

CHAPTER I

INTRODUCTION

A. Background

In teaching English, the main goal is to make students able to speak and to communicate in English. To achieve the goal, the researcher aimed at discovering teacher talk occurred in an EFL classroom. “Teacher talk affects the result of the teaching and learning process” (Yanfen & Yuqin, 2010). Teacher talk focuses on the talking time that teacher has during teaching activity, such as instructions, lectures, or even appraisals to the student. Thus, teacher talk is a big influence in students’ understanding and acquisition of a language. According to Krashen (1985), the acquisition takes place through the access of a learner to understandable input. He comments that the input, which is completely incomprehensible to learners, is unlikely to result in learning being tackled. Teacher talk which in reality serves as the main sources of language exposure in the education of the classroom, is more important for foreign language learning, so teachers must make their feedback comprehensible and in good quantities.

On the contrary, "many communicative teachers consider teacher talk as an obstacle that restricts students’ learning opportunities” (Gharbavi & Iravani, 2014. p. 552). In line with it, Walsh (2012) and Brown (2001) point out that one of the most obvious features in teacher-centered classroom is the domination of teacher talk. This imbalance role puts teachers as the centre of

information, initiate, and respond to the students, therefore makes their talking time in the very high portion of talking in the classroom.

Teacher talk can be a guideline of students' learning process as it is one of the input for students in acquiring language. Nunan (1991) said the result of the teacher talk is reflected not only from the classroom organization but also from the learners' process of language acquisition. Teacher talk directly decides the successful for both teacher and students of teaching program implemented by the teacher, because teacher talk may be the main language input exposed to learners (Wang, 2014). Students can learn a lot from the talk that the teacher gives, both in first or foreign language, considering that in our country; Indonesia, which English is rarely used outside the classroom.

In other words, in an EFL classroom, the teacher does not know about the effect towards student involvement by taking too much talking time, because some teachers unconsciously appear to limit the interaction and the creativity of students. Therefore they are not be able to maximize learners' potency which facilitates foreign language acquisition.(Shamsipour & Allami, 2012)

Teacher talk should not occupy the major proportion of the class time, because this will not give enough time for students to talk. According to some talking time frameworks, such as Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown. 2001) is one of the framework to analyze the interaction activities. This analysis system has several benefits for the teacher to arrange their talking time; it is helpful in

developing interactive language teaching since it gives the researcher a taxonomy for observing teachers, set evaluation framework and improving the teaching, and helps to set a learning climate for interactive teaching (Brown. 2001. p. 168-169). Brown (2001. p. 177) stated that this model is helpful in developing interactive language teaching.

These days, teacher talk has a big role in classroom because it as a way for teachers to communicate with students. Harmer (2007) claims that the more teacher talk there is the less chance for students to practice, because the students become the main goal in learning a language, to be able to speak fluently. Therefore, a good teacher minimizes his/her talking time and maximizes students' talking time. Teachers should reduce their talking time, but more importantly they should talk effectively.

The previous study analyzed teacher talk in "learner-centered" teaching mode by Haiyan Wang in 2014. It aimed on how to raise teacher talk's quality. The researcher of the previous study said some researchers think that the best teacher talk means less. In Chinese second language classroom, it is not advisable to lay too much stress on the formal students' participation, which requires the teacher to say as little as possible and the student to say as much as possible. The findings of the research revealed that Chinese college English class shouldn't pursue excessively pro forma students' participation, cutting the quantity of teacher talk down, but adopt corresponding measures according to the difference of learner group and individual. The researcher of the previous study thought that teacher talk should put much emphasis on its quality instead

of quantity. In order to create the best efficiency of teacher talk, teachers should present briefly and succinctly and try to improve the effect of lecture and practice. Meanwhile, this research analyze how teacher talk used in an English course speaking classroom based on teacher's perception, which is using FLINT as the based theory for the phenomenon happened.

B. Formulation of the Problem

This research is achieved with a qualitative approach by the researcher's analysis about teacher talk used in the classroom. The result of this research will be about teacher's perception towards teacher talk used during teaching in an English course. Therefore, the problem formulation is: how is teacher's perception towards the teacher uses teacher talk in the classroom?

C. Operational Definitions

This research is conducted to describe teacher talk in EFL classroom and its impact to students' learning process. In order to facilitate the reader in reading this research, it is important to know some terms as follows:

1. Teacher Talk : Teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, moreover teacher can give them knowledge and control their behavior.
2. English Teacher's Perception : Teacher's perceptions could be identified as certain aspects of their

world, but it is not referred directly to the reality, it is more to how people view and experience the reality.

3. FLINT : This system is helpful in developing (Foreign Language Interaction) interactive language teaching since it gives the researcher a taxonomy for observing teachers, set a framework for evaluating and improving the teaching, and helps to set a learning climate for interactive teaching (Brown, 2001: 168-169).

D. Aim of the Research

The result of this research will be about teacher's perception towards teacher talk used during teaching in an English course. Therefore, the aim of this research is to analyze teacher's perception on teacher talk in an English course speaking classroom, where the teacher tries to stimulate the students to speak more in the classroom.

E. Significances of the Research

1. Theoretical Contribution

This research expand on analyzing teacher talk to English teacher in teacher talk context based on FLINT theory.

2. Research Contribution

This study will contribute empirical insight into how teacher talk used in the classroom.

3. Practical Contribution

This research will provide to the teacher and the reader in how the categories of teacher talk are implemented in organizing the class to make it more effective.