I. INTRODUCTION

A. Background of the Problem

Krashen’s input hypothesis states that we acquire (not learn) language by understanding input that is little beyond our current level of acquired (competence). The input hypothesis claims that listening comprehension and reading are of primary importance in the language program, and that the ability to speak (or write) fluently in a second language will come on its own with name (Krashen in Yufrizal, 2008:51). Furthermore he explained, speaking fluently in a second language is thus not ‘taught’ directly; rather, speaking ability ‘emerges’ after the acquirer has built up competence through comprehending input.

Based on explanation above, speaking as one of the four skills in English that the students have to master in learning English, it must be taught after the students comprehend input that is given. As Krashen states in Yufrizal (2008:53), in order for acquirers to progress to the next stages in the acquisition of the target language, they need to understand input language that includes a structure is part of the next stage. Thus, if the acquirers are ‘up to’ the third person singular morpheme in English, they can only acquire this morpheme if they hear or read messages that utilize structure and understand the meaning.
In order to make the students acquire the structure that we have not known before, teacher should take a part to help their students. As Krashen states in Yufrizal (2008:53), we can understand language that contains structures that we have not yet acquired through context and extra-linguistic. Furthermore he explained, the input hypothesis claimed that we use meaning to help us acquire language. It is the teacher’s responsibility to find context and extra-linguistic information.

Since the previous paragraph describes how we can acquire language by input that is meaningful and understandable to the learner then one of the most effective meaningful ways to make the students acquire language is by giving some interesting materials to the students. One interesting material to help the students acquire language easily is newspaper. Newspaper contains of some features. Such as editorials, obituaries, comic strips, weather news and forecasts, advice, gossip, food, critical, and display ads. Those features related with economy, business, political, entertainment, etc.

Variation in newspaper features makes the students interested to read the news since it serves the up to date news for the reader, lively, varied and amusing publication for the learners. The students will comprehend the input easily by reading interesting materials. They can take some new vocabularies as they interested to the news, learn the structure of the language. Besides that they can take information by reading newspaper. This supported by Pemagbi in Irawati (2003) states that newspaper could be used to teach many aspects of language and
communication skills. Editorials and gossip columns, serious and light-hearted newspapers can be used to teach formal and informal variety of English.

If the learners are interested in reading the news thus their curiosity will be awakened and they can acquire the language. So they can easily share what they read to their friends and teacher in the class because they have a need to talk, to get or to provide information that is required for a purpose. This kind of classroom interaction let the students to acquire the language, to talk, to share what they have read, and to give their opinions. As Bishop (2000) states students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Furthermore he explained, students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students.

Variation of the topic in the newspaper can influence the degree of pleasure on reading the news. And it can affect the classroom interaction in the class such as political topic, economy topic and entertainment topic. As Marina (2006) states capacity of a text to make sense is called coherence. Coherence results from the interaction between the reader and the text. There are lexical clues that bind the texts together. But there are also implicit logical connections that help create the feeling that the texts make sense. Usually, the information in sentences is distributed in a predictable way. In English, sentences have a simple two-way division between what the sentence is about (its topic) and what the writer wants to tell you about the topic (the comment). The topic is associated with what is
already known. The new information is typically placed in the comment position. In the next sentence this new information often becomes the given information or the same topic is carried over. Topic and comment are also referred to as theme.

Every text in newspaper has its topic. As Thornbury (2003) states words are in context increases the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures. Moreover, it is likely that the text will display topically connected sets of words (or lexical fields). Research evidence suggests that words loosely connected by topic may be easier to learn than more tightly connected lexical sets. But there are some factors that will affect the difficulties of learners in understanding words in a text that has certain topic. The difficulties of understanding the words in a topic text will depend on some factors. As Chen (2006) states that students’ interests and backgrounds may influence their responses and comprehension of the text.

Based on the explanation previously, topic text can make the learners easier to learn the language but on the other hand it can affect the difficulties of learners’ understanding the words in topic text. Those coherences between the learners and the variation of topic text will affect the interaction in the speaking class. Interaction in speaking class ideally involves students to interact because the students will develop competencies of learning the language in the class that provide them with opportunities to interact among the students and to practice their language.
When we talk about different interaction in class, we mean the issue of who is speaking to whom. Edge (2001:69) divided classroom interaction into 6 types of interaction; teacher – students, students – teacher, teacher – student, student – teacher, teacher – student – student, student – student. In addition, Rackham (1970) divided eight categories of contribution that can be used to analyzing patterns of classroom interaction, they are: seeking suggestions, suggesting, agreeing, disagreeing, seeking clarification, clarifying responses, interrupting, and miscellaneous.

Based on the background above, the researcher would like to focus her research on the classroom interaction by using different kind of newspaper text; political topic, economy topic and entertainment topic and interactional categories contribution which performed by students in the teaching and learning process. Students’ involvement in discussing the text, to share information, to give summary, opinion and critics related with the text.

**B. Formulation of the Problem**

Based on the background discussed above, the writer formulated the problems as follows:

1. Will there be any differences in the patterns of interaction in English speaking class by using three different newspaper topics; political, economy and entertainment at SMAN 7 Bandar lampung?
2. Will there be any differences in the kinds of interactional contribution categories that the students perform in English speaking class by using
three different newspaper topics; political, economy and entertainment at SMAN 7 Bandar lampung?

C. Objective of the Research

The objectives of this research are:

1. To identify the patterns of interaction in English speaking class using three different newspaper topics; political, economy and entertainment at SMAN 7 Bandar lampung.

2. To identify the interactional contribution categories that the students perform in English speaking class by using three different newspaper topics; political, economy and entertainment at SMAN 7 Bandar lampung.

D. Uses of the Research

1. Theoretically.

To see whether the result of this research is relevant or not to the previous theories.

2. Practically.

To see whether newspaper can be applied in teaching speaking.

E. Scope of the Research

Newspaper in this research was used as the basis for discussion, a model and role play for learners to follow. The research was conducted in XI IPA 1 SMAN 7 Bandar lampung, which consist of 31 students. The writer acted as an observer. She observed the use of newspaper in speaking class and the classroom interaction
during the process of teaching speaking skill by using newspaper. The newspaper used in this research was The Jakarta Post. There were three topics of the newspaper that was taken; political, economy and entertainment.

**F. Definition of Terms**

1) Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998). Classroom interaction is the social relationship of teacher and students in the classroom to interact, to express opinions, to share information and to deliver thought. In the interaction that happen in the classroom, students are not expected only to listen to the teacher but they have to play some important role in the classroom, such as giving their opinion, sharing information and delivering their thought so they can practice the language maximally.

2) Teaching speaking is teaching the ability of producing the sounds or words to express, explain, and transfer thought, opinion, and feeling (Tarigan in Rahmawati, 2007). Teaching speaking is teaching the ability to communicate verbally of giving information and transferring messages to people using good sentences so the listeners understand what the speaker said.

3) Newspaper is a publication containing news and comment on current events, together with features and advertisements, that usually appears daily or weekly and is printed on large sheets of paper that are folded together (Encarta World English Dictionary [North American Edition] 2009). Newspaper is valuable resource for learning tool because it contains
of lively, varied and amusing publication for the learners since it serves us the up to date news with several parts of editorial, advertisement, comic strips, etc.

4) Type of Classroom Interaction (Edge, 2001:69)
   - Teacher – students (T – Ss): Interaction where teacher gives instruction to the whole class.
   - Students - Teacher (Ss – T): Interaction where there is a turn taking question and answer between the teacher and the students.
   - Teacher-student (T – S): Interaction initiated by teacher. The teacher asks the students to answer question, giving opinion, complaining repetition and so on.
   - Student-teacher (S – T): Interaction initiated by student. Student asks question, giving opinion, complaining something, adding information and so on to the teacher.
   - Teacher-student-student (T – S – S): Interaction where the teacher asks one student to express something verbally to the others.
   - Student-student (S – S): Interaction among students directly in form of discussion, confirming information, giving opinion, adding information, contradicting some information and so on.

5. Classroom Interactional Contribution Categories (Rackham, 1971)
   - Seeking Suggestions: contribution when the teacher or the learner urged the other to give their ideas, opinion, to critic something, etc.
- Suggesting: contribution when the people in the class giving suggestions in form of "I suggest we do so and so", "Let's do the following", "Shall we do X, Y and Z", "Can I take your idea a stage further?"

- Agreeing: contribution of all types of expression by teacher or learners to states something verbally or by gestures that they agree for what have just have been said.

- Disagreeing: contribution of all types of expressions by teacher or learner to states something verbally or by gestures that they contradict for what just have been said.

- Seeking Clarification: contribution when teacher or student wants to show their understanding by asking for a summary or checking.

- Clarifying Responses: contribution when teacher or learner seeks for assistance in understanding the other’s preceding utterance in form of; “please repeat…”, “sorry, I don’t understand.”

- Interrupting: contribution when student or learner interrupts the other while giving utterance.

- Miscellaneous: any unspecified contribution can be put in Miscellaneous.