

CHAPTER I

INTRODUCTION

1.1 Background of the study

Indonesia is a country where English is a foreign language or EFL (English as a Foreign Language). Even though English is a foreign language, it is a must subject in Indonesian schools nowadays. As a foreign language, English is quite hard to learn for Indonesian students. Therefore, the teacher's role is important to enhance students' English skills. One of the ways teachers to enhance students' English skills is by using English when teaching in the classroom.

A classroom is a place where the teaching and learning process occurs. In the teaching and learning process, there is interaction between teachers and students or students with other students (Tsui, 2001). According to Brown (2001,165), Interaction is the sharing or exchange of thoughts, feelings, and ideas between two or more people to influence each other. Meanwhile, Malamah (1987:7) state interaction means acting reciprocally, acting upon each other. So, we can conclude that an action and communication between two or more people that involves an exchange of ideas and feelings that can influence each other is interaction. This interaction involved verbal and non-verbal interaction. Verbal interaction included oral and written interaction. Meanwhile, non-verbal interaction refers to behavioral responses such as nodding your head, raising your hand, and so on. Interaction between students and teacher, and among students in

the classroom is known as classroom interaction. Classroom interaction can encourage students to be actively involved in the learning process. Interaction in the classroom can encourage students to share their information and knowledge. Besides it can improve language skills, it can also increase students' knowledge of the material being studied. Therefore, classroom interaction is important to EFL students.

Flanders Interaction Analysis Categories System (FIACS) is a system to observe or analyse the interaction between teachers and students in the classroom that Flanders developed. FIACS system is only using for analyse verbal interaction in the classroom and ignore non-verbal gestures (Flanders, 1986). Flanders Interaction Analysis Categories System (FIACS) has ten categories verbal behaviour. It is contain 7 categories of teacher talk (accept feeling, praise or encourages, accepts or uses ideas of pupils, ask question, lecturing, giving directions, and criticizing or justifying authority), 2 categories of pupil talk (pupil talk-response, and pupil talk-initiation), and a category of silence or confusion.

As the preliminary data, based on the researcher's observation in SMP Negeri 3 Percut Sei Tuan, it was found that the students had problems in interaction in the learning process in the classroom. Almost all the students were passive and could not express their idea or suggestion in English through the teaching and learning process, the students more often to give little responses, even sometimes no response at all, and when the teachers asked something, the students always answer used Indonesian

language. It would make students and teachers interaction are not effective in using English as a study target.

From the previous study about Classroom Interaction in English lessons Through Flanders Interaction Categories System (FIACS) at the Eleventh Grade of Vocational School Mandiri by Marbun (2016) found that percentage of teachers talk was 63.68 %, students talk was 34.4%, and silence & confusion was 1.07%. That is the basic reason for researcher want to know how the teachers and students' interaction during teaching and learning process in the classroom.

Based on the explanation above the researcher decided to use Flanders Interaction Analysis Categories System (FIACS). Flanders technique is suitable for analysing teachers' talk and students' talk in the teaching and learning process.

1.2 Problem of the Study

Based on the background of the study, the problem of the study was formulated in from of question:

1. What is the dominant category of Flanders Interaction Analysis Category System (FIACS) Technique used in the classroom interaction for grade 8th at SMP Negeri 3 Percut Sei Tuan?
2. How are the categories of Flanders Interaction Analysis Category System (FIACS) Technique used in the classroom interaction for grade 8th at SMP Negeri 3 Percut Sei Tuan?

1.3 Object of The Study

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

1. To find the dominant category of Flanders Interaction Analysis Categories System (FIACS) Technique Used in the Classroom Interaction for Grade 8th at SMP Negeri 3 Percut Sei Tuan.
2. To identify the used of Flanders Interaction Analysis Category System (FIACS) Technique in the EFL Classroom Interaction for Grade 8th at SMP Negeri 3 Percut Sei Tuan?

1.4 The Scope of The Study

This study is limited only analysing interaction that occur between the English teacher and the 8th grade students in English lesson at SMP Negeri 3 Percut Sei Tuan by using Flanders Interaction Analysis Categories System (FIACS) Technique.

1.5 The Significance of The Study

The significance of the study is clasify into two. It is theoretically and practically.

1. Theoretically

The significances of this study can theoretically contribute to helping the quality of EFL classroom interaction. In addition, this study is expected to provide further information and theory for future research.

2. Practically

- a. For further researcher, the result of this study can help and be an information for future researchers how to using Flanders Interaction Analysis Categories System (FIACS).
- b. For the teachers, this study will be a reference to improve their teaching skills, especially teaching English as a foreign language by using Flanders Interaction Analysis Category System (FIACS) technique.

