

**TEACHER – PUPIL INTERACTION IN ENGLISH  
CLASSROOM**  
*( A Study at The Second Grade Students of SMPN 3 Banda Aceh)*

**THESIS**

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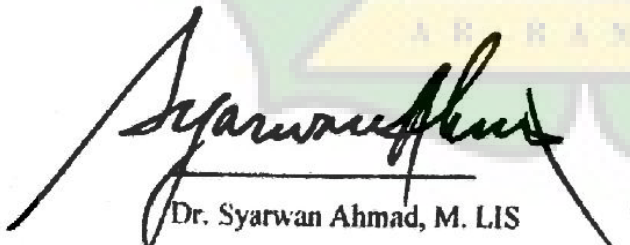
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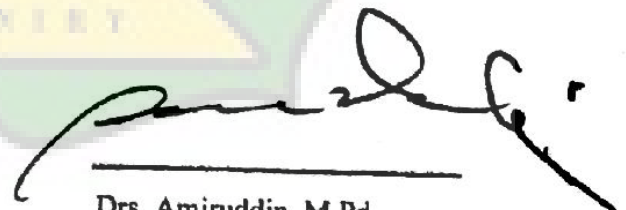
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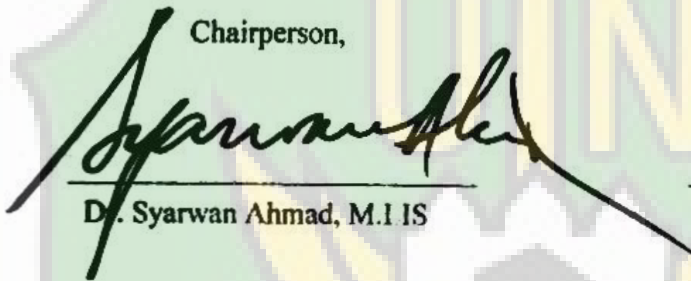
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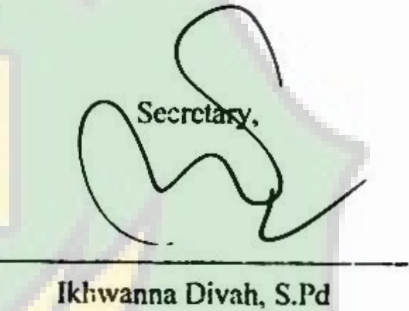
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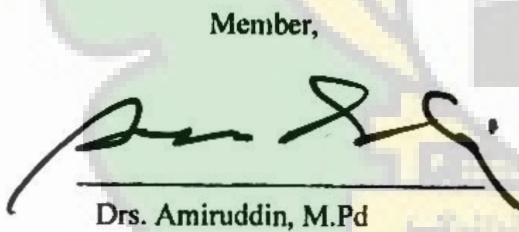
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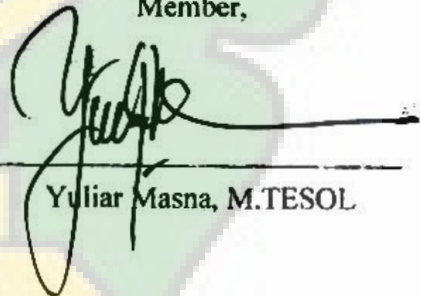
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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## ABSTRACT

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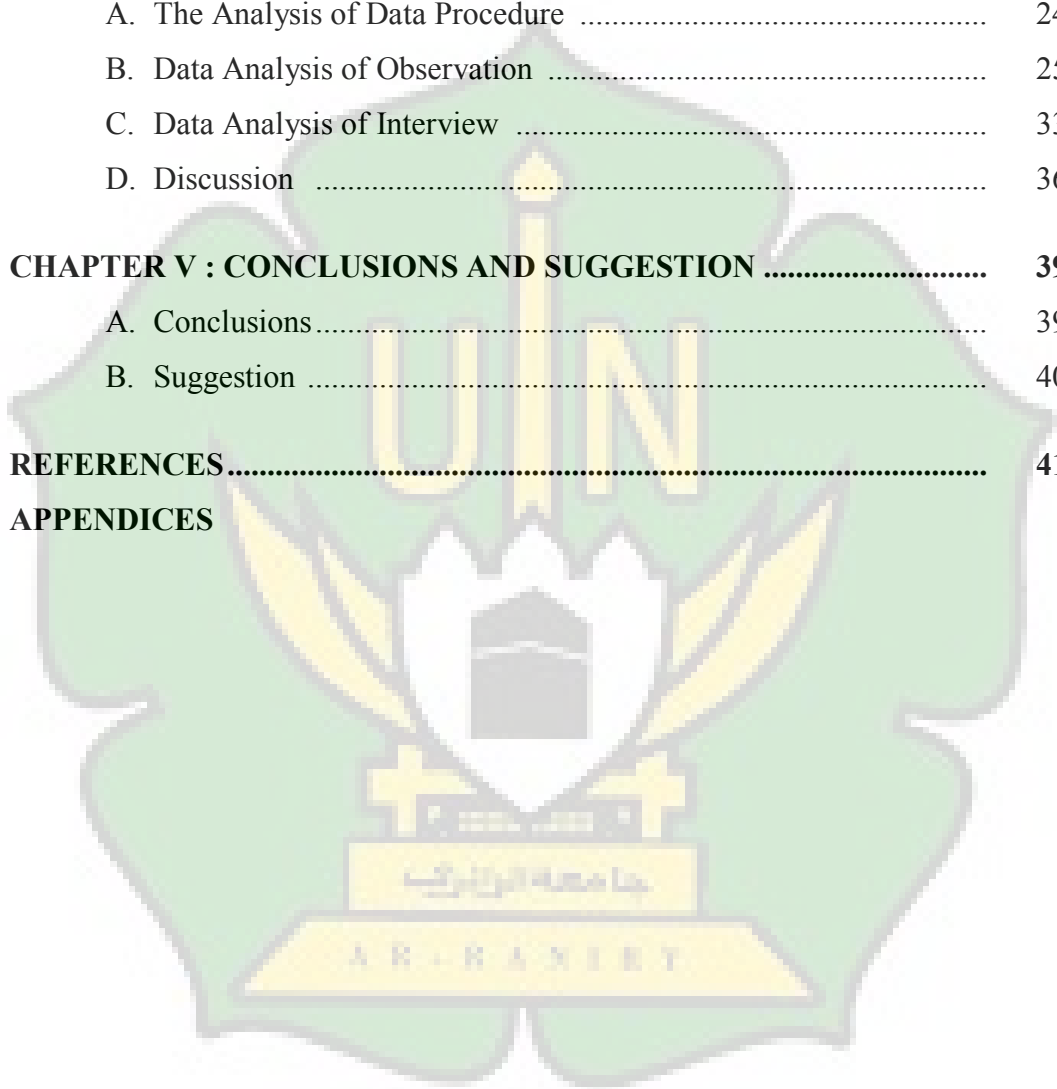
The present research was conducted to discuss the issues between teacher and Students in classroom interaction at the second grade of SMPN 3. It was aimed to get two purposes from the research objectives. First, to investigate how classroom interaction took place in the English classroom. Second, it attempted to discuss the factors that affect classroom interaction in the English classroom. This research employed a qualitative method. The participants of this research were 30 students and 2 English teachers of a second grade. This research used observation and semi-structured interview as the research instruments. The data were analyzed by the framework FLINT (Foreign Language Interaction Analysis) adapted from Brown (2001). The findings of this research showed that the teacher managed the class and gave the students freedom widely to participate in the class. The teacher almost used all the types from teacher interaction and students also participated in the class. The researcher also found the factors that influenced teacher and students participation in classroom interaction during the teaching learning process, for example students lack of vocabulary, students ability and teacher give students opportunity to participated in English classroom.

## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY</b>	
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLE.....</b>	<b>x</b>
<b>LIST OF FIGURE.....</b>	<b>xi</b>
<b>LIST OF APPENDICES.....</b>	<b>xii</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background of Study.....	1
B. Research Question.....	4
C. The Aim of Study.....	4
D. Significances of study .....	5
E. Terminology.....	5
<b>CHAPTER II : LITERATURE REVIEW.....</b>	<b>6</b>
A. Classroom Interaction .....	6
B. Classroom Interaction Based on constructivisme .....	9
C. The Aspect of Classroom Interaction .....	10
a. Teacher Interaction .....	11
b. Students Interaction.....	13
D. Relevant of Research .....	16
<b>CHAPTER III : RESEARCH METHODOLOGY.....</b>	<b>19</b>
A. Research Design .....	19
B. Research Participant .....	19
C. Method of Data Collection .....	20
1. Observation .....	20
2. Interview .....	21
D. Method of Data Analysis .....	22



1. Data Reduction .....	22
2. Data Display .....	22
3. Drawing and Verifying Conclusion .....	23
<b>CHAPTER IV : FINDINGS AND DISCUSSION.....</b>	<b>24</b>
A. The Analysis of Data Procedure .....	24
B. Data Analysis of Observation .....	25
C. Data Analysis of Interview .....	33
D. Discussion .....	36
<b>CHAPTER V : CONCLUSIONS AND SUGGESTION .....</b>	<b>39</b>
A. Conclusions.....	39
B. Suggestion .....	40
<b>REFERENCES .....</b>	<b>41</b>
<b>APPENDICES</b>	



## LIST OF TABLES

Table 2.1 Teacher Talk .....	12
Table 2.2 Student Talk .....	14



**LIST OF FIGURE**

Figure 2.1 Classroom interaction ..... 7



## LIST OF APPENDICES

- Appendix 1 : Appointment Letter of Supervisor
- Appendix 2 : Recommendation Letter from the Dean of Education and Teacher Training Faculty for Research in SMPN 3 Banda Aceh
- Appendix 3 : Recommendation Letter from the Department of Education and Culture
- Appendix 4 : Confirmation Letter of Conducted Research from SMPN 3 Banda Aceh
- Appendix 5 : Interview Transcript



# CHAPTER I

## INTRODUCTION

### A. Background of Study

The classroom is effective and the most important place where the teaching and learning process begins. According to Haliani (2013), the classroom is considered to be the most important place for foreign language learners to apply and practice the target language. It is the first forum for them to use and experience the target of language. In relating to having a good purpose in the target language, both teacher and students should have communication in the language classroom. Walsh (2011, p.23) asserted that communication is central to all classroom activity. Communication can be built through interaction between teacher and students in the classroom.

An interaction is defined as face to face action that can be verbal and non-verbal, expressed through facial expression, gesturing, which focused to get some information between two or more people that naturally affect one another and prevent communication breakdowns (Herliani, 2016)

Classroom interaction is an activity that has a relationship between teacher and student that provides mutualism. For example, the teacher gives some information and student gets some information from the teacher, to have an interaction between teacher and student. Brown (2001) said that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each

other. The interaction happened when people two people or more communication with each other to transform the information.

Nisa (2010, p.4), states as long as people are communicating with each other giving the action and receiving the reaction in one another anywhere and anytime. Interaction occurs when the action naturally provides feedback. In short, interaction in the classroom occurs by verbal and nonverbal interaction, verbal interactions when a teacher and student talk, but nonverbal interaction comes when teacher and students not using a word, for example, using body language, gesturing, facial expression.

In the classroom the teacher and student engage in interactive interaction, to carry out effective learning the teacher must prepare the learning material the teacher provides learning and the student receives the lesson. As a facilitator teacher share the information to students, in order to make students get information effectively teacher should share some experience to the student, and asked the students to share her/ his teacher should give some opportunities to the students for more interaction to others, and teacher is not allowed to be dominated in the classroom.

Rohmah (2017), explains that good teacher interaction can occur when teacher transfers his or her knowledge to the students and the students transform the information they got, and then construct it based on their understanding, value and application. Herliani (2016) Interaction holds an important role in the class since it influences the relationship between teacher and students. Good communication between teacher and

students provides a better atmosphere for classroom interaction and it can vary to set a learning experience approachable and build the students mood to learn.

The present study aims to know whether the teachers and students apply verbal practices, non-verbal practices, pedagogical practices, and personal practices. About making better classroom interaction, the teachers and students need to apply those factors so that they will able to understand the lesson easily. Children need to understand what it means to learn, who they are as learners, and how to go about planning, monitoring and revising, to reflect upon their learning and that of others, and to learn how to determine if they understand (Sundari, 2017). The purposes of this study are to find out the realization of teacher and pupils interactions, the teacher's responses to pupils, and vice versa.

Several studies have been conducted to investigate teacher and students interaction in the classroom. Rohmah (2017), conducted a study to explore the type of teacher and students talk and also the patterns of teaching-learning interaction of Economic Students. The finding was reported that teacher produced almost the type of teacher talk and students talk in the learning process. Another study was conducted by Adaba (2017), this study focused on teacher and students classroom interactions to develop speaking skills.

The present study is expected to be of use for the advancement of teaching and learning English at junior high school by exploring the

realization of teacher and pupils interaction, the teacher responses to pupils and vice versa.

## **B. Research Questions**

1. How does classroom interaction take place in English classrooms in the second year students of SMPN 3 Banda Aceh?
2. What factors do affect classroom interaction in English classrooms in the second year students of SMPN 3 Banda Aceh?

## **C. The Aim of the Study**

1. To describe teacher and pupil classroom interaction in the second year students of SMPN 3 Banda Aceh.
2. To find what factors affect classroom interaction in the English classroom at the second-year students of SMPN 3 Banda Aceh.

## **D. Significance of the Study**

This research is considered theoretically and practically significant. Theoretically, this research could be a reference for further research regarding interactions in classes using foreign languages. Practically this research is useful for teachers to improve and manage their interactions with students in the classroom.

## **E. Terminology**

### **1. Interaction**

In this study, interaction is defined as face to face activity by teacher and students in delivering meaning which has action and response to reach their goal in the classroom at SMPN 3 Banda Aceh



## 2. English Classroom

In this study, the English classroom refers to the second-grade student classroom of SMP 3 Banda Aceh where the process of teaching and learning English takes place.



## CHAPTER II

### LITERATURE REVIEW

This chapter begins with some elaboration about classroom interaction, teacher and students interaction, classroom pattern, and review of previous related literature to this study is also presented.

#### A. Classroom Interaction

Etymology, the word "interaction" comes from the Latin word: inter and agree that mean reciprocal process. Here, what is meant by the corresponding process is an activity to exchanging message systematically by using verbal or non-verbal media (Sampson as cited in Hanafi, 2000).

According to Ellis (1999), Interaction is something that has connected from society while people need to interact with others to manage their needs and reach their goals. Brown (2001), stated interaction is a relationship in human life required at least two objects and two actions.

In short, interaction is communication between two people to deliver the meaning which includes some action and response. The interaction may happen in many places one of which is in the classroom where the action happens between teacher and students. In this aspect, communication is built in the classroom so-called classroom interaction.

Classroom interaction is how the students and the teacher having an active discussion during class. Interactions occur both between the learner and the

teacher, it is some activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives its occurs every day in the teaching-learning process. Everyone, not only by the teacher in the classroom but also the students manages it. This interaction is usually used to express their thoughts together.

Classroom interaction is a condition in which there is reciprocal action between teacher and student, the teacher actions are influenced by student response (Malamah & Thomas, 1987, as cited in Herliani, 2016).

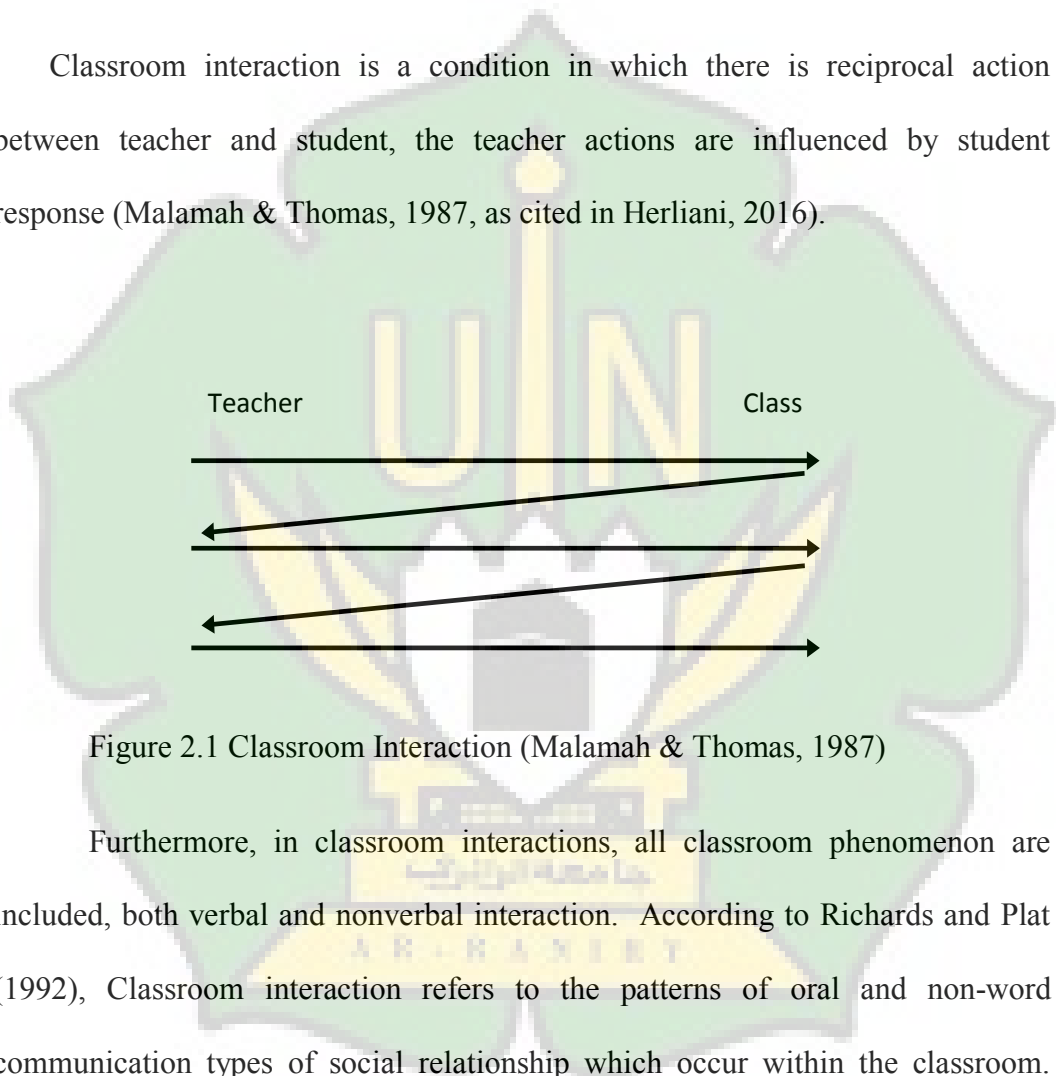


Figure 2.1 Classroom Interaction (Malamah & Thomas, 1987)

Furthermore, in classroom interactions, all classroom phenomenon are included, both verbal and nonverbal interaction. According to Richards and Plat (1992), Classroom interaction refers to the patterns of oral and non-word communication types of social relationship which occur within the classroom. Verbal communication covers oral interaction, it means the interactions using some words to have meaning, and nonverbal interactions refer to non-word interactions or behavioral interaction.

Besides, interaction in the classroom is interactive classes, when the teacher delivers his or her knowledge to the students and the students transform the information they got. Interaction in the classroom as stated by Brown (2001), is a collaborative exchange of thought, feeling, or idea between two or more people effect on each other. On the other hand, good classroom interaction can motivate the student to communicate with others in a real situation (Runmei, 2008, p.49).

From some descriptions above we know that classroom interaction is the events that occur in the classroom that involve communication between teacher and students using some patterns of interaction which is verbal and non-verbal communication that has a relationship between teacher and student that result in learning process include English learning class. So in learning English, verbal and non-verbal communication are the main aim of classroom interaction.

Chaudron (1998), also stated that classroom interaction is an analysis of language phenomena found in the interaction activities involving two or more participants. In addition, classroom interaction is the way to achieve the goal. Mulyati (2013), argued that interaction can give language contribution to the students to express the meaning which is beyond the current level of their linguistic competence.

And some experts also found some of the advantages of classroom interaction in language learning, Brown (2001), stated that interaction can challenge the learners to take risks to produce the target language. Then, the interaction between teacher and students enable the students to gain feedback as

their teacher corrects and/or praises them after they try to interact by their language.

Shomoossi (2004, p. 98), also maintains that an increase in the amount of classroom interaction will help foreign language learners learn the target language easily and quickly. And through interaction, mutual understanding of the relationship and roles of teacher and students is created (Hall & Walsh, 2002, p.187). Teacher and students will get the target while effective teaching and learning activity created in the classroom.

#### **B. Classroom Interaction Based on constructivism**

Constructivist theory is to explain how classroom interactions can be improved. Constructivism is a new approach in education that claims learners are better able to understand the information they have constructed by themselves than becoming a passive recipient of knowledge (Piaget & Vygotsky 1978).

Based on this theory learning is a social advancement that involves language, real-world situations, and interactions and collaborations among learners. Based on the theory, learning involves mastery, self-paced and self-study, which is not restricted to the traditional classroom with minimal interaction. The theory implies that learning can also be in a virtual environment.

In any formal education system, most of the school activities take place in the classrooms. The classroom is a built environment where formal learning process takes place (Ojedekon & Okewole, 2011). It is an important context where both students and teachers come into contact to share information in their quest for knowledge.

Classroom time is a golden opportunity to meet face to face with students, delivering the teaching materials effectively to ensure that students are learning what is being taught. On the other hand, the students are expected to be present on time and participate actively to absorb, seek and apply the skills and knowledge shared in the classroom (Wade, 1994).

### **C. The aspect of Classroom Interaction**

Classroom interactions dominant on the type of interaction that is a form of teacher and student talk. Ribas (2010) insists that the teacher has a great influence to make the students involved in classroom interaction. It means that students who are active in the classroom interaction are determined by the teacher's role that gives chance the students to talk in the classroom.

An aspect of interaction in the classroom will explain how teacher and student conduct learning process. According to Chang (2003), the way the teacher manages the class and communicative with the students and the way students respond it is determined by some factors. The teachers described that the teacher's language proficiency may influence how she interacts with the students and the response.

#### **a. Teacher Interaction**

Many teachers prefer using mother tongue while teaching to their student to get the target of learning. Mother tongue in talking to their student this may often necessary decision, in the interest of organizing the lesson clearly and efficiently (Littlewood, 2009, p.25). but on other hands, it also decreases students opportunities to get the target language. the teacher should speak English for the

majority of the time so that the students are constant exposure to how English sounds and what it feels like" (Harmer, 2007: p.179). For organizing student opportunities and keeping students to get their target language, Besides, presenting the information more than once may increase student's understanding of a certain topic.

The teacher is the leader of classroom interaction, the teacher may set all of the material in the classroom, teacher give direction and take some responsibility, to who contributes in teaching-learning activities, provides feedback to students, and students also can get output effectively. Teacher transforms the information to students to conduct some communication and interaction in the classroom by talk or verbal communication. The teacher may share his or her experience with the students the teacher is supposed to elicit more student talk in the classroom.

Classroom interactions have to be managed by the teacher. If the teacher cannot handle the class, the students will uncontrolled. It will make the teacher learning not in the way. Besides that, a good classroom interaction depends on how the teacher gives a chance to the student to interact with each other. Khan (2009) claims that classroom interaction contributes to the students being active in the learning process.

Yan (2006, p.11), described the important role of the teacher in language teaching, talk is considered as a tool for implementing teaching plans, achieving teaching goals and to be the input for students, which is very significant to students' learning. Teacher talk is defined as the kind of language used by the

teacher for instructing in the classroom when they are in the process of teaching (Yan, 2006, p.5, as cited in Herliani 2016).

In analysis classroom interaction FLINT (Foreign Language Interaction Analysis) system provides some categories of teacher talk and students talk interaction which used in this research here the writer will explain the factors of teacher talk.

Table 2.1 FLINT (foreign Language Interaction Analysis) system adopted from Moskowitz (1971) cited in Brown, (2001)

Teacher Talk	
Direct Influence	Indirect Influence
<ol style="list-style-type: none"> <li>1. Deal with feeling: in a non-threatening way, accepting, discussing, referring to or communicating an understanding of past, present, or future feelings students.</li> <li>2. Praises or encourages: praising, complimenting, telling the student why what they have said or done is valued. Trying to give them confidence, confirming that the answer is correct.</li> <li>• Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not anyone's expense.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give information: giving information, facts, own opinion, or ideas: lecturing or asking a rhetorical question. <ul style="list-style-type: none"> <li>• Correct without rejection: telling students who have made a mistake the correct response without using word or intonations which communicate criticism.</li> </ul> </li> <li>1. Gives directions: giving direction requests or commands that students are expected to follow: directing various drills: facilitating whole-class and small-group activity.</li> </ol>



<p>3. Uses the idea of students: clarifying using interpreting, summarizing the idea of students. the idea must be rephrased by the teacher but still recognized as being student contributions.</p> <ul style="list-style-type: none"> <li>• Repeat student response verbatim: repeating the exact words of students after they participate.</li> </ul> <p>4. Asking questions.: asking questions to which the answer is anticipated.</p>	<p>2. Criticizes students behavior: rejecting the student's behavior, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</p> <ul style="list-style-type: none"> <li>• Criticizes students response: telling the students his or her responses are not correct</li> </ul>
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#### **b. Students Interaction**

There are several factors that students will do in interacting in the classroom, which responded to teacher interaction or teacher talk, students also can express their ideas or provide a counterpart in language learning. Besides, when teacher set the classroom in direct classroom activities, students will learn better, a student who is active in the classroom they will get the target, meanwhile for they who are passive in the classroom will have less opportunity to get the target.

Besides, students can share the information that they get from materials with each other, to get more explanations about the materials. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction makes the students brave to share what they have known and learn at each other.

According to Brown (2010), students talk can be used by the students to express their ideas, initiate new topics, and develop their own opinions. As a result, their knowledge will develop.

Here are some students talk categories.

Table 2.2. FLINT (foreign Language Interaction Analysis) system adopted from Moskowitz (1971 as cited in Brown, 2001)

Student Talk	
1.	Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answer, reading aloud, dictation, drills.
2.	Student response, open-ended or student-initiated: responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating participation.
3.	Silence: pauses in the interaction during which no verbal interaction. <ul style="list-style-type: none"> <li>• Silence-AV: silence in the interaction during which a piece of audiovisual equipment. Example a tape recorder, filmstrip projector, record player, etc, is used to communicate.</li> </ul>
4.	Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond concerned with the task at hand. <ul style="list-style-type: none"> <li>• Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes,</li> </ul>

concerned with the task at hand.

5. Laughter: laughing and giggling by the class, individuals, and/ or teacher.
6. Uses the native Language: use of the native language by the teacher or the students
7. Nonverbal: a gesture or facial expressions by the teacher or the students who communicate without the use of words. This category is always combined with one or more of the categories of teacher and student behavior.

Interaction is the center of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, communication is derived from interaction since in communication there must be an interaction between people who have something to share (Rivers, 1987).

At least five factors should take into account in making classroom interaction interactive (Gebhard, 1998) as cited in Hanum

1. Reduce the central position of the teacher
2. Appreciate the uniqueness of individuals
3. Provide chances for students to express themselves in meaningful ways
4. Give opportunities for students to negotiate the meaning with each other and the teacher
5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it

#### **D. The Relevant Research**

Teaching and applying good interaction between teacher and students in the English classroom are still mattered that need to be regenerated. Kashani (2004, p. 7) stated that classroom interaction plays important and appropriate roles for teacher and students in gaining successful communication to get the meaning in the target language. There were several studies discussing teacher and students interaction in the classroom.

Mulyati (2013) conducted a study on teacher and student talk in verbal classroom interaction to investigate the realization of verbal classroom interaction especially teacher talk and students talk that occurred during teaching speaking skill for young learner. The participants of this study were taken from one private school in Bandung. The finding of this study was reported that the teacher as most dominant during speaking activity, it also showed that the teacher's roles during interactions as director, manager, and facilitator. Another researcher, Adaba (2017) investigated the practice of teacher-students classroom interaction in EFL to develop their target language by actively practicing speaking skill in the classroom. The study shows the students were not active during the learning process because the fear of making mistakes, lack of confidence and lack personal motivation, most teachers feedback, they tried to correct learners error for much time. So when students know that they have made a mistake, they should know that they have made progress. It means teachers assess the students speaking skills at the end of the speaking lesson.

Even though bad results showed in previous studies, the great attempts have been applied in increasing students classroom interaction. Shomoossi (2004) explained that classroom interaction will lead the learners to better learning, and will activate their competence. Through interaction, mutual understanding of the relationship and roles of teacher and students is created. Moreover, when the understanding is created, both teacher and students will reach their goals from an effective teaching and learning activity (Hall & Walsh, 2002, p. 187)

A recent study conducted by Suryati (2015) on teacher-students interaction also revealed that teacher interaction is more dominant than students interaction. The finding of the study showed that teachers spent 93% of their teaching time for teacher-student interaction and 7% for student-student interaction. During teacher-student interaction, the most popular interaction strategies are asking display questions (38%), teacher extended turns (27.2%), teacher echoes (17.3%), and giving form-focused feedback (7.9%).

By conducting this study, it is expected to show what happens in teacher and students interaction. Strengths or weaknesses also can be found out through classroom interaction analysis, so there will be an improvement to do. To get a deeper comprehension of teacher-student interaction, this study is conducted this research on local school area to get precise data referring to the available theories in terms of teacher-student interactions. So, the application of the theories would be easier to comprehend

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers all explanation about the methodology of the research. It provides information about research design, research participant, the procedure of data collection, and technique of data analysis.

#### **A. Research Design**

This study aims to get a clear description of classroom interaction. In conducting this research, the researcher employs qualitative and descriptive research since it focuses on finding the teacher-student interaction in the classroom. Narbuko and Achmadi (2007,p.44) said that descriptive research aims to find solutions to the problem, phenomenon systematically and factually. The purpose of the qualitative study is to describe the reality behind the phenomenon in dept. It describes the event that occurs in the classroom such as the interaction conducted by teacher and students, the aspect of classroom interaction during the teaching-learning process in the second grade of a student at SMPN 3 Banda Aceh.

#### **B. Population and Sample**

The Population of this research involved 2 English teacher who taught English subject in this semester and 3 classes of second grade students. The sample is the group of participants in a study which are selected from the target population from which the researcher generalizes to the target population (Creswell, 2012). In this research, the researcher selected the sample by using purposive sampling. Creswell (2003, p. 185) stated that

“purposive refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge”. The purpose of selecting the class is because the class is included in one of the primary classes so, it makes the researcher easy to acquire data specifically, and the both of teacher who taaugh the primary classes.

The participants of the present study were two English teachers and 30 students of class VIII-2 at SMPN 3 Banda Aceh. The participants were chosen by using purposive sampling.

### **C. Method of Data Collection**

In this research, the researcher used qualitative data based on the data of this study. The gathered data refers to the answer to the research questions. Data collection technique is the most strategic step to gain specific data in the research.

Those data were the interaction conducted by teacher and student during the learning-teaching process in the classroom, the aspect of interactions in their classroom which occurred during the English class. The data were collected in the form of observation and interview.

#### **1. Observation**

Classroom observation was used to observe the classroom interaction process through which a pattern of interaction can be identified while the learning process. This study conducted direct observation as a non-

participant observation. According to Creswell (2008, p. 222) non-participant observer is an observer who visited a place and record notes without becoming involved in the activities of participants.

## **2. Interview**

The interview is another effective way to collect data for the present study. According to Sugiono (2009, p.73), the interview is technically to collect accurate data about the purpose of accomplishing the problem-solving process corresponding to the specific data. The interview was used as one of the data collection in this research.

The researcher chooses interview technique to find the result of the research. This technique is an appropriate method to be used when the topic of research is discussed feeling, opinion, thought and experience. The interview is a media that can be defined as a structured conversation of person to person of finding meaningful data which has been analyzed and validated (Griffie, 2012).

There are five types of an interview; they are structured interview, semi-structured, unstructured interview, informal interview, and focus group (Warren & Karner, 2005, p.307). The researcher uses a semi-structured interview where the interviewer is free to ask for clarification and even add follow up questions to get the information from the interviewee.

A semi-structured interview was applied to the teacher because it allowed the researcher to respond to the interaction at the moment. It means



the improvement of questions planned an interview done by the researcher whether to respond, acquire new coming up the idea on the topic.

The interview was conducted in both English and Bahasa Indonesia in order the teacher can express her/his feelings and thoughts freely.

#### **D. Method of Data Analysis**

In this study, the researcher used theory from Miles and Huberman in analyzing the data. Miles and Huberman (1994, p. 10) states “analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification”. Based on Miles and Huberman theory, in analyzing qualitative research three steps were used. Classroom observation used observation checklist and also a teacher and student interaction in teaching-learning English used the semi-structured interview. These three steps were employed in conducting the present study.

##### **1. Data Reduction**

The first step in analyzing the data in this research is data reduction. According to Miles (1994) data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data written up field notes or transcriptions.

##### **2. Data Display**

The second step is the data display. Data display is the process of showing the data simply in the form of words, sentence, narratives, table,

and graphics in order the data collected in mastering by the researcher as the basis to take the appropriate conclusion.

### 3. Drawing and Verifying Conclusion

This is the last step after researcher finished doing data reduction and data display in analyzing the data in this study. In this step, the analysis should allow the researcher to begin to develop conclusions regarding the study. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

Therefore, the technical data analysis in this study was descriptive. The collected data of classroom observation were reported by showing the table of observation checklist and concluded narratively. The researcher analyzed the data by watching a video during the learning process to make sure the data from classroom observation was complete. After that researcher classified the types of teacher-student interaction based on the theory. From an observation checklist, it was easier to see the classroom interaction take place in English classroom.

In addition, an interview was conducted to obtain specific information about factors does affect classroom interaction. In analyzing the interview data, the researcher attempted to identify any information gained as the result of an interview by interpreting the descriptive summaries of what participants have said or done.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter covers research findings based on the data gained from observation and interview. It attempts to answer the research question of this research.

#### **A. The Analysis Data Procedure**

There were several procedures used in the process of analyzing the data. The first step was to organize and prepare data analysis. Started by observing the English classroom, interviewing the participants, making a transcript of the interviews, and organizing the important data depending on the purpose of this study.

The observation section had been done by observing the English classroom. It had been conducted in one class. The classroom observation was recorded the teaching and learning process by using a camera from the beginning until the end of the class. So, the researcher obtained the data from the record to see classroom interaction at second grade of SMPN 3 Banda Aceh.

The next section was an interview done by asking two participants. The answer was recorded using an audio recorder. Then the recording was transcribed into the transcript. Each interview took 5 minutes or more in answering the questions. The questions were designed on the purpose to get the data on what factors affect students' interaction in the classroom.

## **B. Data Analysis of Observation.**

After gathering the data from the observation, the data were transcribed and interpreted descriptively. Several kinds of interaction appeared during the teaching-learning process. Such as the teacher asking a question to students about the past before they start the lesson.

### **1. Deal With Feelings**

To deal with feelings such as accepting, discussing, referring to or communicating and understanding of past, present, or future feeling of students. In this case, the teacher asked a question to students about the past before they started the lesson

**Teacher:** What did you study last Tuesday? (**understanding about past**)

**Student:** Announcement

**Teacher:** who still remember what announcement is? (**understanding about past**)

### **2. Praising or Encouraging**

In this type of interactions, the teacher praised, complimented, told to the students what they have said or done was evaluated. Base on the observation teacher praised and encouraged students by giving the good word to them in order to make them feel confident in talking. On the other hand, the teacher confirmed the students' answer was correct.

Here are the interaction between teacher and students.

**Teacher:** Where do you usually find this sign?

**Students:** Jalan-Jalan

**Teacher:** Jalan?

**Students :** Trotoar

**Teacher :** Lebih pasnya di mana, tempat apa?

**Students:** Tempat Parkir

**Teacher:** Ok good, parking line,tempat parkir ya. **(praised)**

### 3. Uses Idea of Students

When students came up with their idea, teachers clarified by interpreting and summarizing the idea of students. The idea had to be rephrased by the teacher but still recognized as being students contributions. Based on the data, the researcher found that the students used their idea after the teacher asked them the question.

**Teacher:** I give you one example ya, one picture kalau begini pasti kenal ya.

(while drawing in the whiteboard)

**Students:** Larangan parkir

**Teacher:** Where do you usually find this sign?

**Students:** Jalan-jalan

**Teacher:** Jalan? **(clarifying)**

**Students:** Trotoar

**Teacher:** Lebih pasnya di mana, tempat apa? **(clarifying)**

**Students:** Tempat parkir

**Teacher:** Ok good, parking line, tempat parkir ya.

#### 4. Asking Question

Asking question is the activity that mostly occurred in the process of interaction in the classroom because most of the students' talk began when the teacher asked a question to them.

- **Teacher** :Does anyone know what notice is? (**asking question**)

**Students** : Catatan kecil

**Teacher** : Apa catatan kecil ya, itu biasanya kalian buat di buku ya, oke.

Ada yang lain gak, yang tau apa itu notice?

- **Teacher**: After seeing this picture what will you do then?

**Students** : Gak dikasi ...

**Teacher**: Kalau kamu sudah mengerti gambar seperti ini itu artinya dilarang ya. Kalau gak ada palang nya? (**asking question**)

**Students**: berarti boleh.

- **Teacher**: Kalau bahasa Indonesia nya apa itu notice? (**ask question**)

**Students**: Pemberitahuan

**Teacher**: Pemberitahuan ya, pemberitahuan ada nanti yang sifatnya notice, ada yang sifatnya cuation, ada yang sifatnya warning. Jadi ada 3 dia. Notice ini kalau kita gak ikutin mungkin gak berbahaya buat kita ya, cuman kita kena denda aja. Tetapi kalau yang sifatnya warning kalau kita langgar berbaha buat kita pribadi juga buat orang lain mungkin ya.

## 5. Giving Information

Giving information occurs when the teacher clarifies the students' answer and give additions detail information or more explanation about the fact, uses teacher own ideas from the topic that has been discussed.

**Teacher:** I show you 1 picture, kalau kalian liat gambar ini pasti kenal ya.

**(giving information)**

**Students:** Dilarang parkir.

**Teacher:** Kalau begini ya, kenal sekali seperti yang laki ya hobinya jalan-jalan. Ini sering ketemu sama kalian walau gak bisa bawa kereta kita numpang sama orang juga kita lihat. **(giving information)**

**Teacher:** After you seeing this picture what will you do then?

**Students:** Gak dikasi ...

**Teacher:** Kalau kamu sudah mengerti gambar seperti ini itu artinya dilarang ya. Kalau gak ada palang nya?

**Students:** berarti boleh.

**Teacher:** perbedaan kalau ada palang berarti di larang kalau gak ada palang berarti di bolehkan. Jadi kalau ada manusia udah ada begini juga tetap memarkir, she or he doesn't understand the sign, dia gak mengerti tanda makanya jangan coba-coba, kalau kita melanggar seperti apa? Ada denda nya ya biasanya **(giving information)**

**Teacher:** Now I have some more pictures, ibu masih punya beberapa gambar yang berhubungan dengan notice. Berarti udah tau ya apa itu notice kalau dalam bahasa indonesia nya apa itu notice?

**Students:** pemberitahuan, ya.

**Teacher:** Pemberitahuan ya, pemberitahuan ada nanti yang sifatnya notice, ada yang sifatnya cuation, ada yang sifatnya warning. Jadi ada 3 dia ya. Notice ini kalau kita gak ikutin mungkin gak berbahaya buat kita ya, cuman kita kena denda aja. Tetapi kalau yang sifatnya warning kalau kita langgar berbaha buat kita pribadi juga buat orang lain mungkin ya. **(giving information)**

## 6. Give Directions

Giving directions, request or commands that students are expected to follow: Directing various drills; facilitating the whole class and small group activity. Here is the teacher give directions, request or command to the students. This happened when the teacher gives students homework, and make a group.

**Teacher :** I wanna give you a home work, ya I wanna give you a home work, aaa, setiap kalian harus membuat, kamu cari di mana aja, kalian kan udah pinter-pinter ambil di internet ya nak ya. Contohnya sudah ada kaya gini, setelah kamu ambil kamu print, ee don't forget to write your name, di belakangnya kamu tulis nama kamu. And anyone must bring one picture. Do you understand?

**Students :** Yesssss

**Teacher :** Nak ibu suruh apa?Apa pr nya? Buat seperti ini juga, sebuah notice kamu print lalu kamu fresh kapan di kumpul ? **(give direction)**



**Students :** Rabu

**Teacher :** kalau gak Rabu next Saturday juga boleh ya. Okay, now we will work in group, kita akan belajar dalam kelompok, kita hitung lagi kaya kemaren ya. 1, 2, 3, 4, 5, 6 ( membagi kelompok) oke who got number 1, oke everyone stand up please, semuanya berdiri. Who got the first one sit here, disini kelompok 1, kelompok 2, kelompok 3, 4, 5, 6. **(giving directions)**

**Students :** (moving)

### 7. Criticized Students Behaviour

Teacher criticizes every student's behavior, to remind the students when they do not behave properly, such as when the students make the noise, the teacher asks them to keep silent and pay attention to the teacher and also tell the students his or her response is not correct.

- Teacher: Now, today we are going to study about a new one, how to say this?

Students: Notice (membaca tulisannya)

Teacher: Notice ya, not notice **(criticized students respond)**

- While the teacher was explaining the lesson, some students are talking.

Teacher: Now we will work in group.. hallo Ilham **(criticized students behavior)**

- While students were sitting, in the group some of them were talking to their mates

**Teacher:** Okay don't speak anymore, bek peugah haba lee **(criticized students behavior)**

This the data obtained from teacher talk during observations in the classroom. Students talk also happened in this case.

### 1. Students Response

Here is students response to the teacher within a specific and limited range of available of previously practicing answer, reading aloud, dictation and also students response to the teacher with students own idea, opinion, and reactions.

- **Teacher:** What notice is?

**Students:** Catatan kecil (**students opinion**)

- **Teacher:** I give you one example ya, one picture kalau begini pasti kenal ya. (while drawing in the whiteboard)

**Students:** Larangan parkir (**students response**)

**Teacher:** Where you usually find this sign?

**Students :** Jalan-jalan (**students response**)

**Teacher :** Jalan?

**Students :** Trotoar (**students response**)

**Teacher :** Lebih pasnya di mana, tempat apa?

**Students :** Tempat parkir (**students response**)

### 2. Silence

Silence means non-verbal interactions or pauses while playing filmstrip projector, a record player.

**Teacher:** Kalau gak Rabu next Saturday juga boleh ya. Okay now we will work in a group, kita akan belajar dalam kelompok, kita hitung lagi kaya kemaren ya. 1, 2, 3, 4, 5, 6 ( membagi kelompok) okay who got number 1, oke everyone stands up please, semuanya berdiri. Who got the first one sit here, disini kelompok 1, kelompok 2, kelompok 3, 4, 5, 6. **(giving directions)**

**Students:** moving to group work **(silence)**

### **3. Confusion**

Work-oriented, more than one person at the time talking, or students doing her task. In this case, the students are in group working for their task and some other students come to the teacher for asking the detail about the task.

### **4. Laughter**

Laughing, giggling by the class, individuals, or teacher. In this case, when a student tried to present his answer about the task in front of the class after he finished to read, the whole class laughed at him because of being unable to pronounce the word correctly

### **C. Data Analysis of Interview**

After doing an observation in the classroom, the researcher interviewed two English teachers by face to face. Seven questions were asked to teacher related to teacher and students' interaction in the clPpassroom. To answer the research questions, the interview was focused on two topics: the importance

of interaction in the English classroom and the influence factors of interaction in the English classroom.

### **1. The importance of interaction in the English classroom**

According to the result of the interview, both teachers had the same perception about the importance of interactions in the English classroom. They said that the interactions are very important for the teacher and students.

**Teacher 1 said:**

“ interactions is very important because by using interaction they (students) can speak English, they can practice their speaking.”

**Teacher 2 also said:**

“ I think it is important because, in that way, they can practice their English in the classroom.”

**Teacher 1 also said:**

“ some time yes, but not all the time, because some students they have the ability to do the interactions well, but for some other they don't have ability to speak, to communicate, and some for the smart students they have ability but they don't have apa, they don't have brave to express their opinion in English”

Both teachers 1 and teacher 2 argue that interaction is very important in English language classroom. Because not every student has the ability to speak and not every student has the self-confidence to express their English. So in the classroom, they have a place to channel their target language.

## **2. The influencing factor of interaction in the English classroom**

Interaction in English classroom influence some factors. The factors could come from bad and positive influence. Here teachers explanation about the factors influences classroom interactions.

### **a. The positive factors influence.**

#### **Teacher 2 argued :**

“ first of all I think the students do not have enough vocabulary and in positive ya, they must have enough vocabulary time and location must be enough, they must have self-confident”

Base on the explanation above, a factor influencing classroom interaction in a positive way is, the students must have enough vocabulary, to practice and have the self-confidence to speak, and must be the time and location for the student to explore their skills. Besides, teachers also used some methods during the learning process to get students more interactive.

#### **Teacher 1 said :**

“ I very often use group work because students can work together to solve their problems”

**Teacher 2 also said :**

“ The student very eager to have a game in the classroom”

According to the answer, we can conclude that by using some methods in the learning process the students eager to study in the classroom and it makes the interaction more interactive

#### **b. The bad factors influence**

**Teacher 1 said :**

“ Always, always students they don't have apa, lack vocabulary, they don't have self-confidence, they don't dare to express their opinion. in speaking of course we must have much vocabulary right? They are shy apa bilang nya ya, May be ya, they are scared for making mistake.”

**Teacher 2 also said :**

“ They have no knowledge, they don't know how to say in English, ya lack of vocabulary, maybe they don't remember what teacher have talk ya, they don't have much time, time location is not enough for students to interact in the classroom.”

From the explanation, we can conclude that the bad factors usually faced by students and teacher in classroom interactions is the limited time allocation for students and teacher to interact in classroom, the other factors is lack of

vocabulary of students and lack of self-confidence in practice their English and that factor also can make students scared for making some mistakes because they do not have enough knowledge to express their opinion.

#### **D. Discussion**

This part of this study discusses the research finding that the researcher has gathered in SMPN 3 Banda Aceh. The researcher used classroom observation and semi-structured interview as the technique of data collection. The researcher elaborated some important points intended to answer the research question of this study.

The first research question: *How does classroom interaction take place in the English classroom at second-year students of SMPN 3 Banda Aceh?*

The result of this study shows that the teacher doesn't play dominant. It means that the teacher manages the class by using all the types of teacher talk for getting some responses from the students. For the teacher, she can explore all the material by communicating with students using all the type of interactions it makes students take some participation in the learning process. The teacher also usually described the material by using English to encourage students to practice their languages in the classroom. Even the teacher's role is the controller of the class, the teacher manages the class by applying some strategies in teaching-learning processes, such as using group work and game. A teacher applied these strategies to make students for more interactive and effective, it makes the students not only

have some interactions with the teacher but also with their friends, they can discuss the material each other for solving their problem in the classroom.

The second research question: *What factors do affect classroom interactions in English classroom at the second-year students of SMPN 3 Banda Aceh?*

The result of the data shows each teacher has a similar opinion about the factors influencing the classroom interactions. Students must have enough knowledge or they have enough vocabulary and self-confidence because not all students have the self-confidence to express themselves. Some students can express themselves but they cannot because they are afraid of making a mistake. Khan (2011) argues that the lack of English purposes demotivates students to practice and understand English due to students' insufficient background knowledge of English. Another factor was because of time allocation, some students are able to speak in English. Nevertheless, the time is short, and the teachers should focus on the goal of material they brought during the teaching-learning process in order those students understand about the material. So, because of the time allocation problem, they do not have a lot of opportunities to explore their skill.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After having analyzed and discussed finding, this chapter comes up with conclusions and suggestions.

#### A. Conclusion.

The researcher found that the teacher almost play all type of teacher talks in classroom interaction to get students participating in the learning process, teacher employed seven categories of teacher talk in the learning process, giving direction, asking questions, giving information praising and encouraging, and repeating students response verbatim are the most type that usually teacher used during the learning process.

The students also performed almost all type of students talks intake of the participant during the learning process. The use of each type of students talks depending on the learning activity was managed by the teacher. It was found that the students were often given group work during the teaching and learning process. The students will be more interactive while they used all types of interaction in the English classroom.

And some factors that can influence classroom interactions are teacher and students' participation during the learning process, the teacher has to give students opportunity to channel their English, the teacher can't take a dominant role in the learning process so the teacher has to manage the class to take students participation. Because of some students who can practice their

English but they don't have time to practice and some of the students also do not have self-confidence in participating in the class because they fear to make mistakes. So the teacher should praise or motivate students to increase their self-confidence to participate in the class and make all students are interactive, and also they want to take a participation in the class and it makes the teacher can reach the target of the material easily.

#### B. Suggestion.

Based on the findings here the researcher would like to offer the following suggestions:

1. It is suggested to teachers in English teaching especially in Senior High School level, they should give more opportunity to the students to participate in, to allow to be active. The teacher should use and appreciate students idea in teaching and learning process.

In addition, the teacher should praise and encourage the student's activity to motivate. The teacher is expected to use some relevant teaching method in teaching English to make them more interested, in learning English.

2. It is suggested for the students, to make them use English more active in the class, it is not a big problem to make some mistakes, it makes you more interactive in language learning.

3. The result of this study is also hoped to be useful for the next researcher to conduct further study on teacher-student interaction, in English class.



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05 April 2019

Kepada Yth.

Di -  
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

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**N I M** : 140 203 201  
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**Semester** : X  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
**A i a m a t** : Lr.Lhok Bangka 1, samping Decfah Garely and Makeup

Untuk mengumpulkan data pada:

**SMPN 3 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Teacher - Pupil Interactionin English Classroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
 Wakil Dekan Bidang Akademik  
 dan Kelembagaan,

*(Signature)*  
 Mustafa





**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN**

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Kode Pos: 23125

SURAT IZIN  
NOMOR:074/A.4/2617

TENTANG  
PENGUMPULAN DATA

Dasar : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-4216/Un.08/FTK.1/TL.00/04/2019 Tanggal 5 April 2019, Perihal Mohon Izin untuk Mengumpul Data Menyusun Skripsi.

**MEMBERI IZIN**

Kepada :  
Nama : **Pasha Magvira**  
NIM : 140203201  
Jurusan/Prodi : Pendidikan Bahasa Inggris  
Untuk : Mengumpulkan data pada SMP Negeri 3 Banda Aceh dalam rangka penyusunan Skripsi dengan judul:

“ TEACHER – PUPIL INTERACTIONIN ENGLISH CLASSROOM”.

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil *pengumpulan data* sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 29 April s.d 28 Mei 2019
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan *pengumpulan data* tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan *pengumpulan data*.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 22 April 2019 M  
16 Syakban 1440 H

an KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN KOTA BANDA ACEH  
KABUPATEN PEMBINAAN SMP,



**SOLATMAN BAKRI, S.Pd.,M.Pd**  
Pembina Tk. 1  
NIP. 19690210 198901 1 001

1. Wakil Dekan Bidang Akademik dan Kelembagaan UIN Ar-Raniry Banda Aceh.
2. Kepala SMP Negeri 3 Banda Aceh.



**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA NEGERI 3**

Jalan Nyak Adam Kamil III Neusu Jaya Telp. (0651) 21546 Banda Aceh  
e-mail:smpn3@disdikbna.net website:www.disdikbna.net

**SURAT KETERANGAN**

**Nomor : 074 / 260 / 2019**

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 3 Kota Banda Aceh Kecamatan Baiturrahman Kota Banda Aceh Provinsi Aceh menerangkan bahwa :

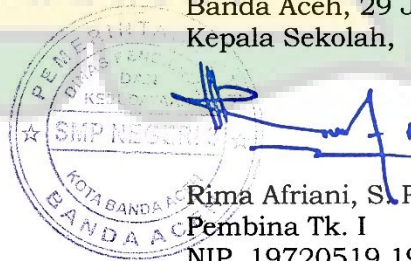
**N a m a** : PASHA MAGVIRA  
**NIM** : 140 203 201  
**Prodi** : Pendidikan Bahasa Inggris

Benar yang tersebut diatas telah mengumpulkan data di SMP Negeri 3 Kota Banda Aceh sejak tanggal 29 April s.d 28 Mei 2019 dalam rangka penyelesaian *Skripsi* dengan judul :

**“TEACHER – PUPIL INTERACTIONIN ENGLISH CLASSROOM”**

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 29 Juni 2019  
Kepala Sekolah,



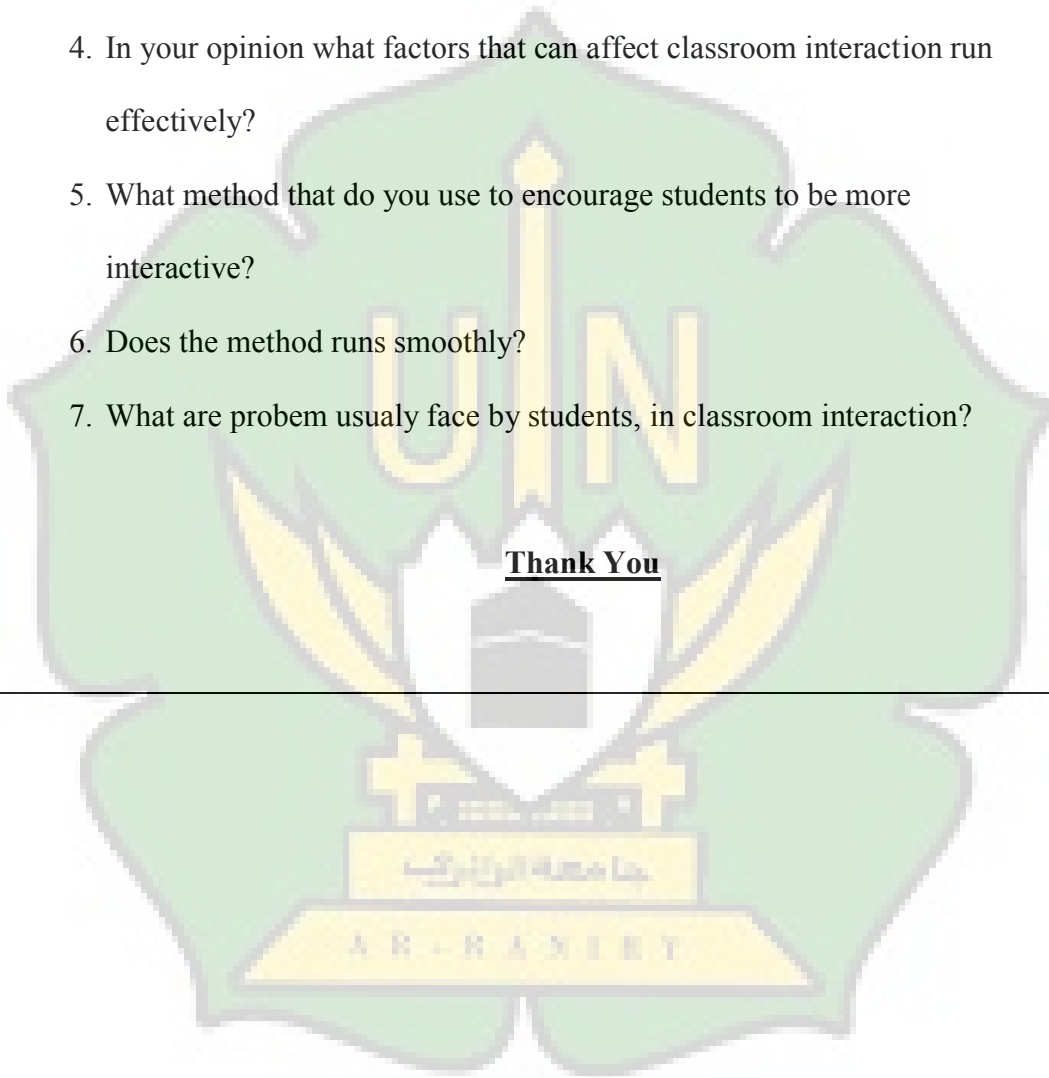
R  
Rima Afriani, S. Pd., M. Pd  
Pembina Tk. I  
NIP. 19720519 1979701 2 002



### Interview Protocol

1. Do students try to use English and use the expression in communication?
2. What do you think about interaction in classroom?
3. What do you think about interaction in your class, is it doing well or no?
4. In your opinion what factors that can affect classroom interaction run effectively?
5. What method that do you use to encourage students to be more interactive?
6. Does the method runs smoothly?
7. What are problem usually face by students, in classroom interaction?

**Thank You**



## Interview Transcript

### Participant 1:

1. Interviewer: Do students try to use English and use the expression in communication?

Interviewee:

Some of them yes but not for the others.

2. Interviewer: What do you think about interaction in classroom?

Interviewee:

Interaction is very important because by using interactions they can speak English, they can practice their speaking.

3. Interviewer: what do you think about interaction in your class, is it doing well or no?

Interviewee:

Some times yes but not all the time, because some student they have ability to do interaction well, but for some others they don't have ability to speak, to communicate and some, for some smart student they have ability but they don't have the ability to express their opinion in English.

4. Interviewer: In your opinion what factors that can affect classroom interaction run effectively?

Interviewee:

Always, always, student they don't have, apa lack vocabulary, they don't have self confidence, they don't dare to express their opinion. In speaking of course we must have to much vocabulary right!

5. Interviewer: What method do you use to encourage students to be more interactive?

Interviewee:

I very often use group work because students can work together to solving their problems.

6. Interviewer: Does the method run smoothly?

Interviewee:

Not always, because itu tadi apa, lack of vocabulary they don't dare to express, they are shy to bilang apa ya to speaking , because may be ya, they are scare of making mistake.

Interviewer : so that also the problem of students in classroom interactions?

Interviewee: yayaya.

Participant 2:

1. Interviewer: Do students try to use English and use the expression in commincation?

Interviewee: actualy they want to use the expression in everydsy, but sometime they miss, they have what to say less vocabulary ya, and may be sometime they forgot their English.

2. Interviewer: What do you think about interaction in classroom?

Interviewee:

I think it important because by that way they can practice their English in classroom.

3. Interviewer: what do you think about interaction in your class, is it doing well or no?

Interviewee:

Not so well, they have lack of vocabulary may be they shy, time and location.

4. Interviewer: In your opinion what factors that can affect classroom interaction run effectively?

Interviewee:

First of all I think students do not have enough vocabulary and in positive ya, the students must have enough vocabulary, time and location must be enough, they must have good self confidence.

5. Interviewer: What method do you use to encourage students to be more interactive?

Interviewee:

The student very eager to have a games in classroom.

6. Interviewer : does the method run smoothly?

Interviewee:

Yes, most of the time because they like game.

7. Interviewer : what are problem usually face by student, in classroom interaction.

Interviewee:

They have no knowledge, they don't know how to say in English, may be they don't remember what teacher have talked ya, they don't have much time. Time and location is not enough for student to interact in classroom.

