**CHAPTER I**

 **INTRODUCTION**

This chapter deals with background, problem statement, objective, significance and scope of the research.

1. **Background**

The use of language in a classroom has great important roles in teaching and learning process. Teachers use language not only for sending messages or delivering what in their thought but also for organizing teaching activities, helping students practice, implementing teaching plan and interacting with their students that make the learning and teaching process to be effective. The language used by the teacher or "teacher talk" is a vital aspect of classroom-based language learning. From all features, talk of the teacher is the main point in it.

Teacher talk becomes an essential factor in English classroom since the behaviorism theory looks at learning process through imitation, practice, reinforcement, and habit-formation. It is a fact that students in language classroom will try to imitate what they listen, and they will try to practice what they know if their teachers encourage them to speak English as a habit in classroom. Therefore teacher becomes a model for them.

Nunan (1993:189) points out: “Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. Therefore, teacher as the key factor in educational world to organize the classroom activities should use suitable teaching tools to reach the learning objectives.

In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive. The amount and type of teacher talk is even regarded as a decisive factor of success or failure in classroom teaching. However, students would prefer to be informed by the teacher. The classroom is seen as the place to fulfill this purpose and what students should do in the classroom is to listen to the teacher and accept what the teacher says as the truth and knowledge.

Doff in Muhayyang (2010:31) divided two types of teacher talk, instructional and management talk. Instructional talk is employed to present the lesson or language content. Management talk is used to manage classroom activities. In conjunction with the use of these two language functions in English, English as a foreign language can be used in class passing through two main ways: 1) it is used in teaching the lesson (instructional talk) and 2) it is used for the ongoing activities within the lesson which are not inherently part of teaching (management talk).

Management talk is essential part for teachers. It is used to manage classroom activities, manage time and space, manage students’ behavior and encourage all students who are actively engaged in learning. Beside that, management talk replaces the attitude and behavior of the teachers that should be demonstrated to students like encouragement, creating a good learning atmosphere in classroom, making the class interesting, caring, trusting and creating a good relationship to students. It is a fact that the students’ achievement is influenced not only by the method that the teachers apply but also by the language that the teachers use.

Furthermore, Muhayyang (2010:33-34) explores management talk into 15 language functions, namely giving opening remarks, directing, explaining the steps, talking to the learners, checking the list of attendance, grouping the learners, encouraging, giving turn, thanking, apologizing, giving advice, telling, asking the students to do something, appreciating, and ending the class or changing the topic that is being discussed.

Teacher talk, especially for EFL teachers, should be involved two competences; they are linguistic competence and sociolinguistic competence. There are several competences in linguistic features; they are phonological, morphological, lexical, syntactical, and discourse modifications with the aim of making the teacher's language more comprehensible for learners. In sociolinguistic competence, teacher language should be appropriate with social and cultural context. Both competences above give a huge impact to the students’ ability to use the language.

In this point, there is the distinction and differences between woman and man in using language. According to Coates (1993:114), women and men typically employ different linguistic styles. In relation to this, Eckert and Mc Connel- Ginet in Mahmud (2010:181) note that women’s language is said to reflect women’s conservatism, prestige consciousness, desire for upward mobility, insecurity, deference, nurture, emotional expressivity, connectedness, sensitivity to others, and solidarity. On the other hand, men’s language is regarded as evincing, their toughness, and lack of affect, competitiveness, independence, competence, hierarchy and control. Beside that, Talbot (1998:3) states that gender is an important division in all societies. It is of enormous significance of human beings. Being born male or female has far-reaching consequences for an individual. It affects how peoples act in the world, how the world treats peoples. This includes the language people’s use, and the language used about peoples. It has been generally assumed that gender is an affecting factor in the process of teacher/student interactions in the classroom. In other words, gender of both teachers and students influences the quality and the quantity of the interactions in the classroom. Her/his talks are not only to transfer the information and the knowledge that a teacher has, but also as a tool to control the class.

Considering the teaching and learning process, there are three typical phases of classroom activities, namely beginning the class, running the class and ending the class. Related to these points, Rasyid (2013) described these phases, as follows:

1. Beginning the class

The phase covers six classroom activities, namely entering the classroom, everyday greeting, meeting a new class, taking the register, being late and dealing with lateness, getting down to start.

1. Running the class

There are seven classroom activities in this phase, namely beginning with revision, starting something new, telling the objectives, making things clear/checking students’ understanding, sequencing activities, checking progress, taking turns.

1. Ending/ closing

This phase covers seven classroom activities, namely checking the time, setting taking home assignment, stopping work, making announcement, ending the lesson, saying good bye, clearing the class.

Based on the present researcher’s preliminary observation at SMP Negeri 6 Makassar, he found consist of the data obtained through classroom observation checklist that male and female teachers at SMP Negeri 6 Makassar Selatan have different style in managing the class.

In beginning the class, the female teacher dominantly asked the students condition and started her class by checking the students’ attendance list. In running the class, she gave direction to the students, showed the material that she wanted to present to the students on the white board. Beside that, she explained more personal thoughtful and more detail in front of class as a general explanation, and gave advice to the students. In this phase, he also found the management talks which is applied by the female teacher in grouping the learners. At the end of the class, the female teacher gave homework to the students.

Conversely, in beginning the class, the male teacher dominantly gave the students motivation to keep them on spirit, after that he continued with checking students’ attendance list. For phase of running the class, the male teacher began the lesson with revision. He also found that asking the students to do something is management talk which is frequently used by the male teacher. At the end of the class, the management talk which was applied by the male teacher was checking the students’ progress and giving thanked to the learners.

Considering the previous description above, the male and the female teachers have different styles in managing the classroom, particularly in management talk. Therefore, the researcher is interested to conduct the research under the title: Teachers’ Management Talk in Gender Scheme in English Classroom Interaction.

1. **Problem Statement**

 Based on the researcher’s observation on 2 February 2014, the researcher found that male and female teachers of English in SMP Negeri 6 Makassar had different styles in managing the class particularly in management talk. Therefore, the researcher formulated research questions:

1. What management talk does the female teacher use in classroom interaction?

This first major question has three ensuring research questions as follows:

1. What management talk does the female teacher use in the phase of beginning the classroom interaction?
2. What management talk does the female teacher use in the phase of running the classroom interaction?
3. What management talk does female teacher use in the phase of ending the classroom interaction?
4. What management talk does the male teacher use in classroom interaction?

This second major question also has three ensuing research questions as follows:

1. What management talk does the male teacher use in the phase of beginning the classroom interaction?
2. What management talk does the male teacher use in the phase of running the classroom interaction?
3. What management talk does the male teacher use in the phase of ending the classroom interaction?
4. Do male and female teachers use different management talk in the three phases of classroom interaction?
5. Do male and female teachers use similar management talk in the three phases of classroom interaction?
6. Does male and female teacher’s management talk interest students to study English in classroom interaction?
7. **Objectives of the Research**

 Based on the research questions above, the objectives of this research are to find out:

1. The management talks that female teacher of English use dealing with the phase of beginning the class, running the class and ending the classroom interaction.
2. . The management talks that male teacher of English use dealing with the phase of beginning the class, running the class and ending the classroom interaction
3. The differences of the management talk that male and female teachers use in the three phases of classroom interaction.
4. The similarities of the management talk that male and female teachers use in the three phases of classroom interaction and,
5. The students’ interest to study English in classroom interaction.
6. **Significance of the Research**

The result of this research is expected to be useful information for the readers and it will give practical contribution to the English language teachers in teaching English as a foreign language to be more effective in their teaching especially in interacting with their students and delivering their material.

Practically, more positive commenting and encouraging language should be employed by teacher. Beside that, the finding of this research is expected to give a practical effect for teachers about how to make the process of teaching and learning related to classroom interaction to be more effective and also to provide useful information or reliable reference for the teachers. In addition, the result of this research can also be used as the basis for future research in relevant discipline.

1. **Scope of the Research**

By discipline, this research is under Applied Sociolinguistics. That is how the male and female teachers use management talk in classroom interaction. In applied Sociolinguistics, this research covered two things. First, the researcher observed the learning process with the use of English in classroom interaction. Second, the researcher identified gender as the term used to describe socially constructed categories based on sex by male and female teachers at SMP Negeri 6 Makassar.

By content, the primary focus of this research was teacher management talk. In addition, there were twenty language functions of management talk found in this research.

By activity, the researcher recorded the use of teacher talk especially the use of teacher management talk during the teaching and learning interaction, namely beginning the class, running the class and ending the class. Then, the data collections were selected, classified, analyze and describe as the focus of this research.