CHAPTER I
INTRODUCTION

A. The Background of the Study

Classroom gets an important place 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 of teaching and leaarning process in the classroom.

Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. In classroom interaction has verbal interaction and non verbal interaction. When, students do their written and oral interaction in the classroom, it means that they have done their verbal interaction and for their non verbal interaction showed from their responses such as head-nodding, hand raising and so on without using their words in their interaction in the classroom (Meng, 2011:98).

Flander's Interaction Analysis Categories (FIAC) as a model of classroom interaction 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. The most dominant

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interaction from the teacher that are more talking and the students only gave a little responses. It can be seen from the percentage that 80% teacher talk and 20% students talk by Flanders (1970).

Based on the English teacher's experience in teaching English at Mandiri Vocational High School found that the students had problems in interaction in the classroom. The problems were some students could not express their idea in English, and the students often gave a little responds and use Indonesian language when the teacher ask the question in the classroom. It would make their interaction were not effective in using English as a target language in their study.

From the previous study about An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 13 Kota Bengkulu by Putri (2014) found that the percentage of teacher talk (66.15%)and students talk (33.10%). That is the basic reason for the researcher want to know how the teacher and student interact each other during teaching and learning process in classroom.

So, from the explanationabout classroom interaction the reseacher decided to use Flander's Interaction Analysis Categories System (FIACS). Flander technique is appropiate for analyzing the students' and teachers' talk in the teaching and learning process.

B. The Problems of the Study

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

1. What is the dominant category during classroom interaction in English Lesson through Flanders' Interaction Analysis Categories System (FIACS)at the eleventh grade of Vocational School Mandiri?

2. How do the percentages of classroom interaction in English lesson through Flanders' Interaction Analysis Categories System (FIACS) at the eleventh grade of Vocational School Mandiri?

C. The Objective of the Study

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

1. To find out the dominant category of classroom interaction in English lesson through Flanders' Interaction Analysis Categories System (FIACS) at the eleventh grade of Vocational School Mandiri.

2. To find out the percentages of classroom interaction in English lesson through Flanders' Interaction Analysis Categories System (FIACS) at the eleventh grade of Vocational School Mandiri.

D. The Scope of the Study

This study was limited only on analyzing interaction that occur between the English teacher and the 11th grade students in English lesson at Mandiri Vocational School by using Flander's Interaction Analysis Categories System (FIACS).

E. The Significant of the Study

The significant of the study was classified into two – theoretically and practically.

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.