CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses some topics such as: background of study, statement of problems, purposes of the study, significance of the study, scope and limitation, and definition of key terms. Each topic will be presented below:

1.1 Background of Study

Nowadays, we are facing what we call as globalization era, an era in which competitions appear in every aspect in our environment in which we are forced to have special skills to support us. One of the dominant aspects needed is education. Education can be found in everywhere, such as, family, society, school and so on. It is very important for us to be a well-educated person to compete in this era. The best way to do that is by learning language.

Language is a tool of communication from which people cannot be separated. By using a language people can communicate with each other. Language is also used as tool to identify people characteristics. In order to communicate well, the senders and the receivers of the language have to master the language well. In order to master the language itself, people must learn about it. On the other hand, learning language will not be easy for some people due to many grammatical rules it requires.

In our education system, learning English tends to be a need because it has become an International language and it has become a compulsory subject in final examination.
In the teaching learning process, we need to consider so many things. The two biggest things we need to consider are students and teachers. Teachers should encourage students to study and determine the best way to teach them to accomplish the goal of learning process. but, sometime they rarely consider whether what they say in class is able to encourage the students to be active to speak or not.

Teachers who teach speaking skill is highly required to have many strategies in teaching this course not only to deliver the material to students effectively, but also to encourage them to be talkative in teaching and learning speaking process. One of the strategies that can influence the students’ speaking ability is teacher’s talk.

Based on the preliminary observation done by the researcher in speaking classed of third semester students of English Department in University of Muhammadiyah Malang, it was found that the way the teacher instruct the students using several way, including the way the teacher ask the students, stimulate students to actively speak in the class. From this condition, it makes the researcher interested in studying and observing further about this phenomenon. The researcher wants to investigate whether the way how the teacher speaks to the students actively stimulates students to be active in the class of speaking. The way how teachers give instruction to the students can be called as Teacher’s Talk.

Xiao-yan (2012) defined teacher talk (TT) as the kind of language used by the teacher for instruction in the classroom. She explains that teacher talk in English classroom is as one special variety of English language, so it has its own specific features which other varieties do not share. Teacher talk (TT) is a special communicative activity in which its goal is to communicate with students and
develop students’ foreign language proficiency. As Krashen and Farrel (1983) stated that in English teaching and learning, when a teacher just talks to their students and if their students understand, they are not only giving the lesson about the subject, but also may be giving the best language lesson.

Based on the phenomenon that happens in our environment of teaching and learning, and the theory coming from expert stated above, they become the foundation for the researcher to conduct a study and take the teacher’s talk as the topic of this study. Besides, there is also a study which is still related to this study. A study that was conducted by Alhayuningtias (2009) investigated the teacher’s talk in English teaching and learning for young learners at TK-KB Noor Fadjar Malang. She found that the way the teacher explained and stimulated students by asking them incomplete question given has significantly stimulated students of young English learners to speak English. In accordance to the previous study, the researcher wants to analyse the kind of matter in different degree of students that is in university level and in different subject. The different is that in kindergarten level, the teacher’s talk was applied in English subject in general, but now the researcher tries to analyse the teacher’s talk in speaking subject. Moreover, for those who already mastered the good way to speak English fluently means that they have understood the major skills of English. Those could happen due to the person’s fluency in speaking is highly supported with the knowledge of others and it is impossible for English learners who speak English fluency without having a background in other skill.
The researcher chooses the lecturer of speaking III as the participant of this study because the lecturer teaches students who are expected to be more active to talk and comprehend to what the teacher says. Furthermore, the students have attended speaking I and speaking II in which students have already had the basic knowledge how to respond the teacher’s instruction. Then to specify the subject of the research, the researcher chooses class F due to the result of preliminary observation which shows that this class was the active class in which most students in the class were more actively speaking compared to other classes when teacher interacted with them. Moreover, those matters indicates that it is accordance with the research problem in this study that it is to find teacher’s talk role in the class of speaking to encourage students actively speaking.

1.2 Statement of Problem

Based on the background above, the researcher formulates the problems as below:

1. What teacher talk does the teacher use in speaking class in the English Department of UMM?

2. What is the most dominant teacher talk element that appears in speaking class in the English Department of UMM?

3. What is the reason of the teachers to use teacher talk element dominantly in speaking class in the English Department of UMM?
1.3 Objectives of the Study

In this present study the researcher composes the objectives to describe the problem as follow:

1. To investigate whether teacher talk exists in speaking class in English Department of UMM or not.
2. To analyse the most dominant teacher talk element that appears in speaking class in the English Department of UMM, and
3. To know the teachers’ reason to use teacher talk element dominantly.

1.4 Significances of the Study

This present study has significances as follows:

1. The results will be beneficial for English lecturers by giving the information of the importance the role of teacher talk in teaching and learning speaking in class.
2. The result will be beneficial for the students. It is expected that the result of this present study will be beneficial for them who want to improve their speaking by being more active to speak in teaching and learning speaking.
3. This present study is also aimed to give contribution for other researchers to do the same related research topic in deeper, further and better techniques.

1.5 Scope and Limitation

This present study is restricted on the teacher talk toward students in speaking subject of third semester. This research is conducted at University of Muhammadiyah
Malang, and the participants of this research is lecturer of speaking III class F academic year 2013/2014 in English Department of University of Muhammadiyah Malang and the students in that course.

1.6 Definitions of Key Term

To avoid ambiguity, it is important to present the definition of some key term as follows:

1. **Teachers talk** is the language used by the teacher addressed to language learners (Krashen and Farell in Hariyanti 2005:15)

2. **Speaking ability** is the verbal use of language to communicate with each other (Fulcher 2003).

3. **Teaching speaking** is teaching activities to improve the oral production of learning language particularly speaking ability of the students. Therefore, language teaching activities in the classroom should be aimed at maximizing individual language use (Sugiyana, 2001:16)

To give more understanding about the present study, the researcher adds some theories in the next chapter. Chapter II, review of related literature, consists of language, language teaching (listening, speaking, reading, writing), speaking, teacher’s talk in teaching speaking, and the previous study.