

CHAPTER I

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I.1. Background of the Study

English has been very popular throughout the world nowadays. Many countries have tried to make English popular through formal and informal educational instances. Moreover, the era of globalisation motivates people to communicate with people from other countries. In this case, English is a means to communicate with foreign people.

By seeing and experiencing the importance of English many people try to learn English, either formally or informally. They look for the best teachers or English courses which will later equip them with the ability to master English. Here, English teachers, as one of the English resources, are expected to meet those people's need. Knowing the need of the people, teacher training faculties or academies try hard to produce teachers with high quality by setting high standards to follow. In teacher training faculties or academies, teachers are given seminars, theories of teaching and basic skills to produce such teachers expected above. Yet, in practice, teachers sometimes are not aware of the importance of applying their knowledge in a proper way. In another word, they have problem of communication between theory and practice.

“Within the teaching profession, there often seems to be an insurmountable gap between theory and practice,” said Nunan (1989:2). Teachers regard theory as something that having little to do with their everyday practical concerns. For instance, a lot of time teachers do not create a communicative atmosphere in the classroom. Teachers seem to be the dominant figure in the interaction. Theoretically,

communicative language teaching suggests teachers to help learners in anyway that motivates them to work with the language. The statement is also supported by Brown who said, “Students are encouraged to deal with unrehearsed situations under the guidance, but not the control, of the teacher” (1987:213).

Besides, many teachers know a great deal about their subject matter only, but do not understand how to influence their students in the right way so that the students may have a motivation to learn more.

Realizing this fact, the writer thinks it is interesting and necessary to observe the interaction between teacher and the students, specified into Teacher Talk and Student Talk in the language classroom. The objects of the observation are teachers who teach in Teacher’s Training Faculty of Widya Mandala Catholic University.

I.2. Statement of the Problem

The main question that lead the study under report is :

“How is the verbal interaction between Teacher and Students in an English Class ?”

The sub questions are :

- How does teacher talk affect the students’ verbal performance in class ?
- How do teachers modify their talk so that the students will learn more ?

I.3. The Objective of the Study

Derived from the previous formulated statements, the objective of this study is intended to analyse :

1. How the teacher talk affect the students' verbal performance in class.
2. How teachers modify their talk so that the students will learn more.

1.4. The Significance of the Study

The study is done to give a clearer picture of what is still lacking in the teaching of English and also a feedback for English teachers, especially for those who study in the Teacher Training Faculty of Widya Mandala Catholic Universities so that they will get better insight in the teaching learning process.

1.5. Scope and Limitation

Considering the limited time and expense available to do the observation, the writer has chosen two lecturers from English Department of Widya Mandala University as the subject of the study.

Since this study wants to observe the Teacher Talk and Student Talk in the teaching of English, the points of observation are also limited to those which are done by the teachers and the students in the classroom.

1.6. Definition of the Key Terms

To facilitate the discussion of the following chapters, the writer feels necessary to give the definitions of some key terms used in this study. They are :

1. Teaching.

According to Kimble and Garnezy in H.Douglas Brown (1987:6), teaching is showing or helping someone to learn how to do something, giving instruction,

guiding in the study of something, providing with knowledge, causing to know or understand.”

2. Teacher Talk.

Ellis said “Teacher Talk is the special language the teacher uses when addressing language learners in the classroom.”

3. Student Talk.

Student Talk is all talk made by students in response to their teacher or by their own initiation.

I.7. The Methodology of the Study

In this study, the writer observes and makes notes of the teacher talk used by English teachers in teaching English. He also records the teacher talk with a tape recorder. Flanders’ Interaction Analysis Category is used as the instrument to obtain the data for his observation.

I.8. The Organization of the Study

This study consists of five chapters. Chapter one is the introduction that tells us about 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 definition of the key terms, the methodology of the study, and the organization of the study. Chapter two will explore the theories of teaching English to Senior High school students, teacher talk and also student talk. Chapter three concerns the research method,

namely : subject of the study, the research design, the instrument of the study, the procedure of collecting data, and the technique of data analysis. The results of the data analysis and the discussion are presented in chapter four. Chapter five, as the final chapter of this study, presents the conclusion in the form of a summary. Some suggestions concerning the study under report will be the closing of this study.