CHAPTER I
INTRODUCTION

A. Background of the Study

The ability of human to talk to use language in order to communicate with each other is so universal. By using language people can communicate with people from the other places. Language is the important element for people to make a communication because by using language we can understand about what people say without misunderstanding. The activity of process of expressing ideas and feelings or giving information is called communication, Hornby (2000: 225). It means by communication people can exchange ideas or opinions, people also can give information to the others, so they can share information that they get from many sources. Furthermore with communication people can express their feelings.

According to Smith in Hill (1969: 103) language is a learned, shared, and arbitrary system of vocal symbol through which human beings in the same speech community or subculture interact and hence communicate in terms of their common culture experiences and expectation. From that definition we know that language is the communication system which is complex and flexible to deserve by human beings to make an interaction as human social.

English is one of the languages in this world and English is also an international language which is very important for students to learn English. As the important language, English is also one of the subjects in senior high school. In Indonesia, English is as a foreign language (EFL) that is why teaching English

in Indonesia is not easy. The students start to learn English from elementary school until senior high school, it means the students should be able to speak English well, but in fact it is still far from the expectation of teacher because the ability of students to speak English is still low. In the classroom interaction the students talking time should be around 70%-80% because the students need to practice their ability in speaking English, and the teacher talking time should be around 20-30%. Tsegaye and Davidson (2014:5) say that in communicative EFL classes students need ample opportunity to practice the target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talk Time should be around 70% to 80% during the lesson time. In the reality, in classroom interaction the teacher is always dominant or higher than that percentage to talk in the class than the students.

Furthermore, based on the researcher observation in third grade at SMA Negeri 2 Binjai, the researcher found that the students more active to speak in speaking lesson if the teacher gave the chance for the students to speak English.

Teacher : ok Fikri, what will you do if you can go to Seattle?

Student : I will take a picture sama jalan-jalan ke tempat bagus mam.

Teacher : He wants to travelling ya.

From the preliminary data above, despite the vocabularies of the students are still low, but they will try to speak if the teacher gives the opportunity to speak for them. It means that the ability of students to speak English is influenced by the teacher who should give a chance for students to practice their English. When the teacher gives a chance for students to share their idea, share information to other

students, or answer the question from the teacher, they will be accustomed to speak English.

Furthermore, Yuanfang (2009) states that English as a foreign language in classroom does not have social function for EFL students' everyday life. It means that the students seldom speak English with their friends outside of classroom because they do not have partner to practice English in their daily life. That is why classroom is the important educational institution for students to practice their English. Classroom is considered as a vital source of foreign language learning where the students can be provided by language input and modeling so that they can practice in interaction, Xiao (2006: 13). Classroom is very important place for students to practice their ability to speak English because in the classroom they can make an interaction with other students and teacher. In addition according to Kumpulainen and Wray (2002: 9) during its early phase educationally oriented research into classroom interaction focused mostly on whole-class interactions between the teacher and students.

Classroom interaction is the activity between teacher and students who participate to talk during teaching and learning process. In fact, according to Kumpulainen and Wray (2002: 9) in this interaction sequence, during which the teacher often tightly controls the structure and content of classroom interaction, the teacher initiates the discussion by posting question. Furthermore, according to Flanders in Raths, Pancella, and Van (1970: 43) if someone is talking, the chances are that it will be the teacher more than 70 per cent of the time. It means that the

teacher is always dominant in the classroom interaction and it makes the students become passive to speak in the classroom.

In addition, there are some researches about classroom interaction. First, the research from Nurmasitah (2010) entitled "A Study of Classroom Interaction Characteristics in A Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang" found that 1) the most dominant characteristic in immersion classroom interaction was the content cross (the most of the teaching-learning time was devoted to questions and lectures by the teacher), 2) the teacher spent 57.43% of teaching-learning time, while the students spent 22.02% of the teaching-learning time that showed that the students were active enough in the classroom interaction, 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, used of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizer, direct instruction, indirect teaching, and the democratic classroom. The last is the research of Triani (2013) entitled "Classroom Interaction: An Analysis of Teacher Talk and Students Talk in English for Young Learners (EYL)" found that 1) classroom interaction revealed teacher talk was as dominant aspect compared with students talk and silence. 2) The dominance of teacher talk proportion in each meeting happened since the teacher mainly explained grammatical rules and gave instructions on writing tasks. 3) The teacher spent 56.99% to talk during the classroom interaction, students spent 32.56% to talk during the classroom interaction, and silence 21.57%.

Moreover, when the researcher observed teaching-speaking in third grade who taught by the teacher at SMA Negeri 2 Binjai, the researcher found that the students were passive in speaking because the teacher is too dominant in the classroom. That is the basic reason why the researcher wants to know the students talk during English classroom interaction.

Based on the issues above the researcher wants to analyze student talk in verbal classroom interaction. The researcher wants to know the percentage of students talk in the classroom interaction based on Flanders' Interaction Analysis Category (FIAC). FIAC is a Ten Category System of communication which said to be inclusive of all communication possibilities. There are seven categories in teacher talk (accepts feeling, praises or encourages, accepts or uses ideas of student, asks question, lecturing, giving direction, criticizing or justifying authority), two categories of student talk are (students talk-response, students talk-initiation), and one category is silence or confusion.

Based on the explanation above, the researcher wants to conduct a research entitled "Student Talk in English Classroom Interaction at SMA Negeri 2 Binjai."

B. The Problems of the Study

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

1. What types of student talk occur in English classroom interaction at SMA Negeri 2 Binjai?

2. What is the dominant type of student talk in English classroom interaction at SMA Negeri 2 Binjai?
3. Why do the students in English classroom interaction use the dominant type of student talk the way it is?

C. The Objectives of the Study

Related to the problems of the study, the objectives of this study are:

1) to find out the types of student talk in English classroom interaction at SMA Negeri 2 Binjai.
2) to find out the dominant type of student talk in English classroom interaction at SMA Negeri 2 Binjai.
3) to describe the reasons of students in English classroom interaction use the dominant type of student talk the way it is.

D. The Scope of the Study

In this research, the researcher focuses on the types of student talk that is used by the students in the third grade of English classroom interaction at SMA Negeri 2 Binjai.

E. The Significance of the Study

This research is expected to be useful for these people:

1. Teacher

It will help the teacher to evaluate their performance to improve their teaching behavior and the teacher can give more chance for students to be more active in the class.

2. Students

   It will help the students to know how active they are in the class, so they can be more active in the class.

3. Other Researchers

   For other researchers, this research can be useful as their references.