

CHAPTER I

INTRODUCTION

1. The Background of the Study

Language is primarily an instrument of communication among human being in a community. Larsen (2003: 2) states that language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surrounding. People realize that without language they cannot interact to each other. Language can become a bridge to connect one another that live in different places and cultures, gain information, knowledge, and express one's feeling, and emotions.

In a practical sense, using language, both written and verbal, to achieve goals can be viewed from individual's verbal linguistic intelligence. The verbal linguistic intelligence is the intelligence of language and communication. It is the ability to use language masterfully to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

The intelligence includes the ability to speak, articulate, and express, and convey one's thoughts and feelings to the outside world in one or more languages. This can be at oral and written level. It also includes the ability to listen and to understand other people.

Those people who harness the strength of words give themselves the power to persuade, to inspire, to memorize, and to influence in all manner of ways the human brain since the words have tremendous power. It is not surprising, then, that words and their power have become one of the most important currencies in the 'Knowledge Revolution' of the 21st century. In other words, the bigger and better your vocabulary and your Verbal Intelligence, the more successful and confident you will be in your life in general – in your work, in your social and personal life, and in your studies.

Individuals who have a strong verbal- linguistic intelligence enjoy playing with rhymes, always have a story to tell and quickly acquire other languages—including sign language—all exhibit linguistic intelligence. Verbal linguistic intelligence is involved in storytelling and creating, in all forms of humor that involve such things as plays on words, in the unexpected ending in a joke, and in various funny twists of the language. This intelligence is involved in any use of metaphors, similes, and analogies, and, of course, in learning proper grammar and syntax in speaking and writing. Lunenburgs (2014) stated that everyone is thought to possess this intelligence at some level.

However, according to Wessman from the work of Gardner, Armstrong, Campbell, and Lazear (2010) there are three levels of verbal linguistic capacities such as basic, complex, and coherence skill level. The levels are different since there are some factors play a great role in shaping individual's intelligence such as the environment where the individual lives, the culture which she or he acquires, and the surrounding communities, with whom she or he interacts (Gardner, 1983).

In Indonesian context, the purpose of learning English in the university level especially in English Literature is to graduate qualified English bachelors. Hence, they study language, culture, and improve English skills while interacting with materials, tasks, lecturers, etc. English in universities is as an academic success since the university students are required to reach an adequate English language level. In enhancing students' linguistic resources (semantics, phonology, syntax, and praxis), interaction in English language classroom has been considered one of the most important pedagogical research topics in recent decades (Thapa & Lin: 2013).

The use of interaction in language classrooms in recent years has become the norm and the benchmark for 'successful' lessons at least for language teachers. Therefore, it is

needed to develop classroom interaction to the verbal- linguistic intelligence students. Since this intelligence is vital to good school performance.

Classroom interaction is important in the teaching learning process because interaction is a bridge for the pupils to understand the lesson that is delivered by the teachers (Paramita, 2011). In addition, students benefit from this interaction at both the social and academic level (Beyazkurk & Kesner, 2005) in Dukmak (2010). It is also a key to reach the goal of language learning in exchanging of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other (Rivers, 1987: 4-5) in Tuan, T. L and Nhu. K. T. N (2010)

According to Beyazkurk and Kesner (2005) in Dukmak (2010), elementary school students benefit from encouraging relationships and positive interaction with their teachers. Also, students in early childhood educational settings are more socially competent and do better in their classes as a result of positive interactions with their teachers (Egeland & Hiester, 1995; Pianta, Stuhlman & Hamre, 2002) in Dukmak (2010).

Professionals in the field of education consider teacher– student interaction fundamental to the learning process. Student involvement in classroom discussions can be a major element in effective instruction. Verbally active students are more likely to be high achievers, and student–teacher interaction can help students develop their cognitive skills.

Various studies on classroom interaction revealed that these students control interaction because they are more active in the learning process and participate more willingly than others (Willson, 1999) in Dukmak (2010).

After having preliminary research by observing 10 students who were learning advanced reading of retelling the story –Oliver Twist” in the fourth semester of class B in Methodist University in Medan, it was found: (1) There were only 2 ways of organizing classroom interaction from 4 ways such as learner-learner and learners-learners since the

learners do not response to the lecture (2) There were only 6 students who were retelling the story from 10 students. Though, the lecture has called them many times to perform (3) There was only 1 student who was retelling the story well from 6 students based on the lecture's admiration: good. (4) There were 3 students who were weak in linguistic realization especially phonology from 6 students. It can be seen from the conversation below.

L : Who wants to retell the story firstly, come on... (The students are silent and do not give any response. Finally, the lecture calls the students' names for many times, and then she takes the attendance list. After that, the student comes based on the list)

NW : Oliver Twist was born to the drunken nurse. **She was a poor boy.**
(the linguistics realization is wrong)

L : She was a poor boy?

NW : He was a poor boy

AN : Oliver grew up small and **malnourished** **(the pronunciation is wrong)**

L : Malnourish / **mælnʌrɪʃ** /. Who came to get the money offered?

VV : **Mr. Gamfield** **(Coherence Skill Levels)**

L : Good

In conclusion, classroom interaction is basically affected by verbal linguistic capacities. They will show different classroom interaction because of their different capacities.

The pre- research conclusion above also convinced by Willson's (1999) and Younger and Warrington's (1996) in Dukmak (2010: 3) who found regarding the relationship between interaction and achievement revealed that high-achieving students initiated more interactions than low-achieving ones. The study also found that the nature of interactions among high

achievers differed from those of low achievers. High achievers initiated interactions to volunteer answers, whereas low achievers interacted primarily to seek help.

In conclusion, the above research done is to find out the relationship between interaction and achievement in students in general while in this study, the research focuses to intelligence, especially to the verbal linguistics in university students.

In line with this background, this study was conducted to describe classroom interaction occurs in terms of specific intelligence that is verbal-linguistic intelligence of the students in university classrooms in Methodist University in Medan.

2. The Problems of the Study

Based on the background of the study, the problems of the study are:

1. What are the levels of verbal-linguistics intelligence?
2. How are the students' linguistic intelligences realized linguistically in classroom interaction?
3. How do students with complex skill levels apply classroom interaction?
4. How do students with coherence skill levels apply classroom interaction?
5. Why are the verbal linguistic intelligences realized in the way they are?

3. The Objectives of the Study

As generally assumed, any scientific study is intended to solve the research problems under study, the results of which are expected to bear great significance to the principles as well as practices of classroom interaction.

In congruent with the discussions of the nature and theory of classroom interaction underpinning the present study, as highlighted in the background and in the formulations of the research problems, the undertaking of the present investigation has both general and specific objectives.

The general objective of this study is to shed further insights and more scientific evidences concerning effective and efficient classroom interaction either from teacher to learner or learner to learner.

Specifically, the undertaking of this study aims at:

1. Finding and revealing the levels of verbal linguistics intelligence occurring when accommodating classroom interaction.
2. Finding and analyzing the way the students' intelligences realized linguistically in classroom interaction.
3. Finding and analyzing the application of classroom interaction currently in language teaching aligned with the complex skill level
4. Finding and analyzing the application of classroom interaction currently in language teaching aligned with the coherence skill level
5. Analyzing and revealing the reasons of the degree of naturalness in accommodating classroom interaction.

4. The Scope of the Study

Due to the fact, there are some verbal linguistic intelligences and classroom interaction dimensions such as proposed by Buzan, Brown, Wessman, etc. This study is limited to the verbal linguistic intelligences as classified by Wessman and to the classroom interaction as categorized by Vygotsky.

The study is also limited to the verbal linguistic intelligences, their linguistic realization and classroom interaction preferred by the fourth semester of academic year 2015/2016 at English Literature of Faculty of Letters of Methodist University in Medan. There is one class registered on English Literature, namely class A. The researcher will observe 5 class sessions by considering that the amount of observation is enough to portray the classroom interaction.

5. Significance of the Study

It is suggested that there are three significances of this study, among which are as follows:

1. Theoretical Significance

The research findings enrich the previous theories about interaction analysis and will contribute new knowledge from different perspective in addition to providing a better understanding about the importance of conducting the study.

2. Practical Significance

The findings of the present study are expected to be great practical significance to the English lecturers, especially to those who are interested in and concerned with classroom interaction work. Further, the analysis of interaction can be also applied as a productive teaching technique in facilitating students' language development and communicative competence. Language teaching over the last few decades is marked by the rapidly increasing rapid development of different sciences and sophisticated telecommunication technology; it is obvious to say that more and more abundant classroom interaction work either from teacher to learner or learner to learner is urgently needed.

3. Pedagogical Significance

More and more classroom studies in Indonesian are still expected now and in the future. The results achieved through classroom interaction studies are expected to inspire people and language teachers in particular to apply classroom interaction. Nowadays there are indications that interest in and research on classroom interaction will be continued into the future. Interdisciplinary barriers across specialties are breaking down, encouraging collaboration among linguists, psychologists, humanists, educators, anthropologists, and representatives of other disciplines.

