

CHAPTER 1

INTRODUCTION

This chapter consists of seven focal points. They are background of the research, statement of the problems, the aims of the study, significance of the study, scope of the study, clarification of key terms, and organization of the paper.

1.1 Background of the research

In recent years, it is hard to resist the importance of learning English. Most people use English to communicate with other people from other countries. Science, technology, art, and culture development also cannot be separated from the role of English language. For those reasons, English has been taught at every level of education in Indonesia as the first foreign language (EFL) and taught as a curricular requirement for further studies (Saville-Troike, as cited in Mulyati, 2013, p. 1; Ramelan, 1994, p. 3).

Living in an EFL context as stated by Suryati (2015, p. 247) means English is not used in daily conversation in the community. That makes students' exposure to English being limited, in which the classroom is the only place where English is spoken. Therefore, interaction in the classroom as stated by Rivers (as cited in Brown, 2001, p. 165) can facilitate students to practice the language skill they have learned in a real situation.

Additionally, Brown (2001, p. 166) stated the advantages of interaction in the language classroom. Firstly, an interaction can challenge the learners to take risks to produce the target language. Secondly, an interaction between teacher and students can help the students to gain feedbacks as their teacher corrects and/or praises them after they try to interact in their target language (Brown, 2001, p. 166). Thirdly, Saville-Troike (as cited in Mulyati, 2013) also stated that an interaction can provide language input for the learners to express meanings which are beyond the current level of their linguistic competence. Fourthly, a good classroom interaction can encourage the students to communicate with others in a real situation (Runmei, 2008, p. 49). Fifthly, interaction makes the learners be able to test their communicative success through exchanging information with the

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teacher or among the students themselves (Lyster, 2007, pp. 102-103). Lastly, an interaction in language classroom will lead the learners to improve their learning, activate their competence, and help the learners to learn the target language easily and quickly (Malamah-Thomas; Brock as cited in Shomoossi, 2004, p. 98). Thus, this is why interaction has always been valued in education (Anderson, 2003).

However, a previous research by Amin (2015) found that Teacher Talk in classroom interaction was excessively higher than Student Talk. It is also supported by Harmer (as cited in Liu & Le, 2012, p.2) whose research showed that Teacher Talk monopolized the interaction in the classroom than the Student Talk. Even though the teacher talk contributes to students' participation in the classroom, the balance of the amount between Teacher Talk and Student Talk is important, so they can get more opportunities in improving their knowledge and their English language competences (Liu & Le, 2012, p.2).

From the problems above, Primadani (2015, p. 3) stated that it is important to know the teachers' preference of words in talking and delivering learning material, particularly the categories of Teacher Talk that are used in classroom. It is also important to discover the information about whether or not those types of Teacher Talk could stimulate the students' involvement and participation in learning activities. Therefore, interaction in the classroom between teacher and students should be evaluated and improved because interaction has big impact on the two participants in teaching and learning process. Suherdi (2010, p.176) also stated that carrying out the analysis of Teacher Talk and Student Talk may help to recognize their language quality in the process of learning. Some approaches have been developed as the ways or methods in order to analyze the interaction happens in L2 classrooms. One of them is FLINT (Foreign Language Interaction) system developed by Moskowitz (1971).

Many researchers conducting the study of teacher-students interaction patterns used FLINT system, for instance Sofyan and Mahmud (2011) who analyzed Teacher Talk in classroom interaction. The participants of their study were the students of a speaking class in second semester. In similar vein, Astiti (2010) also described the types of Teacher Talk, the effectiveness/ineffectiveness of Teacher Talk, and the aspect of Teacher Talk in classroom observation. The

participants of her study were three classes of senior high school students and three English teachers. In short, they tried to analyze the classroom interaction in order to find out the patterns occurred in the classroom. Another study conducted by Pujiastuti (2013) also analyzed the pattern of classroom interaction. In her study, she investigated the patterns of Student Talk in a young learners classroom.

From all of the research, it can be seen that they have only investigated the classroom interaction patterns in one aspect, whether it was in part of Teacher Talk or Student Talk. What makes this research difference from those three researches is this research identified the patterns of classroom interaction in two aspects which are Teacher Talk and Student Talk and the dominant patterns of that classroom interaction. This research was also conducted by using two frameworks, which were FLINT system as proposed by Moskowitz (1971) and Suherdi's framework as a part of classroom discourse analysis (CDA). Additionally, this research was conducted in junior high school students. Therefore, this research has been designed to enrich the understanding of EFL classroom interaction of junior high school students.

1.2 Research Questions

This research attempts to answer the following questions:

1. What are the teacher-students interaction pattern that occur in seventh grade classroom?
2. What patterns are dominant in the teacher-students classroom interaction?

1.3 Research Objectives

In line with the research questions above, this research determines the objectives of this research, as follows: to identify the teacher-students interaction patterns that occur in the seventh grade classroom and to find out the dominant patterns that occur in the teacher-students classroom interaction.

1.4 Significance of the Research

The research is significant theoretically and practically. Theoretically, this research can be the reference for further research regarding the field of classroom

interaction in English as a foreign language classroom. Since the teacher has many roles in the teaching and learning processes in the classroom, this research is expected to give a contribution to teacher's knowledge regarding the interaction they can build or improve in the classroom.

Practically, it is also expected that the result of this research would at least lead English teachers to improve and manage their interaction with students in the classroom.

1.5 Scope of the Research

This research focuses only on analyzing the classroom interaction in the teaching - learning process and the classroom interaction patterns of exchanges which occur in the classroom interaction of an English lesson. Furthermore, this research is limited to pre-service teaching session that was conducted in SMP Negeri 43 Bandung in class VII-1.

1.6 Clarification of Key Term

In order to avoid misunderstanding in this research, some terms are clarified as follows:

- a. **Interaction** - the word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor), responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interest, changing the topic, asking people to repeat or explain what they say and so on. (Hadfield and Hadfield as cited in Taous, 2012, p. 19)
- b. **Classroom Interaction** - classroom interaction is the interaction which happens in the classroom, including teacher-student, student-student discussions, group discussion and all classroom participations and it also can be initiated by both teacher and students. (Shomoosshi, 1997, p. 3)
- c. **Classroom Discourse** - classroom discourse is related to the interaction between teacher and students in the classroom which includes the

language used. Thus, classroom discourse can be said as the language used in the classroom where the meaning is negotiated. (Suherdi, 2010, p. 5)

- d. Classroom Interaction Pattern** - classroom interaction pattern refers to the Teacher-Students' Interaction patterns in the classroom which includes verbal and non-verbal communication between Teacher and Students. In this study, classroom interaction patterns will be identified using FLINT system and framework developed by Suherdi (2010).
- e. Teacher Talk** - Teacher Talk (TT) is defined as the kind of language used by the teacher for giving instruction in the classroom when they are in the process of teaching. (Yan, 2006, p.5; Richards and Weber, as cited in Shinde and Karekatti, 2012, p. 78).
- f. Student Talk** - Student Talk can be considered as student's responses toward Teacher Talk or the language of second language learners in the classroom. (Shomossi, 1997, p. 24)

1.7 Organization of the Paper

This research paper will be organized as follows:

Chapter I: Introduction

This chapter consists of seven focal points. They are background of the research, statement of the problems, the aims of the research, significance of the research, scope of the research, clarification of key terms, and organization of the research paper.

Chapter II: Literature Review

This chapter mostly talks about theories relevant to the research. It elaborates the definition of classroom interaction which includes teacher-students interaction, type of Teacher and Student Talk in the classroom, classroom discourse, classroom interaction pattern, and review of previous research related to the research is also presented in this chapter.

Chapter III: Research Methodology

This chapter discusses the research methodology applied in this research. The discussion of this chapter involves purposes of the research and research questions, research design, research site and participant, data collection techniques and data analysis.

Chapter IV: Findings and Discussions

This chapter points out the result of the research which was drawn by answering the research questions. Then, the findings were analyzed and discussed as well as interpreted in relation to the theoretical foundation of the research.

Chapter V: Conclusions and Suggestions

This last chapter portrays the conclusions from the whole research about the result of the research which is then followed by the suggestions for further research in the field of Teacher-Students Interaction in EFL Classroom and also suggestions for the related institution.

1.8 Concluding Remark

This chapter has described the background of the research, the statements of problem, the aims of the research, the significance of the research, the scope of the research, the clarification of terms, and the organization of the paper.