CHAPTER I

INTRODUCTION

A. Background of the Study

Interaction is a key of communication that important for language teaching.¹ Knowing the definition about interaction, it means that teaching process needs interaction to communicate with people in classroom and also to create relationship between people in classroom activity. The lecturer should be able to create communication with their students either in oral or written forms. In language teaching, interaction is part of communication that is heart of communication.² It can be said that communication in the classroom can be built through interaction.

Interaction is the combined exchange of thoughts, ideas, or feelings between two or more people (students and teacher or students and students), that make effect of reciprocal on each other. And the reciprocal interaction can effective when teacher and students or students and students have good communication so it can improve their knowledge of the target language.³

From definition above, it means that by having interaction with the people makes effect of the relationship with them. However, to make the good relationship with the people, they should be creating a good

¹ Wilga M. Rivers. "Interaction as the key to teaching language for communication." (<u>http://www.udel.edu/eli/educ647/rivers/Rivers1.pdf</u>, accessed on April, 8th 2014)

² H. Douglas Brown, *Teaching by principles: An Interactive approach to Language Pedagogy, Second edition* (New York: Addison Wesley Longman, Inc. 2001), 165.

³ H. Douglas Brown. *Teaching by principles: An Interactive approach to Language Pedagogy, Second edition* (New York: Addison Wesley Longman, Inc. 2001), 165.

relationship with them as like relationship between lecturer and students. The lecturer should be able to build a good relationship with the students. In order to, the teaching process can run well and can achieve the target language.

Lecturer-student relationship is one of the most powerful elements within the learning environment.⁴ It means that lecturer-students relationship has the important role in learning environment. A major factor affecting students' development, school engagement and academic motivation, teacher-student relationships form the basis of the social context in which learning takes place.⁵ Therefore, qualities of the teacher influence a student's academic outcomes and behavior. From that condition, the researcher wants to interview the students about their perception in teacher talk. Ahmad and Aziz talk about students' thinking and perception functions, which can be a mirror that can be used by both lecturers and students to reflect upon their learning and teaching process.⁶ It means that teacher can know the quality of the teaching from students' perception. Based on that explanation, the researcher wants to know students' perception about their teacher.

 ⁴ J.N. Hughes - Chen, Q, Reciprocal effects of student-teacher and student-peer relatedness: Effects on academic self-efficacy, (Journal of Applied Developmental Psychology, 32 (5), 2011), 278-287
⁵ J.N. Hughes - Chen, Q, Reciprocal effects of student-teacher and student-peer relatedness: Effects on academic self-efficacy, (Journal of Applied Developmental Psychology, 32 (5), 2011), 278-287
⁶ F. Ahmad. - Aziz J. Students' perception of their teachers' teaching of literature communicating and

understanding through the eyes of the audience, (European Journal of Social Science, 7(3), 2009), 17-26.

The communication between the student and the lecturer serves as a connection between the two, which provides a better atmosphere for a classroom environment.⁷ It means that teacher can get enough information about their students through relationship between lecturer and students in classroom activity. A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship". The more the lecturer connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.⁸ Thereby, it can be said that teacher who cares with their students can know what students need. In addition, teacher can help to solve students' problem in classroom activity. From that condition, the researcher wants to analyze lecturerstudents interaction by using Flander's system analysis. According to Flander's system analysis, verbal behavior has two main categories: lecturer talk and student talk. A third category covers other verbal behavior, i.e., silence or confusion.⁹ Therefore, the researcher wants to analysis of type of lecturer talk and student talk in Intensive English Program (IEP).

⁷ Vernon F. Jones - Louise Jones, *Responsible Classroom Discipline* (Boston: Allyn and Bacon, Inc., 1981), 95-215.

⁸ Vernon F. Jones - Louise Jones, *Responsible Classroom Discipline* (Boston: Allyn and Bacon, Inc., 1981), 95-215.

⁹ Selvabarady. "Flander's system analysis" (<u>http://www.slideshare.net/selvabarady/flanders-interaction-analysis</u>, accessed on April, 26th 2014)

Lecturer talk is part of classroom interaction that is important for student acquisition. Nunan argued that teacher talk has crucial importance not only for the organization of the classroom but also for the processes of the acquisition.¹⁰ In this case, teacher talk is important for students' achievement.

Your choice of words and your language selections are critical to the self-esteem, the academic success, and the healthy mental and emotional development of your students. There is an undeniable link between the words you speak and the attitudes and outcomes students create in their lives. By selecting words and phrases intentionally; by altering your present language; by adding to or talking away from your common utterances; you can empower your students and enhance their learning.¹¹

From this quote we can say that teacher talk influence student talk. And teacher's language must be modifying in order to teacher's language more comprehensible for students.

Liu Yanfe and Zhao Yuqin from Harbin Institute of Technology have been investigating ways of teacher talk preferred respectively by teacher and students. It was found that in initiating an interaction, invitation is the first preferred choice by both teacher and students, but the least employed one. However, students prefer to be informed by the teacher. When students provide the expected answer, they still prefer to be commented, rather than

¹⁰ D. Nunan, *Language Teaching Methodology: a textbook for teacher* (Cambridge: Cambridge University Process, 1991), 189.

¹¹ Ch. Moorman - N. Weber, *Teacher Talk: What it really means*. (MI: Personal Power Press, 1989), 12.

being just simply acknowledged. Encouragement is always welcomed.¹² It can be said that encouraging students through interaction to active in classroom activity is important because they need to speak up in classroom activity in order to they can accustomed to active in classroom activity. Knowing the research, the researcher wants to know students' perception about lecturer talk.

In addition, Sita Nurmasitah has been investigating classroom interaction characteristics in a geography class conducted in English in SMA N 2 Semarang. The results of the analysis showed that the most dominant characteristic in immersion classroom interaction was the content cross. It reflected that most of the teaching-learning time was devoted to questions and lectures by the teacher. It also showed that the students were active enough in the classroom interaction.¹³ It means that teacher talk has positive effect to the students. Example, when teacher asked question to the students automatically the students encouraged for answer the question. In addition, teacher should be build positive condition in classroom activity in order to the students can enjoyable in joining classroom activity. By knowing the

¹² Liu Yanfe and Zhao Yuqin. "a study of teacher talk in interactions in English classes" (<u>http://www.celea.org.cn/teic/90/10060806.pdf</u>, accessed on May, 2nd 2014)

¹³ Sita Nurmasitah. "A Study of Classroom Interaction Characteristics in A Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang" (http://eprints.undip.ac.id/23803/, accessed on april, 16th 2014)

research, the researcher wants to analyze the type of lecturer talk and student talk in intensive English program.

Based on researcher's preliminary research, having interviewed to some of the students who had already got English intensive class, the data shows that most of them got some difficulties in English lesson. Even they are afraid to make mistake when speak. They also have not opportunity to speak up in classroom. The lecturers often give opportunity students who always speak up in classroom. In addition, the lecturer seldom point out the passive students. So, the passive students never practice in classroom activity. From this condition, it means that lecturer-students interaction is important to make success in learning. Relationship between lecturer and students can build good atmosphere in teaching process and it can make positive perception for lecturer. It is the reason why the researcher wants to analyze interaction in intensive English program.

Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, it is vital that lecturers focus more to the needs of their individual students. The lecturers should not only focus on material achievement when teaching, they should also be able to treat the student individuals by the language used or "lecturer Talk". Thereby they can encourage and motivate their students to accomplish their proficiency in all skills of English such as reading, writing, speaking and listening skills. Chambers said in his study about motivation of British learners point out that factor of learning environment, textbook, etc. is less important than teacher factor.¹⁴ It means that students need the caring quality of the lecturer. The lecturer who is friendly and the lecturer who is making the students have positive feeling as like enjoy in joining the activity in class and etc.

From condition above, the researcher is conducted the research at Intensive English Program (IEP) in Faculty of Tarbiyah and Teacher Training especially in English Teacher Education Department at UIN Sunan Ampel Surabaya. Taking IEP in this locus for the research was considered by twofold. First, the students of intensive English program from different background. Maybe they are from famous school that have many facility to support the students when learning English language or students who dislike English maybe they make wrong decision when choose their major and maybe they are the first semester and the new students so that they are difficult to interaction with their lecturer or etc. from this condition, the researcher wants to analyze the interaction that occur in intensive English program.

¹⁴ N. Idri. "Foreign Language Learning, Classroom Interaction and Lack of Motivation: The case of first year students of English at the University of Bejaia." (https://www.academia.edu/778529/Foreign_Language_Learning_Classroom_Interaction_and_Lack_of_Motivation, accessed on April, 8th 2014)

Second, in first semester of IEP more focus on speaking activity than the other skill. From this condition, automatically interaction will be more appear in IEP because interaction is communication. Communication is social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules.¹⁵ It means that, speaking activity will bring out a lot of interaction.

Based on the aims of intensive English program, students are trained in a year for mastering English as foreign language because there are some Islamic studies books are written in English and improving students' English competency for communication network between nations.¹⁶ Despite of that, UIN Sunan Ampel Surabaya has also a vision, as an Islamic university that prepares excellent and competitive students' outcome as international students.¹⁷ It goes to show that intensive English program and university has mission to prepare students to be able to communicate and compete with other nations over the world.

In this research, the researcher only chooses one class from four classes in intensive English program to become sample of this research. The

¹⁵ Ilknur ISTIFCI - Ugur DEMIRAY, "Role and function of meta communication concept as nonverbal communication in teaching EFL". *International Journal on New Trends in Education and Their Implications*. October, November, December 2011 Volume: 2 Issue: 4Article: 10 ISSN 1309-6249, 97

¹⁶ The remark of Head of Language Centre (P2B) IAIN Sunan Ampel Surabaya in realizing textbook "English for Islamic Studies". 2014.

¹⁷ Visi, Misi, dan Tagline UIN Sunan Ampel Surabaya,

⁽http://www.uinsby.ac.id/index.php/uinsa/visimisi, accessed on March 20th, 2014)

researcher chooses "Y class" because first the lecturer suggested that he wants his class should be observe. And second, in "Y class" there are many interactions happen between lecturer and students.

B. Research Question

- What are the types of lecturer talk in interaction analysis often used in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya?
- 2. What are the types of student talk in interaction analysis often used in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya?
- 3. What is the students' perception about lecturer talk in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya?

C. Objective of the Study

- To know what types of lecturer teacher talk often uses in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya.
- To know what types of student talk often uses in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya.

 To know students' perception about lecturer talk in intensive English program at English Teacher Education Department of UIN Sunan Ampel Surabaya.

D. Significance of the Study

The researcher expects that this study can bring benefit for students, lecturer and other lecturer teacher, and the researcher. The significance is mentioned bellow.

1. For the students

Knowing that the sample is the students in intensive English program, it will benefit for students in first semester to active in intensive English program by doing interaction with their lecturer. So that, weaker students can participate in classroom activity and also it can encourage them to speak up.

2. For the lecturers

Knowing that the research about lecturer talk, it means that the research can benefit to the lecturer to give much information related to their activities in classroom, especially in what patterns are the interactions between the lecturer and the students happened in classroom. The lecturer can also identify the problems arising in classroom interaction and able to overcome them.

3. For the researchers

Considering that the researcher is also the students of English Teacher Education Department who will be a teacher, the result of this research will give much benefits to the writer. Many new valuable experience in language education are useful for his/her preparation to be an English teacher in the future.

E. Scope and Limits of the Study

There are four types of interaction: learner-course content interaction, learner-learner interaction, teacher-learners interaction and learner-technology interaction.¹⁸ The research does not observe the whole dimension of interaction (learner-course content interaction, learner-learner interaction, teacher-learner interaction and learner-technology interaction). The researcher determines the scope of this study on the one dimension of lecturer-students interaction. In essence, the focus of this study is on lecturer-students interaction analysis of intensive English program in English Teacher Education Department at UIN Sunan Ampel Surabaya.

¹⁸ Thurmond. Examination of interaction variables as predictors of students' satisfaction and willingness to enroll in future Web-based courses while controlling for student characteristics. (Published dissertation, University of Kansas, Parkland. 2003), 4.

F. Definition of the Key Term

1. Lecturer-Students Interaction

Lecturer-students interaction is of significant importance in foreign language teaching and learning. It is argued that interactions between lecturers and students facilitate language development and lead to better language learning.¹⁹

Lecturer-students interaction means a process in which lecturer influences the students; students also interact with the lecturer and interaction takes place among the students themselves also.²⁰ Lecturerstudents interaction in my research means an activity between lecturer and students who is participation in the process of teaching. Everybody interacts with other person involved in the process.

2. Classroom Interaction Analysis

Classroom interaction analysis means a technique consisting of objective and systematic observation of the classroom events for the study of the lecturer's classroom behavior and the process of interaction going inside the classroom.²¹ In this research, classroom interaction analysis means a technique that used to analyze interaction between

¹⁹ Massoud Rahimpour, "Teacher-Students' Interactions in Task-Based vs Form-Focused Instruction". *World Journal of Education*. Vol. 1, No. 1; April 2011, 171

²⁰ James C. Tyson – Marry Carroll, *Conceptual tools for teaching in secondary schools*. (Boston: Houghton Mifflin Company, 1970), 6.

²¹ Selvabarady. "Flander's system analysis" (<u>http://www.slideshare.net/selvabarady/flanders-interaction-analysis</u>, accessed on April, 26th 2014)

lecturer and students that happen in Intensive English Program. The Flander's system attempts to categorize all the verbal behavior to be found in the classroom. It has two main categories: lecturer talk and pupil's talk. A third category covers other verbal behavior, i.e., silence or confusion.²²

a. Lecturer Talk

Lecturer talk means the kind of language used by lecturer for instruction in classroom.²³ In this research, lecturer talk means language that used by teacher in Intensive English Program (IEP).

b. Student Talk

Student talk is sort of talk that exists besides lecturer talk.²⁴ In this research, students talk means language that used by the students to respond lecturer talk or initiation their idea.

Silence or Confuse c.

> Silence or confuse is pause, short periods of confusion in which communication cannot be understood by the observer.²⁵ In this research silence means short periods of confusion in communication

²³ Selvabarady. "Flander's system analysis" (http://www.slideshare.net/selvabarady/flandersinteraction-analysis, accessed on April, 26th 2014)

Selvabarady. "Flander's system analysis" 22 (http://www.slideshare.net/selvabarady/flandersinteraction-analysis, accessed on April, 26th 2014)

²⁴ Selvabarady. "Flander's system analysis" interaction-analysis, accessed on April, 26th 2014) (http://www.slideshare.net/selvabarady/flanders-Selvabarady. "Flander's system analysis" interaction-analysis, accessed on April, 26th 2014)

between lecturer and students in EIP that cannot be understood or analyzed by researcher.

3. Students' Perception

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.²⁶ In this research, students' perception means students give their opinion about lecturer talk. The researcher gives some question to the students about their opinion about lecturer talk by doing interview with them.

4. Intensive English Program (IEP)

IEP means programs that develop the English competency of students both receptive and productive skills for enhancing students' academic qualification.²⁷ In this research, IEP is program that obligated the people in classroom to interact each other.

²⁶ Nurul Inayah. "A Descriptive Analysis of Students' Perceptions toward a Conversational Class Taught by Foreigner Counterpart in the First Year Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year Of 2011/2012." (<u>http://eprints.stainsalatiga.ac.id/313/</u>, accessed on July, 5th 2014)

²⁷ The remark of Head of Language Centre (P2B) IAIN SunanAmpel Surabaya in realizing textbook "English for Islamic Studies". 2014.