

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, scope of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

#### **A. Background of the Study**

In modern era, English becomes more important day by day. English is one of the international languages that is used in the world. Interaction is one of modal to communicate with foreigners. According to Wagner (1994: pp8), interaction is “reciprocal events that require at least two objects and two actions, iinteractions occurs when these objects and events naturally influence one another”. Therefore, interactions do not occur only from one side, there must be a mutual influence through giving and receiving messages in order to achieve communication. Interaction is important for people, especially for students. Students have much interaction as example in class, they can express their idea.

Celce-Murcia stated (1987) classroom interaction is an activity of interaction between student – teacher and student – student. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process where by two or more people engaged in reciprocal actions. This action may be verbal or nonverbal. Classroom interaction can happen in class activity such as speaking class. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney,1998, p . 13).

According to Brown (1994), Burns & Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. As Bygate (2001) in Carter & Nunan (2001, 14) states, speaking has occupied a peculiar position throughout the history of language teaching and has begun to emerge as a branch of teaching, learning and testing for only two decades. Bygate concludes that there are three reasons for

this. First, the traditional grammar translation methods still have a huge influence in language teaching. Second, tape-recording has been sufficiently cheap and practical to enable the widespread the study of talk and use of tape recorders in classrooms only since the mid-1970s. Third, most language teaching approaches exploited oral communication as only part of their methodology and most of the focus in teaching oral skills was limited to pronunciation. Until recently, speaking has become a special area in language teaching. From those definitions, it can be concluded that speaking is meaning getting process the information and sharing meaning with other people.

From those definitions about speaking the researcher thinks that speaking is important for teacher and students. Speaking is modal to speak with each other. For example when teacher and student speak in classroom it can be interaction. In this time the researcher sees that interaction between student and teacher in class just says “yes” or “no”. Teachers and students do not talk too much, usually the students feel shy to ask the teacher or worry, especially the students in Madrasah Aliyah Negeri 1 Batang. The writer found classroom phenomena interaction in English speaking class at Madrasah Aliyah Negeri 1 Batang, most of students get difficulties to speak English because they do not have enough skill to speak English fluently. From this case the student cannot develop their interaction in classroom when teaching learning process happens. The purpose of this research is to analyse classroom interaction among teacher – students, students – teacher, and students – students in speaking class at Madrasah Aliyah Negeri 1 Batang.

From this phenomenon the researcher wants to analyse about classroom interaction in English class, because in English class there are a lot of interactions that are used by students to interact with teacher, students to student, and teacher to student. Based on the phenomena above, the researcher wants to conduct a research entitled *CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A NATURALISTIC STUDY AT MADRASAH ALIYAH NEGERI 1 BATANG*.

## **B. Limitation of the Study**

This research is qualitative research. The researcher focuses to analyze the type of classroom interaction, the dominant types of classroom interaction, and the role of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang.

## **C. Problem Statements**

Based on the background, the writer is going to discuss the problems as follows:

1. What are the types of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang?
2. What are the roles of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang?
3. What are the dominant types of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang?

## **D. Objective of the Study**

Based on the problem statements, the objectives of the study of this research are:

1. to analyze the types of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang
2. to analyze the roles of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang, and
3. to analyze the dominant types of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang.

## **E. Benefits of the Study**

The writer hopes that the result of this research will be beneficial both theoretically and practically:

1. Theoretical benefits

- a. This research can provide additional theory to classroom interaction in speaking class.
- b. This research can add the knowledge of the classroom interaction between students and teacher.

2. Practical benefits

- a. For Students

The research will be helpful for the students to interact more in speaking class.

- b. For Teacher

The research will be helpful for the teacher to interact more with students in speaking class.

- c. For Other Researchers

The research will be helpful for the other researchers to reference to their study too.

## **F. Research Paper Organization**

This paper consists of five chapters; the first chapter is introduction. It discusses the content which consists of background of study, problem statement, objectives, benefits/advantages, and paper organization.

The second chapter is literature review, such as: underlying theory and previous studies.

The third chapter is research method which is served in five sub-chapters: type of the study, object of the data, type of data and data source, method of collecting data, and technique of analyzing data.

The fourth chapter is research finding. This chapter discusses the findings and discussion of the findings.

The fifth chapter is conclusion and suggestion. This chapter is the primary review of the previous discussion of this chapter.