

# INTRODUCTION

Interaction is a key of communication that important for language teaching.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

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

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

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

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

Lecturer-student relationship is one of the most powerful elements within the learning environment.<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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.

<sup>6</sup> 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.

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

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.<sup>11</sup>

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

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



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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,









3. 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.<sup>18</sup> 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.

<sup>18</sup> 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.





