

CHAPTER I

INTRODUCTION

This chapter consist of (1) Background of Study, (2) Research Questions, (3) Objective of Study, (4) Significance of Study, and (5) Definition of a Key Terms

A. Background of the Study

Learning is a process of teaching and learning activities as well plays a role in determining the success of student learning, in which the creation of a teaching and learning process. In the learning process, teachers and students are two components that cannot be separated. Between these two components, there must be interactions that support each other so that student learning outcomes can be achieved optimally.

The learning process is a process in which there are activities teacher-student interaction and reciprocal communication that takes place within teaching and learning process to achieve learning goals Rustaman (2001, p.461). Brown (2001, p.165) said that through interaction, students can improve their language retention when they listen to or read authentic material from the language results of fellow students in discussions, problem solving tasks or chats. The quality of good relationships in every teaching and learning process allows them to develop their dominance of their second language skills and support the teaching and learning process to run more effectively and efficiently. In addition, activities

during English lessons become boring and monotonous.

Interaction between teacher and students becomes less, therefore it makes students passive in the class. To achieve this goal, a teaching and learning process is needed that emphasizes interaction or a reciprocal relationship between teachers and students and students and students. Besides this, so that the atmosphere in the classroom is not passive, it requires a process of creating an environment that can motivate students to enjoy learning.

Commands in teaching and learning are stated in Q.S al-Alaq/96: 1-5

عَلِمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥ الَّذِي عَلِمَ بِالْقَلْبِ ٤ إِفْرًا وَرِبُّكَ الْأَكْرَمُ ٣ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِفْرًا بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١

The verse, implements the command to study and learn. Rasulullah saw. Also for his people ordered to learn to read. Various objects that are read, there are written verse and there are also unwritten verses.

Interaction between teachers and students and between students will always be present in every teaching and learning process. The better the quality of interaction in the teaching and learning process of English, the more successful it is. Therefore, interaction is one of the most prominent factors that need to be improved, to achieve the success of the English learning process.

According to B. Uno (2010, pp.172-175) there are several efforts that teachers can make in conveying understanding of the learning process in the classroom, one of the strategies used in the teaching process to be able to understand students is by practicing directly the results obtained by students. This

strategy can help students to interact directly with teachers and students.

Classroom interaction needs the participation of both the teacher and the students. The teachers 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. They 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. Bishop (2000, p.4).

This is also supported by research conducted by Dedi Efrizal in 2012, a research about improving students' speaking through communicative language teaching method. This study was conducted at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu. In this study, the researcher wanted to know how communicative language teaching can improve students' speaking ability. The result revealed that communicative activities made the students to be more active and had a great participation in speaking activity. Furthermore the students felt more comfortable in expressing their ideas in communicative activity since it can improve their speaking.

The interaction carried out by each individual with the group or otherwise, in addition to showing the process of mutual influence is also a need that must be met, because basically humans cannot live alone without the presence of other people. This is contained in the Qur'an surah Al- Hujurat verse 13 below :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًاٰ وَبَإِلٰٰ لِتَعْرَفُوْا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْفَسَكُمْ إِنَّ اللَّهَ عَلَيْهِ حِلْبَرٌ ۚ ۱۳

So it can be concluded, that in surah al-Hujurat verse 13 there are several values of social education, including the command to get to know each other, namely by creating kinship ties. With a brotherhood will make it easier for someone to get to know each other, understand each other, and understand each other. So that with this brotherhood there will be peace in an environment of the nation, society to the state.

Classroom interaction is important. Teachers, students, and teaching materials are the main factors that affect the quality of the interaction learning process. In fact, the researcher found some problems. Based on the research background, the most problems that arise in learning English related to classroom interaction are the students of class XI IPA. Class XI IPA students do not actively participate in learning English when the teacher asked a question, only a few of them answered it. Another problem is related to student collaboration rarely do students communicate/discuss with their friends related to their problems in learning and the tasks given by the teacher. This happens because most of their learning activities are carried out individually.

The last problem, students are sometimes embarrassed when speaking in front of many people, lack confidence and are afraid to make mistakes it's a mistake if they will speak in front of many people.

To deal with this condition, researcher wants to examine how the efforts of the teacher try to increase class interaction. Researcher are interested in finding out what the teacher does or attempts to make to improve class interaction through communicative tasks. Why did the researcher choose MAN 1 as the place of his research, because this school is the researcher's hometown and the researcher is an alumni of the school being studied.

Based on background of the research, the researcher takes the title **Teacher's Effort to Improve Classroom Interaction in English Teaching Learning Process through Communicative Tasks of Senior High School** and hopefully will useful for English teacher, students, the reader, and especially for the researcher herself.

B. Research Questions

According to the background of study and the tittle, there are a question which absolutely focus on the problem of this research :

1. How is the classroom interaction in English teaching learning process through Communicative Task of Senior High School ?
2. How do teacher use communicative tasks in English teaching learningprocess of Senior High School?

C. Objective of the Study

Based on the research question, the objective of the research were,

1. To describe how is the classroom interaction in English teaching learning process through Communicative Tasks of Senior High School.
2. To find out how do teacher's use communicative tasks in English teaching learning process of Senior High School.

D. Significance of the Study

The significance of research here hopefully can be benefit, as follows :

1. For the researcher hopes this research will be helpful for the students to understand how to be interactive in the classroom through communicative tasks.
2. The researcher hopes this research will be help the English teacher of the XI th grade students of MAN 1 Tanah Bumbu to create better interaction in the English teaching learning process.
3. The teacher can be a model for the other English teachers in creating betterinteraction in the English teaching-learning process.

E. Definition of Key Terms

To avoid misinterpretation and misunderstanding to this research, the researcher feels necessary to explain some terms dealing with the tittle as follow :

1. Teacher's Efforts

Based on Lavy (2011, p.8) the term of effort refers to mental energy, the act or result of trying to do something. The teacher's effort referred to in this study is by classroom interaction in this study. The writer tries to find out how the teacher's efforts are to build classroom interaction of class XI IPA at MAN 1 Tanah Bumbu during the teaching and learning process by using communicative tasks.

2. Classroom Interaction

In the classroom interaction, teacher and students have a reciprocal effect upon each other through which they say and do in the classroom. This aspect succeeds the transmission of the messages between teacher and students Metelo (2006, p.22).

Classroom interaction which is meant by the researcher in this study is the teacher and students talk with each other. It means that there is a two-way communication. It is not only the teacher who talks in the class and the students listen. Both the teacher and the students talk with each other. The teacher interacts effectively with the students. The teacher can also give time to students to talk their friends. So the interaction between the students and students also happens.

3. Communicative Tasks

Nunan (1989, p.10) Nunan says that "communicative task is a task" communicative activity is an activity in the classroom carried out by students in understand, manipulate, produce or interact in the target language on where their attention is especially more focused on meaning rather than form. Its mean that the teacher have willing to make improvement in students language ability through communicative teaching.