CLASSROOM INTERACTION IN SPEAKING CLASS:
A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI

RESEARCH PAPER
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education in English Department

by

TRI NUR ROHMAH
A320130127

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2017
APPROVAL

CLASSROOM INTERACTION IN SPEAKING CLASS A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI 2017

RESEARCH PAPER

By:
TRI NUR ROHMAH
A320130127

Approved by Consultant

Consultant 1

Prof. Dr. Hj.ENDANG FAUISTI, M. Hum
NIK. 237
ACCEPTANCE

CLASSROOM INTERACTION IN SPEAKING CLASS: A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI

by

TRI NUR ROHMIAH
A320130127

Accepted and Approved by Board Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On 10th January 2018

Team of Examiners:

1. Prof. Dr. Hj. Endang Fauziati
   NIDN. 0615935701
   (Examiner 1)

2. Mauly Halwat Hikmat, Ph.D
   NIDN. 0613966891
   (Examiner 2)

   NIDN. 00010665001
   (Examiner 3)

Dear,

[Signature]

[Stamp: Universitas Muhammadiyah Surakarta]

[Stamp: Dr. Harun Joko Pravito, M.Hum.
NIP. 196504281993031001]
TESTIMONY

I hereby assert that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree. As for as I am concerned there is no opinion that has been written or published before, except the written references which are refered in this research paper and mentioned in the bibliography.

If any incorrectness is proved in the future dealing with mind statement above, I will be fully responsible.

Surakarta, 20th October 2017

The Writer,

Tri Nur Rohmah
MOTTO

“As good as humans are always useful for others”

(HR. Thobroni)
DEDICATION

This research paper is especially dedicated to:

My beloved father,

, Tonjawi,

My beloved mother,

, Ngatiyem,

My best friends, and

My big family.
ACKNOWLEDGMENT

In the name of Allo h, the most powerful and merciful, His blessing can never be calculated or measured, so that the researcher can finish this research paper entitled “CLASSROOM INTERACTION IN SPEAKING CLASS : A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI”.

This research paper is a partial fulfilment of the requirements for getting bachelor in English Department of Muhammadiyah University of Surakarta. This research paper cannot be finished without help and support from several people.

Therefore, the researcher would like to express big thanks to:

1. Prof. Dr. Sofyan Anif, the Rector of Muhammadiyah University of Surakarta,
2. Prof. Dr. Harun Joko Prayitno, the Dean of Muhammadiyah University of Surakarta,
3. Mauly Halwat Hikmat, Ph.D. the Head of English Department of Muhammadiyah University of Surakarta,
4. Prof. Dr. Hj. Endang Fauziati, as the consultant, who has given her time to guide, advice, and share much knowledge to the researcher until this researcher paper is finished,
5. All lecturers in English Department of Muhammadiyah University of Surakarta for all the beneficial knowledge that has received by the researcher,
6. Her beloved family, her beloved father and mother who always give advice, support, attention, and motivation for her life,
7. Her friendship, thanks for your support at any time,
8. Her patient and special partner, Alex Ardiantoro, - thanks for your attention, helps, guide and everything,
9. All members of CHADWICK class, — thanks for the beautiful experience,
10. Her DEE friends, — thanks for your support,
11. All of staff who helps the researcher in processing the administration,
12. Everybody who has helped the researcher in this process that cannot be mentioned one by one

The writer really wishes that this research paper would help the other researchers who are interested in analyze in the future. The writer also realizes that this research paper still need constructive criticism and suggestion. The writer welcomes for it.

Wassalamu 'alaikum Wr. Wb.

Surakarta, 20th October 2017
The Writer,

[Signature]

Tri Nur Rohmah
A320130127
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iii</td>
</tr>
<tr>
<td>TESTIMONY</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE LIST</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I : INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>C. Problem Statement</td>
<td>5</td>
</tr>
<tr>
<td>D. Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>E. Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>F. Research Paper Organization</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II : REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>A. Previous Study</td>
<td>9</td>
</tr>
<tr>
<td>B. Underlying Theory</td>
<td>18</td>
</tr>
<tr>
<td>1. Interaction</td>
<td>18</td>
</tr>
<tr>
<td>2. Classroom Interaction</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER III: RESEARCH METHOD .................................................... 36
A. The Research Design ................................................... 36
B. Sites of the Research .................................................... 37
   1. Time of the Research ............................................ 37
   2. Place of the Research ............................................. 38
C. The Subject of the Research ...................................... 38
D. Object of the Research ................................................. 39
E. Data and Data Source .................................................. 39
   1. Data ........................................................................... 39
   2. Data Source ........................................................... 39
F. Method of Collecting Data ............................................ 41
   1. Observation ........................................................... 41
   2. Interview ............................................................... 41
   3. Document analysis .................................................. 42
G. Techniques for Analyzing Data .................................... 42
   1. Data Reduction ....................................................... 42
   2. Data Discussion ...................................................... 43
   3. Conclusion and Verification ..................................... 43
H. Technique for Checking the Data Credibility ............... 43
CHAPTER IV: RESEARCH FINDING AND DISCUSSION ................. 46
A. Research Finding ......................................................... 46
   1. Types of Classroom Interactions in Teaching Speaking ........................................... 47
2. The Purposes in Using Each Classroom Interactions for Teaching Speaking ......................... 51
3. Teachers’ Roles .......................................................... 57
4. Students’ Roles .......................................................... 62
5. Instructional Material ............................................... 68

B. Discussion of Research Finding ......................... 70
1. Type of Classroom Interactions in Teaching Speaking ................................................. 71
2. Purposes in Using Each Classroom Interactions of Teaching Speaking ......................... 72
3. Teachers’ Roles .......................................................... 74
4. Students’ Roles .......................................................... 75
5. Instructional Material ............................................... 77

CHAPTER V CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION ................................. 79
A. Conclusion ................................................................. 79
B. Pedagogical Implication ........................................... 80
C. Suggestion ................................................................. 82

BIBLIOGRAPHY ........................................................................ 85
APPENDIX ........................................................................... 87
TABLE LIST

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>Researching Activity</td>
<td>36</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Studying Activity</td>
<td>40</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Interview Time</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Types of Classroom Interactions in Teaching Speaking</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Purposes of Classroom Interactions in Teaching Speaking</td>
<td>55</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Teachers’ Roles</td>
<td>61</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Student’s Roles</td>
<td>66</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Instructional Materials’ Roles</td>
<td>67</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>The Relation between Classroom Techniques, Purpose of Each</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Technique, Teachers’ Role, Students’ Role, and Instructional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material</td>
<td></td>
</tr>
</tbody>
</table>
ABSTRACT


This study aims at describing the types of classroom interaction used by the teacher, purposes of every classroom interaction, teachers’ roles, students’ roles and roles of instructional material to develop students’ English speaking skills at Gama English Course Boyolali. Type of this research is descriptive qualitative research, especially naturalistic study.

Methods of data collection of the study were interview, observation and document. Result of the research showed that there were several classroom interactions used by English teacher at Gama English Course Boyolali such as: teacher-student interaction (T-S), student-teacher interaction (S-T) and student-student interaction (S-S). There were several classroom interactions used by the teacher and each classroom interaction has purpose. Teacher-Student interaction (T-S) is to explain, to check student understanding, to encourage, to give information, and to correct the mistakes. Student-Teacher interaction (S-T) is to ask questions, to respond. Student-student interaction (S-S) is to help the other.

The teacher had roles as planner, manager, controller, facilitator, motivator, and explainer. The students had some roles such as a subject learning, an object learning, a monitor and an evaluator of his or her own progress, learners learned from the teacher, from other students and other teaching sources, tutor of others learners and a member of group and learn by interacting with others. There were some materials used by English teacher, such as book, textbook, dictionary, another sources taken from internet as additional material. The roles of instructional materials are as a source for presentation materials (spoken or written), as a reference source for learners on grammar, vocabulary, pronunciation and so on, and a source of stimulation and ideas for classroom activities. The writer concluded that English teachers at Gama English Course Boyolali used some classroom interactions to develop students’ English speaking skills. Some classroom interactions can make the students more interested when teaching speaking process.

Keywords: classroom interactions of teaching speaking, teachers’ role, students’ role, instructional material.
ABSTRAK

Penelitian ini ditujukan untuk mendeskripsikan interaksi kelas untuk mengembangkan keterampilan berbicara Bahasa Inggris siswa di Gama English Course Boyolali. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik.

Metode pengumpulan data di studi ini yaitu wawancara, observasi, dan dokumen. Hasil dari penelitian ini menunjukkan beberapa interaksi kelas yang digunakan oleh guru Bahasa Inggris di Gama English Course Boyolali seperti interaksi guru dengan murid, murid dengan guru, dan murid dengan murid. Ada beberapa interaksi kelas yang digunakan oleh guru dan setiap interaksi kelas yang digunakan mempunyai tujuan. Interaksi guru dengan murid mempunyai tujuan untuk menjelaskan, untuk mengecek pemahaman siswa, untuk memberi dorongan kepada siswa, untuk memberikan informasi kepada siswa, untuk memberikan koreksi kepada siswa, serta untuk meminta siswa.

Guru mempunyai peran sebagai perencana, pengelola, pengontrol, motivator, dan penjelas. Siswa mempunyai beberapa peran seperti sebagai subyek pembelajaran, obyek pembelajaran, monitor dan evaluator dari progress pembelajaran dia sendiri, pelajar belajar dari guru, siswa, dan sumber belajar lain, tutor untuk pelajar lain dan seorang anggota grup dan belajar dengan berinteraksi. Ada beberapa materi yang digunakan oleh guru Bahasa Inggris seperti buku, LKS, kamus dan sumber yang lain dari internet sebagai materi tambahan. Peran dari materi pembelajaran sebagai sumber untuk presentasi materi (berbicara atau menulis), sebagai sebuah sumber referensi untuk siswa dalam tata bahasa, kosa kata, cara pengucapan, dan sebagai sumber pendorong dan ide dari aktivitas kelas. Penulis menyimpulkan bahwa guru Bahasa Inggris di Gama English Course Boyolali menggunakan beberapa interaksi kelas yang dapat mengembangkan keterampilan berbicara Bahasa Inggris siswa. Beberapa interaksi kelas dapat membuat siswa lebih tertarik ketika proses mengajar berbicara.

Kata kunci: Interaksi kelas dari mengajar berbicara, peran guru, peran siswa, materi pembelajaran.