

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world especially English language. This language is not only used for daily conversations but also in education, research and science, including the broadcasting and the writing of newspaper, magazine, and technology and scientific books as well. It is important for all people to survive in their lives.

The human's natural behavior that is performed with environment and other living things in every field, space and time including in the educational field, particularly in the teaching-learning process is called interaction. Interaction in a classroom covers communication of the teaching defined as classroom interaction. Classroom interaction is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves students' language ability and achievement. In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching learning facilities and

learning media, school environment and environment surrounding the school. One of the interactions in the teaching-learning process happens in the English teaching-learning process at junior high schools.

As in other teaching-learning processes, in the English teaching-learning process, interaction is one of the factors that support the students' learning achievements. It is generally known that interactions between a student and a teacher, a teacher and students, a student and students, students and materials influence students' learning activities and teachers' teaching activities. When the interaction has a high quality, it is very possible that the process of effective and efficient English teaching-learning will appear. Such an English teaching-learning process may support the quality of students' learning achievement.

English is a popular language that is used by most of people around the world. As like what Harmer (2007, p.18) states that "English is spoken by at least a quarter of the world's population." As an international language. English is spoken by people in international events across countries, including in Indonesia.

In learning English, there are four skills that have to be taught to students. They are speaking, listening, reading, and writing. When English learning, there are many skills that have to be mastered. Listening is one of the basic skills that must be mastered by students. It is very important for them to understand what the teachers or friends are talking about in the class or outside of the class.

Listening is also one of four skills in English where this skill is the first that have to be learned first before learning another skills. Same thing like what Saville

and Troike (2006, p.153) explain that listening is important skill to be learned first as early as possible because this is receptive skill input can be got from listening practice by using English as means of communication not only being learned. In this research, the researcher chose listening because it is one of the language fundamental skills, and crucial in the development of the second language competence. (Brown, 2000, p. 247) states that “listening competence is universally larger than speaking competence”.

Allah the Almighty said in the holy Qur'an Chapter Ar-Rum verse 23:

وَمِنْ آيَاتِهِ مَنَامُكُمْ بِاللَّيْلِ وَالنَّهَارِ وَابْتِغَاؤُكُمْ مِنْ فَضْلِهِ ۚ إِنَّ فِي
ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَسْمَعُونَ

As the verse above, Allah the Almighty explained that it is important when people hear they should pay more attention to what they have heard. Through listening people would be able to understand each other and know the meaning of something even it spoken in any other language. Petty and Jensen (1981, p.181) define listening as “the process by which spoken language is converted to meaning in the mind”.

Listening is very important in teaching and learning process because the students must understand about what teacher's talking about. In the teaching and learning process, the models of teaching and learning interaction in classroom is very important as it constitutes part of the teaching and learning process. (Dagarin, 2004,

p. 128) stated classroom interaction is interaction between the teacher and the students that occur in the classroom during the teaching and learning process.

It means that classroom interaction encourages students to involve. The models of interaction are really needed to develop the students' skills because the classroom interaction stimulates the student involvement in the classroom. It increases students' motivation and helps the students see the relevance of teachers' topic. It increases participation as all students are involved. (Thomas, 1987, p. 15) stated there are several models of interaction in classroom: 1) Teacher speaks to the whole class, 2) Teacher speaks to group of students, 3) Teacher speaks to an individual student, 4) Student speaks to teacher, 5) Student speaks to student, and 6) Student speaks to group of students.

Based on the previous observation of the seventh grade at MTsN Pantai Hambawang Barabai, the teacher used several models of teaching and learning interaction in classroom, but the researcher still did not know what are the models that be used by the teacher, weather all models of teaching and learning interaction or only some models that be used by the teacher in teaching speaking. The models of interaction in teaching listening are really needed to develop the students' listening skill because they will have various activities in teaching and learning process.

In teaching listening, teachers have several responsibilities in helping their students to become proficient in listening. Celce-Murcia (2001:99) describes teachers' responsibilities as follows. First, teachers must understand the role of listening in language learning in order to utilize listening in ways that facilitate

learning. Second, they must understand the complex interactive nature of the listening process and the different kind of listening that learners must do in order to provide students with appropriate variety and range of listening experiences. In this case, teachers must be careful in setting appropriate goals for different levels of proficiency; choosing listening materials; incorporating support materials such as visual aids into listening tasks and combining listening with other skills. Finally, teachers must understand how listening skills typically develop and must be able to assess the stage of listening at which their students are, so that each student can engage in the most beneficial types of listening activities given based on his or her level of proficiency.

Related to this title, the writer got the previous research. There is a thesis by Darojatun (2004) entitle “The Model of English Classroom Interaction in the Eleventh Grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014”. This research and previous research have similarity. 1. Both of them focus on model English classroom interaction, and 2. The methodology of research both of them used qualitative descriptive which describe about the models of interaction. The previous research stated the model of English classroom interaction, it is different to this research which more specific to describe the models of teaching and learning interaction in listening. The different with my thesis, if he was more focus on the types of models, while my thesis focus on the interaction of the models, so what I applied here are only 6 ways or types that are used and made by Malamah.

The other previous research of related study had been conducted by Murtiningrum (2009) "Classroom Interaction In English Learning". This research and previous research have similarity. Both of them focus in interaction. The objective of previous research is to include the classroom interaction in English learning. It is different to my research that focus the models of teaching and learning interaction in listening.

The researcher chose MTsN Pantai Hambawang because from many schools MTsN Pantai Hambawang has complete facilities as supporting teaching and learning process and the teachers graduated from English department. He chose the seventh grade because the researcher wants to know how learning interaction and the process. And how the seventh grade students' English skill. Whereas, some of them did not learning English in elementary school. So in junior high school is the first time for them learning English language. And some of their parents like this school and also wanted their children study in this school.

So, the researcher needs to observe to get to know about the models. For this reason, the researcher is interested to conduct a research entitle: **"INTERACTION MODELS OF TEACHING AND LEARNING LISTENING OF THE SEVENTH GRADE AT MTsN PANTAI HAMBawang BARABAI ACADEMIC YEAR 2017/2018"**

B. Statement of Problems

This research focuses on the use of models (types) of interaction used by teacher in teaching and learning in listening. The problem is formulated as follows:

1. What interaction models applied in teaching and learning listening of the Seventh Grade at MTsN Pantai Hambawang ?
2. How are interaction models applied in teaching and learning listening of the seventh grade at MTsN Pantai Hambawang?

C. Objective of Study

The main objectives of this research is

1. To find out the interaction models are applied in teaching and learning listening of the seventh grade at MTsN Pantai Hambawang.
2. To gain information about the classroom interaction models are applied in teaching and learning listening of the seventh grade at MTsN Pantai Hambawang.

D. Significance of Study

The significance of the results of this research are expected as below:

1. For English teacher.

This research can be a feedback and additional knowledge for their models of interaction in teaching and learning process.

2. For students.

It is used the simple interaction in the process of teaching and learning and in order to make them understand it deeply.

3. For Other researchers.

It can be used as an information or reference for the next researcher to conduct a research on the similar topic.

E. Definition of key term

1. Interaction

Classroom interaction is two way process between the participants in the language process, the teacher influences the learners and vice versa (Dagarin, 2004, p. 128). Classroom interaction is a practice that enchances the development of the two very important language skills which are speaking and listening among the learners and teacher and classroom interaction is also defined as the general activities of teachers and students in the classroom of learning activities to help the learners to be competent enough.

2. Model

The model is an object of physical representation that shows what it looks like or how it works. A model can come in many shapes, sizes, and styles. The teacher at the MTsN Pantai Hambawang used the model in learning and teaching process especially in English learning.

Malamah-Thomas (2005, p. 59) points out six types (Models) of classroom interaction in the classroom aiming at teaching the target language as follows.

1. Teacher speaks to the whole class

This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Dagarin, 2004, p. 129). Furthermore, (Mingzhi, 2005, p. 59) elaborates that the type of classroom interaction is characterized by teacher initiation, students response and teacher follow up pattern namely IRF exchange structure. The role of teacher in this type interaction is as a controller. This role is commonly applied when taking the roll, telling students about information or materials, organising drill, reading aloud and other activities related to the teacher-fronted classroom (Harmer, 2001, p. 58).

2. Teacher speaks to an individual student with the rest of students of the class as hearers

The second type of interaction is the other common interaction which is applied in the language classroom. Dagarin points out that, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity (Dagarin, 2004, p. 129).

3. Teacher speaks to a group of members

This type of classroom interaction refers to the teacher participating in students' group work (Mingzhi, 2005, p. 59). In group work, students are assigned a task which involves collaboration and self-initiated language (Brown, 2000, p. 177). In this type of classroom interaction, the teacher acts as an organiser for giving students information about what they are going to do or when putting them into pairs or groups, and closing them when the time is over (Harmer, 2001, p. 58).

4. Student speaks to teacher

This type of interaction refers to the student's initiation. (Mingzhi, 2005, p. 59) argues that when this occurs, it is regarded as learner initiative, learner initiative is common in the learner-centred classrooms, but rare in the teacher-fronted classroom. The student's initiation to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other words, is to ask for the clarification.

5. Student speaks to student

It is related to the pair-work activities. Unlike group-work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Brown (2001)

stated that firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak.

6. Student speaks to group of members

This type of interaction is related to the group work. (Mingzhi, 2005, p. 60) states that this interaction can provide more opportunities for language production. However, this group-work has the weakness, especially when a teacher does it for the purpose of giving the students more opportunity to speak in the target language. The weakness is that the students will use their native language. (Brown, 2000, p. 180) explains that it is caused by the EFL students which have a common native language.

3. Listening

Listening is a basic skill of communication. However to be good listener takes a lot of practice. In classroom, students always do more listening than speaking. Listening competence is universally larger than speaking competence (Brown, 2000, p. 247). A receptive skill is involved in understanding the message (Broughton et al, 1980, p. 65).

And also with listening the students or learners can add English vocabulary, will be accustomed to listening to English conversations, and

function to use other skills, such as speaking, writing, and reading. especially with listening we can learn anything, even blind people can learn even if they can only listen.