CHAPTER I
INTRODUCTION

1.1 Background

Today, English has become a world language that is used in business, education, world news, and communicaton. In Indonesia, English has been studied since at elementary school. In many countries English exist in curriculum (Harmer, 2007). English learning in the classroom occurs through meaningful interaction that involves teacher and students. Interaction has an important role in conducting teaching learning process. In the classroom, students do not only do learning activities, but also play and socialize with their friends (Iffah, 2010). But, English is rarely used in speaking in daily interaction, included in classroom interaction. There are only the same students who often participate in the classroom. Some students who have more confidence and have better skill in speaking English will often participate in the classroom, but some others do not. Some students tend to feel ashamed or unwilling if they are asked to participate, give idea or opinion in front of the class. Harmer (2007: 345) notes:

> Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

Foreign language speaking anxiety also has already become one of many problems in teaching-learning English. Horwitz, Horwitz and Cope (1986: 127) notes there are "three components of foreign language anxiety; (1) communication apprehension (2) fear of negative evaluation, and (3) test anxiety". Students may be afraid to make a mistake in speaking English because they are afraid of

teachers' critical about their mistake in speaking English. They may be unwilling to speak because they are afraid that their classmates will laugh at them if they make a mistake. So, the interaction will be dominated by some active students who have "better pronunciation, grammar and a good skill in speaking" (Mardijono, 2001: 92).

Teaching learning process in speaking class will not be conducted well if there is no interaction in the classroom. In fact, there is just few students who always participate in classroom interaction (Iffah, 2010). Most of them tend to sit at the back and attend the lesson without give their participation in learning process. The teachers will also dominate the classroom interaction. Jackson (1968) cited in Inamullah, Naseer, and Hussain (2008: 45) says that teachers produce more than "1000 verbal exchanges" with their students everyday. It shows that the teachers are more active in interaction than the students. Some people think that only the teachers get success. It is because some people tend to view that the effectiveness of learning English depends on a teacher more than students. Erickson (1978) notes that effective learning in the classroom, depends on teacher's ability. The teachers have to know what students are needed in learning activities. They have to recognize students' condition, prepare materials for learning, plan certain activities and interaction, evaluate students learning, and also convey the materials.

Speaking is very important skill in interaction. By mastering speaking skill, people can make a conversation with other, give the ideas and opinions, and exchange the information. Richard (2010: 16) says for many second and foreign

language learners, "the mastery of speaking skills is a priority". Brown (2001: 267) notes speaking skill is one of four language skills that are "necessary for someone who learns foreign language". Lawtie (2003: 1) says that "the fundamental to human communication is speaking".

Students often think that their success in language learning, included English, is measured by how well they have improved their spoken language skills. Students will participate in classroom interaction if they feel they have a good skill in English. In speaking classroom, the teachers and students have significant role to the process of teaching and learning. The role of teachers and classmates in supporting the learning process is needed to make the students feel comfortable and confidence when they express their idea in English in front of people. When teaching and learning activity occurs in the classroom, social interaction among students has to become the consideration in developing English skill. The teachers are not allowed to dominate the class where the teachers keep talking or giving more questions. However, the support from friends will help very much students to participate in classroom interaction. Students will be motivated when their friends give motivation to them. Classmates can help students feel comfortable when they are learning English and participate to give their idea or information in speaking English in the classroom. Babu (2010: 1) says:

> Students will feel more confident and more able to take risks if they know the group and feel comfortable with them. Student motivation is important in acquiring any knowledge or skills. The teacher has to motivate them to speak in English. The motivation will make the students become confident in learning a language.

Classroom interaction and speaking activity in foreign language learning has become an issue in research. In Indonesia, the study of classroom interaction and speaking performance is also accomplished by Susilowati (2010). The research was about teacher-students interaction in teaching learning speaking using communicative language teaching (CLT). It was conducted to junior high school. Khoerul (2008) also conducted research about classroom interaction and students' performance in speaking. The result of his research showed that the classroom interaction in the English lesson was still dominated by the teacher, and the students still used Indonesian as instructional language. In Asia, Inamullah, Nasseeruddin, and Husain (2008) conducted teacher-students verbal interaction patterns. The result shows that "the talking time was for teacher's talk". In Greece, Tsiplakides (2009) conducted the research about helping students overcome foreign language speaking anxiety in English classroom interaction. He suggests that teacher should assume as a researcher in the classroom and "should get to know the students, their attitudes toward oral production", and their reason that "underlie their low performance and unwillingness" to participate in speaking activity. This is interesting to continue the investigation in higher degree in one of university which has a major that needs more speak English in learning activity, such as tourism department. This research will investigate students' speaking English in classroom interaction in tourism department in a university in Bandung.

I did my preliminary study on February 2011 in tourism major in a university in Bandung as a background for my observational focus. The study was

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focused on students' speaking in classroom interaction. Direct observation, closed-questionnaire, and unstructured interview to students were done to collect the data.

Based on the data, classroom interaction is still dominated by the teacher and the few students. Most students are still afraid to speak English in the classroom because they still lack vocabulary, grammar, and pronunciation. The classroom interaction is just for active students who always participate in teaching learning English. The rest of them just see and hear the teacher and the active student interact in the classroom.

1.2 Research Question

This study was conducted to investigate students' speaking English in the classroom interaction and to answer these following questions:

1. How is the interaction between the teacher and the students in speaking activity in the classroom?
2. Is there any difference of students' speaking performance in different classroom interaction pattern?

1.3 Aims of the Study

The aim of the study is to investigate students' speaking English in classroom interaction. Based on the questions formulated above, the aims of the study are:

1. To describe the interaction between the teacher and the students in speaking activity in the classroom.

2. To describe the students' performance in different classroom interaction patterns.

1.4 The Scope of the Study

This study is going to focus on the analysis of students' speaking English in classroom interaction and the subjects are students of tourism department in a university in Bandung.

1.5 The Significance of the Study

This study may offer some contributions. The findings of this research have theoretical, practical and professional significance. On the theoretical side, this research will develop knowledge about speaking activity in classroom interaction in university students, especially tourism department. Previously studies have been focused on students' speaking performance in classroom interaction in junior and senior high school students. Therefore, this research can complete scientific finding about students' speaking performance in classroom interaction. This research also has practical application. It can contribute to the effort of new method in teaching English especially for motivating students to more contribute in classroom interaction and developing students' speaking English in the classroom.

Professional significance will relate to the advantages of this research for professional workers in educational field, especially for many English teachers. They can be more sensitive to investigate students' speaking English in classroom

interaction. They can also develop a new strategy of teaching and motivate students to more contribute in speaking activity in classroom interaction.

1.6 Research Method

The methodology in this study is going to use a descriptive analysis. The writer describes the result based on the data in a systematic, factual and accurate way to get conclusion finally. Sukardi (2003) states that descriptive analysis is a method that is used to overcome the problems by collecting data, compiling and clarifying data, analyzing and interpreting them.

1.6.1 Sample

The sample in this study is students of Department of Tourism Marketing Management of a university in Bandung. The sampling technique uses purposive sampling technique to get the sample of data resource in a certain consideration (Sugiyono, 2008).

1.6.2 Data Collection

In collecting the data, the writer will use some instruments and to check the trustworthiness the data, triangulation method will be conducted. Sugiyono (2008) states that triangulation is a technique to gather the data by adding together the source and the data. The writer will use questionnaire, a video recorder, an interview guide, observation sheets, and field notes. The questionnaire is going to focus on questions regarded as short and easy questions to detect the data of language use of students' talk in speaking when they are learning English in the classroom. The interview is going to focus on the role of classroom interaction

towards teaching and learning activity when they are studying English in the classroom. And the observation is going to observe directly students' speaking English in different classroom interaction pattern.

1.6.3 Data Analysis

In this study, a triangulation of the source, the data, the theory, and the methodology is employed to check the trustworthiness of the study. In this study the writer is going to do the reasearch by doing preliminary research, doing observation, writing the report of observation and interview, collecting the result of questionnaire, gathering the result and the data, doing the analysis data, and reporting the result of the research (Sugiyono, 2008).

The writer did the preliminary research to convince the research that will be investigated. In preliminary research, the writer compiled the data by doing observation, interview, and collecting data by using questionnaire. After that, reading the interview report, observational notes, and document that are to be analyzed, are "the prior steps" in qualitative data analysis (Maxwel, 2003: 78).

Based on the data that have been compiled in preliminary research, the writer will analyze the data that can be used as the observational focus in the next research. In the next step of observation, the writer will do the interview that will be recorded and transcribed to avoid "inaccuracy and incompleteness" data (Alwasilah, 2008: 171). The writer will use semi-structure interview to get opinion and opened answer from respondent.

Besides doing the interview, the writer will also do video recording of the classroom interaction in order to be watched in many times for observing and

analyzing it. The writer also will make observational notes while the teaching-learning activity is going to be conducted and be a participant in teaching-learning activity.

Questionnaire will also be administered to the students to compile more data. In this study, the writer will use questionnaire with closed questions and apply liker scale. The questionnaire result will be counted and the result will be analyzed with other result from interview, observational result, and other documents. Furthermore, the data will be analyzed and described as the final result of research.

1.7 Clarification of Term

To avoid misconception and misunderstanding, several terms are clarified. Those are:

1. Analysis in this study refers to examine or investigate the data that have been compiled about the classroom interaction and students' speaking performance in the classroom in teaching and learning English, by reading, studying, and understanding them to explain the result.

2. Classroom interaction in this study refers to communication between teacher-students and students-students, such as asking question, answer question, and giving opinion in the class when they were teaching and learning English.

3. Students' speaking English in this study refers to students' act in speaking English in the classroom when they were learning English.

1.8 Organization of the Paper

To make this research into systematic organization, the writer presents it into five chapters as follows:

Chapter I

This section contains the introduction of the study, which discusses background, reasons for choosing the topic, statement of the problems, aims of the research, scope of the study, significance of the research, research method, clarification of the terms, and organization of the paper. In addition, data collection and data analysis are presented in this chapter to explain the data processing.

Chapter II

This section describes underlying theories, which serve a basis for investigating the problem of the study and related studies.

Chapter III

This chapter presents the research methodology in connection with the current study. It determines the scope of the research question and gives operational definitions to key terms based on relevant literature, consisting of research site and participants, method and technique of collecting data and data analysis.

Chapter IV

This chapter describes the findings and discussion of the data analyzed. It describes the result of data investigation derived from the questionnaire, interview, and observation.

Chapter V

This chapter presents the conclusion of the research and some proposed suggestions.