

Chapter I

Introduction

This chapter describes and explains basic consideration of the research, research questions, objective of research, significance of research, and the scope and limitation of the research.

Basic Consideration

In Indonesia, English is basically known as a foreign language that is taught to all schools in every level, including Junior High School. BNSP(2006)“In Teaching English at Junior High School, students should be aimed at developing communicative competence orally, and they are prepared for the next level to increase their competence in English”(p. 136). It means that students are able to use English for communication orally for simple purposes in the school context. In this case, the students are claimed to be able to communicate in English well. It is to support classroom and school activities. On the other words, the students of Junior High School should be competent to communicate using target language in school context.

Referring to those explanations about communication, according to Fatsah et al (2008) stated, “in language teaching, communicative language teaching especially in teaching English in Indonesia has moved from communicative competence to structurally competent” (p. 1). It means that, the teacher asks students to perform their tasks with perfectly grammatical and use correct sentence. So, students must pay attention on their task, meanwhile their interest to present the tasks has been

denied because of fear the fault in performance. In addition, some students are familiar to the structurally competent but students communicatively are incompetent. Taking thread from explanation above, the students just focus on structural competence rather than communicative competence.

In this case, the student needs experience to practice how to use the target language. Therefore, they need more exposure from the teacher during the teaching and learning process.

Supporting to those clarifications, Moon (2000) stated “in foreign language situation, children will depend almost entirely on the school environment for input” (p. 14). So, the teacher has important role as the source of language in which they guide students to be active in communicative language. They also should be able to provide activities for students to practice how the language is used in a real communication. At least, the teachers could use English as the communicative language in the class. They not only use English as communicative language with students, but they also should have competence to reinforce students to be active in the class. Therefore, the teachers are necessary for managing the class well. They should understand all instructions for learning in the class.

As being clarified by Brown (2000) stated, “In the class, the teacher should be as controller, director, manager, facilitator, and resource” (p. 167). In addition he adds that as the controller, the teacher must create a good situation in which spontaneity can develop, in which unprepared language can be performed, and in which the freedom of expression given over to students makes it impossible to

predict everything that they will say and do. (p. 168). Meanwhile, as the director, the teacher has important role to engage students in real life, in particular being in communicative events. As a manager, the teachers' role engages the evaluation and feedback. Then, as the facilitator, the teachers facilitate students in the process of learning, and as the resource, the teacher takes an initiative to come to the students. In this case, the teachers are available for advice and counsel the students in school. Therefore, these matters are necessary for being paid attention by teachers in teaching process.

However, many teachers could not manage the class as well. Good & Brophy (1987) points out "they believe that many teachers fail to fulfill their potential, not because they do not understand to matter, but many teachers do not control the class" (p. 3). It means that sometimes the teachers do not understand students' characteristics in the class. This case has been supported by Pauweni (2004) in which he stated, "many teachers still teach the subject throughout using traditional way because they are still trapped in 'teachers' telling' way, and students write the materials without understanding the substance of written materials itself" (p. 2).

The similar case has been stressed by Amrita (2010) she stated, "There was a time when the traditional approach of teaching was adopted by most of the teachers, where the learner used to be dependent only on the lecture delivered by the teacher" (p. 1). They were not exposed to enough practice of speaking on their own of teaching skill. Hence the interaction among the students in the classroom was almost absent.

So, based on those descriptions, there are some teachers still used long traditions in teaching English. And then, it is really quite far for schools' positive target to the success of learning foreign language. Furthermore, Amrita adds that the classroom interaction is very essential in education system, because classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. In this case, classroom interaction is dominantly used speaking and listening skills as devices of helping the learner to be competent enough to think critically and share their views among their peers.

Meanwhile, Mateja (2013) clarified, "the success on reaching a target language in language teaching, teacher has to pay attention on the effective of classroom interaction" (p. 2). Effective classroom interaction has two implications; the first one is a concern on pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one is encourages students to become effective communicators in a foreign language. He also adds that this can be achieved through various ways: by implementing different student and teacher roles, by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies.

By taking those declarations above, the researcher prefers took times to observe the phenomenon of learning English at SMP N 2 Kota Gorontalo. Then, the result of pre observation had shown that the school of SMP N 2 Kota Gorontalo is really guarantee develops a learning quality in English subject to students at junior high

school's level. It can be proved by some achievements in school just like students' achievement in English knowledge competition such as read poetry, storytelling, cerdas&cermat, etc. And then, the special issue that I found about that school is the school includes in one of several favorite schools in Gorontalo.

In taking thread the previous issues, the researcher observes deeply a learning English process in eighth grade. Then, the researcher found that the teachers' way in teaching English is actually quite far from the telling way. The teacher uses English in explaining the materials, and sometimes mixes in language or uses native language. Beside it, the teacher is able to increase students' enthusiasm in learning English.

Based on that case above, the researcher wants to observe the English classroom interaction in that school. While the observation concern to eighth grade. In addition, the observation refers to teachers' talk and students' talk in learning process. Where, the point depends on fourteen categories in foreign language interaction analysis system.

In this research, the researcher refers to Flanders & Moskowitz adopted by Brown (2000) was categorizing "FLINT (Foreign Language Interaction Analysis) that is divided into seven categories. In these categories are involved deals with feelings, praises or encourages, uses ideas of students, asks questions, gives information, gives directions, criticizes student behavior, student response (specific), student response (open-ended or student initiated), silence, confusion (work oriented/ non work oriented), laughter, uses the native language, and non verbal" (p. 168-170). All of categories are provided in FLINT will be adjusted with the setting of

teachers' classroom. Therefore, through this research, the researcher would like to see what the teachers do for teaching English.

Research Questions

Refer to the previous explanation; I formulated the research question as follow
 “How the Implementation of Foreign Language Interaction Analysis (FLINT) system on English classroom interaction in eighth grade of SMP N 2 Kota Gorontalo?”

The Objective of Research

The objective of this research was aimed to identify and to describe the English classroom interaction at SMP N 2 Kota Gorontalo, especially for three teachers of English and 40 students in eighth grade, refers to Flanders & Moskowitz in Browns' book that categorizing FLINT (Foreign Language Interaction Analysis) system.

Reason for Choosing the Topic

I had some reasons in conducting this research. They are as follow:

- a. There are some teachers in junior high school's level still use traditional way in teaching English, just like “teacher's telling”.
- b. There are learning activities in English class can make students bored to learn English more.
- c. There are two activities still dominant in learning English, such as:
 - The learner were dominantly studying based on the lecture delivered by the teacher

- The learners almost frequently writes the material without understanding the substance of written material itself
- d. The interactive teaching on interaction is the key of success in learning English, and SMP N 2 Kota Gorontalo had it.
- e. The implementation of some interactions in English class is better than teaching used “traditional way”
- f. I need to show to the teacher that the implementation of creative interaction based on FLINT System in teaching English, especially in junior’s level is influence to the success of learning English.

The Scope of Study

The present research focuses on the description of English classroom interaction at SMP N 2 Kota Gorontalo. While, the interaction focuses on teachers’ talk and students’ talk in class during learning process. Teachers’ talk includes: the way of teaching, the manner of teacher in learning, and the orally influence by the teacher to students. Meanwhile, students’ talk includes: student response in learning, students’ understanding in class activities, and students’ active in communicative competent during learning process.

The Significance of Study

The significances of this research will be varied, there are:

Theoretically, this research may access as one of reference for other researchers that will conduct a research in the same case or same topic. In addition, the

findings can give contribution to the teacher to analyze the foreign language interaction analysis system in school, especially in junior high school.

Practically, this research can give a good contribution to the English's teacher in junior high school which they want to see the occurrence of teacher talk and students talk in class learning. For the students' university, this research will be an alternative reference for them to learn more about a good way in teaching English. In addition, this research can be guidance for them to know more about good interactions that teacher should do in teaching.

The Organization of Research

This research is organized into five chapters. They are as follow:

Chapter I is introduction. It consists of basic consideration, research questions, the objective of research, reason for choosing the topic, the scope of study, the significance of study and the organization of research.

Chapter II is theoretical bases. It consists of the concept of English teaching, the English teaching in junior high school, teaching English as a foreign language, interaction, classroom interaction, foreign language interaction analysis (FLINT) model.

Chapter III is methodology of research. It consists of research design, technique of collecting the data, and technique of analyzing the data.

Chapter IV is research finding and discussion. It contains the description of data collection which has been collected by the researcher, grouping the data based on the group, and analyzing the data.

Chapter V is conclusion and suggestion.