

CHAPTER 1 INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Classroom interaction is an activity carried out by teacher and students in the class. Brown in Puput Resti (2020) stated that classroom interaction as a collaborative exchange of thoughts, feelings or ideas between a teacher and student or a student and other student resulting in a reciprocal effect on each other. This interaction occurs because of a problem faced by both, then decides to exchange thoughts or share opinions on a topic discussed. According to Magvira (2019) Classroom interaction in which there is a reciprocal action between teacher and student, the teacher action is influenced by students reaction. In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. It shows that an action that occurs in the classroom during the learning process is related to a goal to convey or inform something to students and teachers.

The interaction between teacher and student in the learning process in which the teacher will give important information and knowledge. But more than that, how learning process can be taken successfully. There will be interactions intensively in the classroom in which the teacher is delivering some information and knowledge. Collaboration in the classroom interaction indeed determines how the teacher and students communicate in terms of topics discussed. The Effective teaching in the classroom depends from the teacher and students interactions, how the teacher deliver the messages and how the students understand those messages comprehensively based on utterances uttered by the teacher.

When the interaction between teacher and the students takes place, sometimes the teacher communicate with non-literal meaning and the student must be able to infer accurately with teacher's utterances. In the interaction between teacher and students are forms of communication where their communication has certain purposes. Based on Yule (1996) that those things are called presupposition. In addition Aditya (2014) presupposition is something assumed to be true in a sentence which asserts other information. It's mean what speaker's assumption is to be the truth before deliver to the utterance. The purposes of this interactions how the teacher can deliver messages and the students can understand what the teacher means with instructions in the learning process. So, the teacher and students should have good communication in the class. It aims to understand each other.

The problem between teacher and students in the classroom interaction is how the students can infer those utterances that uttered by the teacher that contains presuppositions, because teacher can use both literal meaning and non-literal meaning in their instructions. The students must be able to infer accurately with utterances and their meaning as well as what the teacher intend to do with their utterances. Moreover, the students must be able to understand performative utterances delivered by the teacher. Austin (1962) stated that performative utterance is neither true nor false. Utterances that are spoken by teacher not only can be interpreted one meaning by the student, but it can be interpreted more. If the interpretation is wrong, the communication between them becomes misunderstanding and ambiguous. To make successful communication in the classroom, the student need understand the meaning of utterance that uttered by the teacher.

This research investigated the presupposition of teacher-students in the classroom interaction. This study aims to find out the types of presupposition are found in teacher-students' in the classroom interaction. That why is presupposition is needed to be learnt. By studying pragmatic presupposition, both teacher and student infer more information because of broader discussion toward the responses. It is not restricted to learn about the utterance meaning, but also the context which are included in the utterance.

B. Scope and Limitation of the Study

In this study, the scope is about pragmatic approach which are used by the interaction of teacher-students how they used language that contains presupposition in the classroom interactions.

C. Statement of the Problem

Based on the background, the research question of the study can be stated by the follow:

1. What types of presupposition are found in teacher-student's in the classroom interaction?

D. Objective of the Study

There are some objective of this research it must be relevant to the question research. Follow:

1. To find out the types of presupposition are found in teacher-students' in the classroom interaction.

E. Significances of the Study

The result of the study is how to understand and how to describe the process teaching and learning in understanding presupposition used in classroom interaction based on pragmatic.

F. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward. They are:

1. Classroom Interaction

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening between teacher and student.

2. Presupposition

A presupposition is something the speaker assumes to be the case prior to making an utterance. According to Yule (2007) there are six types of presupposition or presupposition: existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and the counter-factual presupposition.

3. Utterance

It's an act of uttering something (a sentence, or a sentence fragment, or a few sentences).

4. Inference

Inference is any additional information used by the listener to connect what is said to what must be meant.