

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by people to communicate and interact with others in daily life. Language can't be separated from teaching and learning process. In teaching and learning process, teacher and students communicate and interact by using language. Teacher and students need to interact regularly using the target language since interaction is the heart of communication in order to get experience in English communication (Brown, 2001) in Artanti, Tantra, and Piscayanti (2014).

Interaction is one important point of success in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between teacher and students or student and other student resulting in reciprocal effect on each other. Interaction between teacher and students plays a significant role in all classroom activities because through the interaction with teachers, students can increase their language store and use all languages they process. Through the interaction, students have opportunities to understand and use the language that was once incomprehensible (Liu and Zhao, 2010).

The interaction between teacher and students is called as teacher talk, while the interaction between students to teacher or among students called student talk. Teacher talk is a major way used by the teacher to convey information, have

discussion and negotiations and motivate his students, so he can give the student knowledge and control their behavior.

Classroom interaction in English subject is the important part that should be known through the interaction between the teacher-students and among students to see whether it facilitates the language learning or not. Cook (2000: 129) states that teachers should focus on the quality of their talk and find appropriate forms of teacher talk to make their talk more effective, stimulating, and interesting. For example the teacher make time for brainstorming sessions in the classroom. These sessions are a great ways to get the creative ideas flowing. Incorporate audio-visual materials to complete the textbooks like a movies, pictures, mind mapping and playful games or forms of visual exercises which will interest the students. Because the teacher talks that are more effective, stimulating, and interesting will make interactions in the classroom more active than implementing a one way learning process where students only listen to what the teacher says.

By implementing good interactions during teaching and learning process can make students more active and participate in the classroom. Through meaningful interaction, the English teacher can provide opportunity for students interact in a group or individually. Moreover, classroom interaction can stimulate the students to speak because it is useful in stimulating the students to think, understand and give respond to the given stimulation. Thus classroom as a place of communication, and language classroom should become a place which would allow all students to practice communicative skill that they would need to use in real interactive situation outside the classroom.

Based on the preliminary observation at the 7th of SMP 37 Medan, the researcher found that the interaction between teacher and students in the classroom during teaching learning process such as in the following:

Teacher : Sebelum saya jelaskan, siapa yang tahu apa itu simple future tense? Who knows? **(Asking question)**
(Before I explain, who knows what is simple future tense?)

Students : **(Silence or confusion)**

Teacher : Kira-kira apa maksud dan bagaimana penggunaan dari simple future tense ini? **(Asking question)**
(How to use the simple future tense?)

Students : **(Silence or confusion)**

Teacher : Simple artinya sederhana dan future artinya masa yang akan datang. Jadi, simple future tense adalah tense yang digunakan untuk membicarakan hal-hal yang belum terjadi **(Lecturing)**. Sudah paham? **(Asking question)**
(Simple means sederhana and future means masa yang akan datang. So, simple future is a verb tense that's used to talk about things that haven't happened yet). Do you understand?

Students : Yes sir. **(Response)**

From the interaction above, it can be concluded that the problems happened in the classroom are: (1) several students could not express their idea in English because they did not have sufficient vocabulary, and (2) the teacher did not familiarize students to using English in the classroom.

The classroom interaction showed that the class is dominated by the teacher. During teaching and learning process the teacher often asks questions to students

with the aim of making students active and participating in the classroom but students rarely respond when the teacher asks questions about the topic. When interacting in the classroom, teacher used Indonesian more often than English. For example:

Teacher : Siapa yang bisa membuat kalimat simple future tense?

(Asking question)

(Who can make the sentence of simple future tense?)

It can make their interaction ineffective in using English as a target language in their study. That is the basic reason for the researcher to know how the teacher and students interact each other during teaching and learning process in the classroom.

It becomes important for teacher and students to know the type of interaction that they do during the learning process. By knowing the type of the interaction that teacher and students do while having a class, the teacher will know the interaction that they do in the class is ideal or not. For the teacher who used to be too dominant in the classroom will change the way of teaching by providing an opportunity for students to interact in the classroom. The teacher can give some communicative activities, such as discussion, presentation, simulation, debate and many more. Davies, P. & Pearse, E (2000) said that a good language teacher is able to get students to do more work in the classroom. So, the teachers have to provide more opportunities for the students' to speak in the classroom. By providing the students opportunities to interact in the classroom, the students will apply their language knowledge and also get many opportunities to increase their ability in

using English. As well as for students, by knowing the type of interaction that they do in a class, the students who used to give a bit of interaction in a class they will change their learning styles become more active for increasing their learning outcomes. Because the students will realize through the interaction in the classroom they can increase their skill of using English as a target language in their study.

From the explanation above the researcher is interested to conduct the classroom interaction analysis which focuses on the categories of teacher talk in English classroom interaction and what types of classroom interaction are applied during teaching and learning process. To analyze the interaction activities in the classroom, the researcher uses Flanders Interaction Analysis Categories (FIAC) technique. Based on the FIAC, there are three categories in the classroom interaction, they are teacher talk, student talk, and not all talk. Teacher talk includes accept feeling, praises, accept/uses ideas of students, ask question, lecturing, giving direction and criticizing. Student talk includes student talk response, students talk initiation and silence or confusion.

B. The Problems of the Study

Based on the background of study, the researcher formulated the problems of study as:

1. What are the types of teacher talk that occur in English classroom interaction at SMP Negeri 37 Medan?
2. Why are the types of categories used by the teacher in classroom interaction?

C. The Objectives of the Study

Based on the explanation stated above, this research is aimed to :

1. To investigate the types of teacher talk that occurs in English classroom interaction.
2. To investigate the teacher reasons to use the types of categories in classroom interaction.

D. The Scope of the Study

Classroom interaction consists of teacher talk and student talk. This research focuses on teacher talk category in FIACS (Flanders interaction analysis category system) used by English teacher at SMPN 37 and reasons why are the types of categories used by the teacher in classroom interaction.

E. The Significances of the Study

The findings of the research are expected to provide information which may have theoretical as well as practical value for English teacher

1. Theoretically

This research gives contribution in deepening the theory of teacher talk, categories of teacher talk in FIACS (Flanders interaction analysis category system), and the teacher reasons to use the types of categories in classroom interaction.

2. Practically

- a. For teachers, as reference and self-reflection for teacher about their performance in the classroom to develop the communicative patterns of classroom interaction so that it can improve their performance and students performance in the English language

teaching process. It can also be used as evaluation to realize the importance of student centered classroom.

- b. For the students, as reference to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classroom activities.
- c. For the researchers: as reference for further researchers who will concentrate on developing classroom interaction between teacher and students in English language teaching process.

