

CHAPTER I

INTRODUCTION

A. Background of the Research

English as an international tool communication needs rethinking in the English as a foreign language (EFL) classroom. This does not only require that teachers help their students develop the linguistic skills needed to understand various kinds of accents and in turn be understood by others, but it also paves the way for an enhanced awareness of the existence of non-native speakers all over the world who use English as a means of communication (Mansfield & Poppi, 2012:160).

During in service teacher education and practicum courses, foreign language teachers are often asked to reflect on their classroom practices and to indicate what they think their major strengths and weaknesses (Nunan in Van Lier, 2007:3). One of them is due to the quality of classroom interaction between teacher and students. Interaction is the process where everything that happens in the classroom gets to happen the way it does (Allwright in Van Lier, 2007:3). In most foreign language classrooms it is assumed that a measure of control is necessary to promote meaningful and efficient interaction. How much control is necessary, the kinds of control required and the rules governing delegation of control of major issues in the study of foreign language.

Classroom interaction is one of the primary means by which learning is accomplished in classroom. Classroom interaction is a form of institutional talk which is locally managed but cooperatively constructed speech exchange system (Markee & Kasper, 2004). Composed of interactions between teacher and students and among students, classroom interaction is one of the platforms where any reality about classroom phenomena is produced. In language classrooms, it takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. Through their interactions with each other, teacher and students construct a common body of knowledge. They also create mutual understandings of their roles and relationships, and the norms and expectation of their involvement as members in their classroom (Joan Kelly Hall & Meghan Wash 2002:187).

There are two basic types of interaction which can make the interaction in EFL classrooms more ideal: teacher-students and student-student interaction. In this research the writer will analyze about teacher-students interaction. The most traditional version of teacher-student interaction is illustrated by the IRF (teacher initiation, students' response, teacher feedback of that response). IRF have a traditional pattern of discourse, when the teacher asks a question, the student answers and the teacher evaluate. The teacher continues to ask another question and so the sequence continues. In this typical three-part structure, the teacher initiates a question in order to check a student's knowledge, a student's responses,

and the student's response is evaluated with feedback from the teacher (Richards et al., 1992:52). The students' answers are usually brief and students are concerned about giving correct answers that are expected by the teacher.

Teacher student interaction plays significant role in the activity of teaching and learning in the classroom. According to Tsui (1995:6), the teacher and students constantly interact each other and make a cooperative effort among them. Each participant has much to contribute as every other participant in determines the direction and outcome of the interaction. Rivers (1991: 160-162) puts the importance of interaction in this way: "Through interaction, students can increase their language sore as they listen to or read authentic material or oven the output of their fellow students in discussion, join problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language, all they have learned or casually absorbed in real-life exchange.

B. Reason for Choosing the Topic

Classroom interaction is very important in the language teaching and learning. How a lesson progresses, whether it successful or not mostly depends on the interaction in process of teaching and learning. Therefore, the understanding of the interaction between these elements is also very important. Specifically, studying teacher-student interaction in English classroom is a meaningful step of evolving the quality of English learning.

C. Problem of the Research

The problems that are discussed in this paper can be stated as follows:

1. In what activities do both the teacher and students mostly interact in EFL classroom?
2. What are the aspects contributing to teacher-student interaction in the English classroom?

D. The Aims of the Research

The aims to achieve in this study are:

1. To describe how the teacher and students conduct interaction in the classroom
2. To identify the aspects of contributing interaction in the English classroom.

E. Clarification of the Key Terms

1. Teacher Talk

Teacher talk is the language typically used by the teacher in their communication (Ellis, 1998:96).

2. Students Talk

Students talk is sort of talk that exists besides teacher talk. There are two categories of student's talk, which are response and initiation. Students talk divided into four main changes: asking question, creating talk exchanges, repeating, and answering teacher or peers' question. By asking question, the students will not only get the answer of the

question but also learn how to construct the meaning. Investigate that asking for repetition occurred because they request they peers to repeat the word Suherdi (2009).

3. Classroom Interaction

According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.

F. Contribution of the research

There are two contributions of the research which will support the EFL classroom interaction:

1. For teachers

Through analyzing EFL classroom interaction, the teachers will be able to design a meaningful learning process which will facilitate the students to participate optimally.

2. For students

Maintaining a good EFL interaction will accommodate the students to be more active posing their feeling, ideas, and inputs toward the learning process.