

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of this research paper which is divided into several parts namely background of the study, research questions, purposes of the study, limitation of the study and significance of the study.

### **1.1 Background of the study**

Teaching English in Junior High School, especially in Indonesia, may deals with some issues such as how students involved in the learning process and for teachers themselves, how they prepare as well in practice, especially for those who are EFL teachers.

Students' participation in English class is very important for students in learning process where the teacher's talk or teacher's utterances that can be seen from teacher's question which involved and engaged students to make students able to express their ideas and opinion in spoken English (Lee, 2005).

This study focused on students' participation in the English class. Teacher and students interactions were recorded and transcribed to present the teacher and students' talk or known as teacher and students' language or teacher and students' utterances that were analyzed their function to reveal which teacher talk function to improve students talk as in foreign language learning.

This in line with the English curriculum in Indonesia for Junior High students “*Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional*”. (Depdiknas, 2013, pg.69), which means that students need to use the opportunity of learning the language as well as English is the international language.

Therefore, the teacher also must have the ability to make their students motivated in learning English, such as in communication. This supported by Indonesian Government Regulation *No.16 Pasal 18 Ayat 1 Tahun 2007* about the main of English teacher’s competence which is stated that :

- *Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sosiolinguistik, dan strategis).*
- *Menguasai bahasa Inggris lisan dan tulis, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik, dan strategis).*

*(Mendiknas, 2007, pg.30)*

From the regulation above, it is obviously seen that English teachers in Indonesia must be able to have knowledge not only in linguistics aspects but they also must have the ability in all the communicative aspect, so they will successfully lead students to be receptive and productive in English.

Regarding to those reason in order to develop students’ spoken English mentioned above, there is a need to present the teacher’s and students’ talk or it is known as language or utterances as between teacher’s and students’ interactions that were taped and transcribed through the classroom observation.

## **1.2 Research questions**

1. Which function of Teacher's talk to develop students' spoken English?
2. What kinds of Teacher's talk to develop students' spoken English?

## **1.3 Purposes of the study**

This study is to reveal the function of teacher's talk and also to analyze kinds of teacher's talk to develop student's spoken English.

## **1.4 Limitation of the study**

This study focused on the classroom interaction between teacher and students in which language is used by the teacher in order to develop students' spoken in English class.

## **1.5 Significance of the study**

The significance of this study will give good significance not only for the researcher but also for other people and the school in which the researcher conducts the study.

The results of this study is to build the researcher's language awareness, especially the language for classroom interaction and by having good language awareness, it is expected to build the researcher's ability to communicate efficiently, especially for pedagogical purposes.