CHAPTER I

INTRODUCTION

A. The Background of the Study

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).

Classroom verbal interaction aims at meaningful communication among the students in their target language. However, that is to make the students improve their ability in learning English and use English in their life communication at least in the classroom during the English class.

Additionally, teaching and learning process in the classroom, interaction between teacher and students are very important. Interaction between teacher and students establish the success of teaching-learning process. In the English Foreign Language (EFL) classroom, the role of teachers is very important to interact with the students in giving the direction and explanation, and checking the students' comprehension about the target language (Yanfen & Yuqin 2010:76).

Nunan (1998) says that many language teachers were surprised of the amount of talk they use in the classroom. It is for about 70 to 80 percent out of

class time was spent mostly by teacher talk. It means, the teacher too active in the classroom, should the student who active more than teacher.

Flanders Interaction Analysis Categories System (FIACS) Technique is an observational tool used to classify the verbal behavior of teachers and students as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and nonverbal gestures are not taken into account. Flanders Interaction Analysis Categories (FIAC) is a Ten Category System of communication possibilities. There are seven categories used when the teacher is talking (Teacher Talk) and two when the students is talking (students Talk) and tenth category is that of silence or confusion.

So, based on the researcher's observation in SMA Negeri 11 Medan , 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 the 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 found out the dominant category used by teacher and students during classroom verbal interaction in English lesson. Then, to know how much the teacher and students spent time to talk during teaching and learning process in English lesson.

From the previous study about Classroom verbal interaction"The Analysis of Teacher Talk and Learner Talk" by Nurhasanah (2013). The main objectives of his research were to find out the types of teacher talk and student talk in classroom at tenth grade of senior high school in Bandung. This study proves the

findings from the previous research that the teacher plays dominant part in classroom interaction suggested by Nunan (2001). The Percentage of teacher talk was 54% and students was 44% , and silence was 2%. However, the dominance of the teacher talk is valuable since the teacher fully uses target language as language input and it is proposed to direct the students to express their ideas. The study comes up with some categories of teacher talk, beginning from the highest percentage to the lowest one : asking question, giving direction, criticizing, accepting ideas, lecturing, accepting feeling and praising. Regarding to students talk , this study has shown two types of the students talk covering response and initiation .Those categories confirm Flanders' Interaction Analysis Categories System (FIACS) developed by Flanders (1970).

Based on the explanation above, the researcher wanted to conduct a research entitled "Classroom Verbal Interaction in English Classroom Using Flanders Interaction Analysis Categories System (FIACS) ".

B. The Problem of the Study

Based on the background of study, the researcher formulated the problems of study as :

1. What is the dominant category used by the teacher and students during classroom verbal interaction in English lesson based on Flanders' Interaction Analysis Categories System (FIACS) in eleventh grade students of SMA Negeri 11 Medan?

2. How do the percentages of teacher talk and student talk during classroom interaction in English lesson based on Flanders' Interaction Analysis

Categories System (FIACS) at the eleventh grade of SMA Negeri 11 Medan?

C. **The Objective of the Study**

The objective of the study are describe bellow:

1. To find out the dominant category used by the teacher and the students during classroom verbal interaction in English lesson based on Flanders' Interaction Analysis Categories System (FIACS) in eleventh grade students of SMA Negeri 11 Medan.

2. To find out the percentages of teacher talk and student talk during classroom interaction in English lesson based on Flanders' Interaction Analysis Categories System (FIACS) at the eleventh grade of SMA Negeri 11 Medan.

D. **The Scope of the Study**

The study focuses on analyzing classroom verbal interaction that occurred between English teacher and eleventh grade students in English lesson at SMA Negeri 11 Medan based on Flanders' Interaction Analysis Categories System (FIACS).

E. **The Significances of the Study**

The findings of the study are expected to be beneficial and be able to give some contributions to the improvement of the effective English teaching and learning process both theoretically and practically.

1. **Theoretically**

   The result of this study can be a reference for other teacher and about the classroom verbal interaction used Flanders Interaction Analysis Categories System (FIACS), so it can improve their teaching way in classroom.

2. **Practically**

   - The findings will become reference for the English teachers to know how the teacher used Flanders Interaction Analysis Categories System (FIACS),especially in their attempts to improve their teaching way in the classroom interaction.

   - For the students to give them information how the students used Flanders 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.

   - For other researcher, to give them information how to apply Flanders Interaction Categories System (FIACS) during classroom interaction.