

CHAPTER I

INTRODUCTION

This chapter presents discussion on background of study, research problems, the aims of study and significances of study.

1.1 Background

Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people. In interaction, students can use all they process of the language and all they have learned or casually absorbed in real life exchange. Even at Elementary stage, they learn in this way to exploit the elasticity of language. (Brown, 1987:4-5). Classroom interaction occurred since class began until the end of the class, and the intensity of the interaction depends on the teacher. It could be seen from the teacher and how the teacher improved the interaction in the class. The students could development and success of a class depends on to a greater of the interaction between teacher and students in the class. The students can use all what they have already learn from real life situations through the interaction.

Teaching and learning activities require interaction from individual students, groups, teachers and classrooms. Each has different characteristics. Therefore, teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. In the writer understanding, teaching is conveying one's knowledge to others, while learning is a process of exploring knowledge from

not knowing to knowing. During the writer research process, the subjects in SD Gmit Baumata are general subjects, which means they are recognized by the service. According to the head master of the school, English is important for Elementary School students because students will be trained from the ground up.

The interaction that occurs in the process of learning English at SD Gmit Baumata is still lacking in terms of interaction so that teacher need to apply more interesting about kinds of interaction between teacher and students. The main thing that makes the interaction not good enough is that most students have low abilities so the teacher needs to be slower in the learning process. Another thing that must be considered is that teacher are still lacking in initiative, for example in opening classes. Teacher need to teach students how to respond when the teacher provides feedback to students. It is necessary for teacher and students to know when the learning process will begin.

Based on the preliminary research as a teacher trainee in SD Gmit Baumata for the four months internship, the writer observe the students during two weeks, students were not yet active in interacting with teacher and students did not have good skill in terms of interaction such as when the teacher arrived in class, sometimes students did not respond for example, greetings by class captain or all students in the class. This must be considered by the teacher because this is a form of interaction that must be taught by the teacher and can be understood by students well. Students need to know teaching about interacting because when the teacher continuously trains

students on this subject, the rest of the students will continue to maintain the ability to interact with more kinds of interaction from the teacher and to help students improve learning patterns about English and realize successful teaching.

Based on the statement above, the writer conducted a research entitled : **A STUDY ON CLASSROOM MANAGEMENT ON ENGLISH TEACHER INTERACTION WHILE TEACHING AT SD GMT BAUMATA IN ACADEMIC YEAR 2022/2023.**

1.2 Research Problem

Research problems are the most important factors in a research (Harch in Fina 2013:4). This study is driven by following question :

1. What are the kinds of interaction used by English teacher interaction?
2. What is the dominant interaction in learning English?

1.3 Aim of Study

1. This study aims to find out the kinds of interaction between the teacher and students in learning English at SD Gmit Baumata.
2. To find out most dominant in the interaction between the teacher and students in the learning process.

1.4 The Significance of the Study

This study is presented in two ways, they are implication and application.

1. Implication

This study is expected to support the theory of (Sinclair and Coulthard, 1975). IRF - Initiation-Response-Feedback. The teacher initiates an

exchange, usually in the form of a question, one of the students answers, the teacher gives feedback. Initiates the next question and so on. However, alternative patterns in the initiative does not always have to be in the hands of the teacher and interaction may be between students, or between a student and the material.

2. Application

The result of this study is able to provide information and understanding to teacher and students in the context of teaching and learning so that teacher are better able to interact and then students are able to gain knowledge and enthusiasm in achieving their goals.