

CHAPTER I

INTRODUCTION

A. Background of The Study

Lack of students' motivation, unable to use English for daily communication, and teachers' less encouragement and lack capacity to communicate in English are typically and main characteristics of EFL teaching, especially in the remote areas of Indonesian tertiary education. The case was evidence, especially found in Senior High School 10 Sarolangun Bangko in which most students suffered from the inability to speak in English. Such the case continues up to the present situation along with the changes of Curriculums.

Most practitioners and experts in TEFL maintain that interaction is very important during learning process. It depends on how teacher and students make interaction in the classroom. It is generally recognized that the quality of interaction between teachers and students determines not only the effectiveness of lesson delivery but also students motivation, engagement, and language development. In learning process, teachers should act as facilitators, guides, and models of language use. This is because the interaction between teacher students has a direct impact on how students understand and respond to the target language being taught.

Therefore, exploring teachers' functions and roles for students' communication is essential to cope with this issue.

Students' speaking competence in this study refers to the ability possessed by students either in the forms of knowledge, skills, or attitudes and values to conduct meaningful communication in the classroom or out side. According to Brown (2004), students' competence in speaking skill comprised fluency, accuracy, pronunciation, grammar and vocabulary. Current analysis of Senior High School 10 Sarolangun students' English performance shows that the average score was 54.4 and most students suffered from poor pronunciation and fluency as shown in the table below.

Tabel 1. Average Score of Students' Speaking Competence

No	Respondents	CRITERIA			
		Grammar	Pronunciation	Content	Fluency
	N = 15 Mean = 54.5	2,27	2,2	2,34	1,94

Source: English Teacher of Senior High School 10 Sarolangun

Not only students get impact of the important of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had reflected that interaction can improve the students participation in classroom by using the suitable teacher's talk. Ticoo (2009) as cited in Hanum (2018) maintains that effective interactions may be in the forms of: (a) Teacher interaction with the whole class (b) Tacher interaction

with a group, a pair, or individual students (c) Students interaction with each other: in group, in pair, as individuals or as class and (d) The students work with materials or aids and attempt the task once again individually, in group and so on. It is clear from the data above that students' poor pronunciation and fluency are probably caused by their lack of practice and less direction by the teacher to encourage their motivations to speak up.

Having the two main causes above in mind, the researcher comes to the conclusion that students' poor speaking skills were caused by teacher's inappropriate approach or methods in dealing with student's communicative competences. Methodologists in TEFL such as Katen and Kelly (2000) point that some students often avoid oral participation in EFL classrooms due to their lack of involvement in the teaching process. The phenomenon above makes it possible to state the main problem of this study such as: Why do English teachers rarely use target language in the classroom? Why do the teachers discourage students' potentials to interact?

To answer such a question, it is necessary to do a research entitled

“Analysis of Classroom Interaction in EFL Learning to Speak at State Senior High School 10 Sarolangun ”

B. Formulation of Problem

Based on the background above, the problem of this study is formulated into the following questions:

- 1) What are types of English interaction to speak in EFL classroom?

- 2) What is the comparison of Teacher's talk and students' talk?
- 3) To what direction do Students' respond mainly addressed?

C. Research Purpose

In line with the problems as stated above, the purposes of this study are set as follows:

- 1) To identify the types of English interaction to speak in EFL classroom.
- 2) To state and analyze the gaps between Teacher's Talk and Students' Talks.
- 3) To determine aspects of Student's Talks direction.

D. Significant of Research

The significances of this research are as follows:

1. Theoretical

This study contributes to the development of classroom interaction and teaching approaches in the EFL context. And therefore, it can be a reference for further research that examines similar topics with different contexts or broader variables.

2. Practical

Understanding of the importance of classroom interaction and the variety of interaction patterns can be applied to improve the quality of EFL learning. In addition, the results of this study can also be a consideration for schools and educational policy makers in designing teacher training.

E. Definition Of The Key Terms

1. Classroom interaction

Generally, classroom interaction is interaction happens in the classroom. It may happen between teacher and students, between students in other students and between students and the learning materials or aids.

2. English as a foreign language

Learning and using English as a second language in a nation where English is not the primary language is known as English as a Foreign Language, or EFL.

3. Foreign Language Interaction (FLINT) Analysis System

This guideline promoted by Moskowitz (1971) cited in Brown (2001) to analyze the interaction activities which states that the effectiveness of teaching is mostly determined by how teachers impact students behaviors directly and indirectly.