

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Learning in the classroom is mostly dependent on the interaction process of the learning actors engaged, particularly between instructors and students or students with other students, which is referred to as class interaction. Class interaction necessitates a pattern of reciprocal interactions: giving and receiving ideas or information, sharing thoughts and experiences, and accepting difficulties and offering solutions. Class contact is critical in the teaching and learning process. It is even claimed that class engagement is a predictor of student learning success. According to Arief (2016), the contact between instructors and students employing new, communicative dynamics throughout the learning process will decide the effectiveness of student learning since the absorption of messages from these interactions becomes more effective. To increase the quality of learning, Da Luz (2015) proposes creating positive classroom relationships. In reality, Rintaningrum (2018) asserts that, in addition to enhancing the learning process, class interaction is a factor in student performance in studying language or literature (literature). Because of this, it is very important for teachers to help students get along while they are learning.

According to Khan et al. (2017)'s research, encouraging classroom interaction well by taking into account student involvement, needs, and characteristics affects learning comfort, so in addition to reasons for learning success, the importance of fostering classroom interaction is also due to reasons for the convenience of student learning. Due to the fact that class interaction broadens students' learning perspectives and fosters values of openness, mutual acceptance, cooperation, and learning for mutual advancement, a supportive learning environment is created in the classroom. Georgiou, n.d. (2018) also found that it is crucial to promote classroom engagement in order to prevent any gulf or gap between students and instructors or among students.

In accordance with Lambert et al. (1965) and Sharma and Tiwari (2021), some of the effects of negative and positive interaction in the classroom are :

- Negative interaction can create a tense, hostile, or fearful atmosphere that can hinder learning and motivation
- Positive interaction can foster a supportive, respectful, or encouraging environment that can enhance learning and motivation
- Negative interaction can reduce the amount of student talk, especially in categories such as pupil-initiated talk or pupil response
- Positive interaction can increase the amount of student talk, especially in categories such as pupil-initiated talk or pupil response
- Negative interaction can limit the cognitive and affective development of students by restricting their opportunities to express their ideas, feelings, or opinions

- Positive interaction can promote the cognitive and affective development of students by providing them with opportunities to express their ideas, feelings, or opinions

Based on the research conducted by the Ministry of Education and Culture of the Republic of Indonesia in 2019, it was found that on average, students only speak 3% of the total sentences spoken by teachers in a 50-minute class. This percentage is significantly lower compared to other countries, which range from 25% to 41%. Furthermore, the research also revealed that teachers' questions tend to be shallow, as approximately 90% of students' answers consist of only one word and rarely involve higher-order thinking skills.

The writer found that some teachers in Lampung stood out as being more engaged than others with their students. Just as important, classroom interaction has to do with the way teachers teach, which affects how much interaction there is in the classroom. Since the instructor does the most of the talking in a teacher-centered classroom, pupils are less likely to participate actively in class. It indicates that instructors do not provide the pupils with an opportunity to speak. On the other hand, when the focus is on the students, rather than the instructor, everyone becomes involved. Getting the students involved is directly tied to the reason the researcher chose this particular subject for the study project.

In truth, this issue is not limited to Lampung, as shown by Tsegaw's (2019) research, *An Analysis of Classroom Interaction in Speaking Class by Using*

FIAC System: Teachers Questioning and Feedback (Grade Seventh in Focus). He discovered if the interaction in the classroom was still controlled by the instructor, as shown by his observations and recordings. Titled *An Analysis of Language Input in an English as a Foreign Language Classroom at a Padang Middle School*, he discovered that teachers often took on the role of leader, directing the pace and direction of class discussions (Zainil, 2018). Ulan (2018) with the subject *An Analysis of Classroom Interaction in the Teaching and Learning Process of Speaking at Tenth Grade Students of SMK Al Husain Keling in the 2017/2018 Academic Year*, She was able to determine that the teacher is the primary communicator in the classroom as a result of the fact that in her percentages of the study, the instructor's talk was more than the talk of the students.

The pesantren culture at the API Asri Islamic Boarding School in Tegalrejo, Magelang, particularly at SMP Syubbanul Wathon, essentially constitutes an effort to shape the character of the students. This process of character formation occurs as the pesantren culture is internalized into the lives of the students, encompassing elements such as the existence of the boarding school, classical scripture studies, the role of the religious leader (kiyai), and the students themselves. According to Maryono (2022), these cultural aspects ultimately form a comprehensive system in the educational process within the pesantren environment. This interconnectedness aligns with Vygotsky's theory, emphasizing that human social development cannot be separated from socio-cultural activities. As noted by Langford (2005), factors like language,

etiquette, experiences, and cultural backgrounds influence cognitive, mental, psychomotor, and affective development in children. Thus, the interaction of students within the pesantren culture not only shapes personal character but also supports their holistic social and cognitive development.

Based on the above argument, the difference between the writer's research and previous researchers lies in the research subjects. The participants of this study are students who reside in boarding schools while attending Madrasah Aliyah (Islamic high school) affiliated with the boarding school. The teachers who instruct them are members of the local community surrounding the boarding school. The writer aims to explore the interactions that take place between students and teacher in a school where the students are boarding school residents.

## **1.2 Research Question**

Based on how the problem was described above, here is how the issue is put into words in this research:

1. What kind of teacher-students interactions occur in the classroom?
2. What talk predominates in classroom interactions?

## **1.3 Research Objective**

The goals of this study are to accomplish the following points:

1. Describes the types of interactions that occur between teacher and students in the classroom.
2. Identifies the dominant talk in classroom interactions.

## **1.4 Uses of the Study**

### **1. Theoretical Benefits**

Theoretically, the following advantages are anticipated as a consequence of the study's findings:

- a. Adding to the body of knowledge, particularly in the sphere of education.
- b. Promote the idea of classroom engagement for language acquisition.

### **2. Practical Benefits**

The following practical advantages are anticipated from the study's findings:

- a. Teachers may utilize the study's findings as a basis for professional performance assessment and reflection to enhance their teaching and other professional performance. The value of encouraging classroom engagement in learning will become more understood by teachers.
- b. By assessing the teaching abilities of instructors, this study may be utilized by schools to evaluate how well they are doing and ultimately achieve their ideal school function. In order to improve teacher-teaching abilities, the study's findings may subsequently be utilized as a training tool.
- c. The findings of this study may be a further resource for academics looking into the subject matter of related studies or other areas of inquiry.

## **1.5 Scope of the Study**

The focus of this study is the use of the Flanders interaction analysis category system to analyze classroom interactions in English learning. This study, however, focused only on the learning process of MA Nurul Fattah Talang Padang students.