

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the ways to interact with each other. Language enables people communicate and understand more about something around them. One of the popular languages is English. English is an international language that is spoken by most people all around the world. As a result English is one of the most important foreign languages that are being taught from elementary school to university level in Indonesia and there are four basics English skills taught in the school, those are : Listening, Speaking, Reading and Writing. In Indonesia, students have to learn English because it is one of the lessons that have been chosen for National Final Exam and it forces the teacher to work hard to give the best for their students. A teacher should know student's ability, student's interest, and student's need, and also student's development in learning English.

“Teachers are the main keys in teaching learning process, they are the controller, organiser, assessor, prompter, participant, resource, tutor and observer” (Longman : England,2001,p 57) Because of that, teachers have their own duty to transfer their knowledge, help students to study, and also explore the students' skill in learning English as a Foreign language.

Indonesian students learn English as their Foreign Language, that is hard for them because they have to learn the language they do not recognize it before, but they still have to study it. Their difficulties in learning English become

teachers' task because they have to solve that problem. Teachers should give the best for their students. Doing something with responsibility and pure heart will give the good result as Allah said in the holy Qur'an in An-Najm verse 39-40

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ﴿٣٩﴾ وَأَنَّ سَعْيَهُ سَوْفَ يُرَى ﴿٤٠﴾

Therefore teacher should love their job to teach students because pleasure in it puts perfection in work, so if we want a good result we have to give the best from ourselves.

There was a time when the traditional approach of teaching was adopted by most of the teachers, where the students used to be dependent only on the lecture delivered by the teacher. They were not exposed to practice enough of speaking on their own and hence the interaction among the students in the classroom was almost absent. Then we knew that classroom is considered as the most important place for foreign language learners to apply and practice their target language.

Classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English for the real communication. Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the students. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Dagarin (2004:128) argues that classroom interaction is ‘two way process between the participants in the language process, the teacher influences the learners and vice

versa.” Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process (Sarosdy et al, 2006). Classroom Interaction aims at meaningful communication among the students in their target language. However that is to make the students improve their ability in learning English and use English in their daily life communication at least in the classroom during the English Class.

In SMP ‘SMIP 1946’ there are eight classes which are three classes for Grade IX, three classes for Grade VIII and two classes for Grade VII. Here English taught only by one English teacher. As we know, there are some indicators of teaching related to the syllabus of teaching that teacher should reached as the goal of teaching process. The teacher should be active in managing the classroom and to create some activities, those make a good classroom interaction between teacher and students, especially in grade VII. Because the students are fresh graduated and they do come from many different background knowledge.

Based on the writer’s pre-observation in SMP ‘SMIP 1946’ Banjarmasin, writer has seen the students’ enthusiastic in learning English is high. They looked like really want to speak English. This thing has seen from the condition that shown there are some students who is often to asking question to their teacher and their likeness to practice the dialogues which is they have learned or even they do a discussion about the topic they learned with his or her friend. But in another side there were still many students who did not respond willingly to the teacher’s questions and did not participate in class discussion, they looked like do not want to learn English, because on their opinion, learning English is difficult especially

in pronunciation the word in English and to understand the meaning of the sentences in English. Therefore, the classroom interaction should be observed to get some references in developing interactive language teaching for foreign language classes. As Brown (2001; 168) stated, “One way to look at your role as an initiators of interaction in the classroom is to look at yourself (and other teachers) in terms of a well-known taxonomy for describing classroom interaction.”

In this condition, more interaction between teacher and students should be increased to make classroom interaction becomes comfortable and interesting. According to Brown (2001:165), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teacher or students and students), resulting in reciprocal effect on each other. To have reciprocal interaction done, there should be an effective interaction between teacher and students, and among students in improving their knowledge and skills of the target language.

The classroom interaction here will be observed by using categories of teacher’s talk, students’ talk and teacher’s-students talk in the classroom known as FIAC (Flanders Interaction Analysis Categories). Hopefully the findings of this research could help to draw a description about classroom interaction at Grade VII of SMP ‘SMIP 1946’ Banjarmasin.

Based on those background information above, the writer is interested to make observe and conduct a research entitle “ **Classroom Interaction At Seventh Grade Of SMP SMIP 1946 Banjarmasin Academic Year 2014/2015** ”

B. Research Questions

1. What are the Classroom Interaction of the teaching learning process at Seventh Grade of SMP 'SMIP 1946' Banjarmasin academic year 2014/2015 ?
2. Which is the more dominant between teacher talk and students talk during the class?

C. Objective of Study

This research is aimed to:

1. Describe the classroom interaction that occur during the teaching-learning process at Seventh Grade of SMP 'SMIP 1946'
2. Find out which is the more dominant between teacher talk and students talk during the English teaching-learning process at Seventh Grade of SMP 'SMIP 1946'.

D. Significance of Study

The result of this research is expected to contribute to the field as follows:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving valuable contribution for all English teachers to improve the teaching and learning process.
3. Giving valuable reference for further researches who are interested to conduct a study on relevant field.

4. Providing information and considerations for future researchers.
5. Enriching literary source of Antasari State Institute for Islamic Studies Banjarmasin library.

E. Definitions of Key Terms

To avoid any misunderstanding the writer needs to clarify the title as follows:

1. Interaction is the collaborative exchange of thoughts, feeling or ideas between two or more people. It means acting reciprocally, acting upon each other, between teacher and students in the Seventh Grade of SMP SMIP 1946 Banjarmasin.
 2. Classroom interaction is the interaction between teacher and students or teacher among students at Seventh Grade of SMP SMIP 1946 Banjarmasin.
 3. SMP 'SMIP 1946' Banjarmasin is one of the school where located on Masjid Jami Street in Banjarmasin Utara. The place where the research held.
1. FIAC (Flanders Interaction Analysis Category) is the category of Flanders system that used as an instrument of the observation to analyze the classroom interaction. It consists of teacher talk, students talk, and silence.