

I. INTRODUCTION

This chapter describes background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Interaction in the classroom is an essential part of teaching learning process. There will be no teaching learning without interaction between the teacher and students.

The success of teaching depends in a large extent on the way teachers talk and interactions that occur between teachers –students and students –students.

The goal of learning English in senior high school is to enable the learners to use the language in real communication according to their level in written and oral work. Related to the goal of learning English, There are some factors which influence the teaching learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer, 2001: 167).

From the factors that affect the teaching learning process, interaction is one of the important factors. Many studies about English classroom interaction in Indonesia have been held by previous researchers (Yulianita, 2005; Astuti, 2007; Gultom, 2007). One of the research that is held by Astuti (2007) about classroom

interaction through Jigsaw technique in senior high school showed that a common problem for foreign language teaching dealing with a passive class, where students are unresponsive and avoid interaction with the teacher and other students. Meanwhile, language is best learned and taught through interaction (Pica, Kanagy, and Falodoun, 1993 in Yufrizal, 2008:74). Students learnt most successfully when they are given ample opportunities to interact in conversation. In this sense, a lesson progresses and its successful largely depend on the interaction between the students and the teacher.

Another study held by Sister (2004:3) identified that most students have difficulty to communicate in the target language, English. The lack of English exposure in classroom interaction might have been one of the factors. The interaction that occurred in the classroom mostly used the first language (bahasa Indonesia). This habit discouraged the students to communicate in English. As the result, the students were not able to use English fluently in communication.

According to the ideas above, it should be noticed that it is important to make the target language (English) become the main language that mostly used in classroom interaction. The classroom interaction can focus the language used in formal and informal conversation within a context that is meaningful and realistic (Hayes, 2004:98).

Interaction in teaching learning process including English subject occurs among teacher and students. There are two patterns of interaction in teaching learning process: namely, an interaction between teacher and student and an interaction among students (Sardirman, 1987: 204 –205). Since English classroom interaction

engages teacher and students, teacher talk and student talk are also important factors in classroom interaction. Teacher talk is a vital aspect of classroom –based language learning since it is one of the main sources of language input for the learners. Language teachers can use their talk as a tool to maximize their students' performance and interaction and to promote positive students' attitudes toward their teachers.

The meaningfulness for learners classroom events of any kinds whether thought of as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learners (Chaudron, 1998:10).

From that definition, it can be said that classroom interaction particularly English includes all of the classroom events, both of verbal interaction and non –verbal interaction. The verbal interaction takes place when the teacher and learners talk, while non –verbal interaction covers gestures or facial expression by the teacher and learner when they communicate without using words. Therefore, whatever teacher says whether in English or in Indonesian language and does in English classroom would affect the students' talk and the effectiveness of learning English.

In addition, based on the researcher's experience during her PPL in SMAN 1 Way Serdang, the students in different study program, in this case natural science and social science classes gave different responses to the teacher's talk. Natural science class tends to be more active than social science class. It can be seen by

the questions that come from some students in natural science class that are more frequent than social science class.

Moreover, the teacher talk and student talk in natural science class and social science class often occur in bilingual, Indonesia and English. Therefore, the researcher wanted to find out the pattern of teacher talk and student talk in natural science and social science classes. The pattern of teacher talk and student talk could give an image about how the teacher facilitated and treated the students in classroom interaction. Therefore it could give evaluation for the teachers in their teaching to maximize student talk. But if the pattern had maximized student talk more than teacher talk, it could be applied continuously in English classroom interaction in speaking class.

In order to analyze data of the research, it needed a systematic analysis of teacher's classroom interaction which may provide a reliable assessment of what goes in English classroom in teaching learning activity.

Flanders Interaction Analysis is a system of classroom interaction analysis which has been used for many years by researchers to analyze the interaction between the teacher and students during the teaching learning process in the classroom. Flanders Interaction Analysis system emphasizes the teaching of the classroom teacher –student interaction, which uses a system, taking into account the direct and indirect teaching style behavior classification of the classroom teacher – student interaction behavior classification. Flanders Interaction Analysis system can make accurate inferences about the verbal communication and get a mental picture of the classroom interaction. It is a vital feedback to the teacher or teacher

trainee about his intentions and actual behavior in the classroom. Therefore, Flanders Interaction Analysis was used in this research to analyze the classroom interaction of English subject.

In line with the aim of this research to find out the pattern of teacher talk and student talk, the subject of the research should be able to provide the pattern of teacher talk and student talk. SMA N 1 Gadingrejo is one of the schools in Indonesia that so-called RSBI since 2007. The students are accustomed to communicate in English when they are talking with the teacher or partners in their daily school activities.

Therefore, the researcher investigated the classroom interaction in natural and social science classes in this school. This research dealt with investigating the pattern of teacher talk and students' talk at the second grade students of natural science class and social science class in the classroom interaction at SMA N 1 Gadingrejo, and the difference of teacher talk in these two classes related to the pattern occurred in these two classes

1.2 Research Questions

Based on the background of the problem above, the research questions of this research were formulated as follows:

1. What are the patterns of teacher talk and student talk in English classroom interaction of the second grade students of natural science class and social science class at SMA N 1 Gadingrejo based on Flanders Interaction Categories?

2. What is the difference of teacher talk in these two classes related to the pattern occurred in these two classes?

1.3 Objectives

Based on the research problems, the objectives of the research were formulated as follows:

1. To find out the patterns of teacher talk and student talk in English classroom interaction of the second grade students of natural science class and social science class at SMA N 1 Gadingrejo based on Flanders Interaction Categories.
2. To find out the differences of teacher talk in these two classes related to the patterns occurred in these two classes

1.4 Uses of the Research

There are two uses of the research, they are as follows:

1. Theoretically, the result of this research can give a contribution to the theory of language acquisition in Indonesian EFL context and English language teaching for senior high school students in Indonesia in order to make English classroom interaction more facilitated students talk than teacher talk.
2. Practically, this research can be used as a reference for English teacher of natural science class and social science class at SMA N 1 Gadingrejo in developing the communicative pattern of classroom interaction, curriculum developer, and textbook writers in developing the materials for teaching

English and also a reference for other researcher who will conduct research in the same field.

1.5 Scope of the Research

This research was conducted at the second grade of senior high school students in natural science class and social science class. The sample of the research was XI IPA 4 and XI IPS 2. Each class consists of 31 students that are taught by different teacher. The focus of the research was to find out the patterns of teacher talk and student talk in English classroom interaction of the second grade students of natural science class and social science class at SMA N 1 Gadingrejo based on Flanders Interaction Categories, and the differences of teacher talk in these two classes related to the patterns occurred in these two classes

This research dealt with the classroom interaction that occurred in these two classes. The classroom interactions were recorded, transcribed, coded and analyzed. The patterns of interaction being investigated were the verbal and non – verbal interaction of teacher talk and students talk in English subject. The interaction in the classroom was analyzed by using Flanders Interaction Analysis Categories (FIAC). The researcher was a non –participant observer that observed the interaction based on Flanders interaction analysis while the English class was proceeding. The classroom interaction of English subject in XI IPA 4 and XI IPS 2 were recorded in two times. The topic of material was used in this research was hortatory exposition text.

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts, they are as follows:

Classroom interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2001:165).

Teacher talk

Teacher talk (TT) is known as the kind of language used by the teacher for instruction in the classroom (Xiao –Yan, 2006).

Student talk

Student talk can be said as students' speech when they imitates their teacher's examples, express idea, or give comments and criticism in the classroom (Delia Astuti, 2011: 19).

Classroom Interaction Analysis

Classroom interaction analysis refers not to one system, but to many systems for coding spontaneous verbal communication, arranging the data in a useful display, and then analyzing the results in order to study patterns of teaching and learning (Flanders, 1970).

Pattern of Classroom Interaction

Pattern of classroom interaction is a part showing the figure or sequence of turn – taking between the teacher and students while they interact in the classroom.