

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has an important role in this world, because it is an international language, which is used by many people to communicate with others. Everything is connected to English. For those reasons, English has been given to the students as the main subject of foreign language in their school. English covers four skills: listening, reading, writing, and speaking. The teacher should teach those skills to the students in order to improve the students' English proficiency. In other words, the students are expected to master those skills.

Of those four skills, speaking is the most interesting skill because it is verbally so it makes them easier to study. In this study, teaching English focuses on teaching speaking on the students of social study class in senior high school. By teaching speaking, the teacher can help the students to improve their speaking ability with other people. As Harmer said that, there are three main benefits of teaching speaking. First, teaching speaking helps students to practice their speaking in real situation. Second, it can build a communicative interaction between teacher and students by giving feedback. Third, it also gives more opportunities to the students in practicing their speaking. (Harmer, 2001)

The result of teaching speaking is affected by some factors such as the teacher, students, learning and teaching materials, teaching methods, some aids, and interaction between teacher and students in the classroom. An interaction is

needed because it is very important between the teacher and students in the classroom. Besides, language also acts as the fundamental tool in the classroom interaction, because it makes the learners able to deliver the message to the teacher through thinking.

The main problem of the classroom interaction deals with passive learners, where the learners are unresponsive and avoid interaction with their teacher. Learners give less feedback to the teacher. According to Snell (1999), they do not respond voluntarily to the teacher's questions and they rarely participate in any class discussions. He stated that teacher should improve a teaching technique.

Another issue is large class size, which influences the classroom interaction whether it is productive or not. Sometimes the teacher finds a difficulty in doing classroom activity because the classroom is too large and too many students, so that the classroom interaction between teacher and learners are not productive. Many learners in the class give less attention to the teacher because of both the class capacity and class size. Thus, the classroom interaction will not happen properly.

The writer found an interesting phenomenon related to classroom interaction, which occurred in SMAN 3 Surabaya. SMAN 3 Surabaya is one of the high schools in Surabaya which has a social study. The English teaching activity at this class covers four skills. In order to reach the goal, the students are expected to have ability in mastering those skills based on the curriculum. This study focuses on the classroom interaction of social study students in English

speaking class that always needs interactions between teacher and students in the classroom activities.

There are several studies published that may be related to classroom interaction issues. Snell (1999) investigated the classroom interaction at the small private Tokyo women's college. This study stated the action in improving teacher-students interaction. The similar study in classroom interaction was conducted by Mulyati (2003). In this study, she investigated the realization of verbal classroom interaction especially teacher talk and student talk that occurred during teaching speaking at the private school in Bandung. She found that the teacher acted as the most dominant interlocutor during speaking activity.

Furthermore, Bruce (2007) investigated the students' interaction in the math classroom of seventh grades. In this study, she explained that in the classroom interaction teacher has an important role in the class to trigger the students to participate in the math classroom activity. The similar study of classroom interaction was also conducted by Babelan & Kia (2010). This study investigated the teacher and student interaction in teaching process and its relation with students' achievement. The subjects of the study were primary school teachers and students in Ardebil city of Iran. Besides, the interaction can be identified based on the gender of learners (Dukmak, 2010). In this study, he investigated the various types of interaction that were identified among students and the results reveal that boys in all groups initiated more interactions than girls in the university students of United Arab Emirates.

There is a similarity in the previous studies. Most of those studies have selected students at primary school level and university level, teachers as the subject of their studies in investigating the classroom interaction. Therefore, the present study, by contrast, utilizes students at senior high school level as the subjects of the study to investigate the classroom interaction found in the social study class.

This study is important because it can result in the knowledge of teaching English as a Foreign Language (TEFL) under the domain of classroom interaction by understanding what the teacher and learners should do. Classroom interaction should be a two ways communication, and both teacher and students should be actively engaged for its best accomplishment. This study attempted to explore the problem found that occurs in the classroom interaction. Besides, from the result of this study, it would form the characteristic of the teacher talk and student talk in the classroom interaction

The purpose of the study is to identify and to report on the teacher's and learners' talk in the classroom interaction especially in a social study class of SMAN 3 Surabaya. The identification is going to be based on Flanders' Interaction Analysis Categories (FIAC) by Flanders (cited in Smith, 1976:34). After the classroom interaction has been identified, the writer is going to analyse what kinds of problems, which are considered as the problems in the language class of the 11th grade students of SMAN 3 Surabaya.

1.2 Statement of the Problems

Based on the background of the study, the writer would like to conduct this study to answer the following questions:

- 1 What are the types of classroom interaction that occur in the classroom of eleventh grades of social study at SMAN 3 Surabaya?
2. How is the influence of the most frequent type of teacher talk towards students talk in the classroom interaction of eleventh grades of social study at SMAN 3 Surabaya?

1.3 Objective of the Study

Related to the questions above, the objectives of the study are:

- 1 To identify the types of classroom interaction that occurs in the classroom of eleventh grades of social study at SMAN 3 Surabaya.
2. To find out the influence of the most frequent type of teacher talk towards students talk in the classroom interaction of eleventh grades of social study at SMAN 3 Surabaya.

1.4 Significance of the Study

By showing the characteristics of classroom interaction in the English speaking by senior high school students in SMAN 3 Surabaya in language class, this study is expected to give some contributions to the knowledge in the field of teaching English as a Foreign Language (TEFL) under the domain of classroom interaction by understanding the roles of teacher and learners during speaking activity. This study is hoped to help the readers to see what kind of interaction in the social study class. Therefore, this study is expected to give benefit as reference

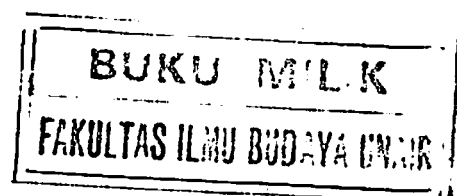
for the next researcher in conducting similar research and find out strategies for teaching speaking English.

1.5 Scope and Limitation of the Study

In this study, the writer focuses on the types of teacher talk and student talk in the classroom interaction that happens in eleventh grades of social study at SMAN 3 Surabaya. This study only focuses on the speaking activity. To analyze this study, the writer uses the Flanders' theory in Flanders Interaction Analysis System (FIAC). The writer would not analyse out of the classroom interaction.

There are nine classes of eleventh grades in SMAN 3 Surabaya: four classes of science study, four classes of social study, and one class of language major. The writer only chooses two classes of social study as the participant of the study. There are 38 students in each class and different English teacher.

This study is limited in the results which may only be true to the object which involved in the study. The use and the distribution of classroom interaction in this study might be different from the classroom interaction in the other schools.



1.6 Definition of Key Terms

1. **Classroom Interaction** : A practice that enhances the development of the two skills which are speaking and listening among the learners (Ghosh, 2010).
2. **Teacher Talk** : That variety of language used by teacher whether the teacher is exerting direct or indirect influence on student's behavior. (Flanders cited in Simpson, 2011:274)
3. **Student Talk** : That variety of language used by students that categorized into predictable and unpredictable responses. (Flanders cited in Simpson, 2011:274)

CHAPTER II

LITERATURE REVIEW