

CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, many people learn a foreign language. One of the foreign languages that people like to learn is English. English becomes a trend in Indonesia. English faces the global era because the English is an international language in the world. Related to this phenomenon, many people believe that it is better for the students to learn English. Based on the need of learning English, English is taught in all education levels where the teaching and learning process takes place.

The process of teaching and learning English as a Foreign Language (EFL) occurs in a classroom. Tsui (1995: 1) defines classroom as a place where more than two people gather together for the purpose of learning, with one having the role as the teacher. In the context of language learning, classroom is also often called as an interactional environment between the elements (teacher and students) using a foreign language. In an EFL classroom, the elements are not able to stand by themselves. In other words, it is necessary for them to interact each other so that they will be able to transfer or to convey knowledge, ideas, messages and information when language teaching and learning process.

The process of it takes place through interaction. Interaction means a collaborative exchange of thoughts, feelings or ideas between two or

more people generating in reciprocal actions (Brown, 2000: 159). These actions may be verbal or non-verbal. The verbal interaction takes place because the teacher and students' talk. Meanwhile, non-verbal interaction covers gestures, eyes contact or facial expression by the teacher and the students when they communicate without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition.

Actually, there are three types of interaction; they are teacher-students interaction, student-student interaction and students-content interaction (Moore, 2000: 1-3). Among them, the teacher-students interaction will be the most important part of the verbal interaction existence in an EFL classroom because it runs on their talk conducted in the teaching and learning process. It is assumed because verbal interaction emphasizes the most words, sentences and utterances that are simple, clear, understandable, reliable and active as a stimulus containing studied meaning and value. Verbal interaction is a continuous, shifting process in which the context and its constituent factors change from second to second (Thomas, 1987: 37). It means that between the teacher and the students are constantly changing roles as the interaction progresses in language teaching and learning process.

In an EFL classroom, verbal interaction should be encouraged and even it is implemented at school which prioritizes English as the medium in delivering material and interacting between the elements in language teaching and learning process. Stubbs in Suherdi (2006: 4) said that the

classroom dialogue or verbal interaction between the teacher and the students is the educational process actually. It occurs in SMP Negeri 1 Purwokerto as one of the RSBI schools in Purwokerto which implements the rule in most of subjects, particularly in English subject. In this case, the teacher has to be able to stimulate the students so that they will create the interactive language teaching and then the verbal interaction roles on it. Therefore, verbal interaction becomes an essential part in teaching English as a foreign language in SMP Negeri 1 Purwokerto, an RSBI in Purwokerto.

Based on the description above, verbal interaction is a fundamental thing in the language teaching and learning process especially in RSBI School which emphasizes English as the language to deliver the material in an EFL classroom. Therefore, the writer is interested to conduct the research entitled “*VERBAL INTERACTION IN THE EFL CLASSROOM (A Descriptive Study on the Second Grade Students of SMP Negeri 1 Purwokerto, an RSBI in Academic Year 2011/2012)*”.

B. Reason for Choosing the Topic

These are the reasons of the writer in conducting the research with the topic above as follows:

1. The writer wanted to know the verbal interaction between the teacher and the students in an EFL classroom of SMP Negeri 1 Purwokerto in academic year 2011/2012.

2. The writer wanted to reveal the kinds of verbal interaction between the teacher and the students occur in an EFL classroom of SMP Negeri 1 Purwokerto in academic year 2011/2012.

C. Problems of the Research

In this research, the writer formulated the problems of the research as follows:

1. How were the teacher and the students' verbal interaction in an EFL classroom of SMP Negeri 1 Purwokerto in academic year 2011/2012?
2. What were the kinds of verbal interaction between the teacher and the students occurs in an EFL classroom at SMP Negeri 1 Purwokerto in academic year 2011/2012?

D. Aims of the Research

The objectives of the research were as follows:

1. To know the teacher and the students' verbal interaction in an EFL Classroom of SMP Negeri 1 Purwokerto in academic year 2011/2012.
2. To reveal the kinds of verbal interaction between the teacher and the students occur in an EFL Classroom at SMP Negeri 1 Purwokerto in academic year 2011/2012.

E. Clarification of the Terms

The title of the research is “VERBAL INTERACTION IN AN EFL CLASSROOM (*A Descriptive Study on the Second Grade Students of SMP Negeri 1 Purwokerto, an RSBI in Academic Year 2011/2012*)”. In order to understand it easily, the terms of the research are clarified as follows:

1. Interaction

Interaction means collaborative exchange of thoughts, feelings or ideas between two or more people resulting in reciprocal actions in each other (Brown, 2000: 159).

2. Verbal Interaction

Verbal interaction is continuous, shifting process in which the context and its constituent factors change from second to second (Thomas, 1987: 37).

3. EFL Classroom

EFL Classroom is a place where the English as foreign language is taught as a school subject but which is not used as a medium of instruction in schools nor as a language for communication within a country (Ellis, 1985: 151).

4. SMP Negeri 1 Purwokerto

SMP Negeri 1 Purwokerto is one of RSBI (Rintisan Sekolah Berstandar Internasional) schools in Purwokerto.

F. Contribution of the Research

The result of this research is expected to give some contributions consist of practical and theoretical contribution.

1. Practical Contribution

a. For the Teacher

The result of this research could be useful for the teachers, especially English teacher in giving information related to the verbal interaction between the teacher and the students existing in an EFL classroom of SMP Negeri 1 Purwokerto. Therefore, he or she would be able to maximize and improve the use of verbal interaction and quality of language teaching and learning process in an EFL classroom.

b. For the Students

The students would know and understand the importance of verbal interaction when they conducted it in an EFL classroom so that they would be able to participate and give meaningful contribution and interaction in the teaching and learning process.

c. For the Writer

The result of the research gave much information related to verbal interaction occurring in an EFL classroom of RSBI School conducted by teacher and students. Therefore, it was expected that it contributed valuable inputs such as experience and knowledge to her as an English teacher candidate so that he or she could improve the quality of

language teaching and learning process especially in an EFL classroom.

d. For the Readers

They would get more knowledge and information about the descriptive study on the teacher–students’ verbal interaction conducted in an EFL classroom of RSBI School, SMP Negeri 1 Purwokerto, how it occurred and what kinds of it used by the teacher and the students there.

2. Theoretical Benefit

The writer hoped that the result of this research would be one of the references for other researchers who wanted to conduct the same object with different perspective.

G. Limitation of the Research

In conducting this research, the writer limited the research on the verbal interaction between the teacher and the students of the second grade of SMP Negeri 1 Purwokerto, an RSBI, in academic year 2011/2012 and how to describe the verbal interaction and what kinds of it existing in an EFL classroom.