

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

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

English has been used at school in Indonesia for several years. English has been taught to all levels of education. The standard of English use in Indonesia was improving. English is not only taught as a supplementary subject but also as a language for communication in the classroom. The use of English as the language of communication becomes crucial in the class because this will assist students in classroom interaction. Nurmasitah (2010) the use of English as communication are expected as key issues to improve competitiveness in International worlds which is in the future students equipped with communication ability in English both oral and written. Therefore, classroom interaction is suitable for the teacher teaching strategies to improving students English communication ability.

Classroom interactions are related to interact between teacher and students during the classroom activities. Through classroom interaction, all interactions occurred while learning and teaching process will give good impact to students and teacher. Radford (2011) as cited by Almira (2016) maintains beyond the classroom interaction, the process of students learning will occur since they would interact each other and exchange their knowledge together. It is supposed

that classroom interaction makes them able to share ideas, comment or learning through the material.

According to Tuan and Nhu (2010), there are two types of classroom interaction which are verbal and non-verbal interaction. Nonverbal interaction consist of students and teacher's behavior during classroom activity, which means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction to be related to oral and written interaction. Written interaction is students write out their ideas and thoughts and oral interactions is type students interact with others by speaking in class, answering and asking questions, making comments, and taking part of discussion.

Hence, verbal interactions are the kind of type interactions by teacher interact with student and students interact with others by speaking in the class such as answering, asking questions, and making comments. According to Lucha and Berhanu (2015) oral or verbal interaction is a collaborative way to exchange thoughts feeling or ideas between two or more people, can be lead mutual effect to each other.

On the other hand, there many interactions happens in classroom teaching learning activities for example teacher-student, students-teacher, students-students and etc. We can put verbal interactions as the common interaction that teacher-students and students-students appear during teaching learning. Moreover, there are two kinds of interaction that will be affecting in the classroom, between teacher and students and between students. The First one is suppose to create a

pleasant atmosphere in the classroom among the participants. And the second is to encourage students to be more communicative with the teacher act as a facilitator (Dagarin,2004).

Regarding on the kind of interaction above, it is an undeniable fact that classroom interaction (verbal interactions) enables students to develop their speaking skills that make it mandatory to encourage them to interact actively in EFL classroom ( Lucha and Berhanu, 2015). In fact, teacher should be carried out to use English language to interactions with students just than teaching material during learning activity. Teacher could experience in order to create the atmosphere to make classroom lively. In addition, the teacher has big role to managed the class to be more effective during teaching learning activity.

Furthermore, there are some effective ways that make classroom interactions more effective that teacher can use. According to Dagarin (2004), there are six ways to creating the effective class, such as implementing different teacher and students roles, using classroom organizations for exposing student ability, creating variation activities, help students to express and encourage their communication strategies. These ways help the students as EFL learner to be more active in learning and progressing of material can be achieved through students interaction in the classroom with the teacher and among learner. Therefore, we call the teacher as a facilitator because the teacher has an ability to increase students skill and participation while learning in the classroom.

Literally, the use of English language as communication language in Indonesia where a Foreign language (EFL) learner is still difficult to use as target

language. It is because since elementary until senior high school, English learning mostly focus on English material and system, not the development of verbal skill. Besides that, students also feel difficult to interact in English language because when learning English they usually talk using mother tongue in the classroom. It has happened since the EFL students have common native languages (Brown, 2001). Teacher of EFL needs to convince and encourage students to build classroom interactions through English language. Therefore, classroom interaction in Foreign Language classroom is still necessary used to increase students English language learning.

Additionally, the use of English as foreign language in Indonesia is still growing. English has been applied as a compulsory subject for some schools such as elementary, junior and senior high school. The role of English language is totally increasing since the function of English language become as worldwide language communication. The use of English as communication language in the classroom is the right way to improve English skill. In this case, the classroom verbal interactions are suitable for students to practice the language in the classroom as possible as they should. Moreover, the purpose of students practice language is for the communication, it should be balance between teacher and students. The impact can be seen through the students appearance in order to participate while teaching learning activities.

In addition, classroom verbal interaction is expected to know how the interaction between teacher and students during teaching learning. Inamullah at el (2008) states the teacher seems to be very dominant role in the class. There are

some researcher found that classroom interaction is still dominated by the teacher. According to Chaudron (1988) teacher talk takes up the largest proportion of classroom talk. It means that teacher dominate the classroom time and students are less to get involved during learning activities in the classroom. Moreover, Kadivar (2002) as cited in Javid et al (2013) argues that teachers are considered required to have one ability to establish a positive and effective relationship with students. As the facilitator, the teacher should be more aware of creating good interaction to students. Student centered is one the helpful ways in which teacher gives the students time to talk to participate and this also make students be more active in the class.

Considering the phenomena of teacher domination in classroom interaction, the researcher want to focus in analyzing verbal interactions which are mostly by teacher talk and students talk. The analysis and observation of classroom interaction has been used in many types of research in 1970's until now and many kinds of research instrument were designed to analyze classroom interaction. The research instrument of classroom interaction was developed to describe and analyze the interaction of teaching and learning in EFL classroom, the one of research instrument is Flanders' Interaction Analysis Categories System (FIACS). According to Amidon and Hough (1967) as cited by Shahi (2010) FIACS is known as the best and the most widely used system for analyzing classroom instructional process. Jasraj, Dr & Kamal, J (2015) states Flanders Interaction Analysis became widely used coding system to analyze and improve teacher student interaction pattern. Flander technique is appropriate for

analyzing the students' and teacher's talk in EFL context since the technique to measure how much the teacher and students take talking during teaching and learning process (Putri,2014).More, Flander technique gives teachers to explore how far their teaching effectiveness was implemented.

Equally important, Flander (1970) mention the FIACS contains ten categories. The first seven of which are meant for teacher talk, next two categories contains pupil talk and the rest one records silent or confusion. Also, Amidon and Hough (1967) as cited by Shahi (2010) assert that because it observed with higher reliability, FIACS is only concerned with verbal behavior and suitable for researcher research focusing on verbal behavior. FIACS also helpful in developing interactive teaching since it gives the researcher a guide for observing of teacher behavior, set a framework for evaluating and improving teaching,and helps to set a learning climate for interactive teaching (Brown, 2001). In the end, if the result of classroom interaction analysis show teacher domination, it can help practitioners change their ways of teaching (Gorong, 2013). These functions that will help the teacher or practitioners to evaluate and improving teaching strategies using FIACS technique.

Furthermore, there were some previous findings of FIACS technique in analyzing classroom interaction. First, the research by Nurmasitah entitled “ A study of Classroom Interaction Characteristics in A Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMAN 2 Semarang” found that most dominant characteristic in Immersion classroom Interaction was the content cross. It means the time was devoted by teacher talking time and the

students were active enough during teaching learning in the classroom interaction. Second is the research by Putri “ An Analysis of Classroom Interaction by using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 13 Kota Bengkulu in 2013/2014, She found the teacher talk is still dominant in classroom interaction during observation. Both teacher A and B, the content cross was most dominant. The characteristic show that the correlation between teacher time spent to talk (talking time) in teaching and learning process is asking question and lecturing. Students were not active enough in the classroom interaction.

Based on the previous research, there are some similarities and differences of this research. The main similarities of the research are to analyze the interaction between teacher and students and among students. Both of the research using the FIACS technique to analyze the classroom interaction. Another similiarities is the object of this research where focus in schools, which are in regular classes. Meanwhile, the difference is one at Senior High School and the other at Junior High School which are the young learners. Besides, conducting the researcher topic which are analyzing about verbal interaction between teacher and student using FIACS technique, the researcher focus on college students which are adult learner. The object is the EFL learner who use English as language for communication in classroom teaching learning. The main aim of the researcher is to find out the common verbal interactions that will occur in the classroom involving teacher - learners which are college students.

Furthermore, the interactions at the college level still need to be improved. Communication at the college level is the orientation of students to set up in real life after they are graduated from the university for occupation or education. In college levels, students considered has ability to improve language skill not only structured or grammatical but also communication skill. In view of this, they are demanded in communicative competence. Then, the teacher at this level is expected for enhancing classroom interaction, through make students be more active to participate in teaching learning activity. During classroom interaction, the teacher can be monitoring students to develop their communication skills.

Thus, in providing the good interactions in colleges level, some universities already use English as language instruction to reach new level achievement in communication in some countries. Indonesia is one of a countries that also use English as Medium of Instructions in some University and schools. The population of students use English as language communication in real life more increasing since English has developed as fast growing in international wide acknowledgment. Therefore, the researcher wants to know the interaction occur at college level using English as communication language Instruction.

In line with objective of this study, the researcher chooses Islamic University of Indonesia as subject conducting this research. The Islamic University of Indonesia is one of higher education that use English as communication language only at International Program Faculty. There are Economy, Law and Industrial Engineering. The researcher chooses Industrial Engineering International Faculty as the subject place. The aim of this research is



find and identify and describes the kind of verbal interactions that are used during the learning process in the classroom at International Program. Because there are the different background of the subjects and communication language. The researcher wants to know the kind of interaction of teacher-learner, learner-teacher in the classroom learning.

### **1.1 Identification of the Problem**

Considering the background of the study that researcher will use FIACS technique, the researcher propose some types of verbal that influenced the interaction in this research. This is related to verbal interaction in the classroom. The kinds of verbal interaction in classroom are found in some aspects, such as teacher talking time, students talking time and also silence or confusion.

In term teacher talking time, the teacher has big role while teaching in the classroom. As we know teacher not only gives material or task but also talking in front of the participant. Sometimes, the teacher becomes dominant in talking time, it makes student does not have room to participate in the classroom. The teacher should arrange the strategies to give students room to talk. Because the teacher has controlled class by himself. Therefore, the teacher should be more able to manage talking time during teaching learning activities

In terms students talking time, there are some characteristics of students in the classroom. In this term, the teacher has a role in monitoring students activities. The teacher gives students chance to talk in the classroom. Usually, students talking time can be seen while the teacher asking a question, group discussion, or

presentation. The students talking time can increase students motivation to be more active in the class.

In terms of silence or confusion, both teacher and student kept silence during learning. It is mean while teacher gives lecturing, the teacher gives time to break for students to absorb the material that teacher teach. Whereas, if the teacher asks question to students, sometimes students keep silence in a minute, either they don't know the answer or they don't understand the material that had been taught.

### **1.2 Limitation of the Problem**

The researcher only focus on investigating of verbal interaction between teacher and students that will occur at International Program class at UII by using FIACS technique. However, the researcher does not limit the analysis of verbal interaction between teacher and students at International Program class at UII.

### **1.4 Formulation of the Problem**

Based on the good impact of FIACS technique to analyze the interactions between teacher and students in the classroom. The researcher want to do research to find out the type of verbal interaction that will occur in the classroom and the dominant pattern of verbal interaction will happen in the classroom teaching learning. The main questions to be addressed in this research are:

1. What kind of verbal interaction between teacher and students occur at Industrial Engineering in International Program UII?
2. What is the dominant pattern of verbal interaction occur at Industrial Engineering in International Program UII?

## **1.5 Objectives of the Study**

According to the formulation problem, this research is aimed to analyze:

1. The kind of verbal Interaction between teacher and students at Industrial Engineering in International Program UII
2. The dominant pattern of verbal interaction occur at Industrial Engineering in International Program UII

## **1.6 Significance of the Study**

The results of this research are to give contribution to Teachers, students of English Language Education, English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers

### **1.6.1 For Teachers**

The researcher hopes that the results of this research will be useful for the English teachers especially teachers of English . They can get information about identifying the analysis of verbal interaction between teacher and students at Industrial Engineering in International Program UII.

### **1.6.2 For Students of English Language Education**

The researcher hopes that this research will inspire students of English Language Education Department to develop further research the analysis of verbal interaction between teacher and students at Industrial Engineering in International Program UII.

### **1.6.3 For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences**

The researcher hopes that this study can be useful for the English Language Education Department especially in the analysing of verbal interaction between teacher and students at Industrial Engineering in International Program UII.

### **1.6.4 For Other researchers**

The researcher hopes that this study can inspire other researchers to conduct research the analysis of verbal interaction between teacher and students at other programs.

