

Chapter 1: Introduction

This chapter describes several points that will be discussed in this research. This chapter is divided into five subtopics, they are: basic consideration, research question, objective of research, scope and delimitation of research, significance of research, theoretical significance, and practical significance. These subtopics will be discussed clearly in order to make the reader understand about this research. All of the subtopics are analyzed and explained as follows:

Basic consideration

Language is a tool to communicate one to another and to share information both in written and spoken. English, as the world language for international communication and science, will be used for communication in many countries. According to Ramelan (1992:2-3) English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example in education, tourism, business, science, technology, etc. In education, English becomes really important to learn. Especially, in this modern era, the students need reinforcement to know well about English including how to write, read, listen and speak up.

Similarly in State University of Gorontalo, many people are aware that English is a world language. They join English courses or pick the faculty that has English subjects. Many new students apply in the English department to learn English well. By the time, students have enough ability in English such as reading, writing, listening and speaking. However, even the students in the English Department know English, but they rarely use English to interact with their peers. It is a shame, because even they know English in written or grammatical, it is useless if they do not want to speak up. The reason is many people's opinion assumed that by speaking someone can know their progress or ability in English.

As English Department students, they have to show their identity to others faculty by interacting with their friends in English. Unfortunately, they prefer to use Indonesian than English. Many factors as reason why they do not want to speak up is less of consideration to use English. Besides, one of the subject in English department that is speaking subject, the teacher prepared well how to make the students to interact by using English in speaking classroom. A classroom is a place when students can talk and share everything with their classmates and the teachers.

The process of teaching and learning almost occur in classroom. Tsui (1995, p.1) stated that classroom is as a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge and expectation and also the activity in the classroom. It means classroom is a place where teacher and students meet and do activities in learning process including sharing ideas or giving the information about anything. Classroom has a kind of interaction which is easier to handle because there are owing to its instructional goals and setting. However, all the activities in the classroom depends on syllabus that teacher prepared in the classroom. As Harmer states that there are some factors which influence the teaching learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer 2001, p. 167). It means that syllabus is one of elements as guideline for teacher in learning process especially in interaction with students and teacher among students.

In English department, speaking takes part as skill that students have to master it or knowledgeable in English. There are 4 levels in speaking subject that students have to pass in order to master that skill. The first is speaking I as the basic level, the second is speaking II as

development level, the third is speaking III as the enrichment students skill in speaking, and the last is Speaking IV as the major level.

This research focused on speaking III level because of the students in this level need to enrich vocabularies that they can use that naturally in spoken in learning process to support them to speak English well as English department students as well. Nevertheless, not at all the students in the speaking III level use English to speak well in interaction in speaking classroom based on syllabus as the teachers' goals or target.

In learning process of English, especially for speaking, the aims of syllabus is to make students proficient in communication skills by activities. However, the fact showed that they still got speaking error when they spoke in front of their teacher or their friends in classroom, and that is effected by their self-confidents to speak English that refer to their pronunciation become unclear. Then, they also have hesitate to speak because of too much worry about the grammatical error while speaking.

Moreover, the students in English department extant difficulties to improve their speaking, because some reasons such they did not practice enough in daily activity, or in learning process in their classroom. They also get same problem as the feeling of afraid to explore the material with asking some question that related with. Therefore, they have to get interaction or active to talk with the other to improve their speaking skill in the classroom. Hence, the students sometimes do not use English to interact or communicate in classroom.

Whereas, the students of English department are necessary to speak English while they are learning in the classroom, which is also called as speaking classroom interaction. In other hand, based on the experience of the researcher, it is obvious that many students still do not want to or rarely use English in their life. The researcher conduct mini interview to find out some participants feels in speaking II about their speaking ability. From 20 participants of English department students that already interview found that 10 participants' feel nervous

and the other participants feel confident. Most of them feel confident to speak English because they are comfortable to speak English with their classmates but that is only happened in classroom. The other still get nervous to speak with their classmates, because they are too focus on grammatical and limitation of vocabularies. It means that students in English department still get difficulty to interact with their classmates in classroom because of they are too afraid with their vocabulary and grammar.

Likewise, Chaudron (1998, p.10) stated that interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events. Moreover, Allwright and Bailey (1991, p.25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process. Similarly, Cotter (2007) states that interactions that including how the students to start a topic, how to include others, how to change topics, how to repair communication breakdowns, how to deal with those who dominate the conversation, how to use language to solve problems, and how to end a discussion. Therefore, this study is essential to investigate in order to find out and understand how the students' Interaction in speaking classroom.

Research Question

Based on basic consideration previous, there is a problem that analyzed and discussed in this research which is "How are the students' interaction in speaking classroom?"

Objective of Research

The objective of this research is to analyze how are the students' interaction in speaking classroom with students and teacher among with students in the classroom to describe their speaking skill.

Scope and the Limitation of Research

The researcher is only analyzed how are the students' interaction in speaking classroom with students and teacher among students that occur in learning process of English department students of State University of Gorontalo. The academic year of the students in this research is 2016/2017.

Significance of research

There are some significance of this research. They are divided into two: theoretical and practical.

Theoretical significance

Theoretically, the result of this research can be reference for speaking interaction in the classroom for the students and the teachers in State University of Gorontalo who want to know about how interaction in speaking classroom. Especially, for the students and the teacher in English department who use English as their language in speaking classroom interaction. Moreover, this research can help the students to understand more about the theories that regarding of speaking interaction in the classroom that are occurs to the English department students in state university of Gorontalo.

Practical significance

Practically, this research can help the students to understand how the speaking interaction in classroom would be, and to know more that the speaking classroom interaction is important to know how the interaction happened in speaking classroom. The students of English

department also can use this research as their guide or comparison to conduct another research that related with this study. Moreover, the teacher can also know how their students' ability in speaking classroom interaction.