

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is an international language and the most popular language used by almost all the people in the world to communicate with others in so many fields, including in education. So, English becomes one of the essential languages to be studied to broaden mind and knowledge about anything. In Indonesia English has been taught and taken a role as a foreign language.

In education, English is used as medium of verbal interaction between teachers and the students. It is used in the core activities of teaching; showing, guiding and facilitating of the students, enabling the students to do something and providing new knowledge (Brown, 2000). In classroom teaching and learning process, the teacher as a source of knowledge usually get involved with the students by having a purposeful interaction between the teacher and students. In English teaching activities, there are so many interactions happened in the classroom. All of those activities are happened through verbal and non-verbal.

Interaction, verbal or non-verbal is considered as an indispensable part of human life. People need to interact with others to fulfill their needs as the consequence of being a social product that has no capacity to live without others and provide their needs by themselves. Saragih (2004: 9) states that to fulfill their needs people need to communicate. In other words interaction is the main goal of communication. It shows a mutual relationship among a speaker and the hearer in a certain purpose of communication. Brown (2001, 165) simply argued

that interaction and communication are interchangeable. When two or more people are engaging in a communication it means that they are interacting one another and when they are interacting actually they are communicating vice versa. Through interaction people exchange information, express feeling, communicate idea, and persuade others.

Interaction occurs when there is understanding between two or more people, then giving responds. Interactions has a great value in the educational context, particularly the teacher-student interaction in the classroom. Walsh (2011) argues that interaction is the most important thing on the curriculum. It is vital because it supports teaching-learning, managing students, and organizing activities in the classrooms. In this view, the success of a learning process is determined by on the interaction both verbal and non-verbal, done by teacher and the students in the classroom mostly. Relating to the title of this proposal verbal interaction between teacher and the students in the classroom will be the focus since classroom talk as stated by Gorongna (2013) in the journal entitled “The Nature and Quality of Teaching and Learning Process” is one of determinants for effective learning.

In the classrooms, the quality of interaction is determined by teachers. According to Walsh (2011) the teacher talk features pedagogic goals and interaction and they cannot be separated. This view illustrates how teacher talk influences the interaction pattern in the classroom and determined the students' achievement. In other words, what pattern of verbal interaction the teacher delivered is based on the teaching goals. This view was supported by researches conducted by Gorongna and Weddel (2008) that revealed how the nature of the

lecturer talks had created the nature of classroom talk and the classroom activities. Specifically, the researches conducted the classroom interaction study in academic level proved that the language the lecturers used in class mostly contributed on the success of interaction with their students.

Reading is one of English skills should be taught through the interaction between teachers and the students in classroom activities. The reading classroom interactions in English are intended to enable the students to achieve reading skills. In specific the 2013 Curriculum of Junior High School demands the students to have higher order thinking skills through every teaching and learning activities including reading teaching and learning classroom interactions. Thus, reading skills becomes a subject of national assessment. Weddel (2008) and Walsh (2011) argued the quality of students reading abilities in English are determined by the interaction used by the teachers and the students while the quality of classroom interaction is determined by the verbal interaction used by the teachers. In other words the quality of Reading classroom interaction is determined by the verbal interaction between the English teachers and the students. It is related with Krashen's theories of comprehensible input of language learning (2003) that stated that language teaching and learning process consisting of two elements; input, language used by teacher and output element, the language produced by the students is potential to reach the goal of language learning; the use of a language in written and spoken communication. Thus, the successful and the failure of learning process in language classroom depend on how teacher and the students interact verbally.

Preliminary data in English reading classroom at SMP Parulian 2 Medan showed that the students' abilities in reading comprehension are in crucial. The students' scores of National assessment in English are very low (4,5 in average). Besides, preliminary observation showed that the students were very difficult to answer the reading comprehension questions. Even, they found difficulties to answer literal questions. Francis (2014) stated inside the classroom of big numbers of students the verbal interaction between teachers and students is limited in the number of students' conversations. The teacher talks were dominated by a kind of orientation checks understanding rather than training students to think. Moreover, the teacher dominated the interaction verbally. According to Biddle (1974) the ways teachers interact verbally or the language used by teachers in the classroom is affected by certain factors such as presage, content, process and product.

Since verbal interaction is regarded to be essential to language learning the certain patterns should be used by teachers to help students in mastering reading skills and achieving the goals of learning reading in English. Despite of that importance of verbal interaction, it stills a problem in the classroom. These conditions are attractive factors to be researched. Then, it is important to research the verbal interaction used by the English teachers and the students dealing with those conditions.

Due to this research was conducted at covid-19, in accordance with the advice of the government that for the time being the teaching and learning process in the from of "Online" (in network). So this research was carried out onlie too, that is zoom or virtual classroom. Virtual classroom is a learning that is held

without face to face directly between teachers and students. Where the teachers provide teaching materials in digital content that can be accessed anytime and anywhere. Due to the fact that not all students of SMP Parulian 2 Medan not all have android mobile phone, accordingly this research can only followed by ten students.

B. The Problem of Study

This study discusses the following problems:

1. How are the teachers and the students' verbal interaction patterns used in reading classroom of SMP Parulian Medan?
2. Why do the teachers interact in the way they do?

C. The Objectives of The Study

This study is intended to

1. Describe the teachers and the students' verbal interactions based on Walsh in English classroom of SMP Parulian Medan.
2. Explain the reasons of the teachers use certain patterns of verbal interaction.

D. The Scopes of The Study

The study focuses on the analysis on teachers-student verbal interaction based on Walsh Classroom in reading classroom at SMP Parulian 2 Medan.

E. The Significance of The Study

The findings of this study are expected to give some contributions to the improvement of effective English teaching and learning process for English teachers, as follows :

1. Theoretically, the findings of this study will broaden and enrich the references related to the field of verbal interaction pattern in reading classroom in specific and English teaching learning in general.
2. Practically, the findings will become reference for the English teacher's to know how the teacher use Walsh especially in their attempts to improve their teaching way in the classroom interaction. For students this paper will provide them with the information how the students use Walsh's verbal interaction pattern in the classroom and may have more opportunities to practice their target language, skill either when they are in the classroom and also get useful and meaningful feedback from the teachers. Finally, for the researcher this study will give them information how to apply Walsh's teacher-student verbal interaction in the classroom.