

## ABSTRACT

Sudarna, Patricia Natasya Rhea. (2019). *Classroom Interaction Analysis in Peer Teaching Practice Done by Pre-Service Teachers*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Educations, Faculty of Teachers Training and Education, Sanata Dharma University.

This study focused on the classroom interaction in a learning process conducted by pre-service teachers in English Language Education Study Program of Sanata Dharma University. Pre-service teachers are chosen to be the subject because their role as individuals who are being trained to be a qualified future teacher. By the teaching practice processes, their readiness to engage in the world of language teaching can be seen.

This research is a descriptive qualitative study on teacher talk and student talk, particularly on the pre-service teachers' peer teaching practice. There were three pre-service teachers who got an A for teaching practice score in the Micro Teaching class C for academic year 2017/2018 that became the participants of this research. The goals of this study are (a) to identify what types of teacher talk and student talk are found in the peer teaching practice, (b) to describe the interaction that happens between teacher and students in the peer teaching practice, and (c) to know what is the predominant classroom interaction characteristics in the classroom interaction. The data of this study were taken from the video transcription that has been analyzed using the instrument from Flanders' Interaction Analysis Category System (FIACS).

From the result of this study, it can be concluded that the teachers were more active in the interaction than the students. From the 1<sup>st</sup> pre-service teacher, the percentage of teacher talk was 65.2%, meanwhile the percentage of student talk was 32.6%. From the 2<sup>nd</sup> pre-service teacher, the percentage of teacher talk was 58.5%, meanwhile the percentage of student talk was 40%. Then, from the 3<sup>rd</sup> pre-service teacher, the percentage of teacher talk was 58.1% and the percentage of student talk was 40%. The analysis results show that the characteristics of classroom interaction happened on the teaching practices were content cross and student participation. A learning process which has content cross characteristics indicates that the interaction in the learning process is dominated by asking question and lecturing, while student participation characteristics indicates that the interaction in the learning process is dominated by student response and student initiation.

**Keywords:** *classroom interaction, student talk, teacher talk, Flanders' Interaction Analysis Category System (FIACS)*

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Penelitian ini berfokus pada interaksi yang terjadi di dalam proses belajar mengajar yang dipimpin oleh calon guru di jurusan Pendidikan Bahasa Inggris Universitas Sanata Dharma. Calon guru dipilih menjadi subjek penelitian karena peran mereka sebagai individu yang dididik untuk menjadi guru yang berkualitas di masa mendatang. Melalui proses praktik mengajar, kesiapan mereka untuk terlibat dalam dunia pengajaran bahasa dapat terlihat.

Penelitian ini adalah penelitian kualitatif deskriptif tentang tuturan guru dan tuturan siswa, terutama yang terdapat pada praktik mengajar yang dilakukan oleh calon guru. Ada sebanyak tiga mahasiswa yang mendapat nilai A dalam praktik mengajar di kelas Micro Teaching C pada tahun ajaran 2017/2018 yang menjadi partisipan dalam penelitian ini. Tujuan dari penelitian ini adalah (a) untuk mengidentifikasi tipe tuturan guru dan tuturan siswa apa saja yang digunakan dalam praktik mengajar oleh calon guru, (b) mendeskripsikan interaksi yang terjadi di dalam praktik mengajar oleh calon guru, dan (c) untuk mengetahui karakteristik yang dominan dari interaksi yang terjadi di dalam kegiatan praktik mengajar yang dilakukan oleh calon guru. Data dalam penelitian ini diperoleh dari transkrip video yang sudah dianalisis menggunakan instrument dari Flanders' Interaction Analysis Category System (FIACS)

Kesimpulan dari hasil penelitian ini adalah para calon guru ternyata lebih aktif dalam proses interaksi dibandingkan dengan siswa. Persentase tuturan guru yang ditemukan pada praktek mengajar oleh calon guru pertama adalah sebesar 65.2%, sedangkan persentase tuturan siswanya sebesar 32.6%. Persentase tuturan guru pada calon guru kedua adalah sebesar 58.5%, sedangkan persentase tuturan siswanya sebesar 40%. Kemudian, persentase tuturan guru yang ditemukan pada praktek mengajar oleh calon guru ketiga adalah sebesar 58.1%, sedangkan persentase tuturan siswanya sebesar 40%. Hasil dari analisis penelitian ini menunjukkan bahwa jenis interaksi yang terjadi selama praktek mengajar adalah *content cross* dan *student participation*. Proses pembelajaran yang memiliki karakter *content cross* menunjukkan bahwa interaksi yang terjadi di dalam proses pembelajaran tersebut didominasi oleh *asking question* dan *lecturing*, sedangkan karakter *student participation* menunjukkan bahwa interaksi yang terjadi di dalam proses pembelajaran tersebut didominasi oleh *student response* dan *student initiation*.

**Kata kunci:** *classroom interaction, student talk, teacher talk, Flanders' Interaction Analysis Category System (FIACS)*