

CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom interaction involves students and teacher as the participants in using the target language. Teacher has the important role to create good environment or to create a good interaction in the classroom and to engage the students to be more active in speaking which in the end will affect their academic achievements.

In the language learning, the language skills have to be taught integrately. For example, speaking skills cannot be separately taught from listening skill, someone will not be able to respond well to the others saying without listening to the speaker's saying. Danielson et all cited in Lumettu and Runtuwene (2018: 1) states that valid procedure in language learning includes listening, and then followed by speaking, reading and the last is writing. Teacher has the proficiency for managing the classroom to increase students to be interesting and more active in speaking (Sundari, 2017: 148). Teacher uses the target language in the classroom, the students will imitate and also use English (Kang, 2013: 149).

Wood (2009: 341) states that there are three general purposes of speaking: informing, persuading, and entertaining. In informing, the speaker is defining, explaining, demonstrating, or giving the information about something. In persuading, it is to influence, to motivate and to inspire the listener. In

entertaining, it is to make the listener feel interest and to amuse the listener at the same time.

Classroom plays a significant role to succeed the activity of teaching and learning. The interaction between teacher and students will happen in the classroom. Classroom interaction is a place to practice the students' skills to communicate and to interact with the teacher and other students. In classroom interaction, there are verbal interaction and nonverbal interaction found. People use verbal interaction to ask the question, to get the information that people need, verbal interaction is also to describe the people, things, or any ideas, while nonverbal interaction is the process to produce the meaning by using behavior than words (Leonard, 2012).

In teaching and learning process, verbal interaction occurred to explain the material, to ask and answer the question or to share any ideas which happen in the classroom during the lesson. Verbal interaction takes place in many context, for instances when conducting a presentation, group discussion, performances, and forth.

Flanders' Interaction Analysis Category System (Flanders, 1970) is about a system in the classroom interaction with regard to verbal interaction only.

Flanders' Interaction Analysis Category consists of ten categories system of communication. There are seven categories in teacher talk (accepts feeling, praises or encourages, accepts or uses ideas of pupils, asks question, lecturing, giving direction, criticizing or justifying authority), and there are two categories of

student talk (pupil talk response and pupil talk initiation), and the tenth category is silence or confusion.

Preliminary data has done to get the information about the interaction happened between teacher and students in learning English at grade XI of MAN Serdang Bedagai by the researcher. The researcher found that the teacher was too dominant in the classroom. The teacher talked too much, and the students had less chance to speak. Based on the interview with the English teacher, she explained that too difficult for getting feedback from the students in classroom activities.

Additionally, verbal interaction has been investigated previously by some other researchers. From the previous study about “A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners” by Ami Fatimah Mulyati (2013), in *Journal of English and Education*, Volume 1 Number 1. It was to research the verbal classroom interaction that happened between teacher and students by using Flanders’ Interaction Analysis Category. This research found that teacher talk was the most dominant interaction found in teaching and learning process. The percentage of teacher talk was 62.13%, students talk was 36.8% and silence was 1.07%. And the other research is from Pujiastuti (2013) entitled “Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)” found that the percentage of teacher talk was 56.99%, students talk was 32.56% and silence was 21.57%. This study comes from several categories of teacher talk beginning from the highest to the lowest percentage: giving direction, lecturing, asking questions, praising, using students’ ideas, criticizing, accepting feelings.

The students' talk also shows in this research including initiation and response. The results from those two researches show that the interaction in the classroom is still dominated by the teacher than the students.

Based on the explanation above, the researcher wants to conduct a research entitled: "Verbal Interaction between Teacher and Students in Learning English at Grade XI of MAN Serdang Bedagai".

B. The Problems of the Study

Based on the background of the study, the researcher makes the problems of the study as below:

1. What types of verbal interaction are dominantly used by teacher and students in learning English at grade XI of MAN Serdang Bedagai?
2. How are the types of verbal interaction used by teacher and students in learning English at grade XI of MAN Serdang Bedagai?

C. The Objectives of the study

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

1. To figure out the dominant category used by teacher and students in learning English at grade XI of MAN Serdang Bedagai.
2. To figure out the types of verbal interaction used by teacher and students in learning English at grade XI of MAN Serdang Bedagai.

D. The Scope of the Study

In this research, the researcher focuses on analyzing verbal interaction that occurs between teacher and students in learning English based on Flanders' theory at grade XI of MAN Serdang Bedagai.

E. The Significances of the Study

The significances of this study are divided into two parts, they are theoretically and practically.

1. Theoretically

This research is beneficial for the teacher that can be used as a reference to increase the interaction between teacher and students in the classroom.

2. Practically

a. The Teacher

This research gives benefit for the teacher as a reference on how to have an ideal interaction between teacher and students based on Flander's interaction model in classroom interaction.

b. The Students

This research is hopefully to give advantages for the students on how to actively participate in teaching and learning process in the classroom, so that they can be more interactive and motivated in the classroom activities.

c. The Other Researchers

For other researchers, this research is expectedly to be useful for them as a reference for further research.