CHAPTER I

INTRODUCTION

1.1. Background

Human being is an individual and a social creature. As a social creature, a human being lives together with other people in a society. A human being communicates with others in a society. Through communication, human being makes interaction. As cited in S. Widianingsih paper (2005: 12) from Cohen and Manion, (1981: 23) '...Interaction implies human beings acting in relation to each other, taking each other into account, acting, perceiving, interpreting, and acting again'.

As said above interaction related to communication, because in a communication process, an informer or communicator/addresser (a person who gives information) interacts something called message to a communicant/addressee (a person who receives information) while he uses the means to transfer the message called a media or channel. Therefore, people use language to communicate their thoughts and feelings.

Teaching English is not an easy task to do in Indonesia. The students are difficult to develop and to learn English because of many factors, such as exposure to English is limited to a few hour per week, lack of students' motivation, lack of teacher' human resources and lack of supporting media in teaching English. Consequently, it is difficult for the English teacher to increase the students' language skill in Indonesia.

1

One of the keys of successful teaching program is the ability of the teacher

to interact with the students. Interaction related to the language teaching will take

a main part, as stated by Brown (2001:165):

> Interaction is an important word for the language teacher. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send message, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. In addition, after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself.

As cited in S. Widianingsih paper (2005: 1), Delamont (1997:8) states that

'one thing that influences social interaction is the power positions of teacher and

pupils' so that according Walker (1972) cited from Delamont (1997:18)

'interaction of teacher and pupils within the social arena of the classroom is a

central element in all educational institutions'. Furthermore, when the teacher

interacts with the students in the classroom, he or she communicates everything

useful to their students, not only teaching materials and lesson plan, but also the

behavior of the teacher. According to Rod Ellis,

> The teacher brings to the classroom more than a lesson plan and teaching materials; he also brings his personal opinions of what constitutes appropriate behavior for the teacher and pupil in language classroom, his personality, his communicative skills, and his prior knowledge of the pupils (and/or pupils similar to them), his knowledge of the target language and in some cases of the students' mother tongues may also posses some knowledge of theoretical and applied linguistics(Ellis, 1988: 194).

In addition, the students as the learners can participate in learning-teaching

activity because the teacher allows the students to take the lead and then adjust his

2

own discourse contribution to provide an appropriate level of input, this situation will happen if the students enjoy the interaction.

Many factors such as financial problem, family tradition, expectation, and emotional responses of the group toward teacher-students interaction influence the lower participation rate of the students. The teacher-students interaction happens in a classroom when the collaborative exchange of thoughts, feeling or ideas between teacher and students, resulting reciprocal effect on each other.

Through interaction between teacher and students in the classroom make the learning-teaching activity in a classroom become interactive, as cited by Brown, Wilga Rivers states,

> 'Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually absorbed-in real-life exchanges' (Brown, 2001: 165).

Interaction between teacher and students in the classroom is one of the main factors that make the teaching learning process move forwards. Furthermore as stated above teacher should make good relation with students in order to make students easy to adapt the teacher behavior and to accept the teaching material. To achieve the purpose of teaching-learning activity in a classroom, the teacher and the student should have positive behavior in order to create the interactive classroom.

To facilitate senior high school students learn the subject at school more specific based on their interest, the curriculum structure divide three specific

program for senior high school students. Class XI of senior high school students applies science program, social program and language program. Nevertheless, commonly the senior high school in Indonesia has two specific programs, science and social program. The science students get specific subjects of natural science such as mathematic, physics, biology, and chemistry. The social students also get specific subjects of humanity such as economy, accountancy, anthropology, and sociology.

However, science and social students of class XI senior high school have different subjects in teaching-learning activity but both of the students from different program get the similar lesson material of English subject and for many schools the same teacher teaches them. Sometimes, teachers treat their students differently based on student's specific program and they consider that social students are not as smart as science students, consequently the teacher shows different behavior toward social students. So that their students based on their specific program, also perceive their teachers differently.

Based on the statement above, this study investigates the students' perception of teacher-students interaction between science and social students especially how students from different program perceive their English teacher interpersonal behavior in the classroom. A survey called the Questionnaire of Teacher Interaction (QTI) measure the teacher-student interaction.

A team of researcher at the University of Utrecht in 1985 from Netherlands investigated teacher interpersonal behavior in classroom from a system perspective and developed a model to map teacher interpersonal behavior.

The model is entitled as the Questionnaire on Teacher Interaction (QTI). Wubbels, Créton, and Hooymayers divide eight aspects of interpersonal teacher behavior in Questionnaire on Teacher Interaction (QTI), which is conceptualizing and measuring teacher-students interaction and describing interpersonal teacher behavior.

Teacher interpersonal behavior are several behaviors that make a teacher become an effective person in communicating the lesson clearly to their students, in facilitating his or her students' learning, and in helping his or her students overcome problems that block their learning (Gray & Gerard, 1977:28). Beside that, Wubbles (1997: 82) states because teachers communicate in many ways, they naturally develop different types of relationship with their students. So that, if the teacher wish for the success communication with their students in the classrom they must develop different types of relationship with their students based on their interpersonal skill.

The positive aspects of interpersonal teacher behavior contain four aspects such as leadership, helping/friendly, understanding, and students' responsibility/freedom. The negative aspects of interpersonal behavior also contain four aspects such as uncertain, dissatisfied, admonishing, and strict behavior. Teacher interpersonal behavior is one main factor that influences teacher-students interaction in the classroom.

In order to find the students' perception toward their teacher interpersonal behavior in the classroom, the writer used Questionnaire on Teacher Interaction

(QTI) that has been adapted and translated from the English Version of QTI and interviews some students from science and social program.

As mentioned before that the teacher should interact with their students as good as possible because the students' perception toward interpersonal teacher in teacher-students interaction has an important effect for the success of teaching-learning activity.

Students are capable of giving positive suggestion for their teacher by giving objective perception toward teacher interpersonal behavior in teacher-students interaction. Interaction in education field especially teacher-students interaction in the classroom is an intentional process. It has a goal to bring the pupils to the level of maturity.

So that, by finding out students perception toward interpersonal teacher behavior, teacher will know their weakness in communicating lesson material to their students in the classroom. Result from this study the teacher will get valuable information about the students' perception on teacher interpersonal behavior in teacher-students interactions in the classroom.

Then the teacher has opportunity to optimize the strategies applied in her teaching learning activity. The teacher realizes their interaction strategy used in the classroom in order to bring improvement of teacher-students interaction and teacher's performance when she is communicating the lesson to her students in the classroom. Beside that, the teacher can develop teaching styles that suitable to the students' expectation.

1.2. The Limitation of the Problem

The study of the teacher-students interactions will be limited on class XI senior high school students' perception of English teacher interpersonal behavior in teacher-students interactions in the classroom. The study is a comparison of students' perception of English teacher interpersonal behavior in teacher-students interaction that happen in the classroom between the science and social program students class XI at SMA Negeri 14 Bandung.

1.3. Statements of the Problems

The statements of some problems of this research are:

1.3.1. How do the science and social program students at SMA Negeri 14 Bandung perceive their English teacher interpersonal behavior in teacher-students interaction that occurs in the classroom?

1.3.2. What are the differences at science and social program students' perceptions toward teacher interpersonal behavior in classroom interaction?

1.4. The Aims of the Study

The aims of this study are:

1.4.1. To find out whether science and social program students at SMA Negeri 14 Bandung have positive or negative perception toward English teacher interpersonal behavior in teacher-students interaction.

1.4.2. To find out differences at students' perception toward English teacher interpersonal behavior in teacher-students interaction between science and social program students.

1.5. Research Methodology

In order to achieve the aims of the study, the writer uses the descriptive studies especially survey studies. Survey studies focus on a groups' attitude, opinion, and characteristics (Brown, 1990: 3). Ledbetter (2001) notes that descriptive research describes a behavior or condition of a research object. The study uses descriptive comparative by using two groups as the participant. First group is science program students and the second group is social program of class XI senior high school students at SMA Negeri 14 Bandung.

1.6. Population and Sample

This study conducted at SMA Negeri 14 Bandung. Subject of the population are the students of class XI at SMA Negeri 14 Bandung, there are eight classes, four classes for science program and four classes for social program. The writer uses class XI, because the science and social program applied in class XI. Population for science students is 160 students and population for social students is 160 students.

In order to take samples from population, the writer considers some aspects such as research method, time, cost, risk and condition. Then, the writer uses Slovin (1960) formula, states as follows:

$$n = \frac{N}{1+Ne^2} \qquad n = \frac{160}{1+\left(160\times(0.05)^2\right)}$$

$$n = \text{total sample} \qquad n = \frac{160}{1+\left(160\times0.0025\right)}$$

$$N = \text{total population} \qquad n = \frac{160}{1+0.4}$$

$$e = \text{level of significance} \qquad n = \frac{160}{1.4}$$

$$n = 114,28$$

Therefore, total sample for this study is 114 science program students and 114 social program students. However, the other sample is 17 % from total population of science program students so that, the samples are 27 science program students. Sample for social students is 18 % from total population of social students hence, the sample are 29 social program students.

1.7. Data Collection

The instruments uses in collecting the data are:

1.7.1. Questionnaire

In collecting the data, the writer uses questionnaire on teaching interaction. The questionnaire used is adapted and translated from the English Version of the Questionnaire on Teacher Interaction (QTI).The questionnaire items in QTI is designed to asses the interpersonal behavior of teachers and the interaction with students in the classroom (Lourdusamy & Khine,2001). It consists of 48-item questionnaire about how students perceive their teacher interpersonal behavior. The response provision in the QTI is a five Likert-type scale, which is scored from 1 (Almost Never) to 5 (Almost Always).

Completion of QTI in each group holds in different time that given by English teacher.

1.7.2. Interview

This interview is to carry out the information and actual data from ten students of science program and ten students of social program of class XI at SMA Negeri 14 Bandung. The writer will interview 10 Students from one class of science and one class of social program after completion of the questionnaire. Data result from interview describe factual and reality perception of some students from science and social program. Science and social students must answer interview question that developed from Questionnaire on Teacher Interaction (QTI). The interview holds in different time based on the given time by English teacher.

1.8. Data Analysis

Two ways of calculation organize the data from the questionnaire

To find out class XI science and social program students' perception toward teacher interpersonal behavior in teacher-students interactions, the calculation of percentage to organize data using this formula below:

$$\text{Percentage (\%)} = \frac{\text{Total Respondent who answer an item (fo)}}{\text{Total Respondent}} \times 100\,\%$$

To find out the different perception of interpersonal teacher behavior in teacher-students interaction between class XI science and social students, the writer use t-test. The writer checks normality distribution of data and equal variances of two groups by using SPSS version 12 in order to fulfill the

assumption for t-test. However, if the assumption is not appropriate the writer uses Mann-Whitney U test. The writer uses Mann-Whitney U test instead of t-test, because the assumption of normal distribution in t-test is not appropriate and the sample used in this research is smaller than the other studies using QTI as the instrument. Sample for Mann-Whitney U test relative small compare to t-test, maximum total sample for Mann-Whitney U test must less than 30 subject sample (Nugroho, 2005;115).

As stated by Brown (1988: 175) the U test is analogous to t-test in that use to test the null hypothesis that two samples are the same in terms of means. Mann-Whitney U test is distribution free because Mann-Whitney U test is one of the non-parametric statistics.

The data from the result of interview organizes and clarifies the description and explanation from science and social students' perception toward interpersonal teacher behavior. The data from the interview describes factual and reality perception from some of individual from science and social students. Furthermore, the result of the interview and the questionnaire report to the teacher, in order to fulfill the teacher requirement.

1.9. Clarification of Terms

In order to avoid the unnecessary misunderstanding some terms clarify as follow:

1.9.1. Students' Perception

In this study, students' perception is a student observation process through human senses toward an English teacher so that he or she realizes responses, gains impressions, and makes idea, opinion and belief in order to give judgment to the interpersonal behavior of English teacher.

1.9.2. Teacher-students interactions

Teacher-students interaction in this study, refer to the collaborative exchange of thoughts, feeling or ideas between teachers and their students, resulting reciprocal effect on each other. (Brown, 2001: 165).

1.9.3. Teacher Interpersonal Behavior

Teacher interpersonal behavior are several behaviors that make a teacher become an effective person in communicating the lesson clearly to students, in facilitating his or her students' learning, and in helping his or her students overcome problems that block their learning (Gray & Gerard, 1977:28).

In this study teacher interpersonal behaviors refer to four positive aspects namely leadership, helpful/friendly, understanding, students responsibility/freedom and four negative aspects namely, uncertain, dissatisfied, admonishing, and strict (Wubbels & Levy, 1997: 84-85).

1.9.4 The Questionnaire on Teacher Interaction (QTI)

The *Questionnaire on Teacher Interaction* (QTI) is a model to map teacher interpersonal behavior held by teacher in teacher-students interaction. (Wubbels & Levy, 1997: 83).

1.10 Organization of the Paper

Organization of this research paper divided in to five chapters:

CHAPTER I

This chapter contains introduction, which discusses background, limitation of the problem, statements of the problems, aims of the study, research methodology, data collection, data analysis, research design, population and sample, clarification of terms, organization of the paper.

CHAPTER II

This chapter contains theoretical foundation, which serves as a basis for investigating the research problem, the previous research that related to this study.

CHAPTER III

This chapter discusses methodology of the research. It contains research method, population and sample, hypothesis, data collection and data analysis.

CHAPTER IV

This chapter reports the data. The data gained from questionnaire and interview presented in the form of table and diagram and discusses the finding from questionnaire and interview.

CHAPTER V

This chapter contains conclusions of this study and suggestions for further research.