

CHAPTER I

INTRODUCTION

A. The Background of the Study

Nowadays, English becomes an international language that mostly used in the world including in Indonesia. Learning English language is not only to develop the learners' intelligence, but also to keep social interaction. In teaching a language, the main goal is to develop the learners' communicative competence. Communicative competence is ability to create discourse. Interaction may seem as a simple thing to do, but there are many obstacles in building a good interaction in order to help students developing their speaking skill.

Interaction is one important point of success in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between teacher and students or students and other students resulting in reciprocal effect on each other. Interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching and learning process and derive meaning from classroom events (Chaudron, 1988:10).

Teaching learning process gives a chance for learners to ask, guess, think and even to discuss the course material. Classroom interaction includes all of the classroom events, both verbal and non – verbal interaction. The verbal interaction occurs when the teacher and learners talk, while non – verbal interaction covers gestures or facial expression. Classroom interaction is essential for the success of teaching and learning process. Through classroom interaction, the plan produces

outcomes or input, practice opportunities, and receptivity (Allwright and Bailey, 1991:25).

By implementing good interaction during the process of teaching learning it is meaningful to support the learner participation. Through meaningful of interaction, the English teacher can provide opportunity for the learner interaction when they are in a group or individually work. Moreover, classroom interaction can stimulate the student to speak because it is useful in stimulating the student to think, understand and give respond to the given stimulation. Thus, classroom as a place of communication, and language classroom should become a place which would allow all students to practice the communicative skill that they would need to use in real interactive situation outside the classroom.

Unfortunately, the interactions in the language classroom seem difficult to use the target language all the time, especially in the EFL (English as a Foreign Language) classroom. It is happened since the EFL students have common native languages (Brown, 2001: 180). The problem related to the interaction using native language in English speaking classroom can be solved if teacher and learners realize the important of interaction in language classroom.

The analysis and observation of classroom interaction has been popular form of research in 1970's and many coding category instrument and discourse analytical system which is designed for use on transcription of classroom interaction were developed to describe and analyze the teaching and learning interaction such as Foreign Language Interaction Analysis (FLINT) system.

Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown, 2001:170) is one of the guidelines to analyze the interaction activities. FLINT is a concept which states that teaching will be effective depending to a large degree on how directly and indirectly teachers influence the learners' behaviors. This model helpful in developing interactive language teaching (Brown, 2001:177).

There were some researches that have been done about FLINT technique in analyzing classroom interaction. The research done by Nafrina (2007) was about The Teacher and Learners talk in The Classroom Interaction Of Grade VIII A SMPN 2 Cepiring Kendal. She conducted a research to describe the interaction between the teacher and learners while they were in the classroom and to identify Indonesian or English language used most by the teacher and students in the classroom interaction. The result of this study showed that the teacher was more active (or the superior) in this interaction. Meanwhile, the learners were less active than the teacher (or the inferior). The study done by Mujahidah (2012) was about the Classroom Interaction during the English Teaching-Learning Process at the Eight Grade of SMPN 1 Banjarmasin Academic Year 2011/2012. The result of this study showed that teacher dominated the interaction. The category mostly applied was asking question and English was language mostly used.

The other research was also done by Nurmasitah (2010) was about Classroom Interaction Characteristics In A Geography Class Conducted In English: The Case At Year Ten of An Immersion Class In SMA N 2 Semarang. The researcher found that 1) the most dominant characteristic in immersion

classroom interaction was the content cross (that most of the teaching-learning time was devoted to questions and lectures by the teacher), 2) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time that showed that the students were active enough in the classroom interaction, and 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom.

For the elaboration above, the researcher is interested to conduct a study about the teacher and students talk in the classroom interaction at tenth grade students of SMA Negeri 2 Kabanjahe in Academic Year 2016 / 2017.

B. The Problems of the Study

Based on the background of study, the researcher formulates the problems of the study as follows :

1. What categories of teacher and students talks were used in English classroom interaction ?
2. What is the most dominant category of teacher and students talks used in English classroom interaction ?
3. What are the factors affecting the interaction in the teaching and learning process as the way it is?

C. The Objectives of the Study

The objectives of the study are:

1. To find out the categories of teacher and students talks used in English classroom interaction.
2. To find out the most dominant category of teacher and students talks in English classroom interaction.
3. To describe the factors affecting interaction during in the teaching and learning process as the way it is.

D. The Scope of the Study

In this study, the researcher focuses on investigating teacher and students talks in the tenth grade of English classroom interaction at SMA Negeri 2 Kabanjahe by using FLINT technique.

E. The Significance of the Study

The findings of the research are expected to give contribution to the improvement of the effective English teaching and learning process.

1. For the teachers : as reference and self-reflection for teachers about their performance in the classroom to develop the communicative patterns of classroom interaction so that it can improve their performance and students' performance in the English language teaching process. It can also be used as evaluation to realize the importance of student-centered classroom.

2. For the further researchers : as the basic reference for further researchers who will concentrate on developing classroom interaction between teacher and students in English language teaching process.



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