CHAPTER I
INTRODUCTION

A. Background of the Study

One of the most important parts in teaching and learning process in the class is the classroom interaction.Classroom interaction is essential for the success of teaching and learning process. Classroom interaction refers to a technique consisting of objective and systematic of observation of the classroom events .

Interaction simply means a communication which involve more than one person. The importance of interaction is explained by Brown (2000:165) : Through Interaction, teacher and students exchange thought, feelings, and ideas resulting in a reciprocal effect on each other in the classroom. Thus , interaction in a language classroom is a process of learning language. English classroom interaction, especially verbal interaction is greatly expected help students not only to learn english but also to use it for their communication in life. Rivers (1994:4) states that through interaction student can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, join problem solving tasks, or dialogue journal. It means that increasing student english ability as the responsibilty of the teacher in the classroom is through interaction, because the teacher will know what the students known and unkonown.

In addition, the interaction should be interesting, because it helps teacher to improve themselves, through accepting the students opinion about the teachers

teaching ways in the classroom. In addition, Harmer (2001:4) states that the students are the people who need the practice, in other words, not the teacher.

Classroom Interaction is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as the speaking skill is concerned, we will try to shed some light on this skill which is considered the most desirable skill to be mastered by the vast majority of SL learners.

Analysis classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. FIA system was designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted. The results gave a picture as to who was talking in the classroom, how much and kind of talking that took place.

FIA became widely used coding system to analyze and improve teacher student interaction pattern. In fact, both EFL teachers and students are required to talk in the classroom. Besides that, Flander (1970) divides *teacher talk* (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions,

lectures, gives direction, and criticizes or uses authority), *students talk* (response and initiation), and *silence (*period of silence or confusion).

Because FIACS technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction, according to Flander (1970), the researcher who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIAC suggests that the constant time referring to every three seconds. It means that the researchers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

Based on the researcher's teaching experience in SMA N 2 Doloksanggul, it was found that the common interaction that occured in the classroom, namely the students would participate to talk if the teacher initiated, encouraged, and asked to students to talk. The teacher was too dominant in talking than the students. In fact, the categories of teacher talk had great influence to make the students to talk in the classroom. In addition in the classroom interaction teacher just focused to some students who were clever and more active than the shy students. That was the basic reason why the researcher wanted to find out the common interaction that occured in the classroom whether the students participated in the interaction process or not. Then, to know how much the teacher and students spent time to talk during teaching and learning process.

From the previous study about Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL) by Pujiastuti

(2013) found that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using students's ideas, praising, criticizing student's behaviour and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all.

The other studies about An Analysis of Classroom Interaction by Using Flanders Interaction Analysis Categories System (FIACS) Techniques at SMP N 28 Bandar Lampung by Almira (2016) who conducted a study that the objective was to describe the interaction between the teacher and learners while they are in the classroom. The result showed that giving direction was the most frequently used by the teacher talk. In student talk, students response specific was the most frequently used.

Based on the explanation above, the researcher wanted to use Flander's Interaction Analysis Categories (FIAC) model. Flander's Interaction Analysis Categories (FIAC) model is appropriate for analyzing how the teacher and students interact one another during teaching learning process in the classroom.

B. The Problem of the Study

Based on the background of the study, the problems of the study were formulated in forms of questions :

1　How do the teacher and the students use the categories of classroom interaction in English Class ?

2　What is the dominant category used by the teacher and the students in English classroom interaction ?

C. The Objective of the Study

Based on the problem of the study, the objectives of the research were as follows :

1. To describe How do the teacher and the students use the categories of classroom interaction in English Class.

2. To find out the dominant category used by the teacher and the students in English classroom interaction.

D. The Scope of the Study

This research is limited by teacher learners interaction as one of two classroom interaction types. In addition for getting the data of teacher and students categories of classroom interaction in English class, this research using Flanders Interaction Analysis Categories system (FIACS) technique.

E. The Significant of the Study

Based on the problems of the study, the objectives of the study were :

1. Theoritically, the result of this study could be a reference for other teacher so it can improve their teaching way in the classroom.

2. Practically

   ✓ for the teachers as a reference to know how the teacher used flanders interaction model.

   ✓ for the students to give them information how the students use flanders interaction model.

✓ for other researcher to give them information how to apply flanders interaction model in the classroom.