

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In classroom interaction teaching as an interactive process, interaction means participation of teacher and students in the process of teaching. In this process, teacher influences the students; students also interact with the teacher. Interaction takes place among the students themselves also. In the process of teaching, everybody interacts with each other person involved in the process. Language teaching can be summarized into three fields: language learner/learning (How to learn) language/culture (What to Learn) teacher/teaching (How to teach).

Nunan (1998) says that many language teachers were surprised of the amount of talk they used in classroom. It is for about 70 to 80 percent out of class time was spent mostly by teacher talk. It mean that, the teacher too active in the class, should the student who active more the teacher. The quality and the quantity of teacher talk have many values in Classroom Interaction. Firstly, it provides language input as language model for children (Pinter, 2006). Secondly, teacher talk supports student talk in practicing the language. Thirdly, the appropriateness of teacher talk can result in a warm classroom atmosphere and informal teacher-student relationship.

Failure in the process learn and teach is very generally. Failure, in the activities of learning and teaching on the general cause of factor. Moreover, when the researcher observed some teacher and learning process at SMP Swasta Taman Siswa Medan, the researcher found that the common interaction that occurred in the classroom was the students would participate to talk if the teacher initiated, encouraged, and asked them to talk. In fact, the type of teacher talk had great influence to make the students be active in the classroom. That was the basic reason why the researcher wanted to know learning process what types of teacher talk that used in classroom during teaching and learning process.

As we know, teacher has to give opportunity for students to talk, but the teacher also don't know what are the students understanding the teacher's language. In addition, Harmer (2001: 4) states that students are the people who need the practice, in other word , not the teacher. In general term, therefore a good teacher maximizes students talking time and minimizes teacher talking. It means that a good teacher will be able to control their talking time in classroom interaction. But the fact, based on the researcher's observation at SMP Swasta Taman Siswa Medan, the teacher was too dominant in talking than the students, in the case they only had a little chance in talking, as an example they were talking just when teacher asked them the question, Moreover, teacher hold almost the whole roles in the classroom through lecturing, and giving direction. Teacher talk dominates most of the teaching and learning process in the classroom. Interaction analysis has been made to investigate the performance of teacher and students as well as the role of input and interaction (Richard, 2003).

To analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flanders 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. In fact, both EFL teachers and students are required to talk in the classroom. Besides that, Flanders (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).

Flanders Interaction Analysis Categories (FIAC) is an analysis of teacher and students talk consisting of category system (Tsui, 1995). It show the types and quantity of teacher talk is linked to activities. Further, the teacher talk does not only Organizes classroom activities but also to determined by the activities intended, undertaken, and unfolding. Flanders (1979)who introduced classroom interaction analysis, namely Flanders Interaction Analysis Categories System (FIACS), to study what is happening when teacher teaches in the classroom. This system was designed to define the categories occurs, particularly verbal interaction by deciding the categories and interpret the matrix. He found the dominant talking in the classroom, and also the teacher characteristics. Furthermore this system divided into ten categories, seven categories dedicated to the teacher, two categories dedicated to the students and one is silent and confusion. FIACS is very helpful in evaluating and improving teachersway in teaching in the classroom so that they are gradually improve their teaching's way.

Furthermore, there were two also studies done in classroom interaction by using FIACS. First, research was done by Putri (2014) about the Classroom Interaction by using Flanders Interaction Technique at SMPN 13 Kota Bengkulu in 2013/2014. She found 1) the teacher A at VII C, teacher talk (66,15%), and students talk (33,10%). Besides that, for the teacher B, teacher talk (70,3%), and students talk (28,41%). 2) Both teacher A and B, the content cross was the most dominant characteristics during the observation. The characteristics showed the correlation to the teacher indirect and direct talk that was the teacher spent talking time more in teaching and learning process to ask questions and lecture. The other study was conducted by Nurmasita (2010) about Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case At Ten Year of an immersion Class In SMA N 2 Semarang. She found that 1) The most dominant characteristics was content cross. It reflected that most of the teaching learning time was devoted to questions and lectures by the teacher. 2) The teacher spent 57,43% and student spent 22,20% in teaching learning time. 3) The characteristics showed the correlation to the teacher indirect and direct talk that was the teacher spent talking time more in teaching and learning process to ask questions and lecture.

The other research was done by Kumpul (2013) about Classroom Interaction in Bilingual classes in SMAN4 Denpasar. He found that in Biology class student talk-response became dominant means that students active enough in the classroom interaction, and in Chemistry classes, the dominant was teacher talk in giving direction and Physics classes the dominant was accepting feeling.

From explanation above the researcher will focus her study on the types of language and characteristics of teacher used in the classroom interaction at SMP Swasta Taman Siswa Medan by using Flanders Interaction Analysis Categories System (FIACS).

### **B. The Problems of the Study**

The Problems of the Study were formulated as follows:

1. What types of teachers talk used by the teachers in the classroom interaction at SMP Swasta Taman Siswa Medan?
2. What are the differences of teachers talk used by English and Indonesian teachers at SMP Swasta Taman Siswa Medan?

### **C. The Objectives of the Study**

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

1. To find out types of teachers talk used by the teachers in the classroom.
2. To find out differences of teachers talk used by English and Indonesian teachers.

#### **D. The Scope of the Study**

There are many questions can be analyzed by used Flanders Interaction Categories System such as teacher talk, students talk the characteristics of the teachers and the categories of the teacher talk. This studied was limited on the types of the teacher talk in the classroom interaction at SMP Swasta Taman Siswa Medan.

#### **E. The Significance of the Study**

The finding of the study was expected to be useful for:

1. Theoretically

This study is expected to provide benefit of knowledge, at least can be useful as a reference for further study.

2. From practically view, it also hopefully gives valuable contribution to English teacher and Indonesian teacher in case of they can be better to analyze their own teaching performance, to observe they classroom behavior and then to plan as well as to conduct interactive and child-friendly verbal classroom interaction.