

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

The Indonesian government accepted the existence of English as the first foreign language to be taught at junior high school, senior high school and universities. And just recently it is implemented at elementary level, because English is very important for assisting those who intend to enroll for higher educations, to cope with globalization demands, high technology development, for culture enrichment and to establish international communication.

Teaching is not only a technique and a way to transfer knowledge, skills, talent or attitudes to the students but it is also an art. Teaching involves many interrelated factors such as teacher's competence, performance, personality, ability, behavior and knowledge about how to teach and how a teacher manages his class to lead students to learn.

The explicit teaching and learning strategy can aid language teacher in helping students attain the goals of improving their mastery of the target language of learning about the target culture. Learning strategies are the thoughts and action we engage in, consciously or not to learn new information. The goal of teaching learning strategies is to help students to consciously control how they can be efficient, motivated and independent language learners (Chamot, Barnhart, El- & Robbins, 1999).

English teaching and learning cannot be separated from the activities of teacher and students in the classroom. Here the teacher prepares educative interaction with certain objectives while student's attention is focused on receiving and conveying message. The result is the students obtain the language skills (listening, speaking, reading, and writing) and the sub skills (vocabulary, grammar, and pronunciation). Learning is an activity that happens in active interaction with the environment of study. For example, collecting the information, doing analysis and evaluating how far the information or the knowledge acquired can be understood and used in daily life. There are some factors which influence the teaching learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer 2001: 167).

Based on the factors mentioned above, the focus here is the interaction in the classroom. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people are engaged in reciprocal action. This action may be verbal or nonverbal (Celce-Murcia, 1987). The classroom is place where the teaching and learning process happens. But it is possible that the interaction happens outside the classroom.

Interaction in the classroom includes asking and answering, feed-back, and discussion. In fact, the teaching and learning process is dominated by the teacher. It is like typical classroom characteristic in Indonesia. Almost all the time of study, teacher overlaps to talk and does not give the chance to student to do something or asking about the material. Another example, in English class, teacher uses

Indonesian Language during the teaching process. This is a habit that is less educative. The teacher might use English for the whole interaction program with the purpose that the students can improve their mastery in English. ([edtech.Kennes,Education/Inech/cooperative learning. Htm.](#))

Based on the fact above the writer is interested in conducting a study under the title “ *An Analysis on Teacher-Student Classroom Interaction of the Eleventh Grade Students of SMA Muhammadiyah Kupang in the School Year 2013/2014.*”

## **1.2 Statement of Problem**

Related to the background of the study above, the study was conducted to answer the following questions:

1. Does the interaction between teacher and student meet the elements of teaching effectiveness in classroom interaction?
2. What are the elements of teaching effectiveness used by the teacher in classroom interaction?

## **1.2 Objectives of the Study**

Based on the question in the problem statement, the objectives that were achieved in conducting this study are:

1. To know whether or not the interaction at the classroom between the English teacher and the eleventh grade students of SMA Muhammadiyah Kupang has met teaching effectiveness elements.

2. To know the elements of teaching effectiveness that are used in classroom interaction.

#### **1.4 Significance of the Study**

The result of the study might present contribution to the following persons:

1. The English Teacher of the Researched School

The result of this study might be used by the teacher in researched school to evaluate teacher method in teaching and what the elements of teaching effectiveness are used by the teachers in classroom interaction.

2. The writer

The result of this study will be used by the writer to know about classroom interaction, so the writer will use this study to increase or to improve her ability in managing a classroom interaction in the future as an English teacher.

#### **1.5 Scope and Limitation**

This study focuses on An Analysis on Teacher-Student classroom Interaction but here the writer focuses on elements of interaction effectiveness. And classroom interaction is the pattern of verbal and nonverbal communication and the types of social relationship within classroom.

## **1.6 Definition of Terms**

In this part the writer presents some definitions of terms that are related to the study:

### **1. Classroom interaction**

Classroom interaction is the oral interaction between teacher and students in classroom. Through their interaction with each other, teacher and students construct a common body of knowledge, understanding of their involvement as members in their classrooms (Joan Kelly Hall and Meghan Walsh, 2002). Classroom interaction in this study refers to oral interaction that is used by teacher in creating any interaction with students

### **2. Teacher Talk**

Teacher talk is the variety of language used by the teachers when they are in the process of teaching (Richards and Weber, 289). Teacher talk in this study means the variety of language used by teacher in the research school in the process of teaching learning in order to transfer knowledge to students.

### **3. Student Talk**

Student talk is the variety of language used by student when they are in the teaching learning process. (Richard and Weber, 289). Student talk in this study means the variety of language used by student of SMA Muhammadiyah Kupang in the school year 2012/2013 during learning process.

#### **4. Teaching Effectiveness**

Teaching effectiveness is providing maximum opportunities for all students to learn. (1998: 20). Teaching effectiveness in this study means variety of teaching by teacher and students of SMA Muhammadiyah Kupang in the school year 2012/2013.

#### **5. SMA Muhammadiyah Kupang**

SMA Muhammadiyah Kupang is one of private senior high schools located in Kupang where the study was conducted.