

CHAPTER I

INTRODUCTION

A. Background of study

All children learn the mother tongue by being immersed in the language, by making sense of the language around them, and by interacting with adults and with other children. Children are also potentially equipped to learn more than one language simultaneously and some children are bilingual because their families have talked to them in more than one language from birth. The acquisition of an L2 that occurs after the primary language development period is successive learning.

Childhood is the golden age as best time to learn languages. Teaching and learning process will be more effective if it is initiated at the young age. Allah said in the Holy Qur'an surah Lukman verse 12-13.



Effective classroom interaction has two implications. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one, which is mostly described in the article, encourages students to become effective communicators in a foreign language. This can be achieved through various ways: by implementing different student and teacher roles, by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies. If the two implications are joined, we get a pleasant classroom atmosphere in which students are trying to communicate in the foreign language (Mateja, 2004).

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process.

Research studies on child L2 acquisition indicate that, within the adequate conditions of input and time, children exposed to more than one language at an early age develop the new grammatical systems in a natural manner, only by being exposed to the languages. The present study has a close look at the teacher's and the learner's speech during conversational interactions and provides information about the manner in which young learners process English through production. It also shows the types of activities that are being carried out in the classroom.

This research focuses on how the classroom interaction especially about the interaction and the talks used by English teachers and young learners at an English Course in LBPP LIA Banjarmasin. Hopefully the findings could help to draw a description of classroom interaction talks that can be used in the English classes especially at an English course in LBPP LIA Banjarmasin.

LBPP LIA Banjarmasin is chosen as the place of research because it is well-known English course center in Banjarmasin and the class the teachers use English in the class.

Based on that reason, the writer wants to know what are interactions appeared in the young learner classroom and which interaction is more dominant in the young learner classroom. The title of this research is **“CLASSROOM INTERACTION OF YOUNG - LEARNERS AT AN ENGLISH COURSE IN LBPP - LIA BANJARMASIN”**

B. Statement of Problems

The statements of problems of this research are:

1. What are the interactions appeared in the young learner classroom?
2. Which interaction is more dominant in the young learner classroom?

C. Objectives of the Study

The objectives of the study are:

1. To know the interactions in the young learner classroom.

2. To know the dominant interaction in the young learner classroom.

D. Significant of the research

Hopefully this research can bring significances as follow:

1. A valuable information for an English course about classroom interaction of young learners.
2. A valuable reference for further researcher who are interested to conduct a study on relevant field.

E. Definitions of Key Terms

1. Interaction: the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.
2. According to Nunan (1991) classroom interaction is the interaction between teacher and students or teacher among students in the classroom.
3. Young learner: Suyanto identified young learners as the students of elementary school in age of 6 until 12 years old.
4. FLINT Analysis System: Foreign Language Interaction Analysis System is the system created by Gertrude Moskowitz (1976) as a model of analysis to look at the role as an initiator of interaction for

teachers. It consists of teacher talk, students talk, and the combination of both.

F. Organization of Content

The thesis is divided into five chapters; the following is the overview of the thesis:

Chapter I : introduction; background of study, statement of problem, objective of the study, significant of the research, definition of key terms and organization of contents.

Chapter II : Theoretical review; interactive language teaching, definition of classroom interaction, participant in classroom interaction, significant of classroom interaction in EFL, definition of young learners, characteristics of young learner, Young Learners' Characteristics in Learning, teaching English for young learners and Foreign Language Interaction (FLINT) Analysis System.

Chapter III : Method of research; research design, subject and object of research, data and source of data, techniques of data collecting and analysis and research procedures.

Chapter IV : Report of research result; description about the research, data presentation and data analysis.

Chapter V : Presents the conclusions and the suggestion given based on the result of the writer's observation.