

CHAPTER I INTRODUCTION

A. Background of the Study

Since English is necessary in Indonesia, it means that Indonesian people should improve their English ability, especially from the early age. It is confirmed by Zein (2008) that there are parts of Asian countries believed that it is important to introduce English to children for their success. The learning of English is to practice four skills: listening, speaking, writing and reading by mastering the language components namely vocabulary, grammar and pronunciation. By choosing school providing English subject to learn, the easier they can be masters learners in English (Snow: 1993).

Teaching English in primary students is very different from teaching English in higher level students in terms of material and cognitive development. According to Piaget's cognitive development stage of children is 7 - 11 years, which is at the concrete operational stage (cited in McCloskey, 2002). It means to teach English for children in this stage must be prepared material for their cognitive development. Accordingly, it takes extra effort to teach English for young learners in which they seem to receive something new. On the other hand, the higher level students have received basic English lessons such as some vocabulary and making sentences. Thus, they just need to practice the material they have learned.

As people who know that the importance of teaching language is the existence of communication between people and is influenced by several factors, namely learners, the teachers, time allocation, methodology,

taching materials and interaction between the teacher and students in the classroom. Brown (2006) noted that interaction is collaborative exchange includes thoughts, feelings or ideas between two people or more people, which has a mutual effect between each other.

To maintain interaction in the classroom, teachers are required to be active and creative when leading the class. Active and creative teaching can provide facilities for students to learn in meaningful ways, especially in learning English. Therefore, the teacher's way communicate through her talk is a vital aspect. Yanfen & Yuqin (2010) define teacher talk as major language portion in classroom that use to give directions, explain activities and check students' understanding. It means that teacher talk as the main sources of information students is needed in teaching and learning English.

In addition, many schools use two languages, which are often classified as bilingual schools. It is applied in all aspects of education system of that school. Administration, curriculum, instruction and assessment systems are constructed in both languages. MI Roudlotul Jannah school also applies bilingual pattern in teaching and learning activities.

English is learnt as a foreign language in Indonesia. Most of the students learn English in the classroom and is not supported by the environment. Students often do not use English when talking with friends or when they are at home. Here the teacher's role is very necessary to help students know English language. Thus, teacher talk in the classroom is the key, even is the main source of the target language learning. Nunan (1991)

agreed that teacher talk is a vital for the process of acquisition and also for the organization. As a result, teacher talk plays an important role in the teaching and learning activities.

Some previous studies were done by several researchers in the field of teacher talk. The first research was conducted by Wasi'ah (2016) entitled "A Study of Teacher Talk in Classroom Interaction at an Islamic Senior High School". The setting of the research is in MAN Insan Cendekia. The second research was conducted by Aminah, et al (2019) entitled "An Analysis of Teacher Talk used by English Teacher at SMKN 5 Samarinda". The setting is in SMKN 5 Samarinda. The third research conducted by Tasnuva (2017) entitled "Teacher Talk (TT) in EFL Classrooms in Bengali Medium Schools of Bangladesh". The setting of the research at the Bengali medium schools of Dhaka city. The fourth research was done by Utami and Lestari (2019) entitled "Teacher Talk Used in English Teaching Learning Process at SMK Ketopong Tenggara" which the subject is teacher eleventh grade. The last research was done by Eisenring and Margana (2018) entitled "An Analysis of Teacher Talk in a Senior High School in Palu, Central Sulawesi through the Use of Self-Evaluation of Teacher Talk (SETT)". The research was investigated the teachers and the students' perception at one of senior high school in Palu.

Based on the previous studies that have been done by the researchers above, most of the research setting was done in Senior High School. In addition, the students experience less practice in practicing English because the teacher does not ask students to practice the language in the classroom. It triggers the researcher in conducting research

on teacher talk in classroom interaction, especially for bilingual elementary school where research on teacher talk is rarely carried out.

Therefore, this research aims to describe the teacher talk in MI Bilingual Roudlotul Jannah classroom interaction at second grade in the context of bilingual program based on Flanders' Interaction Analysis Categories. In Flanders' Interaction Analysis Categories, teacher talk is categorized into seven types. The types are accepting the feeling, praising or encouraging students, accepting or using students' ideas, asking questions, lecturing, giving direction, and criticizing and justifying authorities. So, the researcher would like to carry out research titled "Classroom Interaction: Teacher Talk in a Bilingual Elementary School".

B. Formulations of the Problem

Concerning the title, the problems can be formulated as follows :

1. How is the teacher talk in the classroom at the second grade at MI Bilingual Roudlotul Jannah?
2. What are the obstacles at interaction with second grade students of MI Bilingual Roudlotul Jannah?

C. Objectives of the Problem

There are two purposes of this study, those are :

1. To describe the teacher talk in classroom at the second grade in MI Bilingual Roudlotul Jannah.
2. To know the obstacles at interaction with second grade students of MI Roudlotul Jannah.

D. Significance of the Study

Theoretically, this research will give some information about the teachers' talk in teaching and learning English activities at MI Bilingual Roudlotul Jannah classroom interaction.

Practically, this research will be the best experience and chance to know how a good classroom interaction also teachers' talk especially in MI Bilingual Roudlotul Jannah in teaching and learning English activities.

Pedagogically, this research hopefully can be useful as a reference for the next researchers who are interested in studying teachers talk in classroom interaction.

In the end, researcher's hope this research can be useful for all readers to improve their knowledge about how important the quality of teachers.

E. Scope and Limitation of the Study

Based on the research problems mentioned focus by the researcher, the scope of this research is the teacher talk for young learners in classroom interaction and the limitation at the second grade in MI Bilingual Roudlotul Jannah. This research focus on how the teachers are guide the learning activities and how the role of the teachers is to make the students more active in the classroom, or we can call the teacher talk. In this research, the researcher will observe how the teachers can handle a bilingual primary school student, in fact, in every lesson they use English – Indonesian (Bilingual) in the classroom.

F. Definition of Key Terms

The term applied by this research could be explained as follows :

1. Teacher's talk is a variety of language that used by teachers when they are in the process of teaching. It consists of asking questions, giving directions, giving informs, prompt, encouragement/praises, criticizing, and using students idea.
2. Classroom interaction is where teacher and student doing teaching and learning activities.
3. Bilingual Education is a label of a school which involves teaching academic content in two languages (English – Indonesian), administration, curriculum, instruction and assessment are also done in two languages.