

CHAPTER I

INTRODUCTION

A. Background of the Research

In teaching and learning process, speaking is closely related to communication and interaction. One of the most prominent parts in teaching and learning process is classroom interaction. Classroom is real social context in which its elements (teacher and learner) participate in an equally real social relationship, but, in the sense of education, it is an artificial environment for teaching, learning, and using a foreign language. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as much as they can. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) as cited in Febby (2014, p. 2), teacher talk is dominant in classroom interaction.

In this globalization era, English, as the world language for international communication and science, will be used for communication in many countries. Considering the importance of English, people from various non-English speaking countries, including Indonesia, learn English either as a second or a foreign language.

This is in line with what Quran has stated in the Al-Hujurat verse 13, as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

The verse explains about human that is created form a male and a female and have made into various nations and tribes to know and understand one another its seem with interaction each other. Like interaction in classroom among teacher and students. According the verse, among teacher and students in the classroom, there has to be a good interaction or communication each other to achieve the goal in lesson.

The writer considered that it was necessary to analyze classroom interaction since by analyzing the classroom interaction, the writer was able to analyze the teachers' and students' interaction process. Therefore, the writer observed the teaching and learning process at MAN 3 Banjar. The writer was interested to find out the common interaction that occurred in the classroom whether the students participated and involved in the interaction process or not.

Moreover, the writer chose English teachers and students at MAN 3 Banjar in academic year 2017/2018 as the subject of this research. MAN 3 Banjar was one of Islamic Senior High School in Banjarmasin that were rarely observed by researchers. Besides that, the school was recommended by one of English teacher in that school. The school was interesting for the writer since the school was rarely observed by researchers. Indeed, the writer wanted to find out how much teacher and student talk and what are the characteristics of teacher-students

interaction in the school that was rarely observed by the researchers. In this research, the writer are going to choose in class MIPA because that class is different with the others in interaction between teacher and students. In that class, the writer found more interaction and enthusiasm in learning English. Usually, MIPA class is outstanding expert in Math, Physics, Chemistry, and the other subject about Science, but in that class in English class especially, they showed their enthusiasm when English class ongoing. So the writer want to know the students and teacher's characteristics during interaction in English class and to find out the percentage of the teachers' and students' talking time during classroom interaction in MIPA class.

Based on those reasons above, it is really necessary to investigate a research entitled: **A Study of The Classroom Interaction Using Flander's Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018.**

B. Statement of the Problem

Based on the statement above, the writer formulates the research questions, as below:

1. How are the teacher and student talk percentages in the classroom interaction at the 11th MIPA 1 graders of MAN 3 Banjar in Academic Year 2017/2018?
2. What are the characteristics of interaction between students and teacher in English class at the 11th MIPA 1 graders of MAN 3 Banjar in Academic Year 2017/2018?

C. Objective of the Research

Based on the problem formulation above, the purpose of this research is:

1. To find out the teacher talk and student talk percentages in the classroom interaction during teaching learning process at the 11th MIPA 1 graders of MAN 3 Banjar in Academic Year 2017/2018.
2. To know the characteristics of interaction between students and teacher in English class at the 11th MIPA 1 graders of MAN 3 Banjar in Academic Year 2017/2018

D. Significance of the Research

It is expected that the result of the study give benefit to:

- a. The teachers

It will help the teachers at the 11th graders of MAN 3 Banjar in Academic Year 2017/2018 to know of their talk characteristics and presentage during the classroom interaction in order to they can improve their teaching behaviour.

- b. Further research

For further research, the result of this research can be a reference as long as the technique as the same as this research.

E. Definition of Key Terms

To avoid misunderstandings of the research, the writer needed to explain definition of classroom interaction and FIACS technique as follows:

1. Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called “interaction”. Jack C. Richards, John Platt and Heidi Platt, (1992) define classroom interaction in these words: The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. In this research, the classroom interaction is interaction that would happen in English at 11th MIPA 1 graders of MAN 3 Banjar.
2. Flanders (1970) originally developed a research tool, namely Flanders Interaction Analysis Categories System (FIACS) Technique. FIACS is a system of classroom interaction analysis and became widely used coding system to analyze and improve teaching skills. It give us some categories for observation and to analyze the classroom interaction in English at 11th MIPA 1 graders of MAN 3 Banjar.

F. Previous Study

There some students who used FIACS to analyze teacher and students interaction. Nurmasitah (2010) related with classroom interaction is a research entitled: **“A Study of Classroom Interaction Characteristics In A Geography Class Conducted In English: The Case At Year Ten of An Immersion Class In SMA N 2 Semarang”** found that 1) the most dominant characteristic in immersion classroom interaction was the content cross (that most of the teaching-learning time was devoted to questions and lectures by the teacher), 2) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of

the teaching-learning time that showed that the students were active enough in the classroom interaction, and 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom.

The similarity is same to analyze classroom interaction in the class, using Flander's Interaction Analysis Categories System (FIACS) Technique for the instrument, and from the level school that is for Senior High School.

The differences, there were three points that distinguishes this research with those previous researches. Firstly, this research intended to find out the process of teacher and students' talking time in English subject classroom interaction at MAN 3 Banjar. Meanwhile, the previous research discussed about the classroom interaction analysis that was used by Senior High School students in Semarang. Secondly, the research of the data was analyzed by using observation, recording, transcribing, coding, and analyzing.. Meanwhile, in the Nurmasitah's (2012) research, she used three instruments to analyze the data; Flanders Interaction Analysis (FIA) to identify the classroom interactions, teaching effectiveness elements based on the Walberg's theory, and Likert Scale to measure the students' opinion results from questionnaire. Thirdly, this research in English class and the Nurmasitah's research in an immersion class.

The second study's from Triani (2013) entitled "**Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young**

Learners (EYL)” found 1) the realization of verbal classroom interaction, 2) types of teacher talk, 3) teacher talk implication on student’s motivation, 4) student talk, and 5) teacher’s roles in classroom interaction. Employing a qualitative research design and case study approach, the data for this study were collected in a classroom context where the participants were an English teacher for young learners and her 15 students in one private primary school in Bandung in the form of observation and interview. The results indicated that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student’s ideas, praising, criticizing student’s behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction.

The similarity is same to analyze classroom interaction in the class, using Flander’s Interaction Analysis Categories System (FIACS) Technique in English Foreign Language (EFL) to analyze, using qualitative research design, and did the observation to collect the data.

The differences are, there were three points that distinguishes this research with those previous researches. Firstly, the subject of this research was the student in level senior high school, meanwhile the subject of Triani’s research was the student in level primary school. Secondly, the research of the data was analyzed by using observation, recording, transcribing, coding, and analyzing. on the other hand Triani’s research just used observation and interviewer where the participants were an English teacher for young learners and her 15 students in one

private primary school in Bandung. Thirdly, the place of this research was at MAN 3 Banjar, but in Triani's research was at Private Primary School Bandung.