

CHAPTER I

INTRODUCTION

A. Background of the Study

In communication, speaking is one of the four skills in English as a tool which is often used to interact each other. It is one reason why speaking is taught in almost English course. According to Harmer (1999:1), “speaking is so much a part of daily life that we take it for granted”. In short, speaking is a part of our daily life because it is needed by people who make communication orally with the other.

To make students fluent in speaking, there are several aspects which should be considered, namely the students’ proficiency, the content appropriate for the students, teacher’s creativity and interaction. One of the aspects, interaction, plays a significant role in promoting their speaking skill. Interaction simply means communication which is done by more than one person. Interaction in speaking takes an important role because actually the functions of spoken language are interactional and transactional. Brown (2001:267) states “the interaction between these two models of performance applies especially strongly to conversation, the most popular discourse category in the profession”. Interaction when conversation training between the teacher and the students in the classroom is very important to develop student’s ability in speaking.

To build a good interaction in speaking classroom, there are at least two factors which need to be considered by the teacher. First is communication. In communication, the students will know how to listen to others, how to talk with the others and how to negotiate the meaning. So the teacher has to keep communication with the students and communication among the students. Second, good interaction also comes from interactive activities in the classroom. Interactive activities can arouse the students' willingness and need or reason to speak.

There many types of teacher – students interactions which happened in the teaching-learning process. Moore (1989) divides types of teacher – students into three parts; learner-content interaction, learner-instructor interaction, and learner-learner interaction. In learner-content interaction, the content or subject which given by the teacher is provided for one-way communication. It is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind. Different from learner-content interaction, learner-instructor interaction is not individual; the teacher is especially valuable in responding to the learners' application of new knowledge. The last is learner-learner interaction or inter-learner interaction, between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor.

In teaching speaking, *SMK Muhammadiyah 2 Surakarta* is also supported by some multimedia, language library, and so on. Based on the observation in the one of first year classes of *SMK Muhammadiyah 2 Surakarta*, the writer finds that the teacher tries hard to stimulate the students to take a part in speaking class. As the result, almost all of the students become active in the class. But the writer still can find several students who prefer to keep silent during the speaking class and rarely practice their speaking skill.

There are some problems arise related to speaking class. The first is students' difficulties in pronunciation. Most students do not know how to pronounce some words although their teacher has given examples to pronounce it. Some students believe that they have problems with their tongues and they still think that the correct pronunciation is funny in their ears. Second problem is vocabulary. The students are still confused of how to increase their vocabulary although the teacher often asked them to watch English movie and listen English songs which the singers are native speaker when they have spare time.

From the statement above, the writer knows that interaction in the speaking classroom is the main problem which needs more attention. Interaction takes important role because teaching-learning process will not be success without good interaction in the classroom. From the description above, the writer is interested in carrying out the study on *Teacher – Student*

Interaction in Speaking Class at the First Year of SMK Muhammadiyah 2 Surakarta in 2011/2012.

B. Problem Statement

Based on the background of study, the writer presents the problems of the study as follows:

1. How is the process of speaking classroom interaction of the first year students of *SMK Muhammadiyah 2 Surakarta*?
2. What are types of interaction in English speaking classroom to the first year students in *SMK Muhammadiyah 2 Surakarta*?

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 speaking classroom interaction at first year of *SMK Muhammadiyah 2 Surakarta*.
2. The writer stresses the analysis on the percentage of teacher's interaction and student's interaction in the speaking classroom interaction.
3. The subject of the research is limited to the first year students of *SMK Muhammadiyah 2 Surakarta*.

D. Objective of the Study

Based on the problem statement, the writer has some the objectives of the research as follows:

1. to describe the process of speaking classroom interaction of the first year students of *SMK Muhammadiyah 2 Surakarta*,
2. to know the type of interaction in English speaking classroom to the first year students in *SMK Muhammadiyah 2 Surakarta*.

E. Benefit of the Study

1. Theoretical Benefit
 - a. The result of the research can be used as an input in English teaching learning process especially in teaching speaking.
 - b. The result of the research can be used as the reference for those who want to conduct research in English teaching-learning process.
2. Practical Benefit
 - a. The result can be used by the teacher to provide the better technique or method for teaching speaking especially in senior high school.
 - b. The result can help the students in increasing their ability in speaking skill.

F. Research Paper Organization

The writer organizes this research into five chapters.

Chapter I is introduction, which includes background of the study, problem statements, objective of the study, limitation of the study, benefit 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 notion of speaking skill, elements of speaking, teaching speaking, principles of teaching speaking, technique for teaching speaking and interaction in speaking class.

Chapter III is the research method, which deals with the type of research, subject of the study, object of the study, sources of data, technique of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. The research findings include the teaching – learning process of speaking, the interaction between teacher and learners, and the problems faced by the teacher and the students in speaking classroom interaction.

Chapter V is conclusion and suggestion.