

**CLASSROOM INTERACTION IN ENGLISH SUBJECT AT SMP
NEGERI 1 BERASTAGI**

AN ARTICLE

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ARTIKEL
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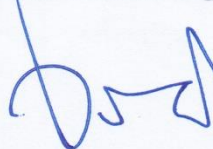
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ABSTRACT

Ginting, Steven Karta. NIM 2123321077. Classroom Interaction in English Subject at SMP Negeri 1 Berastagi. A Thesis. Faculty of Languages and Arts, State University of Medan. 2016.

This study was aimed to find out the teacher and students talk percentage, teacher characteristics and the roles of the teacher during classroom interaction classroom interaction at SMPN 1 Berastagi in 2016/2017 academic year. This study used descriptive design. The subjects of this study were 38 students Grade VIII and an English teacher. The data were analyzed by using Flander's formulates and interaction observation tally sheet. The instrument of collecting data ware observation tally sheet and video recording. The analysis showed that teacher talk percentage was 71,90 % and 28, 09% for students. It was found that teacher was dominant in talking than student. The teacher highest characteristics found were teacher control means dominated by commands or direction and content cross which were dominated by lecturing and questioning. For the roles of teacher, the two highest were teacher as controller and teacher as resource. From the result the writer concludes that the students were passive in the classroom interaction, on the other hand teacher hold almost the whole activities in the classroom.

Key words: *Classroom interaction, Flanders interaction analysis category system.*

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INTRODUCTION

As social creatures, human need to communicate one another. It is caused human would not be able to fulfill their needs just by themselves, so they need another human who understand their feelings well. For receiving another human understanding about their feelings, thoughts, and ideas they certainly communicate one another. Acrockiasamy (2010) states the some ways to consider in communication are oral, written and gestural.

Language as a part of oral in communication is one which surely important and more often used by human than others. Wilkins in Byrne (1980) states that through language itself speakers of the language provided the necessary knowledge and experiences itself not lacking, we have no difficulty in expressing whatever it may be, we have the need to express. It means that through language human are able to share everything with others so that misunderstanding is avoidable in human life. One of language which is the most influential in the world is English.

English Subject has been learnt for a long time on education area at school in Indonesia. It caused in considering the necessity and importance of English for improvement in Indonesia. Government in Indonesia tries to develop teaching learning process in Indonesia, especially in learning English, as evidence there are so many methods in teaching English. Furthermore compatible teaching strategy and good classroom interaction also must be considered by the teachers in Indonesia. In the classroom

interaction teachers dominantly use verbal interaction, it is through spoken language.

English classroom interaction, especially verbal interaction is greatly expected helps students not only to learn English but also to use it for their communication in life. Harmer (2001: 4) states that students are the people who need the practice in the classroom interaction, in other words, not the teacher. In general term, therefore a good teacher maximizes student talking time and minimizes teacher talking time. It means that a good teacher will be able to control their talking time in classroom interaction. But the fact, the teacher nowadays was too dominant in talking than the students, in this case they only had a little chance in talking, as an example they were talking just when teacher asked them the questions, but another side, teacher hold almost the whole roles in the classroom through lecturing, and giving direction. In addition in the classroom interaction teacher just focused to some students who were clever and more active than the shy student. It will make a bad impact for them, because actually they had potential in learning English.

Teaching activity that does not work well, realized well by the teachers, but the question is, how we analyze the obstacles in the classroom interaction. Are the teachers too much talking, dominantly in lecturing? or without allowing students time to talk and initiate to talk. There are some questions that tried to answer by Ned A Flanders who introduce classroom interaction analysis, namely Flanders Interaction

Analysis Categories System (FIACS). This interaction system has purpose to study what is happening when teacher teaches in the classroom. This system was designed to define the categories occur, particularly verbal interaction by deciding the categories and interpret the matrix. The result shows who was dominant talking in the classroom, and also the teacher characteristics. Furthermore this system divided into ten categories, seven categories dedicated to the teacher, two categories dedicated to the students and one is silent and confusion, it means that no one is talking at that time. FIACS is very helpful in evaluating and improving teachers way in teaching in the classroom so that they are gradually improve their teaching's way.

REVIEW OF LITERATURE

Brown (2007) states in the era of communicative language teaching, interaction is, in fact, the heart of communication, it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meaning, and we collaborate to accomplish certain purposes. Furthermore Interaction is the collaborative exchange of thought, feelings, or ideas between two or more people

In the classroom interaction, the participant involved considered as the types of classroom interaction depending on who communicate with whom. There are two types: Teacher-learners and learner-learners.

Ned. A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Categories System (FIACS). Raths et al(1970: 58) There are ten categories in the system. Seven assigned to teacher talk and two to student talk Flanders classified total verbal behaviour into 10 categories. Verbal behaviour comprises teacher talk, student talk and silence or confusion.

Teacher characteristics divided into four, there are:

- Content Cross, indicates teacher dependence on questions and lectures.
- Teacher Control, indicates extensive commands and reprimands by the teacher.
- Teacher Support, teacher is reinforcing and encouraging students' participation.
- Student Participation, reflects student responses to the teacher's behavior.

Brown (2000) Teachers can play many roles in the course of teaching. There are Teacher as controller, director, manager, facilitator and resource.

RESESARCH METHODOLOGY

This research was conducted by descriptive qualitative method Koul (1996) descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena from the facts discovered, they involve measurement, classification, analysis, comparison and interpretation. The subjects of the study were concentrated on SMP Negeri 1 Berastagi, especially VIII-6 class that consists of 38 students and an English teacher who taught in VIII-6 class. In order to get the expected data, the research was used 2 instruments including of Flanders observation tally sheet, and video recording. In analyzing the data, there were two formulas as the technique of the data analysis by using Flanders technique.

CONCLUSION AND SUGGESTION

After analyzing the data of teacher and students talk percentage, characteristics of teacher and also the roles of teacher, conclusion was drawn on the following.

- a. The data showed that teacher spent 71,90% for all categories. Furthermore, students have two categories, there are students talk response and student talk response by 28,09 %. The percentage shows that teacher was dominant in talking than students at SMP Negeri 1 Berastagi. In other word that teacher still had too high percentage in talk and students had a passive contribution in the classroom.

- b. The two highest dominant characteristics in the classroom interaction at SMP Negeri 1 Berastagi were teacher control and following by content cross. Teacher control means the activities controlled by teacher in the ways of giving direction and commands, meanwhile content cross has the meaning the activities that conducted by teacher dependence by questioning and lecturing.
- c. The roles of the teacher in the classroom interaction at SMP Negeri 1 Berastagi were teacher as controller and teacher as resource. It was shown from the data teacher roles in the classroom. Teacher as controller because of command and direction were mostly occurring. Meanwhile, lecturing and questioning define the role of teacher as resource who becomes the source of students' knowledge.

In relation to the conclusion, suggestions are staged as the following:

- a. The English teacher can improve their teaching ways, especially to the talk time percentage, by too much talking the students have a little chance to practice their language, whereas language lesson is needed not just learnt theoretically but more practically. The various of teacher characteristics and the roles of teacher are expected able to motivate students to learn better and avoid boring impression in the classroom interaction, so that the learning process will be better.
- b. The students improve their contribution in the classroom interaction. Students need to have a good participation by

communicate actively in the classroom interaction, particularly in learning language. It means that they have a high talk percentage, so that teaching learning language process is going well.

c. The readers who are interesting in doing related study, know the good interaction and also the balance teacher and students interaction. In addition this study expected help and give the more information about classroom Interaction.

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