

CHAPTER I

INTRODUCTION

This is the opening chapter of this study. This chapter presents: (1) background of the study; (2) problems of the study; (3) objectives of the study; (4) significance of the study.

1.1 Background

Language is a system of communication in speech. Sirbu (2015) says that language is an essentially as a means of communication among the people of society. It means that in making interaction, the bridge is language. It is the expression of ideas in combining some words to make a sentence. Besides, language is the main tool of communication in the world. It is the method of the people to share the ideas and thoughts with others. Also, it is supported by Hassan and Jabbar (2018) that language is a principle means of socialization. It interacts with the social, political and economic power structures. It is the primary medium for the construction and transmission of knowledge and for the articulation of ideas. In conclusion, to make the communication with other people the language is needed. Not only for communication, but also as a tool to show the idea to others people.

Also, there are many languages in the world, one of them is English. English is the most common foreign language. According to Crystal (2003), English is the global language. Many parts in some countries are using English such as communication, signs in restaurant or hotel, advertisement,

news, and many more. In line with Herlina and Hollandyah (2015), they say English is an international language. It is used by many people in the world in different ways such as to communicate to other people from different countries and provide as a means for transferring the knowledge. Furthermore, Jackson and Stockwell give addition that English is used in every corner of the world in doing interaction among each one that has different cultural, ethnic, and social backgrounds (as cited in Abrar, Mukminin, Habibi, Makmur, & Marzulina, 2018, P. 129). In short, English is strongly important to master because some areas in the world use English.

Next, English has been learned by Indonesian students starting from junior to university. It is included as the compulsory subject. Based on Indonesian law no. 20 year of 2003 about national education system, except Bahasa and local language, English is included as a language to learn because it has important part in global world. Hence, English is very fundamental in our education because of its function.

However, in the process of English language learning, teachers play significant role. Larsen –freeman says that the teacher acts as a facilitator during learning activities that allow students to be active and be communicative. After that, teacher supervises and gives input about it (as cited in Astrid, 2011, p. 181-182). Furthermore, in country that English as a foreign language like Indonesia, the teachers of English have a challenge to make their students more comprehend and communicative in English. It means that language teacher is not only explaining the rules of its language,

but also figuring the way in teaching how to make the students can active then reach the main goal of the class and they can use it in everywhere. To sum up, the teacher of English in Indonesia must be understood the good way in teaching English. One of the essential parts in English language teaching is the interaction between the teacher and student.

Interaction is commonly defined as a kind of action that occurs between two or more objects that have an effect upon one another for example between teacher and students. Moreover, Yuqin and Yanfen (2010) state that the interaction is the collaborative exchange of thoughts, feeling or ideas between two or more people. It means that an interaction does not occur from one side, it must be mutual influence both of them through giving and receiving messages in order to achieve communication. Interaction takes an important role in teaching and learning process because it functions to build a pleasant atmosphere in the classroom. Dagarin (2011) argues that classroom interaction is two ways process between the participants in the language process, the teacher influences the learners and vice versa. Then, Wasiah (2016) gives addition that interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking with each other in the process of teaching and learning. In summary, interaction between teacher and students in teaching and learning process is needed. In classroom interaction, not only includes the actions but also talks between teacher and students.

Hence, teacher and student talks are important aspects of classroom interaction. It is also the main resource of language input for the learners to interact in teaching learning process. Yuqin and Yanfen (2010) say that Teacher talk is a necessary part to organizing activities in teaching and learning foreign language and the way teachers talk not only determines how good they teaching, but also guarantees how well students will learn. Moreover, According to Nunan (1991), the size of the teacher's number or not speaking in class depends on the subject being studied can 70 or 80 percent of the teacher talk about the situation in the class. Then, he also gives an addition, as far as a learner centered classroom concerned, to practice the target language Student Talk Time (STT) be supposed to be around 80% during the course of the lesson. In brief, the teacher and student talk management are important part in classroom interaction for the enforcement the teaching and learning process particularly in students centre activity.

Therefore, teacher talk is needed to create the learner centered approach into the existing of curriculum. In accordance with government rules no. 22 year of 2016 about standard learning process of elementary until senior high school that learning processes in educational units are organized interactively, inspiratively, fun, challenging, motivate the participants to actively participate based on their talents. In summary, the teacher and students talk are the factor can establish classroom interaction. Both of the teacher and students must be in balance. The teacher should make the

students be active as the participant and can practice their skill of the learning process.

Thus, teacher should let the student be the center of learning process which the teacher should consider about how to make their students active and communicative in the classroom. It is strongly in line with the teacher and student talk in the classroom interaction. To get the information about teacher and student talk at SMAN 1 Air Kumbang the researcher did the informal interview with some students and teacher there. Some students answered that they were not active in class because they still confuse with what the teacher said or talk. The teacher was also more active than students because if she not active in class, the students just kept silent and did not give any responses.

There are some reseachers had conducted this type of study. The first is study from Pujiastuti (2013). She conducted the study in one private primary school in Bandung. The result showed that some categories of teacher talk, beginning from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Regarding the student talk, this study has shown two types of student talk covering responses and initiation. The second is from Husna, Hartono & Sofwan (2015). They conducted the study in Cendikia Utama Nursing College. The result showed that the most dominant pattern occurred in the classroom interaction at ESP class was the students' participation. The third study is from Aisyah (2016). The result of

her study was asking question as the most dominant type of teachers' talk found which took up 40.77% of the whole talk done by teacher. This category occurred as the most due to teachers' attempt to stimulate and invite students to participate in the learning process as well as ensuring students getting the notion of the lesson.

Based on preliminary study and some previous related study above, the researcher was interested in conducting a research about analyzing the teacher and students talk in English classroom interaction in one of senior high school in Banyuasin regency, it is SMAN I Air Kumbang.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. What the categories of teacher were used in classroom interaction of EFL class at SMAN 1 Air Kumbang?
2. What the categories of student talk were used in classroom interaction of EFL class at SMAN 1 Air Kumbang

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To know what the categories of teacher talk were used in classroom interaction of EFL class at SMAN 1 Air Kumbang
2. To know what the categories of student talk were used in classroom interaction of EFL class at SMAN 1 Air Kumbang

1.4 Significances of the Study

The result of this study is hoped give the beneficial in some parts. The first is for the teachers, they can more comprehend about the categories of teacher and students talk then can make their learners to be communicative in the classroom interaction. The second is for the school, the school can use the results of this research as the reference to consider the teacher in teaching and learning in classroom interaction. Then the school can keep great reputation. The third is for the researcher, for herself that the result gives more information on how the teacher and student talk should be. It is also elevate her understanding to be prospective teacher of English. The last is for future researcher. For those who are interested in conducting similar research, this study can give information about teacher and student talk in classroom interaction, to be the reference.