CHAPTER I

INTRODUCTION

This chapter consists of six issues, such as: Background, Statement of Problems, Aims of the Study, Significance of the Research, Clarification of Terms and Organization of the Paper.

1.1. Background

One of the most important parts in teaching and learning process in the class is classroom interaction. Classroom interaction is essential for the success of teaching and learning process. Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events (Anand, 2011:03).

Based on the researcher previous experience as a learner in senior high school, the researcher found out that classroom interaction is very poor. The teacher gave many theories to learners, without complete exposition.

Poor interaction between teacher and learners is a common failure in learning English. Brock (1986, cited in Shomoosi, 2008) states that an increase in the amount of classroom interaction will help (foreign) language learner to learn the target language easily and quickly.

It is also supported by Ellis and Yamazaki (1994) who mentions that teacher's talk, which has been hypothesized to be important for L2 acquisition, has drawn much attention from many researchers because it

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affects learners 'comprehension. Therefore, teacher has the important role in building successful classroom interaction.

Interaction is a collaborative exchange of thoughts, feelings or ideas between a teacher and learners or a learner and other learners resulting in reciprocal effect on each other (Brown, 1994:159). Thus, interaction in a language classroom is a process of learning language.

Learning is the ability of using English (Azies and Alwasilah, 1996). While, the objective of language teaching is not limited to ability in producing grammatical sentences, but also in terms of communicative function (Huda, 1999:41). As the result, teacher as a manager in the class should be imperative to motivate learners to get involved in the classroom interaction.

In a classroom interaction, 'talk' serves many important functions. By using oral language the teacher and learners can exchange knowledge, feelings, attitudes, and maintain social relationships. Beside, talk gives the advantage for the teacher in gaining deeper understanding of pupils' skills and motivation. In addition, talk also enables the teacher to investigate the learning environment itself, for example, what kind of talk it fosters in the pupils.

Talk has different types; Teacher Talking Time (TTT) and Student Talking Time (STT). The more teacher talks, the less opportunity is for learners. It means that TTT can decrease opportunity for Student Talking Time (STT).

Accroding to the Allwright and Baileys' observations of many different classes, both in content subject and in language instruction consistently show that teachers typically do between one half and three quarters of the talking in the classrooms (Allwright and Bailey, 1991).

In addition, Gibb (1999) says that teacher's talk is often viewed suspiciously as Teacher Talking Time (TTT), rather than as valuable "language modeling".

For the reasons above, the researcher is interested to find out the interactions, which take place between teacher and learners in a classroom for getting real evidence about teacher's talk and learner's talk. In conducting the observation, the researcher uses an observational instrument that is called as interaction analysis. As Hitchcock and Hughes (1984: 134) states that, "Interaction analysis as a technique used to investigate classroom interaction grew up out of a concern with the improvement of classroom teaching". The best-known example of interaction analysis is contained Ned Flanders' coding scheme known as FIAC, the Flanders' Interaction Analysis Categories.

Flanders categories are divided into teacher talk, learner talk, and

silence:

Table 1.1

Flanders Interaction Analysis Categories (FIAC)

Teacher Talk	Indirect Influence	1. **Accepts Feeling**: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. **Praises or Encourages**: praises or encourages student action or behavior. Joke that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included. 3. **Accepts or uses ideas of student**: clarifying, building or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five. 4. **Asks questions**: asking a question about content or procedure with the intent that a student answers.
	Direct Influence	5. **Lecturing**: giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions. 6. **Giving direction**: directions, commands or orders to which a student is expected to comply. 7. **Criticizing or justifying authority**: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher s doing what he is doing; extreme self-reference.
Learner Talk		8. **Student talk-response**: a student makes predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the students says. 9. **Student talk-initiation**: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.
		10. **Silence or confusion**: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

This research only focuses on the teacher talk and learner talk in classroom interaction. Therefore, the title of this research is "*Teacher Talk and Learner Talk in Classroom Interaction (An Interaction Analysis to an English Class)*". Hopefully, the result will be a practical value for teachers, teacher-trainees and learners as well.

1.2. Statements of Problems

This research is conducted to answer the following questions:

1. What types of teacher talk occur in classroom interactions?

2. What types of learner talk occur in classroom interactions?

3. What are the advantages and disadvantages of teacher talk and learner talk in classroom interaction?

1.3. Aims of the Research

Considering the background and the statements of the problem above, the aims of this research are:

1. To describe what types of teacher talk occur in the classroom.

2. To describe what types of learner talk occur in the classroom.

3. To find the advantages and disadvantages of teacher talk and learner talk in classroom interaction.

1.4. Significance of the Research

The result of the research, which is highlighted on teacher talk and learner talk in classroom interactions, is expected to give benefits on:

1. To inform the proportion of teacher talk and learner talk in the classroom to the teacher and learners.

2. Informing learners being more active in the classroom interaction.

3. Informing the teachers of how classroom interactions should be managed to improve students' achievement in English.

1.5. Clarification of Terms

In order to give comprehensive understanding about this research, the researcher tries to clarify the terms which is used in this research, as follows:

- **Teacher Talk**

  Teacher talk is the kind of language used by teacher for instruction in classroom.

- **Learner Talk**

  Learner talk is sort of talk that exists besides teacher talk. There are two categories of learner talk, which are response and initiation.

- **Classroom Interaction**

  Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other.

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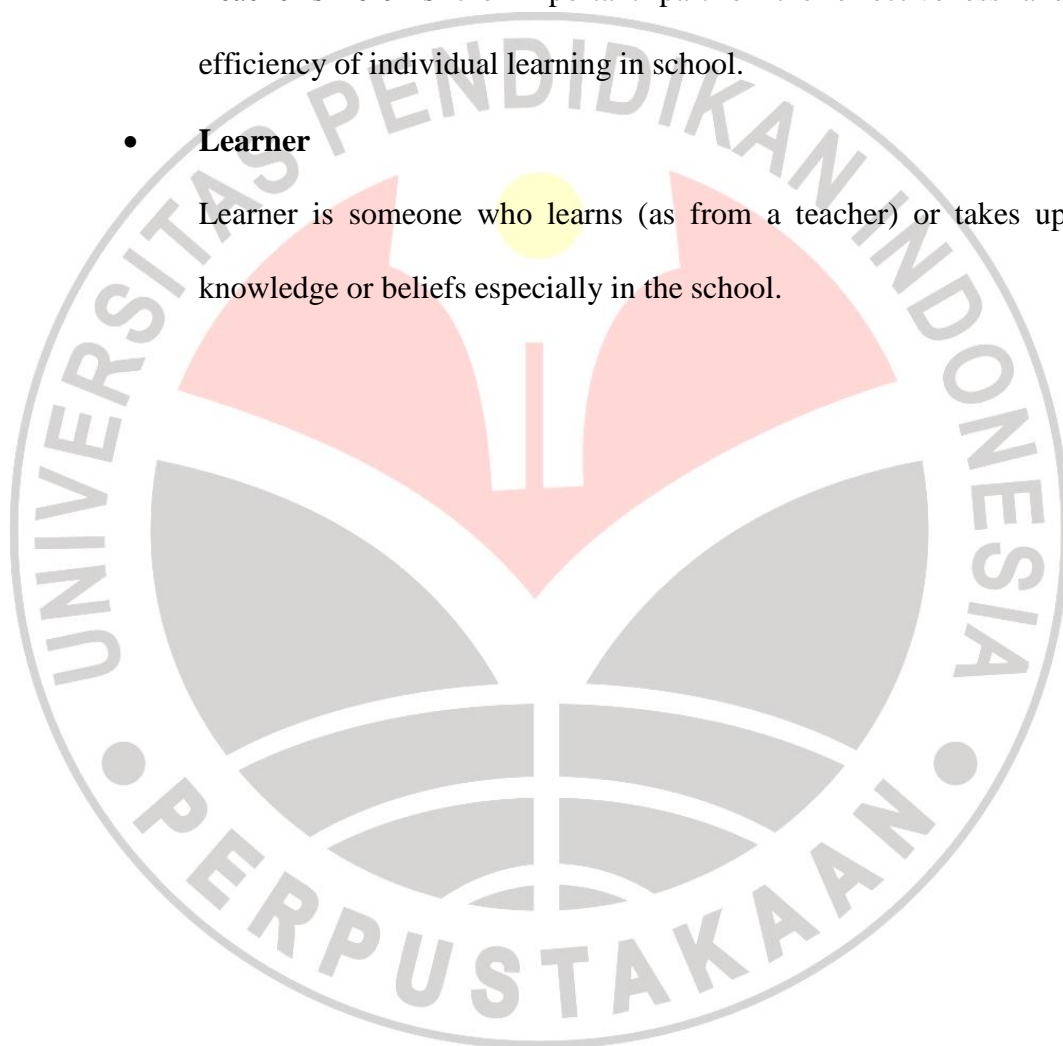- **Interaction Analysis**

  Interaction analysis is a process of encoding and decoding the study

  pattern of teaching and learning.

- **Teacher's role**

  Teacher's role is the important part of the effectiveness and

  efficiency of individual learning in school.

- **Learner**

  Learner is someone who learns (as from a teacher) or takes up

  knowledge or beliefs especially in the school.

1.6. Organization of Paper

This research consists of five chapters. **Chapter I**, Introduction which provides the information on the background of the study, statement of problems, aim of the study, significance of the research, clarification of term, and organization of the paper. **Chapter II**, Theoretical Foundations, describes the relevant theories for the study. **Chapter III**, Research Methodology, clarification of terms, argues the research methodology to answer the research question including the research design, population and sample, data collection including research instruments and procedures as well data analysis. **Chapter IV**, Findings and Discussion, explains the findings of the research and the discussion. **Chapter V**, Conclusions and Suggestions are contains conclusions and suggestions for further research.