

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A language is considered to be a system of communication. To be an effective system, a language uses sounds, symbols and words in expressing a meaning, idea or thought. Language can be used in many forms, primarily through oral and written communication as well as using expressions through body language (Enggins, 1994: 3).

That is why English, as one of the languages in the world becomes a compulsory subject in the schools in Indonesia. It means English is referred as an important language that can be used to communicate with other people around the world, to build up connection between other countries (Ramelan, 1992:3), and many other functions.

Since English is referred as an important language, teaching English should be done properly and carefully. In English teaching learning process, teacher can be said to be the one who plays important roles in facilitating students' learning and most of those roles are mostly done in the classroom. There are three major roles of a teacher; as a controller, a facilitator, and a manager (Alwright, 1984). As a controller, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression offered to the students makes it possible to predict everything that they will say and do. As a facilitator, the teacher should facilitate

the process of learning, and making learning easier for the students. As a manager, the teacher plans lesson, modules, and sources for the students.

Those roles, proposed by Alwright should be performed by English teacher in order to create classroom interaction. Classroom interaction refers to the verbal exchanges among students and between students and teachers. It is part of a collaborative group learning process involving discussions and class participation (Robinson, 1994: 33). It is very important to create the interaction because by the interaction, communication can be occurred (Ellis, 1999:75), and also the types of social relationship occur within classroom.

Furthermore, Dagarin (2004) proposed two implications of an effective classroom interaction. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one is encouraging students to become effective communicators in a foreign language. This can be achieved through various ways: by implementing different student and teacher roles, by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies. If the two implications are joined, a pleasant classroom atmosphere in which students are trying to communicate in the foreign language can be created.

In addition, during teaching practice programme, the writer observed that the teacher who can interact with the student properly can build a good classroom atmosphere. A good interaction makes the students enjoy the lesson, makes them easier to understand the topic and also the teacher can present the learning material on time.

The interaction that occurred in the classroom can be analyzed. The result of the analysis can give a picture on who was talking in the classroom, how much and kind of talking that took place. By analyzing the interaction a teacher may find out many specific things about his/her teaching (Alwright and Bailey, 1991:203). They are the percentage of teacher talk and student talk, the way teacher motivates and controls the class, the immediate feedback teacher gives to students after they respond, teacher behavior to elicit students response, the level of students' participation, and teacher behavior in communicating which is use extensively.

Based on some discussion above the writer conducted a study and came up with the title: **An Analysis of the English Classroom Interaction Between Teacher and the Eleventh Grade Students of SMA Negeri 6 Kupang in the School Year 2014/2015.**

1.2 Statement of the Problems

This study focuses on classroom interaction between teacher and students of the eleventh grade of SMA N 6 Kupang. The study was conducted to answer the following questions:

1. What are the categories of teacher talk used in classroom interaction?
2. What are the categories of student talk used in classroom interaction?
3. Who is more dominant during the teaching and learning process?

1.3 Objectives of the Study

There are three objectives to be achieved in conducting this study:

1. To know the categories of teacher talk used in classroom interaction.
2. To know the categories of student talk used in classroom interaction.
3. To determine who is more dominant during the classroom interaction.

1.4 Significance of the Study

The result of this study might be useful for the following people:

1. The English teacher of SMAN 6 Kupang

This result of the research can be used as reference for the teachers about their teaching performance, so that teachers can improve their performance in teaching during teaching-learning process.

2. The writer

This research can develop the writer's knowledge about the characteristics of classroom interaction.

3. The readers

The result of this study is also expected to broaden their knowledge on classroom interaction and it might be useful for further researchers.

1.5 Scope and limitation

In this study the writer discussed about classroom interaction. The classroom interaction analyzed is classroom interaction on the English teaching learning process at eleventh grade students of SMAN 6 kupang. The writer chose a class to be analyzed. To help the writer in analyzing the interaction, the writer used the types of interaction proposed by Mozkowitz (FLINT System) on 1971. The interaction is classified in two major parts, Teacher talk and Student talk.

Teacher talk is divided in two parts, Indirect influence (which includes: dealing with feelings, praising, joking, using ideas of the students, repeat students response verbatim, and asking questions.) and Direct Influence (which includes: giving information, correction without rejection, giving directions, directing pattern drill, criticizing student behavior, and criticizing student response). Student talk consist of students response specific, student response choral, student initiated, silence, silence-audiovisual, confusing work orientated, confusing non-work orientated, and laughter.

1.6 Definition of Terms

In order to help the readers understand better this writing, the following are some terms that need to be clarified.

1. Classroom Interaction

Classroom interaction refers to two ways process between participants (teacher and students) in teaching learning process. Through the reciprocal act or interaction the student and teacher engage in a dialogue that allows the exploration of previously unknown paths of knowledge (Robinson, 1994: 14).

In this study, classroom interaction refers to the interactions between English teacher and eleventh grade students of SMA Negeri 6 Kupang which occurred in the classroom during English teaching learning process.

2. Interaction Analysis

Interaction analysis refers to investigation on the communication patterns that occur in a classroom by using some types of coding system (MacKay, 2008:89). In this study interaction analysis refers to the use of FLINT system

proposed by Mozkowitz (1971) to analyze the pattern of classroom talk which occurs in English teaching learning process at SMA Negeri 6 Kupang.

3. Teacher Talk

Teacher talk is the speech used by teachers to enhance and structure classroom discourse in ways that facilitate language learning (Lyster in Robinson, 2013:632). In this study teacher talk refers to the speech used by the English teacher in teaching learning process in order to convey information, have discussion and negotiations and motivate the students, so the teacher can give the students knowledge and control their behavior.

4. Student Talk

Student talk is the language use by the students to respond to teacher talks (Richards, 1984). In this study, student talk means the language which is used by the eleventh grade students of SMAN 6 Kupang to respond teacher talk in English teaching learning process.

5. SMA Negeri 6 Kupang

It is one of public senior high schools, located in Kupang city, East Nusa Tenggara Province. It is located at Jl. H.R. Korroh – Sikumana.