

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

English is an international language and is the most popular language used by almost everyone in the world to communicate with other people in various fields, for example in education, correspondence, business and the internet. So, English is one of the essential languages that must be learned to broaden one's horizons and knowledge about anything. English has been taught in Indonesia and acts as a foreign language. Teaching is guiding and facilitating learning, enabling students to learn and setting condition for learning (Brown, 1980). Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people that produce a reciprocal effect on one another.

Teaching and learning process is an essential interaction process between a teacher and students. A good teacher will be able to control their conversation in class interactions. In teaching and learning activities, so many interactions occur in the classroom. **Brown (2023)** state that class interaction refers to the process of exchanging ideas, information, and responses between students and teachers in a learning environment to enhance understanding and engagement. Classroom interaction encompasses the dynamic and reciprocal communication processes between teachers and students, which are fundamental to effective teaching and learning across various educational contexts.

The ideal class is when the teacher talk less than the students talk. It means that students should be more active than the teacher. Interaction is becoming increasingly important in learning English. Through interaction, students will be involved with the language and master it. In learning a skill we do some exercises. This also happens in interaction learning in English. Students interact to communicate in English. In the classroom, teachers and students are language learners. Teachers' experiences in language learning influence what and how they teach in the classroom.

Based on pre-observations at SMK Negeri 1 Gido, especially class X (ten), researchers found that the teacher was more dominant in speaking or delivering various things without much response from the students. Students tend to be passive and wait. The teacher acts not as a guide in learning but as the center of learning. In this role, the teacher has not yet encouraged or provided motivation to make the learning process run effectively and conductively. Additionally, there is no effective interaction in the classroom because the material designed by the teacher has not yet considered the characteristics of the students. Furthermore, some students feel embarrassed to speak or simply express their opinions, while others remain passive when the teacher asks questions.

From several previous studies, problems emerged indicating that in the teaching and learning process, especially English, in terms of class interaction it was passive and dominated by the teacher. Sometimes a common phenomenon that occurs in classroom practice is teaching techniques that are still monotonous. When the teacher asks questions to students, they are usually passive in class. Interaction between teacher-students and student-student are needed in the classroom activities taking communicative approach. It will help the teaching and learning process run smoothly. When the teacher-students, and students-students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

Based on the phenomena that the researcher describes above, the researcher felt interested in investigating the problems entitled “**Analysis of the interaction between teacher and students in the English Speaking Skills at SMK Negeri 1 Gido**”.

1.2. Focus of the Research

Based on the background of the problem, the objectives of this research are:

1. Interaction between teacher and students in the english speaking skill.
2. The process of interaction between teacher and students in the English speaking skills.

1.3. Formulation of the Problem

Based on the research background described above, the researcher formulated the problem as follows:

1. What are the proportion and pattern of interaction between teacher and students in the English speaking skills at SMK Negeri 1 Gido based on FIACS analysis?
2. What are the barriers in interaction between teacher and teacher and students in the English speaking skills at SMK Negeri 1 Gido.

1.4. Objective of the Research

Based on the research problem, the objective of this research are :

1. To find out the proportion and pattern of teacher and students in English speaking skills in teaching process.
2. As well as knowing the barriers that occur in the process of interaction between teacher and students in English speaking skills in teaching process.

1.5. Significance of the Research

1. Theoretical Significance

- a. It can enhance knowledge through direct observation and provide an understanding of the application of academic disciplines beyond formal university studies.
- b. This research is expected to provide valuable information to readers and relevant stakeholders who may benefit from the findings of this study.

2. Practical Significance

It can provide input to relevant parties regarding the quality of teacher and students interaction in the English language learning process.