

CLASSROOM INTERACTION IN AN EYL CLASSROOM

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2016**

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Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign Language



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Advisor's Approval

This thesis entitled **Classroom Interaction in an EYL Classroom** prepared and submitted by Likewati Wibowo 8212711005 has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in blue ink, appearing to be 'Ruruh Mindari', written over a horizontal line.

Dr. Ruruh Mindari, M.Pd.

Thesis Advisor

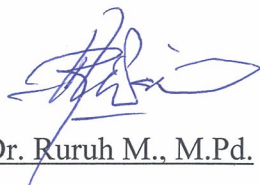
Thesis Examiner Board's Approval

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Statement of Authenticity

I hereby declare that this thesis is my own writing, and it is true and correct that there is no other work or statement, except the work or statement that is referred in the references. All the cited works were quoted in accordance with the ethical code of academic writing.

Statement of Publication

I declare that I agree to submit my thesis entitled “Classroom Interaction in an EYL Classroom” to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 22 March 2016



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Abstract

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The recent curriculum, K13, pushes teachers to move away from the traditional teacher-centered-classroom to a student-centered classroom. Due to the significance of classroom interaction research, this study analyzed the classroom interaction in an EYL classroom by describing its communication contents and patterns of interaction. The data were collected through classroom observation and semi-structured interview for the teacher. The writer observed the spoken communication between the EYL teacher and 39 fifth graders in a national elementary school using the video and audio recorders. Others, teacher's interview and field notes were the supplementary data. Having been transcribed, the data analyzed based on the adapted form of FLint system.

Then, some findings were revealed by describing them. The top three of the communication contents expressed by the teacher were *asking questions* (20.05%), *giving information* (10.09%) and *repeating students response verbatim* (6.65%). Strangely, the teacher never gave *direct pattern drills* (0%) during the lesson. On the other hand, the top three of the communication contents expressed by the students were *students' choral response to the teacher* (17.61%), *individual student response to the teacher* (13.27%), *student's nonverbal behavior* (4.84%). Conversely, *student with peer's response to the teacher* (0.17%) was in the lowest rank which referred to the lack of giving group work activities. At last, the pattern of interaction revealed was still teacher-centered since most of the interactions were initiated by the teacher. In other words, the expectation of K13 in this study was not yet fulfilled. More and more, the result showed more teacher-learner interaction than learner-learner interaction. Beyond the context of teacher-centered classroom, the students still successfully achieved their English test above the minimum passing criteria (82). It means the slight difference based on the ratio of the teacher and student talk (58:42) indicate a low achievement as it was, in fact, above the MPC which is 75. Besides, the students showed active participation during the lesson.

Based on the results, there are some suggestions given to both EYL teachers and future researchers. The teacher can create more interactive and

communicative activities by having more group work and activities. Meanwhile, for the researchers, it is advisable to have more than five times observations. This study can give valuable contributions to English teachers by broadening their horizon about EYL classroom interaction.

Key words: classroom interaction, EYL, FLint system, communication contents

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