

I. INTRODUCTION

This chapter discusses certain points; introduction deals with background of the problem, research problems, objectives of the research, uses of the research, scope of the research and definitions of term.

1.1 Background of the Problem

As one of international languages, English plays great role in all human activities. Many people use this language in their daily life, work and many kinds of activities. English is so widely used in international communication. That is important for us to learn English in order to communicate and interact with other people in other part of the world.

Realizing the importance of English as mention above, English becomes the first foreign language taught at schools in Indonesia beginning from elementary school to university. The aim of teaching English at school as stated in the KTSP curriculum is enable the students to communicate in English both spoken and written form.

Despite of the fact that English has been taught for years, the capability of listening, speaking, reading and writing English for Indonesian students are still unsatisfactory. They often acutely embarrassed if they make mistakes and are corrected or laughed at. Learners are rarely trained to speak target language in class. They still look prude and

hesitate to interact with their friends and their teacher by using target language. Based on my experience in PPL programme, Students are afraid and feel not insecure to speak English. Actually, they understand the meaning of the lesson but they are too shy to interact with the teacher and they just tell their friends if they know something or find some difficulties. These situations tend to happen because their teacher almost never gives them various communicative activities that can trig them to speak and to interact to each other (Tarigan, 1989:24).

In KTSP for junior high school, the EFL learning at SMP in Indonesia is aimed at developing four major language skills, which are; listening, speaking, reading, and writing. The KTSP also states that SMP students are expected to be able to communicate to each other in target language fluently by the end of the course.

There are so many factors influencing the students' achievement in English. One of them is a technique used by the teacher in English class. Alexander (1998) in Subaikhan (1995) states that the teaching qualities, particularly the approach, method and techniques used in teaching process are important. It is the teacher's responsibility to improve and determine techniques that may provoke the students to keep learning.

Based on the writer's observation during her PPL program in SMPN 4 Bandar Lampung, where the researcher taught in bilingual class and regular class, bilingual class that have more facilities such as the number of students is smaller than other classes, each subject consist of 2 teachers, Every student in the bilingual class has their own laptops, unfortunately these facilities are not utilized properly. It was found that the teachers dominated the class through lecturing, giving question, instruction and tended

to use direct influence rather than indirect influence. However, In my opinion, bilingual class has a good interaction than another regular class, because the students always interest in learning English. The situation was quite different with regular class, the students seemed not really get into the lesson . It is known that final result of teaching is affected by some factors, they are: learners, the teacher, time allocation, the use of visual aid, methodology, teaching material, interaction between the teacher and students, and interaction between student-student in the classroom.

Pica, Kanagy and Falodun (1993:10) state that language is best learned and taught through interaction. It is stated by Rivers (1987:3) that the interaction is the key to teach language communication. Interaction here involves not just expressions of one's idea, but comprehension of those to other. Thus, these can be drawn as conclusion that in interaction, one listens to other, one respond, other listens and responds.

From the statements above it can be inferred that classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and learners talk, including the influence of gender while non-verbal interaction covers gestures or facial expression and by the teacher and learners and learners and learners when they communicate without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition. Learners learn not only through comprehensible input but also their own output. But a good lesson is not one in which students do all or even most of the talking. Some lessons may be good if they are carefully structured in such away that students do a good deal of talking and at the same time get a lot of feedback from the teacher, both formally and informally.

One of the guidelines to analyze the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). FIAC is a concept which states that teaching will be effective depending to a large degree on how directly and indirectly teachers influence the learners' behaviours.

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. Student talk includes student talk response and student talk initiation. And no/all talk is the situation which is in silence (Allwright and Bailey, 1991: 202).

It is clear that the active role of both the teacher and learners is absolutely needed to create a good interaction because everyone will learn something better if he experiences it by himself. The learners have to learn the knowledge about English from the teacher, be active in responding the teacher's questions, and introducing their own ideas. Besides, the teacher must be creative in using teaching methods and techniques to support his talk in order to be interesting to be learned by the learners. Those are not easy tasks for many teachers, because as Goodman said that language appears sometimes to be so easy to learn and at other times so hard (Goodman, 1986:39). If the teacher fails, he cannot achieve the teaching-learning objectives.

Classroom interaction itself always related with gender. The effect of gender in interaction has a part which is influencing successful interaction between teacher-students and student-student. Gender in here related to the students in the classroom, as a teacher, we can see the differences between male and female students in learning

English. Everyone always think that female students is more interact than male students, In fact, based on Dukmak's research in UAE countries, female student were not really "live" in the classroom. They don't have a gut to express their feelings, maybe it's related with the custom on their country. But in Indonesia and Taiwan for example, female students always dominated the situation.

By replicating of Dukmak's classroom interaction in regular and special education in the primary classroom in the UAE, The writer is going to do a research with the titled An analysis of classroom interaction in English class at the 7th grade of SMPN 4 Bandar Lampung.

1.2 Formulation of the Problem

Based on the limitation of the problem above, research problem is formulated bellow:

- 1) What is the pattern of classroom interaction in English class at the seventh grade of SMP Negeri 4 Bandar Lampung?
- 2) How is the process of classroom interaction in English class at the seventh grade of SMP Negeri 4 Bandarlampung, does it reflect the interactive classroom interaction suggested by Flanders?
- 3) Is there any difference in classroom interaction between male and female students in English class at the seventh grade of SMP Negeri 4 Bandar Lampung?

1.3 Objective of the research

Relating to the research problem, the objective of the research are:

- 1) To find out the pattern of classroom interaction in English class that taking place in the seventh grade of SMPN 4 Bandar Lampung
- 2) To investigate the classroom interaction process in English class at the seventh grade of SMPN 4 Bandar Lampung, whether or not it reflects the interactive classroom interaction proposed by Flanders
- 3) To find out the differences in classroom interaction between male and female students in English class at the seventh grade of SMP Negeri 4 Bandar Lampung

1.4 Uses of the Research

In accordance with the objective, this research could have the following uses:

- 1) Practically

To give the school teacher an overview of classroom interaction in SMPN 4 Bandar Lampung to be taken into consideration to create and/or develop and implement the method of teaching and learning process leading to the conducive classroom interaction.

2) Theoretically,

To give information to the reader the analysis of the process of classroom interaction including pattern and teaching learning activity and the interaction between student-student by using the theoretical principles of classroom interaction proposed by Flanders.

1.5 Scope of The Research

The research will be conducted in the seventh grade of SMP Negeri 4 Bandar Lampung. The focus of this research is to analyze the process of classroom interaction between teacher-student and student-student. The writer will become an observer who observes the classroom interaction in the process of teaching English. The theory made as the classification base by Flander. The subject of this research will be the students at 7A (Bilingual class) students of SMP Negeri 4 Bandarlampung.

1.6 Definition of Terms

1. Interaction is an active process in which people try to get their meaning across to each other by imparting thoughts, feelings or ideas. Interaction refers to any sort of interaction, student-students or teacher-student discussion, group discussions and any type of classroom participation (Long and Sato, 1983)
2. 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.

3. Teacher-student interaction is one of the patterns of classroom interaction, out of two patterns, occurred between the teacher and the students which is initiated and dominated by the teacher as the source of teaching learning process.

4. Student-student interaction is another pattern of classroom interaction occurred among the students which is initiated and dominated by the students themselves to seek on the knowledge they want to get with little help of the teacher as the facilitator of teaching learning process.