

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language and is the most popular language used by almost all the people in the world to communicate with others in so many fields, for example in education, correspondence, business, and the internet. So, English becomes one of the essential languages that have to be studied to broader mind and knowledge about anything. English has been taught in Indonesia and takes a role as a foreign language.

Teaching is the activities of showing, guiding and facilitating the students, enabling the students to do something and providing new knowledge for the students (Brown, 2000). Teaching activity requires a teacher and students and also a classroom, a place for the students to absorb the knowledge. Teacher is regarded as the source of knowledge for the students. One of the roles of teachers is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities in the class (Richards and Lockhard, 1996). In teaching and learning process in classroom, the teachers as a source of knowledge usually get involved with the students by having a purposeful interaction between the teacher and the students. In teaching learning activity, so many interactions happen in the classroom. All of those activities are happened trough verbal and gestural. Verbal means interact or communicate through spoken

and written by using language and gestural by using movement of lips, or the wink of an eye or the wave of hands.

In order to accomplish a certain purpose during teaching and learning process, the teacher and students must create a communicative interaction in the classroom. Creating a communicative interaction between the teacher and the students is really important for students' development. In the classroom, students should learn to interact, listen to others, and talk with others. In the classroom interaction, teachers usually dominate the interaction. They use verbal interaction to explain the material, to ask the students and the students also use verbal communication to interact with other students.

Verbal interaction is greatly helps the students to learn English. They can use all they have learned in real-life communication by practicing their English ability trough verbal interaction. In this way students get the experience of using the language. This kind of experience is helpful in promoting language development. Harmer (1998) states students are the people who need practice, not the teacher. Thus, the teacher should maximize the student talking time and minimizes teacher talking time. A good teacher will be able to control their talking time in classroom interaction. Ellis (1980) states that if students obtained more practice in the target language, they would be more motivated to engage in further communication when they had the opportunities to speak. Rivers (1987) thinks verbal interaction is important because students can increase their language store as they listen to others including both the teacher talk and their fellow students in in discussions or dialogue.

Through verbal interaction, students can demonstrate their proficiency and practice their target language. Moreover, Malamah(1987) recommends that interaction will help students to attain better learning and give opportunities to train their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the student. To have interrelated interaction, the teacher is not only facilitating the students to learn but also stimulating students to get involved in participation. The researcher concludes that increasing students English ability as the responsibility of the teachers in the classroom is through verbal interaction, because the teachers will know what the students known and unknown by stating it orally.

Verbal interaction is regarded to be essential to language learning. Despite that importance of verbal interaction, it stills a problem in the classroom. In fact, the students talk is less than the students talk ,means that the teachers more active than the students. According to the survey which is conducted by (Suhardi, 2009), from the sixty-two SLTP and SMU teachers in West Java, Banten, and DKI revealed that most of the teachers rate their students participation is still low. Suhardi explains that it is because students tend to have low confidence and lack of independence in organizing their learning. It reveals the percentage of teacher talk is more than 55%. It can make students have less opportunity to speak and it is not good for improving students' ability to talk in the target language. The teachers are talking too much without allowing the students to talk

Siti Murtiningrum (2009), *Classroom Interaction in English Learning*. The teacher interacted with individual students by accepting feeling, praising or

encouraging, accepting or using ideas of the student, asking questions, lecturing, giving directions, reminding noisy students, and helping the student's work. And than the study about "Student Talk In The Classroom Interaction" Of The Eighth Grade Of SMP Negeri 18 Purworejo, in Journal Vision, Volume 4 Number 2, October 2015. Shows that this thesis is a descriptive qualitative study on teacher and student talk in the classroom interaction, particularly on the participants' interaction in SMP N 18 Purworejo. Based on the researcher's teaching experience in SMA N 2 Dolok Sanggul, it was found that the common interaction occurred in the classroom that the students would participate to talk if the teacher initiated, encouraged, and asked to students talk.

To acknowledge what actually happens in classrooms, based on the FIACS (Flander, 1970), there are three categories in the classroom interaction; they are teacher talk, students talk, and no/all talk/silence and how the classroom interaction goes on, especially the verbal interaction should get a high attention. Thus, this study aims to investigate verbal interaction of the teacher and the students in a junior high school and what kinds of verbal interaction which is found in the classroom according to FIACS. Finding those matters, it became more challenging to find what really happened classroom interaction, especially in verbal interaction. This picture will help teachers reflect what they usually perform in the classroom and in this way they may find out some problems in their teaching.

B. The Problems of the Study

The problems of the study were formulated as follow, how is the verbal interaction between teacher and students based on FIAC Flander's theory in the second grade students of SMP Swasta Pahlawan Nasional Medan?

C. Objectives of the Study

The Objective of the study were to find out how is the verbal interaction between teacher and students based on FIAC Flander's theory in the second grade students of SMP Swasta Pahlawan Nasional Medan.

D. The Scope of the study

The study focuses on the analysing the verbal interaction between teacher and students in classroom interaction which is limited to the Eight grade student's of SMP Swasta Pahlawan Nasional Medan.

E. The Significances of the Study

1. Theoretical

The research findings can be used to enrich the literature and existing research on verbal interaction between teacher and students and gives beneficial reference for future research on the way teacher influences student talk in classroom.

2. Practical

a. The Teacher

The research findings can give some benefits for the teachers in order to encourage and improve students' involvement in interaction. By so doing, the teacher would become more responsible to improve their teaching skills in term of being more creative, innovative, and skill full in conducting the classroom.

b. Students

It is expected to foster their involvement in a classroom of English as a foreign language interaction.