

**A DESCRIPTIVE STUDY OF TEACHER – STUDENTS INTERACTION  
IN TEACHING LEARNING SPEAKING USING COMMUNICATIVE  
LANGUAGE TEACHING AT SECOND YEAR OF SMP N 2  
KARANGANOM**



**RESEARCH PAPER**

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# CHAPTER I

## INTRODUCTION

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

In teaching learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. Its success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving and processing information. In the classroom, students do not only conduct their educational activity- learning but they also do other activities like playing and socializing with their friends. Classroom is a small miniature of wide society filled with many elements (teacher and learner) enters into equally real social relationship each other, but, in the sense of education, it's an artificial environment for teaching, learning and using a foreign language.

The process of teaching and learning is the most common element in the language classroom. Language teaching, in simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people to learn and use the language. According to Dewey in Risk (1958: 6) "language teaching is the direction or the guidance of learning, as everybody knows, refers to the acquisition of knowledge and skill." Based on these definitions, then language learning will be placed in appropriate definition as the learning to have

knowledge and skill in language.

Language learning occurs through meaningful interaction, then, it will certainly involve students. In other words, it can be said that language learning is a two-way interaction between all the elements in class. Those elements handle the same significant role in deciding whether the learning will achieve its aim or not. Each element cannot dominate the others. The teacher, then, handles a significant role in creating an atmosphere that stimulates students to participate in the classroom. The teacher also has to plan certain activities and interactions in order to achieve or produce a particular behavior out - comes.

Speaking is very important skill because by mastering the skill, people can carry out conversation with other, give the ideas and exchange the information with others. Speaking classroom the learners should walk as much as possible on their own, talking to one another directly and not through the medium of the teacher. In the speaking classroom the teacher and the students have significant role to the process of teaching and learning. This element (teacher and students) constantly interact one another in which the teacher and the students are the main subjects. In speaking class, the teacher is not allowed to dominate the class where the teacher keeps talking or giving more questions. Each element has as much to contribute as very other participant in determining the directions and outcomes of the interaction.

By speaking with other, the students are able to know information in the world. People know that language is habit. Language is not only taught and learnt, but it is used as habit to communicate with others. So, students of

English class must be able to speak English well because people identify the English mastery with their English well. The writer can draw conclusion that people who have ability in speaking will be better in receiving information. Considering the exploration above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in the learning English they are various method in teaching speaking. Among others are Communicative Language Teaching (CLT), Naturalistic Study, Contextual Teaching and Learning (CTL), and collaborative learning model.

Communicative language Teaching (CLT) point of view language learning is to communicate. An ability to communicate or communicative competence is the goal of the language teaching. Quoting from Widdowson (1987), Richard and Rodgers (1993: 71) say that “the communicative acts underlying the ability to use language for different purposes”. Furthermore, they (1993) say that “learning a second language was similarly viewed by proponents of CLT as acquiring the linguistics means to perform different kinds of functions”. In CLT, teacher use interlanguage in real situation. The teachers have to be able to speak in target language. That is the reason why most literature indicate that CLT give emphasize on teaching oral skill to achieve the successful learning, the English teacher must have important roles. The teacher is a facilitator of the student learning, manager of classroom activities and evaluate of the student performance.

In the teaching speaking, the teacher of the second years of SMP N 2 Karanganom implements CLT. The goal of teaching learning process is to improve the student's ability to speak the target language. There are some techniques used by teacher for teaching speaking. The teacher used role play situations where the candidate is expected to play one of the roles in an interaction which is reasonable expected in the world. In this research paper the writer formulates the topic entitled *An Analysis of Students Interaction in Teaching Speaking Using Communicative Language Teaching at Second Years of SMP N 2 Karanganom*.

## **B. Problem Statement**

Related to the background of the study the writer formulates. The problem as follows:

1. How is the interaction between the teacher and the students in speaking classroom?
2. What are the problems faced by the teacher and the students in speaking classroom interaction?

## **C. Objective of the Study**

In conducting the research, every researcher should have certain objective of the study. In this study, the writer intends:

1. To describe the interaction between the teacher and the students in speaking classroom.
2. To classify the problems faced by the teacher and students in speaking classroom interaction.

#### **D. 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 pattern of interaction happening in the speaking classroom at SMP N 2 Karanganom.
2. The writer stresses the analysis on the percentage of teacher's talk and student's talk in the speaking classroom interaction.
3. The subject of the research is limited to the SMP N 2 Karanganom.

#### **E. Benefit of the Study**

##### 1. Academic Benefit

###### a. Language teacher

This study is very useful because it will give more information related to the activities in the classroom. Especially in what patterns are the interaction between teacher and students happened in the speaking classroom. The teacher also identity the problem arising in the speaking interaction and equal to overcome them.

###### b. Language learners

This study is very useful to improve the ability in speaking especially when they have working group in the classroom with the other students. They also can get interaction in the classroom with their friend and also with their teacher.

## 2. Practical Benefit

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general.

## **F. Research Paper Organization**

The writer organizes her research into five chapters.

Chapter I is introduction, which includes background of the study, problem statements, objective of the study, limitation 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 communicative language teaching, nature of interaction, the nature of teaching speaking, elements of speaking, interaction in the speaking classroom, and interaction analysis.

Chapter III is the research method, which deals with the type of research, subject of the study, object of the study, sources of data, method 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 problem faced by the teacher and the students in speaking classroom interaction.

Chapter V is conclusion and suggestion.