CHAPTER I

INTRODUCTION

A. Background of Study

Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995: 662). It means that language is used to communicate and convey meaning from one person to another. Language is an important thing in order to communicate in the society because through language people can express their wishes, feelings, and ideas. However, the problem will appear when people from different countries with different cultures and backgrounds meet and speak with different languages.

There are many languages in the world, one of them is English. English is an international language. It means that language uses as a tool of communication orally and written in most country in the world. People use English to make international contacts and to cooperate with people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and practice the language as much as possible in order to use English correctly.

Nowadays, English has special and important role in communication around the world. It has also a special identity in the field of education. In Indonesia, English is a foreign language. English becomes one of lesson in every levels of education from elementary school up to university. English is

very important in all levels of education institutions. By learning English, students be able to speak and write English to communicate with friends.

In formal school, English teaching expectedly helps students develop their communicative competence in spoken and written form. There are four skills in teaching English, namely listening, speaking, reading, and writing. Listening, speaking, reading, and writing are integrated skills in teaching English in junior high school which means that skills cannot be separated as they relate to each other. Beside the language skills, English has some aspects which can be taught to the students, such as vocabulary, pronunciation, spelling, and structure.

English is one of subjects which is said by almost of the students as difficult subject, because they feel that learning English is difficult and boring. Jeremy Harmer stated "English is a global language"(Harmer, 1998). It means that English is an international language used by many people in the world. However, many people are afraid learn and speak English. This becomes worse because there are some English teachers who cannot teach English by using the appropriate method that can make the student love in learning English.

Teaching is about the "transmission" of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves (Harmer, 2004: 56). The important thing of teaching English especially at the school, the teacher should have interesting method in teaching English, so the students are interested in learning English and master the materials easily.

Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice Kimble &Garmezy (in Brown, 2000: 7). According to Murcia and Elite (2000: 17) state that teachers in the new learning settings are expected to become reflective researchers who evaluate and rethink their approaches, attitudes, and methods of presenting new subject matter to students, at every stage in the teaching learning process.

Teaching and learning English involves four kinds of language skills; listening, speaking, reading, and writing. Teacher should develop these four language skills in order that their students could use the skill to communicate and express their thoughts, feelings, and opinions in English (Harmer, 1998: 44). Speaking is one of the important skill that should be mastered by students in order to communicate in English fluently.

Speaking is frequently useful as preparation for other activities. It is a process of discovering and organizing ideas, organizing in brain, and speaking it. By speaking, we can express our ideas well; however, to get our meaning strong, interesting, and clear for the listener, this skill must be improved by practicing a lot. Because speaking has many contributions for our life, we need to develop this skill.

According to Haris (1969: 68), speaking is considered to be a difficult and complicated skill, because it involves several components that need to be considered. Students need to learn the components of speaking so that they can speak something well.

This research focuses on speaking skill, which is difficult for some people because writing is not only write but also use expression and intonation. The message is delivered only by words. So, this words must be easy to understand, good in grammar, and sequence.

In Indonesia, English is also one of the lessons which is learned in the class, and gives knowledge to the students about genre or type of conversation. The genres are speaking 1, speaking 2, speaking 3, and speaking 4.

The researcher determined the place that be used to do the research. The researcher chose Gama English Course because of some reasons. The first, this course has good enough facilities to support the teaching learning process and this coursehas many classes in each grade. The second was that the course has a good reputation on the students' graduation. The problems were finding by the researcher when she observed in teaching English at Gama English Course as especially in speaking skill. Based on the interview with many, they said that the most difficult skill in learning English is speaking. Because before they practice about the conversation, they should learn about pronunciation and intonation. The students were given a good ability in learning English, especially in understanding the materials. But several of the students were passive on process of teaching learning, so the teacher should make appropriate methods and techniques in this activity. It aims to know how the strategy used by the teacher to make the students enjoy inteaching learning processso they can understand the material easily.

According to the background above, the researcher conducted the research entitled *"CLASSROOM INTERACTION IN SPEAKING CLASS A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI"*.

B. Limitation of the Study

This study focused on the classroom interactionused by the teacher in speaking learningprocess at Gama English Course Boyolali. The limitation of this research is to get the observation result about classroom interaction used by the teacher, the purpose of the interaction, teachers' and students' roles in each type of classroom interaction used by the teacher and the role of instructional material. The subject of this research is the teacher and student of Gama English Course Boyolali.

C. Problem Statement

Based on the background of the research, the researcher stated the research problem as the following:

1. Whatare the types of classroom interactionused by the teacherto develop students' English speaking skill?

2. Whatarethe purposes of the teacher using that interactionindeveloping Students' English speaking skill?

3. What are the teachers' roles in each type of classroom interaction used by the teacher to develop students' English speaking skill?

4. Whatarethestudents' rolesin each type of classroom interaction used by theteacher to develop students' English speaking skill?

5. What are the roles of instructional material in each type of classroom interaction used by the teacher to develop students' English speaking skill?

D. Objective of the Study

From the problem formulation above, the objective of the research as the following:

1. To describe thetypes of classroom interaction used by the teacher to develop students' English speaking skill.

2. To describethe purposesof the teacher using that interactionindevelopingstudents' English speaking skill.

3. To describetheteachers' rolesin each type of classroom interaction used by the teacher to develop students' English speaking skill.

4. To describethe students' rolesin each type of classroom interaction used by the teacher to develop students' English speaking skill.

5. To describe the role of instructional material in each type of classroom interaction used by the teacher to develop students' English speaking skill.

E. Significance of the Study

This study gives some significance on the teaching learning process especially in speaking skill. The significance from this research are theoretical and practical benefit, they are:

1. **Theoretical Significance**

   a. Other Researcher

   This research can help anotherresearcher to analyzeresearch that focuses in speaking skill.

   b. The Reader

   The research gives more experience and knowledge for writer or reader about classroom interaction, so we can more explore our knowledge with our interested study classroom interaction.

2. **Practical Significance**

   a. To the student

   The researcher hopes that this papercan help the students to understand about classroom interaction.

   b. To the teacher

   The researcher hopes that this research can make the teacher to settle the student's problem and to increase the knowledge.

   c. To the Lecturer

   The result of the research can make lecturer give any knowledge, especially the classroom interaction.

   d. To the other researcher

   The research is used as reference for those who want to conduct a research of classroom interaction on English speaking skill.

   e. To the reader

   The result will give the information to the readers in the way in carrying out the information about classroom interaction in English speaking skill.

F. Research Paper Organization

The writer organizes this study in order to create it easier to understand they are:

Chapter I is introduction. This chaptercontainsbackground of the study, problem statement, limitation of the study, objective of the study, benefit of study and the research paper organization.

Chapter II is review of related theory. It contains previous studies and underlying theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consists of type of the research, sites of the research, subject of the research, objectof the research, data and data source, method of collecting dataand technique for analyzing data, and technique for checking the data credibility.

Chapter IV is the result of the study. It consists of research findings and discussion.

Chapter V is conclusion, pedagogical implication, and suggestion. It consists of conclusions of the research, pedagogical implication and completed by suggestion to make the research to be better.