

**JURNAL**

**CLASSROOM INTERACTION ANALYSIS IN SPEAKING CLASS AT UNIVERSITY  
OF NUSANTARA PGRI KEDIRI**



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**2017**



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## CLASSROOM INTERACTION ANALYSIS IN SPEAKING CLASS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI

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### ABSTRAK

This study entitles “Classroom Interaction Analysis in Speaking Class” aimed at analyzing the categories of teacher talk, student talk and classroom interaction types used during speaking class. The research employed a qualitative design and applied a case study. Subjects of the research were an English teacher and 21 students at the second semester of English Education Department of the University Nusantara PGRI Kediri. The data were gained through naturalistic observation and recording video. The data were analyzed by using FLINT (Foreign Language Interaction) system as developed by Moskowitz (1971) and types of classroom interaction of Malamah-Thomas (1987) frameworks. The findings revealed that both teacher and students applied all categories of talk as mentioned in FLINT system and classroom interaction types. It is recommended for the teacher to apply more categories of „praises and encourages” to build students’ confidence in speaking, „asks questions” to promote their communicative skill and to encourage students to use English during speaking activities, particularly in group work activities.

**KEYWORDS :** Classroom Interaction, Analysis Speaking

### I. INTRODUCTION

In the classroom students do their educational activities – learning – but they also do another activity like playing and socializing with their friends. Classroom is a real social context where its elements (teacher and learner) enter into equally

real social relationship each other, but, in the sense of education, it’s an artificial environment for teaching, learning, and using a foreign language.

However, speaking is a complicated skill and needs a long time to develop (Khadidja, 2010:26). In

developing speaking skill, people need to practice it as often as possible and get a sufficient experience everywhere, including in language classroom. In order to get experience in English communication, they need to interactually using target language Since interaction is the heart of communication (Brown, 2001: 165)

Unfortunately, the interaction in the language classroom seems difficult to use the target language all the time, especially in the EFL (English as a Foreign Language) classroom. It is happened since the EFL students have common native languages (Brown, 2001:180). If the teacher of EFL ignores it, the goal of teaching process then could not be achieved.

The analysis and observation of classroom interaction has been popular form of research in 1970 and many coding category instrument and discourse analytical system which is designed for use on transcripts of classroom interaction were developed to describe and analyze the teaching and learning interaction such as FLINT (Foreign Language Interaction) system (Chaudron,1988) Foreign Language.

## II. RESEARCH METHOD

In conducting the research, the writer will use qualitative research. According Creswell (2012:16) Qualitative is defined

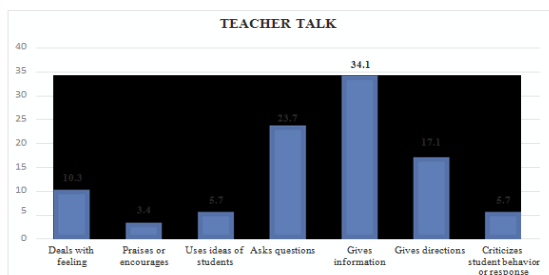
as an inquiry process of understanding a social or human problem based on building complex, holistic picture formed with words, reporting detail views of information's and conducted in a natural setting.

The first data that be collected is category teacher talk and student talk that faced by second semester students at English University of Nusantara PGRI Kediri. In this case, the source of the data is students, so to collect the data the researcher used observation and video recording.

The participants that naturalistic and video recording by the researcher are the representative from 21 students. After knowing what data is, the researcher will discuss about the source of data. The source of data is very significant in the research. The research will not able to get information without the source of data., the sources of data from the second semester students and the teacher in Speaking class.

## III. FINDING AND DISCUSSION

Based on four times observation that have been conducted at the second semester of English Education Department in the University of Nusantara PGRI Kediri, it was found that all categories both in teacher talk and student talk as mentioned in FLINT system.



### *Deals with feeling*

Transcription from first meeting:

T : “Assalamualaikum Wr Wb.”

Ss : “Walaikumussalam Wr Wb”

T : “Good Afternoon.”

Ss : “Good Afternoon.”

T : “How are you today?”

Ss : “I’m fine, thank you, and you?”

T : “I’m fine too, thank you.

Interaction in language classroom, particularly in using “Deals with students’ feelings” category, is essential to strengthen relationship between a teacher and students and also to break the ice because the students feel nervous, especially at the first time they meet their teacher. In addition, the teacher seemed to be aware that she needs to make the students familiar with English expression.

### *Praising or encouraging*

T : “Oh, okay. Attention please about the story okay?”

Ss : “Okay.”

T : So, today we will tell about recount text.

Ss : “Yes sir”

This category is important as well since it determines relationship between teacher and students. In addition, praising

and encouraging will help them to be more confident when speaking.

However, the teacher hardly used this category in teaching speaking.

### *Using ideas of students*

Transcription from first meeting:

T : “Okay. students to perform in front of the class. First one?”

S : (a student raises his hand) ”to tell about recount text

T : “Of course”

The teacher used student’s idea by translating his questions from the native language to the target language. It is assumed that the teacher tried to provide students the input when being spoken by their fellows using native language.

### *Asking Questions*

Transcription of second meeting:

T: “I will check your attendance list, who call the name say present. Who is present three times that you say three present. But if you absent one time, that you present double present. Be honest, please. Understand all of you?”

Ss : “Yes.”

In asking questions, the teacher frequently asked the students about their understanding related to the materials and directions given by asking “Do you understand”, “Understand all of you?”, and “Is it clear?”. Asking students using those expressions are less appropriate since they only need simple responses and



polar answers, just by saying yes or no. However, if the teacher wanted to check students' understanding, it is more appropriate to give knowledge questions, for instance "What did you get from my explanation?". This question strategy will create the interactive learning as suggested by Brown (2001: 169).

### Giving information

Transcription from the second meeting:

T: "Pictorial game is how to create or show the picture to students to make understand This is relevant with enriching the vocabulary. to be instructor in front of your friends. Is it clear from me?"

Ss: "Yes sir"

The transcription reveals that in giving information, the teacher used English in order to make students more understand about materials delivered and to avoid misunderstanding. Transcription of second meeting:

S: "I got just seven papers."

T: "Papers. It's plural."

S: "Yes. Just seven papers."

It shows that the teacher attempted to correct student's mistake of grammar without using words or into nation leading to the criticism.

### Giving direction

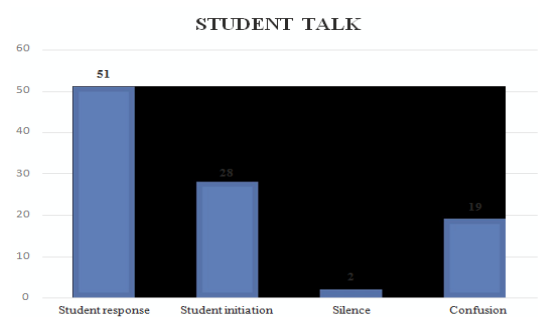
Transcription from the first meeting: T: " Speak up, please.Count your number, please. One, two, three, four.

Back to one, one, two, three, four.

Begin from here."

Ss: [Students counting]

### Student Talk



### Students' response

T: "Okay, before doing our activity, I will give you some materials.

S: [The student got up and did what the teacher was asked]

This transcription tells about the teacher gave direction to the students when applying group work speaking activity. This category of "givesdirection" is commonly applied when the teacher acts as a director which directs the students in doing group work activity.

### Criticizing student's behavior

Transcription from first observation:

T: "I know before that you didn't pay attention to his explanation.Please, pay attention."

Ss: "Yes."

This transcription reveals that the teacher tried to ask a student to be quiet by saying "Please, pay attention." It was related to the students' behavior in the classroom.

This transcription shows that in responding to the teacher's talk, the student used gesture or non-verbal response. It indicates that the student understood the teacher's language. However, this response is categorized as the simple and limited. Another type of student response with limited and simple response is found as follow.

T : "What is topic of today?"

Ss : "Past form"

T : "Are you ready to games past form today?"

Ss : "yee, oke sir"

T : For our topic today is about past form. Using/eitc/ or?"

Ss : "No."

### ***Students' initiation***

This category means the students respond to the teacher with students' own ideas, opinions, reactions and feelings. For example

S<sub>1</sub> : "If we show the picture and .."

T : "Yeah. Pictorial games according to Harmer. Pictorial games is how to understand students vocabulary....."

The "student initiated" category emerged when students had their own ideas about speaking task. This category seemed to be applied in first and second meetings, when they have already been trained by the teacher with a number of speaking activities that promotes the interaction.

### ***Silence***

Silence means pauses in interaction during which there is no verbal interaction. This also include silence in which a piece of audio and visual equipment. For example

T : "Class discussion. What happens in a class discussion?[the teacher wrote the material for five minutes and no verbal interaction]. Finish?"

Ss : "Not yet."

The "silence" category happened when the teacher wrote the material. During that time, there was no verbal interaction. It was happened in the first meeting of "Speaking 2" subject and still the teacher that was dominating the interaction.

### ***Confusion***

Confusion means that more than one person at time talking, so the interaction cannot be recorded. For example

T : "Make topic about past form"

Ss : [Group discussion was started formore than 5 minutes]

The transcription above shows that students at the same time talking and discussing the topic given by the teacher, so the interaction could not be recorded. However, the interaction during group discussion refers to the interaction among group members. During group discussion, the students tended touse their native languages, either in English language.

## **Types of Classroom Interaction**

### ***Teacher speaking to the whole class***

This type of interaction occurred when firstly, the teacher greeted students in the beginning of the lesson and gave the material. Secondly, it was also applied when the teacher gave a several feedback for students' performances in the end of lesson. The last, when the teacher gave information about next speaking activities.

### ***Teacher speaking to an individual***

This type of interaction was applied when the teacher checked students' attendance, directed and asked a student in speaking activities such as breaking as a part of communication games. Furthermore, it was applied when the teacher corrected students' mistakes in pronouncing and related to grammatical mistakes as well.

### ***Teacher speaking to group of students***

This type was used when speaking activity conducted seminar as the example of simulation. In this type of interaction, the teacher told about the score of each group and corrected their mistakes.

### ***Student speaking to teacher***

This type refers to the student's initiation to ask or interact with the teacher. It occurred in the last meeting when the students performed their speaking in front of their classmates. Students interacted with the teacher when they tried to present and to ask some

vocabularies which they did not know in the target language. In addition, it was applied when they asked the teacher about speaking activities in the following meeting.

### ***Student speaking to student***

This type of interaction is called pair work and it occurred when the classroom conducted simulation and communicate on games activities.

### ***Student speaking to group members***

The speaking activities which applied this type were class discussion in the first meeting and communication games in the second meeting. Unfortunately, they tended to spend their times to interact with their fellows using native languages, English language.

### ***Student speaking to the whole class***

This type was applied when students performed in front of the class as the presenters in class discussion, speakers in simulation, and performer in communication games. This interaction gave the same opportunity for each student to speak during speaking class.

## **Conclusion**

The findings revealed that during interaction in speaking class, the students had more opportunity to speak and interact in speaking class by doing speaking activities focused on group-work activities and presentation. However, the usage of native language during



interaction was frequently used. Based on the findings of the study, it is recommended for the teacher to motivate students to speak and interact using the target language (English) during speaking activities, to praise them for what they have done for building up their confidence, and to encourage them to interact by applying question strategies which are able to develop their communicative competence.

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