

CHAPTER I

INTRODUCTION

This chapter is an introduction of the study that consists of the background of study which describes verbal interaction between the teacher and the students in general. This section also includes several parts namely the statement of the problems, the aim of the study, the significance of the study, the clarification of the terms, and the organization of the paper.

1.1 Background

Teaching is guiding and facilitating learning, enabling students to learn and setting condition for learning (Brown, 1980:8). It requires teacher to formulate and manage learning to enable the students to achieve the target. Furthermore, Allwright (1984) and Ellis (1990) argue that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. Therefore, teaching and learning process is an essential interaction process between a teacher and students.

In fact, creating communicative interaction between the teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, there will be time when the teacher does not get response from the students at all, though the fact the students know and have willingness to give

response. Therefore, this is the time teacher's role in action, as a controller and an initiator; the teacher has to carry out interactive techniques and create an interactive classroom successfully. In this case, the teacher and the students should negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process.

Through verbal interaction, students can demonstrate their proficiency and practice their target language. Moreover, Malamah- Thomas (1987 cf. Shomoossi, 2004) recommends that interaction will help students to attain better learning and give opportunities to rehearse their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the student. In this line, Brown (1994:159) suggests that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. To have reciprocal interaction, the teacher is not only facilitating the students to learn but also stimulating students to get involved in participation.

Additionally, the teacher and the students have time when they should speak and listen. In fact, ideal class is when the teacher talk is less than the students talk. It means that the students are more active than the teacher. As a one of examples from another country, Chaudron (1988) reveals that a lot of research in language classroom shows teacher talk is about 60 % of the moves. While in Indonesia, survey on sixty-two SLTP and SMU teachers in West Java, Banten, and DKI revealed that most of the teachers rate their students participation as "very low" and "low" (Suherdi, 2001a,

2009b). Suherdi explains that it is because students tend to be low confidence and lack independence in organizing their learning. Those facts are supported by Husnaini's and Kesuma's findings in their research that revealed the percentage of teacher talk is more than 55%. In other words, the practice of teaching English in Indonesia tends to be teacher centered. It means that it can make students have less opportunity to speak and it is not good for improving students' ability to talk in the target language. Furthermore, Suherdi (2009:216) argues that this lack of participation is resulted from the ill development teaching models.

Concerning the issues above, this study analyzes the interactions between the teacher and the students, which occurs in the classroom interaction for getting the real evidence and implication to student talk. As Amidon (1968:159) states, "Interaction analysis is a system for describing and analyzing teacher-pupil verbal interaction". Thus, the study entitled *An Analysis of Verbal Interaction between Teacher and Students in the Classroom* aims to investigate verbal interaction of the teacher and the students in a senior high school in Bandung. One of the guidelines to analyze the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). FIAC is a concept, which states that teaching will be effective depending to a large degree on how directly and indirectly teachers influence the students' behaviors. Based on the FIAC (Allwright and Bailey, 1991: 202), there are three categories in the classroom interaction; they are teacher talk, students talk, and no/all talk/silence. Hopefully this study can be one of the resources or preferences and practical value for teachers, teacher-trainees and students as well.

1.2 Statement of the Problem

Through classroom interaction, teacher and students can negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process. Related to that statement, this paper is conducted to elicit answers in the following questions:

1. How is the verbal interaction between the teacher and the students in the classroom?
2. In what ways does the teacher get student's response?

1.3 Aims of the Study

Relevant to the research sub-questions, the more specific aims for this study are as follow:

1. To analyze the verbal interaction between the teacher and the students in the classroom
2. To describe the way teacher gets student's response.

1.4 Scope of the Study

The study focuses on analyzing the verbal interaction between teacher and students in classroom interaction. In addition, this study focuses on the way teacher gets student's response.

1.5 Significance of the Study

In investigating the verbal interaction between the teacher and the students and by describing the way the teacher gets students' responses in the classroom, this study is intended to have the following significance to:

1. Theoretical

The research finding can be used to enrich the literature and existing research on verbal interaction between teacher and students and gives beneficial reference for future research on the way teacher influences student talk in classroom.

2. Practical

In the perspective, the teacher and policymaker are expected to get benefit from the research finding.

a. The Teacher

The research finding can give some benefits for the teachers in order to encourage and improve students' involvement in interaction. By so doing, the teacher would become more responsible to improve their teaching skills in term of being more creative, innovative, and skillful in conducting the classroom.

b. Students

It is expected to foster their involvement in a classroom of English as a foreign language interaction.

1.6 Clarification of the Terms

Some terms are required in order to give definition, avoid misunderstanding and limit the use of terms, and understand the context (Cresswell, 1994). Below are some terms need to be clarified.

1. **Classroom** : Classroom is a place where the teacher and the students come together for doing teaching and learning process.

2. **Interaction** : The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000).

3. **Verbal Classroom interaction:** Verbal exchanges produced by both teacher-students and student-student interaction in classroom (Lynch,1999).

4. **Teacher talk** : A major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so he can give the students knowledge and control their behavior (Allwright&Bailey, 1991).

5. **Student Talk** : Language which is used by students in classroom (Lynch,1999).

6. **Student Response** : Student response is a type of student talk which is produced by students when teacher initiates interaction. (Flanders, 1970, as cited in Richards, 2003).

1.7 Organization of the Paper

The organization of the paper will be as follow:

CHAPTER I : INTRODUCTION

This chapter presents the background of the study, the statement of the problems, the aim of the study, the significance of the study, clarification of the terms, and organization of the paper.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter elaborates theoretical framework that related study of verbal interaction between teacher and students, also contains verbal classroom interaction, teacher talk and student talk.

CHAPTER III : RESEARCH METHODOLOGY

This chapter reveals the description of the steps in method of investigation, include Method of research, Participants, Techniques of Data Collection, The Reliability and Validity of Observation, and Data Analysis.

CHAPTER IV : FINDINGS AND DISCUSSIONS

This chapter portrays the result of research and explains the answer of research questions. It discusses verbal interaction in the classroom interaction.

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusions regarding the findings and the discussions revealed in chapter four and closed by suggestions for further studies.