**CHAPTER 1**

**INTRODUCTION**

## Background of the study

Interaction is one important point of success in the teaching and learning process. It happens between one student and others, the student and the materials, and the main components of the teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching-learning facilities, and learning media, school environment surrounding the school (Apriyana, 2019). In teaching English, we need to know what the students need to understand the English language itself. Because English is not the native language of Indonesian people, it means that the learning process surely meets various difficulties.

Therefore, there is some difficulty faced by students and teachers in the classroom. For example, the teaching and learning process carried out in the classroom so far is often one-way where students only listen to what the teacher says. Research conducted by Oktaviana Wijayanti (2013) when the teacher explains the material only a few students paid attention, some others ignores the teacher and were busy with their activities. As there are too many students in one class, it was difficult to manage them. To control the students, the teacher needed a lot of energy and hard work.

The difficulties in interaction in English class can be overcome in several ways. One of them is implementing good interaction during the teaching and learning process that is meant to support student participation. The interaction is mostly caused by the attitude and effort of the teacher, but she can vary the interaction is not made arbitrarily. According to McNergey and Carrier on Utami (2020) stated that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. Fauzan Saputra (2019) stated that through meaningful interaction, teachers can provide opportunities for students to interact when they are in groups or working individually. In addition, classroom

interaction can stimulate students to speak because it is useful in stimulating students to think, understand and respond to the given stimulation. Thus, the classroom is a place of communication, and the language classroom should be a place that allows all students to practice the communicative skills they need to use in real interactive situations in the classroom outside.

As mentioned above, these problems related to classroom interaction in learning English can be solved if teachers and students realize the importance of interaction in language class. This study aims to determine the type of interaction in a Vocational High School in Garut. Rido, Ibrahim, & Nambiar (2014) stated that there are four types of interaction, this study focuses on two types of classroom interactions, including Control of Interaction or Interaction Management Strategies, and Elicitation or Questioning Strategies. Therefore, the study of classroom interaction is very important and deserves to be analyzed.

Several previous studies have reflected that interaction can involve student participation in class by using teacher talk. It can be concluded that classroom interaction is useful in the teaching and learning process. Her research focuses on classroom interactions in teaching reading in Junior High School. Mulyati (2013) stated in her research result that investigating the realization of verbal classroom interaction especially teacher talk and student talk that occurred during teaching speaking for young learners. Besides, it also showed the teachers' roles during the interaction as director, manager, and facilitator. Astutie (2011) stated in her research result that the teacher can evaluate and improve their teaching through dealing with feelings, praising or encouraging, using ideas of students by asking questions, giving information, giving direction, and criticizing student behavior. Her research focuses on the types of teacher talk and student talk found in the English classroom interaction using the Foreign Language Interaction (FLINT) system. Her research was conducted in SMP Negeri 3 Hulu Sungai Tengah and involves two classes of the ninth grade. (Pratiwi, 2019 ) stated in her research result that the use of English for communication in the classroom was very rarely. The teacher and students never spoke in Indonesia. It was only greetings that were always spoken in English. In explaining the material/topic, giving instruction, and asking the question, the teacher used Indonesian more. When they used English expressions, they always translated them. This condition reduced the students' chance to become usual in listening to English expressions.

## Research Question

Based on the background of the study above, the researcher formulate the problem statement as " What is the teacher's strategy in classroom interaction in high school?".

* 1. **Research Objectives**

The objective of the study is to find out the types of classroom interaction the most between teacher and student in the classroom learning English

## Research Significance

1. **Student**

The researcher hopes that this research can be more active in English when they interact with other students and involve themselves actively in any activities in the teaching and learning process.

1. **Teacher**

The result of this research can be able to evaluate their teaching and plan what they would do for a better teaching-learning process.

1. **Other Researcher**

The research can conduct another research dealing with interaction in the teaching and learning process and make some efforts to improve classroom interaction.

## Research Terminologies

1. Classroom interaction is crucial, especially when teaching English as a foreign language. (Rido, Ibrahim, & Nambiar, 2014).
2. Vocational High School is one of the educational institutions responsible for producing skilled workers (Sunarto, Amin, & Kumaidi, 2017).