

**CLASSROOM INTERACTION IN ENGLISH CLASSES
IN THE TENTH GRADE**

A THESIS

**As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



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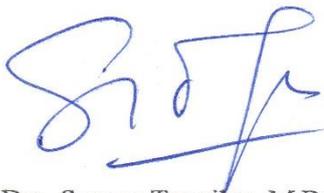


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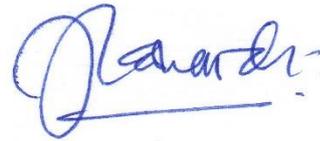
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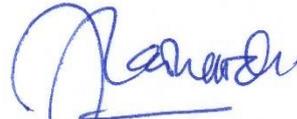
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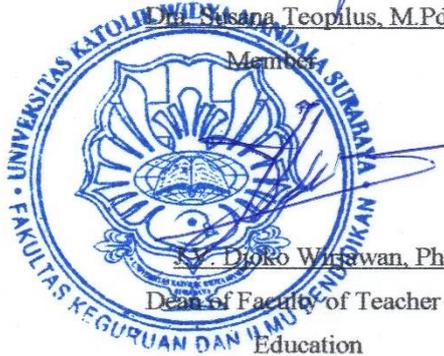
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ABSTRACT

Sutjahjo, Yemima Miracle. 2016. **Classroom Interaction in English Classes in the Tenth Grade**. Thesis. Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.

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Keywords: Teacher talk, student talk, interaction, and classroom interaction.

Classroom interaction between a teacher and students is an essential part of the teaching and learning process. Appropriate teacher talk can create harmonious atmosphere and at the same time promote a more friendly relationship between teachers and students. Teachers use talk to determine what students know and what they still need to know. Classroom interaction can be more effective if a variety of teacher talk and student talk is applied in the classroom.

The objectives of this study are to find out the types of teacher talk which are frequently spoken by the English teacher in the classroom during teaching learning process and the types of student talk which are mostly used to respond and to initiate the teacher talk in the classroom during teaching learning process. This study is based on the theory of Seventeen-Category System by Tsui Bik-May, theory of Acquisition-Learning Hypothesis, and Ten Interaction Patterns by Ur. An observation has been applied as the research design of this study since it is a qualitative research. The instruments of this study were the researcher herself as the key instrument and one voice recorder as the research tool. Fifty students of the tenth grade from 2 classes, Class A with twenty five students, Class B with twenty five students, and one English Teacher were chosen as the subject of this study. Before analyzing the data, the writer transcribed the spoken data. Then, she analyzed the data by classifying the teacher talk and student talk based on the theory Seventeen-Category System by Tsui Bik May.

The result of data analysis has discovered the type of teacher talk mostly spoken in the both classes is Inform with a percentage of 24.2%. The type of student talk which is mostly used to respond is Restricted Reply with a percentage of 74.4%.

It is suggested that the teacher should provide more comprehensible input or Elicit to make the students more active in participating the activities in the classroom. The teachers can also use some fun activities to make the students enjoy and feel happy with the lesson. The writer hopes that the further researcher can make better schedule to get the data better and use an interview as an instrument to get a broader perspective view from students' opinion.