

CHAPTER 1

INTRODUCTION

A. Background of the Study

As social creatures, people need to build relation and interaction one another. To develop a better understanding and to share ideas, it requires a “bridge” to connect people thoughts, ideas, needs, and feelings. Language exists as the channel to join what people need to share.

Language is a means of control as well as of communication. People can transfer information or messages and express their ideas and emotions with language. Language is also used to express everyone’s hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication in all sectors, such as industry, military, business tourism, transportation, sports, international relations, and especially in education.

In education, English has become the primary language of communication. It is spoken by millions of people all over the world. In Indonesia itself, English is considered a foreign language taught from elementary to university level. Most of Indonesian universities provide English faculty whether to fulfill the demand of this department. The objectives of teaching learning English in universities is to prepare students facing the world’s challenges and as the future English teacher, they should be prepared to finally delivered English in their own class. To be able to communicate in second language (L2) or foreign language (FL) can be troublesome for language learners especially those who live outside the L2 or FL are used.

As stated in the previous paragraph, English is considered as foreign language in Indonesia. Learners will have some troubles such as not having enough exposure to practice the language and enough sources of people to practice the language with. Modern teaching methods of foreign languages involve the use of different organizational forms and activities that support the progress of the teaching itself. The way teachers organize these activities and the way they perceive the individual steps connected with the organization of activities may essentially influence development of language skills. In the same way as any other languages, English consists of four skills: listening, speaking, reading, and writing. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". In order to achieve a good command of the language, it is important that the students master all these language skills". Among the four skills, speaking is one of the basic skills that require communicative competence. To most people mastering the art of speaking is the single most important aspect of learning second or foreign language and success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2002).

Speaking is not simple skill; its complete mastery requires some experiences and practices. Luoma (2004: 1) argues that *"speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop."* It can be sum up that learn to speak in foreign language takes more than understanding the pattern of the language but to use the language in real communication. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones

involved in reading and writing. In addition, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005).

In order to master speaking skill and build good communication, the elements such as pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving are needed to measure the capability of the students in speaking. According to Brown (1994, p. 103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. Widowson (1994) states that speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others.

Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. By speaking with others, we are able to know what kinds of situations are there in the world. The achievement of good speaking activity is when the people who interact understand each other. One obvious example of speaking activity is any interactions between teacher and students. To communicate well, students must have a good capability and self-confidence. In fact, In fact, Palestinian students, like others, often find some difficulties in mastering speaking skills. Al Ghussain (2001) shows that many complaints are being raised by teachers regarding students' low level in English language. Therefore, it proves that English is difficult for many students who can use and understand English language.

Students need to practice English and use it communicatively inside or outside the classroom. Problem that might be faced by most of the teachers is to encourage students to speak. They will not be able to speak communicatively outside the classroom if they are not able to do it inside the classroom. Students need to experience real communicative situations in which they will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are very essential for the success of foreign language communication. Classroom interaction then, is necessary and useful as an educational strategy to enhance learning. According to Selinger (1989: 30-31) despite the need for the whole class teaching and individual work in language classrooms, it has often been emphasized that without other kinds of interaction, students are deprived of many useful and motivating opportunities for using and learning the new language. Language classrooms can be seen as sociolinguistic environments (Cazden, 1988) and discourse communities (Hall and Verplaetse, 2000) in which interaction is believed to contribute to learners' language development. Interaction is face-to-face communication with particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants (Crystal, 2003). Classroom interaction provides learners with the opportunity to receive comprehensible input and feedback from their interaction partners (Ellis, 2005).

The researcher interested in analyzing interaction in speaking class since it is believed that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their students in discussions, skits, joint-problem solving tasks, or dialogue journals. According to Rivers (1993: 4) in interaction, students can use all they possess of the language – all they have

learned or casually absorbed – in real life exchanges where expressing their real meaning is important to them.

The concept of classroom interaction plays a significant role in the process of second language learning. The understanding of the role of interaction in the classroom context enhancing the speaking skill comes from understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then involves the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed.

For the authentic interaction language learning, the participants (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing them or deciding how they can or will learn, but encouraging them, building up their confidence and enjoyment in what they are doing. As stated in Rivers (1993:9) teacher – directed and – dominated classrooms cannot, by their nature, be interactive classrooms, and this is what language teacher need to learn. Interaction can be two – way, three – way, or four – way, but never one – way.

According to Hatch and Richards and Lockhart (1994: 152), through interacting with other students in pairs or groups, students can be given the opportunity to draw their linguistic resources in a non-threatening situation and use them to complete different kinds of tasks indeed. It is through this kind of interaction that many aspect both linguistic and communicative competence are developed.

In some classes, students do not seem to pass a certain achievement: they know much but they cannot use it to express their own meaning. One of the main tasks

of teacher is to create atmosphere where students feel free and confidence to deliver their thought, feeling, and idea in the conversation. There are classes in which students interact actively and frequently, the classes flow well, and all involved feel like the class was a success. On the other hand, most of teachers have also had quite the opposite experience, where it is a regular struggle to get students to ask questions and participate in discussions. "Student engagement, a broader, more encompassing term, which consist of four factors (skills, participation/interaction, emotional and performance) is becoming increasingly important in higher education" (Handelsman, Briggs, Sullivan& Towler, 2005). It can be assumed that students with higher education in this case, university students are expected to engage the four factors to gain better understanding and ability of the language.

The focus of this research is on the types of interactions in speaking class. Interaction in speaking class is essential issue of an implementation process of teaching learning language. The importance of interaction in speaking class is crucial considering the function of language as means of communication. Brown (2001: 1650) defines interaction in the teaching-learning process as "the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other." Students interaction in speaking class can be summarized as the process whereby students are involve in the classroom activities. They are not merely sitting and listening to the teacher. The ideal speaking class requires interaction among them. It is students' centered activities.

The benefits of interaction have been researched quite extensively over past years. To justify the role of classroom interaction, the theoretical work of L.S. Vygotsky (1978) could be utilized to explain students' learning through classroom interaction. L.S.

Vygotsky emphasized that students learn through social interactions and their future (in Woolfolk, 2004). Thus, classroom functions as social, historical, and cultural contexts in which students interact and learn via their participation in classroom activities. Cultural tools and symbols like language are shared by students and used to structure their thinking. This theory explains that teacher-student and student-student interactions have become a medium of knowledge sharing and acquisition of understanding. L.S. Vygotsky's theory furnishes a way to explain how discourses and instructional tools utilized by teachers and students in a classroom create possibilities for students to participate in class.

The observable phenomenon is undergraduate students of Muhammadiyah University who join speaking class. Researchers such as Mackey (2007) and Ellis (2003) suggested that interaction is beneficial to language development overall, but whether is it beneficial to develop all the skills of second language learning is not known. Because certain skill may be developed in different manners. Obviously, speaking is considered as the major skill to be developed for learning second language specifically in speaking class conducted in Muhammadiyah University. The researcher has noticed that students who interact and speak in the classroom achieve better in oral expression in most cases than who always keep silent. Therefore, the problem we are confronted with this research is the types of interaction occurs in the class and the teacher roles.

Several studies have been conducted dealing with classroom interaction. The first research was conducted by UKhtul Iffal entitled "Classroom Interaction in the Speaking Class." The research was done in 2010. The objectives of this research were 1) to describe ways the teacher stimulates and encourages the students to interact in the classroom; 2) to identify the patterns of interactions that occur in the classroom

interaction in the speaking class; 3) to describe the communication strategies the teacher and the students employ during the classroom interaction in the process of teaching and learning speaking skill in the classroom. This research was conducted by Nur Masyitah from Diponegoro University. Her research entitled “ A Study of Classroom Interaction Characteristics in A Geography Class Conducted in English The Case at Year Ten of An Immersion Class in SMA N 2 SEMARANG”. The purposed of this study were to explore the classroom interaction characteristics and to find out whether or not the English classroom activities as used to teach at year ten of Immersion Class at SMAN 2 Semarang had met Walberg’s teaching effectiveness. 30 students and one teacher at year ten of immersion class at SMAN 2 Semarang were the subject of this research. The data collecting techniques was done by using observation which used three instruments to analyze the data; Flanders Interaction Analysis (FIA) to identify the classroom interactions, teaching effectiveness elements based on the Walberg’s theory, and Likert Scale to measure the students’ opinion results from questionnaire. Observational design is used in this research. The approach of this research was the qualitative one supported by simple statistic calculation (percentage) in order to support the findings, whereas the analysis model used was the inductive type that started from the data or facts obtained in the field for abstraction and drawing the conclusion. The last research was conducted by Kouchiem Khadidja (2010), The Effect of Class Interaction on Developing the Learner’s Speaking Skill. The study showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

Hence, above all the research that had been conducted, the researcher would like to investigate the types of interactions occur in speaking class of English Department of Muhammadiyah University of Surakarta.

B. Identification of the Problems

There are some problems found in teaching speaking. It can be caused by the teacher's techniques, how teacher delivers the materials, or how students acknowledge given materials. Teacher techniques and the way they deliver the material are more or less giving contribution on how students will finally understand and obtain the knowledge. Speaking class, particularly need students' interaction. Interaction becomes another problem. Teacher might find the class runs well and students appear to enjoy the class activities. However, there are times when students are bored or have low motivation to study. Interaction is critical to develop students speaking ability. It is essential to know types of interactions and teacher roles in speaking class.

C. Limitation of the Problems

Based on the identification of problem described in the previous section, the students interaction in speaking class were analyzed to find the types of interaction in the class, particularly speaking class. Therefore, this study was focused on the types of interaction and the roles of teacher during the interactions.

D. Formulation of the Problem

Based on the Focus of the problem above, the problems of the current study are formulated as:

1. What are the types of interaction occur in the speaking class?
2. What is the dominant type of interaction?
3. What are the purposes of interaction in speaking class?
4. What are teacher roles during interactions in the classroom?

E. Purpose of the Research

From the above research problem, the writer can formulate the objectives of the study, they are; to explore the classroom interaction types and to find out the dominant types which occur in the classroom as well as the purposes of each interaction; to investigate teacher roles during the interaction in Speaking Class for undergraduate students of UMS.

F. Significance of the Study

The study may provide two important benefits, the theoretical as well as the practical point of view:

From the practical point of view, the findings of this research provide contribution to foreign language learning. They can give us real pictures of the common phenomenon that usually occurs in classroom, specifically speaking class. English students, practitioners, and researchers will find this research findings useful for language teaching and learning; since the theories and claims about language teaching and learning should be based on actual research in language classrooms. To sum up, this study has practical significance described below:

1. In general, the findings will be useful for researchers and language practitioners in understanding foreign language learning process. They can also draw inferences from the types of interaction in speaking class.
2. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weaknesses that will encourage them to make something better so it can prompt students to learn English.

3. This research is also significant in order to help foreign language learner understand their problem in interacting in language classroom especially speaking class. Such as how do they interact in speaking class, how does it affect their speaking ability.

From the theoretical point of view, thus the findings can make us aware of theoretical and methodological account of the foreign language learning or acquisition. Thus, this study is significant theoretically in the following aspects:

1. The researchers may take aspect from the theoretical foundations, such as theories of interaction. They can use it as analytical tools to analyze speaking classroom climate.
2. Language practitioners and researchers can also take benefit from the study as reference to conduct a research in speaking class.

G. Limitation of the Study

To limit this study, the writer covers only interaction, which occurs in speaking class as well as its effect to develop students speaking skill. These were done by observing their classroom activities during third semester of speaking class of English teaching training and education students. The subject of this study is limited to 23 students of speaking class of UMS academic year 2013/2014. So, the findings of this research were not intended for generalization. However, it would be very useful to compare the findings to other studies on order to search for useful general principle.

H. Thesis Organization

This Thesis is organized into five chapters in order to make the reader understand the content of the research paper as follows: chapter 1 is introduction. It consists of background study, problem of the study, objective of the study, benefit of the study,

thesis organization. Chapter II is reviewed of previous study and theoretical review. It consists of notion of interaction, interaction and communication, interaction and second language learning, classroom interactions, the roles of teacher, types of classroom interaction, types of classroom interaction, communicative language teaching, practicing speaking skill in classroom, interaction in speaking class. Chapter III is research methodology. It deals with type of the research, nature of data, data sources, method of collecting data and technique for data analysis, and theoretical framework. Chapter IV is research findings and discussions. Chapter V is conclusion, suggestion, and recommendation.