

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, formulation of research problem, purpose of the study, significant of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Earlier studies of second language classroom interaction focused on the language used by the teacher and learners, the interaction generated, and their effect on second language learning. More recent studies have begun to investigate the underlying factors which shape interaction in the classroom-eg teacher and learner beliefs, social and cultural background of the teacher and learners, and the psychological aspects of second and foreign language learning-providing further insights into the complexities of classroom interaction. There are two interactions on the Classroom Interaction, namely non-verbal and verbal interaction.

Verbal interaction is very important in teaching and learning process in the classroom. Verbal communication refers to sending or receiving a message through sounds and languages. Teachers can address one student or the whole classroom through verbal communication. For example, a teacher may ask a student to stand up which is verbal

communication. (Shomossi, 2004) recommends that interaction will help students to attain better learning and give opportunities to rehearse their competences. It means interaction one of tool to make it easier at the teaching and learning process. The teacher and the students need to have opportunity to try out a variety of teaching. They get their competences by listening to the teacher and the students, and communicating with the teacher and the students. Furthermore, concerning the issues above, this study analyzes the interactions between the teacher and students, which occurs in the classroom interaction for getting the real evidence and implication to student talk. It is supported by (Suhardi, 2009) who argues that this lack of participation is resulted from all development teaching models. So that the teacher have to be creative to create the models that will be used in the class. Verbal interaction have a role in the classroom when the teaching and learning process. The students and the teacher will use verbal interaction so that achieve of the target of study, especially in English.

Verbal interaction is greatly helps the students to learn English. They can use all they have learned in real-life communication by practicing their English ability trough verbal interaction. In this way students get the experience of using the language. This kind of experience is helpful in promoting language development. Harmer (1998) states students are the people who need practice, not the teacher. Thus, the teacher should maximize the student talking time and minimizes teacher

talking time. A good teacher will be able to control their talking time in classroom interaction. Ellis (1985) states that if students obtained more practice in the target language, they would be more motivated to engage in further communication when they had the opportunities to speak. Rivers (1987) thinks verbal interaction is important because students can increase their language store as they listen to others including both the teacher talk and their fellow students in discussions or dialogue.

Through verbal interaction, students can demonstrate their proficiency and practice their target language. Moreover, Malamah (1987) recommends that interaction will help students to attain better learning and give opportunities to train their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the student. To have interrelated interaction, the teacher is not only facilitating the students to learn but also stimulating students to get involved in participation. The researcher concludes that increasing students English ability as the responsibility of the teachers in the classroom is through verbal interaction, because the teachers will know what the students known and unknown by stating it orally.

Verbal interaction is regarded to be essential to language learning. Despite that importance of verbal interaction, it's still a problem in the classroom. In fact, the students' talk is less than the teacher, means that the teachers more active than the students. According to the survey by Suherdi (2009), from the sixty-two SLTP and SMU teachers in West Java, Banten,

and DKI revealed that most of the students participation was still low. Suherdi explained that it is because students tend to have low confidence and lack of independence in organizing their learning. It reveals the percentage of teacher talk is more than 55%. It can make students have less opportunity to speak and it is not good for improving students ability to talk in the target language. The teachers are talking too much without allowing the students to talk.

Murtiningrum (2009), *Classroom Interaction in English Learning*. The teacher interacted with individual students by accepting feeling, praising or encouraging, accepting or using ideas of the student, asking questions, lecturing, giving directions, reminding noisy students, and helping the student's work.

Teaching and learning process in the classroom using the teacher to communicate with students. one of the media to invite students to show their abilities. by creating communicative interactions between teachers and students. it is one of the problems in the teaching and learning process. In the teaching and learning process, there will be times when the teacher does not get a response from students at all, despite the fact that students know and have the ability to provide responses. Therefore, it is time for the teacher's role in action, as a controller and initiator, the teacher must carry out interactive techniques and make the interactive classroom successful. Such as inviting students to interaction verbal. According Langford, (1994) in spoken verbal interaction people use their voices to

communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.

To acknowledge what actually happens in classrooms, based on the FIACS (Flander, 1970), there are three categories in the classroom interaction; they are teacher talk, students talk, and no/all talk/silence and how the classroom interaction goes on, especially the verbal interaction should get a high attention. Thus, this study aims to investigate verbal interaction of the teacher and the students in a junior high school and what kinds of verbal interaction which is found in the classroom according to FIACS. Finding those matters, it became more challenging to find what really happened classroom interaction, especially in verbal interaction. This picture will help teachers reflect what they usually perform in the classroom and in this way they may find out some problems in their teaching.

Research on questioning strategy has been conducted by some previous researchers including Firdaus (2018), Faradia (2021), Indriyani (2018). An example by Imanawati (2020), entitled “Verbal Interaction between Teacher and Student in the Teaching And Learning English using FIAC (Flander’s Interaction Analysis Categories).” The research findings are student participation, and the researcher identified the verbal interactions of teachers and students from FIAC that occurs in the learning process. The researcher identified the verbal interactions of teachers and

students from FIAC that occurs in the learning process. In the previous research, the researcher analyzed who dominates between teacher and student interactions.

Concerning the issues above, this study was analyzed the interaction between the teacher and the students, focusing on the characteristics and teacher strategies to make verbal interaction. The study was conducted entitles: The Analysis of Verbal Interaction between Teacher and Students in the EFL Classroom. The research that I did at SMPN 3 Kalidawir, because the school was where I did my internship, and the interactions that took place between the teacher and the students made me interested in doing research. because sometimes students are very interested when the teaching and learning process takes place, but sometimes students also look bored to follow the learning process, that's what made me finally interested in researching the characteristics and verbal interactions in the school.

B. Formulation of Research Problem

Related to that statement, this paper is conducted to elicit answer in the following questions:

1. What are the characteristics of verbal interaction between English Teacher and students in the classroom in English class at SMPN 3 Kalidawir?
2. How are teacher's strategies to make verbal interaction effective?

C. Purpose of the Study

Based on the formulation of research problem the purpose of the study are to find out:

1. To know what are the characteristics of verbal interaction between English teacher and students in the classroom in English class at SMPN 3 Kalidawir.
2. To know how teacher's strategies to make verbal interaction between English teacher and students in the classroom in English class at SMPN 3 Kalidawir.

D. Significant of the Study

The significances of this research are to:

1. As a source of information for further research on verbal interaction to the reader.
2. For the school, as an information and increase knowledge about verbal interaction between teacher and students in the classroom.
3. As a references and information to the English teachers and the students related to the problem in verbal interaction between teacher and students in the classroom.

E. Scope and Limitation of the Study

This study focused on analyzing verbal interaction between teacher and students in classroom at SMPN 3 Kalidawir. And this study focus on the types of verbal interaction and characteristic of verbal interaction between English teacher and students in the clasroom.

F. Defintion of Key Terms

1. Verbal Interaction

Verbal interaction is people use their voice to communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.

2. Characteristic of Verbal Interaction

Verbal interaction has some characteristics that we must know. Such as, by simultaneously responding to the conversation of others, giving each other the same response, thus we can know about the verbal interaction.

3. Teacher's Strategies

Teaching strategy is one of the common terms used to define the activity in the classroom between teachers and students.