CHAPTER I
INTRODUCTION

A. Background of the Study

Language is the important element for people to make a communication because by using language we can understand about what people say without misunderstanding. The ability of human talk to use language in order to communicate with each other is so universal. By using language we can communicate with people from the other places. The activity of process of expressing ideas or giving information is called communication (Hornby, 2000:225). Furthermore with communication people can express their feelings.

English is an international language which is very important for students to learn English. English is the subjects in senior and junior high school in Indonesia. Most students start to learn English from elementry school until senior high school. It means the students should be able to speak English well, but in fact it is still far from the expectation of teacher because the ability of students to speak English is still now.

As the language is a mean a communication, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such a greeting, answering, expressing ideas, giving responses, and others. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning. Students need to practice it as much as possible and gain a sufficient experience everywhere, including in language classroom.

In order to get experience in English communication, they need to interact regularly by using the target language since interaction is the heart of communication (Brown, 2001). It is very important for foreign language learners to use English in the class to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of their communication.

Classroom communication plays a central role in language teaching and learning proccess. Classroom communication is a vital ingredient in the learning proccess in the school environtment. Students need to interact with each other in the learning proccess because it is hard for the students to use English outside classroom, because they do not have partner to communicate by using English (Kamarudin and Mubin, 2012).

The objectives of English teaching cover the four language skills namely: speaking, listening, writing, reading through the mastery of the language components: vocabulary, grammar, and pronunciation. English language teaching in this study focusses on teaching speaking. Teaching speaking plays important and approriate roles for students because the students can learn the language with the help of communicative interaction and contextual learning such as singing, storytelling, games, and interactive activities. Three main benefits of teaching speaking is helping students practice their speaking in real situation, getting feedback for both the teacher and students, and giving more opportunities to students in practicing their speaking (Harmer, 2002:123).

Speaking is considered as a skill which is hard to be mastered. It is because in speaking there are many elements of language which have to be acquired by the student such as vocabulary, grammar, pronunciation. Luoma (2004) says that to speak in a foreign language students must master the sound system of language, have almost instant access to appropriate vocabulary and be able to put words together intteligibly with minimal hesitation. Interaction makes the learners be able to test their communicative success. This research attempts to identify classroom interaction focussing on students talk. Based on FIAC model, there are some types of student talk, there are: Student-talk response, student-talk initiation, and silence or confusion.

Interaction is a point of success in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner resulting in reciprocal effect on each other. Thus, interaction in a language classroom is a process of learning language. Teaching process actually gives a chance for learners to ask, to guess, to think and even to discuss the course material in order to make an interaction between students. In the classroom interaction, it includes all of the classroom events, both verbal and non-verbal interaction.

Classroom interaction is essential to the success of teaching and learning process. Classroom interaction is the activity between teacher and students who participate to talk during teaching and learning process. Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events (Anand, 2011 : 03).

In the classroom interaction the students talking time should be around 70-80% because the students need to practice their ability in speaking English, and the teacher talking time should be around 20 – 30 %. Tsegaye and Davidson (2014: 5) say that in communication EFL classes students need ample opportunity to practice the target language so that the teacher should reduce the amount of their talk to 20– 30% of the class time, and student talk time should be around 70–80% during the lesson time. In the reality, in classroom interaction the teacher is always dominant or higher than the percentage to talk in the class than the students.

Guidelines to analyze the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). FIAC is a concept which states that teaching will be effective depending to a large degree on how directly and indirectly teacher influences the students' behaviors. Because FIACS technique is to know how much the teachers and students talking time and characteristics in classroom interaction, according to (Flanders,1970), the researcher who wants to use FIAC 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 and characteristics of the teacher and students talk in the classroom. Several decades ago (Flanders,1970) reported that teachers of high-achieving students spent about 55 percent of the class time talking, compared with 80 percent for teachers of low-achieving students. Based on the FIAC, there are three categories in the classroom interaction, they are: teacher talk, students talk and no/all talk.

In order to understand the nature of interaction obtaining in classroom, communication researchers have developed classroom interaction observation instruments. These instruments have been used for coding and analysing classroom interaction patterns. The result of classroom interaction analysis can help classroom practitioners change their ways of teaching if the analysis show that classroom interaction is teacher dominated (Pedzisai, 2013).

Based on the experience during the teaching practice program (PPLT) in 2016 at SMP Bina Bersaudara Medan, the students were enrolled in the class sometimes other activities like playing and having chat with their friends. Among the 35 students in the class, it was found that the students participated in responding the teacher was about 3 or 4 students in an half and hour. It means that, only 6-8 students participated in the activity in the class.

Based on the researcher previous experience as a learner in junior high school, the researcher found out that classroom interaction was very poor. The teacher gave many theories to learners, without complete exposition. Active classroom involvement helps students learn not just by sitting in class listening to lecturers talking, but by talking about what they are learning, writing about it, relating to past experiences and applying it to their daily lives (Mustapha, 2010).

From another study from Pujiastuti (2013) found that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking question, using student's ideas, praising, criticizing student's behaviour and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all.

Based on the explanation above, the researcher would like to apply Flander's Interaction Analysis Categories (FIAC) model. The researcher wantedto conducta research entitled "Classroom Interaction In English Language Teaching By Using FIAC For Junior High School in SMP YP Bina Bersaudara Medan".

B. Problems of the Study

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

1. What is the dominant type of teacher and students talk in English classroom interaction?

2. Why do the students in English classroom interaction use the dominant type of student talk of way it is?

C. Objectives of the Study

In relation to the problems, the objectives of the study were:

1. To find out which the dominant type of teacher and student talk appears the most in the classroom interaction.

2. To describe the reason of students in English classroom interaction use the dominant type of students talk way it is.

D. Scope of the study

This study attempted to investigate the talks used by teacher and students in English classroom interaction. This study focused on student talk in speaking class in the classroom. The researcher observed 35 students and 1 teacher of SMP Bina Bersaudara Medan especially students in VIII grade by using Flander's Interaction Analysis Categories System.

E. Significance of the Study

In investigating the classroom interaction between the teacher and the students and by describing the way the teacher gets students'response in the classroom, this study was intended to have the following significance to :

1. Theoritical

The research finding could be used to enrich the literature and existing research on classroom interaction between teacher and students and give beneficial reference for future research on the way teacher influence student talk in classroom.

2. Practical

In the perspective, the teacher and policymaker were expected to get benefit from the research finding.

a. The teacher

The research finding could give some benefits for the teacher in order to encourage and improve the students'involvement in interaction. By so doing, the teacher would become more responsible to improve their teaching skills in terms of being more creative, innovative, and skillful in conducting the classroom. By knowing how the interaction that they did in the class, they wouldknow the percentage of their way of teaching is ideal or not. If it was not ideal, the teachers could improve their performance while teaching-learning process by making the class more interactive.

b. The students

It was expected to foster their involvement in a classroom of english as a foreign language interaction.

F. Clarification of terms

1. **Classroom** : Classroom is a place where the teacher and the student come together for doing teaching and learning process.

2. **Interaction** : The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown :2000)

3. **Teacher Talk** : A major way used by the teacher to convey information, have disccusion, negotiations and motivate his/her students. So, he/she can give the students knowledge and control their behavior.

4. **Student Talk** : Language which is used by students in the classroom.

5. **Student Response** : Students response is a type of student talk which is produced by students when teacher initiates interaction (Flanders 1970, as cited in Richards 2013).