CHAPTER I

INTRODUCTION

This chapter describes about Background of the Study, Reasons for Choosing the Topic, Research Question that specifies the research analysis, the Objectives of the Study, Limitation of the Study, Significances of the Study, the Definition of Key Terms which give a brief explanation about study, and Outline of the Study.

1.1 Background of the Study

Language is one of important parts in our life. It is a system of sign to express feeling, thinking, or idea (Holdcroft, 1991). By the language, people can interact each other. Language is as a key which is used by the people to communicate. As social being, we need language as communication tool.

As we know that communication is transferring idea by people to other people, or speaker to audience. It needs conductor which is called as language. It means if there is no language, there will be no communication. Indeed, language is very important. Communication refers to as the process of transmitting information and common understanding from one person to another (Keyton, 2011 in Lunenburg, 2011). Communication and language are related to each other. The use of language is influenced by process of communication. The purpose of communication is to share the ideas and feelings in a mood of

mutuality (Dale, 1969 in Croft, 2004). Communication is the most fundamental activity in an organization and it is the base of all the functions of an organization (Bavelas & Barret, 1951 in Cacciattolo, 2015). It is like while teachers explain some materials to students, it should be easy to be understood by students. That is why the use of classroom language by the teacher should be understandable in order to make successful communication.

The teacher in classroom is a play director. He should handle the class well. Many things that teacher should do in class is giving instruction, advising, banning, giving feedback, and so forth. Instruction is the most frequent one. Such a kind of instruction is like doing exercise, reading the materials, coming forward in front of the class, etc.

That such of instruction is such of communication between teacher and students. A teacher must be able to give clear and understandable instruction because that aspect impacts to the students' understanding. If the teacher gets error in instructing, it will be misunderstandable.

The quality of English language teaching in the classroom influences the success of English language learning in schools (Cook, 2000 in Marwan, 2014).That is why in the English class, teacher and students are suggested to use English as often as possible. The ways teachers talk and interact with students are one of the main factors that in apart to the quality of English.

Teachers should consider the level of students' English proficiency. They may use L1 if they think students get difficulties in understanding the instruction

conveyed in English. The point is, in teaching, teachers should facilitate students in order to provoke their motivation in learning.

Classroom language or often referred to as teacher talk is generally understood as "the language typically used by foreign language teachers in process of teaching" (Szendril, 2010 in Marwan, 2014). It is such a kind of language that is used by teachers to communicate with students in the class. Therefore, teacher must be able to properly use the classroom language in order to make successful interaction with students in the class.

Voss (1984) believes that Classroom Language means the kind of language used by teacher and pupils to conduct classroom business, e.g. to set up groups for group work, to distribute material, to organize activities, to tell a pupil off, to focus attention into particular teaching point, to ask for further clarification or for repetition, to bid for the floor, to express joy or regret over something that has just happened in the classroom. One of classroom language that is often used by the teacher is giving instruction. Teacher should be able to simplify the instruction. The aim of doing this is to ensure that learners, particularly those at beginning stage of their English study, can follow teachers' instruction clearly (Holland & Shortall, 2000 in Marwan, 2014). In other words, teacher should not make instruction complicated. Ofcourse, teacher should use language that perhaps students easily understand.

Teachers, for instance, can simplify their instruction through "A simplification of speech in terms of grammar and vocabulary, exaggerated pronunciation, a slower pace of talk, self-repetition and more frequent and longer

pauses" (Chaudron, 2010 in Marwan, 2014).Thus, teacher should consider their talking in order to make the instruction understandable clearly.

Teacher's classroom language affected the students' classroom language as well. The way teachers spoke always effected students' speaking. As we knew, students always imitated what the teachers do. If teachers tend to use English in their teaching learning process, the students will engage to speak the same language. At least, the teachers' speaking should be perfect as well to make students motivated then imitate as well as their teachers speak.

Based on the theories and facts above, the errors of the teacher and students' classroom language were chosen to be analyzed to measure the activity of teachers' interaction to their students and accuracy in delivering materials using classroom language. Therefore, the writer then chose the title "An Analysis of Teacher and Students' Classroom Language in A State Senior High School in Demak".

1.2 Reason for Choosing the Topic

There were reasons why the researcher chose this topic as follows:

1. Classroom language is such kinds of media to communicate between teacher and the students. Understandable language would open a better possibility to create a successful interaction among teacher and students.

2.   In teaching, teacher should use accurate classroom language in order to make the communication run well. Classroom language is interesting to be analyzed because it is important part in teaching and learning process.

Based on the reasons above, the researcher would analyze the teacher and students' classroom language.

1.3   Question of the Research

The discussion of the study was limited in the following problem:

1.   What are the errors of EFL teacher and students' classroom language in the twelfth grade of a State Senior High School in Demak?

1.4   Objective of the Study

Based on the statement of the problem above, the objective of the study was:

1.   To find the errors of EFL teacher and students' classroom language in the twelfth grade of a State Senior High School in Demak.

1.5   Limitation of the Study

In his study, the researcher only used three classes bacause the researcher had limit time to do research. The researcher choosed this school is because the

researcher had done teaching practice program. Therefore, the researcher had recognized the enviromtent and situation of the school.

1.6   Significance of the Study

This study is expected to be valuable and useful for:

1.   Pedagogical Significance

a.   The writer:

This study is expected to increase the writer's knowledge about the importance of classroom language.

b.   The English teacher:

This study is expected to be references for English teachers especially for their use of classroom language to be more accurately meaningful. The result of the study could be as introspection with the classroom language that had been used in the teaching learning process.

c.   State Senior High School Students:

After they read the study, the students are expected to understand about classroom language and get new knowledge and experience in their life. The result of the research could be introspection to improve their English skill.

d.   The readers:

By reading this study, the readers are expected to understand and get more information and inspiration about classroom language.

Bacause this study provided information about classroom language and the way to analyze the errors.

2. Practical Significance

a. State Senior High School Students:

The result of this study is able to improve students English skill. After the errors had been analyzed, the students realized with the wrong sentences that they produced. Then they applied the correct sentences that had been showed in errors analysis.

b. Teachers

The teachers are expected to increase their quality of teaching English in the classroom. By reading the result of the research, the teacher could apply the sentences that had been corrected. Therefore, the teacher is able to improve her English skill.

c. Further researcher

This study is expected to be as a reference for further research.

1.7 Definition of Key Terms

The following is key term defined in this study:

Classroom language

Classroom language or often referred to as teacher talk is generally understood as "the language typically used by foreign language teachers in process of teaching" (Szendril, 2010 in Marwan, 2014).

1.8 Outline of the Study

In order to make a clear arrangement of the study this final project paper was divided into five chapters explained in the following statement:

The first chapter is introduction. This chapter consists of background of the study, reasons for choosing the topic, question of the research, objectives of the study, limitation of the study, significances of the study, and the definition of key terms.

The second chapter is review of related literature. It consists of the brief description about the previous studies as references of this study, and the explanation of theories related to the topic.

The third chapter describes about research design, research object, data collection techniques (the way the researcher got data), the data sources, research instrument, and data analysis technique (steps in analyzing data that the researcher took). Those are ways to deal with this study in order to meet the goal of the research.

The fourth chapter describes about the school description, the respondents, the instruments validity, research findings, errors analysis, data collection techniques, and discussion.

The fifth chapter describes the conclussion and discussion. The conclussion concluded the result of the research and suggestion aimed to suggest for all respondents in this research.