I. INTRODUCTION

1.1 Background of the problem

Speaking has an important role in communication both spoken and written form. Finch (1969:1) states that since man first begins to control his environment he found the need to communicate. In daily life, one uses language to express his feelings, to tell his experiences and so forth. From the statement above, it can be stated that language is very important. One of the languages that holds and plays a very important role is English, especially in this globalization era where people must communicate with other people from different countries in many purposes and contexts. In Indonesia, English is taught from elementary school level until University level, either in spoken and written form. The purpose of the language teaching in junior high school is to achieve functional literacy in the form of spoken and written as a standard competence. (PERMENDIKNAS No.23)

In School Based Curriculum for SMP, the EFL learning at SMP in Indonesia is aimed at the developing of four major language skills; listening, speaking, reading, and writing. The School-based-curriculum also states that second year of SMP students are expected to be able to communicate to each other in their target language fluently by the end of the course.
But the expectation of the curriculum is not actually fulfilled. One of the common problems of teaching English is that the result of teaching English has not been satisfying us yet and the result is quite far from the goal of the curriculum. The researcher found this while she was doing her teaching practice (PPL) in ninth grade of SMP N 3 Bandar Lampung. Half of students of ninth grade in that school were able to use English in written form, which mainly deals with tenses pattern and type of text, while only one tenth of them were actually able to use English in spoken form. Rivers (1970:161) explains that students come to study foreign language in high school with strong conviction that language meant something spoken. The students are often discouraged and lose interest when they find that foreign language study is just like other subject, learning from the book only without any practice. From River’s idea, it can be said that students are actually disappointed when they feel unable to speak English after studying for a long time. In addition it happened because they have lack of practice in using the language. They are often embarrassed if they make mistakes and are corrected or laughed at. Learners are rarely trained to speak target language in class. They still feel embarrassed and hesitate to interact with their friends and their teacher by using target language. These situations tend to happen because their teacher never gives them various communicative activities that will trig them to speak and to interact to each other. (Tarigan, 1989:24). In other words, students only speak when the teacher gives turn to them, while on the other hand the teacher almost never pays attention to students’ need in improving their English especially in speaking ability.
This condition is quite similar to what researcher found out in eighth grade of SMP Immanuel Bandar Lampung. Most of the students think that English is all about grammar and vocabulary. It is all about memorizing tenses formula and words and its translation. Those thoughts make them feel bored of English. They learn English not enjoyably or only as an obligation to get the score. Though sometimes some students understand that they need English more than just a requirement to pass the national examination, they still feel difficult to learn all skills in English subject, especially speaking. Consequently, they cannot speak English even though they have learned English. Therefore, speaking was chosen as the skill to be investigated in this research.

There are many factors influencing the students’ achievement on speaking. One of them is the technique used by the teacher in teaching speaking. To lead the students to be able to speak English, the English teacher must be creative and imaginative. As stated by Wallace (1988:4), whether students can learn much, or not depends on the effectiveness of the English teaching techniques. One of effective techniques that might be chosen is the one that will make the students get used to the students. It means that English teachers should apply some kinds of teaching techniques that could enhance a successful English classroom. Teaching technique that will be used must be the one who support the fact that language is habit, and students can use the language only if they get used to it. He or she should be also able to create the appropriate atmosphere. One of the efforts, which the teachers must do, is to promote the quality of using the technique. This is intended to achieve one of the ultimate aims of instructional aspects, to enable the students in expressing their ideas in English.
Referring to the Wallace statement, the writer would like to propose technique that can be used for teaching speaking that is Drama Games. The writer proposes this technique referring to Bernardus’ finding (2000:34). It is found that 61.4% of the students look forward to the opportunities to speak in the class through drama games technique. It proves that an interesting technique brings positive approval from the students to participate in all stages of the drama game, which will make them more involved in the language learning itself. There are also research conducted by Rowiyah that focused her research on the seeing the students interaction (2008:42) by applying CTL implementations. She found that there are clear difference between students who just listen to teacher’s lecture and do their exercise and students who are given chance to do the interaction during the learning time and students She stated in the result of her research that more than half which is 58.68% of the students wanted to be taught using the new technique applied rather than the old one. They wanted to have more chance to interact with their friends and even with their teacher.

Wessel (1987: 8-10) defines drama as a new theory in language teaching which can be used to develop certain language skills which is simply enjoyable and mainly easy going to all the extrovert students during their interaction in the class. This technique becomes enjoyable for the extrovert students since they have a good language level and moreover in this activity they are no longer mainly working with grammar. Though it is a little bit hard for the introvert students in following the activities, drama games is still a good technique to be applied in class that has not only extrovert students. Drama games will help them to be more
confident, because they have their own role to play. As long as the teacher takes place as a motivator and as a supporter, introvert students will be able to get involved. Here the teacher should be able to build introvert students’ motivation in following the activities because in drama games the students’ view only will be pointed to the communication and interaction with the other participants. The teacher must convince the students to be confident and convince them that they will have fun in learning English by doing this activity. Teacher can also help introvert students by giving them a role that is not really different to their own real character. In that way, introvert students do not have to focus in acting as other character, but only in speaking what they have in their script. By using this technique the situation in class will be more attractive for the students, and will also involve the students to speak more and will reduce and even eliminate boredom in the class.

Pica, Kanagy and Falodun (1993:10) state that language is best learned and taught through interaction. Rivers (1987:3) says that interaction is the key to teach language communication. Interaction here involves not only expression of one’s own idea but also comprehension of those ideas to others. Thus these can be drawn as conclusion that in the interaction, one listens to others; one responds; other listens and responds. According to Kasanga (1996) study, EFL learners display some features of interaction patterns that mostly occur in the interaction such as request for clarification, confirmation check, self and other repetition. Maley and Duff (1982) say that by applying drama games, students can apply English in real situation, because there is interaction among students to teacher and also students to students.
According to Hill, (1969:87) to practice speaking, students need to participate in the discourse of the discipline to think, speak, and be listened to as they participate in the discipline's particular mode of inquiry. Students will not get enough practice just by talking to the teacher, and very little by just listening to the teacher. Students have chance to develop competency and become fluent speakers in classroom that provides opportunities for intensive, structured interaction among students. Students that are engaged in structured group work are typically talking, rehearsing ideas, probing judgments, empathizing, listening, questioning, in other words, practicing the skills of speaking.

From what was explained above we can see that classroom interaction is needed to help the students become confident in learning, especially language learning that has speaking as one of its skills. Research in colleges and universities indicates that drama games can create a good classroom interaction, enhance the mastery of content for most students. Dani’s finding in his research in year of 2005 shows that the classes he taught in SMA N 2 Metro were more active. More students spoke and less students remained silent. Even those students that used to do not like English subject actually get themselves involved in the activities of drama games. By seeing this it can be said that drama games not only can create a good interaction in the classroom, but also improve students' attitudes toward the course and the discipline. They not only learn more, they also like what they are learning.
Based on the background stated above, the writer would like to focus her research on classroom interaction by using drama games which is entitled “An Analysis of Classroom interaction in Speaking Class through Drama Games”.

1.2 Formulation of the Problems

In line with the background previously presented, the researcher formulates the problems as shown below:

1. What interaction types occur during the process of teaching speaking through drama games?
2. In which interaction type do the students produce more utterances in teaching-learning process?

1.3 Objectives of the Research

The objectives of the research are:

1. To identify the interaction types that occurs during the process of teaching speaking through drama games at the first year of SMP Immanuel Bandar Lampung.
2. To identify in which interaction type the students produce more utterances in the teaching-learning activity.

1.4 Limitation of the Problem
In conducting the observation in this research, researcher used only one camera, which could not cover all activities in the classroom during the teaching-learning process. In other words the camera could not record the activities of all students. Researcher only put the camera in front of the class to record activities in the class generally and then moved it to one group to other. This became the limitation of the problems. Researcher only analyzed the data obtained from the video recording.

1.5 Uses of the Research

The uses of the research are:

Theoretically:
As information for the English teachers about Classroom interaction in teaching speaking through drama games.

 Practically:
Hopefully, this research will be useful to the English teacher, students and also the school.

1. The English teacher
   Through this research, teacher will be motivated to use more various technique and media in teaching English to his/her students. Especially those that can help the students become more active in using their English in speaking.

2. The students
The implementation of drama games in this research will cause the students to become more confident in using English. They will not think that English is a boring subject and can enjoy every lesson given by the teacher.

3. The school

The result of this research can be used as a consideration whether the school will implement drama games for all grade levels to stimulate the students actively involved in speaking class.

1.6 Scope of the Research

The research focused on the teaching of speaking, which are covered in School Based Curriculum for grade VIII of SMP students. This research conducted at SMP Immanuel Bandar Lampung. The subject of the research is the Eighth grade of the school.

In teaching and learning process, the teacher used the drama games to stimulate the students actively involved in speaking class. The materials of that process were doing drama games. The theme is given by the researcher. It was taken from the students’ text book and other sources which are relevant to English Curriculum of the second year of SMP.

In this research, the researcher discussed the material with the teacher, before the teacher prepared the lesson plan. The teacher taught in the class and researcher only acted as an observer. The focus of the research was on the process of teaching and learning speaking class, not in the product.
1.7 Definition of Key Terms

- 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.

- Classroom interaction analysis is a technique consisting of objective and systematic observation of the classroom events for the study of the teacher and students’ classroom behavior and the process of interaction going inside the classroom.

- Interaction type is different interaction occurs in the class, differed by who makes the initiation to start the interaction.

- Drama games are social interaction activities where the students are expected to be able to use English or even their mother tongue in order to overcome information gap or try to solve problems.

- Utterances are natural units of speech bounded by breaths or pauses. An utterance is a complete unit of talk bounded by the speaker’s silence.