

CHAPTER I

INTRODUCTION

A. Background of The Study

Interaction is commonly defined as a kind of action that occurs between two or more objects that have an effect upon one another. Moreover Yanfen (2010, p.77) states that the interaction is the collaborative exchange of thoughts, feeling or ideas between two or more people. It means that an interaction does not occur from one side, it must be mutual influence both of them through giving and receiving messages in order to achieve communication. Interaction takes an important role in teaching learning process because it functions to build a pleasant atmosphere in the classroom interaction.

Brown (1996) says that classroom interaction refers to the exchange between teacher and students that happen reciprocally and influence students' achievement in communicative competence. It means that through the classroom interaction, learners have opportunities to understand, explore their ideas and get more information in learning.

The Teacher talk is one of important aspects of classroom interaction; it is also the main resource of language input for the learners to interact in teaching learning process. Moreover Chauhan, S.S (1979) argues that Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make

their lectures, but also guarantees how well students will learn. This is meant that teacher talk is the important things that can organize classroom activities become communicative and lead the students active in teaching learning process.

In language classroom interaction, the teacher-learner interactive in language classes is the most traditional pattern; moreover Lemke (1990) has found that many teachers still use the traditional pattern of interaction such as plays the role of an expert, provides learners with direction and does most of the talking or commenting. This is meant that many teachers still talk too much in classroom interaction rather than let the students active.

The ideal teacher talk in classroom interaction should have variations, but the fact shows that most of teachers do not apply the variation of teacher talk. Based on the writer experience in Integrated Teaching Practice Program (PPLT) 2015 in SMPN 1 Siantar Narumonda, the teacher was too dominant in talking than the students, in this case the student only had a little chance in talking, as an example they talked just when teacher asked them the questions, but overall, teacher hold almost the roles in the classroom through lecturing and giving direction. Furthermore, in classroom interaction the teacher only focused on the active and clever student otherwise the other student who actually shy to deliver their thought or afraid that they would be wrong didn't get attention as much as the active and clever. It will make bad impact for them if the teachers still don't realize that they need a bravery and little chance to show their self up.

As the preliminary data of an observation was carried out from SMA YP Parulian 1, will be seen in the following:

Teacher : Okay. Good morning class
 Students : Good morning mam.
 Teacher : Alright. Now we are going to learn about Tenses **(giving direction)**. What is tenses? **(asking question)**
 Student1 : Tenses berbicara tentang waktu mam.
 Teacher : yes, you are right **(praise or encouragement)**. Tenses is the time of verb's action **(lecturing)**. There are 4 basic tenses **(lecturing)**. But now we learn about simple present tense and simple past tense **(Giving Direction)**. Simple Present tense adalah tenses yang menyatakan suatu perbuatan yang dilakukan secara berulang ulang **(lecturing)**. Nah untuk tenses ini digunakan kata kerja bentuk pertama **(lecturing)**. Now take a look your book on page 32 **(giving direction)**.

From the preliminary data above, it proves that the teacher mostly uses their talk with lecturing and giving direction. The teacher should pay attention for their utterances that are affected to improve students' motivation to be more active in classroom interaction and have to find the appropriate forms of their talk so that they can make a pleasant interaction in the classroom, because teacher talk would enhance foreign language teaching and learning. The language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. In this way, teachers can improve their language quality consciously so that English language teaching and learning can be facilitated by the variation of teacher talk that appropriate to the indicator qualified in teaching learning process.

Furthermore there were two researches that have done in classroom interaction by using FIACS. First, the research was from Nurmasitah (2010)

entitled *A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case At Ten Year of an Immersion Class In SMA N 2 Semarang*, found that 1) The most dominant characteristics was content cross. It reflected that that most of the teaching learning time was devoted to questions and lectures by the teacher. 2) The teacher spent 57,43% and students spent 22,20% in teaching learning time. 3) The teaching effectiveness elements used in the classroom were in the form of; academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom. The second one was from Astiti (2010), entitled *An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar*. The interaction in these English classes was in three ways communication; there were interaction between teacher-student, student-teacher, and students-students. She found that the teacher talk reflected that most of the teaching-learning time was devoted to questions and answers by the students. But, without the Teacher Talk the students could not devote their participation. The teacher spent 59.52% of the teaching-learning time, while the students spent 69.05% of the teaching-learning time.

From the explanation above this research will be conducted dealing with teacher talk in classroom interaction to know the Categories of teacher talk are used stated by Flander's Interaction Analysis Categories System.

B. The Problem of The Study

Based on the background of the study, the research problems can be formulated as follows:

1. What categories of teacher talk are used by teacher in classroom interaction?
2. How categories of teacher talk are realized in the teaching-learning process?

C. The Objectives of the Study

In relation to the problems of the study, the objectives of the study are formulated as follows:

1. To find out the categories of teacher talk which are used by teacher in classroom interaction.
2. To describe how those categories of teacher talk are realized by teacher in teaching-learning process.

D. The Scope of the Study

This study attempts to investigate the talks are used by teacher in English classroom interaction. This study focus on one of the English teacher of SMA YP. Parulian 1 Medan especially as a teacher who taught in grade eleven. Flander's Interaction Analysis Categories System will be used as the theory of categorization of teacher talk in classroom interaction. In FIACS there are ten categories, seven are assigned to teacher talk, two to student talk

and the last category is silence. This research is only focused on the teacher Talk that contains 2 aspects, namely; indirect talk and direct talk. Indirect talk divided into 4 categories, they are accept feelings, praise or encouragement, accepts or uses ideas of pupils, and asking question. Meanwhile direct talk divided into 3 categories such as lecturing, giving direction and criticizing or justifying authority.

E. The Significance of the Study

The findings are expected to be significant

1) Theoretically

The research findings of this study are useful for enrichment of some new information or theories about teacher talk. So the information would be a reference for the researchers who interest in conducting the further similar research of classroom interaction analysis particularly in analyzing teacher talk.

2) Practically

The findings are useful for the English teacher to improve or develop her teaching ways to make the classroom interaction become effective, stimulating and interesting.