CLASSROOM LANGUAGE INTERACTION IN THE STUDENT-CENTERED LEARNING AT SMP NEGERI 16 PALEMBANG

A Thesis by

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DECLARATION OF PLAGIARISM

I, the undersigned,

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Certify that thesis entitled "Classroom Language Interaction in The Student-Centered Learning at SMP Negeri 16 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2020

The undersigned,

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DEDICATION AND MOTTOS

This thesis is dedicated to :

My parents

MOTTOS

"Get busy living, or get busy dying"

-Frank Darabont-

"Amat Victoria Curam"

-Unknown-

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Finally, I hope this thesis will be beneficial for the future researchers and the readers. However, I realize that this thesis is not perfect. Therefore, any suggestions for the improvement of this thesis are highly appreciated.

Palembang, July 2020
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CLASSROOM LANGUAGE INTERACTION IN THE STUDENT-CENTERED LEARNING AT SMP NEGERI 16 PALEMBANG

ABSTRACT

In student-centered learning, the interaction between teacher and students is important, because if the teachers do not apply the right interaction to their students, the students will not be encouraged to understand and find out about the material given. Thus, a teacher shall know about classroom language interaction. This study aimed to investigate (1) the process of classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang and (2) classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang in terms of student-centered learning. The participant of the study was VIII.1 & VIII.7 class and their English teacher of the eighth grade students of SMPN 16 Palembang. This study used descriptive qualitative research with case study design. The results of this study revealed that the dominant act used by the teacher was elicitation that occurred for 75 times and the students reply 96 times, also the dominant exchange occurred in the classroom was eliciting exchange that occurred 58 times. Because elicitation act and exchange are kinds of interaction that allows the students to contribute more in the learning process and student-centered learning purpose is to make the students involve more in the classroom, the dominant of elicitation act and exchange by the teacher and reply by the students indicated that the interaction of English class in the eighth grade at SMPN 16 Palembang was student-centered.

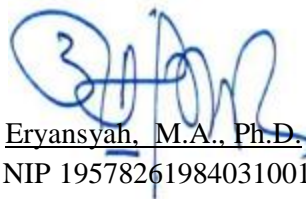*Keyword:* classroom interaction, student-centered learning

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

Language is the main instrument of communication among people in a community or society. Freeman (2003) states language is a means of interaction between and among people. Then, the function of language here is as a tool, which connects one to others. People realize that language becomes a bridge that can connect people in different places and cultures. People can get information, knowledge, and experience by using language. They can also show and express what they think and feel.

In teaching-learning process, language is the basic means of communication in the classroom. It represents the thinking of the participants (teacher and students) on the activities of the classroom, that it shows their interaction (Norman, 1975). Thomas (1987) argued that language is a primary resource for communication between teachers and students, and vice versa. Language has four different functions in the classroom. They are heuristic, manipulative, imaginative, and ideational (BSNP, 2007). The first is heuristic function. Language is used to explain the materials (teacher) and to understand the materials (students). The second function of language in classroom is manipulative function. Language is used as a tool to make students do something, so the environment of classroom is changed. Language has function to make students do imaginative activities such as they should create story or write their experiences in the class. By this function, the students are able to create a discourse that they can create some written text and express their own stories using their own language. The last function of language in the classroom is ideational function. The students are expected to be able to find and express the meaning of written text.

In order to apply those functions, a qualified teacher is needed because a teacher is considered as the main factor in educational success. According to Jaya

(2019), in the teaching and learning process, there is a teaching methodology or technique applied by educators and there is a systematic learning or learning style used by students. Thus, Teachers have to build a good atmosphere in the classroom, so the students can enjoy the class. A teacher is talking in the class in order to conduct some instructions, develop intellectual ability and manage the classroom activities (Xiao-Yan, 2006). They should be able to give interesting materials and create the students' attention. They must initiate the students' responses and check the students' understanding. The way they interact with the students by using their actual language in the classroom can make the students study well. Interaction means teachers and students are acting reciprocally. The teacher gives action in the class, then the class gives a reaction, which subsequently modifies the next action (Thomas, 1987). The interaction in the classroom involves the students' responses and some initiations in the classroom.

Language is used by teachers and students to make interaction in the classroom, so the teaching-learning process can run successfully. The interaction is done in all subjects of class including English subject. Rivers (2002) states the importance of interaction in the teaching-learning process. He tells that through interaction, students can increase their language store as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem-solving tasks, or dialogue journals. He adds that in interaction, students can use all the process of the language that they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is important to them. Thus, they have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating discourse that conveys interactions. Chaudron (1998) provides points about the importance of interaction in the learning-teaching process. Interaction is viewed as significant because it is argued that (a) only through interaction can the learner decompose the target language structures and derive meanings from classroom events, (b) interaction gives learners the opportunities to incorporate the target language structure into their own speech, (c) and the meaningfulness for learners of classroom events of any kind whether thought of as interactive or not, will depend

on the extent to which communication has been jointly constructed between the teacher and learners. In reference to the explanation above, interaction is important in the teaching and learning process because it can facilitate students to improve and explore their language ability through communication with the other.

The learning process in the 2013 Curriculum is student-centered which means that teachers cannot give material explicitly because the students have to find out by themselves about the material and information. In other words, the teachers only give the students 'glimpse' of the information. Thus, the teacher shall focus on one type of language interaction. Sinclair & Coulthard (1975) divide language interaction into four rank scales; Act, Move, Exchange, Transaction. Eliciting Exchange is the most suitable type of language interaction with student-centered learning because eliciting exchange allows the teacher to initiate interaction in the class. By this, the students allow to active in the interaction done in the class, so the teaching-learning process done well. Therefore, in this study, the writer investigated classroom interaction in terms of student-centered learning.

In Curriculum 2013, the interaction between teacher and students is important, because if the teachers do not apply the right interaction to their students, the students will not be encouraged to understand and find out about the material given. Nunan (1987) argues that the language used by a teacher in the classroom might seriously affect a student's ability. Thus, a qualified teacher shall know about classroom language interaction.

Sinclair and Coulthard (1975) felt that classroom language interaction provided a relatively simple and more structured type of discourse than normal everyday conversations with all its unpredictable and ambiguities. Sinclair and Coulthard (1975) developed a model for analyzing spoken language, i.e. Classroom Discourse Analysis. The language of the classroom differs from many forms of spoken language that are formally structured and controlled by one dominant, i.e. the teacher.

From the explanation above, the writer became curious and interested in doing research in this field. The writer wanted to know what types of the language interaction used by the teacher in terms student-centered learning. Then the writer

decided to do research entitled "Classroom Language Interaction in Terms of Student-Centered Learning at SMP Negeri 16 Palembang"

1.2 The Problems of the Study

The problems of this study were formulated in the following questions :

(1) How is the process of classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang?

(2) How is the classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang in terms of student-centered learning?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study was:

(1) To investigate the process of classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang.

(2) To investigate the classroom language interaction in the Eighth Grade of SMP Negeri 16 Palembang in terms of student-centered learning.

1.4 Significance of the Study

The significance of this study are presented below:

1. The result of this study is hopefully useful for the writer himself, so the writer can understand the types and uses of language so it will help him to face the students in the classroom in the future.

2. The result of this study is hopefully useful for teachers of English to understand language study in the classroom that they can improve their communicative competence in the classroom to make the students interest and understand the lesson.

3. The result of this study might have significance for the people who are interested in studying language interaction.

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