AN ANALYSIS OF CLASSROOM INTERACTION
TO DEVELOP SPEAKING ABILITY
(Study at Eleven Grade Students of SMA Negeri 3 Seluma)

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan*

(S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu

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TARBIYAH AND TADRIS FACULTY
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Wassalamu'alaikum Wr.Wb

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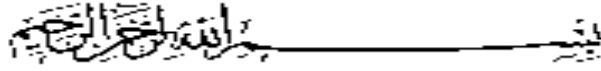Examiner II
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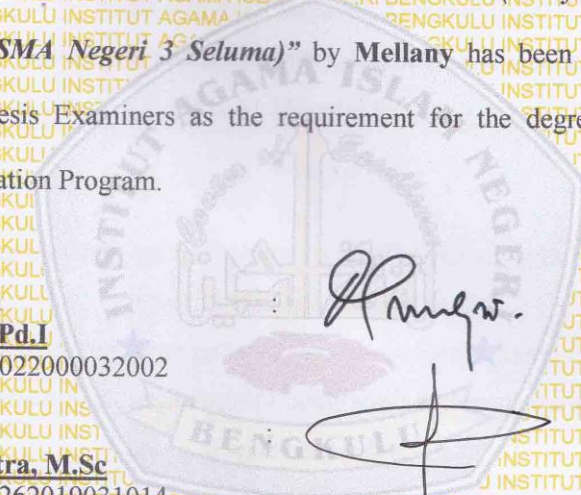
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MOTTO

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

يَرْفَعِ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجَاتٍ

"Allah akan meninggikan orang- yang beriman dari kamu

sekalian dan orang-orang yang berilmu beberapa derajat"

"Allah will exalt those who believe from

All of you and those with a degree of knowledge"

(Q.S Al-Mujadalah : 11)

"Never give up on what you really want to do. The person with big dream is more

powerful than one with all facts."

"Jangan pernah menyerah pada apa yang sebenarnya kamu ingin lakukan.

Seseorang dengan mimpi besar lebih bertenaga daripada

orang dengan semua kenyataan"

(Albert Einstein)

"Terjatuh bukan alasan kita tuk berhenti. Bukan halangan untuk menuju masa

depan yang cerah. Namun itu merupakan motivasi yang memacu semangat kita

untuk bangkit"

"Falling is not our reason for stopping. It is not an obstacle to a bright future. But

it is a motivation that drives our enthusiasm to rise"

(Mellany)

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

❖ For both of my unconditional love, my beloved parents, Mr. Suhirman, and Mrs. Jumiati, Thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.

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❖ My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "An Analysis of Classroom Interactions to Develop Speaking Ability (Students at Eleven Grade Students of SMA Negeri 3 Seluma)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 26 Januari 2021

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ABSTRACT

Mellany. 2020. An Analysis of Classroom Interaction to Develop Speaking Ability (Study at Eleven Grade Students of SMA Negeri 3 Seluma). The English Education Study Program. Tarbiyah and Tadris Faculty. State Islamic Institute of Bengkulu.

Advisor: 1. Risnawati, M.Pd

2. Fera Zasrianita, M.Pd

This study aims to determine whether there is classroom interaction to develop speaking ability in study eleven grade students of SMA Negeri 3 Seluma. The aims to find out about how classroom interaction can develop speaking ability for students in learning English subject. In classroom interaction have category to know interaction students and teacher such as content cross, teacher control, teacher support and students participation.

The study is a mix method approach. The collecting data are observation sheet (students and teacher classroom interaction), interview, and documentation. The study population is students' class of Eleven MIPA 3 SMA Negeri 3 Seluma. After collecting the data, the researcher analyzing the category classroom interaction based on Flanders theory, category and classifying kinds of ten interactions during learning and teaching process based on Flanders theory. The researcher used data analysis based on Flanders that are data collection, encoding, decoding or plotting and analysis the matrix.

The findings of this study explained that Classroom interaction have three part such as as content cross, teacher control, teacher support and students participation. Teacher Talk (TT) have seven item (accepts feelings, praise or encouragement, accepts or uses ideas of students, asking question, lecturing, giving directions, criticizing or justifying authority), Pupil Talk (PT) have two item (pupil talk-response and pupil talk - initiation), and silence (SC) or confusion. The data showed that interaction classroom most dominant by teachers than students during speaking activity in class. The factor that caused is the students still not confident when students speak up and lack of knowledge English vocabulary; it is hindrance of students to active in classroom. The study recommends to teachers support the student to speaking ability during teaching and learning process in class.

Keywords   : *Classroom Interaction and Speaking Ability.*

ABSTRAK

Mellany. 2020. Menganalisis Interaksi Kelas Dalam Mengembangkan Kemampuan Berbicara (Siswa Sebelas SMA Negeri 3 Seluma). Program Studi Bahasa Inggris. Fakultas Tarbiyah dan Tadris. Institut Agama Islam Negeri Bengkulu (IAIN)

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Penelitian ini bertujuan untuk mengetahui apakah interaksi didalam kelas dapat mengembagkan kemampuan berbicara siswa kelas sebelas SMA Negeri 3 Seluma. Tujuanya untuk menemukan bagaimana interaksi kelas bias mengembangkan kemampuan berbicara untuk siswa didalam pembelajaran materi bahasa Inggris. Didalam interaksi kelas mempunyai kategori untuk mengetahui interaksi siswa dan guru seperti tanda konteks, control guru, dukungan guru dan partisipasi siswa.

Penelitian ini mengunakan mengunakan metode campuran. Pengumpulan data mengunakan lembar observasi(interaksi di dalam kelas antara guru dan siswa), wawancara, dan document. Penelitian ini mengambil populasi siswa dari kelas sebelas MIPA 3 SMA Negeri 3 Seluma. Setelah pengumpula data, peneliti menganalisis kategori interaksi didalam kelas berdasarkan teori Flanders, kategori dan mengklarifikasi jenis dari sepuluh interaksi selama proses pembelajaran dan pengajaran berdasarkan teori Flanders. Peneliti mengunakan data analisis berdasarkan pada teori Flanders yaitu proses kode, perencanaan dan analisis susunan angka.

Penemuan dari penelitian ini menjelaskan bahwa interaksi didalam kelas mempunyai tiga bagian seperti tanda konteks, control guru, dukungan guru dan partisipasi siswa.. Didalam kategori guru berbicara mempunyai tuju kategori (menerima perasaan, memuji atau memberi semangat, menerima gagasan, memberi pertanyaan, memberi materi, memberi aturan dan mengkritik), siswa berbicara memiliki dua jenis kategori (respon berbicara dari murid dan permulaan berbicara murid) dan diam atau kebingungan. Data menampilkan bahwa interaksi didalam kelas lebih didominani oleh guru dibandingkan siswa selama prosesaktifitas berbicara didalam kelas. Faktor yang mempenagaruhinya adalah siswa masih tidak percaya diri ketika mereka berbicara dan sedikit pengetahuan tentang kosakata bahasa Inggris, ini menghambat siswa untuk aktif didalam kelas. Penelitian ini menyarankan kepada guru untuk mendukung siswa dalam kemampuan berbicara selama proses pengajaran dan pembelajaran di kelas.

Kata Kunci   : *Interaksi Dalam Kelas dan Kemampuan Berbicara.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is a foreign language for Indonesian people. Besides, English is not used as a means of everyday communication among Indonesians. Although it is a foreign language, English is also studied and to be subject of the school is required. When learning English in the classroom, the teacher must encourage the student to practice using English in any interaction between the teacher and the student in the classroom.

The aim of learning English is to communicate well and to explain it in all activities. Inside the classroom, there is a class language that is normally of a natural learning and communication nature. According to Paul, class language is a good way for students to learn a language and to connect English with what they really feel.[1]

Class language is created because there is a classroom interaction. As well as interactions within the classroom, it involves not only teachers and students, but also interactions between students within the classroom. Interactions are needed by teachers and students, especially in the classroom, because they are make students talk and interact more and that is why students have become active in the classroom.

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[1] Kasihani K.E. Suyanto. (2007). English for Young Learners. PT.Bumi Aksara.

According to Flanders, classroom interactions are normal classroom situations where verbal communication is dominant, which means that the teacher has an important influence on the student and that the student has a great influence on the teacher as well.[2] Teachers and students are two objects that become important points in class interactions. Interactions in the classroom are created when teachers try to communicate with students as a teaching learning process in the classroom.

According to Lyster, argued that learning a language through education focuses on interaction, because it can provide teachers and students with strategies for facility understanding, academic performance and literacy development.[3] As students engage in the classroom, their ability to talk is important for students. As speaking ability can enable students to connect and communicate well. According to Kasim, language teaching mainly teaches the ability to speak is very important as learning can benefit learners through verbal engagement and contextual learning.[4]

Teaching the ability to communicate for will help students improve experiences in contact with students. The research is applied by Flanders, especially applicable to students. The study indicates there are points that

[2] Veronica Odiri Amatari. (2015). the Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education 2015; 3(5): 43-49. Access 02/02/2020.

[3] Lyster, R. (2007). Learning and Teaching Languages Through Content:a counterbalanced approach. Amsterdam/Philadelphia: John Benjamins Publishing Company.

[4] Ami Fatimah Mulyati. (2013). A Study Of Teacher Talk And Student Talk In Verbal Classroom Interaction To Develop Speaking Skill For Young Learners. Journal of English and Education, 1(1), 1-10. Access 02/02/2020.

can assess the relationship between teachers and students during class studies. When teaching English, particularly in terms of ability, it is known that speaking ability include ability that is more difficult to learn than other English ability. That student is expected to learn how to communicate, vocabulary, sentence structure and speech.

Some research points out those students are very excited about learning English and meanwhile students besides think that learning English is very difficult. Therefore, when teachers teach English, teachers need to be imaginative and create a good impression in order to be understood by students. If they want to know more, it's easier to build experiences in the classroom, and that is why students become more involved in the classroom.

Classroom communication is one of vital structure of learning process in school. According to Veronica that classroom interaction action reaction or a reciprocal influence which between individual.[5] While suggested by Ellis that interaction classroom is fundamental of classroom pedagogy, because all happens in classroom it is a process of activities person to person interaction.[6]

Thus can conclude classroom interaction structure and fundamental in pedagogy classroom, where two people or more created interaction. Therefore in this research to know interaction classroom for interact

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[5] Veronica Odiri Amatari. (2015). the Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education 2015; 3(5): 43-49. Access 02/02/2020.
[6] Ellis, Rod. 1999. The Study of Second Language Acquisition. Oxford University Press.

between teacher and student, in develop speaking ability students on teaching learning process.

Base on the results of the first observation in SMA Negeri 3 Seluma in February 2020, researchers interviewed English teachers who taught at the school. Researchers conclude from the teaching aspect that teachers are very competent when teaching in the classroom, but when teachers teach, most students tend to be passive and little interaction is created in the classroom. Second, when teachers teach classes, teachers use less English to communicate, which is why students do not know the new vocabulary in English.

Researchers also interviewed students in SMA Negeri 3 Seluma, which some of the students interviewed said they had difficulty learning English and understanding what the teachers explained. They are just followed the teaching of the teacher without the concern in what they know, and there are few interactions in the classroom.

Based on the above issues, the aim of this research is to know how the classroom interactions will develop the ability for students to speak. The aim of this research is to guide and refer to the teaching of teachers in the classroom.

B. Identification of the Problems

Based on the background of the research, the researcher concludes and identifies problems that arise in the classroom, such as 1). Teachers are more central to learning English in the classroom than students 2).

Teachers do not use full English to communicate or interact with students in the classroom. 3). Students only follow teacher-ordered instruction in learning, which results in a lack of interaction between teachers and students, and is called one-way learning.

C. Limitation of the Research

In this research, the researcher focuses on classroom interaction for students and on communication ability for students. Throughout this study, we will use the ten-category FIAC-based framework (Flanders Interaction Analysis category) class interaction to improve the ability of students to communicate.

D. Question of the Research

Based on the identification of the research, the question of this research is: How does classroom interaction develop speaking ability (Study at Eleven Grade Students of SMA Negeri 3 Seluma)?

E. Purpose of the Research

The goal of this research is to find a classroom interaction to develop speaking ability (Study at Eleven Grade Students of SMA Negeri 3 Seluma)?

F. The Significance of Research

The researcher hopes that the study will be able (1) to provide the teacher with an experience in the classroom to develop the ability of students to talk (2) to help the teacher communicate with students (3) to

provide the teacher and lecturer with a contribution as a reference teaching material for students.

G. Definition of Key Terms

1. Classroom interactions are interactions created by contact between teachers and students.

2. The speaking ability is an aspect of communication and the development of public opinion.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Classroom Interaction

1. Definition of Classroom Interaction

Interaction is mutual communication between two or more people who have created interactions, interactions that can be spoken, body language or non-verbal communication. According to Robinson, interaction can be defined as face-to - face and can be verbal, written or non-verbal.[7] Thus, the interaction is when someone meets a person, a community, and needs a dialog to connect from one person to another.

Interaction in education is the important for teachers and students. In the classroom, have benefits in the teaching process. In the current learning cycle in classroom the teachers give lessons to students and to need feedback participation in the learning process. Teachers hope that students will understand and grow the needs of students in this subject.

Classroom is a component of the teaching and learning cycle. Classroom interaction in teaching processes has a significant role to play in learning process. Method from teaching that has been said to be effective and when engaging in the learning process will encourage students to learn lessons such as learning English in the classroom. The

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[7] Hanna Sundari. (2018). Analyzing Interaction Practices in a Typical EFL Classroom Setting: A Case of Indonesia. The Faculty of Language and Arts, Universitas Indraprasta PGRI Jakarta, Indonesia.

teacher naturally communicates by speaking English that is acceptable to the level they learn in the classroom.

According to Flanders, classroom interactions are typical class situations where verbal contact is dominant, which means that the teacher has a significant impact on the student and that the student has a great influence on the teacher as well.[8]

2. Classroom Interaction Type

There are many types of interactions in classroom, such as in the young class and the old class. It will be just as interesting to provide students with information and experiences with teachers in the classroom. According to Moore, he said that three interaction classrooms were used, such as learner-content interaction, learner-instructor interaction, and learner-learner interaction.[9]

a. Learner- Content Interaction

Interaction is between students with a topic or subject of study that is a component of education. Because the intellectual process of interaction with content that produces a change in students ' understanding, learning perspective or cognitive structure is thinking.

According to Holmberg, this is called an "internal dialogue" when students "speak to themselves" about the knowledge and

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[8] Veronica Odiri Amatari. (2015). The Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education 2015; 3(5): 43-49. Access 02/02/2020.

[9] Michael G.Moore. Three Types of Interaction. American Journal of Distance Education.January 1989. Access 01/17/2020.

ideas they hear in the book, television, lectures, private teacher, or newspaper.[10] In the middle Ages, the text was intended to teach, not merely to offer knowledge. But at this time, learners (students) have interacted with content broadcasts on radio and television programs and interactive video as the most modern type of interaction they have learned so far.

b. Learner-Instructor Interaction

Interaction between the instructor and the second instructor is considered important by the educator (teacher). Interaction between the student and the educator as the material preparer, and here the educator acts as the instructor. Both have the same objectives in this interaction, such as curricula planning, compiling a program to be taught, and keeping students interested in what will be taught, motivating students and increasing students ' interest in learning.

In order to respond to the application of new knowledge to students, they should understand this point in order to ensure that they are properly implemented, applied intensively or are aware of all potential fields of application.

c. Learner-Learner Interaction

Student interaction is an interaction between students or groups, with or without the presence of an educator (teacher). At

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[10] Holmberg, B. (1986). Growth and structure of Distance Education. London:Croom. Helm.

present, many classes are organized because the class is a form of organization that most teachers know the easiest way to teach in the form of stimulation, presentation, application and evaluation and student support.

3. **Part Of Classroom Interaction**

Thus classroom interaction used teacher and student to communication for discussion in classroom. In classroom interaction have two subject which the main point where interaction occur in the classroom such as students talk and teacher talk:

1. Students Talk

Students are part of the teaching and learning process, where they are objects that are required to gain knowledge. Certainly within the scope of the classroom students are expected to be able to contribute and interact with students and teachers who teach in class, of course skills needed in speaking in that regard.

Students must have the ability to speak, this is important because without the interaction of students in classroom, the class will feel passive when students do not respond to the lessons delivered by the teacher teaching in the class. In addition to interaction with the teacher in the classroom, students 'speaking skills are also useful for socializing and discussing their classmates, which is why students' speaking abilities are so important.

According to Paul (2003) it is argued that Asian children have the opportunity to read, write In addition, and listen to English both in class or at home but some of them do not get the opportunity to speak English at home even outside. Interaction and discussion, students' speaking skills are very useful when they do organizational activities or forums outside, because they are used to it so they are not afraid and confident when talking.

2. Teacher Talk

The teacher is a means as well as a guide in the world of education, in addition to conveying the knowledge needed by students; of course teachers must speak in front of their students. Teachers are indeed guided to be able to speak in public and must have the ability to speak. Because they are can the axis of the teaching and learning process.

Without the ability to speak by the teacher, the teaching and learning process is meaningless, because when teaching students not only count on tasks, but the explanation and practice taught by the teacher. Of course the teacher's speaking ability is intended to cause interaction between the teacher and students in the classroom.

This is very important to make students also interact, because most interactions are started by the teacher. For example students in the class, when children come to it as if it is our

responsibility, the teachers to teach all kinds of new vocabulary and different ways to communicate. According to Deborah & Charlotte (2006) they say that as teachers need to use language that supports the community climate that we want in the classroom, so we teach that language too, we want children to talk to each other in a respectful way, so we teach this too.[11] Therefore the teacher's speaking ability is needed in the world of education especially in the classroom when teaching and learning.

4. Factors That Affect Classroom Interaction

According to Jia, there is a need for a factor in classroom interaction in teaching the English course:

a. Teachers' Beliefs

According to Shavelson, the intellectual conviction of teachers, the driving hope and the determination of teachers is estimated to serve as a medium by which teachers make instruction judgments and decisions.[12] Teacher's principles have a guideline on how teachers describe what happened in the classroom and how teachers respond to it.

b. Teachers Question

Question is an important aspect of teaching in the classroom. Question from teachers must have method of

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[11] Deborah Diffily & Charlotte Sassman. (2006). Positive Teacher Talk for better Classroom Management. Scholastic Inc:New York. Page 9.

[12] Shavelson, R.J. Review of Research on Teachers Pedagogical Judgment, plans, and Decisions, elemntery School Journal.1983. access 01/17/2020.

communication that is necessary for interesting students to want and to help students to understand the difference and also to learn about it is an important subject for students. Nevertheless, asking a lot of questions in the classroom will ensure intensity of interaction, and certain kinds of questions are specifically intended to encourage interactive learning.

c. Learners at Different Levels of English

For an English instructor, there are usually three variations between the basic stages of first beginner, middle-sized and advanced. Generally speaking, it is those who do not know English and more advanced students who are competent at the level of English who enable them to read condensed facts and fiction and then to interact fluently with native speakers.

d. Teacher-Learner Rapport

The close relationship here is relation or relationship that teachers intermediate with students, a relation built on trust and respect. It is that leads to feelings of learners being able, competent and creative. The part of relationship is to create with delicate balance that sets out between compliments and criticisms. Many of them make it less and less affective, it is true praise enables students to receive criticism.

e. Anxiety

According to MacIntyre, that anxiety is a reaction learned from initial experience, and that anxiety will escalate until the entire leaning cycle is impaired, emphasizing the need for a humanistic approach in the broadest sense of the word.[13] It implies that teaching has the power and obligation to counter the growth of anxiety by building self-confidence through encouraging early experience, providing compelling input, and improving self-perception of evolving skills.[14]

B. The Concept of Speaking Ability

1. Definition of speaking Ability

Speech is a communication tool. There are letters, words, sentences in speaking, and it's a language. There are more than a hundred languages that people use to communicate in the world. Speaking has many benefits besides a communication tool and used to connect with a person or group with the intention of socializing, exchanging ideas, debating. It is important things and asking them what we want to do. Thus, speaking is the most important aspect of communication, without talking you cannot explain anything we want to say to others.

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[13] MacIntyre,P.D.& Garder, R. C. (1991). Language Axiety : its Relation to Other Anxieties and to Processing in Native and Second Language. Language Leaning. Access 01/17/2020.

[14] Xiaolin Jia. (2013). The Application of Classroom Interaction in English Lesson. International conference on Education Technology and Information System (ICETIS 2013). Access 01/17/2020.

There is a great deal of ability in English, including listening, writing, reading and speaking. According to Cameron speaking ability is the active used of language to express meanings and to tell others people can make sense of them.[15] The ability speaking is the ability of someone who can speak. Speaking is easy but as we know that speaking is also difficult. We need to know what topics are discussed in the language we use when the conditions are formal or informal.

According to Julia, public speaking is a vital ability to speak in every area of success.[16] By speaking well in public, you will be able to explain your ideas and persuade others to express your opinions. Therefore, speaking well is a skill, and without practice, no ability is attained. We need to know the points above, in order to exercise our ability to speak. If you want to have a good speaking ability, you have to practice a lot and try to improve your speaking ability and get used to all conditions, both formal and informal.

2. **The Aspect of Speaking Ability**

The aspect of speaking ability is closely scrutinized and place into thought. This aspect is created some challenges and determines.

a. Speaking Is Face to Face

According to Cornbleet & Carter, most conversations take place face to face, which allows the

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[15] Ilham Moh. Fauzi Bafadal Muslmin. 2019. The an Ainalyss of Studeints Speaing Ability on SpecificPurpose of Learning. Lingustic and English Language Teaching Journal.

[16] Dr.Julian Keefer. (2010) Public Speaking Success in 20 Minutes a day (Skill Builders). United States by LearningExpress, LLC, New York. Page 9.

speaker to provide direct input, so the listeners understand, do they approve, and do they sympathize.[17] Thus, communication through speech has many assets, such as facial expressions, gestures, and even body movements. Speech skills are also common in situations where participants or others speak.

b. Speaking Is Interactive

According to Bygate & Cornbleet, whether we're communicating face to face or over the internet, to a single person or behaving low cluster, the speech contact wheels often flip flimsy, with participants making feedback at appropriate times, with no unnecessary gaps or thinking about each other.[18]

Turn taking, the main function of contact, is an involuntary part of natural speech communication. According to Mc Donough & Mackey, flip-takes are handled and otherwise signaled across different cultures, causing communication difficulties in conversation between individuals of different cultures and languages.[19]

c. Speaking Happens in Real Time

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[17] Cornbleet, S. and Carter, R. (2001). The Langugae of Speech and writibf. London:Routledge.

[18] Bygate, M. (1998). Theoritical perspective on Speaking. Annual Review of applied Lingusitics. V.18.N.1. Access on 01/17/2020.

[19] McDonough, K. & Mackey, A. (2000). Communicate tasks, Conversonal Interaction and Linguistic Form: an Empirical Study of Thai". Foreign Langauge Annals,V.33,N.1. Access 01/17/2020.

According to Foster et al, speaking happens in real time is during conversation, where the response is unplanned and spontaneous, the speakers also assume that they are on their feet, producing a language that reflects this.[20]

Such time constraints have an impact on the ability of the speakers to set up, organize the message and control the language used. Speakers usually begin to discuss something and to alter their minds in the center. Therefore, the statement of the speaker cannot be as long as it has been advanced in prose.

3. **The Purpose of Speaking Ability**

According to Kingen, he says there are twelve purposes of speaking ability:

a. Personal, personal feelings, decisions, beliefs and concepts.

b. Descriptive, describing someone or something, actual or fictional.

c. Narrative, making and sharing stories, or incidents that are chronologically sequenced.

d. Instructive, giving instructions or providing guidance for output.

e. Questioning, asking questions to get the data.

f. Comparative, comparing two or more objects, people, ideas, or opinions to make judgments about them.

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[20] Foster, P., Tonkeyn, A. and Wiggelesworth, G. (2000). Meansuring Spoken Language: Unit for all reason. Applied V.21, n.3. Access 01/17/2020.

g. Imaginative, projecting visual representations of people, locations, events and objects.

h. Predictive, predictive of feasible future events.

i. Interpretative, discovering concepts, establishing analytical knowledge, and making inferences.

j. To be persuasive, to change other opinions, attitudes, or points of reading, or to influence the behavior of others in how.

k. Explanatory, describing, clarifying and promoting thoughts and views.

l. Informational, insightful data exchange with others.[21]

4. **The Characteristic Successful of Speaking Ability**

According to Ur, he suggested his idea of the characteristics of a successful speech in the classroom at the English Course:

a. Learners are Thinking a Lot

So far as possible, teachers will provide more time and resources for students to talk.

b. Participation is Still Taking Place

This approach to discussion in the classroom is not dominated by an active student talk ministry, but every college student has a chance to speak.

c. Motivation is Very Strong

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[21] Kingen, S. (2000). Teaching LanguageTest Development (speaking Test). Center for applied Linguistics. Access on 01/17.2020

Students are eager to talk, because they are interested in the subject, and they have something new to talk about.

d. Language is at the Appropriate Level

Students are able to express themselves in statements that are appropriate, easily understood by each other and of a reasonable degree of language accuracy.[22]

Of the four characteristics of successful speech, students must apply to learn English speaking skills in order to make it easier for them to achieve the goal of English.

5. **The Problem of Speaking Ability**

In learning speaking skills, it must be difficult or difficult to understand. According to Ur, his clarification that speaking skills have several factors that makes speaking skills difficult for students to learn:

a. Inhibiting

Students are typically concerned about making mistakes, fearing criticism or losing face, or just paying attention to their speech.

b. Anything to Talk About

It's typically detected that they're complaining about anything they have to say.

c. Small or Irregular Participants

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[22] Ur, Penny, 2000. A Course in Language Teaching: practice and Theory. Chambridge.University press.

Only one student can speak at one time if he / she wants to
be heard, and this means that every student can have very little
time in a massive category.

d. Mother-Languages

In a category where a lot of students share a similar
language, they tend to use it, as a result of which it is easier.[23]

6. The Concept of Flanders Interaction Analysis Categories (FIAC) Technique

1. Definition of FIAC

FIAC is a methodology developed by Dr. Ned Flanders (1970,
cited in Smith 1976) to examine a variety of types of experiences
in the classroom during the teaching and learning process.[24] There
are ten sections in the study to understand and explain the dialogue
that takes place in the classroom between the teacher and the
students during the learning process.

The aim of using Flanders the Interaction Analysis category is
to provide innovative ideas for shifting the position of the teacher
in the classroom and for the mastery of students who are more
actively involved in the classroom. That's why researchers have

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[23] Ur, Penny, 2000. A Course in Language Teaching: practice and Theory. Chambridge.University press.

[24] Smith & Eldon Cale. (1976). A Latitudinal Study of Pre-Service Instruction in Flanders' Interaction Analysis Categories. Arizona State University. Page 21-26.

chosen FIAC to see interactions in the classroom in order to improve students' speaking skills.

According to Thomburry, the compilation of their speakers will be like a vacuum cleaner, of course, as the compilation they talked of course promotes face-to-face conversation between the speaker and the interlocutor.[25] Compilation Runs this case discusses the calculation of teacher talks started by the teacher, the calculation will be calculated compiling the communication is considered to be started by the students.

According to Flanders (1970, cited in Smith 1976), calculations are calculated on the basis of predetermined categories, provisions for the understanding of teachers and students have not yet been developed.[26] FIC (Flanders Interaction Category) is believed to have the potential to improve the quality of conversations in which students and teachers speak briefly and correctly in the classroom.

Table 1.1 the Description of FIAC

		Activity
		1. Accepts to feel. Accept and clarify the

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[25] Scott Thombury. (2005). How to Teach Speaking. Longman:Page 13.
[26] Smith, Eldon Cale.(1976). A latitudinal study of pre-service instruction in flanders' interaction analysis categories. Arizona State University. Office of Education (DHEW), Washington, D.C.

Teacher Talk	Indirect Influence (Response)	pupil's attitude or tone of feeling in a non-threatening manner. Feelings may be either positive or negative. Predicting and recollecting feelings are included.
		2. Praises or encourages me. Praises or encourages action or behavior of the pupil. Jokes that release tension, but Response not at the expense of another individual; nodding the head or saying "Um hm?" or "go on" is included.
	Direct Influence (Initiation)	3. Accepts or uses students ' ideas. Clarifying, building or developing ideas suggested by the student. Teacher extensions of pupil ideas are included, but as the teacher brings more of his own ideas into play, he moves to Category 5.
		4. Ask the questions. Asking a question about the content or procedure, based on the ideas of the teacher, with the aim that the pupil responds.

		5. The lecture. Giving facts or opinions on content or procedures; expressing one's own ideas, giving one's own explanation, or citing an authority other than a pupil.
		6. Give directions to you. Directions, commands, or initiation orders that the student is expected to comply with.
		7. Criticizing or justifying authority as such. Statements intended to change the pupil's behavior from an unacceptable to an acceptable pattern; balking someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Pupil Talk	**Response**	8. Pupil-Response to talk. Talk to the students in response to the teacher. Teacher initiates a contact or asks the student to state the situation or to structure the situation. Freedom to express one's own ideas is limited.
	Initiation	9. Pupil-talk-initiation. Talk to the pulpits that they initiate. Expressing one's own

		ideas; initiating a new theme; developing freedom of opinion and a line of thinking, such as asking thoughtful questions; going beyond the existing structure.
Silence		10. Silence or confusion, please. Pauses, brief periods of silence and moments of misunderstanding where the listener is unable to understand the conversation.

(Source by Flanders)

2. System of Coding

According to Veronica FIAC, that a framework for coding as natural verbal communication interaction in classroom situations or study will document during the classroom learning process to see teacher and student interactions. A coding framework designed to evaluate and improve teacher and student interaction in classrooms.[27]

Using the interaction analysis mentioned in the table above in this chapter. Numbers are that can be written as sequence pairs in 10 x 10 matrixes. According to Flanders, the FIAC format consisted of ten categories, seven categories for the code of verbal

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[27] Veronica Odiri Amatari. (2015). The Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education. Access 01/18/2020.

contact of the teacher's talk segment, followed by two categories for the code of the student's talk portion, and then one category for the documentation of silence in the classroom.[28] The FIAC interaction patterns of study were followed to measure:

Table.1.2 Measures for Analysis Pattern of Interaction

Type Of Ratio	Symbol	Calculation
% Teacher Talk	TT	$= \dfrac{\text{Categories 1-7}}{\text{Categories 1-10}} \times 100\%$
% Pupil Talk	PT	$= \dfrac{\text{Categories 8-9}}{\text{Categories 1-10}} \times 100\%$
% Silence	SC	$= \dfrac{\text{Categories 10}}{\text{Categories 1-10}} \times 100\%$

Source by Flanders

7. Previous Related Studies

When selecting this study, the researcher sees some of the work that uses FIACS in classroom interaction analysis. Ami (2013) is the first researcher. She has the title "Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Improve Talking Ability for Young Learners" research. The goal of this research was to investigate the

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[28] Flanders, Ned A. (1970). Analyzing Teacher Behavior. Reading: AddisonWesley Publishing Company, Inc.

realization of verbal classroom contact, in particular teacher talk and student talk, which occurred while teaching voice.[29]

Then there was the subject of a private school in Bandung, and the use of type observation, even interviews in this study. On the basis of the above research, the final study recommended that the teacher should encourage students to have more responsibilities to speak during the classroom learning process. Thus, the observer is suggested to carry out this observation in a similar manner, covering different abilities.

The second, research by Hanna Sundari (2017), is entitled "Classroom Interaction in Teaching English as a Foreign Language at Lower Secondary Schools in Indonesia" in this research, with the aim of developing a deep understanding of language classroom interaction in a foreign language context, research using an instrument interview as a key part of this research. Twenty experienced English language teachers from eight lower secondary schools (SMP) were used for research in Jakarta. [30]

In the observation focus of group discussion and class observation recording, and then in the system design method of 3-phase coding research, the investigation of classroom interactions has several factors

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[29] Ami Fatimah Mulyati. (2013). A Study Of Teacher Talk And Student Talk In Verbal Classroom Interaction To Develop Speaking Skill For Young Learners. Journal of English and Education, 1(1), 1-10. Access 01/18/2020.

[30] Hanna Sundari. (2017). Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia. Australian International Academic Centre PTY.LTD. Access 01/29/2020.

that have affected classroom interactions. The most recent research carried out by Semi and Siti (2015) is the research entitled "An Analysis of the Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of SMP Negeri 18 Purworejo."

The first of these studies was to determine the relationship between teachers and students in class 8 at the SMP Negeri 18 Purwokerto academic year 2012/2013. The second is to know what kind of contact the teacher and student have in the classroom interaction during the teaching process.[31]

The last of the observations language is used in classroom interactions used in classroom interactions, so the result of the research describes that the teacher is more active and contributes to teaching and learning process in classroom interactions while students are more passive and less interactive in classrooms. And as we have seen, there are two detectives at the top that use the FIAC framework in their research, each containing different samples and objectives for each study.

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[31] Semi Sukarni and Siti Ulfah.(2015). An Analysis of Teacher And Student Talk In The Classroom Interaction Of The Eighth Grade Of Smpnegeri 18 Purworejo. Journal Vision, Volume 4 Number 2, October 2015. Access 01/18/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is used mix method of teacher and students' interaction classroom is analysis in this research. Mix methods are consisting of qualitative and quantitative approach. According Lincoln and Guba the suggest that qualitative approach of researchers should use oneself as an instrument, because non-human instruments are difficult used flexibly to capture the various that occur, the researcher must be able to reveal social phenomena in the field by mobilizing all functions the senses.[32] Thus, the researchers must be accepted by information and environment in order to be able to reveal hidden data through spoken language, body language, behavior and expressions that develop in the world and environment informant.

According to M. Mulyadi that qualitative approach research usually uses an explanatory design, in which the object of study is explanatory research is to test the relationship between variables which is hypothesized.[33] In this type of research, there is clearly a hypothesis that will be tested for correctness.

This research will be using Flanders Interaction Analysis Categories (FIAC). With FIAC will to know how is classroom interaction to develop

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[32] Yvonna S. Lincoln & Egon G.Guba. Naturalistic Inquiry. Beverly Hills: Sage Publications. 1985;page 52.

[33] M. Mulyadi. Penelitian Kuantitatif dan Kiualtatiiif Serta Pemikiran Dasar Mengabungkanya. Jurnal Studi Komunikasi dan Media.page 132.

speaking ability Study at Eleven Grade Students of SMA Negeri 3 Seluma. In the analysis there are ten categories to learn and clarify the conversation that occurs in the classroom between the teacher and students during of learning process.

B. Subject of the Research

The research will focus on the analysis of English teachers and students. There have five classes of Study at Eleven Grade Students of SMA Negeri 3 Seluma. The researchers will to observation Eleven MIPA 3 classes that consist is seventeen students by their participation in English learning in the classroom.

C. Research Instrument

Data will collected through observation, interviews and documentation in the classroom interaction research tool to develop speaking ability Study at Eleven Grade Students of SMA Negeri 3 Seluma.

1. Observation

According to Beverly, observation is a method that can be used when data cannot be obtained or are difficult to validate; observation data can be collected with a written description, video recording and artifact.

The study will gather data by video recording, know the interaction in the classroom during the learning process, and the video recording will be transcribed to the observation sheet based on Flanders' theory of verbal communication in the classroom interaction.

2. Interview

   According to Beverly, the interview is capable of ease, needs a great deal of tuning and should therefore be able to monitor the circumstances of the interview, as the information collected really reflects the assumptions and sentiments of the interview concerning the selection of the subject.

   The research will be conducted by English teachers and students of Eleven Grade Students of SMA Negeri 3 Seluma. The aim of the interview is to know the way teachers teach and the actions of teachers in the classroom. In addition, interviewing the students is to know how teachers teach students and to know that student understand or do not understand explain in classroom. The interview focuses only on English teachers and students.

3. Documentation

   According to Beverley, documentation is made up of subjective data that can be particularly valuable in the attempt to obtain a rationale, such as data, e-mail, case notes, websites and letters.

   Documentation is related to the classroom condition, student score. Especially English learning, textbooks used by teachers and students. It's all about the relationship between teacher and student experiences in the classroom.[34]

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[34]Beverley Hancock, et al.(2009). An Introduction to Qualitative Research. The NIHR RDS for the East Midlands / Yorkshire & the Humber. Page 16

D. Data Collecting Technique

The research is used by these procedures in the collection of data to consist of:

1. Observation

   The observation is purposed observation in order to get the data needed in this research. In these steps observation will to know interaction at classroom. There are steps of observation, followed:

   1. Doing videotaping done at Study at Eleven Grade Students of SMA Negeri 3 Seluma on learning English.

   2. Watching the results of the recording of the video in the classroom.

   3. Transcribed in writing to investigate the class interaction categories at SMA Negeri 3 Seluma using the 10-category FIAC (Flanders Interaction Analysis Category) observation sheet.

Table.2.1 Observation Sheet of Classroom Interaction

			1	2	3	4	5	6	7	8	9	10
Teacher Talk	Indirect influence (Response)	Accepts feelings										
		Praise or encouragement										
		Accepts or uses ideas of students										
Teacher Talk	Direct influence (initation)	Asking questions										
		Lecturing/lecture										
		Giving direction										
		Criticizing or justifying authority										
Pupil Talk	Response	Pupil – talk response										

	Initiation	Pupil – talk initiation										
		Silence or confusion										
		Total										

Source by Flanders

4. Then map the code number to the observation sheet and the second measured percentage to know the classroom interaction between teacher and student at SMA Negeri 3 Seluma.

5. Analyzed the result by defining the framework to be used in the classroom interaction between teachers and students, most of which occur during the classroom activities of the English course, in order to improve the speaking ability of SMA Negeri 3 Seluma

2. Interview

In this section, observer will to get audio recording from the interview process. There is a question to get suggest that teachers and students talk about the interaction classroom and to know develop speaking ability SMA Negeri 3 Seluma.

Table.2.2 Teacher Interview Questions

No	Topic	Questions
1	Accepting	• Do your students always response to your greeting?
2	Questioning	• How long you prepare the

		material before you delivered it in the class?
3	Giving directions	• How if they misunderstand your teaching direction? What should you do?
4	Praising and encouraging	• What do you say when your students are able to answer correctly? • How way you encourage your students to be active in the class?
5	Lecturing	• How do you to give an explanation material to your students in class? What kind of method that you usually apply when you teaching to your students? • Do you always use English to explain information to your student?
6	Accepting ideas	• How are you accepting your student ideas during the

		class?
7	Criticizing or justifying	• Can you give me the examples of some misbehavior done by students? how can fix them?
8	Students response	• Did you give any training to them before?
9	Student initiate	• Based on experience, students seem prefer to initiate their answer rather than just do yes no question or short answer. Why is that so?

Table.2.3 Student's Interview Questions

No	Question
1	What do you think English is hardest subject?
2	What difficulties did you encounter while learning English?
3	Whether teacher teaches English in classes is fun or boring?
4	Did you understand the teacher explaining the English in the class?
5	Did your teacher give you a chance to ask when you do not understand with English lesson?

6	Were you active while studying English in the classroom?

3. Documentation

Throughout this study, the documentation of additional data will be gathered throughout order to confirm the findings of the evaluation. In this stage, the photographic images, such as student data, process test ratings, learn students' in particular English, houses, classroom condition, dress and other test at SMA Negeri 3 Seluma.

E. **Technique of Data Verification**

The validity of the statistics in this research is decided by the means of use standards for credibility. In order to applicable data, the researches ran a validity test of experimental facts in a way:

1. Triangulation

According to Sugiyono that triangulation in this validity test is characteristic as numerous source confirmation of information, different times.[35] Hence there are source triangulation, data-collection methods and time. In this observation, triangulation used for check data of validity, comparing to interview with content of document on variety of source information, on observation chose triangulation where cooperation three technique such as observation, interview and documentation.

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[35] Sugiyono. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D. bandung:Alfabeth, 2008.

F. Technique of Data Analysis

Flanders interaction analysis category (FIAC) suitable method to analyzed the reveal interaction the classroom. There four steps for analyzing interaction pattern among teachers and students. The bellow are four steps:

a. Encoding process

The observer to the observed behavior into descriptive code, rule 1 and rule 2.

b. Decoding or plotting

The coded data into matrix, for matrix consist of ten columns and ten rows.

Table 2.4 Decoding

1st pair	4	
	8	2 nd pair
3nd pair	9	
	2	4th pair
	10	

The first pair represents one point on the matrix:

The second pair 1.

Sample Matrix:

Table 2.5 Matrix of Flanders Interaction Analysis

Category	1	2	3	4	5	6	7	8	9	10

1									
2									
3									
4									
5									
6									
7									
8								x	
9	X								
10									

c. Analysis the Matrix

1. Content cross, a heavy concentration in columns 4 and 5, and indicate teacher's dependence.

2. Teacher control, the columns to 6 and 7.

3. Teacher support, a heavy concentration of tailless columns 1 2 3. Students participations.

Table 2.6 Matrix of Flanders Interactions

Category	1	2	3	4	5	6	7	8	9	10
1										
2			Teacher Support					Student		
3										

4	Content Cross								
5									
6							Participations		
7									
8					Teacher Control				
9									
10									

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

1. Result of Observations

The observation data was obtained by Flanders Interaction Analysis Category, while observation was arranged to complete data from observation, interview and document. From three instruments was selected from one class of SMA Negeri 3 Seluma where each class consist of seventeen. The objectives of the research is how classroom interaction to develop speaking ability (study at Eleven grade students SMA Negeri 3 Seluma).

According FIAC created by Flanders, that classroom interaction can be seen based on several elements. These includes ten category system of communication, there are seven categories used by teacher is talking (teacher talk), and two when pupil is talking (pupil talk) and tenth category is that silence and confusion.

In the following, the writer provides the result of observations obtained to know how classroom interaction to develop speaking ability. Here was the result the writer explained of observation classroom interaction on below.

- **First Meeting**

    The first step is analysis classroom interaction and transcribing from videotaping after teaching English n class, after that observer to

classifying to ten category of Flanders interaction analysis category (FIAC). After conducting steps 1 and 2 the result a matrix of classroom interaction.

Table 3.1 Pattern of Classroom Interaction Matrix of the SMA Negeri 3 Seluma by Interaction Categories (FIAC 1-10)-(1st Meeting)

		Seconds Events										
	Categories	1	2	3	4	5	6	7	8	9	10	Total
	1											0
	2			4		3						7
	3				5	37			22		18	82
	4		25	85	26	15	34	12	16	24	26	263
	5	107	10	25	45	14	22	73	63	98	42	499
First	6	16			11	16						43
Events	7											0
	8	5	3						3		23	34
	9											0
	10		10	11		6	58	34			12	131
	Total	123	56	128	87	91	114	119	104	122	121	1.059

Table 3.1 presented every of 10 categories on a structural matrix. Total 1.059 meant 1.059 seconds, it was sum 17, 65 minutes in first meeting. After that the result of classroom interaction matrix analysis on above was converting to percentage, then to present in the bellow:

Table 3.2 The Result of Classroom Interaction Analysis (1st meeting)

No	Categories	Duration/seconds	Percentage
1	Accepts Feeling	0	0%
2	Praise or Encourages	7	0,66%
3	Accepts or Uses ideas of Students	82	7,74%
4	Ask Questions	263	24, 83 %
5	Lecturing	499	47,11%
6	Giving Directions	43	4,06%
7	Criticizing or Justifying Authority	0	0%
8	Students Talk- Response	34	3,21%
9	Students Talk-Initiation	0	0%
10	Silence or Confusion	131	12,37%

Next is step 3, in this section the researcher explained result of classroom interaction matrix by analyzing content cross, teacher controls, teacher support and students participation in bellow.

a. Content Cross

Table 3.2 Content Cross of Classroom Interaction (1st Meeting)

	Categories	1	2	3	4	5	6	7	8	9	10	Total
		Seconds Events										
First Events	1											0
	2			4		3						7
	3				5	37			22		18	82
	4	263 + 499 = 762										263
	5	24,83% + 47,11 % = 71,94%										499
	6	16			11	16						43
	7											0
	8	5	3						3		23	34
	9											0
	10		10	11		6	58	34			12	131
	Total	123	56	128	87	91	114	119	104	122	121	1.059

On columns 4-5 of the matrix focus on ask question and lecturing. The total part of ask question was 24,83% or 263 seconds. The process of

lecturing times total was 499 seconds or 47,11 %. Thus, the score of content cross in the first meeting was 762 or 71,94 % this result direct to type that teacher talk more than students in classroom until teaching learning process.

b. Teacher Control

Table 3.4 Teacher Control of Classroom Interaction (1st Meeting)

		Seconds Events										
	Categories	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**
	1											**0**
	2			4		3						**7**
	3				5	37			22		18	**82**
	4		25	85	26	15	34	12	16	24	26	**263**
	5	107	10	25	45	14	22	73	63	98	42	**499**
First	**6**					$43 + 0 = 43$						**43**
Events	**7**					$4,06\% + 0\% = 4,06 \%$						**0**
	8	5	3						3		23	**34**
	9											**0**
	10		10	11		6	58	34			12	**131**
	Total	123	56	128	87	91	114	119	104	122	121	**1.059**

In this table with blocked was concentration to columns and rows 6-7. The result 43 seconds or 4,06 %, that described teacher control. When the result compared to content cross, that teacher was focused on teacher teaching students.

c. Teacher Support

Table 3.5 Teacher Support of Classroom Interaction (1st Meeting)

	Categories	1	2	3	4	5	6	7	8	9	10	Total
					Seconds Events							
First Events	1											0
	2	0 + 7 + 82 =89										7
	3	0% + 0,66 % + 7,74% = 8,4 %										82
	4		25	85	26	15	34	12	16	24	26	263
	5	107	10	25	45	14	22	73	63	98	42	499
	6	16			11	16						43
	7											0
	8	5	3						3		23	34
	9											0
	10		10	11		6	58	34			12	131
	Total	123	56	128	87	91	114	119	104	122	121	1.059

In this table blocked part of columns and rows 1-3. In columns 1, 2 and 3 indicated to accept feelings, praise or encourages, and accepts or uses ideas. Result of first meeting get 89 seconds or 8,4% of sum total 1.059 seconds used of teacher simulation students participation. The total columns of 1,2,3 was divided by sum of column 6,7.

Sum of column 1, 2, 3   **: 0 + 7 + 82 = 89**   **89/43 = 2,06**

Sum of column 6,7   **: 43 + 0 = 43**

The result of to know positive and negative reinforcement, the find 2,06 it is represented the positive reinforcement.

d. Students Participations

Table 3.6 student's participation of classroom interaction (1st Meeting)

	Categories					Seconds Events						
		1	2	3	4	5	6	7	8	9	10	Total
	1											0
	2			4		3						7
	3				5	37			22		18	82
	4		25	85	26	15	34	12	16	24	26	263
	5	107	10	25	45	14	22	73	63	98	42	499
First	6	16			11	16						43
Events	7											0
	8					34 + 0 = 34						34
	9					3,21 % + 0% = 3,21%						0
	10		10	11		6	58	34			12	131

	Total	123	56	128	87	91	114	119	104	122	121	1.059

The result of columns 8 and 9 part of Students Talk- Response and Students Talk-Initiation, in STR was response student to teacher get 34 or 3,21 %.

For the last step, the observer was to analyzing the additional data to know classroom interaction to develop speaking ability. The analyzing the additional data were present bellow:

1. **Teacher Talk**

   Teacher Talk indicates teacher verbal activities, teacher- learning process columns 1-7.

   Columns 1-7 : $0 + 7 + 82 + 263 + 499 + 43 = 894$

   Percentage : $894 \times 100 : 1.059 = 84,41 \%$

2. **Silences (columns 10)**

   Columns 10 : $10 + 11 + 6 + 58 + 34 + 12 = 131$

   Percentage : $131 \times 100 : 1.059 = 12,37 \%$

3. **Direct influence and indirect influence**

   The sum of columns 1,2,3,4 divided by the sum of columns 5,6, and 7.

   Columns 1,2,3,4 : $0 + 7 + 82 + 263 = 352$ $352/542 = 0,64$

   Columns 5,6,7 : $499 + 43 + 0 = 542$

2. Result of Interview

In this session, the observer was interviewing students and teachers from SMA Negeri 3 Seluma. In interview question, the observer stands by theory Flanders about classroom interaction. The purpose of interview session is to know teacher using interaction classroom when teaching students on English subject and then, to know opinion students about condition classroom when students learning process in class with teachers.

The observer is interviewing teacher English about classroom interaction. Teachers answer the entire question from observer from nine items which based on Flanders theory about classroom interaction. The first is Accepting, in this question to ask teacher about response students such as greeting. The teacher answer that students always response greeting from teacher when start learning process in classroom.

The second point is Questioning, in this item the observer ask about how long teacher prepare material before teaching in class. Teacher answer usually one week before teaches students, because the teacher not only teaching one class but almost class eleven.

The third point is Giving Directions, this question ask about how if students do not understand with material. Teachers are opinion that if students difficult to understand, the teacher usually to make subject

material more simple and easy to understand with relation students daily.

The four point is Praising and Encouraging, this item ask about how response teacher when student can answer question with correctly or students active in class. The teacher answer, she always give appreciation for it, such as giving support, praising, and give score for it. Teachers also give suggest that praising student, can make students more confident and develop student creativity.

The five item is Lecturing, the question ask about how teacher delivery subject or material with students during teaching process. Teacher usually teaching suitable with subject, if need audio visual the teacher using IT. Teacher teaching students depended condition class, if situation class passive the teacher must creative and hard work t students can easy learning material.

The six point is Accepting Ideas, this question to ask about how teacher accepting idea from students about material learning. The teacher really happy when students giving their idea on public. it is described students active and confidents when students talk more in class.

The seven points is Criticizing or Justifying, this item ask about the misbehavior from students and how teacher can fix them. The teachers said that students have misbehavior must reason from it, so as teachers to help students to know the problem and finish that it.

The eight items is Students Response, it is ask about did teacher giving training for students. Based answer from teacher, that say students not give training. Teachers usually giving exam or exercise after giving material after finishing sub chapter.

The last item is Students Initiate, these questions ask about experience teacher about how students answer question with yes, no or long answer. Based on answer teachers, students usually answer question with yes or no answer.

In besides, the observer was giving six interview questions to students. The first point observer ask about what English material is difficult for students. Almost students answer difficult in learn English subject. The second question is about what difficult while learning English. The students answer, that they hardest in translate meaning and lack know vocabulary when students giving exam or exercise.

The third question is know about students feeling when teacher teach in classroom. Almost students answer that learning with teacher is fun. The four is question about what students understand when teacher teaching in class. The students answer that when teacher teach in class, students rarely understand and not understand with material.

The five item is question about what teacher give chance for students when they do not understand with material. The students answer is yes and almost answer yes wih this question. The last question is ask about what students active in classroom and students

answer is almost students answer yes active, but in fact observation students many do not active.

Almost of students, to the answer interview about feeling when they are learning English is complicated or difficult for them. From result interview, students have difficult in translate the meaning of sentence and they are lack new vocabulary. Although almost students happy with their teacher, but in fact students many understand with students learn.

From the result of interview for teacher, to nine question that teacher was giving best teaching for students from prepare material, to facilitator, giving interaction and to trying make the condition not silence. But in classroom, the students do not response about interaction by teacher. While result of interview students, students answer from six questions about experience learning English subject in class. Almost students answer difficult in to know meaning sentence or vocabulary, but student's really fun learning English with teacher.

B. DISCUSSIONS

In this session, the result of the research was discussed related to the theories collected in chapter two. It is can observer see that classroom interaction has the important rules for students and teacher. In the learning process between teacher and students there must be interaction. Interaction in classroom can to fluent and well spoken language students. It has been

shown that for language learners to improve in their speaking ability, practicing the language they are learning in classroom.

This research is describing some conclusions about how classroom interaction can develop speaking ability (study at eleven grade students of SMA Negeri 3 Seluma). Based on the observation at SMA Negeri 3 Seluma, the observer found there were some of classroom interactions in develop speaking ability for students in English class: there were have four steps to analysis classroom interaction such as content cross, teacher control, teachers support and students participation.

Flanders interaction Analysis category (FIAC) is the technique covered the qualitative and quantitative approach, to know teacher verbal behavior. According Flanders classroom interaction is normal classroom situations where verbal communication is dominant, which means that the teacher has an important influence on the student and that the student has a great influence on the teacher as well.[36] It is mean interaction can created with teacher and students to influence each other. Interaction at class was interest to enhanced students speaking ability. The below are classroom interaction situation such as:

1. **Teacher Talk**

Teacher talks here refer to talks or expressions the teacher used in classroom interactions. The talks include (1) accepts feelings, (2)

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[36] Veronica Odiri Amatari. (2015). the Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education 2015; 3(5): 43-49. Access 02/02/2020.

praise or encouragement, (3) accepts or uses ideas of students, (4) asking question, (5) lecturing, (6) giving directions, (7) criticizing or justifying authority.

(1) Accepts feelings

Accepts and clarifies about attitude or feeling tone of students. Feeling positive or negative about students and then predicting is included of accepts feeling. These were the examples from the result of observation:

Teacher   : Okey students, how are you today?

Student   : Fine mam, and you?

Teacher   : Fine too….

(source: Observation 1, teacher and student)

From the dialog above we can see teacher to know condition with student's feeling. And students feeling is positive, in interaction created by teacher and students.

(2) Praise or encourages

It is more be to action and behavior, give support for students and give awarded for students when students understand with they are learning at classroom. These were the examples from the result of observation when students doing assignment from teacher front of class with them friends:

Teacher   : Give example of suggestion?

Students   : I suggest that you study hard…

Students   : of course…

Teacher   : okey good, give applause…..

(source: Observation 1, teacher and student)

From conversation on above, observer see that teacher gives praise to students when they can to give example of suggest to they friends.

(3) Accepts ideas

Accepts idea is developing students' suggested, opinion to talk with student friend and teacher at classroom. Then, also give push students speak more at classroom to created interaction. These were the examples from the result of observation:

Students   : Mam, I will give example about suggest, "Randi I suggest that you buy shoes black"

Teacher   :Iqbal, black shoes not shoes black…because adjective and then noun not noun to adjective…do you understand students?

Students   : yes mam….

(source: Observation 1, teacher and student)

From dialogue on above, the student give idea to teacher and then teacher to try explained more detail about material to students understand and not confusion meaning.

(4) Asks questions

Asks question is asks content or procedure which related with material, it is based on teacher and students to answer question it. These were the examples from the result of observation:

Teachers : Do you know meaning of Giving and Asks suggestion?

(source: Observation 1, teacher and student)

From sentence on above, teacher to try asks question to students to created interaction and develop knowledge student about material learning English.

(5) Lecturing

Lecturing is giving fact or information about material learning at classroom when teaching process. These were the examples from the result of observation:

Teacher : I will write some expression about suggestion "Let's, How about, What about, I say, I don't think, I suggest, and the others"…

(source: Observation 1, teacher and student)

From statement on above, teacher explained or delivery information about material to students.

(6) Giving direction

Giving direction is order to students expected complying. These were the examples from the result of observation:

Teacher : students, I want you give suggest with you friends…

(source: Observation 1, teacher and student)

From sentence on above, teacher give direction to students. It is to creating interaction with teacher and students.

(7) Criticizes or justifies authority

Criticizes is to statement intended to change students behavior from non-acceptable to acceptable pattern. These were the examples from the result of observation:

Teacher : So, I hope you use English language in your classroom, oke?

Students : yes mam…

Teacher : when you not use English, just silence….

(source: Observation 1, teacher and student)

From dialogue on above, teacher as facilitator to manage class system to lead teacher rule when student in class.

2. Pupil Talk

Pupil talk (students talk) here refer to talks or expressions the students used in classroom interactions. The talks include (8) Pupil-talk-response and (9) Pupil-talk-initiation.

(8) Pupil-talk-response

Pupil-talk-response is talking by students in response teacher at classroom and teacher initiates' contact or solicits students' statement in situation. These were the examples from the result of observation:

Teacher : Do you understand?

Students : Yes mam….

(source: Observation 1, teacher and student)

From dialogue on above, explained that interaction between teacher and students at classroom.

(9) Pupil-talk-initiation

Pupil-talk-initiation is talk by students that they initiate, expression new idea, own idea and develop opinion. These were the examples from the result of observation:

Student : Another example of giving suggest is "Risma I suggest that you wear pink jacet".

(source: Observation 1, teacher and student)

From dialogue on above, student tell about students' opinion about material and develop students' sentence.

3. **Silence**

Silence or confusion is the conditions pause, short period of silence or confusion in communication cannot be understand by observer. These were the examples from the result of observation:

Teacher   : what the meaning of suggest..???

Students   :…………..(silence)

(source: Observation 1, teacher and student)

From dialogue on above, teacher giving interaction to students about the question but the students not response or just silence, it is happen because students do not know about the answer of the question by teacher.

In observation on 1st meeting, has result from classroom interaction between teacher and students during teaching and learning process on English subject. In analyzing data have four steps such as content cross, teacher control, teacher support and students participation. Certainly on first meeting observation, the observer find that on content cross get 762 seconds or 71,94 %. Content cross was concentration on rule teacher in classroom, in situation classroom interaction that lecturing and ask question dominant. Then conclusion teacher talk more than students in classroom.

The second is teacher control get 43 second or 4,06 %, the teacher control has to know the rule teacher in classroom. In teacher control describe only focuses on giving direction without control condition about students in accept the material which explained by teacher. The third is teacher support, it focuses on columns 1, 2, and 3 such accepts feeling,

praise or encourage and accepts or uses ideas. The teacher support get 89 second or 8,4 %, it show to know positive and negative reinforcement.

And the last is student's participation, in this section to know response Students Talk Response (STR) and Students Talk Initiation (STI). But in observation students participant get 34 second or 3,21%. In classroom interaction students just answer yes or no, because students do not know to any answer or response to question from teacher.

From four steps, the content cross showed get many duration or indicate that teacher has given interaction in classroom. The teacher talk more than student, it is indicate that students less interaction on classroom when teaching and learning process.

The teacher is dominant during teaching process. Because teachers give interaction the first, such as control condition class, explained grammatical rule, and controlled students talk. According to Brown, that content cross which pattern of teacher, the concluded that teacher as manager, director, facilitator and controller.[37] Because teacher have important rules in teach students during learning process.

Besides, on result classroom interaction during learning process, part of student participation or students' is little interaction in classroom. Only get 34 second or 3,21 during learning process in class, while content cross which have many niteraction during interaction in classroom. Actually

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[37] Ami, F.M. (2013). *A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners.* Journal of English and Education. Study Program of Indonesia University of Education. 2013, 1(1), 1-10.

students want to spoke more in class, but students have difficult in show what students feel.

Observer conclude some problem why students few interaction in class during learning English subject. The first is students lack to knowledge about vocabulary in English. The second is students confused with grammatical and not confidents with what students say, it is make students passive in class.

The last, that English a foreign language for students, not second language such Indonesians. English not used as everyday communication in Indonesians. It is make students difficult to used English for communication each interaction in classroom. Because of that, make students not active in classroom interaction.

Relation with result of interview and observation, that teacher has big influence in interaction classroom while students. As facilitator, teacher has to rule control classroom to make students to response teacher interaction. When students were response the teacher, it created interaction in classroom.

According to Mackey, that classroom interaction can provided by teachers can be lucrative for improving speaking ability.[38] The teachers can interaction with students to make develop speaking ability. Therefore, the result interview that teacher was dominant in classroom interaction.

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[38] Karwan Mustafa Saeed. (2016). The Role of Learner-Learner Interaction in the Development of Speaking Skills. Theory and Practice in Language Studies, Vol. 6, No. 2, pp. 235-241. Access 7/28/2020.

The observer give suggest from that teacher dominant while students. The first is teacher give opportunities for students to talk more during class. The second is, teacher created difference strategies teaching to make students confident and active to speak up. The last is teachers must to know what students need in learner English subject to purpose the problem that feel with students when teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like make the conclusions and suggestion based on the collected data that obtained from chapter four.

A. CONCLUSION

There is a point to be conducted in this research how Classroom interactions develop speaking ability in students in class Eleven grade SMA Negeri 3 Seluma. Basically a good learning process requires a process of interaction by all components involved in classroom learning, both between teachers and students, to fellow students themselves. In this research, the interaction process can be analyzed using ten category of Flanders Interaction Analysis Category (FIAC) such as accepts feelings, praise or encourage, accepts or uses ideas, ask question, lecturing, giving direction, criticizing or justifying, students talk response, student talk initiation and silence or confusion. In analysis data divided four steps, step one content cross, step two teacher control, step three teacher support and the last students participation. Each step described point of process classroom interaction, in first meeting the step one, content cross showed was get dominated than teacher control, teacher support and students participation. The aim of research is to know interaction develop speaking ability students, but in data indicate that content cross (ask question and

lecturing) that teacher talk more than students. It is cause students less to talk more in classroom interaction.

B. SUGGESTION

The researcher suggests the following things:

1. For the teacher is giving many time and chance to students speak up more in classroom, that it make students develop they speaking ability and created feel confidence for students. Teacher must be know what students actually need in subject and to more creative using variation method in teaching students, it can make students interesting with they learn.

2. For the students is they showed for teacher that when teaching at classroom interaction can be example for teacher using in class. Students also recommended that teacher know what they need in subject learning. That research is to given information that students can help teachers and government in achievement curriculum goals.

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Appendix 1 Kisi-Kisi Instrument

Appendix 1. 1 Kisi-Kisi Instrument Observation Sheets

Description of FIAC

		Activity
Teacher Talk	**Indirect Influence (Response)**	1. Accepts Feeling. Accepts and clarifies an attitude or the feeling tone of a pupil in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. Praises or encourages. Praises or encourages pupil action or behavior. Jokes that release tension, but Response not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" are included.
		3. Accepts or uses ideas of pupils. Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
	Direct Influence (Initiation)	4. Asks questions. Asking a question about content or procedure, based on teacher ideas, with the intent that a pupil will answer.
		5. Lecturing. Giving facts or opinions about

		content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
		6. Giving Directions. Directions, commands, or Initiation orders to which a pupil is expected to comply.
		7. Criticizing or justifying authority. Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Pupil Talk	**Response**	8. Pupil- talk response. Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	9. Pupil-talk--initiation. Talk by pulpits which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.

Silence		10. Silence or confusion. Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Appendix 1. 2 Kisi-Kisi Instrument Interview

Teacher Interview Questions

No	Topic	Questions
1	Accepting	• Do your students always response to your greeting?
2	Questioning	• How long you prepare the material before you delivered it in the class?
3	Giving directions	• How if they misunderstand your teaching direction? What should you do?
4	Praising and encouraging	• What do you say when your students are able to answer correctly? • How way you encourage your students to be active in the class?
5	Lecturing	• How do you to give an explanation material to your students in class? What kind of method that you usually apply when you teaching to your students? • Do you always use English to explain information to your

No		
		student?
6	Accepting ideas	• How are you accepting your student ideas during the class?
7	Criticizing or justifying	• Can you give me the examples of some misbehavior done by students? how can fix them?
8	Students response	• Did you give any training to them before?
9	Student initiate	• Based on experience, students seem prefer to initiate their answer rather than just do yes no question or short answer. Why is that so?

Student's Interview Questions

No	Question
1	What do you think English is hardest subject?
2	What difficulties did you encounter while learning English?
3	Whether teacher teaches English in classes is fun or boring?
4	Did you understand the teacher explaining the English in the class?
5	Did your teacher give you a chance to ask when you do not understand with English lesson?
6	Were you active while studying English in the classroom?

Appendix 2 Observation Sheets

Observation Sheet of Classroom Interaction

			1	2	3	4	5	6	7	8	9	10
Teacher Talk	**Indirect influence (Response)**	**Accepts feelings**										
		Praise or encouragement										
		Accepts or uses ideas of students										
Teacher Talk	**Direct influence (initation)**	**Asking questions**										
		Lecturing/lecture										
		Giving direction										
		Criticizing or justifying authority										
Pupil Talk	**Response**	**Pupil – talk response**										
	Initiation	**Pupil – talk initiation**										
		Silence or confusion										
		Total										

Source by Flanders

Appendix 3 Interview Guidelines

Teacher Interview

Day / Date   :

Teacher Name   :

No	Topic	Questions
1	Accepting	• Do your students always response to your greeting? (apakah siswa selalu merespone salam anda di kelas).
2	Questioning	• How long you prepare the material before you delivered it in the class? (berapa lama kamu menyiapkan materi sebelum menyampaikanya di kelas)
3	Giving directions	• How if they misunderstand your teaching direction? What should you do? (bagaimana jika siswa tidak mengerti dengan arah pengajaran) Apa yang anda lakukan?

4	Praising and encouraging	• What do you say when your students are able to answer correctly? (apa yang anda katakana ketika siswa mu mampu menjawab dengan benar) • How way you encourage your students to be active in the class? (bagaimana cara kamu memberi semangat kepada siswa mu untuk aktif dikelas)
5	Lecturing	• How do you to give an explanation material to your students in class? What kind of method that you usually apply when you teaching to your students? (bagaimana kamu memberikan penjelasan materi pada siswamu dikelas? Jenis metode apa yang anda terapkan ketika mengajar dikelas) • Do you always use English to explain information to your student? (apakah kamu selalu mengunakan

		bahasa inggris ketika menjelaskan informasi pada siswa mu)
6	Accepting ideas	• How are you accepting your student ideas during the class? (bagaimana kamu menerima ide atau pendapat dari siswa ketika dikelas)
7	Criticizing or justifying	• Can you give me the examples of some misbehavior done by students? how can fix them? (bisakah kamu memberikan beberapa contoh kebiasaan buruk yang dilakukan siswa?bagaimana anda menyelesaikanya?
8	Students response	• Did you gave any training to them before? (apakah kamu memberikan pelatihan sebelumnya kepada siswa)
9	Student initiate	• Base on experience, students seem prefer to initiate their answer rather than just do yes no question or short answer. Why is that so? (berdasarkan pengalaman, siswa

		terlihat lebih suka menjawab yes atau no pertanyaan atau jawaban yang singkat? Bias anda jelaskan mengapa seperti itu?)

Student's Interview

Day / Date :

School :

Name :

Class :

No	Question	Answer
1	What do you think English is hardest subject? (apakah mata pelajaran bahasa inggris itu sulit)	
2	What difficulties did you encounter while learning English?(kesulitan seperti apa yang muncul ketika kalian belajar bahasa inggris)	
3	Whether teacher teaches English in classes is fun or boring? (apakah ketika guru mengajar dikelas meyenangkan atau membosankan)	

4	Did you understand the teacher explaining the English in the class? (apakah kamu mengerti penjelasan gurumu ketika mengajar dikelas)	
5	Did your teacher give you a chance to ask when you do not understand with English lesson? (apakah guru mu memberi kesempatan bertanya ketika kamu tidak mengerti dengan pelajaran bahasa inggris)	
6	Were you active while studying English in the classroom? (apakah kamu aktif belajar bahasa inggris di kelas)	

Appendix 5 The Results of Observation Sheets on

Pattern Of Classroom Interaction Matrix of the SMA Negeri 3 Seluma by

Interaction Categories (FIAC 1-10)-(1st Meeting)

	Categories	Seconds Events										
		1	2	3	4	5	6	7	8	9	10	Total
	1											0
	2			4		3						7
	3				5	37			22		18	82
	4		25	85	26	15	34	12	16	24	26	263
	5	107	10	25	45	14	22	73	63	98	42	499
First	6	16			11	16						43
Events	7											0
	8	5	3						3		23	34
	9											0
	10		10	11		6	58	34			12	131
	Total	123	56	128	87	91	114	119	104	122	121	1.059

Appendix 6   The Results of Interview Transcripts

No	The Answer Question Of Teachers Interview
1	Ya, karna setiap masuk kelas para siswa selalu memberi salam setiap ada guru yang memasuki kelas pada saat pelajaran dimulai.
2	Biasanya seminggu sebelum pembelajara, karena saya mengajar seluruh kelas XI di SMA Negeri 3 Seluma, dan malamnya saya selalu memperiapkan materi agar lebih memahami materi yang akan disampaikan keesokan harinya.
3	Apabila siswa tidak mengerti, biasanya saya akan mengarahkanya dan mejelaskan materi secara lebih sederhana lagi agar siswa dapat memahami apa yang saya sampaikan dikelas dan biasanya saya memakai topik materi yang sering mereka jumpai dilingkungan sekitarnya.
4	Ketika siswa dapat menjawab pertanyaan yang saya ajukan, biasanya saya memberi apresiasi dan pujian kepadanya karena sudah menjawab dengan benar seperti Good…. Dalam memberi semangat, saya biasanya memberi motivasi sedikit kepada siswa dan biasanya juga saya memberi motivasi dengan sebuah pertanyaan ketika saya sudah menjelaskan materi, apabila mereka dapat menjawab dengan benar siswanya akan saya beri nilai tambahan. Hal ini untuk memotivasi anak yang lain untuk melakukan hal yang sama dan menjadi aktif didalam kelas.
5	Saya menjelaskan materi dikelas itu tergantung materinya, kalau itu

	membutuhkan gambar atau video saya memakai proyektor dan media papan tulis sebagai lebih menjelaskan materi kepada siswa. Dan ketika memungkinkan belajar di luar ruangan, biasanya kami juga outdoor dan kebali lagi ke materi apa yang ingin disampaikan kepada siswa. Metode yang saya pakai bermacam-macam, seperti cerama, menerangkan, bermain(games), dan lain-lain. Ketika mengajarkan dikelas, memang diharuskan memakai full English, akan tetapi balik lagi kepada siswa yang kita ajar dikelas, mereka banyak atau kurang paham ketika kita memakai full English olehkarena itu saya siasati dengan mix antara English dan Indonesia ketika mengajar dikelas.
6	Saya sangat mengapresiasi pendapat siswa, saya sangat senang ketika mereka mengemukakkan pendapatnya dan itu meupakan hal yang baik untuk anak lebih banyak berbicara di kelas.
7	Kebiasaan buruk, tergantung siswanya mereka akan berperilaku buruk ketika pelajaranya mungkin membosankan atau jam pelajaranya udah siang, dan tergantung dengan mood mereka masing-masing.
8	Tidak, setelah covi-19 dan anak-anak masuk sekolah lagi, mereka langsung mengikuti proses belajar mengajar. Jika pun ada pelatihan, biasanya saya berikan tugas tambahan buat dirumah terutama kitakan sekolahnya anak-anak masuknya system ganjil genap. Jadi misalkan hari ini genap, yang ganjil di rumahkan. Dan itu biasanay saya kasih tugas setelah mengikuti materi sebelumnya.
9	Kalau saya temui, siswa lebih menjawab yes dan no saja , kecuali kita

meminta penjelasan kenapa menjawab itu. Hal ini terjadi mungkin Karen afaktor kurangnya kemampuan speakingnya dan kuranya wawasan dalam mengembangkan ide dengan keterbatasan kosa kata bahasa inggris.

Appendix 7 Documentation

Appendix 7.1 Pictures in the class XI MIPA 3 (Observation Sheets)

(Students practice English subject)
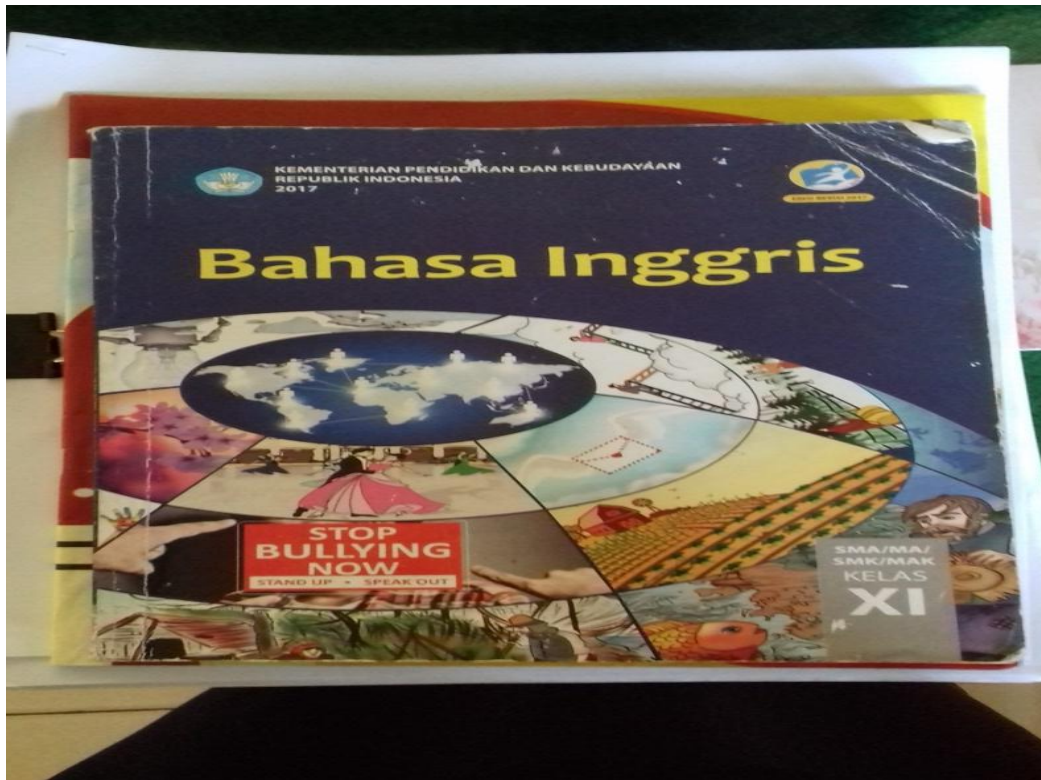

(Students practice English subject)

(Condition classroom)

(Students practice English subject)

(Teaching and learning process)

Appendix 7.2 Pictures of Students' Interview in class XI MIPA 3

(Interview session with students)

Appendix 7 .4 Pictures of Absence in XI MIPA 3

(Absence XI MIPA 3)

Appendix 7. 5 Pictures of Textbook XI

SURAT PENUNJUKAN

Nomor £693/ In. 11/F.II/PP.00.9/11/2019

Dalam rangka penyelesaian akhir studi mahasiswa Fakultas Tarbiyah dan Tadris maka Dekan Fakultas Tarbiyah &Tadris Institut Agama Islam Negeri (IAIN) Bengkulu menunjuk dosen:

1. Nama   :Risnawati, M.Pd

   NIP   : 197405231999032002

   Tugas   : Pembimbing I

2. Nama   :Fera Zasrianita, M.Pd

   NIP   : 197902172009122003

   Tugas   : Pembimbing II

untuk membimbing, menuntun,mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan skripsi, kegiatan penelitian sampai pada persiapan ujian munaqasyah bagi mahasiswa:

Nama   :Mellany

NIM   : 1611230050

Judul Skripsi   : The Analyzing of Young Learners' Classroom Interaction at an English Course at SDIT Iqra' 1 Kota Bengkulu

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di: Bengkulu

Pada Tanggal 2g November 2019

Dekan,

Zubaedi

Tembusan:

1. Wakil Rektor

2. Dosen yang bersangkutan

3. Mahasiswa yang bersangkutan

4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI

BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

Bengkulu, 8 Mei 2020

Nomor : 1536 /In.11/F.II/PP.00.9/05/2020

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd. (Penyeminar I)
2. Reko Serasi, MA. (Penyeminar II)

di –

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar **Daring** Proposal Skripsi

Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Rabu, 13 Mei 2020

Waktu : 09:00 sampai selesai

Tempat : **Daring**

NO.	NAMA/NIM	JUDUL
1	Mellany 1611230050	An Analysis of Classroom Interaction to Develop Speaking Ability for Young Learner s (Study at 4th Grade Students of SDIT Iqra' 1 Kota Bengkulu)
2	Rini Mifta Vily 1611230157	An Analysis of Grammatical Cohesion Found in Argumentative Essay Written by Students of English Education Department in Academic Year 2019/2020
3	Alvin Aska Saputra 1611230151	Need Analysis of English Materials for Accounting Students at SMKN 2 Seluma

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima

kasih.

Wassalamu'alaikum Wr. Wb.

Nomor   : 2164/ In.11/F.II/TL.00/07/2020   Juli 2020

Lampiran : 1 (satu) Exp Proposal

Perihal   : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 3 Seluma
Di –
      Kabupaten Seluma

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"An Analysis of Classroom Interaction to Develop Speaking Ability "*

Nama	:	Mellany
NIM	:	1611230050
Prodi	:	Tadris Bahasa inggris
Tempat Penelitian	:	SMAN 3 Seluma
Waktu Penelitian	:	16 Juli s/d 28 Agustus 2020

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan.

Zubaedi

SURAT KETERANGAN
Nomor : 111/1.26.5.1/SMAN 3/MN/ 2020

Kepala SMA Negeri 3 Seluma menerangkan bahwa :

Nama	: Mellany
NIM	: 1611230050
Jurusan/Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris
Judul Skripsi	: *An Analysis of Classroom Interaction to Develop Speaking Ability*
	(Study At XI th Students Of SMA Negeri 3 Seluma)

Mengizinkan nama tersebut diatas untuk melakukan Penelitian di SMA Negeri 3 Seluma dari

tanggal 13 Juli 2020 s.d 21 Agustus 2020.

Demekian surat keteragan ini di buat untuk dapat di pergunakan seperlunya.

Padang Pelasan, 02 Juli 2020
Kepala Sekolah

Nihan, S.Pd
NIP. 19691002 200604 1 005

SURAT KETERANGAN
NO : 137/I.26.5.1/SMAN 3/MN/2020

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Seluma menerangkan :

Nama	: MELLANY
NIM	: 1611230050
Jurusan/Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris
Judul Skripsi	: An Analysis of Classroom Interactioan to Develop Speaking Ability (Study At XI th Student Of SMA Negeri 3 Seluma)

Bahwa nama tersebut diatas sudah melakukan penelitian di SMA Negeri 3 Seluma kelas XI.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padang Pelasan, 07 Agustus 2020
An. Kepala Sekolah
Waka Kurikulum

EKO WAHYU SUPRYADY, S.Pd
NIP. 19840429 200901 1 007

Bengkulu, 11 Januari 2021

Nomor : 0192/In.11/F.II/PP.0.09/01/2021

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Nurlaili, M.Pd.I. (Ketua)

2. Andri Saputra, M.Sc. (Sekretaris)

3. Dr. H. Ali Akbarjono, M.Pd.
(Penguji Utama)

4. Ferry Susanto, M.Pd (Penguji II)

di –

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 14 Januari 2021

Waktu   : 08.00 sampai selesai

Tempat   : (C.4.1) Ruang Sidang Munaqosyah TBI

No.	Nama/Nim	Judul
1.	Upi Nufsi Shalichah 1611230071	An Analysis on Students' Errors in Translating Recount Text at The Eight Grade of SMPN 5 Bengkulu
2.	Nelza Gita Purnama 1611230049	An Analysis Of English Teacher's Pedagogic Competence at Second Grade of SMPN 16 Bengkulu Selatan.
3.	Mellany 1611230050	An Analysis of Classroom Interaction to Develop Speaking Ability (Study at Sixth Grade Students of SMA Negeri 3 Seluma)
4.	Edo Sulistio Aditya 1611230079	The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate).

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.

Dekan,

Zubaedi

Nama Mahasiswa : Mellany

Pembimbing I/II : Risnawati, M.Pd

NIM : 1611230050

Judul Skripsi : An Analysis of Classroom Interaction to Develop speaking Ability

Jurusan : Tarbiyah dan Tadris

Program Studi : Tadris Bahasa Inggris

(study At XI¹ Students of SMA Negeri 3 Seluma) Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	30/12/2019	SK Pembimbing + Research Proposal	° Revise the title	
2.	Tuesday, 04-02-2020	Chapter I	° Revise as suggested: 1. Find out more theory to support the title 2. Problems of the research should be clear	
3.	Friday, 07-02-2020	Chapter II	° Revise as suggested! 1. Review the theory based on the research topic. 2. Research Journal as previous studies	

Bengkulu, December 2019

Mengetahui,
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP. 19690306 199603 1005

Pembimbing I/II

Risnawati

Nama Mahasiswa : MELLANY

NIM : 1611230050

Jurusan : Tarbiyah dan Tadris

Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Risnawati, M.Pd

Judul Skripsi : An Analysis Of Classroom Interaction to Develop Speaking Ability (Study At Xi⁴ Students Of SMA Negeri 3 Seluma)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4.	Thursday, 13-02-2020	Chapter III	" Revise as suggested : 1. Research Instrument 2. Data Analysis	
5.	Tuesday, 18-02-2020	Chapter I, II, III, References, Appendices	"Acc... you can register for " Seminar Proposal ! "	

Bengkulu, February 2020

Mengetahui, Dekan

Pembimbing I/II

Dr. Zubaedi, M.Ag. M.Pd
NIP. 196903061996031005

Risnawati
NIP. 197405231999032002

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Nama Mahasiswa : Mellany

Pembimbing I/II : Risnawati, M.Pd

NIM : 1611230050

Jurusan : Tarbiyah dan Tadris

Program Studi : Tadris bahasa Inggris

Judul Skripsi : An Analysis Of Classroom Interaction to Devoop Speaking Ability (study at Eleven grade student Of SMA Negeri 3 Seluma)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6.	Friday, 17-07 2020	Chapter IV	• Revise as suggested : 1. Data presentation 2. Table & Graph.	
7.	Monday, 27-07-2020	Chapter V	• Revise as suggested : 1. Conclusion 2. Based on Research problems	
8.	Tuesday, 04-08-2020	Abstract, Appendices. References	• Revise as suggested !	

Bengkulu, August 2020

Mengetahui;
Dekan

Dr. Zubaedi, M.Ag. M.Pd
NIP. 196904061996031003

Pembimbing I/II

Risnawati
NIP. 0740523/an nd3 2012

Nama Mahasiswa : Mellany

Pembimbing I/II : Risnawati, M.Pd

NIM : 1611280050

Jurusan : Tarbiyah & Tadris

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : An Analysis of Classroom Intruaction to Develop Speaking Ability (study at Eleven Students Of SMA Negeri 3 Seluma)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
9.	Friday, 07-08-2020	Chapter I, II, III, IV, V, Abstract, References, Appendices	• Acc... you can register for " Ujian Munaqosah !.	

Bengkulu, Agustus 2020

Mengetahui
Dekan

Dr. Zubaedi, M.Ag. M.Pd
NIP. 196305061996031005.

Pembimbing I/II

Risnowati
NIP. 197405231999032010

Nama Mahasiswa : MELLANY

Pembimbing I/II : Fera Zasrianita M.Pd

NIM : 1611230050

Judul Skripsi : An Analysis of Clasroom Interaction

Jurusan : Tarbiyah dan Tadris

to Develop Speaking Ability (Study At XI⁴

Program Studi : Tadris Bahasa Inggris

Grade Students of SMA Negeri 3.
Seluma)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Senin/30/12/2019	Pengajuan SK dan Proposal	—	
2.	Rabu/01/01/2020	– Chapter I	– Background, from generall to specific	
3.	06/01/2020/senin	– Chapter I	– explained the Problem of reseach	
4	08/01/2020/Rabu	– Chapter I	– Grammar & use Present tense in Background	
5.	12/01/2020/minggu	– Chapter II	– explain key term in Chapter II	
6.	14/01 2020/selosa	– Chapter III	– Reseach design and Instrument	
7.	27/senin/01/2020	– chapter III	– Instrument	

Bengkulu, Januari 27 2020

Mengetahui,
Dekan

Pembimbing I/II

Dr. Zulkaedi, M.Ag. M.Pd
NIP. 19690306 199603 1005

Fera Zasrianita, M.Pd.
NIP. 19790217 200912 2003

Nama Mahasiswa : Mellany

Pembimbing I/II : Fera Zasrianita, M.Pd

NIM : 1611230050

Judul Skripsi : An Analysis Of Classroom Interaction to Develop Speaking Ability (study at Eleven Grade Students Of SMA Negeri 5 Seluma)

Jurusan : Tarbiyah & Tadris

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	29/07/2020	Chapter IV	• Revise as suggested 1. Data Presentation	
2	26/07/2020	Chapter IV	• Revise as suggested. 1. Table & Graph.	
3	27/07/2020	Chapter IV	• Revise as suggested 1. Discussion & findings.	
9	28/07/2020	Chapter IV	• Revise as suggested 1. Discussion	
5	29/07/2020	Chapter V	• Revise as suggested	
6	30/07/2020	Chapter V	• Revise as suggested 1. Conclusion.	
7	01/08/2020	Chapter V	• Revise as suggested	

Bengkulu, Agustus 2020

Mengetahui
Dekan

Dr. Zubaedi, M.Ag. M.Pd
NIP. 196903061996031005

Pembimbing I/II

Fera Zasrianita, M.Pd
NIP. 197902172009122003

Nama Mahasiswa : Mellany

Pembimbing I/II : Fera Zasrianita

NIM : 1611230050

Jurusan : Tarbiyah & Tadris

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : An Analysis of Classroom Interaction to Develop Speaking Ability (Study at Eleven Grade Student of SMA Negeri 3 Seluma).

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
8	03/08/2020	Chapter V	• Revised as suggested. 1. Conclusion & 2. Based on Research Problem.	
9	04/08/2020	Abstract, Appendices, References	• Revised as suggested.	
10	05/08/2020	Chapter I, II, III, IV, V Abstract, References, Appendices.	You can Regester for "Ujian Munaqosah".	

Bengkulu, Agustus 2020

Mengetahui,
Dekan

Dr. Zubaidi, M.Ag. M.Pd
NIP. 196903061996031005.

Pembimbing I/II

Fera Zasrianita, M.Pd.
NIP. 197902172009122003