CHAPTER 1
INTRODUCTION

1.1 Backgroud of the Study

As we know, English become a foreign language in Indonesia. It means that people doesn't use English to communicate each other in daily life. For that reason, classroom become the place where students can practice English as an EFL. Sukarni and Ulfah (2015: 265) state that the result of English teaching is influenced by some factors; the teacher, the students, time allocation, methodology, material, teaching material, the use of visual aid, and interaction between the teacher and students in the classroom. So, the success of teaching is influenced by the way how to manage all these factors in the classroom activity.

Discussing about classroom, it is a place where the students and the teacher are doing interaction in teaching learning prosess. The interaction of both are the most important part in the classroom activities. According to Yanfen and Yuqin (2010: 77) that interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. Through the interaction with teachers, students can increase their language store and use all languages they possess. In other word, a success of a learning depends on how far the effectiveness of classroom interaction between the students and the teacher.

Based on Putri's opinion (2014:8) that classroom interaction is really encouraged to occur in the EFL classroom. In addition, Goronga in Putri (2014: 8) assets that classroom interaction makes the students' participating in the teaching and learning process. It means that the classroom interaction will stimulate the students to involve in learning classroom activity.

Appropriate to Sukarni and Ulfa (2010: 262), state that:

"Classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression by the teacher and students when they communicate without using words".

Additionally, Based on the Flander Interaction Analysis Categories System (FIACS) there are three categories in the classroom interaction, they are: teacher talk, students talk, and no/all talk. Teacher talk includes accept feeling, praises, accept/uses ideas of students, ask question, lecturing, giving direction and criticizing. Student talk includes student talk response and student talk initiation. And no/all talk is the situation which is in silence (Surani and Ulfa, 2010: 263). It means that, these three kinds of talk are important, because all of them fulfill the learning process in the classroom and support the students to improve their foreign language acquisition also. Same with that, classroom interaction can be one of strategy that teacher used to increase students English skill ablity, it assumes that students can practice their speaking skill while doing interaction with the teachers orally.

In opposite, many cases shows that students and teachers do not use classroom interaction effectiffuly. Such as, in conventional classroom, the students are more passive because the teachers dominate the learning process. The students have minimal communication with their teacher. It makes the students can not explore their speaking skill as well as possible. Eventhough, in modern era, the students should be a center of learning. The concept of student-centered learning is to bring the classroom and students to life. The teacher is considered a "guide on the side", assisting and guiding students to meet the goals that have been made by the students and the teacher (Overby, 2011: 109). In other words, the teacher become a fasilitator in the classroom activity.

Furthermore, Keeping a classroom real is also important in student-centered learning. When a situation arises that makes the students or the teacher feel awkward or that there has been loss of control, it can be devastating to moving forward in learning (Overby, 2011: 111). So, we can conclude that interaction between the students and the teacher must walk balanced. And also both of them should fulfill each space of interaction in the classroom based on their own role. Based on the introduction above, the researcher would like to conduct a research entitle "*An Analysis of Teacher Talk and Students Talk in English Class (Descriptive Research of Eleventh Grade of MAN Bawu Jepara)*".

1.2 Statement of the Problem

The problem statements of this study are:

1. How does the interaction between the teacher and students occur in the classroom of eleventh grade of MAN Bawu Jepara?

2. What types of classroom interaction do the teacher talk and students talk occur in the classroom of eleventh grade of MAN Bawu Jepara?

1.3 The Objectives of the Research

In line with the problem statements above, the objectives of the study can be elaborated like the following:

1. To identify the description of interaction between the teacher talk and students talk occur in the classroom of eleventh grade of MAN Bawu Jepara.

2. To find out the types of classroom interaction of the teacher talk and students talk occur in the classroom of eleventh grade of MAN Bawu Jepara.

1.4 The Significance of the Research

The significances of the study are

1. **Theoretically**

This study is to complement previous research and theories about teacher talk and students talk. Furthermore, this study could be an

additional reference for those who will do further research regarding teacher talk and students talk in classroom interaction.

2. **Practically**

This study could be a logical consideration for teachers to practice the students in order to make the students more active in classroom. It also could be used to evaluate the teacher's teaching style and make the students' speaking skill increase.

1.5 Thesis Organization

The thesis organization are described below :

Chapter I Introduction, including background of the study, statement of the problem, the objectives of the study, and the significance of the research.

Chapter II Review of Related Literature, in this chapter discussed about classroom interaction, roles of classroom interaction, types of classroom interaction, teacher talk, students talk, student centered learning, FIACS technique, Strenght of FIACS technique.

Chapter III Research Method including reserach design, setting of the research, subject of the research, instrument of the research, procedure of the research, technique of data analysis, Flander interaction matrix.

Chapter IV Finding and Discussion explained about the result of the data analysis of teacher talk and students talk.

Chapter V, consist of conclusion and suggestion.