

CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching English for EFL student, the use of English language is important to make interaction in the class. Because for EFL students, classroom is the place that they can practice language and make an interaction. Classroom has a function as the primary place where EFL students are mainly engaged in such particular interaction and exposed with English as the target language.

As the class is the main place to make interaction on EFL, Dagarin (2004) cited that classroom interaction is a two-way process between the participants in the learning process. In line with this statement, Flanders (1970) defines Teaching as an interactive process. Interaction means participation to teacher and student in the process of teaching. It means that classroom interaction deals with the interpersonal relationship between all the elements in the classroom (the teacher and the students). The teacher does something to the students; students do something in return. As the result, the students learn.

The teacher takes an important role in creating a dynamic atmosphere that will stimulate students to participate in the classroom. Then, the teacher also has to employ a variety of activities and encourage their use of communication strategies in order to produce an effective classroom interaction.

Not only the teacher, the students also have important roles in the classroom. They can not be positioned as the object but sometimes they have to

put themselves as the subject. It means that they are not only positioned as the receiver but also as an independent one who can give ideas, speak up and also contribute to language in the classroom. They have their own opinion, strategies and intention in classroom rather than being a passive one who absorbs teachers' information monotonously to the performance of classroom activities. If the classroom interaction runs effectively, the classroom atmosphere will be a place where students will be pleasantly try to communicate in foreign language.

However, based on the researcher's PPL experience in SMPN 3 Desa Tanah Merah Kab. Batubara, the teacher was too dominant in classroom interaction process. Teacher talked too much, as the result the students only had a little chance to talk. They only spoke up when teacher ask them the question. In addition, teacher only focused to some students who were clever and more active than others. It made they who were not active became more passive. It shows the inefectiveness of learning process.

To analyze EFL classroom interaction, using Flanders' Interaction Analysis Categories System (FIACS) is appropriate. This interaction system has purpose to study what is happening while teacher is teaching in the classroom. This system was designed to define the categories occur, particularly verbal interaction by deciding the categories and interpreting the matrix. The result shows who talk dominantly in the classroom. Furthermore this system divided into ten categories, seven categories dedicated to the teacher, two categories dedicated to the students and one is silent and confusion, it means that no one is talking at that time. FIACS is very helpful in evaluating and improving teachers

way in teaching in the classroom so that they are gradually improving their teaching's way.

The researches about teacher talk have been done by several researchers, Julianti (2016), Karta (2016) and Kumpul (2013). In their research result, the teacher was found as the party who hold almost the whole roles in the classroom. Julianti (2016) found that teacher used 263 clauses and students were 140 clauses. The most dominant type of speech function used by Teacher is questions (30.4 %), Command (28.1%), and Statement (27%). Then students Response statement to question (54.3%), Question (54.3%), Response Offer to Command (15.7%). Karta (2016) found that teacher talk percentage was 71,90 % and the students were 28, 09%. The most dominant characteristics of teacher talk was teacher control (commands or direction and content cross). Then, Kumpul (2013) found that in Chemistry classes, the dominant was teacher talk in giving direction and Physic classes the dominant was accepting feeling, but in Biology class students talk-response were dominant.

Meanwhile, Ginarsih (2013) revealed that in classroom interaction the percentage of *Student Inform* was 33.97%, *Teacher Elicit* was 16.89%, *Student Elicit* was 14.95%, *Teacher Inform* was 14.12%, *Check* was 13.01%, and *Teacher Direct* was 7.20%.

Based on the explanation above, the researcher is encouraged to analyze categories of language and characteristics of teacher used in the classroom interaction at SMP Islam Terpadu Al-Ihya Tanjung Gading Kab. Batubara by using Flanders Interaction Analysis Categories System (FIACS).

B. The Problem of the Study

1. What categories of teachers talk used by the teacher in the classroom interaction at SMP Islam Terpadu Al-Ihya Tanjung Gading Kab. Btubara?
2. Why did it become dominant categories of teacher talk used by the teacher in the classroom interaction at SMP Islam Terpadu Al-Ihya Tanjung Gading Kab. Batubara?

C. The Objective of the Study

1. To investigate the categories of Teacher Talk used by teacher in the EFL classroom
2. To explain why it became the dominant categories of Teacher Talk.

D. The Scope of the Study

In order to reach the expected goal, the writer limits the problem on the following terms :

1. The research is limited on the analysis categories of teacher's talk in the teaching learning process on the ninth grade students of SMP Islam Terpadu Al-Ihya Tanjung Gading Kab. Batubara using Flander's Interaction Analysis Categories System (FIACS).

E. The Significance of the Study

The findings of this research are expected to give contributions to:

1. Theoretically for other researchers, who are interested in getting prior information related to this study
2. Practically, the findings are useful for English Teachers, who want to get much information related to their teaching process in the classroom to improve the quality of teaching English.