

CHAPTER I

INTRODUCTION

1.1 Background

Interaction has an important role for human beings. By having interaction they can deliver what they want and need to others. Brown (2001: 165) stated that interaction is the collaborative exchange of thoughts, feeling or ideas between teacher and students, resulting reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction among people using language in various contexts to “negotiate” meaning, or simply to get an idea out of one man into another man and vice versa.

Interaction always appears between the teachers and their students in the teaching-learning process. By having interaction, teacher can deliver message and control students’ behavior. Good interaction between teacher and students can make teaching-learning activity in the classroom interactive. Interactive activity in the classroom can help students achieve the learning objectives.

There are some conditions to create interactive activity in the classroom. First, teacher should have relationship with students in order to make the students find it easier to adapt themselves to the teacher behavior and adopt the teaching materials. Second, the teacher and the students should have positive behavior in the classroom

(Brown 2001: 165). Thus, the teacher is required to have interpersonal competences to create a more conducive atmosphere in learning activities.

Interpersonal competence is to show appreciation and empathy to students, to have a good relationship between teacher and students, to notice and accept the students earnestly, to show attention and high enthusiasm in teaching, to create a climate to arise cooperation, to involve students in the learning process actively, and to listen and respect students' privilege to speak up in every discussion (Mulyasa, 2008: 21-22).

In addition, teacher interpersonal behaviors are some of behaviors that should be owned by the teacher in delivering the material to guide students in teacher-students interaction. According to Wubbels & Levy (1993), teacher interpersonal behaviors 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 to overcome problems that block their learning.

As mentioned before, the teacher should interact well with their students, because the students' perception on English teacher interpersonal behavior 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 opinion about teacher interpersonal behavior in teacher-student 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 maturity.

Therefore, this study investigates students' perception on English teachers' interpersonal behavior in teacher-student interaction in the classroom between RSBI and SSN since in particular. RSBI and SSN have different characteristic such as the number of students, the curriculum, the teacher qualifications, the terms and condition before entering the schools, and the medium of instructions. A survey questionnaire called QTI (questionnaire on teacher interaction) was used to measure the teacher-student interaction.

By finding out students' perception on teachers' interpersonal behavior, the teachers of both RSBI and SSN schools will know their weaknesses in delivering lesson material to their students in the classroom. This study is hoped to help the teachers get valuable information about the students' perception on English teachers' interpersonal behavior in teacher-student interaction in the classroom.

Then, they are expected to have opportunity to optimize their strategies in teaching and learning activities. The teacher will hopefully realize their interaction strategies used in the classroom in order to bring improvement of teacher-student interaction and teacher's performance when they communicate the lessons to their students in the classroom.

1.1 The Limitation of the Study

This study focuses on students' perception on English teachers' interpersonal behavior in teacher-students interactions in the classroom. The students in this study are XI grades. This study is a descriptive study of the RSBI and SSN students at two senior high schools in Subang.

1.2 Statements of the Problems

Based on the background above, the problem investigated in this study can be focused on these following questions:

1. How do the RSBI and SSN students at different senior high schools in Subang perceive their English teachers' interpersonal behavior in teacher-student interaction that occurs in the classroom?
2. Is there any significant difference between RSBI and SSN students' perception on their English teachers' interpersonal behavior in classroom interaction?
3. What are the differences between RSBI and SSN students' perception on their English teachers' interpersonal behavior in classroom interaction?

1.3 The Aims of the Study

The aims of this study are as follows:

1. To find out whether or not RSBI and SSN program students at two senior high schools in Subang have positive or negative perception on English teachers' interpersonal behavior in teacher-student interaction.

2. To find out the differences of students' perception on English teachers' interpersonal behavior in teacher-student interaction between RSBI and SSN students.

1.4 Research Methodology

1.4.1 Research Design

The research design employed in this study is a descriptive study in the form of survey. Survey focuses on a group's attitude, opinion, and characteristics (Brown, 1990: 3). Mc Millan & Scumacher (1989: 281) stated that descriptive research is concerned with the current status of something. This type of research describes existing achievement, attitudes, behaviors, or other characteristics of a group of subjects.

In this study, descriptive method was used by involving two groups at two senior high schools in Subang. The first group is RSBI School and the second group is SSN School. The students in this study are XI grades.

1.4.2 Participants

This study was conducted at two senior high schools in Subang. Population of this study is students of the XI grades science and social classes in RSBI and SSN School. Population of RSBI is 299 students and population of SSN is 433 students.

In order to take samples from population, some aspects such as research method, time, cost, risk and condition are considered. Because of that, this study used random sampling. Therefore, four classes were taken as sample. There are two classes from RSBI (XI science 4 and XI social program 1) and the rest from SSN (XI science 2 and XI social 3). Total sample is 145 students, 61 students from RSBI and 84 students from SSN.

1.4.3 Data Collection

There were two instruments used in collecting the data. First instrument was a questionnaire. The questionnaire was used to investigate teaching interaction. The questionnaire is adapted and translated from the English version of the Questionnaire on Teacher Interaction (QTI). The questionnaire items in QTI are designed to assess the interpersonal behavior of teachers and the interaction with students in the classrooms (Lourdusamy and Khine, 2001). It consists of 48-items questionnaire about how students perceive their teacher interpersonal behavior. The response provision in the QTI is a Likert-type scale, which scores 1 (Almost Never) to 5 (Almost Always). This study uses close-ended questionnaire.

Second instrument was interview. After the questionnaires were completed, the interview was conducted to the students both RSBI and SSN. The interview is used to gain the information and factual data from 10 students of RSBI and 10 students of SSN.

1.4.4 Data Analysis

In order to achieve the aims of the study, the data of this study were analyzed through quantitative and qualitative analyses. The data obtained from the questionnaire is organized by two steps of calculation. First step is finding out the students' perception on English teachers' interpersonal behavior in teacher-students interaction. The frequency of each response per item of RSBI and SSN students must be found out. Afterward, the percentage of each response of RSBI and SSN students were calculated by using this formula bellow:

$$\text{Percentage (\%)} = \frac{\text{Total respondent who anser an item (f0)} \times 100}{\text{Total Respondents}}$$

After that, the table consists of columns of statements, frequency and the percentage of RSBI and SSN students were made. Then, the total frequency and average of RSBI and SSN students were calculated. The last, the average percentage into the forms of interval were classified.

Second step is investigating the significant difference between RSBI and SSN students' perception on their English teachers' interpersonal behavior in teacher-students interaction.

Non-parametric statistical calculation (Mann-Whitney U test) was used to analyze the data by using SPSS (Statistical Packages for Scientific Studies) 17.0 for windows. Mann-Whitney U test was chosen because the assumption of normality distribution of the data from one group was not fulfilled, and the sample used in this study was smaller than the other studies using QTI as the instrument.

Third step is to finding out differences perception between RSBI and SSN students' perception on their English teachers' interpersonal behavior in the classroom interaction, the eight of QTI aspects from the questionnaire results were clearly explained and compared.

Afterwards, the data taken from the interviews as qualitative data were analyzed. The results of interviews were organized and clarified by the description and explanation from RSBI and SSN students' perception on their English teachers' interpersonal behavior. It describes factual and reality perception from students of RSBI and SSN schools. After the data were collected, the last step is discussing the results from the data.

1.5 Clarification of Key Terms

In order to avoid the unnecessary misunderstanding some terms are clarified as follows:

1. Students' perception

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

2. Teacher-student Interaction

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

3. Teacher Interpersonal Behavior

Teacher interpersonal behaviors are several behaviors that make a teacher become an affective 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 (Wubbels & Levy, 1993).

Interpersonal behavior of an English teacher in teacher-students interaction refers to four positive aspects namely leadership, helpful/friendly, understanding, giving students' responsibility/freedom and four negative aspects namely uncertain, dissatisfied, admonishing, and strict (Wubbels & Levy, 1993: 12-13).

4. The Questionnaire on Teacher Interaction (QTI)

The Questionnaire on Teacher Interaction (QTI) is a model to map teacher interpersonal behavior held by the teacher in teacher-students interaction (Wubbels & Levy, 1993: 22-23).

1.6 Organization the Paper

The research paper is organized as follows:

Chapter 1: Introduction.

It provides the background of the study, limitation of the Study, statements of the problems, aims of the study, significance of the study, research methodology, population and sample, data collection, data analysis, clarification of key terms, and organization the paper

Chapter 2: Theoretical foundation

It explains the theoretical foundation that is relevant to the research field and be the basis for investigating the research problems.

Chapter 3: Research Methodology

It discusses the subject of the research, procedures in collecting the data and data analysis.

Chapter 4: Research Findings and Discussions

It reports the data presentation and data interpretation. The data obtained from questionnaire and interviews are presented in the statistical form as well as in narrative.

Chapter 5: Conclusions and Suggestions

It contains the researcher's concluding remarks regarding the result of the study and suggestions for further research.