

CHAPTER I

INTRODUCTION

This chapter discusses: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

English has a major place in the world as a foreign language. The majority of people use English to interact with people from all over the world who speak a variety of languages, as well as to learn information, science, and technology. In fact, English has been considered to be the first foreign language in Indonesia. It is included in Indonesia's curriculum considering the importance of the English language now days. Wan (2013) stated that in the new curriculum of 2013, our government still allows English language taught in the elementary school as an extracurricular. Many schools, especially in the city, have stipulated English as a compulsory subject. In short, English was taught and became a real subject in Indonesia at junior high school level.

In teaching and learning process, communication is one of the most important aspects. Walsh (2011) stated that communication is crucial to all classroom activities. The most important goal of learning a foreign language is communication, both oral and written. Moreover, to achieve this goal, students must communicate and connect with one another, with the teacher, or with another group of people who are knowledgeable about language learning. Appropriate communication is required in teaching and learning activities to effectively stimulate students in the classroom. In conclusion, communication is the product of interaction, and communication includes interaction between people who have something to communicate.

However, interaction is the collaborative sharing of emotions, feelings, or ideas between a teacher and a student or a student and other students that have a reciprocal impact on each other. Khan (2009) assert that language proficiency can be achieved by interaction. Interaction is not just a learning facilitator but also a means of monitoring what to learn and how to learn. Thus, interaction happens anywhere and at any moment, including in the classroom, as long as people are engaging with one another and taking activity and receiving reaction from one another.

Moreover, the teaching and learning process includes contact between teachers and students in which they affect one another, which is referred to as classroom interaction. In reality, the teaching process allows students to ask questions, make educated guesses, think about, and even discuss course materials in order to foster student interaction. Khadidja (2009) stated that interaction in classroom can help students in collaborative learning as they interact and share the knowledge in the class. The classroom interaction can help students to get a good relationship with others. As a result, classroom interaction is one of the main points of success in the teaching and learning process.

One of the guidelines for analyzing interaction behaviors is to use the Interaction Research Groups of Flanders (FIAC). Putri (2014) said that Flanders' interaction analysis system is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. Flanders' instrument was designed for observing only the verbal communication in the classroom and nonverbal gestures are not taken into account. According to Ulfah (2013), the FIAC defines classroom interaction into three categories: teacher talk, student talk, and no/all talk. Teachers talk in a number of ways, including acknowledging feelings, praising, accepting/using students' suggestions, asking questions, lecturing, providing orders, and

criticizing. The terms "student talk response" and "student talk initiation" are used interchangeably. Thus, FIAC is theory which is very effective for analyzing interactions in the classroom.

One of the categories of classroom interactions is teacher talk. Teacher talk is considered as the main source of all information that students acquire in English language teaching and learning. Yuqin (2010) defined teacher talk as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding. In addition, teachers talk shows the amount of time each teacher has to chat during the lesson. It also serves as a source of information for students, especially in EFL classrooms. The success of the learning process will be decided by the teacher talk, since it is one of the inputs to learners' language acquisition. It takes more time for teachers to talk than for students to talk. As a measure, teachers' talk takes a big position as a leader in the classroom.

Beside teacher talk, student talk is an important part in class interaction. Harrison (2015) said that the purpose of the student talk is for them to communicate with the new knowledge and try to comprehend it by communicating with their teacher and peers using their own personal frameworks. In addition, student talk encourages students to learn new languages that they can use in a social setting, which improves social learning. Students can respond to the teacher in a variety of ways, by speaking directly, showing an expression, or just saying nothing. Piazza, et al (2015) in assert student talk encourages understanding, critical thought, and overall success. In short, student talk is also an important factor so that good interaction occurs in the classroom.

Preliminary study was conducted at SMP Nurul Iman Palembang by interviewing one of the teachers of English. The teacher claimed that classroom interactions occurred between teacher and students during the teaching and learning activities. Furthermore, the teachers is generally

more active than the students during the teaching and learning activity in the classroom. Some students responded the teacher, some others were silent when the teaching and learning process occurred in the classroom (Personal communication, February 09, 2021).

Some researchers conducted studies on teacher talk and student talk. First, a study conducted by Ulfah (2013) showed that the teacher was more active (the superior) in this interaction. Meanwhile, the student were less active than the teacher (the inferior). Secondly, a study conducted by Firdaus (2014) showed that all the teacher talk categories were revealed, and that asking questions and lecturing was found as the most frequently used. Thirdly, a study conducted by Pratama (2015) showed that all the teacher talk categories revealed that asking questions and lecturing was found as the most frequently used.

Based on the description above, classroom interaction is a fundamental thing in the language teaching and learning process especially in school which emphasizes English as the language to deliver the material in English subject. Concerning it, this study analyzes the teachers talk and students talk in classroom interaction. Therefore, the researcher is interested to conduct the research entitled *“An analysis of the teachers talk and students talk in the classroom interaction : a descriptive study at SMP Nurul Iman Palembang.”*

1.2 Problem of the Study :

Based on the background above, the problems of this study were:

1. What kind of teachers talk happened in the English classroom interaction of ninth grade of SMP Nurul Iman Palembang?
2. What kind of students talk happened in the English classroom interaction of ninth grade of SMP Nurul Iman Palembang?

1.3 Objective of the study :

In accordance with the problems above, the objectives of this study were to find out:

1. Kind of teachers talk happened in the English classroom interactions of ninth grade of SMP Nurul Iman Palembang.
2. Kind of students talk happened in the English classroom interactions of ninth grade of SMP Nurul Iman Palembang

1.4 Significance of the Study

This study is expected to provide information on classroom interaction, especially teachers talk and students talk. In addition, this study is expected to provide significance to some parties, such as the teacher, the researcher as a prospective teacher and reader, and other researchers. First, this study is expected to act as a model for other teacher in terms of teaching-learning interaction as a consideration in their teaching and learning process.

Next, the researcher herself is expected to get experience through this study, especially on English teaching learning in junior high school students. in addition, this study is expected to gain her experience in educational research, especially descriptive study.

And last, for other researcher this study is expected to be use as a reference for further studies.