

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, English is a foreign language and not used in daily community conversations, so it is not easy to improve students' oral communication skills in English. This exposes students to English Limited, the classroom is usually the only place where English is spoken. When listening to the teacher's instructions and explanations, expressing opinions, answering questions, and performing activities, students they learn about the structure of language, but they also learn how to use language to communicate. Input and language use in classroom interactions, especially teacher-student and student-student interactions, are very important when the target language is rarely used outside the classroom.

Classroom interaction in the context of EFL is defined as any communication involving any verbal exchange that takes place in the classroom, including those that occur during the course of formal drills, as well as exchanges involving genuine communication (Ellis, 1990, p. 12). Student performance should increase if productive classroom engagement techniques can be used to enhance students' communication abilities. Researchers have emphasized the value of efficient classroom interaction techniques to enhance students' language development over the years. Kramsch (1986), for instance, contends that in order to develop students' communicative competence, chances must be provided for them to connect with peers and teachers, receive

feedback, ask questions, and initiate dialogue. According to Rivers (1987), teachers should avoid leading one-sided talks, provide support, and pay attention to student emotional factors in order to promote good classroom interaction. I claimed Ellis (1985), cited in Brown (2000, p. 165), describes the interaction of learners and interlocutors with jointly construct discourses, where input is the result of interaction and acquisition is the result of interactions between languages. Learner's mental capacity (internal learner factor) and language environment.

The core of communication is defined as "the common interchange of thoughts, feelings, or ideas between two or more of her mutually influencing persons" in a teacher's classroom interaction. It is expected of students in a classroom to comprehend the material presented by the teacher. In class, you ought to actively use English. How they respond to questions regarding their teaching and learning processes demonstrates how well they comprehend the information given. A process of encouragement should be used by the teachers. In class, students should speak up. All educational activities should be completed by the class as a whole.

A study by Milal's (2011) reports teacher dominance in teacher-student interactions. His results showed that the teacher dominate the classroom discourse with her 341 utterances. Students generate only 104 individual utterances and 31 choral responses. Among these teacher remarks he said that 198 directive acts requesting services such as instructions, nominations, commands, commands, demands, stimuli, calls for attention, repeat requests,

punctures, correction of pronunciation, etc. In addition to the guideline law the teacher challenges, asks, encourages, check understanding, check knowledge, ask for confirmation.

Xuerong (2012) defines classroom interaction management in the FL classroom as: Code, Emotional and Management Strategies. In her research, code refers to the medium of instruction in a classroom composed of native and target languages. Employing humor, maintaining eye contact, and using nonverbal cues are examples of emotional techniques (facial expressions and hand gestures). Manage your plan, which should include picking lesson themes that your students will be interested in and encouraging participation from your pupils. With the aid of these techniques, students can communicate in their target language. The following classroom engagement tactics are investigative arts employed by teachers. Question framing techniques are employed to elicit responses and depict classroom interactions. In a study of numerous studies, Walsh suggests that teachers use the right question kinds to meet their students' learning objectives. The final method is error handling, and other strategies include instructor feedback strategies. Feedback from teachers focuses on the manner in which they respond to pupils' performance. Moreover, professors ought to teach students how to handle errors and critique their work.

Researchers typically understand whether there is a dynamic process of interaction between the teacher and the student or between the students in the classroom. The classroom should be a location where all students can practice communication skills that must be employed in genuine interactive

circumstances outside of the classroom because language is a place of communication. Include real students in pertinent learning activities as well, or make the premise that they must participate more actively as a requirement for a successful empirical strategy for language learning. Therefore, great attention is paid to the author (Tudor, 2001: 113).

Students frequently experience communication barriers in English foreign language classes that place a strong focus on oral communication. active involvement in the educational process. Many students maintain their composure and are unwilling to contribute to queries or responses. It might be difficult for teachers to actively include their pupils in the learning process so they can improve their communicative competency or oral communication abilities.

Through interactions between teachers, it was demonstrated that communication in the class was positive. Between teacher student or among students. In classroom activities, students: communication language. Rivers in Brown (2000, p. 165) states that students expand your verbal memory by listening to and reading authentic verbal material. Or even a fellow student's performance in an interactive discussion. Teachers are expect to be aware of common problems faced students will learn theoretical background to help them better understand how to design effective interactive learning activities. Absolutely necessary better understand the role they can play in creating more profitable a learning environment for students.

Based on the explanation above, this study was aims to finding out The Lack of Interaction Factors Between English Teachers' and Student in Classroom. The study conduct in MTs Negeri Tanjungpinang.

1.2 Identification of the Problem

Based on the background of the study above, several problems can identified as follows:

1. Teachers' do not use strategies of teaching in classroom.
2. There is a lack of interaction between the teacher and students.
3. The lack of interaction between teachers and students, or students and students.
4. They felt bored of teaching learning monotone.

1.3 Limitation of the Problem

Based on the identification of the problem above, there are four problems that the researcher found in the school. In this research, the researcher focuses on The lack of interaction factors between English teachers' and students in classroom at MTs Negeri Tanjungpinang

1.4 Research Questions

Based on the background of the study, this research specifically aims to find answers to the following question: What are the lack of interaction factors between English teachers' and students in classroom.?

1.5 Purpose of the Research

The purpose of this study is to find out the lack of interaction factors between English teachers' and students in classroom at MTs Negeri Tanjungpinang.

1.6 Benefits of the Study

1. Theoretical Benefit

The finding of this research hopefully becomes a positive improve the quality strategies and techniques of the English teaching-learning proses in classroom interaction.

2. Practical Benefit

a. For Students

The students can be more enthusiastic in learning based on the strategies that have been applied and actively interact in the learning process in the classroom.

b. For Teachers

The teachers will make the right follow-up for applying English teachers' strategies which are going to be used to make the teaching-learning process successful.

c. For the other Researcher

The research intends to bring significant reference to another researcher who has a similar topic.

1.7 Definition of Key Terms

1. English Teachers'

English teacher is a person who has the task of teaching and guiding students in learning foreign language, especially learning English

2. Classroom Interaction

Classroom interaction refers to the interaction between teacher and students, amongst learners in the classroom during the teaching-learning process.

3. Teaching Strategy

According to Kindsvatter (1996:290), teaching strategy is to help teachers' make optimal use of methods and instructional materials.

Teaching strategy as the act of teaching effort by varying the methods and teaching media to create a pleasant environment for students to become more active in interacting so that it is easy to understand the materials.

