

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is one of the international languages. It has an important role in human life. Most people use English to communicate with other people from other countries. English is the subject which is learned in every level of the education in Indonesia as the first foreign language. Creating a real life situation in English teaching has become a style in recent years. In teaching English, the teacher and students must create a communicative interaction in the classroom in order to accomplish the purpose of teaching. A good interaction will create a good atmosphere in the class.

Communication is essential for the quality of life as a social species. As human beings, we use communication to relate to others, to greet, to call attention, to share feelings, to express an opinion, to share information and so on. Communication is very important in life, equally important in teaching English in classroom. In teaching and learning process in classroom, the teachers get involved with the students by having a purposeful interaction.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people affecting each of them. Therefore, interaction does not occur only from one side. There must be mutual influence between the participants through giving and receiving messages in order to achieve communication. It

takes an important role in teaching learning process in function to built a pleasant atmosphere in the classroom with friendly relationship among the participant and encourages students become effective communicator especially in second language learning (Dagarin:2004). Rivers (1987) states the through interaction,student can increase their language store as they listen to 'uathentic linguistict material',or event the output of their follow students in discussion,join problem-solving task,or dialog.in iteration,they can use all they possess of the language,all they have learned or absorbed in real life exchanges. It have the learner to be competent enough to think critically and share thier views among their peers.

Classroom interaction, especially verbal interaction is greatly expected to help students not only to learn English but also to use it for their communication in life. According to Wilga (1987) through interaction student can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journal. The writer concludes that increasing students English ability as the responsibility of the teachers in the classroom is through interaction, because the teachers will know what the students known and unknown.

Teaching activity that does not work well because the teachers too much talking, dominantly in lecturing, or without allowing students time to talk and initiate to talk. According to second language acquisition theories, both teachers and students should participate in language classes actively. Especially, in communicative EFL classes students need sample opportunity to practice the

target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talk Time should be around 70% to 80% during the lesson time. The ideal ratio of the percentage, the teacher should do no more than 25 percent of the talking in class, and that the students should be permitted to do 75% of the talking” (Wright:1975 as cited in Esmael and Tayyebh: 2015). Supporting this idea, Nunan(1991) claim that excessive TT should be avoided and total TT should not take up the majority of the class, as this will not provide students with enough opportunity for language production (Brown: 2001). However, the fact shows that the interaction was not good. Based on the previous observation the researcher at SMA N 1 Salak found that teachers tend to do most of the classroom talk. Students seldom to practice their English even on English subject at school. When the teacher give the question to the students, there are not respond from the student it self. Teacher talk makes up over 70 percent of the total talk. Many English teachers too dominated in talking English than students. Students are the people who need the practice, not the teacher (Harmer: 1998). In general term, therefore a good teacher maximizes student talking time and minimizes teacher talking time. It means that a good teacher should be able to control their talking time in classroom interaction.

There are some questions that tried to answer by Ned A Flanders who introduce classroom interaction analysis, namely Flanders Interaction Analysis Categories System (FIACS). This system divided into ten categories, seven categories to the teacher, 2 categories to the students and one is silent and confusion, it means that no one is talking at that time. FIACS is very helpful in

evaluating and improving teachers way in teaching in the classroom so that they are gradually improve their teaching's way.

Unfortunately, the interaction in the language classroom seem difficult to use the target language all the time especially in english subject in the classroom.

The analysis and observation of classroom interaction has been popular form of research in 1970's and many coding category instrument and discourse analitical system which is designed for use on trancription of classroom interaction were developed to decribe and analyze the teaching and learning interaction such as Foriegn language Interaction (FLINT) system developed by moskowitz(1971, as cited in brown: 2001) is one of the guidelines to analyze the interaction activites. FLINT is a concept which states that teaching will be effective depending to a large degree on how directly and indirectly teachers influence the learner behaviors. Brown (2001) state that this model helpful in developing interactive language teaching. First, it gives you taxsonomy for observing other teachers. Second, it gives you a framework for eveluating and improving your own teaching, such as how well do you balance teacher talk and student talk. Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching.

From the explanation above the researcher interests to conduct the classroom interaction analysis focuses on what are the category of teacher and student talk that used in the classroom and what are the percentage of teacher and students' talk at SMA N 1 Salak by using Foreign Language interaction (FIAC)

system .which is basically has the same problem, it is in the classroom interaction area.

B. The Problems of the Study

Based on the explanation above, the writers formulated the statement problem as follow:

1. What are the categories of teacher and students' talk that used by the teacher and the students during the interaction in the classroom based on FIAC?
2. What is the percentage of teacher and student's talk in the classroom interaction at SMA N 1 Salak?

C. The Objectives of the Study

The objective of the study is to find out the category of teacher and students talk based on FIAC that occur in classroom interaction at SMA N1 Salak and also to describe the percentage of teacher and students' talk in the classroom interaction at SMA N1 Salak.

D. The Scope of the Study

This study is focuses on analyzing what are the categories of teacher and student's talk that used in the classroom and what are the percentage percentage of teacher and student's talk interaction in the classroom.

E. The Significance of the Study

The findings of this research are expected to be useful for:

1. Theoretically: as an additional reference for those who want to conduct a research by using FIAC
2. Practically:

For the teachers

It will help the teacher at SMA N 1 Salak Kab. Pakpak Bharat to get an evaluation of their talk percentage, during classroom interaction, and as the reference way for the teacher in teaching learning process.

For the students

It will help the students at SMA N 1 Salak Kab. Pakpak Bharat to know their talk percentage and the correlation between their talk and characteristics during the classroom interaction in order to make them participate in the classroom.