

CHAPTER I

INTRODUCTION

A. The Background of the Study

In the world of education, the learning process will be effective when interactions between teachers and students occur intensively. In addition to teacher interaction with students and vice versa, interactions also occur between students and students. In the teaching and learning process, students will interact with other students, who are involved in the learning process. Teachers influence students by doing lectures, asking questions, directing, etc. Students give feedback to teachers in the form of giving responses.

Classroom interaction is essential in the success of the teaching and learning process. According to (Sharma, 2016:3771) Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of teacher's classroom behaviour and the process of interaction going inside the classroom. Although in fact in English classes, interaction between teachers and students becomes one of the problems in the classroom. This problem often occurs because students do not give feedback to teachers. Classroom interaction analysis is conducted to find out how interactions occur between teachers and students in the classroom, how the learning process, and how the relationship between teachers and students in the classroom. Classroom interaction analysis is conducted using appropriate and systematic observation techniques.

In fact, in English classes, interaction between teachers and students becomes one of the problems in the classroom. This problem often occurs because students do not give feedback to teachers. Especially during this pandemic, the process of teaching and learning is done online making the process of interaction between teachers and students different from usual when doing the teaching and learning process in the classroom. Therefore, researcher conducted research related to the analysis of interactions between teachers and students in online classes.

During teaching and learning process, there will be time when the teacher does not get response from the students. So that, the teacher must be creative in using teaching method and techniques to support his talk in order to be interesting to be learn by the learners. Because as Goodman (1986:39) said that language appears sometimes to be easy to learn and at other times so hard. If the teacher fails, he cannot achieve the teaching-learning objective.

According to Flanders (1970), teacher spent time to lectures or delivers a speech almost two third of time in the classroom. The other researcher who stated this problem was to Pooncrof (1993, as cited in Abdolrahimi, 2013) he established a few verbal interactions to happen during a teaching and learning process. The teacher spoke for about 70 percent in the class on average. But in the fact found by researchers, through the initial data obtained, the more specific categories used by teacher and students in the classroom cannot be known. Researcher interviewed teacher and student to find out the initial data. The results of a semi-structured interview that researchers do to teachers, producing data that

is in the classroom, usually the more dominant teachers speak, students usually only respond to questions from the teacher. According to the teacher, students are more silent in the classroom. Especially in this online learning, teachers have bigger challenges, because students are harder to reach, and noticed. Compared to face-to-face learning, online learning makes teacher more dominant in speaking in the classroom. Likewise with the answers of students, according to class XII students in this online learning, teachers are increasingly more dominant in speaking in the classroom. Because through the application, cannot be face-to-face directly, students say that the greater the opportunity for students to be silent.

Students also recognize that in online learning through zoom applications are very inefficient for them. Students become more afraid to ask questions and voice their opinions. Explanations from teacher are also a little difficult to understand because of network limitations, so students whose residences are far from urban often miss the material due to poor connections.

Through observe that researcher have done, teacher say that poor connections can be understood, The teacher guides students to be more courageous in asking, the right opinion or not, the teacher will accept the opinion, The teacher also directs students to be open to the teacher, so that the teacher appreciates the ideas given by students by giving good feedback in the form of praise. Therefore, based on this preliminary data, researcher conducted further research to find out what categories were used by the teacher and also the categories used by students using the Flander's Interaction Analysis Categories System (FIACS).

Flander's Interaction Analysis Categories System (FIACS) is one of the techniques to observe classroom interaction systematically. Flander's Interaction Analysis Category System is developed by Flander in 1970, It is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. The Flander's Interaction Analysis Category System (FIACS) records what teachers and students say during the teaching and learning process. Besides that, the technique allows the teachers to see exactly what kind of interaction that they use and what kind of response is given by the students.

There are two reason why the researcher chose this technique, first FIACS has covered all the categories, includes teachers and students. FIACS, all of the classroom interaction is put in three main sections: teacher talk, student talk, and silence or confusion. Teacher talk includes: accepts feeling, praises or encourages, accepts or uses ideas of students, asks questions, lecturing, giving directions, and criticizing or justifying authority. Student talk include: teacher talk response and teacher talk initiation. Second, FIACS is one of the techniques that very clearly theory in observation the classroom. It made it researcher easier to using this technique.



B. The Problem of the Study

1. What are the teacher talk categories during the online classroom interaction on grade XII Pmipa Unggulan at SMA Negeri 1 Pangururan?
2. What are the students talk categories during the online classroom interaction on grade XII Pmipa Unggulan at SMA Negeri 1 Pangururan?

C. The Objectives of the Study

1. To find out the teacher talk categories during the online classroom interaction on grade XII Pmipa Unggulan at SMA Negeri 1 Pangururan.
2. To find out the students talk categories during the online classroom interaction on grade XII Pmipa Unggulan at SMA Negeri 1 Pangururan.

D. The Scope of the Study

This study purely focuses on analyzing the teaching-learning process and the researcher limited this research to the teacher talk and the student talk categories during the online classroom interaction on grade XII Pmipa Unggulan at SMA Negeri 1 Pangururan on English subject based on Flander's Interaction Analysis Categories System (FIACS).

In this study, researcher became nonparticipant observers who observe interactions between teacher and students in the online classroom. This research

was conducted in online classes, because students have not been allowed to do face-to-face learning. The online learning is done through Zoom application. Researcher join the application, following the learning process in class XII Pmipa Unggulan as a nonpartisan observer and this learning process is recorded from start to finish becoming research material for research.

E. The Significance of the study

After arranging this research, the researcher expects to achieve some benefits as follows:

1. Theoretically

This research would equip the previous research about interaction that focuses on teacher talk and students talk. Besides, this research could be used as a reference for those who will do further research concerning teacher talk and students talk in classroom interaction as long as the technique is the same as this research.

2. Practically

a. For English Teacher

This research will benefit English teachers as a reference in knowing how characteristics teach them in the classroom to improve their teaching behavior.

b. For the students

This research is expected to provide information to students about how to actively participate in the teaching and learning process in the classroom, also how the students used the Flander's Interaction

Analysis Categories System (FIACS) in the classroom, may have more opportunities to practice their target language skill either when they are in the classroom or outside the classroom, and also get useful and meaningful feedback from the teacher.

c. For the other researchers

For other researchers, to give them information on how to apply Flander's Interaction Analysis Categories System (FIACS) during online classroom interaction.

