

ABSTRACT

Sihombing, Lisa Aprilia, 2133321043. Classroom Interaction in English Language Teaching By Using FIAC for Junior High School in SMP Bina Bersaudara Medan. A Thesis. Faculty of Languages and Arts, State University of Medan. 2019.

This study aimed (1) to find out which the dominant type of teacher and student talk appears the most in the classroom interaction and (2) to describe the reason of students in English classroom interaction use the dominant type of students talk way it is. This study focuses on analyzing the process of classroom interaction through Flanders Interaction Analysis Category (FIAC) model. This study was conducted descriptive qualitative study on teacher and student talk in the classroom interaction, particularly on the participants' interaction in SMP Bina Bersaudara Medan. The technique for data collection were video recording, tally sheet and matrix. Flanders' Interaction Analysis was used to identify and analyze teacher-student talk in the classroom interaction. The result of this study shows that the teacher was more active in the interaction. Meanwhile, the student was less active than the teacher. It was found that the dominant type of teacher and student talk in classroom interaction. The dominant type of teacher talk was asks questions (22,61%) and the dominant type of student talk was students talk-response (41,70%). The reason why the students used the dominant type student talk response were: (a) the students felt when they answered or response to the question of the teacher, it showed that they are respected the teacher and they think in answering the teacher's question is the obligation of the students, (b) the students want to increase their ability in speaking English, (c) some students do not speak confidently in the class, (d) by responding to the teacher's question, it made the students more active in the classroom.

Keywords :*Teacher Talk, Students Talk, Flanders Interaction Analysis Categories (FIAC) model.*

