

**AN ANALYSIS OF CLASSROOM INTERACTIONS AT
ENGLISH CLASS OF SMAN 1 PAYAKUMBUH**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
For Strata One (S1) Degree*



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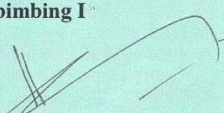
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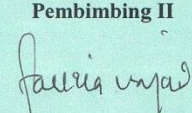
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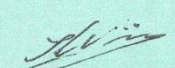
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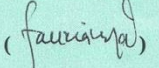
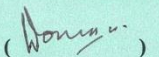
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ABSTRAK

Annisa, Dian. 2015. “**An Analysis of Classroom Interactions at English Class of SMAN 1 Payakumbuh**”. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk menganalisis beberapa tipe *classroom interaction* yang muncul dalam kelas Bahasa Inggris dan pola *classroom interaction* manakayang paling mendominasi dalam kelas Bahasa Inggris. Populasi dari penelitian ini adalah siswa kelas X MIA 1, X MIA 3 dan X MIA 7 tahun ajaran 2014/2015 yang berasal dari SMAN 1 Payakumbuh. Sampel penelitian ini berjumlah 73 orang yang dipilih dengan menggunakan teknik *cluster random sampling*. Data dikumpulkan melalui dua instrumen yaitu observasi dan *video recording*. Berdasarkan hasil penelitian, terdapat sepuluh tipe *classroom interaction* yang muncul berdasarkan *teacher talk* kategori, yaitu *giving directions* (33,3%), *asking questions* (26,7%), *giving information* (17,3%), *repeating students response* (11%), *criticizing students behaviour* (4%), *praising/encouraging* (3,3%), *correcting without rejection* (2,3%), *criticizing students response* (1%), *joking* (0,7%) dan *using student' ideas* (0,3%). Sementara itu, tipe *classroom interaction* yang muncul berdasarkan *student talk* kategori, yaitu *student response, specific* (73%); *students response, initiated* (15%); and *students ask questions* (12%). Disamping itu, pola *classroom interaction* yang mendominasi di dalam kelas bahasa inggris yaitu *givingdirections – students gave respond, specific* (pola 6 – 8); *givingdirections – asking questions – students gave respond, specific* (pola 6 – 4 – 8); *asking question – students gave response, specific – teacher repeated student response verbatim* (pola 4 – 8 – 3a), dan *giving information – asking questions – student response, specific* (pola 5 – 4 – 8). Hasil penelitian ini juga menunjukkan bahwa guru masih mendominasi dalam proses belajar pembelajaran Bahasa Inggris.

Kata kunci: *classroom interaction, teacher talk, student talk*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of compulsory skills which should be taught in any senior high school. Speaking skill is necessary to be taught because it is one of skills which should be accomplished by senior high school students. Moreover, for senior high school students, speaking is a crucial skill in their interaction during the study. There are many of ex-RSBI (Rintisan Sekolah Bertaraf Internasional) schools in West Sumatera and one of them is SMAN 1 Payakumbuh where teachers still use much English in the English classroom. Many English teachers require students to speak English so the classroom interactions can be seen. As Brown (2001:165) mentions “interaction is, in fact, the heart of communication”. Interaction occurs when people are communicating each other, giving action and receiving reaction one another anywhere and anytime, including in a classroom setting. Therefore, the skill of speaking has to be built in the classroom. One way of building it is through interaction in the classroom, that is interaction between teacher and students, students and teacher, and among students. A lot of teaching activities in the classroom are done through interaction, for example giving direction, asking questions, and use students’ idea. So, it can be concluded that classroom interaction has important roles in the process of teaching and learning.

Many researchers studied about classroom interaction such as Khadidja (2010) and Mujahidah (2011). Khadidja studied about the effect of classroom

interaction on developing the LMD (Licence, Mater, Doctorate) students' speaking skill at the University of Constantine. The result showed that eventhough students were given the chance to engage in classroom interaction, but they still had some problems because of shyness, anxiety, and stress. Moreover, Mujahidah researched about the classroom interaction during the English-teaching learning process at the eighth grade of SMPN 1 Banjarmasin which focused on the category of talk, the category that used to promote interaction, and the language which mostly used during interaction. The result was the percentage of teacher talk was higher than the percentage of student talk. In addition, the category frequently occurred in classroom interaction is asking question, and English is used mostly during the interaction in the classroom.

However, there are some problems that happen between teacher and student and between student and teacher. Since it is expected that the English classroom instruction is a student centered, it is found that teachers still dominate the teaching learning process such a traditional classroom. As Dagarin (2004:130) states that teachers in a traditional classroom have a dominant role to fill students' empty heads with knowledge. The students' character which can be built automatically is the passive students because they just listen or watch the lesson carefully, and give the limited response. This is in contrast with the demand of English class which requires students to become active in speaking and give many ideas when speaking. The classroom interaction cannot occur while students in a passive participant.

In addition, teachers have to use much English in the English classroom. In constructing student-centered English classroom, students have to speak English more and give as many responses to the teachers as possible in English. Teachers can minimize the use of native language in the classroom in order to force students to enhance their speaking skill in a positive way. Besides, by minimizing the use of native language, the students can maximize the amount of practice English in the classroom in order to improve their fluency in speaking English. Moreover, teachers will get easier to interact in English if the students understand them. Instead of many interactions in the English classroom can be occurred, students are confident enough to give many opinions by using English.

Furthermore, students also do not have the initiation to begin the interaction, for example in asking questions in English. Case (2012) mentions that students are commonly very reluctant to ask questions to the teachers. Students have many reasons why they do not want to ask questions, one of them is they are afraid of making mistakes in conveying the questions in English. It is because of their language problem which makes them not confident to arrange the words become a question. Instead of making misunderstanding between teacher and students and among them, students also can embarrass themselves in the eyes of teacher and the other students.

Another problem is related to the interaction among students, that is many students do not participate in class discussion. According to Snell (1999), most of students prefer to sit looking straight ahead using minimal facial expressions, gestures, and verbal utterances. On the other hand, students have to give many

ideas and opinions because the goal of class discussion is to create an environment in which all students have the opportunity to learn, speak, and explores many ideas and issues from a variety of viewpoints. Further, the role of a teacher now in a broad sense is simply a facilitator of learning, therefore students have to be more active in class discussion to construct the classroom interaction.

This research intends to be conducted in SMAN 1 Payakumbuh to determine what types and patterns of classroom interaction appear there. Since SMAN 1 Payakumbuh is a school where English is used as its language of instruction, it is expected both teachers and students use much English particularly in English classroom. Although the teachers and students have used English in the classroom, the condition of the classroom is still a teacher centered classroom where teacher talk is more dominant than student talk. It is in contrast with the demand of the English instructional which require students to be more active in speaking English or students talk is more dominant. Some problems as mentioned before are still occur there such as teachers still dominate the teaching learning process, the use of native language in the classroom, students are generally reluctant to ask questions to the teacher, and students do not participate in a classroom discussion. It can be said that the successful of teaching-learning process will generally depends on the interaction between the teacher and the students, students and teacher, and among students. Based on this phenomena, the researcher is interested to study the interaction in English class at Ex-RSBI of SMAN 1 Payakumbuh.

B. Identification of the Problem

Based on the background of the problem, the researchable problem is the less frequency of students talk in the English classroom interaction. Teachers still dominate the classroom while students are generally reluctant to initiate the interaction, particularly in asking questions to the teachers and give responds by using English. Students also do not participate in classroom discussion. These problems also can be assumed to occur in senior high school.

C. Limitation of the Problem

Based on the identification of the problem above, this study is limited to the type of interaction (teacher-students or students-teacher) happening in the English classroom. This study covered the percentage of teachers talk and students talk in the English classroom interaction.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as follow:

“ How does the classroom interactions take place in the learning process of English at grade X of SMAN 1 Payakumbuh students?”

E. Research Questions

Based on the formulation of the problem above, there are three questions answered in this study:

1. What are the types of classroom interaction appears in the English classroom interaction?

2. What are the dominant patterns appear in the English classroom interaction?

F. Purpose of the Research

Related to the research questions stated previously, the purposes of this research are to analyze and explain:

1. The types of classroom interaction appear in the English classroom interaction.
2. The dominant patterns appear in the English classroom interaction.

G. Significance of the Research

Theoritically, this research is expected to give a contribution to the language teaching and learning in general. To the researcher, many new valuable experiences in language education are useful for her preparation to be an English teacher in the future. To the teacher and the students, this study is very useful because they will get much information related to their activities in the classroom, especially in what types are the interaction appears in the English classroom. The teacher can also identify the dominant patterns of classroom interaction appear in the English classroom interaction. Practically, the description of the interaction in the speaking classroom can give a valuable input to improve the quality of language teaching and learning.

H. Definition of Key Terms

- a. interaction : The collaborative exchange of thoughts, ideas, or feeling, and resulting in a reciprocal effect on

each other between two or more people.

- b. classroom interaction : a two-way process between teachers and students in the teaching learning process.
- c. teacher talk : the process through which teachers address classroom language learners differently from the way they address other kinds of classroom learners.
- d. student talk : conversation between language learners referring to the overall pattern of negotiation of meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

D. Conclusion

Based on the research findings, there are some conclusions that can be wrapped up from the analysis of the data. First, it was found that both teacher and students still used native language combined with one of the categories in FLINT system in the English classroom. For the types of English classroom interaction, it was found that the types of classroom interaction appear in the English classroom of SMAN 1 Payakumbuh under the teacher talk categories were *giving directions*(33,3%), *asking questions*(26,7%), *giving information*(17,3%), *repeating students response*(11%), *criticizing students behaviour* (4%), *praising/encouraging*(3,3%), *correcting without rejection*(2,3%), *criticizing students response*(1%), *joking* (0,7%) and *using student' ideas*(0,3%).. Meanwhile, the types of classroom interaction appear under the student talk were *student response, specific*(73%); *students response, initiated*(15%);and *students ask questions*(12%).

Second, it was also found that the dominant patterns appear in English classroom interaction were three patterns. The first pattern was teacher gave directions – students gave respond, specific (pattern 6 – 8). This pattern was mostly found in all observation results. The second one was teacher gave directions – teacher asked question – student response, specific (Pattern 6 – 4

– 8), the third one was teacher asked question – students gave response, specific – teacher repeated student response verbatim (pattern 4 – 8 – 3a), and the last pattern was teacher gave information – teacher asked question – students gave response, specific (pattern 5 – 4 – 8). This pattern did not appear as many as the previous patterns.

E. Suggestion

There are some suggestions made from this research. For the students, it is suggested for them to be more active to explore their own ideas or opinion in the classroom. They also have to initiate participation much than teacher does to construct the student-teacher classroom interaction. Besides, the use of native language has to be decreased to make them practiced English more in the classroom. On the other hand, for the educators, it would be better if the students were given the opportunity to initiate the participation by encouraging and facilitated them to more speaking practice, such as games, group work, debates, and plays. It is also important to communicate students' feeling in the process of teaching and learning, particularly before the lesson begins. It is important to deal with student feeling because it helps teacher avoiding students' trauma because of students' experiences in the past. The understanding from the teacher will confort the teacher-student interaction. Lastly, for fellow researchers, this research did not study about how to overcome the problems of interaction in the English classroom. Therefore, they are suggested to conduct researches about it.

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