

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Teacher-students interaction is an interaction between teacher and student, or between students and students. This interaction occurs because of a problem faced by both, then decides to exchange thoughts or share opinions on a topic discussed by interview class. Interview class involves two main skills in learning, namely listening ability and speaking ability. From these two skills, you can get data about student opinion and the teacher. Teacher-students interaction can occur when a teacher or student does a question or gives answers, comments, and opinions from a question that was thrown. The ability of a student who can answer or give an opinion to a question that is thrown is an interaction that occurs in the class, because of the reciprocity that they have done.

When the learning process will take place, the teacher will usually start with new material. Wherefrom the material the teacher develops it to a wider extent, then in the middle of learning the teacher will try to throw a question to the student where the aim is to test the student's abilities and understanding of the material presented. Or usually, students will try to ask the teacher when students find difficulty or confusion from the material delivered by the teacher. The description above is an example of teacher-student interaction.

The teaching-learning situations in the classroom create interaction between the teacher and the students. The success of a teacher may be judged through the degree

of effectiveness of his teaching which may be objectively assessed through his classroom behaviour or interaction. Thus, a systematic or objective analysis of the teacher's classroom interaction may provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning (Mohan, 2019).

Interaction is a collaborative exchange of thoughts, feelings, or ideas. The interaction starts communication and brings to share information. In education, interaction takes an important part to get information related to the process of teaching-learning for EFL classrooms. In English learning, interaction is related to the need for students' ability to communicate in English to increase their language understanding. Classroom interaction is essential for the success of the teaching and learning process. Success or failure EFL classroom in the teaching-learning process depends on the interaction created by the teacher and student, whether it is a good interaction or bad interaction. Poor interaction between teacher and students is a common failure in learning English. An increase in the amount of classroom interaction will help foreign language students to learn the target language easily and quickly (Soomoshi et al., 2008).

Based on the statement above, it can be understood that effective English class is only will be realized when the teacher and the students or students and students interact with one another. Most importantly, how the teacher interacts with the students-boys and girls, how he/she motivates speech activities and relates them to his/her interests and on-going life of the school days, are vital factors for the improvement. Even though pupil-pupil interaction like teacher interaction with the students male and female is the best interaction that can happen in the classroom,

but it cannot happen in this COVID-19 pandemic since the learning process should be online.

The COVID-19 pandemic that happens in the world, including in Indonesia, has affected education. This has a direct and indirect effect on academics in formal institutions. This statement was supported by the data collected on the number of students impacted by the COVID-19 pandemic has been calculated based on the closure of the formal education system. The positive impact felt by academics can design and innovate in learning, improve problem-solving abilities, anticipate obstacles in the learning process, and optimize media in learning. Schools and universities in Bandar Lampung are closed. Students study from home with online educational applications such as Google Classroom, Google Meets, Zoom, and many more.

Based on the explanation above, the researcher is interested to conduct research entitled: “Investigating Teacher-Students Interaction in an Online Learning Process during Covid-19 at SMKN 9 Bandar Lampung” in order to know in detail how the teacher-students interaction happen during COVID-19 and the factors affecting teacher-students interaction during COVID-19 online learning.

1.2 Research Questions

In this case, the researcher formulated the problem in these following questions:

1. How is the teacher-students interaction in an online learning process during Covid-19 at SMKN 9 Bandar Lampung?

2. What are the factors affecting the teacher-students interaction in an online learning process during Covid-19 at SMKN 9 Bandar Lampung?

1.3 Research Objectives

Based on the research questions above, there were two research objectives proposed. They were:

1. To investigate the teacher-students interaction in an online learning process during Covid-19 at SMKN 9 Bandar Lampung.
2. To explore the factors affecting the teacher-students interaction in an online learning process during Covid-19 at SMKN 9 Bandar Lampung.

1.4 Uses of the Study

The uses of the study were pointed out into two elements. These were the theoretical significance and the practical significance.

1. Theoretical Significance

By doing this research, the researcher expects that it might develop and enhance the literature about teacher-students interaction especially related to the teaching-learning process in the COVID-19 pandemic.

2. Practical Significance

Aside from the theoretical significance, the uses of the study are useful particularly for the following individuals:

a. EFL Teachers

The result of this research might be an additional reference for evaluating and improving the quality of teacher-students interaction in the process of teaching and learning.

b. Students

This research helps them to know how their interactive learning process in the classroom so that they can develop it better and more.

c. Researchers

The result of this research might be used as the basic reference for further researchers who will concentrate on developing classroom interaction between teacher and students in the English language teaching process.

1.5 Scope of the Study

The subjects of the research were the third-grade students of XII SIJA 2 class at SMKN 9 Bandar Lampung. The number of students in XII SIJA 2 class was 25 students, consisting of 7 females and 18 males. The students' abilities were heterogeneous. Most of them were fast learners and the others were slow learners. On the other hand, the teaching-learning process in XII SIJA 2 class usually runs well. Most of them might have good motivation and interest to know further about the learning materials. Moreover, they might have a good relationship with the teachers and their other friends. This circumstance might support a good atmosphere in the teaching-learning process.