CHAPTER I
INTRODUCTION

A. Background of the Study

Teaching foreign language is not an easy work; it has more attention in the transfer of the source language to the target language. The source language must have the same meaning with the target language. Teaching English is a kind of teaching foreign language. English language is very large and every word is rich of meaning. Every word in English not only has one meaning but it also has more than one meaning. There are two aspects that are very important in teaching; they are the teacher and the learner. The learners and the teacher should have an interaction in the language teaching process. Language teaching is a complex activity, and that this complexity derives primarily from the diversity of perceptions and the goals of the various participants who play a role in the teaching learning process (Tudor, 2001:43). Indeed, if all participants have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be undertaken than it generally is. By so doing, there would be no gap between the teacher and students.

Besides that, there should be greater attention in educational teaching that language learners should have effective involvement to practice their communicative skill because language is a means of communication and self-expression. That is a medium by which members of a speech community
express concepts, perceptions, expectations, and values which have significance to them as members of a speech community. In other words, classroom can be a place where students can express their personal problems and concerns. Within this perception, the classroom is conceptualized to create a condition where students can improve their ability in learning English that is for using the English for the real communication. With these visions of the classroom, there should be an effective interaction between teacher and students, and among students themselves in improving their knowledge and skills for the use at some stage in the future. Coleman (1996:88) states that language teaching needs improvement of using English as the target language. Therefore, the successful realization of the language for communication depends on the genuine students' involvement in the relevant teaching learning activity.

Reading is very important skill because by mastering the skill, people can carry the ideas from another source, give the ideas and exchange the information with others. In the reading classroom the learners should talk as much as possible on their own, talk to one another directly and not through the medium of the teacher. In the reading classroom the teacher and the students have significant roles to the process of teaching and learning. In the reading classroom, the teacher and the students have to have an intense interaction. The teacher should give feedback to the students whether they understand or not to the reading material. The teacher has to give the explanation to the students about how to master the reading technique, so the students understand how to
read effectively. In the activity there must have an intense communication between the teacher and the students, they have to make an interaction in order to help the students easy to apply the material given by the teacher or reading sources.

Teacher and students constantly interacts one another in which the teacher and the students are the main subjects. In reading class, the teacher is not allowed to dominate the class where the teacher keeps talking or giving more questions. By reading to the sources, the students are able to know information in the world. People know that language is habit. Language is not only taught and learnt, but it is used as habit to communicate with others. The writer can draw conclusion that people who have ability in reading will be better in receiving information. Considering the exploration above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in the reading learning process.

In order to know more about classroom interaction of English teaching-learning process in the reading class, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction, that is when the teacher asks question, gives explanation, feedback, error treatment and when the students listen to the teacher’s instruction and explanations, when they express their views, answer questions and carry out the tasks and activities, etc. Besides that, in order to improve the student’s ability, questioning is very important, because
question is the way to know how far is students can reach the material from the sources. When teachers ask questions in the classroom, they are modeling a process that students can and should use themselves; encourage students to use the questioning strategies to assess what they have learned, to develop their thinking skills, and to study for exams. By asking the questions, teacher will increase student participation and encourage active learning. That strategy will also help the teacher formulate questions for exams and paper assignments. In this opportunity the writer is interested to do the research in SMKN 1 Banyudono because in SMKN 1 Banyudono there are many kinds of teaching strategies applied by the teacher in order to make the students able to receive the material easily. The students of SMKN 1 Banyudono are very interested in English learning process and they are very fluent in applied English language for their daily conversations, so the writer wants to know how the teachers make the interaction with their students. In addition, its qualitative, interpretive nature helps the writer to realize this complexity in perspective. In short, a descriptive research is very important to help the writer understand the view of those problems and find route through it. From the description above, the writer is interested in carrying out the study on “STUDENT AND TEACHER INTERACTION IN READING CLASS AT THE SECOND YEAR OF SMKN 1 BANYUDONO”.
B. Problem Statements

Based on the background of study, the writer would like to present the problems of the study as follows:

1. What are the types of interaction between the teacher and the students in reading classroom?
2. how is the process of interaction between the teacher and the students in reading classroom?, and
3. what are the problems that occurred in the students – teacher interaction in reading classroom?

C. Limitation of the Study

In order to reach the expected goal, the writer limits the problems on the following terms:

1. The study is limited to the pattern of interaction happening in the reading classroom at SMKN 1 Banyudono.
2. The writer stresses the analysis on the percentage of teacher’s interaction and student’s interaction in the reading classroom interaction.
3. The subject of the research is limited to the SMKN 1 Banyudono.
D. Objective of the Study

In conducting the research, every researcher should have certain objective of the study. In this study, the writer intends:

1. to know the types of interaction between the teacher and the students in reading classroom,
2. to describe the process of interaction between the teacher and the students in reading classroom, and
3. to classify the problems that occurred in the students - teacher interaction of reading classroom.

E. Benefit of the Study

1. Theoretical Benefit
   a. From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general.
   b. 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 reading class.

2. Practical Benefit
   a. Language teacher

   This study is very useful because it will give more information related to the activities in the classroom. Especially in what patterns are the interaction between teacher and students that happened in the
reading classroom. The teacher also identifies the problem arising in the reading interaction and gives the solutions to overcome them.

b. Language learners

This study is very useful to improve the ability in reading especially when the students have working group in the classroom with the other students. They also can get interaction in the classroom with their friends and also with their teacher.

F. Research Paper Organization

The writer organizes his research into five chapters.

Chapter I is introduction, which includes background of the study, problem statements, objective of the study, limitation of the study, and research paper organization.

Chapter II is previous study and underlying theory, which consists of the theories that are useful for conducting the analysis of the data. They are the notion of teacher – student interaction, types of teacher student's interaction, the nature of teaching reading, elements of reading, and principles for teaching reading

Chapter III is the research method, which deals with the type of research, subject of the study, object of the study, sources of data, method of collecting data, and technique of analyzing data.
Chapter IV is research finding and discussion. The research findings include the teaching – learning process of reading, the interaction between teacher and learners, and the problems faced by the teacher and the students in reading classroom interaction.

Chapter V is conclusion and suggestion.