

**A DESCRIPTIVE STUDY ON INTERACTION IN SPEAKING CLASSROOM  
AT THE ELEVENTH YEAR OF SMK BINA PATRIA 1 SUKOHARJO  
IN 2008/2009 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# **CHAPTER I**

## **INTRODUCTION**

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

Language as a means of communication is very useful and flexible. It can serve human needs in their communication in any situation. We can express almost everything such as thoughts, actions, political, affairs, controversies, ideas, emotions, etc by means of language (Srijono, 2001: 1). Mastering language is using it to communicate, that is sending a message and practicing English.

English is an international language in the world. So, it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology, and art. In Indonesia, English is one of foreign languages; it is the most famous foreign language which is taught from elementary school up to university school level.

The teaching of English High School is intended to develop the student's communicative competence which emphasizes the form of language skill covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out the conversation.

The process of teaching and learning almost occurs in the classroom. Tsui (1995: 1) defines classroom as a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. 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 class. Those elements handle the same significant role in deciding whether the learning will achieve its aim or not. 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.

In the speaking classroom, the teacher and the students have significant role to the process of teaching and learning. These elements (teacher and students) constantly interact one another in which the teacher and the students are the main subjects. In speaking class, the teacher is not allowed to dominate the class where he keeps talking or giving more question. Each element has contribution as much as other participant in determining the direction and outcome of the interaction.

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 River (1987: 9) states:

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

The dominant patterns of interaction in the speaking classroom are teacher question, students' response, and teacher feedback, which are commonly found in all classrooms and are typical of classroom exchanges. The general picture of classroom interaction that result from teachers' questions is that the questions alone may not promote a great amount of learner teaching learning production or other interaction, unless the teacher is aware of the pitfalls of too closed, too fast, or too vague questions, or worse, too many repetitions of the same non-understood question. As we can see, teacher talk not only takes up the largest position of talk but also determines the topic of talk and who talks. It is, therefore, a very important component of classroom interaction.

From the explanation above, it is clearly stated that in the speaking classroom is very important in the process of teaching and learning. In the speaking classroom, how the teaching-learning process run well depends on the interaction between the teacher and the students. Therefore, understanding the interaction happening in the speaking classroom is also very important.

In this study, the writer will try to observe interaction in the speaking classroom at SMK Bina Patria 1 Sukoharjo. SMK Bina Patria 1 Sukoharjo is one of favorite private schools in Sukoharjo. The teaching in this school has been supported by some complete facilities, like machinery laboratory, electronic laboratory, automotive laboratory, chemical laboratory, 30 classes, computer laboratory, language laboratory, library and so on. SMK bina Patria 1 Sukoharjo held some extracurricular activities like basketball, football, pramuka, and so on. The complete facilities and many extracurricular activities support the students in SMK Bina Patria 1 Sukoharjo become active and smart students, it makes SMK Bina Patria 1 Sukoharjo become one of favorite Vocational High School in Sukoharjo.

Although this is a favorite school but it still has problems in English, especially interaction in the speaking classroom. The interaction between teacher and students in speaking classroom does not run smoothly. There were many problems faced by the teacher and the students in their speaking interaction. So, It would influence the students' understanding material given and in increasing the students' achievement.

Based on the description above, the writer is interested in studying the interaction in speaking classroom at SMK Bina Patria 1 Sukoharjo. The research is entitled *A Descriptive Study on Interaction in Speaking Classroom at the SMK Bina Patria 1 Sukoharjo in 2008/2009 Academic Year*.

## **B. Problem Statement**

Considering the background above, the problem statements are as follows:

1. How is the interaction between the teacher and students in the speaking classroom related to the Flander's Interaction Analysis Categories (FIAC) at the eleventh year of Sekolah Menengah Kejuruan (SMK) Bina Patria 1 Sukoharjo in 2008-2009 academic year?
2. What kinds of problem occur in the speaking classroom interaction at the eleventh year of Sekolah Menengah Kejuruan (SMK) Bina Patria 1 Sukoharjo in 2008-2009 academic year?

## **C. Objectives of the Study**

Based on the problem statement above, the objectives of the study are:

1. to describe the interaction between the teacher and students in the speaking classroom at the eighth year of Sekolah Menengah Kejuruan (SMK) Bina Patria 1 Sukoharjo that focuses on the methods of speaking classroom interaction using Flander's Interaction Analysis Categories (FIAC).
2. to describe the kinds of problems occur in the speaking classroom interaction.

## **D. Limitation of the Study**

In doing the research, the writer limited the study of interaction in speaking classroom at the eleventh year of Sekolah Menengah Kejuruan (SMK) Bina Patria 1 Sukoharjo that focused on the aspect of interaction including

teacher's talk, students' talk, feedback and the kinds of problems occur in the speaking classroom interaction.

## **E. Benefit of the Study**

### **1. Practical Benefit**

#### **a. Teacher and students**

To the teacher and students, this study is very useful because the teacher and students will get much information related to their activities in the classroom, especially about methods of the interaction between the teacher and students happened in the speaking classroom process.

#### **b. Researcher**

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

#### **c. Reader**

The reader will get a large knowledge about teaching speaking.

### **2. Theoretical Benefit**

#### **a. The result of the research paper can be useful input in English teaching learning process especially for teaching speaking.**

#### **b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.**

## **F. Research Paper Organization**

The researcher organizes her research into five chapters. Chapter I is introduction, which includes background of the study, problem statements, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature, which consists of previous study, teacher and students interaction in speaking classroom, aspect of interaction, roles of the teacher, roles of the students, and Flander's Interaction Analysis Categories (FIAC).

Chapter III is research method, which deals with type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the research result and discussion.

Chapter V is conclusion and suggestion.