed the classroom in the centre of attention, since it is only through a better knowledge of classroom processes that communicative principles can be applied into practice. A room is a classroom if two important elements, the teacher and the students, are present in it. Those two elements are essential in the process of teaching learning activities in the classroom. Talking about the position, the role of a teacher in the classroom is very important. A classroom teacher is a skilled verbal artist, able through little other than his conversation to control large group of pupils, manage them, and take them systematically through a curriculum, all at the same time (Sinclair and Brazil: 1982).

Teachers are the privileged ones (Rymes: 2009). In classroom, they are needed by students as the right model in order to make them able to write and speak correctly or even to simplify the materials (Harijanto, 2011: 11). Students tend to follow what teachers say and do. That is why Weimer (2002) believes that a student's behavior reflects the extent to which the teacher dominates the instructional action.

Teacher plays a significant role and carries a huge responsibility to lead a classroom in achieving goals. In classroom, the talk of the teacher is very important and effective in scaffolding learners to

improve their skills in the target learning (Lianawati: 2012). The talk of the teacher includes the language order, the explanation, and the discussion during teaching learning activities in the class.

The talk of the teacher stimulates the interaction in the classroom. Interaction is an important word for language teachers (Brown: 1994). According to Rymes (2009), interactions are likely to contribute to student success and in most classrooms, the teacher is physically the central focus of students' attention. The talk of the teacher is examined as part of classroom talk and interactions in relation to classroom activities within two types of participation patterns (Silver and Kogut, 2009: 2).

A good communication between students and a teacher in the classroom is needed. A good communication is built by a teacher who delivers material or even to simplify it. This invited Hymes (1974) to identify the eight functions of speech that teachers must understand to make their talk more meaningful in communicative events; expressive (addressor), directive (addressee), contact or phatic (channel), metalinguistic (code), contextual (setting), poetic (message form), referential (topic), and metacommunicative (event). In conducting a successful classroom management, a good communication is important to build because a student learns what they care about and what they understand, states Erickson (1984). Once the talk of the teacher is difficult to understand, the students tend to be lazy to follow the learning process in the classroom and in this situation, the teacher talk reflects its role.

According to Silver and Kogut (2009), a good teacher talk describes and promotes learning more effectively and a good teacher talk fulfils six criteria: 1) it contains goal setting; 2) it elicits prior experience; 3) it encourages collaboration; 4) it encourages indep learning; 5) it stimulates creativity; and 6) it promotes problem solving. There are four types of teacher talk according to Qu Ying (2011): 1) informative teacher talk, 2) directive teacher talk, 3) eliciting teacher talk, and 4) giving feedback to students' answer.

Many studies have confirmed that a teacher talk is one of the components of classroom interaction (Silver and Kogut: 2009). They also examine the quality of teacher talk in terms of it might promote student learning. Considering how crucial the influences of teacher talk in the classroom, the researcher is interested to conduct a study on the teacher talk and its influence on the classroom atmosphere because in the classroom teachers are in a position of extreme influence and power over many students (Rymes,2009: 14).

1.2 Problems of the Statement

In line with the title of the study and the rationale presented above, two research questions are formulated as follow:

1. What types of teacher talk are found in Intensive Course (IC) of the odd semester of the 2014-2015 academic year?
2. How is the Intensive Course (IC) classroom atmosphere influenced by the teacher talk?

1.3 Objectives of the Study

In accordance with the research questions above, this study intends to:

- find out the types of teacher talk in Intensive Course (IC) of the odd semester of the 2014-2015 academic year.
- describe how the Intensive Course (IC) classroom atmosphere was influenced by the teacher talk

1.4 Significance of the Study

The findings of this study are expected to give a portrait of how the talk of the teacher influences on the classroom atmosphere. Moreover, this study gives an attention to picture the talk of the teacher which occurs in the teaching and learning process of Intensive Course (IC) classes. Finally, this study is hoped to give a further reading for the students and teachers to put them in a better awareness about teacher talk influence and its importance in the classroom.

1.5 Scope and Limitation of the Study

Realizing the breadth of this study, the researcher limits this study to mainly investigate the teacher talk and its influence on the classroom atmosphere. In the classroom, teacher plays a significant role. The students tend to follow what the teacher says. This study focuses only on the talk of the teacher and how its influences to the students of the classroom atmosphere of Intensive Course (IC) classes.

1.6 Theoretical Framework

As reflected in the title of this study and the objective of this study, this study is directed to find out the types of teacher talk and how the talk of the teacher influences the classroom atmosphere. Krashen (1982) says that humans acquire language in only one way- by understanding messages, or by receiving comprehensible input. For this purpose, Tsui Bik- May (1985) mentions seventeen category system to analyze the input and the interaction in the second language classroom. Therefore, the theoretical backup is needed. Since this study is to investigate how the teacher talk influences the classroom atmosphere, the speech acts theory is needed.

1.7 Definition of Key Terms

To avoid misinterpretation of the key-terms used in this study, the key terms are defined as follow:

- **Classroom Atmosphere:** Classroom atmosphere is a situation which occurs in the teaching and learning activities in the classroom.
- **Intensive Course:** An 18-credit course that is offered to the first semester students in the English Department of Widya Mandala Catholic University Surabaya and which provides the first semester students with basic knowledge and skills of English (listening, speaking, reading and writing), and language components (grammar, pronunciation, and vocabulary) (*Buku Panduan Akademik* 2013-2014: 26)

- **Teacher Talk:** Teacher talk is a teacher's verbal communication which enables the classroom activities to happen. This includes the teacher's explanations, responses to the questions, instructions, praises, corrections, etc. (Wajjnryb, 1992 in Harjanto 2011).

1.7 Organization of the Study

This study consists of five chapters. Chapter I is the introduction. It contains the background of the study, the problems of the statement, the objectives of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, definition of key terms and organization of the study.

Chapter II is dedicated for the review of related literature which consists of the theories and related studies used. Chapter III concerns with the research methodology used in this thesis. The findings and its discussions are presented in chapter IV. Then, the conclusion and suggestion related to the topic of study are presented in chapter V.