

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teacher talk is language used by teacher on giving interaction in the classroom. Teacher talk is really important in language teaching because mostly the communication in the classroom is initiated and dominated by the teacher. To present the lesson well, the English teacher can deliver the material properly with teacher talk (Nurhabibah, Suryaman, and Utami, 2020). Therefore, teacher should have beliefs about teacher talk, to be able to consider the language used to interact with the students, which will encourage them to speak English.

Teacher talk can be used in language classes to assist the teacher in teaching students. Teacher talk has its function both in content and media of the target language. The language used by teachers in the classroom serves as a source of knowledge, is used to teach communication in language, and regulate teaching activities in the classroom. Therefore, teacher talk provides an important role in language teaching as an interactive tool (Nasir, Yusuf, & Wardana, 2019 cited in Nurhabibah, Suryaman, and Utami, 2020). Nunan (2002) argues that in the classroom teachers are conducting instruction, cultivating their intellect and managing classroom activity by using teacher talk. Fikri, Dewi, & Suarnajaya (2014) mention that the language of teacher talk is magic that can be employed by the teacher in the classroom. Teacher can talk about everything that makes students understand the language meaning used by the teacher in the classroom. Teacher talk is not only something that comes out of the teacher's mouth and what is being discussed by the teacher, but they explain an important meaning with language in the teaching and learning process (Nurhabibah, Suryaman, and Utami, 2020). Furthermore, all decisions that teachers have to interact in the classroom using teacher talk are influenced by their knowledge and beliefs.

As stated in Pajares (2015), belief is the simple inferred part of something people agree or do. Belief as a proposition that can be held consciously or unconsciously, is evaluative, because it is accepted as true by the individual, and is therefore imbued with emotive commitment: further, it can also be used as a guide to thought and behavior (Borg, 2001). In fact, what people believe affects what they do. It also occurs in education in which what teachers believe was also applied in their teaching practices (Utami, 2016). Furthermore, belief in teaching and learning activity should be owned by the teacher, and beliefs that are held by the teacher must have the purpose to achieve learning goals. Therefore, as a prospective educators, a preservice teacher should be aware of their belief and should understand what they will do in classroom activity. Beliefs are important because it is a form of professional development. If the preservice teacher has good belief, it can influence their classroom practices.

Unfortunately, there has been relatively little attention given to preservice teacher beliefs about teacher talk in English language teaching. Even so, several data shown by the previous study was incredibly significant. For instance, Nurhabibah, Suryaman, & Utami (2020) study explored teachers' beliefs on teacher talk. They examined beliefs held by the teacher about teacher talk in an EFL classroom. The study found that the teachers' experience as a student of language learning influences their teacher talk and teaching practice. Another study by Shinde and Karekatti (2011) in their study found that the teachers are well aware about the importance of teacher talk. In addition, knowledge about teacher talk features, effective methods, effective techniques and materials of teacher talk will also assist them to be a successful teacher and it would automatically help in student English development in a better way.

Based on the reason above, this present study seeks to fill the knowledge gap left by a scarcity of research in the area. It is hoped that the insight gained from this study on preservice teacher beliefs about teacher talk in English language teaching can contribute positively towards the development of preservice teacher's pedagogical competence

1.2 Formulation of the Problem

A research question addressed in the present study is “What are preservice teacher’s beliefs about teacher talk in English language teaching?”

1.3 Operational Definitions

To avoid misinterpretation the researcher provide the operational definition of each keyword related to this study:

1.3.1 Teacher Beliefs : Teacher beliefs refer to the personal convictions, assumptions, attitudes, values, and theories held by teachers regarding various aspects of teaching and learning. These beliefs shape teachers’ instructional practice, decision-making processes, interactions with students, and overall teaching philosophy.

1.3.2 Teacher Talk : a variety of languages that are used by teachers in the teaching process. There are seven categories of teacher talk according to FIACS: Lecturing, Giving directions, Criticizing or demonstrating authority, Accepting feelings, Praise or encouragement, Accepting or using students’ thoughts, and Asking questions.

1.3.3 Preservice Teacher : Students from English education in fifth semester.

1.4 Aim of the Study

The present study aims to investigate preservice teacher's beliefs about teacher talk in English language teaching.

1.5 Significance of the Study

1.5.1 Theoretical Use

: Theoretically, this is expected to add references for the future researcher about teacher talk.

1.5.2 Empirical Use

: This study will give empirical understanding on preservice teacher beliefs about teacher talk in English language teaching

1.5.3 Practical Use

: As a practical contribution, this study contributes to preservice teachers to have better understanding and be more aware about their beliefs in teacher talk, so that they can bring it into their teaching practice.