

**AN ANALYSIS OF CLASSROOM INTERACTION IN TEACHING-  
LEARNING PROCESS OF SPEAKING AT TENTH GRADE STUDENTS OF  
SMK AL-HUSAIN KELING IN THE ACADEMIC YEAR OF 2017/2018**

**A THESIS**

**by**

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TARBIYAH AND TEACHER TRAINING SCIENCES**

**ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA**

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**Submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan Bahasa Inggris (S.Pd)**

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**2017**

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Jepara, 18 September 2017.



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**MOTTO**

You Must Expect Great Things of Yourself

Before You Can Do Them

*“Michael Jordan”*



## DEDICATION

I dedicated this thesis to:

♥ *Mama, for her loves, Prays, fights and sacrifices.*

♥ *My Grandmother (Almh), for her loves, times and sacrifices.*

♥ *Adek, keep smart and being a good boy.*

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## ABSTRACT

Desi Annisa' Ulan. 2017. **An Analysis of Classroom Interaction in Teaching-Learning Process of Speaking at Tenth Grade Student of SMK Al-Husain Keling in the Academic Year of 2017/2018. A Thesis. English Study Program, Islamic University of Nahdlatul Ulama Jepara.** Advisor: Husni Mubarak, M.Pd.

*Keywords: Classroom Interaction, Teaching-Learning Process of Speaking, Flander's Interaction Analysis Category System, Teacher Talk Time, Student Talk Time.*

This thesis is entitled An Analysis of Classroom Interaction in Teaching-Learning Process of Speaking at Tenth Grade Student of SMK Al-Husain Keling I the Academic Year of 2017/2018. This study directs to find the teacher talk time and student talk time in teaching-learning process of speaking. The researcher used descriptive-quantitative method during the research since the aim of this study is to find out the classroom interaction in teaching learning process of speaking. Observation and interview used by the researcher to collect the data. The researcher used triangulation method that consists of reduction data, display data, and making conclusion to analyze the data. The researcher also used Flander's Interaction Analysis Category System (FIACS) in analyzing the data. The result of this research determine that the percentage of teacher's talk was higher that students' talk. The teacher talk time has percentage 58% and student talk time has percentage 41%, silence or confusion has percentage 1%. It showed that the teacher's talk was the most dominant classroom interaction during the observation. The category that have high frequent and percentage showed the correlation to the teacher indirect and direct talk time. The teacher spent talking time more to ask questions (category 4), lecturing (category 5), and giving directions (category 6) in teaching-learning process of speaking. Although the teacher talk has high frequent and percentage, the students talk also has high percentage. The students gave their response (category 8) and initiation (category 9) when the teacher ask them. From the result the researcher concluded that the interaction would be active in teaching-learning process of speaking when the teacher and the students complemented each other.

## ABSTRAK

Desi Annisa' Ulan. 2017. **An Analysis of Classroom Interaction in Teaching-Learning Process of Speaking at Tenth Grade Student of SMK Al-Husain Keling in the Academic Year of 2017/2018. Skripsi. Pendidikan Bahasa Inggris (PBI), Universitas Islam Nahdlatul Ulama Jepara.** Pembimbing: Husni Mubarak, M.Pd.

*Keywords: Classroom Interaction, Teaching-Learning Process of Speaking, Flander's Interaction Analysis Category System, Teacher Talk Time, Student Talk Time.*

Tesis ini berjudul *Analysis of Classroom Interaction in Teaching-Learning of Speaking at Tenth Grade Student of SMK Al-Husain Keling in the Academic Year of 2017/2018*. Penelitian ini dilakukan untuk menemukan total waktu bicara guru dan waktu bicara siswa dalam proses belajar mengajar speaking. Peneliti menggunakan metode deskriptif kuantitatif selama penelitian karena tujuan dari penelitian ini adalah untuk mengetahui interaksi kelas dalam proses belajar mengajar speaking. Observasi dan wawancara yang digunakan peneliti untuk mengumpulkan data. Peneliti menggunakan metode triangulasi yang terdiri dari data reduksi, display data, dan pengambilan kesimpulan untuk menganalisis data. Peneliti juga menggunakan Flander's Interaction Analysis Category System (FIACS) dalam menganalisa data. Hasil penelitian ini menunjukkan bahwa persentase guru berbicara lebih tinggi dari pada siswa. Waktu bicara guru memiliki persentase 58% dan waktu bicara siswa memiliki persentase 41%, dan untuk kategori diam memiliki persentase 1%. Ini menunjukkan bahwa waktu bicara guru paling dominan dalam interaksi di kelas selama pengamatan. Kategori yang memiliki frekuensi dan persentase tinggi menunjukkan korelasi dengan waktu bicara guru secara tidak langsung dan langsung. Guru menghabiskan waktu berbicara lebih banyak untuk mengajukan pertanyaan (kategori 4), ceramah (kategori 5), dan memberi arahan (kategori 6) dalam proses belajar mengajar speaking. Meskipun waktu bicara guru memiliki frekuensi dan persentase yang tinggi, waktu bicara siswa juga memiliki persentase yang tinggi. Para siswa memberikan tanggapan mereka (kategori 8) dan inisiasi (kategori 9) saat guru bertanya kepada mereka. Dari hasil penelitian, peneliti menyimpulkan bahwa interaksi tersebut akan aktif dalam proses belajar mengajar saat guru dan siswa saling melengkapi.