

## **ABSTRACT**

### **AN ANALYSIS OF CLASSROOM INTERACTION IN ENGLISH CLASS AT THE SEVENTH GRADE STUDENTS IN SMPN 4 BANDAR LAMPUNG**

**By**

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Classroom interaction is a practice that enhance the development of the two very important language skill which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

Talk is one of the major ways that teachers convey information to the students, and it is also one of the primary means of controlling students' behavior. On the other hand, if the teacher talks too much, he will not give space to students to expose their target language needed in language learning process. Based on the FIAC, there are three categories in the classroom interaction, they are: teacher talk, students talk, and no/all talk. Teacher talk includes accept feeling, praises, accept/ uses ideas of students, ask question, lecturing, giving direction and criticizing. Students talk includes students talk response and students talk initiation. And no/all talk is the situation which is in silence.

This classroom interaction analysis has been conducted to investigate Teacher-Student verbal interaction pattern at the second grade of SMPN 4 Bandar Lampung. The research was done started from April 17<sup>th</sup> to April 19<sup>th</sup> 2012.

The primary data of this research are the teacher's and students' conversation gathered from video recording and observation sheet. Then, those data were transcribed and analyzed in the form of interaction pattern that divided by Edge and interaction categories proposed by Flanders.

In terms of total number of interactions, Teacher-Students (T-Ss) dominated the interaction by having 29.1% of interactions (in percentage), followed by Student-Teacher (S-T) 21.7%. The third position was Students-Teacher (Ss-T) for having 19%

of interactions, followed by Teacher-Students (T-S) 13.5%, Student-Student (S-S) 9.2% and Teacher-Student-Student (T-S-S) 7.6% of interactions.

The Teacher-Students verbal interaction showed that percentage of the mean number of talk toward mean number of interactions is 92.5%. It reflects that the mean number of talk (in percentage) is more than two-thirds of classroom time is devoted to talking. Then, the percentage of the mean number of teacher talk toward mean number of talk is 53.2%. It reflects that the mean number of teacher talk (in percentage) is more than two-thirds of talking time; the person talking is the teacher. The percentage of the mean number of teacher talk toward mean number of teacher talk is 48.5%. It reflects that the mean number of teacher indirect talk (in percentage) is more than two-thirds of teacher talk.

It's knowing that interaction from male students is 38 or 33.9% from total interaction, female students have 31 interactions or 27.8% and both of students have 43 interactions or 38.3%. Total interaction of the students is 112 interactions. Even though there were not far enough but there was a difference between male and female students, it concludes that male students are more interact than female students.