

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication in language classroom, particularly in an English language classroom, is critical. It can be constructed through interaction. Brown (2001) provided a definition of interaction as the cooperative interchange of ideas, emotions, or concepts among two or more individuals, resulting in a mutual impact on each other. Students can enhance their language repository through interaction by actively make students do listening activity or reading genuine material or even the output of their peers in discussions, problem-solving tasks, and dialogues. From many various forms of interaction, there are educational interactive. Educational interaction is the act of engaging and communicating within a context specifically designed for educational and teaching objectives. In accordance with Kamaruddin (1989:237) stated that the type and pattern of language use in interactions also determines the level of educational outcomes, and the teacher plays an important role in this regard. To be able to teach or transfer knowledge properly, teachers are required to have good communication skills. Employing communicative language facilitates students' comprehension of the transmission of knowledge, values, and skills imparted by educators. Using a type of variation of the language used by the teacher can make it easier for students to receive what the teacher wants to convey and make students closer to the teacher. Teaching and learning interactions as a process of social interaction certainly have sounds, words, or sentences that are different from other social interactions. The use of language by teachers had its peculiarities, both in terms of

words, sentences, variety, and function. The aforementioned symptoms demonstrate the manifestation of employing diverse language forms in interactions related to teaching and learning.

In interactions, especially in interactions in the classroom, during the English language learning period, the use of language was also an important aspect that can make interactions in the classroom effective, language becomes fundamentally important and supports interaction activities in the classroom. Utilizing appropriate language at the appropriate moment can promote seamless conversation and enhance the recipient's receptiveness to the speaker's intended message. The same principle extends to classroom interactions, where teachers must carefully select the appropriate language for English instruction. Both English teachers and students need to discern which language aspects to emphasize during the learning process in an English class. The language variation which would be employed by the teacher throughout the learning process and the selection of the dominant language that would be used in the classroom would create a very effective interaction process in all aspects, teachers and students can create an atmosphere of interaction that can benefit students and a teacher where students easily catch any information that the teacher wants to convey to students and this fosters increased student enthusiasm and active participation in the learning process, relieving the teacher from the need to constantly dominate the classroom conversation.

In Indonesia, English teachers are using teacher-centered approaches and student-centered approaches in their classrooms (Applebaum, 2007). Furthermore, According to Zulfikar (2009), Bjork argued that teacher-centered instruction had

become deeply ingrained in Indonesian school environments, forming an integral part of the Indonesian educational culture. In teaching and learning interactions with the teacher-centered learning method, the teacher functions as the source of the message, and the student functions as the recipient of the message. The message to be conveyed in this case was the subject matter that was organized and arranged according to the specific objectives to be achieved. Bjork in Zulfikar (2009) stated that the communication process was effective if the message can be easily captured by the recipient of the message as a whole. Conversely, communication was said to be ineffective if the recipient of the message cannot capture the message conveyed in its entirety.

Drawing from the previous description, English teachers are encouraged to adopt a student-centered approach to facilitate effective learning. One of the key aspects of this approach is the establishment of effective classroom interaction, which involves interactions within the classroom environment. Based on the previous theory, It can be affirmed that an effective and accurate interaction procedure between educators and learners involves ensuring an equitable chance for students and teachers to engage. This is particularly significant in the context of English language acquisition, as students must not solely remain quiet and attentive, but must also allocate time to actively interact with their fellow classmates or with the teacher so that students' ability to speak English can also be developed and for teachers it was better to supervise and guide students sufficiently without having to take all opportunities for student interaction so that the teaching process in class would be more effective because all individuals who follow the learning process get a balanced turn to talk and interact. Here are

instances of exchanges that can take place during the process of learning within the classroom setting, the initial scenario involves the teacher providing explanations on the subject matter while the students inquire about the content, second was when students make presentations in front of the class then the teacher gives responses, additions, and notes to the presentations made, and the last was when the students interact and discuss with their friends beside them to solve the problems given by the teacher

SMP Negeri 1 Sukasada was a school that would be used by researchers to obtain data and conduct research. This school was used for several reasons, according to the information from several teachers and the vice principal for student affairs Ketut Sumenari S.Pd., M.Si saying that SMP Negeri 1 Sukasada was one of the schools in Buleleng that still uses the teacher-centered learning method even though the teachers at the school include experienced senior teachers and most of the teachers have already qualified (certificated), This school also had good facilities in supporting English course but they didn't use them properly for supporting students-centered learning method in the class. Because all these reasons this school was a suitable place to research because the findings can be utilized to assist students and teachers there to reconstruct their teaching method so that everyone in the classroom gets their turn to speak in class fairly.

1.2 Identification of Problem

There are several studies about interaction topics using Flander Interaction Analysis Category, these are the two examples of studies using FIAC. The first was from Siregar (2020) and the result of this study is they found 8 categories

according to FIACS Theory in the classroom meanwhile the other study from Suzanna (2017) which was found 10 categories of interaction in the classroom according to FIAC theory. The different between the two studies was that they found a different amount of interaction categories in their research, the two studies also more focus on the frequency of each category that they found for example, Siregar (2020) found the category most frequently occurred was lecturing category with 79 utterances while on Suzanna (2017) found the category most frequently occur was asking a question with 87 utterances.

According to Hetzelein (2016), the desired outcome in the interaction between teachers and students is the attainment of a balanced position for both parties within the classroom setting, For instance, by engaging in asking and answering, the aim is to prevent the teacher from consistently dominating interaction opportunities in the classroom. This approach also allows students to hone their speaking skills through interactions with both teachers and peers. From the two aforementioned research examples, there were inconsistencies in the obtained data results. In the first study, the category of interaction that most often occurred was category lecturing from teachers with 79 utterances, while in the second study the results obtained 87 utterances for asking questions, therefore, further research was needed to support the data from the previous study about analysis category obtained in one class using FIAC theory and to found out the balance interaction chance of the student and the teacher. This study is important because this research brings a topic about interaction which was the utmost vital and foundational aspect of teaching and learning activity.

In the Balinese context Among all Junior high schools, SMP N1 Sukasada

still implemented teacher-centered learning when they easily can implement student-centered learning with the facility support, they got that why this research was important because doing this research can assist teachers revise their teaching strategy and their language variation they use when teaching classroom using the teacher-centered approach.

The initial observation indicates an imbalance in classroom dynamics, where the teacher consistently takes the lead on the class, no students take initiation to ask a question or even give their opinion about what they learned even though they didn't fully understand the material, this because the students already feel comfortable to just stay silent and do nothing in class except listen to the teacher because so far the SMP Negeri 1 Sukasada school uses the teacher-centered learning method, only the teacher dominates the conversation in class which makes students feel no longer need to do whatever and if this was continued over time students would start to be lazy to follow the learning process. The study was carried out at SMP Negeri 1 Sukasada with the aim of assisting schools and teachers in evaluating their teaching methods. By providing an overview of the data on classroom interactions, this study enables teachers to reflect on their practices and identify areas for improvement in their interactions with students. Therefore, the teaching and learning process in the VII class of SMP Negeri 1 Sukasada Singaraja was observed to examine the forms of language variations employed by the teacher, the content of both teacher and student conversations, and the dominant language used. This study aims to provide valuable references for the development and evaluation of interactive language teaching methods in foreign language classes. The analysis of classroom

interaction holds significant importance as it allows English teachers to reflect on their teaching approaches in the context of classroom learning. It could be beneficial for English teachers since it could stimulate them to improve or create effective classroom interaction.

Numerous studies have been undertaken to examine the interaction between students and teachers during learning activities, employing various theoretical frameworks such as Foreign Language Interaction Theory (FLINT), Flanders Interaction Analysis Theory (FIAC), and Brown Interaction Analysis System (BIAS), on their research many studies using a school that already using student-centered approach or a mix of student and teacher-centered approach they also more focused on researching the frequency of the category of interaction without paying attention to the form of the interaction that occurred, the language dominant, and language variation. To fill this gap this study tries to investigate a school that still using only a teacher-centered learning approach, this study also investigates the language dominant and Language variation used in teaching and learning activities.

1.3 Statements of the Problems

From the provided context regarding the study's background, the problem at hand can be expressed in the following manner:

1. What is the category of classroom interaction doing the teacher and the students used during the teaching and learning process at VII class of SMP Negeri 1 Sukasada?
2. What are the language variations were used by the teacher during the teaching and learning process at VII class of SMP Negeri 1 Sukasada?

3. What is the language was dominant the teacher used in classroom instruction during the teaching and learning process at VII class of SMP Negeri 1 Sukasada?

1.4 Objectives of the Study

Considering the problem statements mentioned earlier, the study's objective can be articulated as follows:

1. To describe the categories of classroom interaction which are found during the teaching and learning process.
2. To describe the forms of variations of language the teacher used during the teaching and learning process.
3. To describe the dominant language of classroom instruction and to describe why the language (English or Indonesia) was dominantly used during the teaching and learning process.

1.5 Significance of the Study

This study is expected to be beneficial in several aspects. They are as follows:

1.5.1 Theoretical Significance

The study's findings are anticipated to make a significant contribution to the advancement of knowledge to enhance theoretical understandings of classroom interaction in the context of teaching English as a foreign language (TEFL).

1.5.2 Practical Significance

1. For Teachers

The intention of this study was for it to provide valuable insights to teachers, enabling them to enhance their understanding of creating productive classroom

engagements in teaching English as a foreign language (TEFL). Additionally, the study's findings can serve as a means of reflection and evaluation for English teachers regarding their teaching methodologies and practices.

2. Teacher Training and Educational Institution

This study was expected to contribute as the input for teacher training and educational institution to produce good perspective teachers. Specifically, teacher training and educational institution enrich their students about how to establish effective classroom interaction in classroom learning.

1.6 Scope of the Study

The research would concentrate on examining the different types of classroom interactions observed throughout the teaching and learning process, the language variations employed by the teacher during instruction, the prevalent language used for classroom interaction, and the reasons behind its dominance during teaching and learning. The subjects for this study consisted of a teacher and students in the seventh grade of SMP Negeri 1 Sukasada. This research would be conducted exclusively in a single classroom with one teacher.

