**CHAPTER I**

**INTRODUCTION**

This chapter are includes background of the study, limitation of the study, formulation of the study, purpose of the study, significance of the study, and thesis organization.

**A. Background of the Study**

Language teaching is a complex activity, and this complexity derives primarily from the diversity of perception and the goals of the various participants who play a role in the teaching learning process (Tudor, 2001: 43). Indeed, if all participants have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be undertaken than it generally is. By so doing, there would be no gap between the teacher and students. Thus, language teaching can be understood in term of interactions of different rationalities of the teacher and students rather than enactment of a single rationality.

Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact and another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

Then the learners also bring with them to the classroom their whole experience of learning and life, along with their own reasons for being there, and their own particular needs that they hope to see satisfied. The teacher brings experience of life and learning, and of teaching too (Allwright and Bailey, 1991: 18).

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 was meant to play in the teaching-learning process. First, the growth in international exchanges leads to an increase in the demand for language teaching and greater concern with the development of practically relevant communicative skill. The vision of the 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). That is a medium by which members of a speech community express concepts, perceptions, expectations, and values which have significance to them as members of a speech community. In other words, classroom can be a place where students can express their personal problems and concerns. Within this perception, the classroom is conceptualized to create a condition where students can improve their ability in learning English that is for using the English for the real communication. And even, classroom itself is a part of the real world of students as individuals and social actors. Then, communication is not just something that happens “out there” but also process which occurs in the social environment, which we call the classroom (Tudor, 2001: 115).

In addition, William Littlewood (1981: 93) also states that: “The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate them with the people around them". With these visions of the classroom, there should be an effective interaction between teacher and students, and among students themselves in improving their knowledge and skills for the use at some stage in the future.

Gebhard (1996: 49) also states that language learning and teaching can be exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction. Therefore, the successful realization of the language for communication depends on the genuine student’s involvement in the relevant teaching learning activity.

For achieving the visions as the writer states above, good atmosphere of teaching-learning process is very required, especially in the English classroom where the dynamic interaction of teacher and students in the class is implemented, where the network of shared meaningfulness, which binds together in the mind of teacher and students emerges (Tudor, 2001: 45).

In the large class, however, where the number of students and a range of factors such as the rapport of the classroom’s participants, physical condition and seating become a problem, to get dynamic conditions of teaching-learning process is far from the ideal. Therefore, it is a big challenge to organize the classroom in order to create an effective language classroom interaction for the teaching-learning process. Therefore, for creating an interactive learning process between teacher and her/his students, innovations in teaching English are very much needed.

In the classroom, ‘speaking’ can cover a wide range of oral activities, from genuine interaction (i.e. actually talking to someone about something) to repetition drills (Lynch, 1996: 105). Hence, the researcher tends to know whether there is a dynamic process of interaction between the teacher and the students or the students and other in the classroom. Thus, as a place of communication, language classroom should become a place which would allow all students to practice the communicative skills that they would need to use in the real interactive situations outside the classroom. Besides, the real students’ involvement in the relevant learning activities or the assumptions that students should be more active and participatory is the parameter of successful realization of an experiential approach to language learning. Therefore, it becomes a big attention to the writer (Tudor, 2001: 113).

To the classroom, students will come with certain expectations as to what a good classroom should be, and of the role the teacher plays within it. They also expect the teacher to have something solid to offer them the terms of professional knowledge and experience of language learning options (Tudor, 2001: 110). Here, the teacher does play an important role. A good teacher therefore, is one who can breathe life into methodological procedures in pursuit of the learning objectives set out in the curriculum. Whereas the student role is defined as the nature of students’participation in the classroom: their participation is therefore channeled through the assumptions about the nature of language and of language learning found in the methodological being used (Tudor, 2001: 106). In addition, the relationship between the teacher and the students also becomes the light for the writer to conduct the research.

In communication involves someone else to understand what we want to tell them, what is often referred to as our message. We probably tend to think of a message as being factual, and it is true that we can communicate facts, but in many everyday situations we also hope to communicate our opinions and emotion (Lynch, 1996: 03). Because of the communication is very important in our life, and it is not only in the college or classroom but also we need communication in everywhere. It is to improve a good interactionto everyone in order to get more knowledges and experiences. At last, the researcher want to research and explore about the interaction in teaching learning process in the classroom.

In order to know more about 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 occures when the teacher teaches in the classroom and he makes contactwith 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.

From the description above, the writer is interested in carrying out the study on “A Study on Classroom Interaction in Speaking Class of the Second Semester Students at STAIN Tulungagung”.

**B. Limitation of the Study**

The study has a broad scope and it is impossible for the writer to handle all of the problems. Therefore, the writer limits the study as follows:

1. The types and levels of classroom interaction in Speaking class of the second semester students.

2. The teacher's way to stimulate and encourage the students to engage to speak in Speaking class.

3. The students involvement in the English teaching-learning process in Speaking class of the second semester students related to their interaction.

**C. Formulation of the Study**

Based on the problem limitation above, the formulated research problemsare as follows:

1. What are the types and levels of classroom interaction in Speaking class of the second semester students?
2. How does the teacher stimulate and encourage the students to engage to speak in Speaking class?
3. How do the students involve themselves in interaction during teaching-learning process in Speaking class of the second semester students?

**D. The Purpose of the Study**

Qualitative research has two main purposes. The first is to describe and explore, and the second is to describe and explain (Sukmadinata, 2007: 60). So from the problems above, the writer can formulate the objectives of the study, they are; to describe and explore what are types and levels of classroom interaction in Speaking class, how the teacher stimulate and encourage the students to engage to speak in Speaking class, and how do the students involve themselves in interaction during teaching-learning process in Speaking class of the second semester students.

**E. The Significance of the Study**

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching-learning process in general.

1. For the English teacher

The results of this research can be used as a reflection or reference about all his/her duties that have been done as long, so that the teacher can improve his/her performance in teaching during teaching-learning process.

2. For the students

The results of this research will cover multiple advantages, namely attitude, improvement, and verbal competence of the students. The students will be know about the methods of the interaction between the teacher and to other happened in the Speaking class, so the students will get the motivate to do interaction and improve their speaking and ofcourse it will be made habitual communication.

3. For the further researchers

The results of the study can be used for further study which focuses on developing classroom interaction between teacher and students by using English communication.

**F. Thesis Organization**

The writer constructs the thesis organization in order to make the readers understand the content of the thesis. This thesis is divided into five chapters.

Chapter I is introduction, which includes background of the study, limitation of the study, formulation of the study, purpose of the study, significance of the study, and thesis organization.

Chapter II is review of related literature and previous studies related to this study.

Chapter III is research method, which consists of research design, data and data source, subject of the study, research instruments, data collection method, and data analysis method.

Chapter IV is the research finding and discussion.

Chapter V is conclusion and suggestion.