

# **CHAPTER I INTRODUCTION**

## **1.1 Background of the Study**

In studying English, there are four skills that should be mastered, they are listening, speaking, writing and reading. In fact, speaking is one of the students' main problem in English learning. Most of the students feel difficult to master speaking because they do not have ideas and braveness to speak in English. They are shy and afraid if they make mistakes because they are not confident to speak English. Therefore, an active and effective speaking by the students plays an important role in contributing towards the success of communication.

Teaching is all about effort in order to make it possible for students to the teaching and learning process in accordance with the objectives that have been formulated. It requires teacher to formulate and manage learning to enable the students to achieve the target. Through verbal interaction, students can demonstrate their proficiency and practice their target language. Verbal communication is communication that uses words, either spoken or written (Hardjana, 2003 : 27). This communication is most widely used in human relationships. Elish (1994 : 34) argue that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. The researcher conclude from the above understanding that teaching as the media for teacher and students to

interact to get the language model and facilities that affect the level of acquisition.

Classroom interaction of English teaching-learning process in the large classes, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction. Interaction occurs when the teacher teaches in the classroom and makes contact with the students during the teaching and learning process. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process.

In the classroom, the place where the teaching-learning process is undertaken, there are a variety of different potential perspectives of the nature and the goals of language teaching meet and interact. Hence, it can be an important factor to reach the goal of the instruction (Tudor, 2001: 47). The goals of language teaching and learning and thereby of the role which the classroom is meant to play in the teaching-learning process. The growth in international exchanges leads to an increase in the demand for language teaching and greater concern with development of practically relevant communicative skill. The vision of language as a linguistic system thus came to be challenged by vision of language as a means of communication and of self-expression (Tudor, 2001: 111). It is expected the students are interested in following the lesson and listen to the teacher carefully in the learning process. Additionally, the teacher and the students have time when they should speak and listen. Ideal class is when the

teacher talk is less than the students talk. It means that the students are more active than the teacher. During teaching and learning process, there will be time when the teacher does not get response from the students at all, though the fact the students know and have willingness to give response. But in reality students are not interested in following the lesson and listen to the teacher carefully in the learning process.

In this research discussed verbal communication that occurred at the twelfth graders of SMK Muhammadiyah Kotabumi between teacher and students especially in classroom interactions. From the practice of teaching especially in twelfth graders tends to be teacher centered. It means that it can make students have less opportunity to speak and it is not good for improving students' ability to talk in the target language. Furthermore, Suherdi (2009 : 23) argues that this lack of participation is resulted from the ill development teaching models. Based on the cases above, this study was analysis the interactions between the teacher and the students, whose analysis focus on the teacher has do the right verbal interaction to the students, and what the students' responses in the learning process.

In the twelfth graders of SMK Muhammadiyah Kotabumi. Then, the researcher choose both of twelfth graders classes be a subject of the investigation. Reached from the pre-observation that the researcher has conducted at July, 25<sup>th</sup>, 2022 with the teacher of classroom interactions. The Research Observer, There are still quite a lot of 12th grade students who don't understand English to interact so as a teacher must keep mixing English with a word or two in Indonesian so that they understand what we ordered, maybe one

of the factors that caused them lack of interaction due to lack of vocabulary that they remember, are still nervous in pronunciation, and also feel embarrassed if they say it wrong, even though they are still very enthusiastic in learning English to interact in class such as starting students by praying, giving greeting the teacher using English and answering the greeting questions from the teacher using English.

This research aims to investigating through an analysis of verbal interactions between students and teacher in twelfth graders of classroom interactions of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023. First, students' response is important in learning English. Second, twelfth graders still has low score in English subject. Third, the researcher wants to detect some causes affecting students speaking's struggling in verbal communication in speaking class, so the teacher and the students will be a teamwork to solve this process.

## **1.2. Focus of the Problem**

Based on the background of the problems above, The focus of the problem in this research is verbal interaction between teacher and students in classroom interactions at the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023.

### **1.3. Formulation of the Problem**

Based on the focus of the problem above, the researcher formulate the problem of the research as follows,

- (1) What type of verbal interactions does the students use to the teacher, at the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023?
- (2) What type of verbal interaction does the teacher use with students, at the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023?
- (3) What are the types of verbal interaction used by the teacher and students in classroom, at the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023?
- (4) What is the dominant types of verbal interaction used by the teacher and students in classroom at the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023?"

### **1.4. Objective of the Research**

The purpose of this study is firstly to find out what types of verbal interactions are used by students to teachers, secondly to find out what types of verbal interactions are used by students to teachers and thirdly what types of verbal interactions are used by teachers and students when interacting in the classroom, and what are the four types of verbal interaction that are most dominantly used by teachers and students when using verbal interaction in class XII at SMK Muhammadiyah 1 Kotabumi in the 2022/2023 academic year.

### **1.5. Usage of the Research**

The results of this study are expected to provide benefits both theoretically and practically For the following parties:

a. Theoretically

The results of this study are expected to support and strengthen pre-existing theories.

b. Practical

The result of this research hopefully will give practical benefit for:

1. Teachers

From the results of this study, it is hoped that it can become the basis for further developing the learning process and implementing active learning.

2. Students

From the results of this study, it is hoped that it can solve practical problems regarding with the low achievement of students.

3. Next Researchers

From the result of this research can be used as a reference for the next researcher who will conduct a research with the same interest.