

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is a type of behaviour, that it is a state of mind, and that it is a means of communication (Siobhan, 2006:25). The function of language itself is to transfer information or messages and express ideas and emotions. Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication. In education, English has become the primary language of communication. It is very important for foreign language learners to use English in the class to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of their communication.

Classroom communication plays a central role in language teaching and learning process. Veronica (2015) states that, classroom communication is a vital ingredient in the learning process in the school environment. The quality and the quantity of teacher-student communication is the important thing that can influence the effectiveness of the teaching-learning process in the classroom.

According to Kamarudin and Mubin (2012) the students need to interact with each other in the learning process because it is hard for the students to use English outside classroom, because they do not have partner to communicate by using English. Additionally, EFL students are required to practice the language in the classroom as much as possible. Because of that, the teachers should give more chances for the students to speak up in the classroom to create some interactions during having a class. Talat (2004) stated that, interaction is, in fact, the heart of communication, it is what communication is all about. Arif (2013) notes that classroom climate is built up by the pattern of interaction between teacher and students' verbal exchange, asking and responding to questions. In this case, the teacher is an important factor in classroom activities because the way teachers manage the classroom activities will influence the learning outcomes of the learners.

Classroom interaction that is intended in this research is how the teacher and students participate to talk during teaching and learning process. In fact, according to Wang (2015) the amount of the teacher talk is still higher than that of the students in English classroom teaching. Nunan (cited in Pujiastuti, 2013) said that many language teachers were surprised of the amount of talk they used in classroom. About 70 to 80 percents out of class time was spent mostly by teacher talk. Tanner (2009) observed that teacher talk dominated classroom talk and student talk only when called upon like in the case of answering questions. Ismael (2015) observation shows that teacher talk a large proportion of class time is almost 75 % of the class time while student talk time comprised less than 20 % of

the class time. The results of the all observations above show that the classroom interaction is dominated by the teacher.

Based on the writer's experience in teaching practice program (PPL) at SMP N 2 Babalan, the writer found that, teaching-learning speaking in English class showed that the class is dominated by the teacher. The dominance of teacher talk in teaching-learning speaking in the classroom interaction seems to be irrelevant in foreign language teaching that should be focused on student talk, which will make the students active. Based on the writer's experience above, the writer wants to analyze the percentage and the type of interaction that the teacher and students do while teaching-learning processes in English class in that school. The analysis of Teaching English in this study focuses on teaching speaking, because in teaching speaking, the teacher and the students will create verbal interaction that will be the focus of this research.

It becomes important for teachers and students to know the percentage and the type of interaction that they do during the learning. By knowing the percentage and type of the interaction that teachers and students do while having a class, the teacher will know the interaction that they do in the class is ideal or not and for the teacher who used to be too dominant in the interaction will change the way of their teaching by providing an opportunity for students to interact in the classroom. As Ildiko (2010) said that Teacher Talk (TT) is the language typically used by foreign language teachers in the process of teaching, it is not a one-way speech but it also engages the students, so, teacher does not talk all the time during the lesson. Davies (2011) said that teachers who 'work' too much in the

classroom were not teaching successfully. He mentioned 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 with the teacher, 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 percentage of their interaction that they do in a class, the students who used to give a bit of interaction in a class, will be more active to express their opinions in classroom, because the students will realize that through the interaction with teachers, they can increase their skill of using the language.

There are some researchers who analyzed classroom interaction. Tias (2007) conducted a research by using Flanders' Interaction Analysis Categories System (FIACS) for analyzing in analyzing the speaking classroom interaction. The result of the research shows that the percentage of teacher talk time is higher than student talk time in speaking classroom interaction. Teacher talk time is 62,3 %, while the student talk time is 22,3%, and the rest of the percentage goes for confusion and silence.

Another research was conducted by Alemayehu (2014). The research was conducted by analyzing The Ratio of Teacher Talking Time to Students Talking Time in EFL Classroom. The result of the research shows that EFL teachers use an average of 83.4% and students have got only an average of 16.6% of the classroom time to talk. This implies that teachers dominated the class and gave less opportunity for students to interact, and the use of communication against the

rule of communicative language teaching. So therefore, it is recommended that EFL teachers should give more opportunity for the students to talk in the class. According to Alemayehu (2014:3), in a communicative language teaching, teacher talking time should be minimized due to some reasons: Firstly, it minimizes students talking time; secondly, too much teacher talk bored the learners and they fail to concentrate on their learning. The learners will have less opportunity for class participation if teacher talks and talks. The ideal ratio of the percentage, the teacher should do no more than 25 percent of the talking in class, and that the students should be permitted to do 75% of the talking” (Wright, 1975:338, as cited in Esmael and Tayyebh, 2015).

The difference of the previous study and this research is the topic that will be analyzed. If the previous research above just focus on the percentage of the interaction between teacher and students, in this research, besides analyzing the percentage of the interaction between teacher and students, the writer also analyzes the types of interaction that occur in the classroom, and also the characteristic of the interaction.

B. The Problems of The Study

Based on the background of the study, the problems of the study are formulated as follows :

1. What types of interaction appear between teachers and students during the learning process in SMP N 2 Babalan?

2. How the classroom interaction between teacher and students during the learning process in SMP N 2 Babalan?
3. What characteristic of interaction dominantly appears during the learning process in SMP N 2 Babalan?

C. The Objectives of The Study

In relation to the problem, the objective of the study are :

1. To find out the types of interaction between teacher and student that appear during learning processes.
2. To find out how the interaction between teacher and students during having a class.
3. To find out which characteristic of interaction appear dominantly during learning processes.

D. The scope of the study

In this research, the researcher is going to investigate the interaction that teacher and students do while having a English class in SMP N 2 Babalan by using Flander Interaction Analysis Categories System (FIACS) technique.

E. Significances of the study

The findings of this study are expected to be useful for :

1. The teachers, by knowing how the interaction that they do in the class, they will know the percentage of their way of teaching is ideal or not. If it is not ideal, the teachers can improve their performance while teaching-learning process by making the class more interactive

2. The students, by knowing how the interaction that they do in the class, they will change their learning styles become more interactive for increasing their learning outcomes.
3. Other researchers, hopefully this thesis can be a reference for conducting a deeper reseach on analyzing of the students' and teacher's talk using the Flanders' Interaction Analysis Categories System (FIACS).

