

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Classroom, as a place of teaching-learning interaction, is a small miniature of wide society filled in with so many elements. In the context of language education, classroom is also often called as an artificial environment for teaching, learning, and using a foreign language. However, we should not forget that the classroom is also a real social context in its own right, where its elements (learners and teacher) enter into equally real social relationships with each other. In the classroom, as we find in the real society, the elements are not able to stand by themselves; or in other words, they always need some help to interact each other.

In the language classroom, there is another element beside the teacher and learners. Another most common element in the language classroom is the process of teaching and learning. The teaching-learning process is a set of interaction between teacher and students. The value and quality of interaction in the teaching learning process establish a learning achievement. Generally, people believe that teaching is an organized combination of materials, students, objectives, and the interaction between students and teacher. Thus, these variables also take place in the English language teaching process in general and the English teaching learning process at SMP Muhammadiyah 10 of Surakarta in particular.

Foreign language learning should be a highly interactive process. A great deal of time in teaching is devoted both to interaction between the teacher and the learner and interaction among the learners themselves

Thomas (1996: vii) gives a brief description about classroom interaction's component. He says that in language education, learning language, like learning of any subject else, is basically an individual achievement. It means an attempt that student develop his potential mind to make sense of the classroom environment. But this individual process take place in the public context of the classroom filled in with so many elements. The student is one of the elements, as a member of the class, the activities in the classroom concerning with the process of teaching and learning are determined by the teacher, as a leader in the classroom interaction as the other component.

A teacher, as a component of the classroom interaction has an important role in the teaching-learning process. The most important role is to managing the classroom interaction. The teacher also has responsibility to create the classroom sense directed and enjoyable with the certain activities and interactions that were well planned in order to achieve or produce a particular behavioural outcome. Language teacher is no longer seen exclusively as individual who hold and transit language but as a people who assist the learner to develop a natural capacity to communicate using the language.

On the other perspective, the students, in many opportunities called learners also play many significant roles. In language classroom, the students can be positioned as object; but sometimes they have to put themselves as subject. It means that they are placed as subject of learning.

Based on the explanation above, we can conclude that the main activity that we can find in the classroom is teaching and learning process, in which the teacher and the student are the main subject. And the interaction that is made between the teacher and students has significant role to the process of teaching – learning in the classroom.

As expressed by Wells (1981:46-47), quoted by Rivers (1996:5), “Linguistic interaction is a collaborative activity ‘involving’ the establishment of triangular relationship between the sender, the receiver, and the context situation”. Based on this definition, interaction involves not just expression of one’s own ideas but comprehension of those of others. Interaction usually also deals with the interpersonal work relationships of school professionals. In this case, interaction is closely related to the activity of teaching and learning in the classroom.

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 score as they listen to or read authentic material or even the output of their fellow students in discussion, skits, joint 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. Even at an elementary stage, they learn in this way to exploit the elasticity of language”.

Based on the explanation above, we know that 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. Based on the description above, the writer is interested in studying how the teacher-student interaction in the language classroom, especially of that the second year of students of SMP Muhammadiyah 10 of Surakarta in 2006/2007 academic year.

## **B. Problem Statement**

The background above leads to the problems of research, which can be formulated as follows:

1. How is the teacher-student interaction in the language classroom of second year student of Muhammadiyah 10 of Surakarta in 2006/2007 academic year? (in the term of turn-allocation and turn-taking behaviours).
2. What kinds of problems occur in the teacher-students' interaction?

### **C. Objective of the Study**

The objective of this study is to describe the process of classroom interaction including the interaction between teacher and students in the English class for second year students of SMP Muhammadiyah 10 of Surakarta in 2006/2007 academic year. The teacher-student interaction in this research will be focused on turn-allocation and turn-taking behaviour of the language teaching and learning process in the classroom. More specifically it is also to consider what kinds of problems occur in the classroom interaction involving the teacher and the students.

### **D. Benefit of the Study**

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general. To the researcher, many new valuable experiences especially in language education are useful for her preparation to be a language teacher in the future. To the language teacher and also to the students, this study is very useful because they would get much information related to their activities in the classroom. Hopefully, the description of the interaction can give a valuable input to improve the quality of language teaching and learning process in the classroom.

## **E. Research Paper Organization**

In order to make this research easy to follow, the writer organizes it as follows:

Chapter I is introduction; it deals with the background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This discusses the language teaching, language learning, roles of teacher, roles of student, and teacher-student interaction.

Chapter III is research method. This covers previous study, type of research, subject of the study, object of the study, method of collecting data, credibility of the data, and technique for analyzing data.

Chapter IV deals with the research finding and discussion of research finding.

Chapter V is the last chapter. Here the writer talks about the conclusion and suggestion.

A bibliography and some appendix are enclosed.