

CHAPTER I

INTRODUCTION

A. Background of the study

In teaching English language a teacher should comprehend the materials in the subject to deliver it in the correct way to the student. Also, a teacher with a comprehensive understanding of teaching English language can be proven theoretically and practically.

In addition, teaching English language also requires the teacher's skill in building a good classroom situation that can make the students participate, be active, and interact during teaching and learning process. Performing a good classroom situation in teaching English language there is an interaction between teacher to students (reciprocal interaction). The reciprocal interaction has an impact on verbally or non-verbally.

The teacher's professional behavior in teaching English language and performing an interactive classroom situation that invites all of the students to participate in the learning process is one of the factors that influence student achievement. Similarly, Kurniasari et al (2019:158) states that how a teacher acts as a professional, how the teacher interacts in the classroom, and having good communication, will affect students' achievement in absorbing the material.

According to Brown (1994:165) states that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Therefore, the interaction that happens in the classroom should give the students new information, they also can share their

feelings and ideas among the students and with their teacher. So the student did not only listen when the teacher gives the material/thought/ ideas, but the student also can share their ideas, with the teacher encourage or give a positive responds to students' ideas.

Furthermore, it has been mentioned that interaction happens between the teacher to students. The interaction is divided into two categories, verbal interaction and non-verbal interaction. Kusumawati (2016:84) states that verbal interaction is an interaction that using words it can be as a form of text or speech. On the other hand, non-verbal interaction is an interaction without using any words or speaking. It can be concluded that non-verbal interaction is a gesture of abody, such as raising a hand or nodding.

In addition, quoted from Flanders theory (1970) divides classroom interaction into some categories. They are: 1) Teacher Talk Response: Accepting Feelings, Praise and Encouragement, Accept or Uses Ideas of Students, and Asking Questions. 2) Teacher Talk Initiation: Lecturing, Giving Direction, and Criticizing or Justifying. 3) Student Talk: Student Talk Response, and Student Talk Initiation. The last category is Silence or Confusion.

In fact, the teacher still dominated in the classroom interaction. According to the statement, it is certainly will affect the students' achievement in the learning process. Moreover, Rintaningrum (2018:12) states that class interaction is a determinant of student success in studying language or literature in addition to facilitating the learning process itself. Therefore, teachers should maintain good classroom interaction with the students.

Based on the observation in order to get the preliminary data at Madrasah Tsanawiyah Negeri 2 Medan, it was found that classroom interaction was still dominated by the teacher. It was proved by the teacher that taught the class by reading a text in the textbook and showed the student to follow the teacher's pronunciation from the text. After finish reading the text, the teacher asked the student to do an exercise in the textbook while no student initiate to ask about the material that was being learned on that day. The activity that was being held seems so monotone and has minimal interaction with both the teacher and the student. This is the basic reason why this study is conduct, to investigate the most dominant category that is used by the teacher and student during classroom interaction in English Language especially verbal interaction and also to find out the reasons of teacher used teacher's talk in classroom verbal interaction.

An additional research with the title 'The Analysis Verbal Interaction Between Teacher and Students in Teaching and Learning Using FIACS (Flanders Interaction Analysis Categories System) at XI Class Religion 2 Of MA Al-Amiriyyah Blokagung in Academic Year 2021/2022' by Salamah (2022) also supported the last paragraph. In this research, the result is that the teacher mostly dominates the classroom interaction, such as praise and encouragement, lecturing, giving direction, criticizing or justifying authority, with a percentage of 77%. Meanwhile, students talk with the percentage 13% are less dominant and participate in the classroom. The last category is Silence or pauses contributed with a percentage of 10%.

Based on the explanation above, this study conducted a research with the title: “Verbal Interaction in English Classroom Using Flanders Interaction Analysis Category System (FIACS) at Seven Grade of Madrasah Tsanawiyah Negeri 2 Medan”.

B. The Problems of the Study

Based on the background of the study, the problems of the study formulated into two questions, they are:

1. What types of verbal interaction are found based on FIACS between teacher and students interaction in English language classroom?
2. Why the teacher uses the teacher's talk in classroom verbal interaction.

C. The Objectives of the study

According to the problem of the study, the objectives of this research are:

1. To investigate the dominant category of verbal interaction used by the teacher and students in English Classroom based on FIACS.
2. To find out the reasons of teacher used teacher's talk in classroom verbal interaction.

D. The Scope of the study

The Scope of this study focus on investigating verbal interaction in English classroom used by the teacher and the student based on Flanders' theory (1970)

such as teacher's talk (Teacher Talk Response and Teacher Talk Initiation) student's talk (Student Talk Response and Student Talk Initiation) another category is Silence or Confusion. Also, this study focus on finding out the reason of teacher used the teacher's talk based on Moon's theory (2000) they are: To give instruction, To control/discipline, To give feedback, To praise, to ask for information, To give information, To provide examples of the target language, To give models of procedures or strategies, To check or test students' understanding, To joke, and To maintain a good atmosphere.

E. The Significances of the Study

The significances of this study are divided into two parts. They are theoretically and practically.

1. Theoretically

The findings of this study is expected to be useful for teachers, so that they can increase their knowledge and new information about categories of Flanders to interact with the student in the classroom.

2. Practically

a. The Teacher

This research hopefully can benefit teachers in understanding the kind of interactions with the students in the classroom according to Flanders' theory. Therefore they can perform a balanced and dynamic classroom interaction between teacher and students.

b. The Student

This research feasibly can be useful for students to recognize how to interact, participate, and respond to teachers in the classroom based on Flanders' theory.

c. Other Researcher

Hopefully, this research explanation can be useful as a reference for those who wants to conduct a future research.

