

ARTICLE

**CLASSROOM INTERACTION IN SPEAKING CLASS OF THE EIGHT
GRADE AT SMP DHARMA WANITA PARE IN ACADEMIC YEAR OF
2017/2018**



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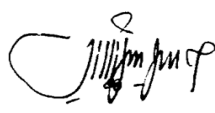
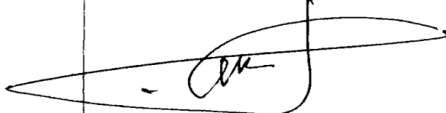
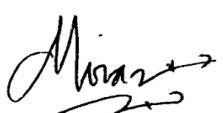
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CLASSROOM INTERACTION IN SPEAKING CLASS OF THE EIGHT GRADE AT SMP DHARMA WANITA PARE IN ACADEMIC YEAR OF 2017/2018**MIR'ATUS HAFIDA****13.1.01.08.0065**

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Abstract

Speaking is the process of communication among the students with the other students to share the information. Speaking skill should be taught and practiced in the language classroom, because the goal of language course is to make the students to communicate and interaction. This research was taken at SMP Dharma Wanita Pare on class VIII. The research problems of this research are: 1) How is the process of classroom interaction in speaking class at the eighth grade of SMP *Dharma Wanita Pare* in academic year 2017/2018? 2) How does the strategy of the teacher encourage the students to engage the interaction during teaching and learning process in speaking class of the eight grades at *SMP Dharma Wanita Pare* in academic year 2017/2018? The research design is qualitative research. The researcher chooses the English teacher who taught in the eighth grade students at *SMP Dharma Wanita Pare-Kediri*. The data were taken when teaching learning process. The researcher observed and interviewed the teacher to collecting the data and to get more information. The technique of analyzing data was used reducing the data, displaying the data and make the conclusion. The result of the research showed that: (1) the interaction occurred among the teacher and students and between teacher and student. (2) The teacher encouraged the student's to do interaction in the classroom during teaching and learning process; she was applied asking questions strategy, body language and chooses the appropriate topic to learn. The conclusion of the research is the whole of teaching learning process in teaching speaking run well. It also can help the students to understand the speaking lesson and to develop their interaction in speaking class. It is suggested that the teacher should be creative to give some interesting topics for student's speak and interaction. In speaking class, the English teacher is suggested to explain how to speak well. It is interesting and suitable in teaching learning process and it had been proved the strategy can help students improve their speaking ability and interaction during teaching and learning process.

Keywords: Speaking, Classroom Interaction

A. INTRODUCTION

Speaking is the process of communication among the students with the other students to share the information. It can be done in the class and out of class. When two people are talking each other, they are doing communication. Brown (2004:140) states that speaking is an interaction process of constructing meaning that involves producing, receiving and processing information. This statement means that someone who speaks to others can be classified as an interaction and communication process where it involves producing, receiving and processing information. So, it can be concluded that speaking is expression in sending information from the people to the other people.

In sending information to other people in speaking, people used direct communication. According to Brown (2001: 268-269) states four elements of speaking, There are fluency, accuracy, pronunciation and vocabulary. So, the speaking will success when the people involve four elements.

Speaking in teaching and learning process is the way of teacher and students to communicate and deliver the ideas and knowledge. And it can be called teaching and learning process.

Teaching is the process of giving information and knowledge for the students; it is done by the teacher give materials and information or knowledge to the students. Brown (2000:7) cited that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions. So, in teaching learning process, the teacher is important to understand about the role in teaching. But teaching speaking is not easy for the English teacher, he will have many problems in teaching speaking.

One of the main problems in teaching speaking, the teacher still lacks on how to help the students in developing the language and their interaction in the classroom. This problem is the biggest complication in speaking skill among the students. In real daily communication most of teacher often asks the students only for written not attention to speak. If the teacher only asks the students to write, the students cannot speak English fluently and they cannot do a good interaction to communicate each other. Many students who cannot speak well in speaking class can't do a good interaction during teaching and learning process, so in teaching learning process the teacher is more active than the students.

And when the students can communicate actively, they will do a good

interaction in the classroom automatically. According to Khoiriyah (2012:1) communication is interaction between one person and others through verbal and nonverbal communication. So, speaking skill should be practiced in the language classroom and the teacher has to teach the students how to be able to speak well and more interactive in the classroom during teaching and learning process.

The interaction itself comes in many types such as among the teacher and the students' or between teacher and student. Both of these kinds of interaction need to be applied in the classroom environment. Classroom interaction will create a comfortable atmosphere if the teacher and the students have interactions that prove with the good interpretation.

There are some strategies that can be applied by the teacher to make the students have a good interaction in the classroom speaking activity. Brown (2001: 170) cited that there are two ways to make the students have a good interaction in the speaking class. The teacher can use the direct influence and indirect influence in the classroom. Both of them are good ways to encourage the students to interaction in the classroom, teacher can apply the strategies for the students in the classroom.

Furthermore, because of the communication is very important in our

life, and it is not only in the classroom but also we need communication in everywhere. At last, the writer wants to observe and explore about the interaction in teaching learning process in the classroom. In order to know more about classroom interaction of English teaching and learning process in the speaking class. Besides that, it is also want to know the teacher strategies to encourage the students to interaction in the classroom.

Based on the description above, the writer emphasizes to conduct an educational research. It is discover the answers to meaningful question by scientific procedures. The writer entitled "Classroom Interaction in Speaking Class of the Eight Grade at SMP DHARMA WANITA PARE in Academic Year 2017/2018".

B. RESEARCH METHOD

The research approach of this research was a qualitative research. According to Creswell (2009: 37) qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems. In here the researcher needed to observe about interaction in the eighth grade of SMP Dharma Wanita Pare. The researcher was a main instrument as observer to collect the data which was relevant with topic from being studied through some

instrument, such as observation and interview. In this research, the researcher observed the process of interaction in speaking class and observed about strategies of the teacher to encourage the students to interaction in speaking class

In collecting data for this research, the researcher used observation during teaching and learning process and interview to the teacher after teaching and learning process. The observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. And Interview is asking one or more participants general, open-ended questions and records their answers.

After the data were procured from the actions conducted in the field, the researcher analyzed the data using some steps. Having collected all of the data gained, the data will be analyzed using following steps adapted from Miles and Huberman (1984: 337-345) in Sugiyono for analyzing qualitative are used data reduction, data display, and the last is drawing conclusion.

C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are How is the process of classroom interaction in speaking class and how does the strategy of the teacher encourage the

students to engage the interaction during teaching and learning process in speaking class. The result showed that In teaching speaking there are many ways to make the students to communicate, one of them is classroom interaction, in the classroom interaction there are some process of interaction that occur in the classroom. There are four types of classroom interaction in the process of interaction consisting of interaction among teacher and students, interaction between teacher and student, interaction between student and student, and the interaction among students and students.

In this research the interaction occurs between the teacher with the student and among the teacher with the students during teaching and learning process.

And the result of the second research question is about the strategies to encourage student interaction. In real speaking class still many students who reluctant to interact with the teacher or the other students in the classroom, so the teacher have to used the appropriate strategy to encourage the students in interaction. In classroom interaction, there are many strategies that can be applied by the teacher such as asking question for the student or the students, using body language, and delivering the appropriate topic. In this research the teacher used all

of the strategies such as using topic, body language, and asking questions.

In discussion gives explanation for the research questions which has been formulated before in chapter one. The interaction in speaking class at the eighth grade at SMP Dharma Wanita Pare in academic year 2017/2018. The researcher was describing the result of the research above with some theories in the second chapter of this research, the finding that the first interaction is among teacher and students of the class which is applied in the speaking class. This interaction was occurred since the first teaching and learning process, such as in the first activity the teacher greeted and asked the students' condition and the students response her greeting. It means that she talked with the whole class. It also can be looked at when the teacher explained the material in the whole class and the students gave response during teaching and learning process. And the last when the teacher closes the material in the post-activity the teacher talk to the whole class to make the student interaction. It is mean that the teacher talks to the whole class. This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Dagarin, 2004: 129).

The second is interaction between teacher and student. This interaction occurred in whilst-activity when the teacher asked the student one by one to answer the questions and come forward to write his answer in the board. This interaction can be called as teacher-student interaction because the teacher asked the students one by one and invite them to write the answer in the blackboard. Mingzhi (2005: 59) argues that "When this occurs, it is regarded as learner initiative; learner initiative is common in the learner-centered classrooms, but rare in the teacher-fronted classroom."

Then the discussion about strategies, the strategies of the teacher to encourage the students to interaction, there are three strategies that used for the teacher. In encouraging the students to interact in the classroom interaction, the teacher used some ways of teaching. Those strategies include asking questions, body language and the topic.

Based on the research finding, during the teaching learning process in speaking class there are some strategies in encouraging the students in speaking. The first is asking question for the students to bring them to the right answer, and this strategy will be encourage the students to speak up and interaction. This strategy occurred when the teacher explained the

material during teaching and learning process. According Dagarin (2004) states that the teacher indicates with questions some of the words and language structures which will appear in the answer.

The second is body language, the teacher used body language to explain the material for the students, this strategy make the students easy to understand and easy to remember about the material in speaking, and this strategy will help the students to catch the vocabulary. According to Dagarin (2004) students can obtain a lot of information from teacher's gestures and mime.

The last is breaking down the topics. In the process of breaking down the topics, it has the purpose in order to the students know and understand about the topics that will be discussed and make the student's interest to interaction in classroom. This process could be gave stimulate to students get the ideas and produce their speaking. In this way the teacher encourage to students to be active in speaking. The teacher gave to the students in order to them get the suggested and could be produce a good speech. So, the teacher should be choose a good topic because a good topic is one to which learners can relate using ideas from their own experience and knowledge.

It also supported by previous study that shows the classroom interaction strategies are useful to encourage the student's

interaction in speaking class. It is written by Nisa (2014) with the title "Classroom Interaction Analysis in the EFL Speaking Class". The subject of the research are English teacher and 25 students. The objective of the research is to know the dominant type of classroom interaction and the category of classroom interaction. The researcher did the research about the dominant type and category in the classroom interaction. The researcher uses qualitative design. Researcher collected the data by observation and document analysis as the technique of collecting the data. The result of the research shows that during interaction, teacher dominated the interaction. The category mostly applied was "asking question" and English was language mostly used.

D. CONCLUSION

1. Conclusion

After all the data were analyzed accurately based on the research result, the writer can write some conclusion. In this research, the processes of classroom interaction are occurred among teacher and students and the interaction also occurred between teacher and student. In teaching speaking the teacher talk to the whole class

at the same time, the teacher have a role as a controller in the activity process and the teacher controlled practicing of certain vocabulary. It is indicated that the interaction occurred among the teacher and the students in the classroom. In addition, the during teaching and learning in speaking class, the teacher also give evaluation of individual student and she always refers to the only one student when the student practice the speaking. It is indicate that the interaction also occurred between teacher and student in the classroom.

Furthermore, in teacher's strategies to encourage the students to interaction in speaking class the teacher used asking questions strategy, body language and topic. In asking questions strategy, the teacher always indicates the students with questions some of words and language structures which will appear in the answer, and the teacher ask additional questions to bring the student to the right answer. The teacher also apply the body language when she was explained the material and she always choose the interesting topic that appropriate with the theme of curriculum to make the students interested to interaction in the classroom.

2. Suggestion

Based on the result of the research, the researcher gives suggestion to some

people including teachers, students, and the other researchers.

1. For the teacher

In order to make students enjoy following the teaching learning process in speaking class, the teacher must be more creative to make students more be active to interaction. So the teacher should be creative to give some interesting topics for student's speaking and interaction. In speaking class, the English teacher is suggested to explain how to speak well. It is interesting and suitable in teaching learning process and it had been proved the strategy can help students improve their speaking ability and interaction during teaching and learning process.

2. For the students

The students are suggested to practice their speaking and to speak with the other students. So they can engage themselves and improve their interaction in the speaking class. Thus they will have better speaking skill. Besides, the students need to improve their speaking understanding, especially in habitual communication to develop their speaking ability.

3. The other researcher

The researcher is suggested to conduct another similar research in other language skills or other language fields

to know the effectiveness the strategy can use in teaching learning process and the students to improve their interaction. The results of this research can be a basic result to develop the other new researcher.

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