

CHAPTER 1

INTRODUCTION

This chapter discussed about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1. Background of the Study

The process of teaching and learning almost occurs in the classroom. Classroom is not a place where the teacher just give a course routines, but rather than a place where student and teacher interact one another. In the classroom teacher has important role in the process teaching and learning. The teacher is positioned as creator an atmosphere that stimulates students to participate in the classroom. The teacher also has to plan certain activities and interactions in order to achieve or produce a good achievement and behavioral.

One of the important elements besides the teacher is the student. The students can be positioned as object, but sometime as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom. As Chaudron's opinion (1998 : 9) learners have their own initiative, productivity, and strategies in classroom learning rather than passive absorption of the teachers' information of precise adherence to the performance of classroom activities. It means that students are required to active not only as receiver information but also they can produce a new idea and share their idea in the classroom.

In the speaking classroom, the teacher and the students have significant roles

to the process of teaching and learning. Teacher and students constantly interact one another in which the teacher and the students are the main subjects. The teacher is not allowed to dominate the class where he keeps talking or giving more question. Each element has as much to contribute as very other participant in determining the direction and outcome of the interaction. teacher should not dominate the class, instead facilitate students in practicing speaking as much as they possibly can.

Interaction simply means communication which implies more than one person. The importance of interaction is explained by Rivers (1981 : 160-162) "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, joint problem solving tasks, or dialogue journals. Based on the concept of Classroom interaction, there are two types of classroom interactions are non-verbal interaction and verbal interaction.

Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

Flanders (1970) established ten Interaction Analysis Categories to describe the teaching and learning processes namely accepting feeling, praising and

encouraging, accepting or using ideas of student, asking questions, lecturing, giving directions, criticizing or justifying authority, student-talk response, student-talk initiation, and silence. Interaction Analysis Categories was designed to categorize the types and quantity of verbal interaction in the classroom. The results gave a picture as to who was talking in the classroom, how much and kind of talking that took place.

From the explanation above, we know that interaction in the language classroom is very important in the process of teaching and learning. In the speaking classroom, how the teaching-learning process run well also depends on the interaction between the teacher and the students. Therefore, understanding the interaction happening in the speaking classroom is also very important. Based on the description above, the writer is interested to study the interaction in a language classroom especially speaking class at eight grade students of SMP MUHAMMADIYAH 7 CERME.

1.2. Statement of Problem

Based on the background of the study, the problem that will be analyzed by the researcher is “How is the classroom interaction in speaking class at eight grade students of SMP Muhammadiyah 7 Cerme? “

1.3. Objective of The Study

According to the problem statement above, the objectives of the study is to know how classroom interaction in speaking class at eight grade students of SMP Muhammadiyah 7 Cerme.

1.4. Significance of The Study

The result of this study is hopefully to be beneficial from both theoretical and practical aspects. Here the following of beneficial of theoretical and practical study.

1.4.1. Theoretical Significance

For theoretical significance, the researcher will expect that this study can give contribution of the theory of classroom interaction. Besides that, it can give information about the categories of interaction that involve teacher talk and student talk. So, In this study, the researcher will find out interaction that occur in speaking class especially at SMP MUHAMMADIYAH 7 Cerme and the finding will be explained with qualitative data from any sources.

1.4.2. Practical Significance

The result of this study can contribute some benefits to subject teacher and students. For the teacher this research results can be used as reference for the teacher about how a good the interaction that should be encourage in the classroom so the teacher can improve student performance in process of learning. For the student this research Motivate students to more active in classroom interaction.

1.5. Scope and Limitation of the Study

This study is only conducted with eight grade students at SMP Muhammadiyah 7 Cerme. The researcher choose students of VIII-C at SMP Muhammadiyah 7 Cerme as the subject. The writer just focus on the classroom interaction in speaking class. Classroom interaction itself has two types there are verbal- and nonverbal interaction, in this research the researcher just focus on

verbal interaction. Verbal interaction has ten categories which these categories are developed by Flanders. Seven categories are used to categorize various aspects of teacher talk that involve accepts feeling, praising and encouraging, accepting or using ideas of student, asking questions, lecturing, giving directions, criticizing or justifying authority and two are used to categorize student talk that involve student-talk response and student-talk initiation. The last category is used when there is silence or confusion in the class. So, the limits of this study are teacher talk and students talk.

1.6. Definition of Keywords

Some definitions are needed to give explanation for the readers and to avoid the double Understanding. Here some definitions of the keywords:

- **Speaking** is a form communication of teacher and students to sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions.
- **Interaction** is participating of teacher and students in the process in teaching and learning.
- **Classroom** is place where teacher and students do activity learning.
- **Classroom Interaction** is action that occurs everyday in the classroom that involve participating of teacher and students in the form of teacher talk and students talk.