

**CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A
NATURALISTIC STUDY AT *ENGLISH ONE COURSE* SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Department English of Education
School of Teacher Training and Education**

By:

ARISKA KHOIRIYAH

A320130123

**DEPARTMENT ENGLISH OF EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2018

APPROVAL

**CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS:
A NATURALISTIC STUDY AT *ENGLISH ONE COURSE* SURAKARTA**

PUBLICATION ARTICLE

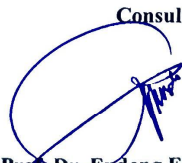
By:

ARISKA KHOIRIYAH

A320130123

Approved to be Examiner by the Consultant Team:

Consultant



Prof. Dr. Endang Fauziati, M.Hum
NIDN. 0615035701

ACCEPTANCE

CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS:
A NATURALISTIC STUDY AT *ENGLISH ONE COURSE* SURAKARTA

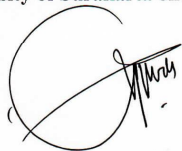
By

ARISKA KHOIRIYAH

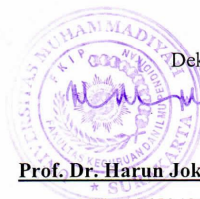
A320130123

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

Team of Examiners:

1. Prof. Dr. Endang Fauziati, M. Hum ()
(First Examiner)
2. Mauly Halwat Hikmat, P.hD ()
(Second Examiner)
3. Nur Hidayat, M.Pd ()
(Third Examiner)

Dekan,



Prof. Dr. Harun Joko Prayitno, M. Hum

NIP. 19650428 199303 1001

TESTIMONY

I hereby assert that there is no plagiarism in this Publication Article. There is no other work that has been submitted to obtain the bachelor degree. As far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this publication article and mentioned in bibliography.

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

Surakarta, 25 January 2018

The Writer



ARISKA KHOIRIYAH

A320130123

CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A NATURALISTIC STUDY AT *ENGLISH ONE COURSE* SURAKARTA

Abstract

This research aims to describe the types of classroom interaction, the roles of classroom interaction, and the dominant type of classroom interaction in speaking class at *English One Course* Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this research are observation, recording, and document. The writer conducted the observation in the classroom, recording when teaching and learning process, and noted as the document. The result of this research showed that there were three types of classroom interaction in speaking class at *English One Course* such as, teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). There were several roles of classroom interaction in speaking class, based on the types of interaction. The roles of teacher-student interaction for giving explanations, praising, correct mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation in L1, surprising, and laughter. The roles of student-teacher interaction were students' response, student initiated, and asking for students' confusion. The roles of student-student interaction was work in pairs and group. The dominant type of classroom interaction in speaking class at *English One Course* was teacher-student interaction. The writer concluded that the dominant type of classroom interaction in speaking class at *English One Course* was teacher-student interaction. Interaction that occurred in the classroom could make the student improve their speaking skill.

Keywords: *classroom interaction in speaking class, roles of classroom interaction, dominant type of classroom interaction.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tipe-tipe interaksi di kelas, peran interaksi di kelas, dan tipe yang dominan di dalam kelas berbicara di *English One Course* Surakarta. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Metode pengumpulan data pada studi ini adalah observasi di dalam kelas, merekam saat proses belajar mengajar, dan mencatat sebagai dokumen. Hasil dari penelitian ini menunjukkan bahwa ada tiga tipe interaksi di dalam kelas berbicara di *English One Course*, yaitu interaksi guru-siswa, interaksi siswa-guru, dan interaksi siswa-siswa. Ada beberapa peran di interaksi kelas berbicara berdasarkan tipe interaksinya. Peran interaksi guru-siswa adalah menjelaskan, memuji, mengkoreksi kesalahan, memberi informasi, menanyakan pertanyaan, mengklarifik

asi, memberi instruksi, mengulang kata, meyakinkan hati, menerjemahkan ke bahasa utama, mengejutkan, dan tersenyum. Peran interaksi siswa-guru adalah merespon, berinisiasi, dan bingung. Peran interaksi siswa-siswa adalah bekerja berpasangan dan kelompok. Tipe dominan interaksi di kelas berbicara di *English One Course* adalah interaksi antara guru dan siswa. Penulis menyimpulkan bahwa tipe yang dominan dalam interaksi di kelas berbicara di *English One Course* adalah guru dan siswa. Interaksi yang terjadi di dalam kelas dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: *Interaksi kelas di kelas speaking, peran interaksi kelas, tipe dominan interaksi kelas.*

1. INTRODUCTION

Language is very important in human life. Language is a communication tool that is conveyed to express ideas, thoughts, and feelings. With language can be used everybody to cooperate or interact with others more easily. English is the language used as a medium of communication and as the first international language used to interact with others around the world. Language is very influential in human interaction for example in education. Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. Tarigan (1990:3-4) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the essential skill in learning language. Definitely, people generally use language for communication. Hornby (1995:37) states that through speaking language learners would be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person based on his or her capability to speak easily and comprehensively.

In the learning process between educators and learners there must be interaction. Education is basically an interaction between educators and learners, to realized educational goals. The interaction in the speaking class is done by two people or more between the teacher and the students or students with the other students. The purpose of classroom interaction is to switch information, thoughts, sharing experience, etc. From the phenomena above, classroom interaction is

important thing in teaching and learning process. Brown (1994) stated that in the era of communicative language teaching, interaction is important in communication. Rivers (1987) stated that through interaction students can improve their skills in learning. Students can use everything that they had based on the language that has been studied in real life. It means interaction is very important.

Brown (2001:267) states “the interaction between these two models of performance applies especially strongly to conversation, the most popular discourse category in the profession”. Interaction in classroom is important role to enhanced students’ speaking skill. *English One Course* is one of English courses in Surakarta that focuses on speaking skill. In this course there were grades of level which is start with elementary school until common. Therefore it is very important to know the interaction occurred in this course, especially in speaking class. According to Harmer (2007), Non-native English speakers need to be prepared to speak in different situations, which mean that all the students including public and private schools must be able to speak English in any context or any field. Besides, we as human beings need to interact with other people to share our opinions, believes, knowledge etc. Taking into account the learner’s communicative needs, it is vital to stress the importance of classroom interaction based on the belief that the EFL classroom should provide learners with maximum exposure to the target language to enhance their learning and develop the speaking skill. Interaction is significant in the process of teaching and learning, especially it is relevant for teachers in order to develop communication (Brown, 2007). Negotiation of meaning is also important when the students want to express their feelings, and thoughts to be understood (Lightbown and Spada, 2006). So, in teaching and learning process students and teacher would made negotiation by students ask to the teacher to make the students understand with the material.

When students faced problems or find difficulties in the communicative process and they had an opportunity of negotiate possible solutions to them, they learn new language structures, vocabulary, expressions. The language is more

comprehensible and they acquire linguistic knowledge and the ability to interact with others which motivate the disinterest and potential to participate in class. There were some relevant factors which help to understand the relationship between classroom interaction and the speaking skill; the environment where the learning and teaching process take place; and all activities in the classroom setting involving communication. (Ellis, 1990 cited in Johnson 1995).

There were some previous studies related about classroom interaction in speaking class. A study by Ayu Emiliasari (2016) observed teacher-student interaction in speaking class at SMPN 1 Toroh. The result showed that the aspects of teacher-student interaction in speaking class of VIII I at SMPN 1 Toroh were teacher talk and learner talk, and the interaction done by the teacher and the students. A study by Nisa (2014) observed classroom interaction analysis in Indonesian EFL speaking class. Two interaction found by Nisa were teacher talk and student talk. The result showed that teacher talk as the dominant role in the classroom. A study by Kasim (2004) observed classroom interaction in the English Department speaking class at State University of Malang. Kasim found that five patterns of Classroom Interaction were identifiable. They were T-C, T-G, T-S, S-S, and S-T. Then the result of Kasim study was the most dominant pattern was student-student (S-S) CI.

A study by Pujiastuti (2013), investigate the practice of EYL verbal classroom interaction of a teacher and students in a primary school in Bandung. The result of the study was teacher talk plays dominant part in classroom interaction. A study by Kheider's (2012) observed the role of classroom interaction in improving the students' speaking skill. The present study signifies that classroom interaction plays an important role in developing the learners' oral skill. A study by Putri (2014) The result of her research determined that for the teacher A at VIIC, teacher talk (66.15%), and students talk (33.10%). It showed that the teacher talk was the most dominant classroom interaction during the observation. Then, a study by KusumaSuci (2015) observed Classroom Interactions In Speaking Class of English Department of Muhammadiyah

University of Surakarta. The result of her research indicated the dominant type of classroom interaction was teacher – student interaction.

Based on the previous studies, the researcher has similarity issue that is on second language classroom, especially in speaking class and classroom interaction. Based on previous research the researcher stated that interaction could be implemented in any classes such as Indonesian, mathematics, accounting, etc. From the previous study above, this research wants to develop the previous research that focus on the classroom interaction in speaking class. But, in this study there were some differences from the previous study. In this study the writer will used the theory from Foreign Language Interaction Analysis System from Mozkowitz (1971, 1976). This study will conduct the research to the student of *English One* in English speaking class Surakarta. This study concern on classroom interaction in speaking class to improve the capability of speaking at *English One Course* Surakarta. There were some objectives of the study they were: (1) to describe the types of classroom interaction in speaking class, (2) to describe the roles of classroom interaction in speaking class, and (3) to describe the dominant type of classroom interaction in speaking class at *English One Course* Surakarta.

2. METHOD

The research was conducted in *English One Course* Surakarta, at speaking class in Junior High School and Senior High School level. *English One Course* is aimed to encourage the students to be more confidence to speak up and to improve the ability of students at speaking English. The material taught in speaking class was described something by work in group. In this research, the writer used descriptive qualitative research. The data was collected by observation, recording, and noted. The writer observed the speaking class to see the whole condition in the classroom, how the interaction occurred. Then the writer recording the teaching and learning process, after that the writer made some noted containing which is could not be recorded.

The process of data analysis is beginning by analyzing the video recording. Then the data was made with written transcripts from the video recording. All the data transcriptions as the raw data from video recording. Then, the transcript was analyzed by underlying the sentences that showed the finding, and name it as the category. Then the last step was coding the data based on observation that had been made.

3. FINDING AND DISCUSSION

After conducting the research, the writer drew some result and discussion as follows;

3.1 FINDING

The result of this research is describing the classroom interaction in speaking class at *English One Course*. The writer presents research finding, as follow: the types of classroom interaction, the roles of classroom interaction, and the dominant type of classroom interaction. The types of classroom interaction are teacher-student interaction, student-teacher interaction, and student-student interaction. The findings were similar with van Lier's study. Van Lier's (1988) findings show five patterns of classroom interaction; teacher/learner-learner-teacher (T/L-LT), teacher-(learner) (T-(L)), teacher-learner/learner (T-L/L), teacher-learne (T-L), and learner-teacher/(teacher) (L-T/(T)).

3.1.1 Teacher-Student Interaction

Teacher student interaction is the interaction between the teacher and students, the teacher is important role in this interaction. The teacher gives the question, answer and discussion session to increase students' capability in speaking English. To get students' emotion the teacher did a personal discussion to some students. The interaction occurred in activities of when teachers' giving explanation, praising, correct mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation in L1, surprising, and laughter.

In teaching learning process, when explained, the teacher should be set the sound volume, speed, and choose of words that were clearly. So, the students

could easy to understand the material. Used example in accordance with the daily activities, thus would made students better understand the material submitted. When finished explaining the teacher asked to students (“are you understand?”) if there were students who do not understand they could asked then the teacher would explained again.

Example :

Teacher : *“Naaahhh, noo. Kenapa nggak Turkien Miss? Last meeting I have explain why we can’t say all the nationality with “ien-ien” semua. Jadi ada pengecualian such as Turky diakhiri dengan “ish” jadinya Turkish. Do you understand?”*

Student : “Yes, miss.”

(Observation on July 27th, 2017)

When the students dared to speak up and express their idea in front of class, teacher had to appreciate their effort like (“great”, “excellent”, “that’s good”, and etc). So, the students more enthusiasms and confidence to speaking English.

Teacher : *“Yes, great. Trus berarti they bla bla bla Irish. Irish itu orang mana sih?”*

Student : “Island.”

(Observation on July 27th, 2017)

Interaction in classroom is important role to enhance students’ speaking skill. Teacher should make the differences method to the students were interested in speaking class, so make the students more confidence to speak up. Used interesting topics would stimulate students to engage in the classroom activity. First observation, teacher gave ice breaking before start the lesson that aimed to get the spirit of the students. Second observation, the teacher used differences methods, before start the lesson teacher tried to convince students to tell and described about the songs they liked, it aimed to make the students confidence to speak up because they feel happy with that discussion. Third observation, also used differences methods, to improve the students speaking ability the teacher bring guest from native speaker. Fourth observation, the teacher gave the

exercised for students. When students could not answer the question, the teacher tried to help the students by giving them grid and spirit to them to speak up. The teacher would appreciate the students when they were speak up and answer the question. The students would be more confidence to speak up when they get appreciate and awards.

Table 1
The Role of Teacher – Student Interaction

No.	Task	No	Task
1.	Giving explanation	7.	Directing Drills
2.	Praising	8.	Repeating Words
3.	Correct Mistakes	9.	Encouraging
4.	Giving Information	10.	Translation in L1
5.	Question	11.	Surprising
6.	Clarifying	12.	Laughter

3.1.2 Student-Teacher Interaction

In order to increase the students speaking skill, teacher had to give encouragement and appreciation so the students will confidence to speak up. When the teacher explained about the material and the student do not understand then student asked to the teacher. The interaction made by students, those were: students' response; students' initiated; and students' confusion. Students' response means that the students could give response when the teacher asked and explained the material of study. For example, the student answer ("ain't") when the teacher asked about the materials.

Teacher : *"Mark and tania bla bla bla Australian. Look, there is a tool stop, ada titik yah. They bla bla bla Irish. So what does it means?"*

Student : *"Aren't."*

(Observation on July 27th, 2017)

Then, if there were student could answer the question correctly and the teacher giving praise to that student, the other students would said (“*kan dia lihat miss..*”).

Teacher : “Yes, England. *Gimana ini malah Oki kemarin yang gak masuk lho.*”

Student : “*Kan dia lihat Miss.*”

(Observation on July 27th, 2017)

For students’ initiated in this category the students was required more active than the teacher, the students was asked to respond or giving questions to the teacher. For example, the students asked to the teacher that in their book used a question mark (“*Lha ini ada tanda tanya nya miss?*”).

Teacher : “What are your friends nationality.”

Student : “*Lha ini ada tanda tanya nya miss?*”

(Observation on July 27th, 2017)

The students did not understand with the materials and then the students asked to the teacher. But the teacher not gave the clear answer, then the students still was confused, and the students still asked to the teacher (“*Tapi kayak aneh gitu ya!*”).

Student : “Nice meet you?”

Teacher : “*Iya, senang bertemu kamu atau ketemu kamu, that’s enough!*”

Student : “*Tapi kayak aneh gitu ya!*”

(Observation on July 27th, 2017)

In student teacher interaction also could be a way to enhance the students speaking skill.

Table 2

The Roles of Student-Teacher Interaction

No	Task
1.	Response
2.	Initiation
3.	Confusion

3.1.3 Student-Student Interaction

In teaching English speaking class, interaction between student and student will be more complex when they meet face to face and communicate with each other than when with their teacher. Interaction in classroom was important role to enhanced students' speaking skill. Teacher should made the differences methods to the students were interested in speaking class, so make the students more confidence to speak up. Used interesting topics would stimulate students to engage in the classroom activity. In communication is needed variety of grammar and structure to make the students interested then they were woould speak up. Teaching and learning activities in the classroom usually used debate, discussion, drama, etc. The writer found the student-student interaction in *English One Course* by work in group.

In the classroom, students as the role model, meanwhile the teacher as adviser. To improve the students speaking skill they must practice. By working in group, the students had chance to make dialogues, communicate with each other among students, and had more social learning environment. Working in group the students could corrected and discussed the material more broadly, and students could shared their opinions, exchanged of ideas, would trained and was improved their students speaking skill. And practice was very useful when it was designed in groups or peers rather than with the teacher, because with groups the students could exchange ideas and correcting each other's mistakes.

Teacher : "From UK, you can act it out. *Cuma pura-pura aja Cuma beda nama ya*. Okay 1,2,3 go!"

Student1 : "Hello what's your name?"

Student2 : "Hello my name is dani. What's your name?"

Student1 : "My name is Bagas."

Student2 : "What is your friend's name?"

Student1 : "This is Helvi."

Student2 : "Hi,Helvi."

Student3 : "Hi, Dani."

Student2 : "What's your friend nationality?"

Student1 : “My friend nationality is Japan.”

Student3 : “Where are you from?”

Student2 : “I am from Indonesia. Where are you from?”

Student1 : “I am from London.”

Student2 : “So are you an american?”

Student1 : “Yes, i am.”

(Observation on July 27th, 2017)

Based on the observation, there were three types of interaction in speaking class at *English One Course*. They were teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). Based on the three types of interaction above, the writer analyzed the dominant type of classroom interaction. The writer was counted the frequency of classroom interaction to got the dominant type. To got result of the dominant type, the writer calculated based on the theory used to got the types of classroom interaction.

Table 3

The Dominant Type of Classroom Interaction

No.	Types of Classroom Interaction	Number of Interaction	Percentage
1.	Teacher-Student (TS)	89	72%
2.	Student-Teacher (ST)	20	16%
3.	Student-Student (SS)	15	12%
Total Interaction		124	100%

The dominant type of classroom interaction in speaking class at *English One Course* was teacher-student interaction (TS) (72%). The result showed that teacher-student interaction (TS) was more than 50%, it means showed that the teacher still as a role model in the classroom. In this interaction, the teacher always gave an explanation and doing question answer session to enhance the students speaking skill.

Second dominant type of classroom interaction in speaking class at *English One Course* was student-teacher interaction (ST) (16%). In this interaction when the teacher explained about the material and the student do not understand then

student asked to the teacher. Based on this interaction the students increased the capability of their speaking, they had a lot to interaction with the other friends or teacher. Then, they would add a grammar and vocabulary, so they could speak English fluently. Then, by the interaction when they found any mistakes they would easily know and the teacher would correct the mistakes.

The last dominant type of classroom interaction in speaking class at *English One Course* was student-student interaction (SS) (12%). In this interaction showed that there were interaction between student and student in a small portion. This interaction helped the students when the students get any difficulties but they were scared to ask to the teacher. In *English One Course* interaction student between students occur by work in group. In a group students could help each other and students could correct and discuss the material more broadly.

3.2 DISCUSSION

In the learning process between educators and learners there must be interaction. Education is basically an interaction between educators and learners, to realize educational goals. The interaction in the speaking class is done by two people or more between the teacher and the students or students with the students. The purpose of classroom interaction was to switch information, thoughts, sharing experience, etc.

This study drew several conclusions about the types of classroom interaction in speaking class in *English One Course*. Based on the observation, the writer found there were some types of classroom interaction in *English One Course*; there were teacher-student interaction (TS); student-teacher interaction (ST); and student-student interaction (SS).

Interaction in classroom was important role to enhanced students' speaking skill. The teacher should make the differences method to the students were interested in speaking class, so make the students more confidence to speak up. Using interesting topics would stimulate students to engage in the classroom activity. In communication was needed variety of grammar and structure to make the students interested then they were would speak up.

When the teacher was communicate with students always used English, and then students would be encouraged to understand it. The teacher should give new vocabulary and invite students to say more vocabulary, so the students do not get bored. When the students dared to speak up and express their idea in front of class, teacher had to appreciate their effort. So, the students more enthusiasms and confidence to speaking English.

The role of classroom interaction was useful to count the frequency of classroom interaction to get the dominant type. The role of teacher-student interaction in speaking class for giving explanation, praising, correct mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation in L1, surprising, and laughter. The finding was relevant with the previous finding from Nisa (2014) which is using FLINT theory. The finding of the research includes two types of teacher talk and student talk in FLINT theory. The role of teacher talk in this research was deals with feeling, praises or encourages, uses ideas of students, asks questions, gives directions, criticize student behaviour or response. The writer concluded that the finding was in a line with FLINT's theory.

Then, there were the role of student-teacher interaction found in speaking class as students' response (specific), students' initiated, silence, and confusion (Moskowitz, 1971 as cited in Brown, 2001: 170). The writer compare with Nisa (2014) that the roles of students talks were students' response, student initiation, silence, and confusion. The finding was not corresponding with the previous finding, because the roles of student-teacher interaction in *English One Course* were students' response, student initiated, and confusion.

The writer found the role of student-student interaction, while the students as the role model in the classroom. Teaching and learning activities in the classroom usually used debate, discussion, drama, etc. The writer found the student-student interaction in *English One Course* by pair-work. The finding was agreed with the theory of Kumpulainen and Wray (2002) Functional Analysis of Children Classroom Talk (FACCT), the role of student-student interaction or student talk was work in pairs. The writer assumed, that the finding was in line with the

Kumpulainen and Wray's theory, that the roles of student-student interaction in *English One Course* was work in pairs.

The writer compares with the theory of Henry (1992) the different roles of student – student interaction in this study were, participation, interaction, social, cognitive, and meta-cognitive. The writer supposed that the finding was disagree with the theory, because the role of classroom interaction in speaking class at *English One Course*, were discussion and work in pairs.

There were three types of interactions in *English One Course*, teacher-student interaction, student-teacher interaction, and student-student interaction. Based on three types of interaction above, the writer found one dominant type used in *English One Course*. The writer counted the frequency of classroom interaction to get the dominant type. To get result of the dominant type, the writer calculated based on the theory used to get the types of classroom interaction. This research was agreed with the previous study of Putri (2014). She was using Flander Interaction Analysis Categories System (FIACS) technique. She makes the classroom interaction into three types that were teacher-talk (TT), student-talk (ST), and silence. The writer calculated the dominant types by counting the frequency of three types of interaction in *English One Course*, they were teacher-student interaction, student-teacher-interaction, and student-student interaction.

The previous findings showed the dominant types of classroom interaction, that was teacher talk as the dominant type. The characteristics showed the correlation to the teacher indirect and direct talk that was the teacher spent talking time more in teaching and learning process. Because of the students were not active enough in the classroom interaction.

Based on the explanation, the dominant type of classroom interaction in speaking class at *English One Course* was teacher talk or teacher-student interaction. Then, the writer concludes that the finding was in line with Putry's finding.

4. CONCLUSION

This research draws several conclusions about the types of classroom interaction in speaking class in *English One Course* there were; teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). The dominant of classroom interaction were teacher-student interaction (72%), student-teacher interaction (16%), and student-student interaction (12%). The writer found the dominant type of classroom interaction in speaking class at *English One Course* was teacher talk or teacher-student interaction. There were some variation in classroom interaction in speaking class that happens between the students and teacher. Teacher as a role model in classroom, so teacher could encourage the students to more confidence in student.

Based on the result, interaction that occurred in *English One Course* was less communicative, so the interaction that occurs did not vary. The lack of interactions that occur was very influential in teaching and learning process, especially to train the students speaking skill. Most of the interaction that happens only on teacher-students. So, there was a little interaction between student-teacher in English One. In order to make the interactions in classroom could be varied, teacher provide opportunities to students to speak up and gave encouragement so the students could be more confident when speaking. Variation in classroom interaction in speaking class that happens between the students and teacher is useful to improve students speaking skill.

Then, students get bored in the teaching learning process especially in speaking class, happened because the teacher just using the same methods. In order to make students not bored, teacher must used some methods. Teacher could used media, by using electronic media the students would quickly received the lessons, because they were could listen and see in audio visual. So, make a teaching and learning process in speaking class to be more active.

BIBLIOGRAPHY

Brown, H. D. 1994. *Teaching by Principles*. Prentice Hall. New Jersey.

- Brown, H.D. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company.
- Brown, D. H. 2007. *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education Inc.
- Ellis, R. 1995. *The Study Of Second Language Acquisition*. New York: Oxford University Press.
- Emiliasari, A. 2016. *A Descriptive Study on Teacher-Students Interaction in Speaking Class at SMP N 1 Toroh*. Research Paper. Surakarta: Universitas Muhammadiyah Surakarta.
- Flanders, N. A. 1970. *Analyzing teaching behaviour*. Massachusets: Addison Wesley Publishing.
- Harmer, J. 2007. *The practice of English language teaching*. Harlow, England: Pearson Longman.
- Hamre, B. K., & Pianta, R. C. 2006. *Student-Teacher Relationships*.
- Henry, F. (1992). *Computer conferencing and content analysis*. In A. R. Kaye (Eds.), *Collaborative learning through computer conferencing: The Najaden papers (pp. 115 - 136)*. New York: Springer.
- Hornby. 1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.
- Kasim, U. 2004. *Classroom Interaction In the English Department Speaking Class at State University of Malang*. Research Paper. Banda Aceh: Syiahkuala University.
- Kheider, M. 2012. *The Role Of Classroom Interaction In Improving The Students' Speaking Skill*. Dissertation. Biskra: University of Biskra.
- Kumpulainen, K. & Wray, D. 2002. *Classroom Interaction and Social Learning* London: Routledge Falmer.
- KusumaSuci, D. 2015. *Classroom Interaction in Speaking Class of English Department of Muhammadiyah University of Muhammadiyah Surakarta*. Research Paper. Surakarta: University of Muhammadiyah Surakarta.

- Lightbown, P. M. and Spada, N. (2006) *How Languages are Learned*. 3rd edition. Oxford: Oxford University Press.
- Lynch, T. 1996. *Communication in the Language Classroom*. Oxford: Oxford University Press.
- Nisa, S. H. 2014. *Classroom Interaction Analysis in Indonesian EFL Speaking Class*. Research Paper.
- Malamah-Thomas, A. 1987. Classroom Interaction. In: Mingzhi. 2005. Enhancing interaction in ou EFL classroom. CELEA Journal Vol. 28 No.2, pp. 56-62.
- Moore, M. G. 1989. Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7.
- Moskowitz, G. 1976. The Classroom Interaction of Outstanding Foreign Language Teachers. *Foreign Language Annals*, 9, 125-157.
- Pujiastuti, R. T. 2013. *Classroom Interaction: An Analysis Of Teacher Talk And Student Talk In English For Young Learners (Eyl)*. Research Paper. Jakarta: Indonesia University.
- Putri, F. G. 2014. *An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 13*. Research Paper. Bengkulu: University of Bengkulu.
- Rivers, W. 1987. *Interactive Language Teaching*. Cambridge, New York: Cambridge University Press.
- Sharliz, A. S. 2017. *Classroom Interaction in English Speaking Class: A Naturalistic Study at Queen English Course Karanganyar*. Research Paper. Surakarta: University of Muhammadiyah Surakarta.
- Tarigan, Hendri Guntur. 1990. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Van Lier, L. 1988. *The Classroom and the Language Learner: Ethno-graphy and Second Language Research*. London: Longman.