

CHAPTER I

INTRODUCTION

A. Background of the Study

Interaction is the important role in human life. Developing interaction skills can help all aspects of life, from the personal to social life. According to Brown (2001, 165), interaction is at the heart of communication: it is what communication is all about. Students receive input and produce output when they interact with other learners. Interaction will be a popular activity especially in second language classroom because without interaction a process of studying especially for English subject is nothing. Mastering speaking skill is the most important aspect of learning English. Through speaking classroom interaction, teacher can give and develop motivation and reinforcement to learners so they can study optimally.

According to Ghosh (2010, p.1), classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers. Teacher roles and responsibilities were changed in the direction of facilitators of the learning and teaching process. Teacher should not dominate the learning activities but help to create conducive condition with give motivation so that learner can develop their ability and creativity through learning process. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, so they have fluency in oral speaking and guide them for the success of speaking class interaction.

For the students at Eighth grade in SMPN 2 Colomadu Karanganyar, speaking is the most difficult lesson. The cause that makes the students difficult in speaking English is that the environment does not support the students there to speak English fluency. The environment here means the people outside the class. Those people may think that students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by

the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluency outside the class. The key is, the teacher needs to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the student's problem, fear, or confusion will give the teacher a better understanding of the student's learning difficulties.

Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Students must respect the teacher, so it will create a feeling of enthusiasm when students and teacher are in the learning process. Having established a positive relationship with students will encourage students to seek education and be enthusiastic and to be in school. Clark and Clark (in Nunan, 1991:23) said that speaking is fundamentally an instrumental act. Speaker's talk in order to have some effect on their listener. Therefore, the researcher wants to observe the interaction between Student and Teacher in Speaking Class at Eighth Grade in Junior High School 2 Colomadu Karanganyar.

B. Limitation of the Study

In this research the writer wants to limit the study on interaction in speaking class between students and teacher at the eighth grade of SMPN 2 Colomadu Karanganyar in 2017/2018 Academic Year.

C. Problem Statement

The main questions to be addressed in this research are :

1. What are the types of classroom interaction in speaking class in SMPN 2 Colomadu Karanganyar?
2. What are the roles of teacher in speaking class at the eighth grade in SMPN 2 Colomadu Karanganyar?
3. What are the roles of students in speaking class at the eighth grade in SMPN 2 Colomadu Karanganyar?

D. Objective of the Study

In line with the research question, the objectives of this research are as follows:

1. To describe the types of classroom interaction applied during speaking class in SMPN 2 Colomadu Karanganyar.
2. To analyze the role of teacher in speaking class at the eighth grade in SMPN 2 Colomadu Karanganyar.
3. To analyze the role of students in speaking class at the eighth grade in SMPN 2 Colomadu Karanganyar.

E. Significance of the Study

The significance of the study of this research is arranged as follow :

1. Theoretical Significance

It is expected that the result of the research can give a contribution to the language teaching and learning in general. To the researcher, many new valuable experiences in language education are useful for preparation to be an English teacher in the future.

2. Practical Significance

To the teacher and students, this study is very useful because they will get much information related to their activities in the classroom, especially in what patterns are interactions between the teacher and the students happened in the speaking classroom. The teacher can also identify the problems rising in the speaking interaction and able to overcome them. Hopefully, the description of the interaction in the speaking classroom can give a valuable input to improve the quality of language teaching and learning.

F. Research Paper Organization

The research paper organization of this research is arranged as follows :

Chapter I is introduction that consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is literature review, which consists of previous study, teoretical review, and theoretical framework.

Chapter III is research method that consists of research type, research object, research participant, data and data source, method for collecting data, technique for analyzing data, and data validity.

Chapter IV is research finding and discussion that consists of type of interaction in speaking class, the role of teacher in speaking class, and role of students in speaking class.

Chapter V is conclusion, pedagogical implication, and suggestion.