



**AN ANALYSIS ON CLASSROOM INTERACTION STRATEGIES
IN TEACHING SPEAKING AT ENGLISH DEPARTMENT
OF NUSANTARA PGRI KEDIRI UNIVERSITY**

PP

S K R I P S I



By:
WIKA RULITA FANTHOTINA
NPM: 12.1.01.08.0021

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016



APPROVAL PAGE

SKRIPSI

**By :
WIKI RULITA FANTHOTINA
NPM. 12.1.01.08.0021**

ENTITLED:

**AN ANALYSIS ON CLASSROOM INTERACTION STRATEGIES
IN TEACHING SPEAKING AT ENGLISH DEPARTMENT
OF NUSANTARA PGRI KEDIRI UNIVERSITY**

Approved by advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 9th, 2016

The Advisors,

Advisor I

Dr. Hj. DIANI NURHAJATI, M.Pd
NIDN. 0711126302

Advisor II

DEWI KENCANA WATI, M.Pd
NIDN. 0707097102

APPROVAL SHEET

SKRIPSI

By :
WIKA RULITA FANTHOTINA
NPM. 12.1.01.08.0021

ENTITLED:

**AN ANALYSIS ON CLASSROOM INTERACTION STRATEGIES
IN TEACHING SPEAKING AT ENGLISH DEPARTMENT
OF NUSANTARA PGRI KEDIRI UNIVERSITY**

Approved and Accepted by all its qualification
by Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 9th, 2016

Board of Examiners,

Chairman : Dr. Hj. DIANI NURHAJATI, M.Pd.

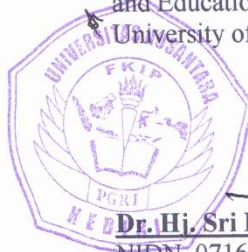
First Examiner : SULISTYANI, M.Pd.

Second Examiner : DEWI KENCANA WATI, M.Pd.



19/6 The Dean of the Faculty of Teacher Training
and Education

University of Nusantara PGRI Kediri



Dr. Hj. Sri Panca Setyawati, M.Pd.
NIDN: 0716046202



AN ANALYSIS ON CLASSROOM INTERACTION STRATEGIES IN TEACHING SPEAKING AT ENGLISH DEPARTMENT OF NUSANTARA PGRI KEDIRI UNIVERSITY

Wika Rulita Fantiotina

NPM 12.1.01.08.0021

Faculty of Teacher Training and Education - English Education Department

wikarulita29@gmail.com

Dr. Hj. DianiNurhajati, M.Pd. and DewiKencanawati, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Teacher as the important person of teaching and learning process has responsibility to conduct communicative and attractive activities. Interaction has an important role in conducting the teaching learning process, especially in promoting successful the teaching and learning process in the speaking class. The present research was carried out in order to investigate the classroom interaction that occurs in the speaking class of the fourth semester students at University of Nusantara PGRI Kediri. Moreover, classroom interaction can stimulate the students to speak because it is useful in stimulating the students to think, understand and to give respond to the given stimulation. Thus the classroom interaction is the main point successful in teaching learning process. The research design in this study was descriptive design with qualitative approach. The process of collecting the data conducted on 11st April. Technique of collecting the data were observation and interview. The process of analyzing the data through four stages; data collection, data reduction, data display, and conclusion and verification. The strategies of interaction between teacher and students can be classified into three: verbal, non-verbal, and the combination of the two. The verbal includes clarifying, repeating, translating, and simplifying. The non-verbal interaction strategies are the tricks used by the teacher and the students that can be understood by using facial expression, gesture, eye contact, controlling the voice, miming and using media or objects. The combination is the strategy applied by the teacher and the students by using both verbal and non-verbal strategies. But each teacher has different way to teach the students and their own strategy to make the students understanding.

Key Words: Classroom Interaction, Classroom Interaction Strategies, Teacher Talk, Speaking

I. Introduction

The important factor to make the teaching learning process runs well is the teacher. In speaking class, a teacher has to prepare before teaching because it is important in order that the students can catch the materials well. On its practical teaching and learning, he or she does not strictly stick to one teaching method or strategy. He or she often combines different aspect of several strategies to create an effective classroom interaction. Therefore, the effective teacher should have ability and a variety classroom activity to stimuli the students' interaction by creating interesting situation.

Chaudron in Nurmasitah (2010:5) stated that, "interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structure and derive meaning from classroom events". Based on those explanations above, it can be concluded that teaching and learning process will succeed if the interactions between teacher and students are going effective. This interaction is crucial aspect that influences the students' ability and behavior and also the way of the students acquiring in the classroom.

Interaction in the classroom is an interesting aspect to observe, because the interaction between teacher and students give information about the teacher's language in teaching, ability of the students, and students' respond. Successful communication in the classroom will stimulate meaningful interaction. Based on Brown statement, is showed that interaction is one important point of successful in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and students or students and other students resulting in reciprocal effect on each other..

Choudhury (2005:77) define that interaction is an important word for language teachers. Interaction between teacher and students is became a crucial thing that will support the students to reach the objective learning and build up their confidence to interact with each other. Good interaction between teacher and students will increase the quality of learning process. Because, teacher will know the students' strength and weakness and also easy to find the appropriate strategy to teach them. The interaction between teacher and students during teaching and learning

process is called as classroom interaction. Moreover, classroom interaction can stimulate the student to speak because it is useful in stimulating the student to think, understand and give respond to the given stimulation.

There are some strategies that can be implemented by the teacher. Nurhajati (2012:346) stated “the strategies of interaction between teacher and students can be classified into three: verbal, non-verbal, and the combination of the two”. The verbal includes clarifying, repeating, translating, and simplifying. The non-verbal interaction strategies are the tricks used by the teacher and the students that can be understood by using facial expression, gesture, eye contact, controlling the voice, miming and using media or objects. The combination is the strategy applied by the teacher and the students by using both verbal and non-verbal strategies. But each teacher has different way to teach the students and their own strategy to make the students understanding.

The communication will be effective if the speaker understand the listener. The speaker here can be the teacher, and the listener can be the students. In this case, the

communication happens in the classroom. So it is about teachers’ interaction while the teacher communicates with the students.

The formulation of research problems were: 1) What are the strategies of teacher’ interaction during in the teaching – learning process? 2) How does the strategies of teacher’ interaction occur during in the teaching – learning process? The purpose of this study were: 1) To identify the strategies of teacher’ interaction occur during in the teaching – learning process 2) To describe how the strategies of teacher’ interaction occur during in the teaching – learning process.

II. Research Methods

Research approach as the framework for the researcher to hold the research especially to process the data. This research used qualitative approach it means that the data collected is not in the form of number, but the data derived from interviews manuscripts, field note, personal documents, record memos, and other official documents. It can be concluded that qualitative research delivered by explanation of the theory and clear

description of the result of data analyzing.

There are many types of qualitative research which have different characteristics between them. Hatch (2002:21-32) classify kinds of qualitative research into seventeen categories includes ethnographies, interview studies, grounded theory, narrative studies, case studies, action research, etc

Based on those classifications above, the researcher establishes that this study included into case study. The reason is this research discussed about the interaction that is built between teacher and students during teaching and learning process. It means that the research object of this research is person or group and the relationship between them. Besides, the process of collecting the data uses observation to get the real information about the problem.

The role of the researcher is important to determine the research finding. There are two instruments that are used in the process of collecting data. Those instruments include of observation and interview. All of those instruments can not be separated from the role of the researcher. In observation process, the researcher will

take responsibility in selecting the items is observed in the classroom, creating the field note that is used to check the items that suitable with the real information and join to the class to get the data from the observation

In this research, the researcher play a role as human instrument and passive participation which the research is present at the scene of action but does not interact or participate. And also, the researcher just come to the class and observe the teacher activities in the classroom by interaction between teacher and the students during teaching and learning process.

Data include materials the people doing the study actively record, such as interview transcripts, and participant observation field notes. In this research, the researcher used qualitative data based on the data from field and other source.

In this research there are two forms of the data. The first data are gathered from the observation field. The second data are interview transcript of the teacher and the student that will record by the researcher during conduct interview.

The process of collecting the data held in University of Nusantara PGRI Kediri which engage the students of

English Department of 2-B class and speaking teacher of this class. The research conducted on May 2016 at the odd semester in academic year 2015/2016. The researcher used two instruments in research process. Those are observation field note and interview.

The data analysis for the present study is done by applying the procedures. In this research includes data reduction, data display, and conclusion and verification that were done interactively.

In this research the device that is used to check the finding validity is triangulation. The reason is the way of collecting the data through two instruments that are observation and interview. The researcher uses methodological triangulation because according to Cohen, Manion and Morrison (2007:142) defined, “methodological triangulation: this type uses either the same method on different occasions, or different methods on the same object of study”. It means that methodological triangulation is suitable with this research.

III. Research Findings, Discussion and Conclusion

Research Findings and Discussion

Based on the data collected by the researcher, while doing observation in the classroom, the researcher limited the proses that can be classified into: greeting, explaining, giving direction or command, accepting feeling or respond from the students, praising or encouraging the students, and asking question.

1. Greeting

The lesson started at 08.45 a.m. The teacher came to the class and checked the list attendance. In this activity the researcher found that the teacher used verbal strategy to interaction with the students. The teacher greeting to the students “Good morning class” and the students answered “Good morning”. Here the teacher use combination of the strategies such as with louder voice and his eye contact look at all the students.

2. Explaining

Giving pause in certain parts and repeating the expression twice or three times will also help them catch the message from the teacher. Therefore, he or she should reduce the speed of his or her speaking. Furthermore, it is

helpful if the teacher control the volume of his or her voice so that every student in the class can hear the voice. And also the teacher used media such as laptop, LCD and video (non verbal).

The teacher is used non verbal interaction, for example by using facial expression, while the teacher taught the students in teaching learning process, the teacher taught cheerfully and energetic. From the voice louder while he or she says "Pay attention please!"

The combination is the strategy applied by the teacher and the students by using both verbal and non verbal language. As a teacher, he or she should appreciate the students' efforts when they use mixed language.

3. Giving Direction or Command

Here the teacher gave directions, request or command to the students. This happened such as when the teacher asked the student to make a group, to make some example after the teacher explains the material and asked the students submit after they do the work. For example the teacher ask to the students to make group roundtable and then perform in front of the class.

4. Accepting feelings or attitudes expressed by the students

In dealing with feelings, In this case such as the teacher asking questions to the students about their feeling in following his class during this semester, as the data has been got by the researcher in the observation in classroom. For example, during in the end of the class, when the teacher said "Did you enjoy my class?" (Deals with feelings).

5. Praising or encouraging the students

Based on the observation teacher was often gave praise and encouraged to students by giving the good word to them in order they feel happy and make the students confidents for Example:

(The students come forward practice the dialogue that have they make with the group, it is occur in ten minutes until the time was over)

T : Okay, good job guys. Give
applause for first group!
(Praising)

S : (Clap hand)

Clap hands means giving praising to the syudents

And when he said "excellent, very good, etc"

6. Asking question

Ask questions are the most often occur in the process of interaction in the classroom, most of the learner talk begin when the teacher ask question to them.

Example:

T : Ok now, what tips that we used when in interview? (Ask Questions)

S : She wears polite cloth, don't be nervous .. etc

T : How about the second video? (Ask Questions).

In this case, the teacher answer spontanely. With the lauder voice and explain it slowly and clearly.

Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. in this case the researcher found 9 categories from the teacher talk involved the direct influence and indirect influence and 6 categories as the learner talks. Here are the following data gotten during conduct the observation in the classroom.

- a. Deals with feelings
- b. Praises or encourages
- c. Jokes
- d. Uses ideas of students
- e. Asks questions

- f. Gives information
- g. Gives directions
- h. Criticizes student behavior
- i. Criticizes student response

The following part was the summary of the data analysis that the researcher explained before. Based on the result above, there were the important points that were discussed here. The teaching learning process was take place in communicative situation where the teacher and learners are involved in an interaction. The student's involvement in teaching learning is important to develop the communication in the classroom. Based on the data collected, the students participate actively in speaking class. During classroom interaction, the students asked to active practice in speaking and attending the class.

The result explained that the teacher motivate the students to participate in every part of teaching and learning process by giving praises and confidence to attract the students feeling more comfortable.

The strategies that explained above, can be implemented by the teacher in teaching and learning process. While it can be effective and active in speaking

class, and also the process can be runs well.

Those facts above means that the implementations of strategy of classroom interaction in English Department of University of PGRI Kediri gave positive effect not only for the teacher's success in teaching and learning process but also for the students' motivation and behavior in learning.

Conclusion

Regarding the successful teaching and learning process, all the activities and the process on it should be based on the materials and the methods that taught by the teacher.

In this research, the researcher wants to know the interactions' strategies of the teacher in teaching learning process when the teacher delivered the materials. After analyzing the observation and interview, the researcher find the interactions' strategies of the teacher occurred during the process of teaching and learning process.

There are some strategies that can be implemented by the teacher. The strategies of interaction between teacher and students can be classified into three: verbal, non-verbal, and the

combination of the two". The verbal includes clarifying, repeating, and translating. The non-verbal interaction strategies by using facial expression, gesture, eye contact, controlling the voice, miming and using media or objects. The combination is the strategy applied by the teacher and the students by using both verbal and non-verbal strategies. But each teacher has different way to teach the students and their own strategy to make the students understanding.

Concerning with the result of the finding and the discussions of the study, it can be conclude that the classroom interaction that occur during the teaching learning process is generally run well.

References

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*. New York: Addison Wesley Longman.
- Chaudron, Craig. 1988. *Second Language Classrooms- Research on Teaching and Learning*. Los Angelas: Cambridge University Press.
- Choudhury, Shaheena. 2005. *Interaction in Second Language Classrooms*. Department of English



and Humanities BRAC University,
66 Mohakhali C/A Dhaka – 1212,
Bangladesh.

Cohen, Louis, Manion and Morrison,
Keith. 2007. *Research Methods in
Education 6th edition*. Routledge.

Hatch, J. Amos. 2002. *Doing Qualitative
Research In Education Settings*.
Albany: State University Of New
York Press.

Nurhajati, Diani. 2012. *Englises for
Communication and Interaction in
the Classroom and Beyond: The*

*Interaction Strategies Applied by
an English Teacher of Elementary
School*. Malang; State University of
Malang Press.

Nurmasitah, Sita. 2010. *A Study of
Classroom Interaction
Characteristics in a Geography
Class Conducted in English: The
Case at Year Ten of an Immersion
Class in SMA N 2 Semarang*.
Diponegoro University Semarang.