

**CLASSROOM INTERACTION BETWEEN TEACHER AND YOUNG
LEARNERS IN ENGLISH AS FOREIGN LANGUAGE CLASSROOM**

A Research Paper

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YOUNG LEARNERS IN ENGLISH AS FOREIGN LANGUAGE
CLASSROOM**

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**Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Sarjana Pendidikan Program Studi Pendidikan Bahasa
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STATEMENT OF AUTHORIZATION

I hereby certify that this research, entitled “*Classroom Interaction between Teacher and Young Learners in English as Foreign Language Classroom*”, is my own work to fulfill one of the requirements for Sarjana Pendidikan degree of the English Language Education Study Program, Faculty of Languages and Literature Education, Universitas Pendidikan Indonesia. I am fully aware that I have cited some statements and ideas from many types of sources. All of the statements and ideas from other sources are properly acknowledged. If there is any mistake related to the paper, I am willing to give further clarification.

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ABSTRACT

Since English becomes a compulsory subject in primary school, classroom interaction becomes crucial in English as Foreign Language (EFL) classrooms in order to enhance learners' communication skills, especially in English Young Learners (EYL) context. The result of classroom interaction analysis between English teacher and learners is beneficial to support the importance of learning English in Indonesian primary school curriculum. Thus, this study was employed as a depiction to portray classroom interaction between teacher and young learners in a private primary school using Flanders Interaction Analysis Categories System (FIACS). The case study approach is used to investigate the interaction between an English teacher and fifth graders through classroom observation and interview. The result yielded that all categories of teacher talk, student talk, and silence appeared during the learning process. However, teacher talk dominated the classroom interaction with the amount of 59.91% in all four meetings. In addition, the category of giving direction became the most dominant category of teacher talk and student talk-response became the most dominant category of student talk. It is in line with the result of matrix analysis which showed that giving direction and asking questions are used to create the pattern of teaching behavior which included ice breaking, watching learning video, small-group discussion, and ended with individual assignment. To conclude, the balance of teacher talk and student talk is suggested by giving direction and asking questions to obtain learner's responses as attempts of enhancing learner's engagement in the learning process.

Keywords: classroom interaction, EFL classroom, young learners, FIACS

Interaksi Kelas antara Guru dengan Pelajar Muda di Kelas Bahasa Inggris

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ABSTRAK

Semenjak mata pelajaran Bahasa Inggris menjadi mata pelajaran wajib di tingkat sekolah dasar, interaksi kelas menjadi krusial di kelas dalam guna meningkatkan kemampuan komunikasi siswa, khususnya di lingkup pembelajaran bahasa Inggris untuk pelajar muda. Hasil dari analisis interaksi kelas antara guru bahasa Inggris dengan siswanya berguna untuk mendukung pentingnya pembelajaran bahasa Inggris pada kurikulum sekolah dasar di Indonesia. Maka, penelitian ini bertujuan sebagai gambaran mengenai potret interaksi kelas yang terjadi antara guru dan pelajar muda di sebuah sekolah dasar swasta menggunakan kerangka dari *Flanders Interaction Analysis Categories System (FIACS)*. Pendekatan studi kasus digunakan untuk menginvestigasi interaksi antara guru dan siswa kelas 5 sekolah dasar melalui observasi kelas dan wawancara. Hasil dari penelitian menghasilkan bahwa semua kategori dari *teacher talk*, *student talk*, and *silence* muncul selama proses pembelajaran. Namun, *teacher talk* lebih mendominasi interaksi kelas dengan jumlah 59,91% dari semua empat pertemuan. Kemudian, *category giving direction* menjadi kategori paling dominan di antara *teacher talk* dan *student talk-response* menjadi kategori paling dominan di antara *student talk*. Ini berkaitan dengan hasil dari analisis matrix dimana guru cenderung untuk memberikan arahan dan instruksi serta memberikan pertanyaan dalam membentuk kebiasaan mengajar seperti *ice breaking*, menonton video pembelajaran, diskusi kelompok kecil, and diakhiri dengan penugasan individu. Keseimbangan antara *teacher talk* dan *student talk* disarankan dengan memberi arahan dan pertanyaan guna mendapatkan respon dari siswa serta sebagai upaya dalam meningkatkan keterlibatan siswa dalam proses pembelajaran.

Kata kunci: interaksi kelas, kelas bahasa Inggris, pelajar muda, FIACS

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