

CHAPTER I

INTRODUCTION

A. Background of Study

The use of English language in classroom interaction is important for English as Foreign Language (EFL) students. For EFL student, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occurs inside the classroom. Yuanfang (2009) states that English as a Foreign Language in the classroom does not have social function in EFL students' everyday life. It means that they will find difficulties to practice the language outside the classroom since they do not have partner to practice it in their real life. Therefore, EFL teachers have to give chance to the learner to practice the language in the classroom. It will increase their learning and improve their ability in communication.

Classroom interaction is related to teaching style of a teacher that determines teaching and learning process in the classroom. Teaching style of a teacher like teacher-centered can make the students passive in the classroom. It is because the teacher talks all the time. It means that the teacher does not give any chance for students to talk.

Jack C. Richards, John Platt and Heidi Platt, (1992) define classroom interaction as follows: "The patterns of verbal and non-verbal communication and types of social relationship which occur within classroom. The study of

classroom interaction may be a part of studies of classroom discourse, teacher talk, and second language acquisition. Interaction between students-teacher is important for teaching learning activities because without it teaching learning process can make tedious. Therefore, interaction is needed both of teacher and students to make good teaching and learning activities.

Incidentally, classroom interaction which is intended in this research is how a teacher and students participate to talk during teaching and learning process. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. Therefore, the researcher would like to analyze classroom interaction. Through the classroom interaction, the researcher will know the category of teachers' and students' talking time during English class.

Allah stated in the holy Qur'an surah Al- Mujaadilah verse 11 as follows:

... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The above verse explains that Allah will raise the degree of people who have knowledge. Therefore, teachers should be proud to be a teacher.

In Al-Qur'an surah An-Nahl verse 125 Allah stated:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَدِلْهُمْ بِلَا تِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The above verse explains that good interaction is really important for human life, including the interaction between a teacher and students. It is the main important factor in teaching and learning process. Even though, the material of lesson is really good and the method is really innovative but if the interaction between a teacher and student is not good, it can create a bad result. To create a good interaction the teacher should understand that there is a thing that cannot be denied, it is an individual difference from biological, intellectual, and also psychology aspects. The interaction that happens in the classroom is influenced by the way of a teacher and students interact with each other during the process of learning. In a Hadith transmitted by Abi Said al-Khudry radhiallahu ‘anhu:

كُنَّا جُلُوسًا فِي الْمَسْجِدِ فَخَرَجَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَجَلَسَ إِلَيْنَا وَلَكَّأَنَّ عَلَى رُؤُوسِنَا
الطَّيْرَ، لَا يَتَكَلَّمُ أَحَدٌ مِنَّا

From the prophet tradition above, it can be concluded that teaching in the classroom should have good interaction between a teacher and student. When the teacher teaches in the class, the students should pay attention with the lesson. Students will respect the teacher when they meet in the street (outside of class) they will accost or speak to the teacher, shake hands when the lesson ends, pay attention when the teacher explained the lesson, etc.

Incidentally, classroom interaction that is intended in this research is how students and a teacher participate in talking during teaching and learning process. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron

(1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. Therefore, the researcher would like to analyze classroom interaction. Through the classroom interaction, the researcher would know the characteristic of students' and teachers' talking time.

There were some previous studies that the researcher found when searching the theory about FIACS technique in analyzing classroom interaction. First, the research from Sinta Hoerun Nisa (2010) entitled "Classroom Interaction Analysis in the EFL Speaking Class (A Case Study at the Second Semester of English Department in University of Kuningan)". The similarity of this previous study with the present study is in the type of research. Both of them use classroom interaction analysis in investigation. However, the difference between this previous study with the present study is in the category of class interaction used by both of researchers. The previous study uses FLINT (foreign language interaction system) theory meanwhile the researcher here uses FIACS (Flanders' Interaction analysis Categories System).

Second, the research from Ni Wayan Widha Astiti (2013) entitled "An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar". The similarity of this previous study with the present study is in the type of research. Both of them use classroom interaction analysis in investigation. However, the difference between this previous study with the present study is in the object of the research. The previous study explained about the types of teacher talk, the effectiveness/ineffectiveness of teacher talk, and the aspect of

teacher talk in classroom observation. The present study investigates all aspects in classroom interaction including teacher talk and student talk.

Interaction is an important thing during teaching and learning process. Not only students who will get positive impact of good interaction but also the teacher will get feedback. The teacher will know whether the students understand or not the material given. Because, in interaction the students can ask something they cannot understand about the lesson. The teacher can see the response of the students toward learning. Good interaction will create good communication in class and by good communication will create good understanding towards material given.

When the researcher did preobservation on August in teaching and learning practice, the researcher found less interaction between the teacher and students. Some students seem lazy to do the teachers' instruction. They seem have less motivation to study English. So, the researcher wants to investigate classroom interaction between teacher and students to know the types and the categories of this classroom interaction. It will show how the teaching and learning process during English class. Therefore, the researcher is interested in conducting research on students of MTs 1 Muhammadiyah Banjarmasin because in general the students in MTs 1 Muhammadiyah have less respect with the teacher when they explain the lesson such as talking, sleeping, eating, playing gadget and most of them were talking when the teacher was in front of the class.

Interaction analysis also occurs on various aspect such as social, behaviors, and attitude. The researcher will analyze interaction between teacher-students in English subject at MTs 1 Muhammadiyah Banjarmasin.

Based on the description above, the researcher is interested in conducting a research entitled FIACS Analysis of Teacher-Students Classroom Interaction in English Subject of the Ninth Grade at MTs 1 Muhammadiyah Banjarmasin Academic Year 2017/2018.

B. Statement of Problem

The research seeks to answer the following statements of problems:

1. What is the most dominant category of teacher-students interaction used during English lesson of the ninth grade in academic year 2017/2018 at MTs 1 Muhammadiyah Banjarmasin?
2. What is the most dominant sub-category of teacher-students interaction used during English lesson of the ninth grade in academic year 2017/2018 at MTs 1 Muhammadiyah Banjarmasin?

C. Objective of Study

Based on the problem statements, the objectives of this study are as follows:

1. To know the most dominant category of teacher-students interaction used during English lesson of the ninth grade in academic year 2017/2018 at MTs 1 Muhammadiyah Banjarmasin.

2. To know the most dominant sub-category of teacher-students interaction used during English lesson of the ninth grade in academic year 2017/2018 at MTs 1 Muhammadiyah Banjarmasin.

D. Significance of Study

The results of this research are expected to have benefits which include:

1. Benefits for all participants, and help the teacher to manage better classroom interaction.
2. It will be useful information for teacher and students in English teaching and learning process, and can be sources to the next researcher.
3. It will enrich the writer's knowledge and experience about scientific research (interaction analysis)

E. Definition of Key Terms

To avoid misunderstanding towards the title of this research, the researcher will describe the key terms as follows:

1. Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other. By doing this, the researcher will analyze teacher- students interaction in English subject of the ninth grade at MTs 1 Muhammadiyah Banjarmasin using FIACS analysis.
2. FIACS (Flanders' Interaction Analysis Categories System)

Flanders' interaction analysis categories system is an observational tool used to classify the verbal behavior of teacher, and students as they interact in the classroom.

3. Interaction

According to Brown (2007, p. 212), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people. Resulting in a reciprocal effect on each other. Teacher-students classroom interaction means here the interaction between teacher and students when the teacher teaches in the classroom and the students listen and respond to the teacher's explanation about the lesson.

4. Categories

Is a system for dividing things according to appearance, quality etc. In this research category is to classify classroom interaction into two groups, namely, teacher talk, students talk and silence or confusion.

5. Subcategories

A secondary or subordinate category. In this research subcategory is pieces of category from teacher talk and students talk. Subcategories of teacher talk is divided into 2 groups, first is teacher talk that divided into indirect influence are deals with feelings, praises or encourages, uses ideas of students, asks question, and for direct influence divided into giving information, giving direction, and criticizing student's behavior and response. Student talk is divided into student's response, student's initiation, silence or confusion.

