AN ANALYSIS
ON THE SPEAKING CLASSROOM INTERACTION
AT THE SIXTH YEAR OF SDN 2 MOJOSONGO BOYOLALI
IN 2010/2011 ACADEMIC YEAR

RESEARCH PROPOSAL

Submitted as a Partial Fulfillment of the Requirements
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by

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CHAPTER I
INTRODUCTION

A. Background of the Study

In the classroom students do their educational activities – learning – but they also do another activity like playing and socializing with their friends. Classroom is a real social context where its elements (teacher and learner) enter into equally real social relationship each other, but, in the sense of education, it's an artificial environment for teaching, learning, and using a foreign language.

The process of teaching and learning is the most common element in the language classroom. Language teaching, in a simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people learn and use the language. The process of teaching and learning almost occurs in the classroom. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

Language learning occurs through meaningful interaction. Interaction, then, will certainly involves students. In other words, it can be said that language learning is a two-way interaction between all the elements in the class. Each element cannot dominate the others. The teacher, then, handles a significant role in creating an atmosphere that stimulates students to participate in the classroom.

The teacher also has to plan certain activities and interactions in order to achieve or produce a particular behavioral outcome.

One important element, besides the teacher, is the students that also play many significant roles. In the language classroom, the students can be positioned as object; but sometimes they have to put themselves as subject. It means that they are not only as *receiver* but also as an independent one who can speak up, give ideas, and contribute to language in the classroom

In the speaking classroom, interaction should be encouraged. In other words, it is the teacher's responsibility to promote the interactive language teaching in the class. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as much as they possibly can. As Rivers (1987: 9) says:

> "for the genuine interaction language learning requires, however, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing". (River, 1987: 9)

From the explanation above, we know that interaction in the language classroom is very important in the process of teaching and learning. In the speaking classroom, how the teaching-learning process run well also depends on the interaction between the teacher and the students. Therefore, understanding the interaction happening in the speaking classroom is also very important. Based on the description above, the writer is interested in studying the interaction in a language classroom entitled *An Analysis on the Speaking Classroom Interaction at the Sixth Year of SDN 2 Mojosongo Boyolali in 2010/2011 Academic Year.*

B. Problem Statement

Related to the background of the study, the writer identifies the problems as follows:

1. How is the English teaching-learning process at the sixth year of SDN 2 Mojosongo Boyolali?

2. How is the interaction between the teacher and the students in the Speaking classroom?

3. What kinds of feedback does the teacher use in the speaking classroom interaction?

4. What are the problems faced by the teacher in the speaking classroom interaction?

5. What can English teacher do to overcome the problems?

C. Objective of the Study

Based on the research problem, the writer has the following objectives to describe:

1. The English teaching-learning process at the sixth year of SDN 2 Mojosongo Boyolali .

2. The interaction between the teacher and the students in the Speaking classroom.

3. The feedback used by the teacher in the speaking classroom interaction.

4. The problems faced by the teacher in the speaking classroom interaction.

5. What the English teacher does to overcome the problems.

D. Limitation of the Study

In order to reach the expected goal, the writer limits the problems on the following terms:

1. The study is limited to the pattern of interaction happening in the speaking classroom in the sixth year of SDN 2 Mojosongo Boyolali.

2. The writer stresses the analysis on the percentage of teacher's talk and student's talk in the speaking classroom interaction in the sixth year of SDN 2 Mojosongo Boyolali.

3. The population of the research is limited to the sixth year of SDN 2 Mojosongo Boyolali.

4. The method used in this study is descriptive method and the data are analyzed by using FLint system.

E. Benefit of the Study

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general.

1. Theoretically

To the researcher, many new valuable experiences in language education are useful for her preparation to be an English teacher in the future.

2. Practically

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 patterns are the interactions between the teacher and the students happened in the speaking classroom.

F. Research Paper Organization

In order to make the research easy to follow, the writer organizes the research paper as follows:

Chapter I is introduction, which consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which elaborates of previous study, communicative language teaching, and interaction in the speaking classroom.

Chapter III is research method, which presents of type of the research, place and time of research, data and data source, object of the research, method of collecting data, and technique for analyzing data with Flint system.

Chapter IV is research finding and discussion. It focuses on the data analysis and discussion of the finding.

Chapter V is the last chapter. It is conclusion and suggestion