

CHAPTER I

INTRODUCTION

This chapter presents some aspects which related to the topic studied. It consists of background of the research, research problem, objective of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

A. Background of the Study

Communication can be defined as the language which involves more than one person in constructing meaning.¹ Communication is also used for development of human relationships, those are functional and reciprocal. Through the language, some people can convey and reveal their idea then communication will take place. Many languages spread in this world, and one of them is English. Moreover, English is an international language. There are five factors that have made English an international language. Both of them are the large number of English speakers and its importance in fields such as politics, international diplomacy, economics and business, science and technology, and culture.²

English is used as a foreign language in Indonesia. Even though English is not used for daily communication in Indonesia but it is still studied as a foreign language. And even department of education and culture makes English as one of subject in junior, senior high school and university. There are many aspects that

¹ Marie Emmitt et.al., *Language and Learning: an introduction for teaching* (Oxford : Oxford University Press, 1997),36.

² Allan Lauder," The Status and Function of English in Indonesia: A Review of Key Factors", *Makara: Sosial Humaniora* ,1(Juli 2008),12.

will be learned in English teaching learning as like language skills and language components. Language skill consists of listening, speaking, reading, and writing and language components include pronunciation, grammar or structure, and vocabulary.

In this study, the researcher focused on grammar. Especially, it focuses on grammar teaching learning process. When grammar is a central component language, it needs the insight. So, it is more explanation detail in this subject.

Teachers and students are the doer of teaching and learning. The teacher is a model and designer in teaching learning process. However, the teacher must be able to create interactive classroom. So, it is enable to set up classroom's atmosphere alive. In the process of teaching, everybody interacts with every other person involved in the process. Interaction quality is important as it will establish the quality of teaching learning process.

The New Oxford Dictionary of English also defines 'interaction' as a 'reciprocal action or influence'.³ It shows that the active and social part of human being affects other people through interaction. Interaction is the basis of positive human relationships among people, especially to build healthy relationship in classroom and schools. The manner in which message are relayed to and from class members is the primary determinant of classroom atmosphere.

³ Oxford, *Oxford Learner's Pocket Dictionary 4th Edition* (Oxford : Oxford University Press, 2011), 232.

Ned. A. Flanders defines, "Teaching as an interactive process". Interaction means participant between teacher and students in the process of teaching.⁴ Based on the terms of interaction above, teacher influences the students and students also interact with teacher. However, it will be important to keep and maintain personal relationships.

Classroom Interaction is important where teachers will spend a lot of talking, lecturing, asking questions, giving instructions, and so on. Not only that, teacher also demonstrate and use mime a lot. So, it encourages the student interactive and real interaction happening in the class. Moreover, interaction will influence for the quality of teaching learning process.

Through Flanders Interaction Analysis Category System (FIACS), the researcher is going to conduct a process of decoding and encoding a pattern of interaction between teacher and student in Grammar subject. FIACS classified three verbal behaviors. It includes teacher talk, student talk, and silence or confusion. From three verbal behaviors still divided into ten categories that will be analyzed. So, from this analysis will be known teacher talk oriented and also provides feedback to the pupil-teachers.

The researcher feels that this study needs to conduct. Interaction can be happened somewhere, especially in English learning teaching. The researcher chooses grammar as subject of study as some people feels grammar subject is difficult to understand. So, it needs interaction each other to solve it. Even, Higg and Clifford claimed that the students in communicative foreign language courses,

⁴ Mateja Dagarin, "Classroom Interaction and Communication Strategies in Learning English as a Foreign", *ELOPE*, 1-2 (2004), 128.

grammar is expected to be acquired inductively through interactive process.⁵ Moreover, through a great deal of interaction each other in the class more effective because it will affect how much input get. On the other hand, grammar input itself also affect with all languages input the student get. So, based on the previous explanation, the researcher will conduct a teaching learning process in Grammar subject by known from the teacher talk and pupil talk in that classroom interaction, and the researcher will conduct a research entitle “*Classroom Interaction in Grammar 3 Classes at English Department State College for Islamic Studies Kediri 2013-2014*”.

B. Problem of the Study

Based on the background of the study above, the researcher formulates a problem as follow: “What is the verbal behavior of Classroom interaction in Grammar Subject of 4th semester at State College for Islamic Studies Kediri 2013-2014?”

C. Objective of the Study

Based on the problem of the study above, this research is conducted to know the classroom verbal behavior that is happening in Grammar Subject of 4th semester at State College for Islamic Studies Kediri 2013-2014.

⁵ Patricia A. Richard and Amato, *Making it happen 3th edition : from interactive to participatory language teaching* (New York : Longman, 2003),60.

D. Significance of the research

The significance of this thesis is expected to give some valuable contribution to students and teacher, especially the verbal behavior of classroom interaction in Grammar Subject, it is expected to get useful ways of classroom interaction that the findings of the study are useful and relevant theoretically and practically.

1. Theoretically

The findings of this study are expected to be useful for the readers especially for teachers who want to know more about classroom interaction. They can enrich their insight about the verbal behavior of classroom interaction, especially in Grammar Subject. Because this research provides interaction between teacher and student which take place in Grammar subject. It will be known the verbal behavior between teacher and student by FIACS. So, through FIACS, the proportions of teacher and student verbal behavior are founded.

2. Practically

It is estimated that the results of the study can practically make a significant contribution to assert that knowing this research, teacher is able to decide the best strategy to gets the purpose of study, especially the purpose of Grammar subject. If interaction between teacher and student is low, teachers most likely to be change the strategy. So, student involvement is increase.

E. Scope and Limitation of the Research

This study attempts to describe the interaction in the teaching learning process especially in Grammar Subject of 4th semester at State College for Islamic Studies Kediri. The analysis is focused on the students and teacher's activities in the classroom.

F. Definition of Key Terms

In the research, the researcher takes the title "Classroom Interaction Analysis of Grammar Subject of 4th Semester at Islamic Studies Collage Kediri 2013-2014. The definition of key terms that used in the title of this study as follows:

1. Classroom Interaction is a process to interact between the participants in the learning process where the teacher influences the learners and vice versa. The same happens in a classroom situation, people gather for the purpose of learning. It takes place in order to establish and maintain personal relationships. The relationships among teacher and learners, teacher and learner or a group of learners, learner and learner, learners and learners.
2. Verbal Behavior is one of the terms in Flander's Interaction Analysis Category System (FIACS). Verbal behavior includes teacher talk, pupil talk, and silence or confusion.

3. Flander's Interaction Analysis Category System (FIACS) is a technique to observe interaction systematically. It is developed by Ned. A. Flanders at the University of Minnesota, U.S.A. Flanders classified the verbal behavior into ten categories.