

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Interaction has very important role for people all over the world, because through interaction human can communicate and know each other. When one interacts with others, one faces different sorts of experiences and learns new things from them. Interacting with others provides a person the opportunity to reform his own thinking. One gains the chance to expand one's knowledge. Allah stated in Al-qur'an Surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ  
أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ١٣

In the surah Al-Hujurat verse 13, the researcher concluded that in this world, automatically every human must to communicate and interact with others. Allah created human in this world with various nations, ethnics, and costumes. People who live in different places have to cooperate with others to complete the necessities in their life. Interaction has important role to human life because interaction is a necessity as we need to convey the message, share knowledge, and spread ideas.

One of the best places to share knowledge is classroom. Classroom is real social context in which its elements (teacher and students) participate in an equally real social relationship, but, in sense of education. Classroom gets an important place for the success of teaching and learning process. In the classroom, teacher and students carry out learning activities through interaction. An old Chinese proverb said, "*There is no lesson which can be done without an interaction in the classroom*". Teaching and learning process actually gives a chance for students to ask, to guess, to think, and even to discuss the course material in order to make an interaction between students.

Interaction simply means a communication which involves more than one person. The importance of interaction was explained by Rivers. Rivers notes that (1987: 4): "Through interaction, students can increase their language store as they listen to or read authentic material, or even the output of their fellow students in discussion, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the all language they have learned or casually absorbed in real-life exchange."

Interaction has an important role in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and student or a students and other student resulting in reciprocal effect on each other. Thus, interaction in a language classroom is process of learning language. By implementing good interaction during the process of teaching and learning, it is meaningful to support the students' participation. Through

meaningful of interaction, the English teacher can provide opportunity for the student interaction when they are in a group or individually work.

One of the most prominent parts in teaching and learning process is classroom interaction. Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction has verbal interaction and nonverbal interaction. when students do their written and oral interaction in the classroom, it means they have done their verbal interaction and for their nonverbal interaction showed from their responses such as head-nodding, hand raising and so on without using their words in their interaction in the classroom (Meng, 2011:101).

Classroom interaction is basically related to teaching style that determines interaction in the classroom. The teacher who apply teacher-centered in the classroom possibly make the students passive in the classroom since the teacher talks all the time. It simply means that the teacher do not give chance to the students to talk. In contrast, students-centered indirectly make the students active since the teacher was a facilitator.

The analysis and observation of classroom interaction has been popular form of research in 1975'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 Brown's Interaction Analysis System (BIAS). BIAS as a model of classroom interaction used to find out how does the teacher's and students' interaction during the teaching and learning process (Brown, 1975:13).

BIAS provides seven categories to classify classroom interaction including into four groups, namely teacher talk, student talk, silence, and unclassified. Brown divides teacher talk into TL (Teacher Lectures), TQ (Teacher Question), and TR (Teacher Response); student talk into PR (Pupils Response) and PV (Pupils Volunteer); S (Pauses or short periods of silence); and X (Unclassified). BIAS suggested that the constant time referring to every three seconds. In addition, it means that the researcher who wanted to use BIAS technique had to use every three seconds to decide which one of the best category of teacher talk, student talk, silence or unclassified should be written down to put in the observation sheet.

The researcher considered that it was necessary to analyze classroom interaction since by analyzing the classroom interaction, the researcher was able to analyze the teacher's and students' interaction process. The researcher was interested to find out the common interaction that occurred in the classroom whether the students participated and involved in the interaction process or not.

The reasons of the researcher chose this topic because on the pre-observation, the researcher found that the common interaction that occurred in the classroom was the students would participate to talk if the teacher initiated, encouraged, and asked them to talk. In fact, the type of teacher talk had great influence to make the students talk in the classroom. That was the basic reason why the researcher wanted to find out the kind of classroom interaction that occur during teaching and learning process.

Moreover, the researcher chose MTs Nurul Hikmah because MTs Nurul Hikmah was one of MTS in Banjarbaru that were rarely observed by researchers because the location is in a village. The school was not a favorite school in this regency, but it makes the researcher interested to observe and find out what kinds are the classroom interactions that occur during the teaching and learning process.

The researcher decided to choose Eight grade students because at least they had been studying English for one year at seven grade. Indeed, there are some students who have studied English since elementary school. However, today, not all elementary schools teach English. Therefore, the researcher considered to choose eight grade students.

In this research, the researcher was only focused on investigating interactions that occurred between teachers and students in the classroom at Eight grade of MTs Nurul Hikmah by using Brown's Interaction Analysis System (BIAS) technique.

## **B. Statements of Problem**

1. What kinds of English classroom interactions that occur during the teaching and learning process by using BIAS at Eight grade of MTs Nurul Hikmah?
2. Which is more dominant between teacher talk and student talk during classroom interaction in teaching English by using BIAS?

## **C. Objective of Study**

1. To describe English classroom interactions that occur during teaching and learning process by using BIAS technique at Eight grade of MTs Nurul Hikmah.

2. To find out which is more dominant between teacher talk and student talk during classroom interaction in teaching English by using BIAS technique.

#### **D. Significance of Study**

Hopefully this research can bring significance as follow:

1. For the Teacher

This research can be used as reference for the teacher performance, so that the teacher can improve his performance in teaching during teaching and learning process.

2. For the Students

The result of this research will cover multiple advantages, namely attitude improvement, verbal competence, and reasoning pattern of the students, all of which are useful for their preparation to enter higher education level as well as the teacher's skill in developing teaching and learning process which enables them to motivate students to use the language.

3. For other Researchers

This research can develop the other researchers knowledge about the characteristics and kind of classroom interaction.

#### **E. Key Terms Definition**

1. Classroom Interaction

Classroom interaction is interaction between the teacher and students that occur during the teaching and learning process in the classroom at Eight grade students of MTs Nurul Hikmah Banjarbaru.

2. Brown's Interaction Analysis System (BIAS)

Brown's Interaction Analysis System (BIAS) is a tool that was developed by Brown and used as a technique to analyze classroom interaction. It classified the interaction data into seven categories namely Teacher Lectures (TL), Teacher Question (TQ), Teacher Response (TR), Pupils Response (PR), Pupils Volunteer (PV), Silence (S), and Unclassified (X).

## **F. Previous Study**

There were some previous study about classroom interaction. First research from Triani (2013) entitled "*Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)*" found 1) the teacher plays dominant part in the classroom 2) categories of teacher talk from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, criticizing, and accepting feelings, 3) two types of student talk: covering responses and initiation, and 4) the role of the teacher that was mostly adopted by the teacher was the controller.

Second research from Maya Rosa Almira (2016) entitled "*An analysis of Classroom Interaction by Using Flander Interaction Analysis Category System (FIACS) Technique at SMPN 28 Bandar Lampung*" found that 1) the teacher talk has the greatest percentage, which were about 54.7% and student talk has 45.2%, 2) the language that was mostly used during the interaction was English. It was shown from the result that the use of Indonesian language took portion 27.9% in classroom interaction.

There were differences and similarity between those researchers. The difference is the subject. The subject of Triani's research was classroom

interaction at Private Primary School in Bandung, meanwhile Maya's research was SMPN 28 Bandar Lampung. The similarity of those researcher was using a same technique to analyze classroom interaction. They using Flanders Interaction Analysis Category System (FIACS) technique.

There were two points distinguishes this research with those previous researchers. First, this research using Brown's Interaction Analysis System (BIAS) technique to analyze classroom interaction, meanwhile the previous researchers using Flanders Interaction Analysis Category System (FIACS) technique. Second, this research setting at MTs Nurul Hikmah Banjarbaru, meanwhile Triani's research at Private Primary School Bandung and Maya's research at SMPN 28 Bandar Lampung.