

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning is a complicated which involves various aspects. Teachers have responsibilities to deal with teaching objectives, teaching materials, teaching pedagogy and teaching strategies. They also have roles to organize activities to engage classes with different individuals who have various aims, abilities, motivations and behaviour in learning. Moreover, teachers have to monitor and assess the learning progress that the learners make. Overall of those aspects, the success of teaching and learning depends, to a large extent, on the interactions both teachers and students in the classroom.

Communication is the most basic one in human interaction; communication plays a central role in all classroom activities. Classroom communication is similar to other communication forms. But, the classroom communication differs as a function of unique purposes, environment, and participation forms. The classroom communication involves some components. They are: the originator, encoding process, transmission, message, channels, communication climate, interference, reception, decoding, responder, and feedback (Barker, 1982:14). The communication in the classroom affects the quantity and quality of teacher- student interaction.

In learning activities, communication happens between the teachers and the students. In the interaction, the teacher usually plays as the information giver and the students play as information seeker. To reach their target in teaching learning, the teacher and the students have their own strategies in doing communication.

The researcher focuses on communication used by teachers in classroom interaction. Teacher should process communication strategies, especially when they are involved in an interaction. What is meant by communication in this study is a process in which the student and the teacher are communicating for learning, either by using English or Indonesian language for communication.

Considering the phenomenon above, the fact shows that the communication in classroom is very important, especially for the teacher. Because the English teachers have to ensure that students accustomed to communicating in English. Based on the explanations above, the researcher was interested to investigate about English Teacher's intensity in using English as media of classroom communication. Therefore, the researcher wants to know the English teachers' intensity in using English as a classroom communication at SMA NEGERI 2 PURWOKERTO.

B. Reason for Choosing the Topic

There is a reason that the researcher wants to know and decided to bring up the topic. The reason is as follows:

Classroom communication is important thing in the success of language learning process especially it comes to foreign language such as English

C. Research Question

Based on the background of the research above, it is attempt to address the following question:

1. How intense do English teachers use English as a classroom communication?
2. What activities do English teachers use English as a classroom communication?

D. The Aim of the Study

The aim of the study is as follows:

1. To find out how much English teachers' intensity in using English as a classroom communication
2. To know what activities do English teacher use English as a classroom communication

E. Significance of the study

Researcher hopes that the finding of this study, theoretically, is able to give contribution to the teaching-learning context, especially, in the classroom communication, which related to how long the English teacher use English as media of classroom communication.

Practically, the result of this study would be useful for the teacher, to know more about the use of English as media of classroom communication. Moreover, it is also expected to give contribution to every one whom has a great attention to this research.

