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

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

by
TRI NUR ROHMAH
A320130127

DEPARTEMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIUVERSITAS MUHAMMADIYAH SURAKARTA
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CLASSROOM INTERACTION IN SPEAKING CLASS A NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI 2017

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By:

TRI NUR ROHMAH

A320130127

Approved by Consultant

Consultant I

Prof. Dr. Hj. Endang Fauziati, M. Hum
NIK. 237

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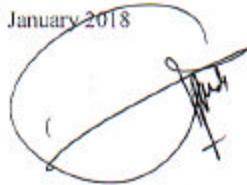## NATURALISTIC STUDY AT GAMA ENGLISH COURSE BOYOLALI

by

TRI NUR ROHMAH
A320130127

Accepted and Approved by Board Exeminers

School of Teacher Training and Education

Muhammadiyah University of Surakarta
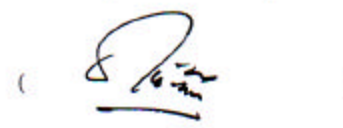
On 10th January 2018

Team of Examiners :

1. Prof. Dr. Hj. Endang Fauziati   (   )
   NIDN. 0615035701
   (Examiner 1)

2. Mauly Halwat Hikmat,Ph.D   (   )
   NIDN. 0613066801
   (Examiner 2)

3. Drs. Djoko Srijono,M.Hum.   (   )
   NIDN. 0001065901
   (Examiner 3)

Dean,

Prof.Dr. Harun Joko Prayitno,M.Hum.
NIP. 19650428 199303 1001

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A320130127

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tipe-tipe interaksi kelas oleh guru, tujuan dari setiap interaksi kelas, peran guru, peran siswa dan peran materi pengajaran untuk mengembangkan keterampilan berbicara Bahasa Inggris siswa di Gama English Course Boyolali tahun 2017. 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 memeriksa 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 s eperti 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 berinterak si. Ada beberapa materi yang digunakan oleh guru Bahasa Inggris seperti buku, LKS, kamus dan sumber yang lain dari internet sebagai materi tambahan.
Kata kunci: Interaksi kelas dari mengajar berbicara, peran guru, peran siswa, materi pembelajaran.

Abstract

The purpose of the study is to describe the types of classroom interactions used by teacher, goal of every classroom interaction, teacher's roles, student's roles and roles of instructional material to develop students' English speaking skills at Gama English Course Boyolali of 2017. Type of this research is descriptive qualitative research, especially naturalistic study. Techniques of data collection of the study were interview, observation and document. Results of the research showed that there was 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 t eacher and each classroom interaction ha d purposes. Teacher-Student interaction (T-S) is to explain, to check

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student understanding, to encourage, to give information and to correct mistakes.Student-Teacher interaction (S-T) is to ask questions, to response. Student-student interaction (S-S) is to help the other.The teacher ha d roles as a planner, manager, controller, facilitator, motivator, and explainer. The students had some roles such as a subject learning, 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.

Keywords: classroom interactions of teaching speaking, teacher's roles,

student's roles, instructional material.

1. INTRODUCTION

Teaching language is important because language is the effective way to communicate in our daily life. Language is important for human to communicate to others related to their culture and environment. One of the important languages in the worldis English. It is used as second language and as an official language in many other countries. It makes English an important that everyone should master and make it one important school subjects in most schools in the world.

To master English is not easy because each country has different culture. Therefore, in order to achieve the aim of the English teaching learning, teachers have to find appropriate interactions suitable with the students' needs and characteristics.

According to Anthony in Fauziati (2014: 11) interaction is a real implementation taking place in classroom. It is specialway, strategyor innovation to complete aparticular purpose. Interaction has to be appropriate with the method, and so with the approach. So, techniques surround the real implementation and behavior in a language teaching-learning based on a particular method.

In Gama English Course, English teaching learning uses 2006 or KTSP Curriculum. The ministerof national education of Indonesia attempted to

increase education level in Indonesia by suggesting the use of inquiry based learning. Teachers as facilitator have some roles in English teaching, and students have to practice actively. Kuslan and Stone (1968: 138) state that "teaching is that teaching by which teacher and children study scientific phenomena with the approach and the spirit of the scientist. There are three steps in this method, namely exploration, elaboration, and confirmation.

In this study, the researcher was interested in describing classroom interactions used by English teacher based onlearning a naturalistic study at Gama English Course Boyolali of 2017 academic year. To prove originality of this research, the researcher took some previous studies related to interactions in English teaching. Matias (2011) conducted research to identify classroom management issues occurring during the lesson and to develop effective strategies to address those problems. Yuniati (2012) conducted a research to identify whether the implementation improve sstudent's speaking ability or not and to identify the strengths and weakness of the learning implementation. Revellia (2014) conducted research to find out classroom interactions in English teaching, the types of classroom interactions, teachers' roles, students' roles, and instructional material. Chan (2015) conducted a research to find out the best practice of a new ESP Classroom teaching design trying to improve students' English communication competence through based active learning .Fadhilah (2015) conducted research to find out implementation of learning in teaching speaking and problems faced by teacher in implementing the method at Gama English Course Boyolali. Then, Sukma (2015) and Afani (2016) conducted research to find out objectives of learning, classroom procedure, classroom interactions, roles of instructional material, student's roles, teacher's roles, media used by English teachers, and assessment in learning.

From the previous studies, the researchers were concerned to identify the teaching interactions in teaching speaking. All of the researchers found that language is also important in communication. English becomees important as the international language and many countries use it. It makes

English an important that everyone should master and make it to be one important school subject that must be taught.

This research focuses on classroom interactions used by the English teacher at Gama English Course Boyolali 2017 academic year. The theory related to this research includes types of classroom interactions, the purposes of each classroom interactions, the roles of instructional material, teachers' roles, and students' roles. Thus, this study can expand the previous studies and in other research fields.

This study aims to examine the types of classroom interactions, the purpose of each classrom interactions, student's role, teacher's role, and instructional material using at Gama English Course Boyolali.

2. RESEARCH METHOD

The research was conducted in Gama English Course Boyolali, at speaking class in several levels. English Course is aimed to enhance students speaking skill and students be able to communicate to each other by using English. The material taught in speaking class in teaching learning process.

The method of this study is a qualitative research, especially naturalistic study. According to Williams (1989:66) "Naturalistic is conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such teachers, counselors, and administrators as well as researchers and evaluator). The research was conducted in the fields by observing, interviewing, and collecting data in natural ways.

The researcher collexted the data from three sources suchas events, informants, and documents. Method of data collection of this research was data reduction, data display and conclusion.

Subject of this study was English teachers and students of Gama English Course Boyolali. Object of this research was classroom interactions used by English teacher at Gama English Course Boyolali of 2017 academic year.

3. FINDING AND DISCUSSION

There were five parts of research findings, they were: 1) types of classroom interaction in teaching speaking, 2) goals of classroom interaction in teaching speaking, 3) teacher's rolesin each classroom interaction, 4) student's roles in each classroom interaction, and 5) role of instructional material.

a. Types of Classroom Interactions in Teaching Speaking

The teacher used classroom interaction to facilitate communication of materials for students in order to achieve goals of teaching learning process. The teaching learning process has many interactions. Suitable classroom interactions were needed to make students apprehend the materials easily. The writer only focused on classroom interaction to develop students' English speaking skills at Gama English Course Boyolali. The Teaching learning process by speaking is usually boring and not interesting because speaking is identical with spontaneity. Usually they also feel lazy to find out vocabulary of new words with their dictionary. It makes them feel lazy to follow the lesson. While appropriate classroom interactions were needed to make the students comprehend the materials easily and also, to make them comprehend the class and goals of learning can be achieved. The suitable classroom interaction also can make their attention to the lesson.

Based on the writer's observation and interview that had been conducted, it was found three interactions used by the teacher in teaching speaking, namely: teacher-student interaction, student-teacher interaction, student-student interaction.

1) Teacher-Student Interaction

Consistent interaction with your classroom on a personal and group level helps support academic expectations among students and gives you a presence they can count on. We were not just talk about required forms of communication, but also leveraging educational

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technology so that your teaching strengths shine. For example, when the student ask to the instructor, the teacher can know how their pronunciation, so if there was mistake the teacher can correct their pronunciation.

The writer found the student-instructor interaction as the result of interview and observation at Gama English Course Boyolali. For example, when the teacher told about some places, the teacher asked student to describe some places.

The teacher took the material from internet. The teacher took material about describing someone. Then, the teacher asked the student to tell the things it one by one.Every student must describe. Then the teacher gave attention and the teacher asked the other students to pay attention and listen to how their friends speak.

For example (T-S 12):

Teacher : *"Do you know Yogyakarta? Yogyakarta is the town that famous with food namely Gudeg. Raya please you describe about Boyolali !"*

Student : *"Boyolali is my favorite town, because I was born in Boyolali"*

Teacher : *"Okay, good. Next,Gilbran describes about Klaten!"*

Student : *"Klaten is town with thousands of bannersor swimming pools"*

(Teacher assigned each student to describe a site/region)

*(Observation on April 25*th *2017)*

2) Student-Teacher Interaction

The next discussion was about interaction started by students and it was addressed to the teacher. These discussions help to alleviate

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students from a sequester feeling from one another and instead, create a dynamic sense of community.

The researcher found the student-teacher interaction as the result of the interview and observation at Gama English Course Boyolali of 2017 Academic Year.

(S-T 1)

Student : *"What we learn today, miss?"*

Teacher : *"Today, we will learn descriptive someone or person.*

Student : *"Isn't descriptive to say what a person or place like?"*

Teacher : *"Yes right, but not only person or place but also things. So we can describe someone, some place, or somethings. Understand?"*

Students : *"Yes miss"*

(Observation on June 3rd, 2017)

3) **Student-Student interaction**

Assignments, activities, goals, and assessment implemented in the course should reinforce an active learning that is a process through which students actively assimilate rather than passively learn absurd material.

The writer found the student-student interaction as the result of interview and observation at Gama English Course Boyolali. The teacher asked student to answer some questions that has been provided. The teacher gave questions about previous material that had been studied. It could help the teacher to know how the student's understand about the content. It also could make the student to be more active in the class.

For example (S-S 1):

Student : *"Smoothkiartineopo? Njilehkamusmu!"*

Student : *"Smoothkikewancilik "*

Student : *"Kuisemut. Serius to cah!"*

Student : *"Ikihloiki   smoothkiartinelembut.*

         Makanenduwekamuski di nggo, di bukadiwoco!

         "

(Observation on June 12th, 2017)

S-S 2.

Linda   : *"Are Arab is aroud us miss ?"*

Fajar   :*"I think place around us isthe town near with us"*

(Observation on June 12th, 2017)

Table 4.1

Types of Classroom Interactions in Teaching Speaking

No.	Classroom interactions
1	Teacher-Student Interaction
2	Student-Teacher Interaction
3	Student-Student Interaction

b. **Goals in Using Each Classroom Interactions in Teaching Speaking**

     Goal were something set up as an object. In this study, the writer has some goals, namely goals of teacher-student interaction, student-teacher interaction, and student-student interaction.

1) **Goals of Teacher-Student Interaction**

     a) **To Explain**

            Explain is make an idea or situation clear to someone by describing it in more detail or revealing relevant facts. For example, if the teacher often asks students about difficult materials,

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it will practice the students to more fluent in speaking because they have become habituated in speaking and they become common with the words.

For Example (T -S 5):

Teacher : *"We had done study about description of a place, so today we will study a description about person. Did you remember what is a description?"*

Student : *"Description is to say what a person or place like."*

Teacher : *"person, place or ..."*

Student : *"Things miss"*

Teacher : *"Great. So description is says what a person,place or things like."*

(Observation on June 12th, 2017)

b) **To check students' understanding**

The ultimate goal of teaching is to do just that-teach, not stand up in the front of the room and talk. But sometimes its easier to talk than to teach, as we all know. It used to make sure that its presentedin a fun way.

For example, when the teacher had explained a material then teacher asked student if they *"understand/any question?"* its goal is to check understanding of the students.

For Example (T -S 10):

Teacher : *"Okay now we will discuss about description. We will describe about place. Before we start our discussion, I will ask you a question.What is Description?"*

Student : *"Description is to say what a person or place like."*

Teacher : *"Yes right, but not only person or place but also things. So we can describe someone, some place, or something. Understand?"*

Students : *"Yes miss"*

(Observation on June 12th, 2017)

c) **To Encourage student**

In teaching learning process, sometimes some students were confused about the materials or when teacher gives questions, students feel hesitate in answering questions.

For example : (T-S 3)

Teacher : *"Please open your dictionary!"*

Student : *"Ceroboh, Sir!"*

Teacher : *"Good, Intan. careless is ceroboh"*

(Observation on June 12th, 2017)

d) **To Give Information**

Source of science can come from everywhere, such as book, internet and from the teacher itself. Teacher as the main source in classroom have to give additional knowledge to students, who cannot find it in the book.

(T-S 10)

Teacher : *"Okay,nowwe will discuss about description. We will describe about place. Before we start our discussion, I will ask you a question. What is Description?"*

Student : *"Description is to say what a person or place like."*

Teacher : *"Yes right, but not only person or place but also things. So we can describe someone, some place, or something. Understand?"*

Students : *"Yes miss"*

(Observation on June 12th, 2017)

e) **To Correct the Mistakes**

A student who cannot talk in English fluently surely makes many mistakes. As a goal of the classroom interaction, teacher has to correct the mistake made by students. For example, when a student tries to make sentences orally, teacher has to correct it if a mistake is found.

(T-S 8)

Teacher : *"Stop dulu. Bukan brown yatapi born"*

Student : *"Picasso has curly hair, dark skin, pointed nose,he was brown on 24th April 1993 ."*

Teacher : *"Okay good, next."*

Student : *"He has thin lips."*

Teacher : *"Next."*

Student : *"He is handsome boy"*

(Observation on June 12th, 2017)

f) **To Request the Students**

When teacher wants to check understanding of her students, the teacher asks students to answer question. The teacher asks students randomly to know who is ready or not ready.

(T-S 7)

Teacher : *"What is the physical characteristicof Picasso?"*

Student : *"Picasso has curly hair, dark skin, pointed nose, he was brown on"*

(Observation on June 12th, 2017)

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2) Goals of Student-Teacher Interaction

Goals of student-teacher interaction are 1) to help students to understand more about materials easily by asking questions, 2) to clarify, because student-teacher can enhance their concentration, so it can help students to comprehend more about the material clearly.

a) To Ask Question

For example, when the teacher taught about how to describe a place, the teacher asked the students to describe. This interaction can make the students concentrates more deeply, so they can understand the material easily.

Example (S-T 3):

Student : *"Is description is to say what a person or place like?"*

Teacher : *"Yes right, but not only person or place but also things. So we can describe someone, some place, or something. Understand?"*

Students : *"Yes miss"*

(Observation on July 14th, 2017)

b) To Response

For example, when students were feeling curious with the material that will be learned, then the teacher asks question to the students and the students answer it.

For example (S-T 2) :

Student : *"I think place around us is the town near with us"*

Teacher : *"For example?"*

Student : *"Semarang, Solo, Klaten"*

(Observation on July 14th, 2017)

3) Goals of Student-Student Interaction

Goals of student-student interaction are to help the other by expressinga creative thinking. If they did not know the meaning of the dialogue, then the other friends know what is the meaning,they will express their creative thinking.For example, when the teacher asked to understand some sentences of dialogue, the students started discussion with their classmates.

For Example (S-S 1):

Ayu   : *"Smoothkiartineopo? Njilehkamusmu!"*

Eka   : *"Smoothkikewancilik "*

Dara   : *"Kuisemut. Serius to cah!"*

Sinta   : *"Iki hlo iki smooh ki artine lembut. Makane nduwe kamus ki dinggo, di buka diwoco!"*

(Observation on June 14th, 2017)

The other example is when the teacher taught about description had been took from the internet. The teacher asked the student to read one by one and then they translate the sentence together if the students do not know the meaning of the words, they could consult their dictionary or ask to their teacher.

For example (S-S 3):

Student : *"Picasso was one of the most outstanding and important artist of the 1900's. Picasso adalah satu dari kebanyakan seniman yang bertahandan penting pada tahun 1900-an.Iyo ra?"*

Student : *"iyobener. He is best known for his paintings.Artineopo?"*

Student : *"Diadiketahuidarilukisannya."*

Student : *"Bukan.Diadikenaldarilukisan-lukisannya."*

(Students translated every sentence in the slide)

(Observation on June 14th, 2017)

In addition, when a student asked the other student to translate some sentences of the text, were took from the book. If the students did not know the meaning of word or sentence, the teacher helped the students to translate the sentence.

For Example (S-S 2) :

Linda   : *"Is Arab around us, miss?"*

Fajar   : *"I think place around us isthe town near with us"*

(Observation on June 14_{th,} 2017)

There are two goals of teacher-student interaction such as to improve pronunciation of students and to practice fluency of student's speech.

Table 4.2

Purposes of Classroom Interactions in Teaching Speaking

No	Classroom Interaction	Purpose
1	Teacher-Student Interaction	1. To explain 2. To check student understanding 3. To encourage 4. To give information 5. To correct the mistakes 6. To request
2	Student-Teacher Interaction	1.To ask questions 2. To response
3	Student-Student Interaction	to help the other

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c. Teachers' Roles

In a teaching learning process, especially in teaching speaking the teacher has crucial role. Here, the researcher present the teacher's roles. Based on observation in the classroom on April 2017, the writer found some teacher's roles in teaching learning process. The teacher's roles at Gama English Course Boyolali are: teacher as manager, controller, facilitator, and motivator.

The researcher also observed roles of instructional material. There were some roles of instructional material such as a source for presentation materials (spoken result of the observation, the researcher concluded that all English teachers and written), a reference source for learners on grammar, vocabulary, pronunciation and so on, and a source of stimulation and ideas for classroom activities. The Gama English Course Boyolali used some classroom interactions in order to develop students' English speaking skills. Some classroom interactions could make the students more interested in the teaching-learning process especially in teaching speaking. Therefore, the student would be more active and not be bored to follow the lesson. Based on the results, the classroom techniques used by the teacher had important roles in the teaching-learning process especially to develop the students' speaking skill.

Table 4.3

Teachers' Roles

No	Teacher Role
1	Teacher as Planner
2	Teacher as Manager
3	Teacher as Controller
4	Teacher as Facilitator
5	Teacher as Motivator
6	Teacher as Explainer

d. Students' Roles

Student also has important roles in the teaching learning process. The students' roles are of features encouraging efficiency of the teaching learning process.

Table 4.4

Students' Roles

No	Students' Role
1	Student as a Subject Learning
2	Student as an Object Learning
3	The learner is a monitor and evaluator of his or her own progress
4	The learners learn from the teacher, from the other students and other sources
5	The learner is a tutor for others learners
6	The learner is a member of a group and learn by interacting with others

e. Instructional Material

In this session, the writer presents instructional material used by Gama English Course. Based on observation and interview at Gama English Course Boyolali, the researcher concludes instructional material as contained a table.

Table 4.5

Instructional Materials' Roles

No	Roles of Instructional Materials
1	A source for presentation materials (spoken and written)
2	A reference source for learners on grammar, vocabulary, pronunciation and so on.
3	A source of stimulation and ideas for classroom activities

Table 4.6

The Relation between Classroom Techniques, Purpose of Each Technique,Teachers' Role, Students' Role and Instructional Material

No	Classroom Interaction	Purpose of Each Interaction	Teachers' Role	Student's Role	Instructional Materials
1	Teacher-Student Interaction	1. To help the student to develop skill 2. To explain	- Teacher as Planner - Teacher asManager - Teacher asFacilitator - Teacher asController	- Student as Object Learning - The learner is monitor and evaluator of his or her own progress - The learners learn from the other teaching - sources.	- slide power point - text book
2	Student-Teacher Interaction	to help the students to be more understand the materials easily by asking questions	- Teacher as - planner - Teacher as - Manager - Teacher as - Facilitator - Teacher as - Controller	- Student as Object Learning - The learner is monitor and evaluator of his or her own progress - The learners learn from the other teaching - sources.	- slide power point - text book
3	Student-	to express	- Teacher as	- Student as an	- slide

Student Interaction	creative thinking.	planner - Teacher as Manager - Teacher as Facilitator - Teacher as Controller	Object of Learning - The learner is monitor and evaluator of his or her own progress - The le arners learn from the other teaching - sources.	power point - text book

4. CONCLUSION

The writer drew a conclusion about types of classroom interactions used by the teacher to develop students'English speaking skills at Gama English Course Boyolali. Based on her observation, there were some types of classroom interactions used by the teacher to develop student's English speaking skills at Gama English Course Boyolali such as teacher-student interaction (T-S), student-teacher interaction (S-T) and student-student interaction (S-S). They were several interactions used by the teachers and their goals. (1) Teacher-Student Interaction(T-S) is to explain, to check understanding of student, to encourage, to give information, to correct the mistakes, to request.(2) Student-Teacher Interaction (S-T) is to ask questions, and to response. (3) Student-Student Interaction (S-S) is to help the other.

In teaching speaking at Gama English Course, the teacher had some roles such as teacher as planner, teacher as manager, teacher as controller, teacher as facilitator, teacher as motivator, and teacher as explainer. In the teaching learning process, especially in teaching speaking the students also had some roles namely, student as a subject of learning, student as an object of learning, the learner was a monitor and an evaluator of his or her own progress, the learner learnt from the teacher, from the other students and other

teaching sources, the learner was a tutor of others learner, and the learner was a member of a group and learning by interacting with others.

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