

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching is very glorious profession that helping students to increase and understand of knowledge. It is a more adult to guide a less adult specifically in the cognitive areas. Gage has stated teaching is form of interpersonal influence aimed at changing the behaviour potential of another person¹. Teaching is basically a social activity which has a important impact not only on the learning of the students but also on his or her of whole personality. In teaching also as a facilitator to help of applied the studies needed interaction.

Yanita, Yusuf and Gani has described in the EFL classroom, one of the most important parts of the teaching and learning process is the interaction that occurs between teachers and learners². Believed that the success of teacher's teaching is

¹ Ms Deepti Rawat, "Importance of Communication in Teaching Learning Process", *Scholarly Research Journal Interdisciplinary Studies*, Vol 4/26, (Oktober-2016), 3058.

² Yanita, F., Yusuf, Y. Q., & Gani, S.A. (2016). "Oke Any Questions?" *The Questioning Interaction In An EFL Classroom. Proceeding of The 6th Annual International Conference Syiah Kuala University (AIC Unsyiah) In Conjunction With*

the quality of his or her interactions with students. According to Brown, coined interaction as a collaborative exchange of thoughts, feeling or ideas between teacher and learners or a learner and other learners resulting in a reciprocal effect on each other³. It could be concluded that interaction in a language classroom is the process of learning a language.

Therefore, When the students give responses to the teacher's talk, it means that the students understand the language that teacher use. On the report of Richard the language that teacher uses to interaction with the students in the classroom, such as question and giving feedback to the student is one of the kind of teacher's talk⁴. Very crucial to teacher of English at Junior High School in the learning process should not only focus on material achievement, the teacher should also to invite the student individuals by the language used or 'teacher talk'.

The 12th International Mathematics, Statistic and Its Application (ICMSA)(PP.328-333). October 4-6, Banda Aceh, Indonesia.

³ Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. White Plains: Longman.

⁴ Richard, C. Jack & Lockhart, Charles. 1994. *Reflective Teaching in Second Language Classroom*. New York: Cambridge University Press.

The researcher has discovered problems of students in explaining what the students need of teacher's talk through experience and interview teacher of English at eight grade students of MTS Al-Hikmah Curug. Result interview could concluded students' problems that not used English language in activities classroom, declared the English language is difficult and always used book as media in learning English language. The problems generally of students not mastery vocabulary that important roles which according to Cameron vocabulary is one of the knowledge areas in language, plays a great role for learners in acquiring a language. In the other statement of Marion and Nation vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts⁵.

The teacher of English could support students to mastery vocabularies and to express the students opinions trough giving question as one of types teacher's talk in EFL classroom. To make interaction in the EFL classroom, many questions are

⁵ Mofareh Alqahtani, "*The Importance of Vocabulary in Language Learning and How to be Taught*", *Vocabulary: International Journal of Teaching and Education*, Vol. III, No. 3, pp. 21-34, (March, 2015)

needed. Richard has stated there are three types of questions in interaction such as procedural question, display question and referential question. The reaction on giving questions could discover reasoning in learning process. That reasoning would appear perception of students.

The students' perception of EFL at Junior High School would arise the intelligence. The students at Junior High school still young who would be honest in perceiving and would have better result in learning process students' at eighth grade of junior high school. The perceptions' students at eighth Junior High School could produce good ideas of concepts teacher talk's toward EFL classroom when at seventh grade especially in the some questions of teacher. Although this research would be conducted in pandemic period is not a problem, because the perception of eighth students' to teacher talks' still has fresh memories of their experiences.

The previous studies show that students' perceptions are an important determinant of the teacher behaviour and an understanding of perceptions. That the previous studies such as 'students' perceptions toward the use of bahasa Indonesia in

teaching English classroom”. This thesis by Ludvi Ainun Septeria, a bachelor of English Department Faculty of Language and Literature Satya Wacana Christian University Salatiga 2015. This study examined the perceptions of students toward the use bahasa Indonesia in English classroom at SMA laboratoriom UKSW and SMAN 1 Salatiga. The second previous studies by Angelia Tjokrokanoko from English Education Department Graduate School Widya Mandala Surabaya Chatholic University. The tittle of this research is “EFL secondary students’ perceptions toward native and nonnative English speaking teacher. Further, previous studies from journal education the tittle is students’ perceptions of grammar teaching and learning in English language classroom in Libya, this journal written by Gopal from associate professor of English, Misurata University, Libya. And the last previous studies of the journal, the tittle is perception of teachers and students towards method used in teaching and learning of English writing skills in secondary schools. This journal was written by Benjamin Towet Koros, Francis c.

Based on the problems found and five previous studies, The researcher would use students' perception to teacher's talk that focus one types such as in giving question. Hopefully, The students could deliver ideas or give requests to teacher's talk for increase better activities in EFL classroom. The researcher is interested in conduct a reseach entitled " Student's Perceptions Toward Teacher's Talk in EFL Classroom at Eighth Grade of MTS Al-Hikmah Curug-Tangerang".

B. Focus of The Study

The researcher was found some problems in the process learning English language at school. There are many factors that could affect the problems, such :

1. There are many types of questions that conducted in teacher's talk on EFL classroom.
2. The teacher of English generally only focus in achievement of students, not to quality of teacher's talk.
3. The students has differences of perceptions toward teacher's talk.

C. Research Question

Based on the background of the above research, the research question could be formulated as follows:

“How is the students’ perceptions toward teacher’s talk in EFL classroom of eight grade at MTS Al-Hikmah Curug Tangerang?”

D. Objectives of The Study

The objectives of the study as follow:

“To describe the students’s perceptions toward teacher’s talk of in EFL classroom”.

E. Significance of The Study

The result of the research is expected to give benefit of English teacher, the sudents and the the researcher:

1. The research result could be used as references for the teacher of English to improve the talking performance during teaching or learning process.
2. The result of this research could motivate the students to use English language in interaction during learning process of EFL classroom.

3. The result to researcher could develop knowledge about students' perception toward the questions of teacher's talk that conducted in EFL classroom.

F. The Organization of Writing

In this study, the researcher organized this paper as follow:

Chapter I is introduction which consist of the background of the Study identification of problem, statement of the problem, objectives of the study and significant of the study.

Chapter II is theoretical foundation, definition of perception, Definition of teacher's talk, definition of EFL classroom and types of questions of teacher's talk.

Chapter III is methodology of research which consist are research method, time and place, sample, instrument of research, techniques of data collection and technique of data analyzing.

Chapter IV is the result and discussion of which consist are description of the data and discussion of finding.

Chapter V is conclusion and suggestion.