# CHAPTER I

# INTRODUCTION

This chapter describes the background of the study, scope of the study, research question, the objective of the study, research methodology, significance of the study, definition of terminology.

## **The Background of Study**

Interaction is the important thing in the EFL classroom. In education sector, the interaction used as a bridge to connect the teacher and student in teaching learning process (Afriyanto et al., 2018). Interaction will always be related to social life, as said by (Dommen, 1983) interaction is itself a proper focus for social investigation. It means that interaction will not escape in social life. (Ellis, 1990) in (Juniarmi, 2019) stated that interaction is meaning focused and carried out to facilitate the exchange of information and prevent communication breakdowns.

Interaction in the classroom is seen as crucial since the interaction involves both teacher and students to the teaching materials where they have communication during the interaction in the English classroom. Related to the statement (Inan, 2012) That Classroom interaction patterns and their significance and contribution to learners’ level of proficiency have been one of the most important issues in EFL settings with the increasing concern for socio-cultural theories of education, represented by Lev Vygotsky. Underlines by (Inan, 2012) that the pattern of interaction is one of the important rules in EFL Classroom. This is because pattern interaction is the important thing to develop students’ ability. Fail or success of students is depended on how the teacher interacts, communicates, and organizes the classroom. Thus, as the main medium, teachers must be able to manage good interaction patterns to be applied.

However, the problems began to arise in EFL classroom. According to (Rahmawan, 2013) said that The character of natural science class students has a difference with the character of social studies class students, this can be seen from the way thinking, natural science class students think scientifically, pattern reasoning based on certain goals on a regular basis and careful because of their daily habits get a means of scientific thinking such as mathematics Logic and statistics, while the Social Studies class students natural thinking, reasoning patterns based on daily habits from the influence of the natural surroundings. (Blog at wordpress.com.) downloaded October 19, 2011. Another study by Maulana, Opdenakker, Stroet, and Bosker (2012) in (Afriyanto et al., 2018) revealed that Indonesian teachers spent most of their time lecturing in front of the classroom therefore there is hardly any interaction with students. To summarize, many studies only focus on subjects or school elements but do not focus on how teachers interact in the classroom with their students. Another case in (Sianturi, Idris Adi; Isjoni; Ibrahim, 2022) result that the difference in learning motivation it can be seen that the learning motivation of XI social science students is in the higher category. While motivation Class XI natural science students’ study in the medium category because most students are in the medium category. Seeing from all the problems above, it can be concluded that there are several problems that arise in the natural and social science class.

There are many studies that have been done. The first study focused on the pattern of teaching-learning interaction in the EFL classroom to explore the pattern of interaction during the teaching and learning process (Sari, 2019) The researcher used case study in Senior High School, Surakarta. The subjects of the study were two accelerated classes were observed and recorded to gain the data. She found that in the first class were group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. Meanwhile, the patterns of interaction in the second class showed closed-ended teacher questioning (IRF), open-ended teacher questioning, choral responses, student initiates-teacher answers, group work, and individual work patterns. The patterns of interaction were produced from teacher and student(s) and/or student(s) and student(s) in relation to the teacher talk and the student’s talk categories used during learning activities. These patterns were produced constantly. They are to show that the teaching-learning process was not always dominated by the teacher. Most students actively participate as well in any classroom activity. Thus, these patterns absolutely increase the students talk and student’s participation in the class. It is necessary for teachers to reorganize the active activities which might foster more interaction in the classroom.

(Rambe, 2020) conducted a study of varying interaction patterns to create communicative teaching and learning to determine types and variations of interaction patterns that the lectures applied in teaching. Qualitative research was implemented where 10 lecturers who teach English. The subjects of the study were 10 lecturers. The study revealed that all lecturers had tried hard to vary the interaction patterns in teaching. Several interaction patterns were seen dominantly used by lecturers, i.e. group work, full-class interaction, close and open-ended questioning, choral responses, and individual work. Moreover, there are some advantages that students can take from the variations of interaction patterns, namely; (1) students can share ideas with friends and lead them to be active, (2) students have lots of chances to practice English skills, (3) and interaction patterns make the learning interesting and fun. Overall, look at all the statements, it can be said that, indeed, interaction is needed in the English classroom. Therefore, all parties involved in the interaction English classroom process, either directly or indirectly, need to increase the quality and effectiveness of the interaction. For this reason, the parties need to be socialized about the importance of interaction in the English classroom process. To support the idea, it is necessary to obtain real information about the good pattern interaction English classroom process in the field. In this research, the researcher tried to describe pattern interaction in EFL classrooms in the different programs at Senior High School.

## **The Reason for Choosing the Topic**

## The reason for choosing this topic is that pattern of interaction is the important thing in the classroom. So that success or fail the interaction in the classroom is depend on how the teacher use pattern interaction. As the result, the purpose of this study is to similarity of pattern interaction that appears in EFL classroom between natural and social science.

## **The Research Question**

This study investigates the pattern interaction of EFL classrooms between natural and social science at the senior high school. To be more specific, the topic which is discussed in this research would be summarized in “What is the similarity of pattern interaction of EFL classroom between natural and social science program at the senior high school?”

## **The Objective of Study**

Based on the background study, the researcher formulated the objectives of the study to describe the similarity of pattern interaction that appears in EFL classroom between natural and social science.

## **Scope of Study**

The study deals with the pattern interaction of one EFL classroom between natural and social science at the senior high school. It deals more with observing and finding out the similarities pattern interaction of them. The analysis guidelines used in finding out the pattern interaction distribution are UR’s (1996) models of analysis.

## **Research Methodology**

The design of this study was qualitative research. The researchers used an EFL classroom that focused on the pattern interaction that happened in the class. The unit of the analysis is teachers’ and students’ talk. Observations are selected for data collection in this study. The purpose of this instrument is to explain the similarity of pattern interaction between natural and social science program at senior high school. In this case observation was made one time because the one meeting can see an interaction pattern that occurs during process of learning.

The instrument that used in this study was the observations. Quote by (McKechnie, 2008, p. 573) in (Smit & Onwuegbuzie, 2018) Observation in qualitative research “is one of the oldest and most fundamental research methods approaches. This approach involves collecting data using one’s senses, especially looking and listening in a systematic and meaningful way”.

## **The Significance of Study**

This study of the research hopefully can give benefit and knowledge for the following parties: for the researcher, the English teacher, and students of senior high school.

1. **For Students of Senior High School**

The researcher hopes that will be a force to motivate them to interact well, such as the students can more active in the classroom or make the students can do discussion and collaboration between students and students. The students also can response to teacher talk by asking the question related to the material or the students can do assessment properly. From this, it is hoped that students can achieve high-quality achievements in English classes.

1. **For The Teacher**

For the teacher this finding can give positive input to improve the quality of the pattern interaction between natural and social science in English classroom at the Senior High School such as when the interaction of student passive, the teacher can explain the material properly look at the students or classroom situation and when the teacher give the instruction, the teacher should give the clear instruction to guide the students. Beside it, the teacher also has to respond to student questions quickly.

1. **For The Future Researcher**

This study gives new experiences and knowledge for researchers about the pattern interaction in EFL Classroom between natural and social science it can also be used as a reference for other similar studies by future researcher. From this study, it is possible to use this study as a title or topic that researchers can use for further research such as focused in the contracting of pattern interaction, analyze more detail the pattern of interaction that occur in one of programs, and looking for things or factors that can affect interaction pattern.

## **Definition of Terminology**

1. **Pattern Interaction**

Brown (2001: 165) in (Astuti, 2011) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction. It can be simply stated that interaction is a process to get an idea out of one person’s head and into the head of another person and vice versa. According to UR’s theory, there are ten types of pattern interaction. Those are in the following: 1) Group work, 2) Closed-ended teacher questioning (IRF), 3) Individual work, 4) Choral responses, 5) Collaboration, 6) Student initiates, teacher answers, 7) Full-class interaction, 8) Teacher talk, 9) Self-access, and 10) Open-ended teacher questioning. (Sari, 2019).

1. **English Foreign Language (EFL)**

 English as a foreign language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language (Janssens & Wayendt, 2007)

 English as a Foreign Language is learning English in a non-English-speaking country. For example, students in China who are learning English are considered EFL students because English is not the country’s official language. But if those same students were in the U.S. learning English, they would be regarded as ESL students. (Hyte, 2015)