

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finnochiaro 1964:8). Language is any set or system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (Pei 1966:141). Human is born with the ability to speak. In addition humans also have a first language and able to learn a second language. Language itself is a human tool to communicate with each other. It becomes the duty of a human being to learn a language, as stated in Al-qur'an surah Al Mufadalah verse 11:

يَتْلُوهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ
وَإِذَا قِيلَ آنشُزُوا فَأَنْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

This Surah aims to address the students in order ask to them to study harder, especially regarding this second language lesson, which is considered difficult for them

to learn and understand. In addition, people who are knowledgeable and have knowledge will be raised by Allah SWT.

English is taught in Indonesia as a foreign language. In English as a Foreign Language (EFL) class, learners are not familiar with English in the daily conversation, except several learners who have background in using English in their home or environment. Because of that reason, teacher has some roles as the facilitator to introduce them into new language especially as a model. The interaction in the form of communication and language, in helping young learners to become competent and effective learners, generally were emphasized on the opinion of childhood education. Thus, most of the teachers considered talking to and with young learners an important part of their work. In learning English as a foreign language, young learners need to play with the language, try it out, test it, receive feedback and try again. Based on Brown (2001:82) states that a teacher-centered or teacher-fronted classroom is appropriate for some of classroom time. Teacher responsibility is to keep the interaction flowing smoothly and efficiently.

Additionally, EFL students are required to practice the language in the classroom as possible as they could. Behnam and Pouriran (2009) claim that educational institutions would prefer EFL students practice English language than EFL students who did not practice the language in classroom. It means that the more they practiced, the more they had skill and self- confident in using the language. In fact, the purpose of teaching and learning the language is for communication. It is true that the educational institution really appreciate at the EFL students who practice the language. Besides that,

According to Mouhanna (2009) contends that using mother's tongue in the classroom was a controversial pedagogical issue. It means that many of EFL teachers do not ask the students to practice the language in the classroom. Consequently, it will make the teaching and learning the language meaningless. However, asking the EFL students to practice the language is important for them.

Incidentally, classroom interaction that was intended in this research was how the 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 would know the teachers' and students' talking time, characteristic, and the correlation of whether the amount of teachers and students talk contribute significant influence to the teachers' and students' characteristics or not.

The researcher decided to set English teachers at SMP Negeri 1 Kapuas Timur as the subject of this research. SMP Negeri 1 Kapuas Timur was one of SMP in Anjir Serapat that were rare observed by researcher. Besides that, the school was recommended by one of English teacher of favorite SMP in Anjir Serapat. The school was interesting for the researcher since the school is rare observed by researchers. Indeed, the researcher wanted to know how much teacher and students talk in the school that is rare observed by the researcher.

Equally important, classroom interaction relates to teachers' teaching style that will determine the classroom interaction occurs in the classroom. Teachers' teaching

style like teacher-centered will make the students passive in the classroom since the teacher talks all the time. It means that the teachers do not give chance to the students to talk. In contrast, students-centered will make the students active since the teacher is as a facilitator. Making the students active related to the researcher's reason in choosing the topic of this research.

The FIACS technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction, according to Flander (1970, cited in Kia and Babelan, 2010), the researcher who wants to use FIACS has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIACS suggests that the constant time referring to every three seconds. It means that the researchers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet. What's more, analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides, Flander (1970, cited in Walsh 2006) divides *teacher talk* (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses

authority), *students talk* (response and initiation), and *silence* (period of silence or confusion).

Flanders classroom interaction is most important. The interaction which takes place between the teacher and pupils is known as teaching. Teaching is a dynamic and composite phenomenon involving teachers, students and subject-matter. Teacher is an important feature in the process of student's development only if his teaching is an effective. So the teaching-learning process has the closest relation with teacher's teaching style and students' learning style. Ch (2001) showed that referential questions make more interaction between learners than display questions. According Chaudron (1988) stated that interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events. Moreover, Allwright and Bailey (1991) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process. Chaudron (1988) stated Interaction is viewed as significant because Only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events Interaction gives learners the opportunities to incorporate teaching learning structures into their own speech and the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Flanders (1963) originally developed Flanders Interaction Analysis. Flanders Interaction Analysis system was designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted. The results gave a picture as to who was talking in the classroom, how much and kind of talking that took place. Flanders Interaction Analysis became widely used coding system to analyze and improve teacher student interaction pattern.

Based on the explanation above, the researcher conducted a research, entitled **AN ANALYSIS OF CLASSROOM INTERACTION BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) TECHNIQUE AT SMP NEGERI 1 KAPUAS TIMUR**

B. Statement of Problems

Considering the good effect of FIACS technique for the teacher and students, the researcher wanted to do a research in order to find out the teachers' and students' talking time, characteristic, and the correlation of whether the amount of teachers and students talk contribute significant influence to the teachers' and students' characteristics or not.

1. How much the percentage of talking time did teacher and students spend during classroom interaction at SMP Negeri 1 Kapuas Timur?
2. What are the characteristic of teacher talk in classroom interaction at SMP Negeri 1 Kapuas Timur?

3. What types of teacher talk are there in English classes at SMP Negeri 1 Kapuas Timur ?

C. Objective of Study

Based on the problem of the research, the objectives of the research were as follows:

1. To find out the percentage of the teachers' and students' talking time during classroom interaction at SMP Negeri 1 Kapuas Timur.
2. To find out teacher's and students' characteristics during classroom interaction at SMP Negeri 1 Kapuas Timur.
3. To identify the types of teacher talk are there in English classes at SMP Negeri 1 Kapuas Timur.

D. Limitation of The Research

In this research, the researcher would only focus on investigating interaction that occurred between teacher and students in the classroom by using FIACS technique.

E. Significance of Study

After finishing this research the researcher expects :

1. This study will be increase the studies of linguistic related with teacher talk in English classes.

2. This research will give us the information about the types and the function of teacher talk.
3. In addition, this study is useful as an additional reference for those who are interested in making a further study on this teacher talk. It will enrich our knowledge about the classroom interaction, especially about teacher talk.

F. Operational Definition

In order to avoid the misinterpretation does not occur when exploring the content of this research, the following are the definition of several key terms.

1. Classroom Interaction is the interaction between teachers and students or teacher among students in classroom (Nunan, 1991). Which the writer means consist interaction between teacher to students, students to teacher and students to students. Classroom interaction is interactions between teacher-student, student-student, student-teachers during the learning process. Classroom interaction will greatly assist communication between teachers and students easier. So it's not just a teacher who plays an active role in the classroom but students were also active in the classroom, though only providing a response or answer questions asked teachers to them.
2. FIACS (Flander Interaction Analysis Categories System) is the category of Flander system that used as an instrument of the observation to analyze the classroom interaction. It consist of teacher talk, students talk and silence. According to Hai and Bee (2006) "FIACS technique is a tool research to

improve the teacher's teaching style in order to make the students active in the classroom".

3. Interaction Analysis is the collaborative exchange of thoughts, feeling or ideas between two or more people. According to IGI Global journal interaction analysis is a method for the investigation of human beings with each other and with the objects in their environments.