

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

This study was meant to reveal teacher talks in English classroom interactions that enhance primary school students in English fun learning activities. It is needed to reveal in what ways talks of primary school teacher enhance English fun learning activities, as one of principles of teaching English for primary school. English classroom interactions were recorded, transcribed, and analyzed to determine which teacher talks enhancing English fun learning activities. Teacher's and students' utterances in the exchanges of initiation were analyzed to identify who initiated the classroom interaction. Furthermore, the utterances from both teacher and students were classified in point of view of interpersonal functions proposed by Halliday (2004) to determine functions of utterances. Next, the researcher took which talks that guide students engaging in learning activities. Those talks can be seen from students' responses. Finally, the researcher analyzed teacher's utterances that enhanced students to English fun learning activities based on the students' response to teacher utterances.

In teaching English for primary school, teacher has an important role during learning process since young learners as students in primary school have special characteristics that make them different from adult learners.

Young learners tend to respond to the meaning although they don't understand the meaning. They easily get bored if the language learning activities don't engage or motivate them (Harmer, 2002: 38). They also are enthusiastic learners in which they are willing to learn if they are having fun with the learning activities. Activities such as games, action songs, rhymes, and drama can be excellent learning resources for young learners learning English (Moon, 2003). Therefore, primary school teacher has responsibility to facilitate young learners with learning condition which is fun and motivating. If the learning activities are fun and motivating, young learners will have opportunities to expose English more, develop their English skills and participate in language learning (Moon, 2003). In line with this statement, PP No. 19 Tahun 2005 BAB IV Pasal 19 ayat 1 about process standard of education in Indonesia stated:

“Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.”

In order to hold this kind of learning in primary level, primary school teacher has duty to create learning activities in fun and motivating ways. This kind of learning is called as fun learning. Then to optimize the fun learning activities in primary English classes, teacher talk can be as one of the learning tools that can help learners to enhance English fun learning activities.

Teacher talk is defined as the special language used by the teacher in the classroom when addressing L2 to the learners (Elis in Dickey and Ho-han: 1999). It refers to the language that teacher used in classroom setting not in other setting using special variety of English. It is used in class when teacher is conducting instruction, cultivating intellectual ability, and managing classroom activities. Teacher uses target language in class to communicate with students and scaffold students' learning (Feng Wican in Xiao Yan: 2006). Thus, the target language which are used by the teacher or known as teacher talk is also believed as a medium to determine how well students will learn the target language (Yanfen & Yuqin, 2010). A harmonious atmosphere, a friendly relationship between teacher and students and also more opportunities for interactions between teacher and students are resulted from appropriate teacher talk. From the statements above, teacher talk is likely to be heard in classroom setting. It helps students to learn language well and provide opportunities for them to communicate in target language so that they can maximize their language learning.

Research about teacher talk has been done by some scholars (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998 in Lynne: 2001) showed that teacher talk makes up around 70% of classroom language. Thus among those scholars, Flanders (in Christie: 2005) was the early researcher who did the research on classroom talk using Flander Interaction Analysis Categories (FIAC). Flander found that interaction analysis is the better tools to understand the nature of talk in the classroom. Therefore, recent research done by Myhill *et.all.* (2006)

showed that talk is really helpful for primary teacher as tools for learning. Teacher talk provides opportunities for students to learn their target language and participate during language learning process. Myhill also showed that talk can scaffold students' language learning during language learning process. Unfortunately, he didn't show that in what ways that teacher talk enhances English fun learning in primary school since fun learning is a learning method commonly used in primary level. Therefore, it is necessary to conduct research about teacher talk enhanced primary school students' in English fun learning.

1.2 Research Questions

From the background above, the following research questions were asked:

In what ways did teacher talk enhance English fun learning activities in primary school?

In order to answer the main research question, the three sub-questions were formulated:

1. Who initiated the interaction in primary school classroom?
2. What were the purposes of teacher and students talk in primary school classroom interaction in point of view of interpersonal functions?
3. What expressions did the teacher use to enhance students in English fun learning activities?

1.3 Purpose of the Study

Referring to the research questions above, the aim of this study was to uncover teacher talk enhanced English fun learning activities in primary school classroom.

1.4 Scope of the Study

The study focused on the teacher talks and also student talks in the primary school classroom interaction. It means that the study not only focused on language used by the teacher in the classroom during teaching and learning process but also students' responses toward teacher talk.

1.5 Significance of the Study

The results of the study was expected to contribute to the pedagogical practices in EFL classroom in the primary school since there have been only few researchers who are interested in doing research in primary school. Besides, the results of the study were hopefully to contribute for developing our understanding on teacher talks enhanced fun learning activities in the EFL classroom context to be considered for further research.