

CHAPTER I

INTRODUCTION

A. Background of Study

Interaction is the essence of communication. Learning to interact in English means learning to communicate in English. Interaction becomes an important aspect in language learning because it is what people do in daily lives, they may talk, challenge, interrupt, or query each other. There is a willingness to cooperate verbally as the part of the interaction. In the classroom, both the teacher and the students should have the willingness to participate in the interaction.

Interaction becomes an important aspect in language learning because it is what people do in daily lives, they may talk, challenge, interrupt, or query each other. There is a willingness to cooperate verbally as the part of the interaction. In the classroom, both the teacher and the students should have the willingness to participate in the interaction. Interaction involves both social and personal input, and, forms the basis of the vast majority of everyday talking done by natives. Interaction involves the emotions; creativity; agreement; disagreement; people waiting patiently to get in a word; sighing, nodding, gesticulating, and so on. According to Counihan (1998) interaction is not waiting to be asked a question.

Interaction is becoming more important in an English learning. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of interaction that takes place

during lessons. Interaction has an important role to play in developing a learner's ability in that language. By interaction, a learner will engage with the language and master it.

Al-qur`an states that Allah will exalt degrees and glorify learner than Muslims more who are not bookish knowledge and not learner. Al-Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ
انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

11. you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

In the verse above, it is explained the importance of learning because learning make better degrees than not learning. In learning influenced by the components of learning-teaching, as an example of how a way of organizing the materials, methods are applied, the media used, and others. There are factors other participating affect the succes of the learning students, which is about the interaction between the teacher.

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُوا الْعِلْمِ قَابِئًا بِالْقَسْطِ ۗ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ

الْحَكِيمُ

18. Allah witnesses that there is no deity except Him, and [so do] the angels and those of knowledge - [that He is] maintaining [creation] in justice. There is no deity except Him, the Exalted in Might, the Wise.

In the verse above Ali Imran verse 18 explained the importance of learning because learning make better degrees than not learning. It is important to learn for wise.

The interaction of teachers to students in the process of learning to teach is a factor that is very decisive. However good the material lesson given and perfect method are used, but if the interaction of the teacher with the student is not harmonious, it can create an outcome that is not desirable to establish a relationship that a teacher must understand that in class there were not able to circumvented, namely the differences of individuals, both from the aspect of biological, intellectual, pshycological. The interaction that will occur is also influenced by the way the teacher and students are in the lesson.

The students' experiences in language learning also influence what and how they learn the language in the classroom. This study discusses the interaction experiences of the language learners, teachers and students. It investigates what the students and the teachers think of the meaning of interaction in English learning, how they experience the interaction, how they interpret it, and how they actualize themselves through interaction. It also investigates how classroom interaction develops the participants' personal development. Classroom interaction needs the participation of both the teacher

and the students. The teacher's role is most important in designing tasks and monitoring the process of doing it. Whether by whole class discussion or small groups, teacher can do much to create an interactive Classroom interaction needs the participation of both the teacher and the students. The teacher's role is most important in designing tasks and monitoring the process of doing it. Whether by whole class discussion or small groups, teacher can do much to create an interactive classroom. Students need to think, speak, and be listened to as they participate in the classroom. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. According to Bishop (2000), Students need to practice with other students in the classroom, they develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students.

Students need to think, speak, and be listened to as they participate in the classroom. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Stated by Bishop (2000), Students need to practice with other students in the classroom, they develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students.

The same thing may also happen when the teacher is gives interaction to the students to do some exercises or certain activities. If the students cannot understand it quite well, they will directly do the instruction quietly. Moreover,

when the teacher asks them to do a certain activity in English, they often do the activity in Indonesian.

In the English teaching and learning process, it is very possible for the teacher to interact more frequently with certain students than with others. The students may be those who sit in the first and second front row seats. It happens, probably because the teacher tends to teach more frequently in front of the classroom. Therefore, the students who sit in the first and second row seats are more likely to get more attention from the teacher than those who sit in the back row seats. Likewise, in giving questions to the students, the teacher may tend to ask the brighter students or those whose names are easy to remember.

From researcher last teaching practice, researcher do an online teaching practice. Researcher found that the interaction in online learning is very low. Teacher sometimes only gives material or giving the explanation of the material using youtube video that has already explained the material that students need to learn in the classroom. Students did not ask any question after the material is given. Then, every assignment that students done, they submit it via link or in whatsapp group. It saw like the interaction in the classroom is not really happen, from that experienced, researcher interesting to conduct about classroom interaction in teaching and learning.

The another reason why researcher want to conduct this research because researcher hopes after this research finish. All teacher especially the teacher realize that in the classroom include some models of classroom interaction that can be a references to make many learning activities that not

seeing monoton. Because many teacher in Indonesia, especially based on researcher experience that always use only some kind of classroom interaction model such as teacher talk to students.

Some research has been conducted with the topic classroom interaction. The first research conducted by Darojatun (2004) with the topic classroom interaction. The researcher stated the model of classroom interaction while writer research stated the model and the activities that applied classroom interaction. Next, another research conducted by Usman Kasim (2014), this research investigated the classroom interaction in speaking class while the writer research investigated the classroom interaction in English class. The writer also gives some suggestion for the next researcher to conduct the research about classroom interaction especially in teaching English for young learners.

Therefore, the researcher decided to get to know about the activities models of classroom interaction, for this reason researcher is interested to conduct a research entitle: **“CLASSROOM INTERACTION MODELS OF TEACHING AND LEARNING ENGLISH OF JUNIOR HIGH SCHOOL.”**

B. Definition of key term

1. Classroom Interaction

Classroom Interaction refers to social activity that occurs in the classroom between students and teacher in MTsN 1 Hulu Sungai Tengah when they are communicating to other in the classroom.

2. Classroom Interaction Model

Classroom interaction model are the guideline that consist of six models of classroom interaction in the classroom aiming at teaching the target language as follows such as teacher speaks to whole of class, teacher speaks to an individual student with the rest of students of the class as hearers, teacher speaks to a group of members, student speaks to teacher, student speaks to student, students speaks to group of members which can explain the interaction between students and teacher when they are learning in classroom.

3. Teaching and Learning English

Teaching and Learning English state proces classroom interaction between teacher and students in MTsN 1 Hulu Sungai Tengah that students have completed elementary school.

C. Research Question

This research focuses on the use of models of classroom interaction used by teacher in teaching and learning of Islamic Junior High School. The problem is formulated as follows:

1. What activities is applied in English teaching and learning that involving classroom interaction of MTsN 1 Hulu Sungai Tengah?
2. What are classroom interaction models applied in English teaching and learning of MTsN 1 Hulu Sungai Tengah?

D. Objective of Study

The main objectives of this research is

1. To find out the activities that involved classroom interaction applied in English teaching and learning of MTsN 1 Hulu Sungai Tengah.
2. To gain information about the classroom interaction models are applied in teaching and learning English of MTsN 1 Hulu Sungai Tengah.

E. Significance of Study

The results of this research hopefully can give positive inputs and contributions for the following parties: for the English teachers, the finding of this research hopefully becomes a positive input to improve the quality of the English teaching learning process in the bilingual class.

1. For junior high school students

The findings of this research hopefully become a force to motivate them to interact properly in the English teaching learning process, in order to achieve high-quality achievement in the English teaching learning process.

2. For junior high schools teacher

The findings of this research hopefully becomes an input in making a policy to improve the quality of the teacher, especially the quality of interaction in English teaching learning process.

3. For other researchers

The information about the interaction forms and contents can be one of the resources of thought to conduct further research, for instance conducting an action research about interaction forms and contents in the English teaching-learning process at junior high schools