

CHAPTER I

INTRODUCTION

A. Background of the Research

The use of English language in classroom interaction is important for foreign language learners. For foreign language learners, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occurred inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English.

Interaction in the classroom gives students opportunities to get feedback from the teacher or other students that leads to improve their relationship. Moreover, interaction makes the students able to test their communicative success through exchanging information with the teacher or among the students themselves (Lyster, 2007:102). Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, EFL teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication.

According to Brown (2001:165), interaction is the collaborative exchange of thoughts, feeling, or ideas between two or more people,

resulting in a reciprocal effect on each other. It means when a person interacts or talks to others, he or she directly involves in exchanging information.

Wilga Rivers (1987:4-5) states that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in this discussion, skits, joint problem-solving tasks, or dialogue journals. In interaction students can use all they possess of language all they have learned or casually absorbed in real life exchange.

Incidentally, classroom interaction that was intended in this research was how the teacher and students participate to talk during teaching and learning process. In fact, teacher talk is dominant in classroom interaction. Through the classroom interaction, the researcher would know the categories of talk, the categories to promote interaction, and the language that mostly used in interaction.

★ There are 3 schools in Banjarnegara that have been observed by the researcher, there were still many students who did not respond willingly to the teacher's question and did not participate in class discussion. Therefore, the classroom interaction should be observed to get some references in developing interactive language teaching for foreign language classes. The classroom interaction will be observed by using categories of teacher's talk, and teacher's-student's talk in the classroom known Foreign Language Interaction Analysis (2001:165)

Based on the explanation above, the researcher want to conduct a research entitled “The Descriptive Study on The Classroom Interaction During The English-Teaching Learning Process” at MTS N 1 Banjarnegara.

B. Reason for Choosing the topic

The researcher wants to do a research in order to find out:

1. The teacher and students talking time
2. The category of talk that frequently occur during interaction
3. The language that mostly used during the Interaction

C. The Problem of the Research

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

1. How long talking time do the teacher and students spends during classroom interaction at MTS N 1 Banjarnegara in 2017/2018 academic year?
2. What is the category of talk that frequently occurs during the classroom interaction at MTS N 1 Banjarnegara in 2017/2018 academic year?
3. What is the language that mostly used during the classroom interaction at MTS N 1 Banjarnegara in 2017/2018 academic year?

D. The Aim of the Research

The aim of this research is to describe the interaction between teacher and students in the process of English teaching-learning at eight grade of MTS N 1 Banjarnegara.

E. Contribution of Research

The result of the research is expected to help the teacher at MTS N 1 Banjarnegara to get an evaluation of their talk percentage, in order they can improve their teaching behavior.

F. Clarification of the Key

Some terms used in this research such as classroom, interaction, and teaching learning process. To understand the title more easily, essential terms of this research are clarified as follows:

a. Classroom

Classroom is the place where teacher and learners come together and language learning is supposed to happen. As stated by Van Lier in Allwright and Bailey (1991:18)

b. Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teacher or students and

students), resulting in reciprocal effect on each other, according to Brown (2001:165).

c. Teaching Learning process

“Teaching is an activity that is done by a person to give or transfer knowledge to the students. Whereas, learning is the process by which an activity originates or is changed through responding to a situation provided, that the choices could not be attributed growth on the temporary state of the organism as in pique of underdogs, according to Hilgard in pasaribu and simanjutak (1983:59)

From the definition above, we can conclude that teaching learning process is a process of interaction between students and teacher to get purposes, which have been served or programmed.

