CHAPTER I

INTRODUCTION

A. The Background of the Study

Today, it is difficult to reinforce the importance of teaching English. Lots of people use English language to communicate with other people from other places in Medan. The development of science, technology, art and culture also cannot get rid of role of English. In classroom, the teacher and student should be able to create communication and good interaction in classroom to be the process of an effective learning. Allwright and Bailey (1991:18) According to Allwright and Bailey (1991:18), the classroom is not merely a location where the teacher goes through a set routine but is instead a place where many aspects interact with one another. The teacher, with their educational background, the students, with their experience, knowledge, and expectations, as well as the classroom activity, are these aspects. Then, the students make the classroom the center of their entire educational and personal experiences, as well as the fulfillment of their unique needs and motivations for being there. Both the experience of teaching and of life and learning are created by the teacher.

According to Brown (2007 : 212), interaction is "collaboration of mind, feeling, or ideas between two people, bringing about a reciprocal effect each other". According to Richards & Lockhart (2007), in the classroom setting, interaction between the teacher as a trustworthy individual and students as learners, or student-student interaction, helps them develop competencies in recognizing the language in the classroom. In shorts, language learning turns into a conversational activity.

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Besides, according to Wagner (1994: 8), interactions take place when two items or events naturally affect one another. This is because interactions are reciprocal events that require at least two objects and two acts. In order to achieve communication, engagement must therefore occur from both sides by means of both sending and receiving signals. People, especially students, benefit from interaction. As an illustration, students communicate frequently in class and are free to present their ideas.

In teaching and learning process still found many problems. Most common happened is the teachers still dominate to talk because the students are passive and get rid of interacting with the teachers. Most of students do not give react to the question of a teacher. Therefore, the interaction pattern is required to create the effective learning.

Because it looks more closely at the relationship between teacher and students in the form of classroom interaction, the descriptive technique for the teaching and learning of English in big courses should be used. As long as the teaching and learning process happens, interaction happens when the teacher teaches in the classroom and interacts with the students. Additionally, it aims to notice the opportunities for students to practice their knowledge and abilities during the teaching-learning process, the teacher's role and the students' participation in the classroom, as well as the efficiency of the English teaching-learning process.

Therefore, obtaining the methods of teaching may be important. The objectives of teaching and learning languages, and consequently, the function that the classroom is supposed to serve in the teaching-learning process. First, the growth of international exchanges increases the need for language instruction and raises

awareness of the importance of developing communicative competence that is applicable in real-world contexts. Further, Tudor (2001:111) claims that the idea of language as a linguistic system was eventually challenged by the idea of language as a means of self-expression and communication.

As far as it is concerned, Tudor (2001: 45) adds that for attaining thevisions as the writer states above, good condition of teaching-learning process is very needed, spesifically in the English classroom where the dynamic interaction of teacher and students in the classroom is adopted, where the network of shared meaningfulness, which binds together in the thought of teacher and students emerges. According to Lynch (1996:105), speaking in the classroom can refer to a variety of oral activities, ranging from repetition drills to true interaction, or actually talking to someone about anything. As a result, the researcher is more likely to notice if there is a dynamic process of interaction between the teacher and the students or the students with one another in the classroom. Tudor (2001: 113) argues that language classrooms should allow all students to practice the communicative abilities they will need to utilize in authentic, outside-the-classroom interactions. A successful implementation of an experiential approach to language learning is also determined by the participation of actual students in the relevant learning activities or by the assumption that students should be more active and participative. Therefore, it becomes a big attention to the writer. The writer concludes from the definitions of speaking that speaking is important for teachers and students. Speaking to each other is modal.

Based on the researcher's observation at SMA UISU Medan, especially the in grade tenth, when a teacher and student speak to one another. In this time the researcher viewed that interaction between student and teacher in class only consists

of simple responses. When a student has a question for the teacher, they typically feel embarrassed or anxious. Teacher and student do not talk too much, usually the student feel shy to ask to the teacher or worried, particularly the student in SMA UISU Medan.

The researcher observed the phenomenon of classroom interaction in an English-speaking class at SMA UISU Medan, where the majority of students struggle to communicate in English because they do not have enough skill to speak English fluently. The student cannot improve their classroom interactions as a result of the teaching learning process. The purpose of this research is to analyze the classroom interaction among teacher – students, students – teacher, and student – student in speaking class at SMA UISU Medan. Therefore, by using types of interaction pattern, it is hoped that the students can improve their speaking ability.

Relating to the statement above, the writer picks out a title *"The Interaction Pattern of Teacher – Student in Speaking Classroom for Grade X at SMA UISU Medan"*.

B. The Problem of the Study

Based on the problem identification, it is necessary to formulate the problem on this research as *"What are the interaction patterns in speaking classroom for students grade X SMA UISU Medan"?*

C. The Objective of the Study

In carrying out the research, itis necessary to state clearly the objective of the study in relation of the problem. The objective is to analyze the interaction pattern used in speaking classroom for student grade X at SMA UISU Medan.

D. The Scope of the Study

The scope of study is the English teacher and the students grade X at SMA UISU Medan. The study more focuses on observing and finding out the interaction patterns that occurred inteaching-learning process for grade X at SMA UISU Medan.

E. The Significance of the Study

- For English teacher

    Result of this study can use as a reflection or reference about all duties that do as long, so that the teacher can improve performance in teaching during teaching-learning process. The research is expected to be useful, information, and reference for the English students in general.

- For student

    Result of research covers many advantages, namely attitude, improvement, and verbal competence of the students. The students will get the knowledge about the methods of the interaction between the teacher and to other occurred in the speaking class, so the students get motivated to do interaction and improve their speaking and of course it will be make habitual communication.

- For further researcher

    Result of study may also be used for further study which focuses on extending classroom interaction between teacher-students through English Communication.