

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

It is difficult to emphasize the value of English language instruction these days. The importance of English will not disappear with the advancement of science, technology, art, or culture. To make an effective learning progress, the teacher and students need to be able to communicate and interact well in the classroom. Classroom is a space where many different elements interact with one another rather than just being a place where the teacher goes through a predetermined routine. These elements include the teacher with their educational background, the students with their life experiences, backgrounds, and expectations, as well as the activity in the classroom. Then, the students turn the classroom into the focal point of their entire academic and personal lives, as well as the satisfaction of their particular demands and purposes for being there. The teacher creates both the teaching experience and the experiences of life and learning.

Novianti, et al (2023) states that the process of interaction between the learning actors in the classroom, teachers and students or students with other students is the fundamental basis for learning, and this contact is referred to as class interaction. Reciprocal relationships, exchange of thoughts and information, acceptance of issues and their solutions, sharing of emotions and experiences, and so on are all necessary for class interaction. Engagement in the classroom is

essential to the teaching and learning process. It is even said that a student's ability to learn is determined by the interactions in the classroom.

Tiwari (2021) defines interaction is the cooperative sharing of ideas, feelings, or thoughts by two or more individuals that has a reciprocal impact on one another. Arief, et al (2022) states that the interaction between teachers and students using fresh, communicative, dynamics during the learning process will determine the success of student learning because the absorption of messages from these interactions becomes more effective. Georgiou and Kyza (2018) also revealed that classroom interaction is very important to be fostered in order to avoid any distance or space between teachers and students or students with other students.

Additionally, interactions happen when two things or occurrences organically influence one another. This is due to the fact that interactions are reciprocal processes requiring a minimum of two acts and two objects. Therefore, participation is required on both sides through the sending and receiving of signals in order to achieve communication. Interaction give benefits to everyone, especially the students. As an example, students are allowed to freely offer their thoughts in class and engage in frequent communication.

Still, there are many issues in teaching and learning process. One of the main frequent occurrence is teachers as the main speaker because most students are passive and avoid engaging in conversation. The majority of students do not respond to a teacher's statement. Therefore, a lively interaction is necessary to generate the successful learning.

In the class with more students (>20 students) the descriptive method should be applied for the teaching and learning English, it focuses more on the interaction between the teacher and students in the classroom. Interaction happened as long as the teacher teaches and engages the students in the classroom. Additionally, it attempts to highlight the chances for students to put their knowledge and skills into practice throughout the teaching-learning process, the role of the teacher and student engagement in the classroom, as well as the effectiveness of the English teaching-learning process.

Consequently, learning teaching techniques may be crucial. The purposes for which languages are taught and learned, and as a result, the role that plays in the teaching-learning process. English, as the most second language in the whole world, there is a greater need for language teaching and a greater understanding of the value of cultivating communicative skill that can be used in practical situations.

The involvement of students in the pertinent learning activities or the presumption that students should be more active. An active participation by teacher and students is a big deal to achieve a successful language learning. Therefore, there is a big interest to conducting research on this case. The definition of interaction leads to a conclusion that interaction between teachers and students' is very important thing.

At the beginning observation, in that time, the class learning about tenses (Past tense and Present continuous tense) it is known that the majority of students grade X at SMA Negeri 4 Pematangsiantar are struggle to learn English during

English class due to a lack of vocabulary. Most of the times students participate actively; but sometimes they cannot participate actively due to their inability. A piece of the classroom interaction is extract as:

- Teacher : *"Iya, apa itu Simple Past? Digunakan untuk apa nak?"*  
 ("What is simple past? What's the use of it?")
- Students : \*Silent for a while and start mumbling\*
- "Iya, menjelaskan pekerjaan di masa lampau atau masa lalu atau yang udah lewat, iya kan nak? Oke, itulah simple past."*
- Teacher : *Menggunakan rumus apa itu nak?"* ("Yes, explain work in the past or the past or the past, right? OK, that's the simple past. What formula do you use?")
- Students 1,  
2, 3 4, 5 : Subject + Verb two + Object
- Teacher : Yes, Simple Past.

From the snippets of interaction or conversation, it can be seen that the students did not respond/answer to the initiation/question given by the teacher so the teacher answered the question herself so that the class could continue. This is not in accordance with the IRF theory put forward by Sinclair and Coulthard (1975) where it is stated that initiation only occurs when the teacher allows the student to respond to them, or in other words the teacher's initiation should be accompanied by a response from the students. The IRF pattern has been extensively utilized to examine teacher-students interactions and classroom conversation. This showed how scripted many classroom discussions are, with the

teacher frequently taking the lead in guiding and assessing the topic. The IRF pattern has been challenged for its propensity to restrict students engagement and critical thinking because it tends to support teacher-centered teaching strategies, despite the fact that it has offered useful insights on classroom communication. This theory will be applied to examine teacher-students interaction patterns.

Previous research relevant to this research topic has been conducted by several researchers. Some of them are by a study was also carried out by Vattoy and Gamlem (2020). The study found that English foreign language (EFL) teachers served as L2 usage role models in varied degrees. Building students' self-confidence through active use of the L2 in feedback interactions is the foundation of responsive pedagogy in EFL instruction. While codeswitching and multilingualism have been recognized as useful tools for teaching foreign languages. Besides, the study was carried out by Leslie (2021). Her research indicates that learners employed a range of tactics, illustrating the diversity of foreign learning processes in basic EFL classrooms, including those considered by interactionist and sociocultural theoretical frameworks. The primary learners exhibited the same interaction patterns as adult learners, with dyads demonstrating more mutuality supporting language output more and suggesting a higher capacity for learning. This supports the idea that relationships with others and learning may be related, which may also apply to the students in this study. Even though they study in an EFL context and have limited exposure to and opportunities to use the language outside of the classroom, the majority of learners collaborated to successfully complete three spot-the-difference tasks, resulting in very low skill

levels. Along with that, in Rhamadina et al. (2023), classroom engagement benefits both teachers and students in a number of ways. This is due to the fact that effective teaching and learning are facilitated by the interactions that take place in the classroom between students and teachers. It is the responsibility of the teacher to create a stimulating learning environment both within and outside of the classroom by providing engaging material and incentive.

Based on the explanation above, the purpose of this research is to determine the interaction patterns in teacher and students in English class at SMA Negeri 4 Pematangsiantar. Therefore, teacher-students interaction pattern that happened in the school will be found in various pattern.

## **B. Problems of the Study**

Based on the problems identification, it is necessary to formulate the problems on this research as:

1. What types of teacher-students interaction patterns are used for grade X at SMA Negeri 4 Pematangsiantar?
2. Why the teacher-students interaction patterns occurred in the classroom according to the teacher?

## **C. Objectives of the Study**

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problems. The objective of this research are:

1. To analyze the types of teacher-students interaction patterns that used for grade X at SMA Negeri 4 Pematangsiantar.
2. To find out the reason why the teacher-students interaction patterns occurred in the classroom according to the teacher

#### **D. Scope of the Study**

The scope of the study focus on the use of the Sinclair and Coulthard Model (1975), especially the exchange to observe and identify the types of interaction patterns that used during the teaching-learning process. These interactions will be researched and collected from grade X at SMA Negeri 4 Pematangsiantar according to the learning topics discussed during that class. As a result, the findings of this study cannot be applied to all teacher-student interaction patterns.

#### **E. Significances of the Study**

The significances of this research are:

1. Theoretically

This study is expected to increase the students' participation while interacting in the classroom. It also to provide more information on an alternative way of the way how the application of teacher-students interaction patterns in the classroom for students in grade X at SMA Negeri 4 Pematangsiantar

## 2. Practically

Practically, the significances of this study are for:

### 1) For English teacher

Result of this study can use as a reflection or reference about all duties that do as long, so that the teacher can improve performance in teaching during teaching-learning process. The research is expected to be useful, information, and reference for the English students in general.

### 2) For student

Result of research covers many advantages, namely attitude, improvement, and verbal competence of the students. The students will get the knowledge about the methods of the interaction between the teacher and to other occurred in the classroom, so the students get motivated to do interaction and improve the quality of their interaction each other.

### 3) For further researcher

Result of study may also be used for further study which focuses on extending classroom interaction between teacher-students through English communication.