

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking skill is one of English skills needed in having communication and interacting with others in this modern society. Speaking is taught in almost English course. In speaking, there are some components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Someone is successful in speaking English when they can carry out a conversation which can fulfill those elements in comprehensible way.

In speaking class, there will be interaction between teacher and students in order to transfer knowledge which in that interaction, language teaching and learning process happened. Interaction simply means communication which is done by more than one person. Interaction in speaking takes important role because actually the functions of spoken language are interactional and transactional. Richard and Willy (2002: 208) describe the importance of interaction in speaking class. Interaction is the key to improve EFL learners' speaking ability. In speaking class, the teaching-learning process runs through the interaction between teacher and students. However, creating meaningful interaction between teacher-students interaction in speaking class is not easy.

Therefore, the teacher should find out an appropriate method of teaching to stimulate the students to be active. Based on the observation in the one of

eighth year classes of *SMP Negeri 1 Gemolong*, the writer finds that the teacher tries hard to stimulate his students to take a part in speaking class. As the result, almost all of the students become active in the class. Although, it can be said that the teacher can carry out the situation in the speaking class in active situation, the writer still can find several students prefer to keep silent during the speaking class and rarely practice their speaking skill. It makes them clumsy and ashamed in practicing English in the speaking class.

From the description above, the writer conducts a research to study the interaction that occurs in speaking class. And a research is entitled, **A Descriptive Study on Teacher-student Interaction in Speaking Class at the Eighth Year of *SMP Negeri 1 Gemolong* in 2010/2011 Academic Year.**

B. Problems Statement

In this research the writer formulates the problems of the study as follows:

1. how is the teacher-students interaction in the speaking class at the eighth year of *SMP N 1 Gemolong*?
2. what kinds of problems occur in speaking class at the eighth year of *SMP N 1 Gemolong*?

C. Objective of the Study

The objective of the study is as follows:

1. identifying the teacher-students interaction in the speaking class at the eighth year of *SMP N 1 Gemolong*.

2. identifying the problems occur in speaking class at the eighth year of *SMP Negeri 1 Gemolong*.

D. Limitation of the Study

In doing this study, the writer limits the study on the interaction between teacher and students in the speaking class at the eighth year of *Sekolah Menengah Pertama (SMP) Negeri 1 Gemolong* in 2010/2011 academic year and how to describe the interaction in speaking class, and problems faced by the teacher and students in their interaction in the speaking class.

E. Benefit of the Study

The benefits expected from the result of this study are:

1. Practical Benefit
 - a. The writer hopes that the result of this study can give description to the students about how they are expected in speaking class interaction in order to create meaningful interaction.
 - b. It is hoped that the result of this study can be used by the teacher as source to describe the general problems in speaking class interaction and give clear description how to act in order to solve those problems.
2. Theoretical Benefit
 - a. The writer hopes that the result of this study will be one of references for other researcher who intends to analyze teacher-student interaction in speaking class.

F. Research Paper Organization

This research paper is divided into five chapters.

Chapter I is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature. This chapter consists of the previous study, interaction, teaching speaking, interaction in the speaking class, Brown's interaction analysis system, the cycle of teaching-learning process.

Chapter III is research method presenting type of research, object of the study, subject of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding elaborates the teacher-student interaction in speaking class at the eighth year of *SMP Negeri 1 Gemolong* and the problems occur in speaking class.

Chapter V presents conclusion and suggestion.