CHAPTER I

INTRODUCTION

This chapter introduces the present study. It begins with the background of the study, research problem, objectives of the study, significance of the study, research methodology, scope of the study, definition of the key terms used, and the reasons for conducting the study.

1.1 Background of the Study

Many factors can affect students' success in learning English as a second or foreign language (EFL), i.e. curriculum, methods of teaching, national testing system, quality of teacher, authentic learning material, and cultural values (Musthafa, 2002). Besides, there is another factor that can affect the students' success in EFL learning, i.e. the way in which teachers use their language in order to get things done (teacher talk).

Teacher talk offer, at least, two functions in EFL learning. First, it can become the main source of language input in EFL classroom in which there are no other sources of language input available. It becomes a good source of language input even though there are other sources of language input that can be used in EFL classroom such as cassette and video. Teacher talk can contain simplification and modification, things which are considered central to provide comprehensible language input (see Krashen, 1985).

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Besides its function as language input and comprehensible input, teacher talk can become stimuli for students to use the target language. Problems arise because of lack understanding of teacher talk by teacher. Most students are found reluctant to use the target language, although they know what they have to say, because little opportunity given for them to use the target language or teacher's domination. This condition had made students become passive and dependent on the teacher. This dependency had adverse effect on student attitude toward learning and student's performance in EFL class.

For those reasons above, present study examines classroom interaction among the teacher and students, students and students, and circumstances in delivering material especially at senior high school in Pekanbaru, Therefore this study seek to see how the teacher develops interaction in delivering materials in EFL class, the problems faced, and the ways applied to overcome the problems.

1.2 Research Problems

Related to the background of the problem above, this research is intended to seek the answer of the following research problem:

1. How does the teacher develop classroom interaction in delivering material in EFL class?

2. What problems does the teacher face in developing interaction in delivering materials in EFL class?

3. How does the teacher overcome the problems?

Interaction between teacher and students is an essential part of teaching learning process. It is obvious that the teacher is a person who has a responsibility to facilitate and mediate the students in learning process. In other words, the teacher was required to be more creative in order be able to achieve the aims of teaching and to fulfill school's curriculum. In this case competence and performance of teacher were also needed to enhance students' achievement.

The quality of these interactions revealed to students how the teacher felt about them in teaching and learning process teacher not only enhances student's motivation but also understand the students' needs.

1.3 Objectives of the Study

The purpose of the research is to investigate on what happens in EFL class. Considering the problems that have been formulated above, the study specifically attempts to find how the teacher develops classroom interaction, the teacher's problem and how to solve the problems.

1.4 Scope of the study

This research is intended to portray the EFL teaching process in secondary school and identify teaching behavior especially teacher talk which are used by teachers who teach English in the classroom interaction since the teacher is someone who precondition for achieving instructional goals, and who is responsible for facilitating and mediating the students in learning process.

1.5 Significance of the Study

This study is significant for the following reasons**:**

1.   The result of this study is expected to be a contribution for English teachers about developing classroom interaction which can be applied in their EFL class. It is also expected to help English teachers to solve problems in their classroom interaction. In addition, this study is beneficial for the students to increase their communicative competence, so that the EFL class is interesting and enjoyable

2.   By knowing the teachers' problem on develop classroom interaction , the English teacher will be easier to encourage students' participating in EFL class .Since the teacher will improve teachers' teaching behavior in order to maximize classroom interaction..

1.6 Research Methodology

Relevant to the background, the purpose and the research questions above, this study employs a qualitative design. A case study approach was adopted in this study because only small number of lessons (five meeting) taught in which a teacher of English was used for analysis.

In collecting the data, some procedures were applied to answer the research questions, i.e. observation and interview. Classroom observation was used to find how the teacher developed interaction in the classroom. The researcher carried out the observation personally, sitting in the classes from beginning to the end of each session, and recording of teachers' talk. After data collection, the observed patterns were

analyzed through identification and classification to find patterns in teachers' talk and EFL classroom interaction. Meanwhile, the data from the interviews was analyzed using semi structured interview. Further elaboration of this study presented in chapter three.

1.7 Definition of the Terms

To avoid misunderstanding, misinterpretation, or ambiguity, the definition of the terms will be stated at the followings:

1. **English as a Foreign Language (EFL)** refers to "foreign language-contexts in which students do not have a ready-made context for communication beyond their classroom" (Brown, 2001)

2. **Interaction** is "a collaborative activity involving an establishment of the triangular relationship between sender, receiver and context of situation" (Wells, 1981)

3. **Classroom Interaction** is "an interaction focusing on the language used by the teacher and the learners, and the structures and patterns of the interaction (Tsui, 1998: 1) including collaborative exchange of thought, feeling, or ideas between teacher-students, students-students, in-pair or group-work" (Allwright and Bailey, 1991)

4. **Teacher talk is** the way in which teachers use their language in order to get things done (Sinclair and Brazil,1982)

1.8. Thesis Organization

This thesis was organized into five chapters. Chapter one is a general introduction which relates to the backgrounds of the study. Chapter two discusses the theoretical framework underpinning the study. Chapter three delivers research problems, data collections and instruments used in conducting this study. Finally, Chapter five presents conclusions from the previous chapter and offers suggestions.