CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom interaction is a very important element to develop students' communicative competence. If the classroom interaction does not run smoothly, teacher cannot conduct the effective communicative classroom. Brown (2000:165) explained the importance of interaction through interaction between teacher and students can exchange thought, feelings, and ideas resulting in a reciprocal effect on each other in the classroom. The existence of interaction in the classroom is influenced by teacher talk. Teacher talk is a speech delivered by the teacher when they explain the lesson to students. It is not one-way speech but it also engages students' participation. Students can engage to learning situation by responding to teacher talk. Therefore, it becomes the consideration that teacher talk has beneficial affection toward students talk.

In reality, creating communicative interactions between teachers and students sometimes become one of the problems in the teaching and learning process. It means during the process of teaching and learning, the teacher will find two types of students in the classroom, that are students who are more interactive and less participate in learning process. The situation shows the students do not want to talk and respond, even though they have an ability to give a respond. Furthermore, this is where the teacher must act as a controller and initiator. In this case, the teacher must interactive more and make the reciprocally situation to achieve certain goals during the teaching and learning process.

Brown (2001) stated that the interaction is a united exchange of thoughts, feelings, or ideas between two or more people that produce mutual effects on each other. To have reciprocal interactions, the teacher not only facilitates students to learn but also stimulates the students to be involved even actively in participation. Thus, through verbal interaction, students can demonstrate their skills and practice their target language. Moreover, Malamah-Thomas (1987, cited in Shomoossi, 2004) explained that interaction would be a hand for students to achieve better learning and give them greater opportunities to practice their competencies. They gain their competence by listening to their teacher and their peers.

Basicly, the ideal class is when the teacher let the students be the center of the classroom rather than the usual position. This means that students have to be more active than the teacher must, because it will affect the student's learning and teaching process develompent. In fact, the students who are only silent listening from their teacher explanation will be easier to forget about what they have learned and the potential is only about small percen In contrast to students who are active to contribute and willing to talk, understanding and their memory will reach bigger percen than silent students. However, in fact the percentage of teacher talk is more dominant.

Classroom interaction refers to the mutual action among two or more objects that occurs when they are participating in teaching and learning process in a classroom. Tsui (1995:6) stated that classroom interaction cooperative effort among participants in which each participants contributes in determining the direction and outcome of the interaction. At this point, the quality and quantity of teacher-student interaction is the most important thing, which fundamentally

influence the effectiveness and outcome of a teaching-learning process in a classroom.

Therefore, interaction was needed in the teaching and learning process because they are expected to give a response between teacher and students in the class directly. The teacher do something to the students, students do something in return. As the result, the students learn. If this interpersonal relationship is good, it is assume that learning will occur. On the other hand, if it is bad, the process of learning will not occur.

Response behavior was operationally defined for this study to mean verbal interaction between the teacher and the students in which the teacher utilizes categories one through four of the FIACS more than categories five through seven. Flanders (1969) considered Response behavior to be more desirable than initiation behavior because the teacher used more praise and encouragement, accepted and utilized the students ideas, and promoted more student-initiated talk.

In fact, the teacher used more initiation behavior than response behavior in online classroom. In order to undergo the research, researcher gathers the data from English teacher of SMP Kemala Bhayangkari Medan. The researcher took several dialogue from the interview section. Based on the result of the researcher's interview:

Initiation:

R: When do you need to give an explanation to your students?

T: Every week we learn about topics by the textbook, so in a day we learn about knowledge. For example this week we will learn about how to introduce ourself, so we will talk everything about introduce self. In the next week we will make a project for example the conversation. The activity is related to the other previous day such as discussion and exploration. So, I need to explain the topic before I give the students an assignment about project.

Response:
R: How if your students can not answer your questions correctly?

T: Actually, there is no incorrect or correct answer. When the student's answer is just too far out of the context, we will remind them. Sometimes we give them an appreciate for their confidence in answering the question. We can say, "Thank you, student. But we can talk about that next time, we do not discuss it today." And also sometimes, when I think that student ideas is good and related to the topic. I will re-use it in class by repeating so other student are able to know it. In that way, students also active participate in discussion in contributing their own ideas such as opinion, experiences and their background knowledge they get when they are not in school time.

Initiation:
R: What will you do to make your students understand your direction, in case they have misundestand about your explanation?

T: Usually, we know that they are understand by doing what the direction is. For the example in exploration time, we ask them to write a short story, then they will write what should they write in the direction, like that. When the student have not understand the direction, we will repeat the direction. We do not directly correct them when the students do not understand our direction. What usually we do is to stimulate them to aware their own mistake and corrected by themselves. And if there are students who ask about their confusion in understanding of the direction, we will explain onece again the direction.

From the interview, the teacher expressed his activity when to ensure that students understand about his direction. The teacher requested that the students to do the direction If the students were able to complete the direction, it means that they had already understood. In the other hand, when students can not understand the direction, the teacher helped them by repeating the direction. In the perception, the teacher d repeat once more the direction gradually so the students had the option to understand the direction. This typical occurred in the junior high students , particularly the passive students should have been helped by the teacher both in complete the assignment or understand the teacher explanation, for this situation is teacher direction. Furthermore, the students had to understand the direction first before they did the task or activities. Meanwhile The teacher was respecting the student's idea as a great contribution so next time the student would

not be afraid to share their understanding or experience because there was no wrong or right answer on that particular discussion. The teacher helped students to give their contribution in form of opinion or idea.

Mardiyana (2018) described that Flanders' Interaction Analysis Categories System (FIACS) Technique is an observational tool that usually used to categorize the verbal behavior of the teachers and the students to interact in the classroom. It is proposed for knowing and calculating the category of the teacher and students talk time in the classroom.

Several results of the researchers discussed about interaction in online classroom/virtual learning. One observation, from Andrew (2019) showed about Interaction and presence in the virtual classroom: An analysis of the perceptions of students and teachers in online and blended Advanced Placement courses. Andrew used the community of inquiry framework's social and teaching presences to guide the organization and results of the coding process. While evaluating the VAP project, He began to see that the quality and frequency of interaction between students and teachers within the blended and online contexts covered under the grants varied widely. In some cases, students and teachers seemed to be far apart in their views of how the course was progressing and specifically, how successfully the students and the teacher were interacting within the course.

> ... to see that timeliness in responding to students, meaningful feedback, teacher and student enthusiasm would play a significant role in student satisfaction (Eom et al., 2006). This could be due to student expectations when taking a math class versus an English class. In English classes there are many opportunities for students to receive feedback when they submit assignments such as rough drafts, and in math, feedback may be limited to getting a math problem right or wrong. Miyazoe and Andersons' (2010) claimed that higher quality and quantity of interaction will result in greater satisfaction looks to be supported in the English courses, but not in the math courses ... (Turley, C., Graham, C., 2019).

From that statement of their study about interaction, student satisfaction, and teacher time investment in Online High School Courses (2019), the researcher suggested that courses can influence the teacher-student interaction in online classroom.

Havwini (2019) investigated that teacher has more initiation acts, as the most dominated initiation acts is elicit the genuine questions in purpose of getting information from the students. While from students' side, the most dominated initiation acts is also elicit the genuine questions in purpose of getting information from teacher. The results also indicate that in this virtual classroom, teacher still dominated most of the talk.

Sullivan (2018) explained that the importances of how the teacher discusses and facilitates the purpose of the reading experience as part of science, how to use the eTextbook system, and the connection to prior knowledge and unit activities. The support of the teacher is particularly critical when trying to help students engage in the reading process as part of inquiry-based science. Accessing multiple texts online adds another layer of complication in that learners must also be supported in navigating and integrating the online texts. Means that the teachers' facilitation strategies influence how students interact with these texts as part of the process of doing science and that the depth at which teachers engage students regarding multiple text navigation and comprehension skills influences learning.

Therefore, this study is primarily intended to identify the categories of teachers' initiation and response frequently used by the English teacher in online classroom interaction and the realization both of it, especially in the school.

B. The Problems of the Study

In this study, the reseacher will analyze the classroom interaction based on Flanders' category. Two problems found in this research:

1) What are the categories of teachers' initiation and response in online classroom?
2) How are the teachers' initiation and response realized in online classroom?

C. The Objectives of the Study

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

1) To analyze the categories of teachers' initiation and response in online classroom.
2) To explain the realization of teachers' initiation and response in online classroom.

D. The Scope of the Study

In order to the research expected goal, the researcher limited the problem on the terms. This study apllied Flanders' Interaction Analysis Categories (FIAC) to analyze the teachers' initiation and response in the Zoom Meeting as online classroom. To answer the problems of the study, the researcher used Flanders's Interaction Categories System (FIACS).

E. The Significances of the Study

The findings of the research are expected to be advantageous and can give a contribution theoretically and practically:

1) Theoretically, by doing this research, the researcher expects that this paper then can develop and improve the literature about classroom interaction especially related to online teaching-learning process for other researchers.
2) Practically
   a) For teachers, this paper can be an additional reference for assessing and improving in leading classroom interaction especially online teaching-learning.
   b) For students, this paper helps them to know how interactive their English learning process in the classroom, especially in online teaching-learning process. So that they can make it better and more.