CHAPTER I
INTRODUCTION

A. Background of Study

Interaction between teacher and students establish the success of teaching-learning language. In English Foreign Language (EFL) classroom, teachers have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students’ understands use the target language (Sinclair & Brazil cited in Yanfen & Yuqin, 2010: 77). The students’ interaction is also important. When they give the appropriate response to the teachers’ activities, it means that they understand the language that teacher use.

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the students is one of definition of teachers’ talk. It is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk does not only determine how well they make their subject, but also assure how well the students will learn. Therefore, teachers can use stimulus to their students, like asking question, invitation and giving direction. With giving feedback to the students’ response, the active participation of student in the classroom also increases.
Teachers more often use question to initiate class interaction than other initiating activities. Asking questions have the specific function of maintaining interaction by ensuring that the interlocutor the same assumptions and identification of references (Chaudron, 1993:130). These are comprehension checks, confirmation checks, and clarification request. A comprehension check elicits assurance from the listener that the message has been received correctly, whereas confirmation checks and clarification requests allow the speaker to correctly interpret reactions by listener, the former presupposing a positive answer and the latter being much more open-ended. So, to make interaction in the classroom, many questions are needed.

Based on Long & Satos’ (cited in Chaudron, 1993:127), to check the students’ understanding, teachers sometimes ask for information which he or she has already knows, such as give question based on the text. Therefore, teachers should use question to check students’ comprehension and give them opportunity to use target language, so that would promote greater learner productivity, and later would likely promote more meaningful communication between teacher and learner. Besides initiating question, providing feedback to the learners performance is another important aspect of teaching (Richard & Lockhart, 1994:188). Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build supportive classroom climate.
Teachers present the different way to response the students’ answer. When the students make correct answer, teachers enable to praise with good words. Comment and summarizing are also used to follow-up their answer. While, inform the correct information, prompt and criticize the students answer can be used when students respond with incorrect answer.

Appropriate teachers’ talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and student, and consequently create more opportunities for students to participate actively during the learning process. Both using variety question to initiate students’ response and giving feedback to the students’ performance, are expected to increase the quality of teachers’ activities in the classroom interaction.

However, in fact, there are many teachers in EFL classroom who lack to close pay attention to their talk during the classroom interaction. Many of them more often ask the question just to check the students understanding of the lesson, but not to guide the students to have opportunities using the target language practically. This phenomenon often occurs in most of English classes in English foreign language countries, included Indonesia.

Most of previous researches about the effect of teacher activities review towards students’ in Junior High School. Meanwhile, this research is conducted to know the college Teachers Activities in EFL Classroom. This research of the study will be “
TEACHERS’ ACTIVITIES IN EFL CLASSROOM ”. (A Survey Study at SMP Muhammadiyah 1 Purwokerto in the Academic Year 2017/2018). The writer choose the Students eight class of SMP Muhammadiyah 1 Purwokerto as the sample of research. For junior high school students, English should not only be knowledge but also be communicative language during the classroom interaction. With their skill in English, teacher should give more opportunity to them to use their target activities in the classroom interaction. So that, the English teachers have more challenges to create their activities in more variations to invite the students actively using the target classroom strategies.

B. Reason For Choosing the Topic

There are some reasons why “Teachers’ activities in EFL is choosen as the topic of the study”. They are:

1. Giving interaction in classroom activity can motivate students in establish effective classroom management.

2. Giving direction in classroom activity can guide students in establish effective classroom management.

3. By giving feedback each other, students will know about their limitation and their superiority in classroom activity so that they know what to improve in their knowledge.
C. The Research Questions

Dealing with the background explained above, the researcher formulates the research question as follow: “To what are the Teachers’ activities in EFL classroom?”

D. The Objective of the Study

The objective of this research is to find out the Teachers’ activities in EFL classroom.

E. Definition of Key Terms

1. Teachers’ Activities

   The teacher’s main task is to maintain students’ attention, interest and involvement in the activities which are at the same time educationally effective. This is a real challenge which makes lesson management skills so sophisticated (Kyriacou, 1998). Being aware that without the students’ involvement the effective learning is not possible, some teachers concentrate so much on keeping students engaged that they forget about the quality of learning.