

CHAPTER I

INTRODUCTION

A. Background

Encouraging students to participate in classroom becomes a challenging point for teachers in EFL classroom. In addition, it requires the teachers to facilitate the students to interact during teaching and learning process. It is explained that the happening of interaction is affected directly by ways of teacher talk (Yanfen & Yuqin, 2010, p. 76). Accordingly, when a teacher tends to talk more than students, the students lose their chance to participate more in the teaching learning process. As a consequence, they can not have opportunities to practice the language in the classroom, as the device of communication.

Teacher talk cannot be separated from students' classroom interaction. The students interact each other in the classroom during teaching and learning process because of the teacher talk demanding them to do so. It is explained that "the happening of interaction is affected directly by ways of teacher talk" (Yanfen & Yuqin, 2010, p. 76). As far as the teacher talk consists of language related to learning materials, the students will behave in two ways, listening to the talk and doing what the talk asks them. Hence, the existence of the teacher talk can trigger the quality of the students learning.

A previous study revealed that talk is a key component of teaching and learning and teacher talk is an important part of how a teacher teaches (Glover, 2018, p. 497). In addition, it discovered that a focus on the categories of

Elicitation, Response and Description in teacher talk can help to develop an understanding of how classroom interaction can be more effective (p. 509). Another previous study conducted by Suryati (2015) revealed that teacher talk became one of the most frequent strategy to facilitate interaction in the classroom. Therefore, by considering the phenomenon and the findings of the previous studies, the researcher of the current study believes that it is necessary to investigate impacts of teacher talk on students' interaction when learning English in a classroom.

B. Formulation of the Problem

This current research proposes a single question to answer, "What are the impacts of teacher talk on students' interaction in EFL classroom?"

C. Operational Definitions

This current research proposes operational definitions related to the research topic, as follows:

1. Teacher Talk : It is utterances of an English teacher during teaching and learning process to students in a classroom.
2. Classroom Interaction : It is the interaction among students and an English teacher during teaching and learning process in a classroom as the exchange of language understanding for having a better English language acquisition.

D. Aim of the Research

This research aims at investigating impacts of teacher talk on students' interaction when learning English in a classroom.

E. Uses of the Research

Findings of the current research hopefully will have benefits in some ways, as follows:

1. Theoretical Use

This research hopefully can expand other researchers' knowledge about how a teacher's talk impact on students' interaction in EFL classroom.

2. Practical Use

This research can provide beneficial information for teachers about how to stimulate students' interaction in EFL classroom through their talk.

3. Empirical Use

This research can give benefit as the empirical information for the next researchers who will take this topic as their future researches.