

## CHAPTER 1

### INTRODUCTION

This Chapter consist of Background of study, statements of the problem, objectives of the study. Significances of the study, scope and limitation, operational definition

#### 1.1 Background of the Study



Learning is a fundamental course of life. In the learning process, teachers must effectively teach their students. To deliver effective lessons, teachers must use good methods and strategies. Because a good learning style should present students with concepts and information that they find familiar and interesting. Effective attitudes and behaviors that teachers employ in the classroom can have a positive impact on the lives of their students. This is because learning a language depends on how it is presented to the learner. In teaching young learners, teachers have many options when choosing teaching strategies. What we teach and how to make class conditions effective and help our students improve their skills. By knowing classroom teaching strategies, the teacher can successfully teach her English to students in the classroom. It can also guide teachers in choosing materials that are appropriate for the way students learn lessons. However, in teaching English to young learners, teachers will find many problems in teaching language skills. As mentioned by Dewi (2018) that when teaching English for young learners, the teacher will find some problems such as

students' lack of discipline during teaching and learning process, the variety of students' English ability, difficulty in creating habit to use English as daily language, and less support from parents. Those problems emerged as a result of English used in Indonesia as a foreign language, so it is challenging for teacher as well as the students. Therefore, Teachers need to use a number of techniques to carry out their lessons especially for young learners.

However, certain aspects should be considered before deciding on a teaching technique for young learners. For example, what materials are taught and how they are designed to accommodate different learning methods, what students are taught and what details, how old they are, level of education, and finally the conditions under which the lessons take place, and how the teacher transferred the knowledge of English. When teaching English to young learners, age is considered an essential period for the development of language skills. When parents and peer-aged teachers work together to optimize a learner's brain, it will make a positive contribution to them. Teacher will be the main role model for the students. This is due to the increased ability to absorb a lot of information during their golden age especially from their teacher, what the teacher say will be imitated by the students. Talk is one of the most important ways teachers convey information to learners, and it is also one of the most important means of controlling learner behavior. Teachers talk too much, so it helps them learn how to speak. Sinclair and Brazil, in Mat Daud (2001), explained that teachers should study speech and monitor their own speech



performance. Based on his information above, this study uses four skills to teach English: Listening, speaking, reading and writing. The techniques contribute so much to the skills of his English learners that skills can not be separated from each other . However, this research takes the listening technique into the early stages and gives funding. You will find that both are essential factor to the study of all subjects in the Core Curriculum. This is the basis for the development of other language skills. Showing students what they are about to listen and what to help them complete their tasks successfully and will also increase their motivation and interest. The fact that the learner is active while listening, rather than waiting to the end to do something, helps keep the learner involved and avoid boredom. A useful listening technique activity is listening to stories. It is a productive skill in language learning, as important to an individual's life processes and experiences as the ability to see and walk (Saputra Ali, 2017). This shows how important the teacher talk for young learners. Teachers must systematically change words when speaking to young children. According to Krashen (1985: 78), "Teacher talk determines successful language learning by providing plenty of and high quality input for the target language." In terms of acquisition, teacher talk is significant because it is very likely to be the primary source of comprehensible target language input for language learners. Teacher talk is essential not only for classroom organization but also for the acquisition process (Nunan, 1991).

Previous studies by Setiawati (2012) stated in her article that the teachers surveyed make highly creative use of many types of teacher conversational features, that is warm-up chat, direct instruction, indirect instruction, activity transition instruction, feedback, comprehension check. Features help you avoid monotonous situations in the classroom. It helps students gain deeper knowledge and insight into the subject under study.

Nurhasanah (2013) wrote a research paper the title is “ The analysis of Teacher Talk and Learner Talk in the Classroom Interaction”. She found that teacher talk are important part in classroom interaction. From the results,she concluded that the categories of teacher talk and learner talk categories an important role in classroom interactions, it has many advantages rather than disadvantages.

Based on the above description, the previous researchers believe that teacher talk are very important in classroom interactions. In fact, researchers found very poor classroom interaction in the teaching and learning process. The teacher gave many theories to the students without sufficient explanation. The teacher should use the teacher's story when interacting in the classroom. We make it as easy as possible to facilitate both language comprehension and learner production.

So far, however, there has been little discussion about the importance of teacher talk used in kindergarten. English in kindergarten is taught nowadays and loved by the students. But, English seems categorized as a difficult skill to be mastered by the



students especially by the students of kindergarten in a rural area. They lack of facilities therefore teacher would be the main role of the English. Therefore, this study focuses on teacher talk in kindegarten. Hence, the title of this study is “The Teacher Talk In Teaching English For Young Learners At TK Anak Sholeh”.

### **1.2 Statements of the Problem**

From the background of study above the researcher wants to find the answer to the following problems:

1.2.1 How Are The Teacher Talk In Teaching English For Young Learners at TK Anak Sholeh?

1.2.2 What Types of Teacher Talk In Teaching English For Young Learners at TK Anak Sholeh?

### **1.3 Objectives of the Study**

In line with the research problem above the research goal are as follows:

1.3.1 To describe how The Teacher Talk In Teaching English For Young Learners.

1.3.2 To describe the types The Teacher Talk In Teaching English For Young Learners.

## 1.4 Significances of the Study

The result of this research, which was highlighted on The Teacher Talk In Teaching English For Young Learners, and expected for gave beneficts for:

### 1.4.1 Teacher

The findings of this study can also help teachers prepare their students for the next level of higher education. It can support teachers in improving the quality of the teaching-learning process and motivating students to use the target language correctly.

### 1.4.2 Learner

Learners can understand the teacher's explanation if they know the nature of the teacher's language. Knowing students' dispositions will help them have good interactions in the classroom.

### 1.4.3 Future Researcher

The findings of this study can also be used as a guide for the future researcher research on English teaching-learning processes in terms of teacher talk in teaching english for young learners.





## 1.5 Scope of Limitation

To limit the study researcher focused on The Teacher Talk in Teaching English for Young Learners especially (lecturing, directing, and criticizing or justifying authority) using Flanders theory and the limitation of the research area is TK anak Sholeh Mojosari.

## 1.6 Operational Definition

In order to give understanding this research clarify the terms which is used in this research as follows:

### 1.6.1 Teacher Talk

Wang-lin (2008) defines teacher speech as a specific type or phonetic register that is particularly characterized by specific vocabulary related to a profession or occupation.

### 1.6.2 Young Learners

Cameron's (2001) statement that young learners are between the ages of 5 and 12.

### 1.6.3 TK Anak Sholeh

In particular is expected to be able to help parents to prepare children who are pious, intelligent, and have good morals, create an educational environment that is

conducive and fun for children to learn many things, while still holding to the main principles of learning, namely laying the foundation of faith strong, and accustom children to noble character from an early age.

