

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has become a global language that is essential in various fields such as education, business, and international communication. As one of the key skills in English learning, speaking is often considered the most challenging for students. English is taught as a foreign language from elementary school to high school level. However, there are still many students who struggle to communicate effectively in English, especially in speaking. This difficulty can be caused by several factors, including limited exposure to English, lack of confidence, and lack of in-class practice. One important aspect that affects speaking competence is the interaction between teacher and students. Meaningful interactions provide students with opportunities to express their thoughts, receive feedback, and build communication skills. Therefore, the role of teacher-students interaction is crucial in developing students' speaking ability.

At the junior high school, students are expected to engage more actively in speaking English during teaching and learning activities. However, observations at SMP Negeri 1 Botomuzoi school show that students are often passive and reluctant to speak. This reluctance can be influenced by the classroom environment, teacher behavior, and the interaction patterns established during the learning process. If the teacher dominates the conversation in class and does not encourage student participation, then students' opportunities to practice speaking will be limited. The teacher may not provide appropriate feedback or create a supportive atmosphere for speaking activities. These conditions hinder students' ability to develop confidence and fluency in speaking English. Therefore, understanding the nature of teacher-student interactions in speaking activities is crucial to improving learning outcomes. This study investigates the specific interaction patterns between teacher and students in English-speaking classes. The results are expected to contribute to more effective teaching strategies in speaking.

Teacher-students interaction is defined as the communication that occurs between teacher and students in the classroom, which plays an important role in students engagement and academic achievement. Astuti and Nurkamto (2020), effective interactions help create a supportive environment so that students feel comfortable talking and learning. This research

emphasizes that when teacher uses questioning techniques, gives praise, and engages students in discussions, it encourages greater student participation. In a speaking class, such interaction becomes even more important as it directly affects how often and how confidently students speak. The teacher are not only conveyors of knowledge but also facilitators and motivators. Through interaction, they guide students towards more active learning and communication. Therefore, classroom interactions should not be teacher-centered but should involve reciprocal exchanges that build students' speaking ability.

Yulia and Lestari (2021) highlighted that meaningful interactions between teachers and students significantly influence the development of speaking skills. The research found that teacher who gives clear instructions, provides timely feedback, and responds positively to students' efforts tends to create a more productive speaking environment. In a classroom environment, students feel encouraged to express themselves without fear of making mistakes. In addition, when the teacher shows patience and listen actively, students are more likely to engage in speaking tasks.

Sari and Rahmawati (2022), teacher-students interaction not only facilitates language practice but also encourages emotional and social development. They argue that students are more likely to participate in speaking activities when they feel respected and supported by their teacher. Emotional safety and trust between teacher and students create the foundation for meaningful communication. Their research emphasizes the importance of building rapport and positive teacher attitudes in encouraging student participation. For example, when teacher acknowledge students' efforts and maintain open body language, this increases students' comfort during speaking activities. The theory also explains that consistent interaction allows students to receive immediate feedback, which is crucial for correcting errors and improving accuracy in speaking. These elements contribute to a more engaging and effective speaking class, especially for students at the junior high school level. Therefore, the teacher's role in managing interaction cannot be ignored in the teaching of speaking.

At SMP Negeri 1 Botomuzoi, there were still significant challenges in speaking English among eighth graders. Despite regular English lessons, students often hesitated to express their ideas orally. Classroom observations show that teacher-centered teaching methods still dominated, leaving minimal space for student interaction. This condition affected students' confidence and their ability to practice speaking skills. Many students rely solely on the teacher's instructions without initiating conversations or asking questions. In addition, there

seems to be a lack of interactive activities such as pair work, group discussions, or oral presentations. These limitations reduced students' opportunities to use English in a meaningful way. As a result, their speaking competence remains underdeveloped. The situation highlighted the need for a deeper understanding of how teacher-students interactions are conducted. By analyzing these interactions, it can be suggested to improve classroom speaking practices.

The effectiveness of teaching English speaking is highly dependent on the interaction built by the teacher. A supportive teacher will encourage students to actively participate in learning, especially in activities that require them to speak. Conversely, if the teacher does not create a communicative atmosphere, students may feel anxious and avoid speaking. At SMP Negeri 1 Botomuzoi, some students expressed that they felt afraid of making mistakes when speaking English. Such fear often arises due to a lack of encouragement and feedback from the teacher. In addition, the use of monotonous teaching strategies could make speaking lessons less interesting. Interaction should not only occur when giving instructions but also during the learning process. The teacher should engage students in question and answer sessions, provide constructive comments, and recognize students' contributions. Such practices could motivate students to speak more confidently and improve their speaking skills over time.

This research has shown that students learnt to speak more effectively in environments where interaction is encouraged and valued. The teacher should act as facilitators who guide students through speaking exercises. In a speaking class, it is crucial to allow sufficient time for students to express their ideas and thoughts in English. At SMP Negeri 1 Botomuzoi, limited interaction time often resulted in students' low speaking performance. Some lessons focused more on grammar and vocabulary rather than speaking practice. This imbalance limits students from applying what they have learned in real-life communication. When students were not given the opportunity to speak, they might feel disinterested and lose interest in learning English. Therefore, improving teacher-students interaction during lessons can lead to better speaking outcomes. It is important to integrate speaking practice into every lesson through structured and spontaneous interactions.

At SMP Negeri 1 Botomuzoi, efforts have been made to follow the curriculum guidelines, but their effectiveness depends on classroom practice. The teacher must align their teaching methods with communicative competence objectives. Interaction is one of the key

components in achieving this goal. Unfortunately, the teacher still focused on written exercises rather than speaking activities. This practice limited students' oral communication development. In addition, the teacher did not receive adequate training on how to effectively manage interaction in the classroom. As a result, they struggled to facilitate student-centered learning. This study sought to identify existing interaction patterns and provided recommendations to improve English language teaching. As such, this research supports the implementation of a more interactive and student-centered approach.

Based on the problems described above, teacher-students interaction plays an important role in the development of English speaking skills. However, at SMP Negeri 1 Botomuzoi, this interaction has not been optimized. This study aimed to analyze teacher-students interaction in English speaking learning. It also sought to explore how such interaction affects students' speaking performance. This research contributes to the ongoing efforts to improve English language education in Indonesia. The research emphasizes the importance of communication, feedback, and participation in language learning. Ultimately, better interaction will result in better speaking ability among students.

1.2 Focus of the Research

Based on the background above, the focus of the research is:

This research specifically focuses on analyzing the patterns and types of teacher-students interactions that occur during English speaking activities in the eighth grade of SMP Negeri 1 Botomuzoi.

1.3. Formulation of the Problem

The correct problem formulation can be explained as follows:

1. How is the interaction between the teacher and students in English speaking learning at the eighth grade of SMP Negeri 1 Botomuzoi?
2. What are the main obstacles faced by the teacher in improving teacher-student interaction in English language learning in grade VIII at SMP Negeri 1 Botomuzoi, and what solutions have the teacher implemented to overcome these obstacles and how effective have they been?

1.4 Objectives of the Research

The objectives of this research are:

1. To analyze the interaction between the teacher and students in English speaking learning at the eighth grade of SMP Negeri 1 Botomuzoi.
2. To identify the main obstacles faced by the teacher in improving teacher-student interaction in English speaking classroom at SMP Negeri 1 Botomuzoi.

1.5 Significance of the Research

The usefulness of the research results is the benefit to be achieved after the research is carried out. The uses of this research are:

1. Theoretically

This research can provide more understanding an analysis of teacher-students interaction in English speaking learning. It can complement existing learning theories and enrich academic literature related in the context of education.

2. Practically

- a. For schools, it can find out the right way to prepare teacher-students interaction in English speaking learning values in learning to maintain of education.
- b. For teacher, this research are expected to help English teacher understand the importance of building effective interaction with students during speaking lessons. The teacher can apply various interaction strategies, such as providing constructive feedback, using open-ended questions, encouraging students participation, and creating a supportive learning atmosphere.
- c. For students, this research can help students to communicate and interact in English more actively, which is one of the primary goals.
- d. For researcher, gaining and adding knowledge about the role of English teacher-students English learning process interaction in English speaking.
- e. For future researcher, this research can serve as a valuable reference for future researcher interested in conducting similar research related to teacher-students interaction in English language classrooms. This research provides insights into the patterns, challenges, and strategies of interaction used by the teacher and students during speaking activities.
- f. For Universitas Nias, this research contributes to the academic development of Universitas Nias by providing a practical example of educational research conducted at the local level. It can serve as a reference for future students in the Department of

English Education. Additionally, it reflects the university's commitment to community-based educational improvement and strengthens its role in supporting research relevant to local school contexts.