

CHAPTER I

INTRODUCTION

A. Background of Study

Human beings use a language to communicate with each other to exchange knowledge, belief, opinions, threats, commands, thanks, promises, declarations, feelings, etc. They use the language to express amusement, happiness, disrespect, pleasure, approval, or bad feelings. They also use the language to express anger, excitement, or fear, and so on (Merriam-Webster's Collegiate, 2003, cited in Brown, 2007, p. 6). Thus, language is defined as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences. Additionally, according to Longman dictionary (2008, p. 895), language is a system of communication by written or spoken word which is used by the people to interact with others in a particular country or area.

Language is not only used to interact with one another, but also to share information and to develop science and technology. The development of technology is like a building, everything must be interconnected. Not only does this communication network unites countries, but facilitates International communication.

English is one of the international language that spoken in many countries, as native, second and foreign language. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language (Thirumalai, 2002). It is

taught in the schools in almost every country all over the world. In Indonesia, English is taught and learned as a foreign language. It is taught and learned from Elementary Schools or even kindergarten to Universities.

In teaching and learning English in the classroom, interaction between teacher and students are very important. Interaction between teacher and students establish the success of teaching-learning of language. In the English Foreign Language (EFL) classroom, the role of teachers is very important to interact with the students in giving the direction and explanation, and checking the students' comprehension about the target language (Yanfen & Yuqin, 2010, p. 76-77). When they give the appropriate response to the teacher's, it means that they understand the language that teacher used.

The language is that the teacher used to communicate with the students in the classroom, such as asking questions and giving feedbacks to the student is one of the examples of teacher talk. It is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn (Yanfen & Yuqin, 2010, p. 76-77). Besides, the teachers have to motivate the students well, since motivation is the key of learning and development for the future (Irons, 2008, p. 65). Allah said in the holy Qur'an, (Q.S. Ali Imran: 159):

فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ^ط وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ
 حَوْلِكَ فَاعْفُ عَنْهُمْ^ط وَاسْتَغْفِرْ لَهُمْ^ط وَشَاوِرْهُمْ فِي الْأَمْرِ^ط فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى
 اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٦﴾

From this verse, Allah gives the example for us to briefly solve a problem; teacher should communicate to the students gently, gives the appropriate questions and feedbacks to make them comfortable in the teaching and learning process.

Nowadays, mostly in the process of teaching and learning English, teachers more often use question to initiate class interaction than other initiating activities. Asking questions have the specific function of maintaining interaction by ensuring that the interlocutor has the same assumptions and identification of references (Chaudron, 1988, p. 130). These are comprehension checks, confirmation checks, and clarification request. A comprehension check elicits assurance from the listener that the message has been received correctly, whereas confirmation checks and clarification requests allow the speaker to correctly interpret reactions by listener, the former presupposing a positive answer and the latter being much more open-ended. So, to make interaction in the classroom, many questions are needed.

Based on Long & Sato (1983) cited in Chaudron (1988, p. 127) stated that, to check the students' understanding, teachers sometimes ask for information which he or she has already knows, such as give questions based on the text. Therefore, teachers should use questions to check students' comprehension and give them opportunity to use target language, so that would

promote greater learner productivity, and later would likely promote more meaningful communication between teacher and learner.

Besides initiating questions, providing feedbacks to the learners' performance is another important aspect of teaching (Richards & Lockhart, 1996, p. 188). Feedbacks can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build supportive classroom climate. In language classroom, may be a response either to the content of what student has produced or to the form of an utterance.

Teachers present the different way to response the student's answer. When the students make correct answer, teachers enable to praise with good words. Comment and summarizing are also used to follow-up their answer. While, inform the correct information, prompt, encouragement and criticize the students answer can be used when students respond with incorrect answer.

Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students (Yanfen & Yuqin, 2010, p. 77).

However, in fact there are still many teachers who lack in paying attention to the students during the teaching and learning activity in the classroom. Many of them ask the questions just to make sure the students' understanding of the lesson, but not to guide the students to practice their language. Also, the feedbacks that given by the teachers to the students' right or wrong answer is not really makes the student's motivated, even the some

teachers don't give any feedbacks to for their students' answer. Besides, teacher feedbacks are really needed by students to gain their motivation in learning English. These phenomenon often occur in most of English classes in EFL countries, included Indonesia.

For Senior High School students, English should not only be knowledge but also be communicative language during the classroom interaction. With their skill in English, teacher should give more opportunity to them to use their target language in the classroom interaction. So that, the English teachers have more challenges to create their talk in more variations to invite the students actively using the target language.

Therefore, In order to create and maintain an atmosphere of motivation and actively in learning and using the target language, teachers need to discover areas of discord between what they do and what the students expect, and then address those areas of discord. Either way, awareness of the areas of discord is necessary. In some cases, teachers may find that they need to re-evaluate their talk and language in teaching practice, but in other cases, teachers may aim to amend the views of their students.

Unfortunately, students (and language students in particular) are not always willing or able to communicate their opinions or perceptions freely to their teachers. This sometimes creates situations where teachers remain oblivious to the fact that some of their ways in using their talk are not favored by their students.

In some situations, teachers may be faced with unresponsive or uncooperative classes without knowing the reasons why. When a teacher and his or her students have opposing views about what should occur in the classroom interaction, the students may lack confidence in the teacher's ability, especially his or her ways in giving appropriate questions and feedbacks to students. So, platforms for the anonymous voicing of students concern and perception are necessary. An anonymous student evaluation is now an accepted way in obtaining specific course and data based on the feedbacks from students.

Therefore, the investigations in providing the data about students' perception toward the teacher talk (like the present study) are needed to fill the areas of discord by collecting a broad base of information about students' perceptions in different contexts for the teacher.

Based on the description and statement above, the writer wants to know and conduct a research, under the title, **“The Students' Perception toward Teacher Talk in English Class (The Study of Eleventh Graders of SMAN 7 Banjarmasin Academic Year 2015/2016).”**

B. Statement of Problem

Based on the background of study above, the problem of the statement of this research can be formulated as follow:

1. How is the students' perception toward teacher talk do the teacher used while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin academic year 2015/2016?
2. What kinds of teacher talk do the teacher used while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin academic year 2015/2016?

C. Objective of Study

Based on the reasons above, the objectives of this research are:

1. To know the students' perception toward teacher talk do the teacher used while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin academic year 2015/2016.
2. To describe kinds of teacher talk do the teacher used while giving questions and feedbacks in English class of the eleventh grade at SMAN 7 Banjarmasin academic year 2015/2016.

D. Significance of Study

The significances of this research are:

1. The result of the study can be used as input in English teaching process especially about the teacher's role in English teaching.
2. The result of this research can motivate the students to use English in their classroom interaction during teaching-learning process.

3. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process.
4. The result can add treasure of Antasari State Institute for Islamic Studies library.

E. Definition of Key Term

To avoid misunderstanding and misinterpretation towards the title, it is necessary to explain each term as follows:

1. Students' Perception

Students' Perception is the students' ability to justify their own opinions toward their teacher talk during the lesson in English class.

2. Teacher talk

Teacher talk can be defined as the kinds of modification in teachers' speech, how the teachers give questions and feedbacks to their students in English class (Richards & Lockhart, 1994, p. 184).

3. Eleventh Graders

Eleventh graders are the students who study in the eleventh grade at SMAN 7 Banjarmasin academic year 2015/2016.

F. Organization of the Writing

This research is divided into five chapters as follow:

The first chapter contains the introduction, which consists of background of study, statement of the problem, objective of study, significance of study, definition of the key term, and organization of the writing.

The second chapter contains of the theoretical review, which consists of perception and students' perception, classroom interaction, teacher skill in modify the language in the classroom interaction, teacher talk, and previous study.

The third chapter contains of research methodology which consist of research design, research setting, population and sample, data and source of data, technique of data collecting, techniques for data processing and data analysis, and research procedure.

The fourth chapter contains report of research result which consists of findings and discussion.

The fifth chapter contains closure, which contains conclusion and suggestion.