

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The purpose of this study was to analyse the use of language in English classroom activity to engage student. The interactions have been taped and transcribed to help the researcher identify teacher and student's utterances which is wanted to be analysed by using classroom discourse analysis. The focuses was on teacher's language used in classroom interaction which is categorized into several kinds of utterances and functions. Then, at the end, the patterns of students's engagement were identified.

Nowadays, the curriculum 2013, is began to be implemented at schools. Some aspects were changed and added included the way of class interaction. The learning processes are shifted from the teacher centeredness to the learner centeredness which is meant that the learner need to have more participation during the class not only with the teacher but also with other students. Next, the learning have to been done interactively, inspirationally, fun, motivationally students to actively participate and give students a chance to explore their creativity. In line with the curriculum 2013, the good classroom atmosphere also the single best predictor of student's engagement, without an engagement there is no deep learning and outcome (Lovannone, 2003; Hargreaves, 2006). If the students are involve with the learning, it means they have got the best

comprehension toward it, not only cognitive, but also affective and psychomotor. Newman, Wehlage and Lamborn (1992) quoted that academic aspect which is needed to be achieved are psychological and physical engagement in learning and comprehend the content. So, this is not only about understanding and remembering, but also doing and applying the knowledge (mastering) without being forced. Other also used involvement as a related word to the engagement (Anderson, 1989: 62). However, Harper and Quaye (2009) in Trowler (2010: 5) quoted that engagement is broader than involvement since it is not only a feeling or sense engaged but also a result of combination between feeling, sense and the ability to think. Since the objective was to portray teacher's talk which is used to engage student cognitively, behaviorally and emotionally, the researcher decided to use engagement as a word underlying in this research.

Related to the purpose of this study, teacher's talk or in other references also called as teacher's classroom language (Sinclair, 1982; Bellack et al, 1973; Anderson, 1982) was a teacher's performance in order to create an effective teaching and learning process which is consists of orienting, giving explanation, asking question, assigning work and involving students. In this research, teacher's talk have been used as a phrase refers to the verbal action from teacher that occur to interact with the students during the English learning. Teacher's talk have an important in role in teaching and learning process especially for children. Vygotsky believed teacher's talk aimed to develop students's intelligence since the students development maximize when there are a good contribution from the teacher. Beside as a medium of teaching, by speech, teacher will know how

student used their background to relate with the new knowledge (Cazden, 1988). As a result, the teacher will know the way to treat the students in order to achieve the standard especially to make students participate actively. In a teaching and learning process, generally the teacher's language have four purposes; soliciting, structuring, responding and reacting (Bellack A.A, et al, 1973). It was also similar with Sinclair J.Mch and Brazil (1982) who quoted that commonly teacher do telling, controlling, stimulating, and rewarding. Each activity have purposes based on the context, such as telling used to give the information to the students through describing and demonstrating, controlling used by the teacher when they deal with the instruction both to get students do something or manage them while stimulating and rewarding used to get students say things by questioning and give them achievement.

As have been done by many researcher, student's engagement can be examined by observing their level of participation in classroom activities, their enthusiasm and interest, and the level of care shown in completing the tasks assigned to them. Some of the researcher focus on finding the best teaching method in order to engage students through an action research. Aiedah and Audrey (2012) examined the use of Project Based Learning in increasing student's engagement. As the result, the student's who did a collaboration work through the PBL showed a responsible learning, strategic learning, collaborative and energise by learning which is the criteria of engagement. Marcinek (2010) and Jones (2008) shared their teaching experience to engage and re-engage student through several points. Marcinek (2010) pointed that a good connection between

the teacher and students is beneficial to be created in a classroom interaction to make students engaged. The most crucial point deal with the engagement said by Jones (2008) on his journal '*Strengthening Students Engagement*', the interaction between teacher and student should cultivate three domain; cognitive domain, emotional domain and behavioral domain which will happen if a teacher built a good relationship with the students in this case through a communication. By doing an analysis of teacher's utterances used in English learning, the data and method of this research was different with the previous research. This research will gather the result of observation based on the closest environment of the teacher and student, in a classroom interactions.

The survey stated that the English teaching in Indonesia are not satisfactory since the teacher's talk are still not achieved the language teaching objective which is deal with student's high participation (Sadtono, 1985). From this point of view, it is important to do an analysis of the teacher's talk to built student engagement during the teaching and learning process. This will show the way teacher engage through the language, the student's responses and the patterns of the student's engagement happened in real classroom situation.

1.2 RESEARCH QUESTION

This study was guided by answering this following question:

1. Who initiated the classroom interaction?
2. What were the purposes of the teacher's talk?
3. Which teacher's talk stimulates student's engagement?

1.3 PURPOSE OF THE STUDY

This study was aimed at identifying the teacher's talk in English primary teaching and learning process. In addition, this study was proposed to:

1. Identify teacher's talk function to engage primary student in English classroom
2. Identify the form of student's engagement stimulated by teacher's talk during the teaching and learning process.

1.4 SCOPE OF THE STUDY

The study was focused on the teacher's talk to interact and gain student's engagement during English teaching and learning process.

1.5 SIGNIFICANCE OF THE STUDY

This study is significant for researcher, English Department of UNJ students and also the other researchers. For the researcher, this study will help to answer the researcher's question specifically then it will give a new knowledge especially about English teaching and learning process. The researcher believe that the more you learn the more you can know. Besides, the result of this study also can be applied by the researcher and other English Department of UNJ students who are a teacher soon to be.

By reading this study, hopefully it will give an inspiration for all English teacher and give them a clear understanding about the important of their

utterances to gather students engagement from the sample of classroom activity that researcher have analysed. The teacher can apply the utterances which is showing the biggest effect of engagement to be applied in their teaching activity. Hopefully, the finding of this study will help English teacher to implement Curriculum 2013 that forced them to built a good interaction between them and their students. The researcher also recommend the other researcher who are interested at observing in English primary school teaching and learning process to read this study as an additional information in strengthening their background of knowledge.