

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays many people learn a foreign language. One of the foreign languages that people like to learn is English. English becomes a trend in Indonesia. English face the global era because the English is an International language. Related to this phenomenon, many people believe that it is better for the students to learn English.

Related to the need to learn English, the English learning is intended to develop the student's communicative competence. The objectives of English teaching cover the four language skills: listening, speaking, writing, and reading through the mastery of the language components: vocabulary, grammar, and pronunciation. It's success measured in term of ability to carry out conversation in language speaking in an interactive process of constructing meaning that involve producing, receiving and processing information. In the classroom student do not only conduct their educational activity learning but they also do other activities like playing and socializing with their friends.

Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce- Murcia, 1987). The verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers

gestures or facial expression by the teacher and learners when they communicate without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition. Learners learn not only through comprehensible input but also their own output. But a good lesson is not one in which students do all or even most of the talking. Some lesson may be good if they are carefully structured in such a way that students do a good deal of talking and at the same time get a lot of feedback from the teacher, both formally and informally.

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reasons and on a continued basis throughout the school day. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1988: 10).

In speaking class, the teacher is not allowed to dominate the class where he keeps talking or giving more questions. Each element has contribution as much as other participants in determining the direction and outcome of the interaction. In the speaking classroom, interaction should be encouraged. In other words, it is the teacher's responsibility to promote the interactive language teaching in the class. The dominant patterns of interaction in the speaking classroom are teacher question, students' response, and teacher feedback, which are commonly found in all classrooms and are typical of classroom exchanges. The general picture of classroom interaction that results

from teachers' questions is that the questions alone may not promote a great amount of learner teaching learning production or other interaction, unless the teacher is aware of the pitfalls of too closed, too fast, or too vague questions, or worse, too many repetitions of the same non-understood question. As we can see, teacher talk not only takes up the largest position of talk but also determines the topic of talk and who talks. It is, therefore, a very important component of classroom interaction.

Language learning occurs through meaningful interaction, then, it will certainly involve students. In other words, it can be said that language learning is a two-way interaction between all the elements in class. In *SMPN 2 Bendosari Sukoharjo* many problems faced by the teacher in carrying out the end of English teaching as to get the maximal output competence in the learners. The problem faced is especially on interaction in the speaking classroom. The interaction between teacher and students in speaking classroom does not run smoothly. So, It would influence the students' understanding the material given and in increasing the students' achievement.

In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting. To get a better result on English teaching, the teaching English has to be developed by improving the quality of the teacher and learners talk because they will govern the classroom behavior. For this purpose, problems in the teaching process on a study needs to be conducted.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. So the writer is interest in conducting the research entitled “ *A Descriptive Study on Teacher-Learner Interaction in Speaking Class At the First Year of SMPN 2 Bendosari Sukoharjo in 2010/2011 Academic Year*”.

B. Research Problem

Based on the background above, the research problem is how the interaction between the teacher and learners is conducted in the speaking classroom. Based on this research problem the writer raises for subsidiary research question as follows:

1. What are the types of interaction conducted in speaking class at first year of SMP N 2 Bendosari Sukoharjo?
2. What are the characteristics of teacher talk in SMP N 2 Bendosari Sukoharjo?
3. What are the characteristics of studenst talk in SMP N 2 Bendosari Sukoharjo?

C. Limitation of the Study

Based on the research problem above, the writer limits her research on interaction in speaking class applied by teacher–learners at the first year of *SMPN 2 Bendosari Sukoharjo* on what types of interaction and characteristic most used by the teacher and learner to talk in the interaction.

D. Objectives of the Study

The objectives of the study are:

1. To describe the interaction between teacher and learner conducted in speaking class.
2. To describe the types of interaction between the teacher and students in the speaking classroom.
3. To identify the characteristics of teacher talk in the speaking class of SMP N 2 Bendosari Sukoharjo.
4. To identify the characteristics of students talk in the speaking class of *SMP N 2 Bendosari Sukoharjo*.

E. Benefit of the Study

There are two benefits of the study: they are theoretical benefit and practical benefit.

1. Practical Benefit

There are some practical benefits

a. For the teacher

The result of the research can be useful for English teacher in giving additional input in English speaking class.

b. For the reader

They will get more knowledge and information about descriptive study on teacher – learner interaction in speaking class.

c. For the teacher and learner

The result of the research helps the English teacher and learner to solve the problem in the interaction especially in teaching and learning speaking.

2. Theoretical Benefit

The writer hopes that this research as one as of references for another researchers who conduct the same object with different perspective.

F. Research Paper Organization

In order to make the reader easy to follow, the writer organizes this research paper by dividing it into five chapters. Each of them is concerned with different issues but it is related to each other:

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

Chapter II is the underlying theory. It deals with previous research, and theoretical review.

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

Chapter IV is research finding and discussion. It discusses of research finding and interaction analysis.

Chapter V is the last chapter; here the writer presents the conclusion and suggestion about the interaction in speaking class at junior high school.