

THESIS

**AN ANALYSIS OF THE ENGLISH CLASSROOM
INTERACTION BETWEEN TEACHER AND
THE ELEVENTH GRADE STUDENTS OF SMAN 6 KUPANG
IN THE SCHOOL YEAR 2014 /2015**



WILFRIDUS BAU LEMA

**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2015**

THESIS

**AN ANALYSIS OF THE ENGLISH CLASSROOM
INTERACTION BETWEEN TEACHER AND
THE ELEVENTH GRADE STUDENTS OF SMAN 6 KUPANG
IN THE SCHOOL YEAR 2014 /2015**



**WILFRIDUS BAU LEMA
REG. NO. 121 10 010**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2015**

THESIS

**AN ANALYSIS OF THE ENGLISH CLASSROOM
INTERACTION BETWEEN TEACHER AND
THE ELEVENTH GRADE STUDENTS OF SMAN 6 KUPANG
IN THE SCHOOL YEAR 2014 /2015**

**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

**WILFRIDUS BAU LEMA
REG. NO. 121 10 010**

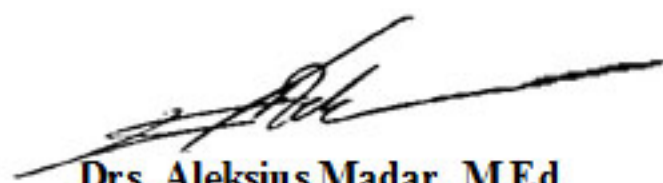
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2015**

**AN ANALYSIS OF THE ENGLISH CLASSROOM
INTERACTION BETWEEN TEACHER AND
THE ELEVENTH GRADE STUDENTS OF SMAN 6 KUPANG
IN THE SCHOOL YEAR 2014 /2015**

Approved by

Advisor I,

Advisor II,


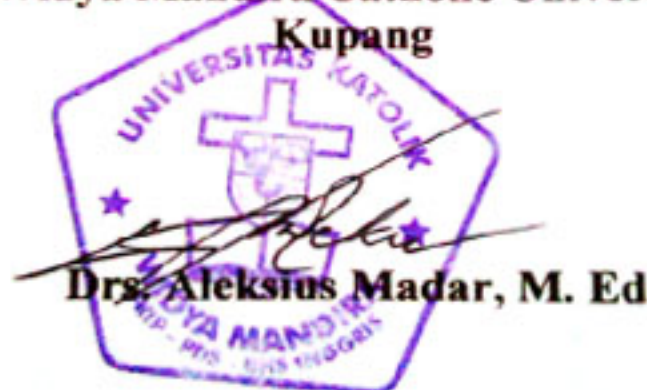


Drs. Aleksius Madar, MEd.



Yohanis Nurak, S.Pd. MPd


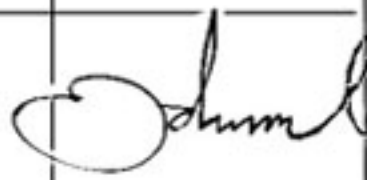



**Acknowledged by
Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University
Kupang**



Drs. Aleksius Madar, M. Ed

This Thesis was defended on, 2015

Board of Examiners

No	Names	Positions	Signatures
1	Drs. Aleksius Madar, M. Ed	Chairman	
2	Yohanis Nurak, SPd. MPd	Secretary	
3	Drs. Ataburan Klemens, M.Hum	Examiner I	
4	Priscilla De Hornay, S.Pd, MA. Tesol, MEd	Examiner II	
5	Drs. Aleksius Madar, M. Ed	Examiner III	

Acknowledged By

**Dean of FKIP of UNWIRA
Kupang**



Dr. Damianus Talok, MA

**Head of English Education
Study Program of FKIP of
UNWIRA Kupang**



Drs. Aleksius Madar, MEd

MOTTO

**“Ad Astram Per Aspera”
(A rough road leads to the star)
(Latin Proverb)**

DEDICATION

This Thesis is dedicated especially to my beloved:

- Parents: Aloysius Bau and Germana Hildegardis Naek.
- Brother and sisters: Dami, Tomi, Lery, Gerus, Adel, and Fitri.
- Almamater: Widya Mandira Catholic University.

ACKNOWLEDGEMENT

First of all, the writer would like to give his most special thanks to the Almighty God for all His blessing and guidance to the writer during his life, particularly in finishing this writing.

The writer also realizes that in finishing this thesis, there are many people who have supported him. Therefore, he would like to thank and appreciate them all, as mentioned below.

1. Dr. Damianus Talok, MA, as the Dean of the Teacher Training and Educational Science Faculty of Widya Mandira Catholic University, who has helped the writer with all administrative affairs so this study could be conducted.
2. Drs. Aleksius Madar, M. Ed, as the Head of English Study Program for being wise in assisting the writer for the sake of all his academic administration as a student of the English Education Study Program.
3. Drs. Aleksius Madar M. Ed, as the first advisor, and Yohanis Nurak, S.Pd, M. Pd , as the second advisor, who have helped and guided the writer during the process of writing this thesis.
4. Both his Panelists, Drs. Ataburan Klemens, M. Hum and Priscillia De Hornay, S.Pd, MA. Tesol, M. Ed, for their suggestions and corrections for the improvement of this study since the proposal seminar and thesis examination.
5. All the lecturers of English Study Program who have been good teachers in sharing their worth knowledge and experiences.

6. The Headmaster of SMA Negeri 6 Kupang, for giving chance to the writer to conduct his study at that school.
7. Jhean Henuk, S.Pd as the English teacher of SMA Negeri 6 Kupang and all the students of class XI IBABU for their participation during the research.
8. His beloved Parents, teachers, students, brothers, sisters, and big family for their love, prayers, supports, and advice to the writer.
9. All his friends, especially Ito, Aldy, Aking, Dions, Santi, Dino, Brain, Pet, Pipo, Rensi, Mira, Tika, Fabi, Doni, Isen Asa, for their kindness and helpful suggestions.
10. Iwan Kiko as his “ Camaradeires ” for his help and corrections for the writer in finishing this thesis.

The writer realizes that this writing has not been perfect yet. Therefore, the writer welcomes any constructive comments and criticism for its improvement.

Kupang, April 2015

The Writer

ABSTRACT

The title of this study is **An Analysis of the English Classroom Interaction between Teacher and the Eleventh grade students of SMAN 6 Kupang in the school year 2014/2015**. This study is focused on interaction in the classroom. The study was conducted to answer the following questions: what are the categories of teacher talk used in classroom interaction? And what are the categories of student talk used in classroom interaction? And who is more dominant during the teaching and learning process. The objectives of this study are to know the categories of teacher talk used in classroom interaction, to know the categories of student talk used in classroom interaction, and to determine who is more dominant during the classroom interaction. In collecting the data the writer used Moskowitz sample matrix for recording foreign language interaction analysis in the classroom. The matrix describes teacher talk and student talk with 20 categories. The recorded data were transcribed and coded based on the FLINT system. The category then tabulated and calculated to know the percentage of each category. The result of the data analysis bring the writer to the following conclusions as the result of this study. They are the categories of teacher talk which are used in classroom interaction during teaching learning process at the eleventh grade students of SMAN 6 Kupang are praises or encourages 8 times (2.84%), uses ideas of the students 1 time (0.35%), repeat students response verbatim 11 times (3.90%), asks questions 53 times (18.79%), gives information 24 times (8.51%), corrects without rejection 5 times (1.77%), gives direction 36 times (12.77%), directs pattern drill 13 times (4.61%), criticizes student behaviour 3 times (1.06%). In teaching learning process, indirect influence is used more frequently by the teacher rather than direct influence. Indirect influence is used 73 times or 47.40% of teacher talk and direct influence is used 82 times or 52.59% of teacher talk. The category of student talk which is used in teaching learning process at the eleventh grade students of SMAN 6 Kupang consist of 2 categories. They are student response specific and students response student initiated. Student response specific is used 70 times (98.59%) and student response student- initiated is used 1 times (1.41%). In teaching learning process at the eleventh grade students of SMAN 6 Kupang, the teacher is more dominant during the process. It is indicated by total times of teacher talk and student talk. Teacher talk occurred 154 times (68.44%) and student talk occurred 71 times (31.56%).

There writer would like to offer some suggestions. In teaching learning process, teacher should create a situation in which students can initiate participation without waiting for the teacher. The students should participate more actively in classroom interaction. The realization may be done by having self initiation through asking questions and giving opinions. For the readers who interested in analysing the interaction in the classroom, and want to conduct a similar study, make sure to analyze the characteristic of the classroom interaction besides analysing teacher talk and student talk.

TABLE OF CONTENTS

APPROVAL SHEET	ii
BOARD OF EXAMINER	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
TABLE OF CONTENTS	ix
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problems	3
1.3. Objectives of the Study.....	3
1.4. Significance of the Study	4
1.5. Scope and Limitation	4
1.6. Definition of Terms.....	5
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
2.1 Theory	7
2.1.1 Definitions of Classroom Interaction.....	7
2.1.2 The Role of Teachers in Classroom Interaction.....	8
2.1.3 Interaction Analysis	10
2.1.3.1 Teacher Talk	10
2.1.3.2 Student Talk	12
2.2 Review of Previous Studies	13
2.3 Research Model	16
CHAPTER III RESEARCH METHODOLOGY	17
3.1 Research Design.....	17
3.2 Subject of the Study	18
3.3 Instrument of the Study.....	18
3.4 Procedures of Research.....	20

CHAPTER IV DATA ANALYSIS AND FINDINGS.....	22
4.1 Data Analysis	22
4.2 Discussion	36
CHAPTER V CONCLUSIONS AND SUGGESTIONS	55
5.1 Conclusions.....	55
5.2 Suggestions	56
BIBLIOGRAPHY	54
APPENDIX	56