

CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom interaction becomes the most important part for the success of teaching and learning process. In the classroom, teacher and students carry out learning activities through interaction. It was really important for teacher and students in materialized the harmonious teaching learning process in the classroom.

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. Moreover, Lister (2007) states that interaction makes the students be able to test their communicative success through exchanging information with the teacher or among the students themselves. Besides, interaction give advantages for the teacher in gaining deeper students' skill and motivation. In classroom activities, the teacher involve the students to speak actively. The students who are active in interaction through taking turn may develop their language. Meanwhile, the students who are passive in interaction have less appportunity to learn.

Furthermore, to have a good interaction, students should realize speech function. To initiate a talk, students use not only question but also statement, command or offer to initiate to talk. Speech functions need to be introduced to the

students in order to give them more knowledge on how to maintain successful interaction.

Flander's Interaction Analysis Categories (FIAC) model is used to find out how does the teacher's and students' talking time during the teaching and learning process (Flanders,1970). The researcher who wants to use FIAC model 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 of the teacher's and students' talk in the classroom. In addition, it means the researcher who wanted to use FIAC model had to use every three seconds to decide which one of 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 SMP N 1 Seibamban, it was found that the common interaction occurred in the classroom that the students would participate to talk if the teacher initiated, encouraged, and asked to students to talk. In fact, the categories of teacher talk had great influence to make the students to talk in the classroom. That was the basic reason why the researcher wanted to find out the common interaction that occurred 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 SMPN28 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 students talk, students response specific was the most frequently used.

Based on the explanation above, the researcher wanted to conduct a research entitled “ Classroom Interaction in English Lesson based on Flander's Interaction Analysis Categories (FIAC) model ”.

B. The Problems 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 study were:

1. To describe how do the teacher and the students use the categories of the classroom interaction in English Class.
2. To describe the dominant category used by the teacher and the students in English classroom interaction.

D. The Scope of the Study

There are several methods of classroom interaction analysis, some of them are: Flanders' Interaction Analysis Categories (FIAC), Foreign Language Interaction Analysis (FLINT) system, Initiation Response and Evaluation (IRE), and Topically Related Sets (TRS). In this case, this research is limited by the interaction that occurs in the classroom between the English teacher and the 7th grade students in English lesson based on Flanders classroom interaction model.

E. The Significant of the Study

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

1. Theoretically, the result of this study can 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 flander's 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 Flander's Interaction model in the classroom