

CHAPTER I

INTRODUCTION

A. Background of the Study

English constitutes a foreign language that Indonesian students must master. One of the skills that students must master is speaking. Speaking is one of the most crucial skills to gain good communication. When communicating in English, speaking English becomes crucial. By speaking with others, students can learn about a variety of world circumstances. Language is utilized for communication as well as teaching and learning. As a result, English class students must be able to speak English fluently since how well they speak English is how others rate English knowledge.

To facilitate students learning to speak, students must be engaged actively in the process of interaction. According to Richard and Willy (2022:208) “Interaction is fundamental communication conducted by more than one individual. Speaking interaction is important because the functions of spoken language are interactional and transactional. Interaction is important in speaking class”. Interaction is essential for improving the speaking ability of English as a Foreign Language (EFL) students. The interaction between the teacher and the student leads to the teaching-learning process in a speaking class. This has been taught since the learners’ study at the playgroup level to allow learning English.

To develop speaking skills, the teachers should give more time for students to practice speaking. In this case, teaching English requires teachers to be able to communicate and make positive relationships with students so that they are motivated to speak. However, establishing meaningful relationships between teachers and students during class discussions is difficult. To improve students' motivation in speaking class, the teacher can employ discussion or argument, games, or role-play. Because this is believed to be able to motivate students to be more active in teaching and learning activities. Interaction between teachers and students is required to support the success of the teaching and learning process. As a result, it is concluded that

the interaction between teachers and students serves as the basic foundation for learning. Interaction is a common activity in the teaching-learning process in the classroom that helps to develop communication between the teacher and the pupils. According to Walsh (2011, p.23), communication is important in all classroom activities. The patterns of classroom interaction impact student learning achievement. The use of the appropriate interaction pattern is a critical aspect in the success of any activity and the attainment of goals. Various interaction patterns can assist different types of activities to achieve their goals while also varying the pace.

In terms of classroom activities, the interaction between the teacher and the students, as well as between students and students, is required when using a communicative approach. It will keep classroom conversations going. It will facilitate the teaching and learning processes. When such interactions occur, the instruction reaches its destination. In the classroom, the gap between teacher and students will close. As a result, the teacher and students will work together to balance the teaching and learning process. Not only should the teacher participate in the teaching-learning process, but so should the student.

Relevant studies about classroom interaction have been conducted by many researchers. An investigation by Nurul Aflah (2018) suggested that "Patterns of Classroom Interaction in English in the course showed that the pattern of the class process carried out by the teacher is IRF, IRE, individual work, group work, choir response, teacher talk, open teacher questions, student initiation- teacher response, giving challenges, and student-teacher interaction. While the most common pattern of the first lecturer is the individual work pattern, but the second lecturer uses the IRF and group work patterns. Educators use this pattern in the classroom because it is considered appropriate for student learning, and effectively encourages students to speak English. The next investigation of the pattern applied by the teacher depends on the characteristics of the conditions in the classroom. In this study, researchers explored the patterns used by a seventh-grade English teacher at SMPN 1 COLOMADU.

Risna (2018), explained in her study entitled "Analysis of classroom interaction using IRF Pattern: a case study of EFL conversation class" that the most frequent reason for speaking skills is that the instructor opens the dialogue in the class, the learners reply to the teacher's conversation, and the teacher needs to respond by providing corrective feedback to the learners. This pattern represents the teacher's authority in the classroom. As a result, this study sheds insight on whether using Initiation, Response, and Feedback (IRF) in teaching improves learner-initiated communication and gives students opportunities for classroom involvement. The data came from a filmed and written classroom discussion of a talk lesson. This study's findings show that teaching with Teaching following the IRF pattern can stimulate learner-initiated and provide opportunities for students to be involved in the classroom.

English teacher at SMPN 1 COLOMADU, especially in the seventh grade, follows different interaction patterns in their classes to increase student activity in participating in English language learning, especially in the speaking class. Based on preliminary observation, students can be more active, confident, and dare to express their opinions. The application of this interaction pattern allows the process of teaching and learning activities to be more fun and effective. This encourages teachers and students to interact more often so that students' speaking abilities are better trained. Interacting frequently, can foster self-confidence, improve vocabulary skills, and increase the attitude of daring to express opinions, so that the purpose of learning English in the speaking class is fulfilled to the maximum.

B. Limitation of the Study

In this research, the researcher focuses on the pattern of interaction in speaking class at SMPN 1 COLOMADU, especially among seventh-grade students.

C. Problem Statement

Based on the background of the problem, the researcher formulates the problem as follows:

1. What is the pattern of interaction that occurs in speaking class at SMPN 1 COLOMADU?
2. What are the problems faced by the teacher when she teaches a speaking class at SMPN 1 COLOMADU?
3. How are the benefit after applying these interaction patterns in speaking class at SMPN 1 COLOMADU?

D. Objective of the Study

From the research problem above, the objective of the research is as follows:

1. To identify the pattern of interaction used by the teacher in speaking class at SMPN 1 COLOMADU.
2. To describes the problem faced by the teacher in applying the pattern of interaction in speaking class at SMPN 1 COLOMADU
3. To describe the benefits of applying the pattern of interaction in speaking class at SMPN 1 COLOMADU.

E. Significance of the Study

In this research, the researcher expects that the research has benefits both theory and practice as follow:

1. Practically

a. For the Researcher

This study gives information about the teacher-students interactions and knows the types of interaction in speaking class.

b. For the English Teacher

The researcher hopes that they can improve their English teaching by increasing through persuasion discussion, which includes learner acceptance. The teacher should encourage, critique, and remind students so that the contact is more effective. The teacher should limit the usage of their mother tongue, especially as a model, and should expand his/her skills and be expected to serve as a model of interaction in the teaching-learning process. At least, the other teachers will be able to use this teaching technique in their classrooms.

c. For Students

The students get additional opportunities to practice their target language skills both in and out of the classroom, and they also receive helpful and meaningful feedback from their teacher.

d. For the Next Researcher

Hopefully, this research can be a reference for other researchers who have the same research.

2. Theoretically

The theoretical benefits of this research are to fulfill the requirement of getting a bachelor's degree, and this research will give good information related to the teacher-students interaction in speaking class. Also, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.