CHAPTER I
INTRODUCTION

1.1. Background of the Study

Nowaday, English become an important language. English is a language used widely for communication between people who do not share the same first or second language (Harmer, 2007:1). It means that English become a global languages which is spoken by many people in the world. In Indonesia English is compulsory subject in the education. It is to be taught at schools as second language. It is started from Kindergarten, Elementary School, Junior High School, Senior High School until University.

Realizing the importance of English in order to communicate and express students' ideas effectively, students need to understand spoken English and they should speak English. In this case the students should mastering four basics English skill: listening, speaking, reading and writing. However, speaking is the most difficult skill because the students should pay attention with the pronunciation, fluency and accuracy. So, the students have to speak English when the teacher taught them in the speaking classroom.

The teacher and the students need to interact with each other because teacher or students cannot dominate the others. The teacher should handles the role in creating an atmosphere in the classroom to stimulate students to participate in the classroom activity. The teacher also has to plan the certain activities in order to make students enjoy with the lesson so the students will participate actively in that activities.

The interaction between the teacher and the student should be encouraged. It establishes the success of teaching-learning in the language classroom. The common element in the language classroom is the process of teaching and learning. The teacher should make the atmosphere comfort and make an interesting material so the students will communicate or participate actively. There are some factors which influence the teaching and learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students and interaction (Harmer, 2003:167).

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. It means that they will be able to use words and phrases fluently without very much conscious thought (Harmer, 2007:123).

The classroom activity can run well when the class built up by partner of interactions between the teacher and the students' verbal exchange, asking question, responding and reacting. Equally important, classroom interaction relates to the teacher's teaching style. If the teaching style of the teacher is teacher-centered, it will make the students passive in the classroom. It means that the teacher do not give a chance to the students to participated actively in the teaching and learning process. If the students is students centered it will make the students active since the teacher is a facilitator. But in fact, the students feel fear when the teacher asks them to speak up.

The interaction between teacher and the students is still becoming a problem in teaching learning process. Teacher usually as the center in the classroom activity, while the students just silent or talk with the other friends. Teacher talk time is more than students talk time. The students are more passive in the classroom. When the teacher ask them to answer the question, they feel afraid if they make a mistake. It can make teaching and learning process cannot run well. The success of classroom activity is when the students and the teacher can interact actively. The teacher usually give the turn to make student can interact with the teacher, but sometimes the student just silent if the teacher give them questions. The teacher should call their name first to answer the question, then the students will answer. This fact

encourages the writer to analyze the interaction between the teacher and the students in the classroom activity.

To analyze the classroom interaction is appropriate by using Falnder's Interaction Categories system (FIACS). This technique is appropriate to analyze the characteristics of the teacher's talk and the students' talk in teaching-learning process of speaking. Flander (1970), as cited in Allwright and Bailey (1991: 202), divides teacher talk into seven categories (accepts feelings, praises and encourages, accepts or uses ideas of students, asks questions, lecturing, giving direction, and criticizes or uses authority), while for students talk there are 2 categories, (students responses, and students initiation), the last category is silence (period of silence or confusion).

Based on the description above, the writer interest in conducting the research entitled "AN ANALYSIS OF CLASSROOM INTERACTION IN TEACHING-LEARNING PROCESS OF SPEAKING AT TENTH GRADE STUDENTS OF SMK AL-HUSAIN KELING IN THE ACADEMIC YEAR OF 2017/2018.

1.2. Statement of the Problem

Based on the research background, the problem statement can be formulated as follow:

How is the interaction between teacher and students in the teaching-learning process of speaking?

1.3. Objectives of the Study

Concerning with the problem mentioned above, the research objective is:

To describes the interaction between teacher and student in teaching-learning process of speaking.

1.4. Scope of the Study

In order to reach the expected purpose, the writer limits the problems in the following terms:

1. The writer stresses the analysis on the percentage of teacher's talk and student's talk in the classroom interaction of teaching-learning process of speaking.

2. The subject of the research is limited to the tenth grade students of SMK al-Husain Keling.

3. The method used in this study is descriptive method and the data are analyzed by using Flander's Interaction Analysis Category System (FIACS).

1.5. Significances of the Study

The writer contributes some benefits and the result is great hopefully of classroom interaction in teaching-learning of speaking.

1. For the Teacher

The result of the study is expected to be useful for the teacher in teaching speaking. The teacher also can get much information related to the activities in the classroom.

2. For the Students

The action gives the students provide good practices to speak up and encourage them to actively participate in learning process. The students also get more information in what patterns are the interactions between teacher and students happened in the speaking classroom.

3. For the Writer

Many experiences that the writer get in language education that will be useful for the preparation to be an English teacher in the future.

1.6. Thesis Organization

In order to make the research easy to follow, the writer organizes the research paper as follow:

Chapter I is introduction, which consists of background of the study, statements of the problem, objectives of the study, scope of the study, significances of the study, and thesis organization.

Chapter II is review of related literature which elaborates of previous study and theoretical review.

Chapter III is method of investigation, which present of type of research, unit of analysis, source of data, technique of data collection, and technique of data analysis.

Chapter IV is discussion. It is focus on the data analysis and discussion of the finding.

Chapter V is the last chapter. It is consist of conclusion and suggestion.