#### **CHAPTER I**

## **BACKGROUND OF THE STUDY**

# A. Introduction

Classrooms are complex social systems, and student-teacher relationships and interactions are also complex, multicomponent systems.<sup>1</sup>Students spend at least onequarter of their wakinghours at school, most of it in the classroom, one of the most proximal and potentially powerful settings to influence children and youth. Students' relationship and interactions with teachers either produce or inhibit developmental change to the extent that they engage, meaningfully challenge, and provide social and relational supports.<sup>2</sup> Indeed, every day students go to school from morning until evening, if the teacher being a monotone teacher it is very bored.

In classroom issues especially English, classroom interactions takes one important place. Classroom interactions provides learner with opportunities to receive comprehensible input and feedback from their interaction partner.<sup>3</sup> Indeed, in interactions the learners can improve their ability and can make them to be active in the class. Vygotsky stated that learning awarkenes in children a variety of internal developmental processes that can operate only when they interact with more competent people in their environment and in cooperation with their peers.<sup>4</sup> If the learner can interact with the teacher it is mean that the class will be success and the classes become effective class.

<sup>1</sup>Robert C. Pianta, Bridget K, Hamre, and Joseph P. Allen. *"Teacher-Students Relationship and Engagement: Conceptualizing, Measuring and Improving the Capacity of Classroom Interactions"*. 1997. 46
<sup>2</sup>Robert C. Pianta, Bridget K, Hamre, and Joseph P. Allen. *"Teacher-Students Relationship and Engagement: Conceptualizing, Measuring and Improvin g the Capacity of Classroom Interactions"*. 1997. 44
<sup>3</sup>Sharon McKay and Kristen Schaetzel. *"Facilitating Adult Learners Interaction to Build Listening and Speaking Skills"*. (Cambridge: Cambridge University Press. 1978). 13
<sup>4</sup>Jennifer Leigh Ashermann *"Children Teaching and Learning in Peer Collaborative Interaction"*

Classroom interaction is an activity in a learning teaching process which involves a systematic relationship between the teacher and the students both in a verbal and non-verbal way in a classroom. This interpretation has three elements: interactions (teacher and student), verbal and non-verbal media, and context or setting (classroom). <sup>5</sup> Indeed, in classroom interaction the teacher must used three elements above, in order to make students easy and more interesting when they study in the class.

An effective classroom teaching means that the learning environment should be orderly and quietly.<sup>6</sup>There are many techniques or strategies that teacher can use to make learning process more effectively. According to Kounin teacher who effective is teacher who not only used one technique or one way when they teachs, but instead who competently they manages the group activity.<sup>7</sup> It shows that the teacher must know how to make good relationship and how to make good interactions with the learners. In phenomena teacher only become a passive teacher, according to Jim Scrivener's book that now days the teacher must being attractive, interactive and democratic teacher<sup>8</sup>. It means that if the teacher can build a good relationship it will make the learners more interests to the materials and it will make the learners easier to understand.

Hassakah and Zamir in their study entitled "Gendered Teacher-Student Interaction in English Language Classroom: A Case of Iranian College Context". The goal of their study is to know the frequency and the types of teacher-student interaction directed toward females and males. They used qualitative analysis to explained the data.<sup>9</sup> It is different with the researcher, because the researcher not only look for the type of interaction that

<sup>&</sup>lt;sup>5</sup>Khulaifiyah. *"Speech Acts Used in Verbal Interaction in the Speaking Cass: A Case Study at Muhammadiyah University of Gresik"*. Malang: State University of Malang. *2007.* 30

<sup>&</sup>lt;sup>6</sup>Salem. Muhammad Al-amarat. "The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Proposed Solutions".2011, 37

<sup>&</sup>lt;sup>7</sup>Kounin, *"Classroom Management Chapter 9"* p. 224

<sup>&</sup>lt;sup>8</sup>Jim Scrivener. *"Classroom Management Techniques"* (Cambridge: Cambridge University Press. 2012). 20 <sup>9</sup> Jaleh Hassakah and Sara Roshan Zamir. *"Gendered Teacher-Student Interactions in English Language Classrooms: A Case of Iranian College Context"*. (SAGE Open. 2013). 1

teacher used in English class but also the advantages and disadvantages of using teacherstudent interaction pattern in English class.

Knoell states in his study entitled "*The role of student-teacher relationship in the level of fifth graders: A mix method analysis*" the goal on his study are to examine the important and impact of the student-teacher relationship in a community of fifth grader in two schools that are similar in size. He used mix method to analyzed the title, those are qualitative and quantitative method. And the result shows that the student-teacher relationship to be a dynamic factor in classroom of both property and affluent school.<sup>10</sup> In this study the author used mix methods to collect the data, it is very interesting. In addition, not only that, the author should do the observation until eleven months, is it very difficult. But this study is different with this observation, because the researcher focused to look for the pattern of teacher-students interaction that most using of the teacher in learning process. The author in this study focused on the factors that make teacher-students relationship.

In this research the researcherchooses MTs. Raden Paku Wringinanom to do this observation. Because this school use bilingual method in teaching and learning process. The researcher want to observe the patterns of teacher-students interactions that teacher used when teaching and learning process. In addition, the researcher do the observation in the Eight grade of Mts. Raden Paku Wringinanom especially in A and B class. In the Eight grade usually the students have transition step from child to adult it will make teacher difficult to conduct the learning process and it will make difficult for the teacher to build a good interaction to the students especially interaction in English, because adult

<sup>&</sup>lt;sup>10</sup>Christopher M. Knoell. " The Role of Student Teacher Relationship in the Level of Fifth Graders: A Mix Method Analysis" (Linkoln Nabraska: University of Nabraska. 2012). vi

learners have big trends to give most trouble behaviors.<sup>11</sup> It means that in the second grade the students still does not know their feeling, sometimes they are act like children, sometimes they are act like adult. So it is very difficult for the teacher to make students pay attention more to the materials and to response the interaction from the teacher. In addition, in this school have attractive students or we usually call it naughty students. In this area, most of people prefer look for the money than study. Because this area is included in industrial area. It so difficult for the teacher to motivate the students in order to focus on the study. So, the researcher want to observe is teacher-students interaction can motivate the students in teaching and learning process or no.

The researcher chooses A and B class in this observation because those class have attractive students, more attractive than C and D class. Based on the aim of this study is to know the used of the pattern of teacher-students interaction in the class and disadvantages and disadvantages of using the patterns of teacher-students interaction. So, the researcher chooses those classes to know the real condition of the class and to make this study valid.

In preliminary study, the researcher got the opportunity to see learning English process in the class. In addition, the researcher knew that in this school the teacher already used many patterns of teacher-students interaction, the researcher saw when teacher teach. The first teacher used interactions to the students standing in front of the class, and then the teacher start around the classroom that is in the middle of the students to check their understanding about the materials and make interaction with students who seat near with teacher. And then the teacher come to the one of the student and he make interaction with her, as like make her comfort and interest with the material. After that the teacher come in the back of the class, he ask some questions to some of the students whose in the back, as like check their understanding. And the last the teacher back to the first position, that is in

<sup>&</sup>lt;sup>11</sup> TES Further Education Forum which discuss about Behavior Issues with Adult Learners accessed on <u>http://community.tes.co.uk/tes\_further\_education/f/15/t/551631.aspx</u> March 15<sup>th</sup>, 2014.

front of the class. As the ending of learning process the teacher closed the material with standing in front of the class.

After knowing the phenomena, the researcher want to know the adventages and disadventages of using kinds of teacher-students interaction to know which one of interactions that most teacher used when they tought and to know the advantages and disadvantages of using patterns of teacher-students interactions. The researcher also wants to know the students feelwhen teacher used this strategy when they tough.

Knowing those reasons above, it is important to investigate the patterns of teacherstudent interaction identified at MTs. Raden Paku Wringinanom. Principally, this study will drive some benefits to both current and future teachers. To maintains their classroom by using patterns teacher-students interaction in learning process. And for future teachers who will begin for transition step students this study can drive them to aware of conduct the classroom management using pattern of teacher-students interaction.

## **B. Research Questions**

- 1. What are the patterns of teacher-students interaction that teacher usually used in English class at MTs. Raden Paku Wringinanom?
- 2. What are the advantages and disadvantages of the pattern of teacher-students interaction that teacher used in English class at MTs. Raden Paku Wringinanom?

## C. Objective of the Study

- 1. To identify the most pattern of teacher-student interaction that usually teacher used when learning process at MTs, Raden Paku Wringinanom.
- 2. To identify the advantage and disadvantage of the pattern of teacher-student interaction in the learning process.

#### **D.** Significance of the Study

This study is proposed to contribute the improvement of teacher-students interaction for better quality of learning. The following parties are impacted directly from this study.

- 1. For the English teachers of MTs.Raden Paku Wringinanom Gresik. It is hoped that this research will give input for the teacher in order to know the patterns of teacher-students interaction in English teaching more effectively.
- 2. For the researcher, it is hoped this reaserch will give contribution for the reader to provide the information about the use of teacher-student interaction pattern in English teaching in the classroom at MTs. Raden Paku Wringinanom Gresik.
- 3. For the Reader, it is hoped in the future the reader will understand about what is teacher-student interaction pattern in order to the reader know how to make good interaction to the students in learning English.

# E. Scope and Limit of the Study

This study confines its self to the study of teacher-student interaction patterns. It was conducted by choosing the English teacher of Eighth grade at MTs. Raden Paku Wringinanom as the subject of research. In term of discussion, the researcher tried to limit the study on: 1) pattern of teacher-students interaction. In essence, the focus is in observing of using teacher-student interaction pattern in learning English process. The researcher focused on those elements to make this observation more specific and to make it easier for the reader to understand about the patterns of teacher-student interaction. 2) MTs. Raden Paku Wringinanom Gresik, as an object of this study. The researcher chooses

this school because this school used bilingual method in learning process. In addition, this school included in industrial area, most of people prefer look for the money than study. 3) A, B class and two teachers of A and B class. The researcher chooses those classes because the researcher wants to get the real data. Because those classes have attractive students or we usually call it naughty students. 4) From the point of view of the teacher, the researcher tried to interview the teacher to know the advantages and disadvantages of using teacher-student interaction pattern in the class.

## F. Definition of Key Terms

The researcher wants to avoid misunderstanding by defining the key terms of this study as follows.

1. Interaction

Interaction is activity that teacher used in the class to know the response of the students. Sometimes interaction used to check students understanding about the material. Good interaction should included address, topic or information, and response.

2. Teacher-student interaction

Teacher-students interaction is interaction that happened between the teacher and the students in order to make students more active, pay attention more to the teacher and make students more interesting to the material.

3. Patterns of teacher-students interaction

The role of interaction that teacher used in teaching and learning process. Patterns of teacher-students interaction is very common in language classroom settings.