

CHAPTER I

INTRODUCTION

1.1 Background of Study

The situation of the classroom is one of the fundamental aspects to create the teaching and learning activities to be effective. The interaction that happened in the process of transferring and receiving knowledge between teacher and student, or the students with other students, will make the situation of the classroom become more lively and will be the supporting factor to encouraging students to concentrate on the learning. Classroom interaction is examined from the viewpoint of social interaction in order to discover the processes that teachers and students employ to conduct classroom activity (Koole, 2015:36).

In language learning, interaction is becoming important, considering the need to practice using the words that have been memorized by students and enriched their vocabulary. Especially, in the case of learning a new language as a foreign language. English is an international language that has taken a lot of concern from other countries, in order to be able to communicate across the world. By this case, communication with the use of English becomes a priority by EFL teachers. In China, communicative language teaching has become a national syllabus (Chen & Wang, 2014:45). In Japan, the learning of interactive EFL classroom was also occurred, even though there are some factors that could hinder the student's motivation to directly practice their English skills, such as the feeling of no urge to use English in daily communication, or the anxiety of using a foreign language (Maftoon & Ziafar, 2016:74). However, the communicative classroom is still highly embedded in EFL classrooms in a lot of countries.

English as a global language has been one of the subject curriculum in Junior High School in Indonesia, it is also studied in Senior High School and becomes a local subject in Elementary School. Realizing the importance of learning English, it should be noted that there are several skills that need to be mastered by a language

learner. The skills that should be mastered by a language user include listening, speaking, reading, and writing. The interaction between teacher and students in a language classroom could be one way to improving learners listening and speaking skills, it could also possibly improve the learners writing skills (Grobe, 1981:20). Language is meant to be the bridge to communication, as a human being, it is intended that we automatically become a part of society. A social being relies on each other in order to survive and be able to do activities a lot easier. It indicates that there must be an interaction between human beings, and language as the tool to communicate the purpose of the interaction, it could be done both orally and in writing.

Nevertheless, speaking is the most difficult skill because the students should pay attention to pronunciation, fluency, and accuracy. It could be considered that speaking in a language classroom cannot always be done smoothly. With that reasoning, the teacher and students must interact in the classroom, because it is not an efficient way in a learning process if one of the participants dominates other participants, for instance, a teacher needs to ask the student whether they understood the lesson she/he have explained. And the students also have a right to ask the teacher about the part they do not really understand. English subject's purpose is to give students with oral and written English communication abilities in the communication material context required for student's vocational program. Communication is described as the process of assigning and conveying meaning in order to achieve common understanding (Daulay, 2019:2). The communication abilities are meant to prepare the student to independently give their idea to other people they are talking to. There are several reasons to notice a student's speaking ability, firstly, doing interaction or speaking activities will give learners the opportunity to practice real-life speaking in the classroom. Secondly, while doing interaction in the classroom, students can provide feedback from the other participant which is the teacher and classmate, they will see what is their strength and also their problem in speaking English. The last is, that more students practicing their speaking skills would build them to gradually become autonomous language users.

Naturally, doing interaction with the learner will help them feel comfortable in doing communication and help the teacher indicate the students' understanding. Maria stated that classroom interaction is important in teaching-learning activities since it influences the effectiveness of the process and increases students' linguistic skills and achievement. The interaction in the teaching-learning process is primarily between educators and learners, who both play a part as the primary components of interaction. There must be a resistance in the interaction in the classroom for example when the teacher is usually being the center and took most of the speaking part, the students sometimes do not give a response and just keep silent or talk with other students. In the classroom interaction, feedback from the parties could be sent verbally or non-verbal. Kembaren (2020:70) stated that "Any message that is not encoded (put into words) is considered non (not) verbal" The non-verbal feedback was usually shown by expression, gestures, and body language.

The success of classroom activity is when the students and the teacher can interact actively (Ulan, 2017:94). Because it is what individuals do in their everyday lives, interaction becomes a crucial element of language learning. They may converse, challenge, interrupt, or question one another. Both the teacher and the students in the classroom should be eager to engage in the interaction. Based on the theory, it could be said that a successful class is achieved when the component of the classroom are able to interact actively, a meaningful interaction happened when the learner understands what others are saying, offers his or her own thoughts or opinions, and responds to what others are saying by speaking, confronting, interrupting, or interrogating. A learner is also open to communicative cooperation.

The research about classroom interaction has been discussed in a lot of previous study, such as a research conducted by Sari (2018) that discussing about the type of talk that occurs in the English classroom interaction among second grade students in MTS Muhammadiyah Tallo. Maftoon and Ziafar (2013) has also conducted research about EFL learners and teachers attitudes and factors that can influence classroom interaction among Japanese EFL learners. Another study conducted by Astuti (2011), in her study she focused on the pattern of interaction that happened in the classroom. In previous study by Julana (2018), she has also conducted

research that discussed about the pattern of interaction that occurred in the English classroom. Another research conducted by Saputra (2019) discussed about the kind of classroom interaction that happened in English classroom of SMA Al-Falah Jambi.

There has been much previous research about English classroom interaction. However, little attention is given to focus on what is the pattern of interaction and what is the reason behind that pattern of interaction in the classroom. The analysis of interaction that happened in the classroom is highly needed in order to discover the strength and the flaw of the interaction occur in the classroom and help both parties involved in the classroom interaction which is teacher and learners realize the nature purpose of interaction in the process of teaching and learning. Amidon (1968:160) stated that in interaction analysis observation all responses in the classroom are divided into three categories: (1) teacher talk, (2) student talk, and (3) silence, bewilderment, or any other type of statement not related to a teacher or student speak.

Thus, it could be stated that interaction is highly important in the activities of teaching and learning. Both verbal interaction and non-verbal communication occur in the process of teaching and the learning process plays a big role in achieving the goals of teaching and learning. Teachers and students are both should be participated actively in order to achieve the teaching and learning goals and increase the efficiency of the teaching and learning process. Based on that reason, in this study, the researcher wants to do an analysis of the interaction that happens in English teaching and learning activities of the EFL class entitled “**An Analysis of Classroom Interaction in English Teaching and Learning Activities at the Second Grade of SMPN 15 Medan**”. Researcher hope that this study will be beneficial in order to improving the interaction in English teaching and learning activities.

1.2 Limitation of the Problem

The main goal of interaction that happened in the classroom whether it is between the teacher and students or student with other students is to transfer

knowledge or information. So, interaction is a core of communication that connects the parties involved in the teaching and learning process. The interaction could happen in the form of verbal and non-verbal.

This research will be limited to two main discussions which is the pattern of interaction that happened in the classroom and why the kind of interaction could happen in the English classroom of the second grade of SMPN 15 Medan. The pattern of interaction here could be in a form of verbal or non-verbal, realizing the fact that not every student will give spoken feedback to the teacher's talk and just react non-verbally. In this study researcher will observe the reason for both the verbal and non-verbal communication that happened in the second grade of SMPN 15 Medan.

1.3 Formulation of the Problem

Based on the background of the problem, the question of this research can be formulated as follows:

1. What is the pattern of interaction in the EFL learning classroom?
2. What are the reasons for the kind of interaction that happens in the classroom?

1.4 Objective of the Research

Based on the formulation of the problem, the objective of this research are:

1. To describe the pattern of interaction in the EFL learning classroom.
2. To find out the reason for the kind of interaction that happens in the classroom.

1.5 Significant of the Research

1.5.1 Theoretical Benefit

In relation with the English education studies, this study can add to the literature and knowledge about the value of English-language interaction in EFL (English as a Foreign Language) classrooms, it enriches the knowledge of how

classroom interaction is like and the reason behind the pattern of interaction happened in the classroom.

1.5.2 Practical Benefit

The finding of this study is expected to be beneficial and contribute to the school principal to become an input in making a policy to improve the quality of the school in English teaching and learning processes especially focusing on classroom interaction.

The finding of this study hopefully becomes a positive input for English teachers to help in improving the quality of English teaching and learning in the classes.

The findings of this study should serve as a motivator for junior high school students to interact appropriately in the English teaching-learning process in order to achieve the goals and best result in the English teaching-learning process.

The finding of this study is hopefully useful for other researchers that might use the information regarding interaction forms in the classroom and contents as an additional source for future study.