AN ANALYSIS OF CLASSROOM INTERACTION IN THE TEACHING-LEARNING PROCESS OF SPEAKING AT TENTH GRADE STUDENTS OF SMK AL-HUSAIN KELING IN THE ACADEMIC YEAR OF 2017/2018

Desi Annisa' Ulan
Islamic University of Nahdlatul Ulama Jepara
annisaulan19@gmail.com

ABSTRACT

This thesis is entitled An Analysis of Classroom Interaction in Teaching-Learning Process of Speaking at Tenth Grade Student of SMK Al-Husain Keling I the Academic Year of 2017/2018. This study directs to find the teacher talk time and student talk time in teaching-learning process of speaking. The researcher used descriptive-quantitative method during the research since the aim of this study is to find out the classroom interaction in teaching learning process of speaking. Observation and interview used by the researcher to collect the data. The researcher also used Flander's Interaction Analysis Category System (FIACS) in analyzing the data. The result of this research determine that the percentage of teacher's talk was higher that students' talk. It showed that the teacher's talk was the most dominant classroom interaction during the observation. From the result the researcher concluded that the interaction would be active in teaching-learning process of speaking when the teacher and the students complemented each other.

Keywords: *Classroom Interaction, Teaching-Learning Process of Speaking, Flander's Interaction Analysis Category System, Teacher Talk Time, Student Talk Time.*

INTRODUCTION

Nowaday, English become an important language. English is a language used widely for communication between people who do not share the same first or second language (Harmer, 2007:1). It means that English become global languages which are spoken by many people in the world. In Indonesia English is compulsory subject in the education. It is to be taught at schools as second language. It is started from Kindergarten, Elementary School, Junior High School, Senior High School until University.

Realizing the importance of English in order to communicate and express students' ideas effectively, students need to understand spoken English and they should speak English. The skills taught include listening, speaking, reading and writing skill. It shows that English has become the main subject that is used by students as a means to access knowledge and communicate with others both orally and in writing (Mubarok, 2016:16). However, speaking is the most difficult skill

because the students should pay attention with the pronunciation, fluency and accuracy. So, the students have to speak English when the teacher taught them in the speaking classroom.

The teacher and the students need to interact with each other because teacher or students cannot dominate the others. The teacher should handle the role in creating an atmosphere in the classroom to stimulate students to participate in the classroom activity. The teacher also has to plan the certain activities in order to make students enjoy with the lesson so the students will participate actively in that activities.

The interaction between the teacher and the student should be encouraged. It establishes the success of teaching-learning in the language classroom. The common element in the language classroom is the process of teaching and learning. The teacher should make the atmosphere comfort and make an interesting material so the students will communicate or participate actively. There are some factors which influence the teaching and learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students and interaction (Harmer, 2003:167).

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements

become. As a result, students gradually become autonomous language users. It means that they will be able to use words and phrases fluently without very much conscious thought (Harmer, 2007:123).

The classroom activity can run well when the class built up by partner of interactions between the teacher and the students' verbal exchange, asking question, responding and reacting. Equally important, classroom interaction relates to the teacher's teaching style. If the teaching style of the teacher is teacher-centered, it will make the students passive in the classroom. It means that the teacher do not give a chance to the students to participated actively in the teaching and learning process. If the students is students centered it will make the students active since the teacher is a facilitator. But in fact, the students feel fear when the teacher asks them to speak up.

The interaction between teacher and the students is still becoming a problem in teaching learning process. Teacher usually as the center in the classroom activity, while the students just silent or talk with the other friends. Teacher talk time is more than students talk time. The students are more passive in the classroom. When the teacher asks them to answer the question, they feel afraid if they make a mistake. It can make teaching and learning process cannot run well.

The success of classroom activity is when the students and the teacher can interact actively. The teacher usually give the turn to make student can interact with the teacher, but sometimes the student just silent if the teacher give them questions. The teacher should call their name first to answer the question, then the students will answer. This fact encourages the writer to analyze the interaction between the teacher and the students in the classroom activity.

To analyze the classroom interaction is appropriate by using Flander's Interaction Categories system (FIACS). This technique is appropriate to analyze the characteristics of the teacher's talk and the students' talk in teaching-learning process of speaking. Flander (1970), as cited in Allwright and Bailey (1991: 202), divides teacher talk into seven categories (accepts feelings, praises and encourages, accepts or uses ideas of students, asks questions, lecturing, giving direction, and criticizes or uses authority), while for students talk there are 2 categories, (students responses, and students initiation), the last category is silence (period of silence or confusion).

Based on the description above, the writer interest in conducting the research entitled "An Analysis of Classroom Interaction in Teaching-Learning Process of Speaking at Tenth Grade Students of SMK Al-Husain Keling in the Academic Year of 2017/2018.

RESEARCH METHOD

The subject in this research was the teacher and the students in tenth grades of SMK Al-Husain Keling. The writer conducted the research in X-AP 2 grade. This class has 22 students consists of 7 male and 15 female. In X-AP 2 English is taught once a week.

There was a problem statement of this research. To answer the problem, the writer used qualitative research as the research design. Qualitative research is focusing on the students and teachers characteristic and also the interaction between teaching-learning processes of speaking. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data (Ary et al. 2010: 29).

To describe the interaction between teacher and student in the classroom, the writer used descriptive study. According to Arikunto (2010:21), one of the characteristic of qualitative research is descriptive. The goal of descriptive study is a comprehensive summarization, in everyday term, of specific events experienced by individuals or groups of individuals (Lambret, 2012:255).

In this research, the writer used Flanders' Interaction Analysis to observe the classroom interaction in teaching learning process of speaking. Flanders' Interaction Analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. The Flanders' Interaction Analysis Category System (FIACS) records what the teacher and the students do or say during teaching and learning process (Flander, 1970) as cited by Asmara (2007:20).

The writer used the instruments; observation and interview to answer the problem. Observation is the process of observing something or someone is order to gain certain information. Observation is used to see the real activity in teaching and learning process in the classroom. Observation can be subdivided in several ways. One useful is between direst observation and indirect observation (Goh, 2007:109).

Furthermore, the writer observes the interaction between the teacher and students in teaching-learning process of speaking. The writer used direct observation to collecting the data. She used the recorder to record the activity in teaching-learning process of speaking.

Interview is a direct method of data collection which is based on the interview where the interviewer asks some questions to respondent. Exploring the views, experiences, beliefs of individual participants are the aims of interview. Ary et al. (2010:438) stated that

interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview would be conducted to strengthen the result of observation. In this research, the writer interviewed the teacher and some of the students from tenth grade, especially students in X-AP 2.

In this research, the writer uses triangulation technique to analyze the data. Triangulation is used to develop the validity of the qualitative research. This technique prefers the effectiveness the result of the research. Musfiqon (2012:169) states that there are three kinds of triangulation, they are methodological triangulation, source triangulation and theoretical triangulation. According to Mubarok (2015:56), triangulation is the effort to checking the accuracy of data or information obtained by researchers from many different angles as possibly by reducing the bias that occurs at the time of data collection and analysis.

According to Miles (1994 in Sujarweni, 2014: 34-36), there are three steps to analyze the data that included in the triangulation technique, they are reduction data, displaying data and making conclusion.

1. Reduction data

    In this research, the interaction in teaching-learning of speaking is recorded. After that the researcher transcript the recording into written. After transcription, the data would be reduction based on the certain category that would be gave an illustration of how the interaction between the teacher and the students in the classroom.

2. Displaying data

    This method is used to arranging information, description or narration in order to draw the conclusion. In displaying data the research would be used the formulation to calculate the percentage of teacher talk, students talk and silence.
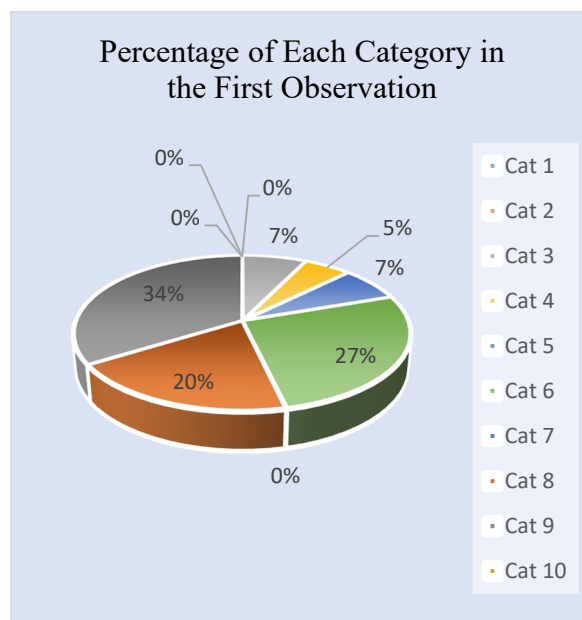
3. Making Conclusion

    This stage showed the final result of the research. By using the result of finding, the researcher expected to be able gave clear description about classroom interaction in teaching-learning of speaking. The final result would be shown in the form of table and chart.

FINDING AND DISCUSSION

During the lesson, the interaction between the teacher and students in speaking classroom involve the teacher's talk and the students' talk. In analyzing classroom interaction in teaching-learning of speaking, the writer applies the Flander's Interaction Analysis Category System. The writer uses triangulation method to collect the data. There are three steps in triangulation system; they are reduction, display and conclusion.

Percentage of Each Category in the First Observation

- Cat 1
- Cat 2
- Cat 3
- Cat 4
- Cat 5
- Cat 6
- Cat 7
- Cat 8
- Cat 9
- Cat 10

From the data above, the students' talk time mostly used is student talk initiation (category 9). The percentage of ninth category is 34%. The student talk initiation was higher because the teacher asks the student to present

the material in a group. In the first observation the teacher became a facilitator. The other activity that occurs in teaching-learning process of speaking is giving directions. It is cited in category 6 that has 27% of the percentage. Furthermore, the students also give their response to the teacher. It is cited in category 8 that hat 20% of the percentage.
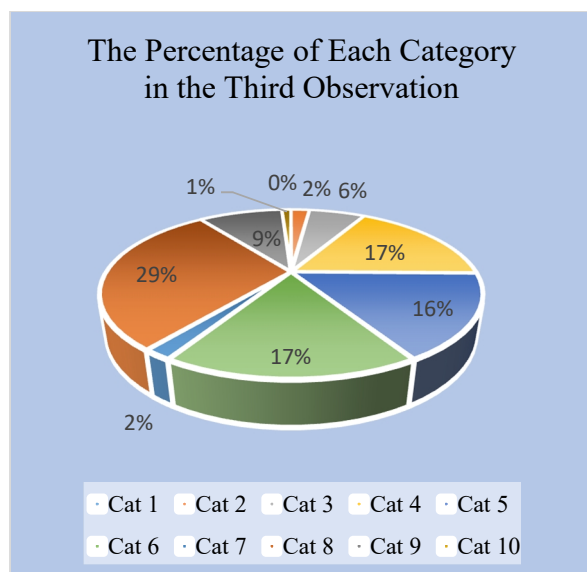
The other feature are accepts or uses ideas of student (category 2), lecturing (category 5) and asking questions (category 4). Category 2 and category 5 have the same percentage 7%, while for the category 4 has the percentage 5%. It shows that the student talk time is dominant than the teacher talk time in teaching-learning process of speaking. In the first observation, the data shown that the percentage of student talk time is 54%. Thus, the teacher talk time is 46% and silence is 0%. It means that the students' talk took the biggest talk time in the classroom interaction in teaching-learning process of speaking. It was because of the teacher used presentation method in teaching-learning process of speaking. The teacher only as a facilitator.
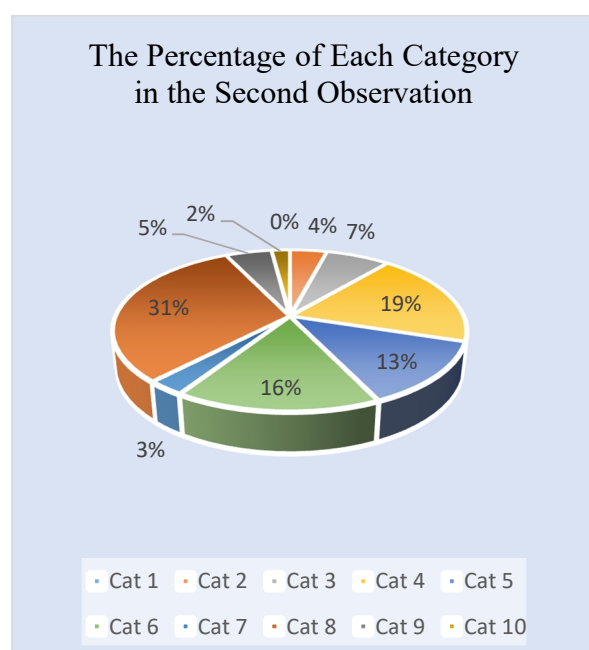
From the pie-diagram above, the category that mostly used is student talk response (category 8). The percentage of eighth category is 31%. The other activity that occurs in teaching-learning of speaking is asking questions. It is cited in category 4 that has 19% of the percentage. Furthermore, the teacher also gives directions or commands to the students (category 6). The percentage is 16%.

The other feature that occurs in teaching-learning process of speaking are accepts or uses ideas of student (category 3) and lecturing (category 5). Each of them has the percentage 7% and 13%. The other feature are student talk initiation (category 9), praises and encourages (category 2), and silence or confusion (category 10). Each of them has the percentage 5%, 4% and 2%. For the criticizing or justifying authority (category 7) has the percentage 3%. Although the student talk response mostly dominate in the classroom interaction, but the teacher's talk was higher too, because the percentage of teacher talk time was higher than student talk time.

In the second observation, the data showed that the percentage of student talk time is 36%. Thus, the teacher talk time is 62% and silence is 2%. It means that the teacher's talk takes the biggest talk time in the classroom interaction in teaching-learning process of speaking.

The Percentage of Each Category in the Second Observation

The Percentage of Each Category in the Third Observation

1% 0% 2% 6%
9%
29%
17%
16%
17%
2%

· Cat 1 · Cat 2 · Cat 3 · Cat 4 · Cat 5
· Cat 6 · Cat 7 · Cat 8 · Cat 9 · Cat 10

From the data above, the students' talk time mostly used is student talk response (category 8). The percentage of eighth category is 29%. The other activities that occur in teaching-learning process of speaking is asking questions and giving directions. It is cited in category 4 and category 6 that have the same percentage 17%.

The other feature lecturing (category 5) and student talk initiation (category 9). Each of them has the percentage 16% and 9%. For accept feeling (category 1), criticizing or justifying authority (category 7) and silence or confusion (category 10), the percentages are 2%, 2% and 1%.

In the third observation, the data shows that the percentage of student talk time is 39%. Thus, the student talk time is 60% and silence is 1%. It means that the teacher's talk still takes the biggest talk time in the classroom interaction in teaching-learning process of speaking.

The writer calculates the result from all observations that presented in the following table below:

Percentage of All Observations

Code	Interaction Category	Observation			Total	%
		1	2	3		
1	Accepts Feeling	0	0	0	0	0%
2	Praises and Encourages	0	4	2	6	3.00%
3	Accepts or uses ideas of student	4	7	7	18	7.00%
4	Asking Questions	3	21	18	42	15%
5	Lecturing	4	13	17	34	13%
6	Giving Directions	15	17	18	50	18%
7	Criticizing or justifying authority	0	3	2	5	2%
	Total	**26**	**65**	**64**	**155**	**58%**
8	Student talk response	11	32	31	74	28%
9	Student talk initiation	19	5	10	34	13%
	Total	**30**	**37**	**41**	**108**	**41%**
10	Silence or confusion	0	2	1	3	1%
	Total	**0**	**2**	**1**	**3**	**1%**
	Total	**56**	**104**	**107**	**267**	**100%**

From the table above, we could be seen that the percentage of teacher's talk in teaching-learning process of speaking is 58%, while the students' talk spends 41%, for the silence or confusion is 1%.

It can be inferred that the teacher's talk is dominant in the process of classroom interaction. Teacher talk consists of category 1 (0%), category 2 (3%), category 3 (7%), category 4 (15%), category 5 (13%), category 6 (18%) and category 7 (2%). All categories in teacher talk time have the percentages 58%. The students also have enough opportunity to talk in the classroom activity. The category of students' talk are category 8 (28%) and category 9 (13%). The percentage of student talk time is 41%. The students express their response and initiation to the teacher's lectures, directions and questions. For the silence or confusion (category 10), it has 1%.

The writer also took an interview to clarify and strengthen the result of observation. From the data interview, the accepting feeling (category 1) was lowest than the other categories. The teacher answered that she gave motivation to the student, while motivation was constituted of praises or encourages (category 2). This is why the category has lowest frequency and percentage in the first observation until the last observation.

The writer found a reality that classroom interaction in teaching-learning of speaking was dominated by the teacher's talk. She always initiated the classroom interaction by asking questions (category 4) and giving directions (category 6) to control the activities in teaching-learning process of speaking. On the other hand, the students' talk increased when the teacher's talk took a high part in the classroom interaction.

Analyzing the interview from the teacher and some students, it could be concluded that the structure of teacher-students interaction were mutually constructed by both of them. The teacher asking questions and giving directions to interact with the students, so the students could speak up and share their ideas.

The answer from the teacher and the students in interview showed that the category mostly occurs in the classroom interaction were asking questions (category 4), asking questions (category 5), giving directions (category 6), student talk response (category 8), and student talk initiation (category 9). The feature that has a lot attention in teaching-learning process of speaking was asking questions. It was done to stimulate the students to share their ideas. The frequency of this category also showed that when the teacher asks questions to them, they will speak up and answer the questions.

The other feature that occurs in the classroom interactions was giving directions. The teacher's directions has significant role in creating the interaction between the teacher and the students. The teacher gave the directions to facilitate the students in teaching-learning process of speaking. Sometimes the teacher gives commands to do the exercises in pair or present the material in front of the class.

The teacher also give praises or encourages (category 2) to the students when they could answer the questions correctly. The teacher said that the purpose of it was to give the students high motivation in learning English.

CONCLUSION

It was not surprisingly that the teacher's talk dominated most of the classroom interaction. She always made the classroom interaction in teaching-learning of speaking more active by her questions, explanations and directions. On the other hand, the students' talk also took a high part in the

classroom interaction when their teacher's talk. The teacher often stimulates her students by asking questions and giving directions. When the students could answer her question, she even gives them praises or encourages. The praises or encourages would gave the students a high motivation to learn English.

As my research finding has shown, the teacher talk time was higher than students talk time. The teacher's talk takes 58% in classroom interaction, while the students' talk takes 41%. Then the percentage of silence or confusion is 1%. The dispute between teacher talk time and students talk time is not too much. The teacher's talk mostly used are asking questions (category 4), lecturing (category 5), and giving directions (category 6). The students' talk also takes a high part in student talk response (category 8) and student talk initiation (category 9).

The result of the research was not so surprisingly that the classroom interaction in teaching-learning process of speaking was dominates by the teacher. The interaction that occurs in teaching-learning process of speaking was structured by both of the teacher and the students. When the teacher could be create the interaction, the student also active to speak up in the speaking class.

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