

# **CHAPTER I**

## **INTRODUCTION**

This chapter present background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation and definition of key term.

### **A. Background of the Research**

As an international language, English has important role in the world. Most people use English to communicate among people with different background of language from many part of the world, as a mean to gain knowledge, information, science, technologies and other. Harmer (2007:11) stated that many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them.

Since become an urgent need in Indonesia English has been taught at every level of education as the first foreign language. It is taught from kindergarten level, elementary school, junior high school, and senior high school even in the university level, in order to introduce the learner about English as a world language early on.

The objectives of English teaching cover the four language skills namely: listening, speaking, writing, and reading through the mastery of the

language components: vocabulary, grammar, and pronunciation. As we know that final result of teaching is affected by some factors, they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom.

Interaction is one important point of successful in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner resulting in reciprocal effect on each other. Thus, interaction in a language classroom is a process of learning language.

Teaching process actually gives a chance for learners to ask, to guess, to think and even to discuss the course material in order to make an interaction between students. In the classroom interaction, it includes all of the classroom events, both verbal and non – verbal interaction. The verbal interaction take place because of the teacher and learners talk, while non – verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words. Richard (1992) states that, classroom interaction is the pattern of verbal and non verbal communication and the types of social relationship which occur within classroom.

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. Rivers (1987) explain that interaction is the hearth of communication. Communication it self, whether it is oral or written, is the central goal of foreign language learning. In order to achieve that goal, the learner or the student need to cooperate and interact among themselves, between them and the teacher, or between them with some body else who are aware of language learning. In short, communication is derived from interaction, which in communication there must be interaction between people who are having something to share.

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). If the teacher of EFL ignores it, the goal of teaching process then could not be achieved.

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. Rivers (1987:4) stated that interaction play significant roles in the language classroom since it can increase students' language store. For those interaction in the language classroom has

advantages to the students speaking performance, therefore the study about classroom interaction is considerably important and worth to be analyzed.

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. Brown (2001:177) state that this model helpful in developing interactive language teaching. First, it gives you taxonomy for observing other teachers. Second, it gives you a framework for evaluating and improving your own teaching, such as how well do you balance teacher talk and student talk. Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching.

It is clear that to get better result on teaching English especially in Senior High School has to be developed by improving the quality of the teacher and learner talk because they will govern the classroom behavior. Moreover, while the teaching-learning occurs, interaction is foremost it, avoid the blank moment during teaching learning process, both teacher and learners there must be interaction, both of them should be active in the classroom.

Therefore, now formal school in Indonesia uses a dynamic curriculum, which is to demand both the teacher and learner to be active in the classroom. It is emphasis on process of gaining knowledge and applying the skill of learners, where here the teacher is a facilitator.

Actually, there are many Senior High Schools in Tulungagung which are appropriate to be chosen as a setting to conduct the research, especially school that emphasize to use English in their daily activity. In this case the researcher choose one of the Senior High school in Tulungagung which have met this criteria it refer to SMA Jawahirul Hikmah. This school is one category of good schools in the mastery of English because it required the entire student to use English in their daily interaction, not only with the teacher but also with other friend.

Based on the elaboration above, and taking consideration of the significant role of classroom interaction in teaching – learning process, the researcher is interested to conduct a study about the teacher and learner talk in the classroom interaction at tenth grade students of SMA Jawahirul Hikmah in academic year 2014/2015.

## **B. Statement of Research Problems**

The problem that is discussed in this paper can be stated as follows:

1. How do the teacher and learner conduct interaction in the classroom?
2. What are the aspects of interaction in the classroom?

3. What patterns of interaction occur during in the teaching - learning process?

### **C. Objectives of the Research**

The Objectives of the study are:

1. To describe how the teacher and learner conduct interaction in the classroom.
2. To identify the aspects of interaction in the classroom
3. To investigate the patterns of interaction occur during in the teaching – learning process.

### **D. Significance of the Research**

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically. Other that it also gives contribution for the teacher, for the other teacher, for the students and for the further researcher.

1. For the teacher

For the teacher, they can develop of their English teaching, she/he should increase indirect-influence talk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective. Teacher should reduce the use of mother-tongue especially teacher as a model, she/he should enrich his/her knowledge.

2. For the other teachers

The results of this research are expected to be the model of interaction in teaching-learning process. At least the other teachers can apply this teaching model in their own classroom.

### 3. For the learners

For the learners, they have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

### 4. For the further researchers

The results can be used for the further researchers which focus on developing classroom interaction between teacher and students by using English in the classroom.

## **E. Scope and Limitation of the Research**

The scope in this study are the teacher and also female students in Tenth grade class of Jawahirul Hikmah Senior High School in academic year 2014/2015 who study English as a foreign language as the subject of this research.

This study is intended to describe the interaction between the teacher and learners while they are in the classroom, to identify the aspects of interaction in the classroom based on FLINT (Foreign Language Interaction) analysis system developed by Moskowitz (1971 as cited in Brown, 2001:170), to know the patterns of interaction occur during in the teaching – learning process.

## **F. Definition of Key Terms**

### 1. Teacher Talk

Teacher talk is the kind of language used by teacher for instruction in classroom.

### 2. Learner Talk

Learner talk is sort of talk that exists besides teacher talk. There are two categories of learner talk, which are which are response and initiation.

### 3. Classroom Interaction

Interaction is collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other.