CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As we know that, English as the international language for communication and science. English is used for communication in many countries. According to Etty Pratiwi (2022) in the learning process of teaching media can stimulate the thoughts, feelings, attention, and interest of students to be active in learning so that the learning process can run more effectively and efficiently achieve the intended target. Listening, speaking, reading and writing are the four main language skills.

According Etty Pratiwi (2021), Learning using E-Learning is learning that takes advantage of internet technology. In E-Learning, the teacher does not just upload learning material that can be accessed by students, but the teacher also evaluates learning, establishes communication, collaborates, and manages other aspects of learning. But in this thesis the writer using offline learning which is have interaction. According to Zhou (2010), Classroom interaction is an interaction between teacher and students in the classroom where they can creat interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

According to Jack C. Richard – Richard Schmidt (2002: 75), The value and quality of interaction in the teaching learning process establish a

learning achievement. According to Chaudron, Craig (2004: 23), Interaction between teacher and student is creating from teaching and learning activity. As teaching and learning take place, they are complicated processes.

The use of English language in classroom interaction is important for English Foreign Language (EFL) students. For EFL students, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occur inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English.

After the researcher did in the observation, the teaching learning process in SMP Negeri 48 of Palembang was not going well. It can be seen that the intercation that occured was that teacher spoke more than the student.

Even through when learning English that teacher does not use full English, because students can not understand the material provided by the teacher if the teacher used full English. Infact, the type of teacher"s talk has a big influnce on making students speak English and Class.

Based the background the researcher were interested to conduct a researcher with entitle "**CLASSROOM INTERACTION IN EFL SPEAKING CLASS OF SMP NEGERI 48 OF PALEMBANG"**

1.2 Identification of the Problems

Based on the background above the problems of this research could be identify as follows :

1. The teaching learning process was not going well.

2. Students could not understand the material provided by the teacher usedfull English.

1.3 Research Questions

In relation to the background of the study previously outlined above, the problem of the study could be formulated as this following questions: "How is the teacher – students" interaction during teaching and learning process in the Classroom at the Eight Grade at SMPN 48 Of Palembang?"

1.4 Objective of The Study

The objectives of this research were to describe the most dominant pattern used in Classroom interaction, and the teacher – students" interaction during teaching and learning process in the Classroom at the Eight Grade at SMPN 48 Of Palembang

1.5 Significant of The Study

The significance of the study was pointed out into two elements. Those arethe theoretical significances and the practical significance.

a. Theoretical Significance

By doing this research, the researcher exped that this paper can then develop and enhance the literary about Classroom Interaction especially related to teaching-learning process.

b. The Practical Significance

After finishing this paper, the researcher hoped it can give some

siginificance for the teacher, students and also the researcher herself.

1. The English teacher This paper could be an additional references for evaluating and improving in conducting Classroom Interaction.

2. The Students This paper helped them to know how their interactive speaking learning process in the classroom so that they could develop it better and more.

3. The Researcher Conducting this research has been developed her knowledge and so experience in doing the research especially in English teaching-learning process.