

CHAPTER I

INTRODUCTION

A. Background

Currently, English language learning in Indonesian continues to evolve with various approaches and challenges. The increasingly widespread use of English around the world has brought significant impacts to humanity to date. Especially in the field of education, many studies have been conducted to find problems in teaching English. In addition, English teachers in Indonesia are also strongly encouraged to find out the best methods to teach and overcome the problems faced by students to achieve the best learning outcomes. In addition, the government has also tried its best to adapt the curriculum to the needs of this globalized era (Boy Jon et al., 2021).

Every school had English teachers that played very important role in teaching and learning activities in the classroom. Teacher was as the center of the students interested to learn English lesson by using English in the classroom. It meant that the teacher must use English at least the simple utterance in the classroom. The teacher's utterances were called teacher talk. The kind of language used by the teacher for instruction in the classroom was also known as teacher talk (Nurul Afifah, Nopa Yusnilita, 2017).

Therefore, in an effort to guide learning, teachers use conversation to do three things: (1) elicit relevant knowledge from students, so that teachers can see what students already know and understand; (2) respond to things students say; (3) describe the classroom experience

they share with students in such a way that the educational meaning of the experience can be understood by students (Wasi'ah, 2016).

According to Krashen's (1982) input hypothesis, teacher talk for the learner is generally recognized as a potentially valuable source of comprehensible input which is viewed as an essential for language acquisition. For this reason, it is important to the teachers should realize how much they themselves talk, and what kind of talk should be performed. Cullen, R (1998) stated that while the question of how much teachers talk is still important, more emphasis is given to how effectively they are able to facilitate learning and promote communicative interaction in their classroom through.

Theoretically, the researcher used the categories of teacher talk proposed by Brown (2001) in which there are 11 types of teacher talk including confronting feelings, praising or encouraging, joking, using students' ideas, verbally repeating students' responses, asking questions, giving information, correcting without rejection, giving directions, criticizing student's behaviour, and criticizing students' responses.

Teacher talk plays a key role in creating a supportive learning environment where students feel comfortable to participate and interact. By using clear and understandable language, teachers can help students understand the subject matter better and encourage them to actively participate in class discussions. Research by (Alshahrani, 2020) shows that variations in teacher talk, such as the use of open-ended questions and constructive feedback, can increase students' motivation and confidence in using English. In addition, recent research has highlighted the importance of teacher talk in fostering a collaborative classroom atmosphere. For example, a study by (Goh & Burns, 2021) emphasized

that effective teacher talk not only facilitates comprehension but also encourages critical thinking skills among students. By engaging students in meaningful dialog and encouraging them to express their thoughts, teachers can create an interactive learning environment that enhances language acquisition and cognitive development.

In the teaching and learning process, one of the things that is very important for the success of learning is interaction. Interaction in the classroom involves the collaborative exchange of thoughts, emotions, or ideas between several individuals, leading to mutual influence. Classroom interaction is essential for effective teaching and learning, which involves active discussions, exchanges, and meaningful discussions between teachers and students. Such interaction facilitates information exchange and encourages active participation (Lesiana et al., 2023).

Descriptions of classroom interactions initially focused on the language used by the teacher, specifically teacher questions and elicited learner responses, teacher feedback, and turn allocation behavior. These features were scrutinized based on how they influenced interaction and opportunities for learners to engage in language production. Recent research has paid more attention to learner talk, examining not only the language produced by learners in response to the teacher, but also their communication strategies, and the relationship between task type, learner interaction, and opportunities for negotiation of meaning (Asiva Noor Rachmayani, 2015). Based on research from (Indung Putri & Pami Putri, 2021) teacher talk is still more dominant than student talk because specific student responses and student responses that are open ended or initiated by students are still low. The dominant categories of classroom

interaction that occur in the classroom based on the FLINT category system are giving information, giving directions and asking questions. These categories are used by the teacher in the classroom. The teacher occasionally uses Indonesian when conveying information which aims to aid understanding of the material and avoid misunderstandings.

The relationship between teachers and students in the classroom is usually asymmetrical. The teacher assumes various responsibilities for managing the class and achieving learning objectives. Therefore, teacher talk becomes more prominent in language classrooms. (Nicaise 2020) asserts that teacher talk is crucial in exposing students to the target language and can significantly improve foreign language acquisition if used appropriately. Teachers can greatly influence classroom dynamics by providing feedback to students (Nassaji & Kartchava, 2020). Cullen (as cited in Nicaise, 2020) defines the interaction process: "Teacher talk is what the teacher says in the classroom, and what the teacher says is in response to what the students say." In addition, teacher talk is about how teachers use language in teaching to facilitate and enhance learning to help students construct new meanings, new understandings, knowledge, and skills.

Based on pre-observation conducted by researchers at MTs Humaira Kota Bengkulu, to find out the situation of the teaching and learning process on students where referring to the explanation of the English teacher at the school, he also uses English in the teaching and learning process and combined with Indonesian to adjust the conditions of students, English teachers usually give assignments based on books, students are given directions first to do the task, he also uses varied questions to make students actively use the target language, for

reciprocity he often uses praise when the answer is correct and prompts for the wrong answer in order to create interaction between them. The condition of students in the classroom is quite good, as seen from their high participation in every learning activity, both during group discussions and when answering questions from the teacher. They do not hesitate to express their opinions, ask questions when something is not understood, and are enthusiastic in following the assignments given. This activeness creates a dynamic learning atmosphere and encourages positive interactions between teachers and students. Based on these initial findings, the researcher was interested in further research because the learning situation was quite conducive and the use of varied English teaching strategies showed great potential in students' language skills.

Although many studies have addressed teacher talk in classroom interactions, there are still some research gaps that can be further explored. Previous research shows that teachers tend to dominate classroom conversations, which can limit students' active participation. In addition, the questioning strategies used by teachers often have not been analyzed in depth. The madrasa context has also received less attention in previous research, even though a faith-based educational environment can have an impact on the interaction patterns of teachers and students. Therefore, this study can fill the gap by exploring how the types of teacher talk, questioning strategies, and language use in the classroom impact student participation and comprehension in madrasah, especially in MTs Humaira Kota Bengkulu.

This study aims to identify the types of teacher talk used by English teachers in classroom interaction at MTs Humaira Kota Bengkulu and analyze how the use of teacher talk plays a role in facilitating classroom

interaction. The main focus of this study is English teacher talk, including the types of questions, feedback, and speaking strategies used to encourage student participation. The research will also explore the extent to which teacher talk can increase student engagement, clarify learning instructions, and create an interactive and effective learning environment. Thus, the results of this study are expected to provide insight into the role of teachers in improving the quality of English language learning at the madrasah level. In researching teachers' communication patterns and strategies at MTs Humaira, it is crucial to understand how teacher-student interactions occur and how these can be optimized to enhance students' learning experiences so that ways can be found to improve the quality of English language teaching, which in turn will have a positive impact on students' motivation and learning achievement. This research will not only provide insights for the development of better teaching practices, but also contribute to the existing literature on English language teaching in local contexts. Hence, the title of this research will be ***“An Analysis of An English Teacher Talk In The Classroom Interaction At MTs Humaira Kota Bengkulu”***.

B. Identification of the Problems

Based on the background of the problem as described above, the problem identification is as follows:

1. The use of mixed language in learning (a combination of English and Bahasa Indonesia) results in a lack of student understanding and engagement in the classroom.
2. Teacher lectures still tend to dominate classroom interaction, which can limit students' active participation in using English communicatively.

C. Research Question

The research question was formulated as follows:

1. What kinds of teacher talk that used by English teacher during the classroom interaction?
2. How do English teachers at MTs Humaira Kota Bengkulu use teacher talk to facilitate classroom interaction?

D. The Objectives of the Research

The objective of this research is aimed:

1. To identify the types of teacher talk used by the English teacher during classroom interaction.
2. To analyze how the English teacher at MTs Humaira Kota Bengkulu uses teacher talk to facilitate classroom interaction.

E. Benefits Of The Research

This research is expected to make several important contributions both theoretically and practically:

1. Theoretical Benefits

Theoretically, the benefits of this research lie in the expectation that the data obtained will serve as a valuable reference in the long term. Additionally, the findings from this study are anticipated to contribute to the expansion of knowledge, particularly for those interested in English studies, especially within the context of perception theory. It is also hoped that the results of this research can be utilized and further developed in accordance with societal needs.

2. Practical Benefits

a. For English Teachers

This study offers insights into the role of teacher talk in enhancing classroom interaction. It can help teachers reflect on their teaching practices and adopt strategies that foster better engagement and communication with students.

b. For Students

By understanding the dynamics of teacher talk, students may benefit from improved teaching methods that create a more interactive and engaging learning environment, thus enhancing their language learning experience.

c. For Educational Institutions

The findings of this research can guide school administrators at MTs Humaira Kota Bengkulu in supporting teachers through training and professional development programs that focus on effective classroom communication.

d. For Future Researchers

This study can serve as a reference for future research on teacher talk and classroom interaction, particularly in the context of English language teaching, encouraging further exploration of related topics.

F. Definition Of Key Terms

1. English Teacher Talk

Teacher talk refers to the specific language and communication strategies used by teachers during classroom interactions. It includes verbal and non-verbal communication used to convey information, manage classroom dynamics and engage students in the learning process. Teacher talk is characterized by its instructional nature, which includes explanations, questions, feedback and prompts that facilitate student understanding and participation.

2. Classroom Interaction

Classroom interaction covers classroom behaviour such as questioning and answering, negotiation of meaning and feedback, and turn- taking. It means that interaction helps the teaching and learning process work smoothly and it can intensify learners' communication.

