

## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates background of the study, scope of the study, reason for choosing the topic, the purpose of the study, clarification of terms, and contribution of the research.

#### **A. Background of Study**

English in Indonesia is admitted as a foreign language. The language that is learnt by non-native speaker of English in non-English environment. It means, English is mainly taught in school as one of the subjects. Also, it is not commonly used outside the class. Consequently, EFL learners rely heavily on classroom for the language intake as well as for the language practice. Besides, teacher is also becoming the EFL primer source in language learning. Thus, classroom becomes an important thing for the success of the EFL learners.

For EFL learners, classroom is an educational society where they can practice the target language. It is acknowledged by Cameron (2008, in Septiningtyas 2016: 1) that says, classroom is the basic part for the EFL learners to use and experience the target language. It is said so because the EFL learners is limited to use English in daily life. Supporting the previous statement, Yuanfang (2009, in Putri 2014: 1) states that EFL does not have function in the EFL students' everyday life. Thus, the EFL learners use and experience the language mostly occur in the

classroom through interaction. It provides the learners with chances to get the language input as well as experience or practice the target language.

Taking into account, classroom interaction deals with the activity of taking and giving information between teacher and student or student and student during the class. In other words, it is defined as a process whereby two or more people involved in reciprocal action. The action is represented in verbal and non-verbal. On this sense, classroom interaction is meant the activity of exchanging thoughts, feelings, and ideas between teacher and students. The language learning is occurred through participation in speech activity that is talking to others or making conversation. Thus, language is best learned and practiced through interaction. For that reason, interaction is recognized as the influence factors that affects the learner success of foreign language learning.

Equally important, classroom interaction is the basic element and it has fundamental roles in language teaching especially for EFL learners. Since, language teaching allows the students to learn language communicatively, the interaction is never separable. There are some experts emphasizing the roles of interaction in EFL classroom. According to Brown (2001, in Warda, 2015: 27), interaction is seen as a language pedagogical tool that best facilitates the language learning process. It also contributes for successful teaching since it brings joy and relaxed atmosphere to both teachers and students (Levine 1989, in Warda 2015: 28). Also, interaction contributes to achieve better English speaking (Quenan, 2014: 9). The previous statements indicate that classroom interaction is not only facilitating teaching and learning

process but creating an environment that respect, encourage, and stimulate learning through experience as well.

Everything in the classroom requires the use of language. Walsh (2011) states that learners access new knowledge, acquire and develop new skills, identify problems, and establish and maintain relationship through language in interaction. Thus, the classroom interaction has widely accepted becoming well-influenced way of better English learning. Consequently, a good interaction that initiates the students to participate in the classroom should be adapted. In EFL classroom, students rely heavily on teacher since the teacher is the students' primer source. For that reason, teacher talk should not occupy the major proportion of a class. Otherwise, the students are not receiving enough opportunity to talk. Thus, it is necessary for the educators to make the student talk involved in the classroom interaction as well as facilitate students' language learning.

Likewise, classroom interaction relates with the teacher teaching style. It determines the classroom interaction that will be occurred in the class. Thus, investigating how the teacher and student talk in EFL class as well as whether or not the classroom interaction facilitates the language learning are required. To analyze the classroom interaction in EFL class, Flanders Interaction Analysis Category System (FIACS) is considered. The technique allows to observe the flow of interaction between teacher and students during the class by utilizing ten categories provided as well as to improve the teaching process. By the end of a sequence process

the interaction pattern occurred in the classroom will be discovered. Thus, the teacher and student talking time can be carefully understood.

Several researchers have conducted similar research on classroom interaction using FIACS technique. First, a study entitled *Classroom Interaction Pattern in Higher Education* by Setianingrum and Saleh in 2016 found that there are four basic patterns of classroom interaction in English classes. The four patterns categorized into one-way communication that initiated by both teacher and students following by response. Also, two-way communication that initiated by teacher talk following by response and feedback. Second, a study by Septiningtyas in 2016 entitled *A Study of Interaction in Teaching English to Young Learners (TEYL) Classroom Using Flanders' Interaction Analysis System* found that the interaction is not dominantly by the teacher. It indicates that the students are actively involved in the classroom. Also, the number of silences is low which means the teacher successfully build motivation for the students to learn the target language. Third, a study conducted by Purba, SARagih, and Ginting *Classroom Interaction in English Lesson based on Flanders Interaction Analysis Categories (FIAC)*. They found out that the teacher and students used all classroom interaction categories by Flanders. Teacher gives direction and student-talk response were the two most dominant category occurred in the class. It indicated that the students gave their active participation during the class.

The phenomenon described previously can be concluded that classroom interaction takes an important role for the success of EFL learners. There is an

obvious relation between EFL learners and classroom interaction. For that reason, the researcher is interested to do a research entitled “Classroom Interaction Analysis in EFL Classroom Using Flanders Interaction Analysis Category System (FIACS)”. This research will provide the interaction patterns that occurred in EFL class that is expected to give benefits for those who involved in educational field.

### **B. Scope of the Study**

In this study, the researcher will only focus on the verbal interaction between teacher and students in EFL classroom by using Flanders Interaction Analysis Category System (FIACS) technique.

### **C. Reason for Choosing Topic**

The researcher is determined to choose this research topic due to English as foreign language is not widely used outside the class as well as for daily communication. The EFL students use and practice English mainly happens inside the class through interaction. Thus, classroom interaction plays important role for the successful of language learning.

### **D. The Problem of the Study**

The problems of the study are formulated in the following questions.

1. What is the interaction pattern of classroom interaction in EFL class?
2. How many percentages of teacher talk and student talk?

### **E. The Purpose of the Study**

The researcher is aimed this study for several purposes as follows:

1. to find out the interaction pattern during classroom teaching and learning process.
2. to find out the percentage of each interaction pattern.

### **F. Clarification of Term**

In this study there are several terms that need to be clearly defined in order to avoid misunderstanding and ambiguity. The definitions of terms in this study are as follows:

#### **1. EFL Classroom**

EFL is broadly known as English as Foreign Language. According to Gries at el (p.130, 2015) EFL defines as the study of English in a non-English country. Thus, an EFL class is defined as well structured teaching and learning media in a building in which teaching and learning activity occurs between the students and teacher in non-English country (M. Rahman p. 204, 2014). On this sense, EFL classroom is an educational building in which EFL students practice and experience the target language.

#### **2. classroom Interaction**

Classroom interaction is generally defined as a mutual activity between teacher and student or student and student in classroom. According to Cole and

Chan (in Setianingrum and Saleh, 2016: 11) classroom interaction has fundamental role in efficient teaching and in principal. Weak or strong a teaching and learning process lies behind the way the teacher interacts with the students.

## **G. Contribution**

The result of the research is expected to provide benefits for those who involved in educational field, namely:

1. to the teacher

There are some benefits of the research to the teacher. This research will give several information regarding with classroom interaction pattern in her/his class. The teacher will know how much they spend their talking time as well as know their quality in making the students active in the classroom. Thus, it will help the lecturer to evaluate their talk percentage, know their characteristics.

2. to the students

This research is also beneficial for the students. The result of this research can used by the students as a reflection to improve their participation as well as enhance their selves to interact more. The result also helps the students to understand more about the necessary of classroom interaction in relation to their language

3. to other researchers

The result of this research is expected to provide information and inspiration for other researcher. Additionally, it can be a reference for those who want to do research in the same field.