CHAPTER I

INTRODUCTION

1.1 Background of the study

English has been becoming a global language and commonly used in many countries. Because of this condition, the government makes English as a compulsory subject to increase the ability to use English. Furthermore, English is taught since the learner in kindergarten because of the importance of English. Also, English becomes one of the final decisive subjects in the National Examination applied in every Junior High School and Senior High School across the nation. It can be seen that English has become an important subject in Indonesia's school. In Indonesia, English can be categorized as foreign language because the mother tongue is Bahasa Indonesa. So, people might face difficulties in learning English.

Because English has become an important subject in Indonesia, many teachers search for the best method to make the learner easier to understand the material. Youtube, one of the online video-sharing platform, where the teachers can see many English learning video. Youtube shows many learning videos from all over the world. From this platform, teachers can get the model of the method or the activity that can do in the classroom. The quality of the video is different from each other. Sometimes, we can find the video with bad sound quality or video quality.

In the classroom, a teacher should make an effective and interactive classroom for the learners. According to Dagarin (2004), there are two implications to make an effective classroom; first, a fun atmosphere is built in the classroom with a good and friendly relationship between the participants or learners of the learning process. Second, push the learner to become effective communicators in a foreign language or target language in the classroom or out of the classroom. Classroom interaction might be defined as two-way communication between participants (learners and teachers) who influence each other (Dagarin 2004). According to Brown (2001), "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting, in a reciprocal effect on each other". Brown (2001) also explained that interaction is a significant part of teachers to build communication with the learners. Interaction is the core of communication because it is what communication is all about.

Besides a classroom, a teacher also becomes one of the important things in a learner's success within a subject. The teacher should be has the ability to explain the subject or the topic to the learner in the easiest way, so the learner can understand. The teacher becomes a primary source to the L2 (English) input (Harmer 2007). In the EFL classroom, because language is not only used as a purpose of learning but also a medium or tool of teaching, it makes teacher talk have a positive and negative effect (Wang 2014). Teacher talk has a role as an input for the learner and teacher talk focuses when the teacher is in the lesson (Aisyah 2016). A classroom is an ideal place for learners to acquire and learn the

language or the target language because they get continuous exposure from the teacher and their English classmate. In the classroom, the learners also get direct target language input from teachers and English-speaking classmates (Wang 2014). Teacher talk should occur to facilitate the student to improve their skill and not to dominate in the teaching-learning process (Nasir, Yusuf and Wardana 2019). But mostly in Indonesia, a teacher becomes controller in the classroom and make students do not have many contributions in the classroom. Even though teachers become a leader or controller in the classroom, teachers are needed to become active and creative when leading the classroom, instead of lecturing all the time (Eisenring and Margana 2018).

In general, teacher talk is defined as the language that is used by the teacher in the classroom. *Longman Dictionary of Language Teaching and Applied Linguistics* describes that teacher talk (TT) is a variation used by the teachers in the process of teaching. Teachers often simplify their speech in trying to communicate with the learners (C. J. Richards 1985). The goals of the teacher talk are to build communication with the learners and improve the learners' foreign language competence (Xiao-yan 2006). Walsh (2006) divided teacher talk into 14 features in teacher talk. Those features are scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, and form-focused feedback.

These are three studies that have been conducted in teacher talk analysis. Rohmah (2013) conducted teacher talk analysis in SMPN 1 Sidoarjo. This study aims to find out the features of teacher talk occur in the speaking descriptive classroom. Moreover, this study also to describe how the features teacher talk affects the students' learning process during the teaching of speaking descriptive. The participants of the study are the teacher of seventh grade and the student of seventh grade in SMPN 1 Sidoarjo. The results of the study are almost all the features occur in the classroom and the teacher talk can elicits student's contribution. Kinandhana (2017) conducted a study in EF Delta Plaza. In this study, she focused on mix aged participants. The participants of this study are EF Delta Plaza students especially in two teachers, Highflyers J and Frontrunner 9 class. This study focussed on the types of teacher talk that used in EF Delta Plaza and also the reasons why the teachers using the utterances in those purpose of teacher talk. The result shows that both teachers did not apply all the types of teacher talk. The study that conducted by Einsenring and Margana (2018) was focused on teacher talk performed by the English teachers. The teachers and students' perceptions were also investigated. They conducted a research in a Senior High School in Palu, Central Sulawesi. The participants of the study are two teachers from tenth grade and eleventh grade. The result shows that all the features of the teacher talk were occurred in the classroom.

There are many studies conducted in teacher talk analysis but there are a little numbers that conducted study teacher talk in the form of videos on YouTube. In this study, it has the same focus that is teacher talk but it differs in

the object participants. The study will focus on the video of English learning process on the Youtube which cannot be found in those three studies. This study also focuses in elementary school, junior high school, and senior high school videos at once which also cannot be found in those three studies because three previous studies is conducted only focus on elementary school and senior high school. It is important to take issue with teacher talk whether the data taken directly from the school or only gotten from the Youtube platform. In this pandemic era, the writer gets difficulties getting the data especially in field study. The writer decided to use data from the Youtube platform, which are videos of the English learning process. Youtube is a video-sharing website where registered users can upload and share videos with anyone able to access the site (Technopedia 2016). There are so many videos in Youtube but the writer chose the video with good quality of the audio and the visual. This study also uses theory from Walsh (2006).

This study is conducted to analyze the features of teacher talk that produced by the teacher in English video learning on Youtube and also to identify the most used features of teacher talk that occur in English video learning on Youtube. The writer will use Self-Evalution of Teacher Talk developed by Walsh (2006). The data that were used in this study were nine videos of English video learning from Youtube. At the end, based on the study, writer will give recommendation to the teacher related to the result to improve the teacher talk used in the classroom.

1.2 Statement of the Problem

This study analyses the teacher talk in English video learning on Youtube. Based on the background, the writer wants to conduct a study addresses the following questions:

1. What are the features of teacher talk used by the teacher in the English learning video on Youtube in elementary school, junior high school and senior high school videos?
2. What is the most frequent feature of teacher talk used by the teacher in the English video learning on Youtube from elementary school, junior high school, and senior high school?

1.3 Objectives of the Study

The purpose of this study is to find out the features of teacher talk used by the teacher in the learning video on Youtube in elementary school, junior high school and senior high school videos. The result of this study could identify the features of teacher talk used by the teacher in the learning video on Youtube in elementary school, junior high school and senior high school videos. The purpose of this study also broadens to identify the most frequent feature used by the teacher in English learning video on Youtube from elementary school, junior high school and senior high school.

1.4 Significance of the study

This study, is theoretically expected to, contribute to the linguistic subject especially in Teaching English as a Foreign Language. It is hoped that this can

enrich the knowledge about language teaching and become a reference for people who wants to conduct a study in language teaching and testing area especially in teacher talk analysis. It is also expected to become guidance for teachers. So, they can determine the appropriate features of teacher talk that will use in the classroom. For practical contribution, this study is hoped to become a reference for the teacher to improve their performances in teaching by giving the article from this study to the teacher in some of the school in Surabaya.

1.5 Scope and Limitation

This study focuses on the teacher talk that occurs in English learning videos on Youtube. The writer will focus on English learning videos with Indonesian teachers. The writer chooses video from elementary school, junior high school, and senior high school video in Indonesia. The writer will only identify the features of teacher talk that occur and identify the most frequent feature of teacher talk in English learning videos on Youtube.

1.6 Definition of Key Term

1. **Classroom interaction :** Classroom interaction can be defined as two-ways communication between participants (students and teachers) in the classroom which influence each other (Dagarin 2004).
2. **Teacher talk :** Teacher modification of their spoken language and a different range of linguistic resources to facilitate comprehension and assist the learning process (Walsh 2011).

3. **Youtube :** Youtube is a video sharing website where registered users can upload and share videos with anyone able to access the site (Technopedia 2016)
4. **Self-Evaluation Teacher Talk (SETT) :** A framework designed to help teachers both describe the classroom interaction of their lessons and foster an understanding of interactional processes (Walsh 2006).