

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English is important in this era, especially learning English language in Indonesia English taught as foreign language, begging from Elementary school to the University. In some places, especially in big cities some school used English as intermediary communication tool for kindergarten.

However, teaching English as communication tool is not easy in teaching English, there are many obstacles must be faced by teacher and students, such as teacher is difficult to build a good interaction and communication with students, and the difficulties of students are lack of vocabulary. These obstacles happen because of teacher cannot build comfortable situation, and the students still lack of vocabulary because of students are common to use their mother tongue and Bahasa Indonesia as communication tool in classroom, school and surrounding communities. In this situation, many ways must be developed by goverment and teacher itself such as developing of English material, Teaching strategy, Teaching Method and so on.

In this development, many aspects are needed to make learning and teaching English language easy and interesting. These aspects are classroom, teacher and students without all of these aspects English language cannot be distributed and understood. Classroom is important aspect, because in classroom teacher and students can build interaction. In the classroom, the teachers' and the

students are the language learner. The teachers' experiences in language learning influence what and how they teach in the classroom. The students' experience in language learning also influence what and how they learn language in the classroom (Murtiningrum,2009). In addition, Classroom is ideal place for them to acquire language because they can get continious and direct target language input from teacher and English speaking classmate (Wong, 1985) .

Another aspects are teacher and students, to makes English language as target of teaching, learning and communication in classroom. There are need participants such as teacher and students. The teacher is the source of English language and students are target of English language itself. Therefore, Teacher play important roles as language input providers and language models to be imitated by the students in teaching and learning classroom (Nurpahmi,2017).

Effective language transfer is about relationship between teacher and students interaction and communication in classroom. Interaction and communication are essential for the success of English language. Classroom interaction has two implication. The first one concerns a pleasant atmosphere in the classroom with friendly relationship among the participants at the learning process. The second one encourages students to become effective communicators, in a foreign language (Dagarin, 2004).

Creating a real interaction in English language is need teacher's talk and students' talk. Liu and Zhu (2012) define teacher talk is the major resources of comprihensible target language input the learners are likely to recieve in the foreign language classroom teaching. From those definitions it can be said that

teacher's talk is important aspect in English language and has special purpose in the language learning to communicate with students and to develop students' ability in using English language in their daily life.

Beside of teacher's talk, the target of classroom of English language is students., how much student understand in using English language, how often student participate and interact with other members in classroom. Macky (2007) argues that learner-learner interaction occurs among learners. In this form of interaction, the learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner- learner interaction can be occur either in groups called learner-learner interaction or in pair called peer interaction for sake of giving students opportunity to speak and practice speaking skill in classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in group.

Good news, in Indonesia, some institutions are tried to change teacher-centered becomes student-centered. Student-centered is a good ways to make student active and participate in English classroom. Widya (2014) argues that INS (Indonesian Natural School), junior and high school in West-Java applied students-centered approach in their teaching and learning process. The school often use active learning activities to encourage students become the center of learning. It means, if student are center of interaction, they can be active and fluent in using English language, because interaction in English language has benefits, as River, Thapa, Lin, and Naimat cited by Jiwandono (2015) states that

in active interaction many benefits got by students such as : increasing students' language store, developing communication skill, building confidence and strengthen social relationship. Addition, communication skill can be develop if students have speaking skill in interaction. A research from Anggraini (2015) found that class interaction was appropriate to be used in the class to develop students' speaking skill and to increase students' eagerness to speak English and Nisa (2014) found that during interaction in the EFL speaking class, the teacher tended to act as facilitator which facilitated student to speak with several student-fronted speaking activities, such as class discussion, presentation, simulation and communication games. A director that directed them in conducting speaking activities and resource providing information needed by students.

From the previous studied, the fact is some of classroom interaction are teacher still center of interaction in class. Sofyan and Mahmud (2014) in their research of Teacher Talk in classroom interaction found that based on the overview from six meetings of classroom interaction. It shows that most of time in each classroom meetings were dominated by teacher talk and base on FLINT categories that used buy Sofyan and Mahmud in their research Teacher talk mostly appeared in giving direction and information. Then, a research from Sutjahjo (2016) found that the teacher often dominated the classroom talk that cause much less active role played by students. this situation is opposite to the function of teacher which expected the teacher to become a good facilitator who facilitate the students' process of learning, and a research from Suryati (2016) also found the same result of classroom interaction, teacher spent 93% of their

teaching time for teacher-student interaction and 7% for student-student interaction.

Related to the review of some previous researches, researcher also has experience about classroom interaction in teacher's talk and students' talk. English teacher who teach in classroom at one of Senior High School in Medan, English teacher still using teacher-centered as strategy to teach. English teacher spent time with explain the topic, after that the student given time by teacher to write and do some exercise. It makes classroom become passive interaction.

Considering explanation before, the researcher interested to analyze the teacher's talk, students' talk and the roles that used by English teacher in classroom interaction at SMAS Methodist 1 Medan based on Foreign Language Analysis expects students have active in English Classroom Interaction.

B. The Problems of the Study

Based on the background of the study elaborated above, the problem of the study are formulated as follows:

1. What are categories of teacher's talk and students' talk that used in classroom interaction?
2. What are the percentage of teacher's talk and students' talk categories in classroom interaction?
3. What roles are used by teacher in classroom interaction?

C. The Objectives of the Study

1. To find out the categories of teacher's and students' talk that used in classroom interaction.

2. To find out the percentage of teacher and students' talk in classroom interaction
3. To describe the rules of teacher's talk use in classroom interaction

D. The Scope of the Study

In this research, the researcher focused on investigating interaction that occurs between teacher's talk and student's talk in the classroom by using FLINT technique. In addition, for getting the data of teacher's talk and students' talk categories that use in classroom, and the roles used by teacher in learning process in classroom interaction

E. The Significances of the Study

The findings of the study is expected to be useful for:

1. Teachers, they can increase their knowledge horizon and information about the categories, roles and strategy in teaching to interact in class as well. They can improve their way of teaching English language in classroom as a professional teacher.
2. Students, they are able to enhance their knowledge and motivation about roles, categories and support to talk use english language actively in a good classroom interaction
3. Other researchers, they can take supported data and references on how to search related theory.
4. Readers, they can take information about teacher's talk and students talk roles, categories in classroom interaction