# AN ANALYSIS OF CLASSROOM INTERACTION PATTERNS IN TEACHING LEARNING PROCESS AT THE TENTH GRADE STUDENTS OF SMK KEUANGAN PEKANBARU

## A THESIS

*Intended for fulfill of the requirements for the Award of Sarjana Degree in English Teaching and Education*

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2021**

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|---|---|---|---|
| 1 | October 7$^{th}$2020 | Write Proposal and search 25 journals | |
| 2 | December,7$^{th}$ 2020 | Revised Chapter I (Background problem) & II (Research teories and relevant studies) | |
| 3 | December, 11$^{th}$,2020 | Revised Chapter III ( Researh instrument) | |
| 4 | December, 17$^{th}$2020 | Discussion about Indicators of Questionnaire | |
| 5 | January, 7$^{th}$2021 | Approved to Join Proposal Seminar | |
| 6 | February, 4th 2021 | Joined Seminar | |
| 7 | April 21st – May 5th 2021 | Allowed to take the data | |
| 8 | June, 27$^{th}$ 2021 | Write Chapther IV and Chapther V | |
| 9 | July, 14$^{th}$ 2021 | Discussion About Result of the Research | |
| 10 | July, 28$^{th}$ 2021 | Revised research question, objective of the research | |

| 11 | Agust, 6th 2021 | Write abstract, thesis approval, declaration, acknowledgement, list of contents, list of tables, list of appendice, cover, thesis guidence agenda, letter of notice | |
|----|-----------------|--------|--|
| 12 | Agust, 9th 2021 | Approved to join Thesis | |
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I admit that thesis in belonged in my own ideas, except some question (directly or indirectly) which was adopted or taken from various included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru,23 August 2021

The researcher

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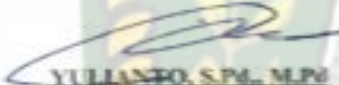
## THESIS APPROVAL

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**THESIS**

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Thought, the writer has limited skill and knowledge in completing this thesis. It might be possible that the thesis has lot of mistakes and it is still far from being perfect. Therefore, constructive advice, critics and valuable suggestion are expected. The writer hopes that thesis could be useful for the development of education, especially for English study program Universitas Islam Riau. Thank you.

Pekanbaru, Agust 2021

The writer

Tri Sandra Oktavia

# ABSTRAK

**Tri Sandra Oktavia. Analisis Pola Interaksi Kelas Dalam Proses Belajar Mengajar pada Siswa Kelas X SMK Keuangan Pekanbaru. Skripsi Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.**

*Kata kunci: Analisis, Pola Interaksi Kelas, Proses Belajar Mengajar.*

*Artikel ini bertujuan untuk mendeskripsikan hasil penelitian tentang pola interaksi Pola interaksi kelas dalam kegiatan belajar mengajar di kelas bahasa Inggris di SMK Keuangan Pekanbaru, serta persepsi siswa terhadap pola interaksi kelas.*

*Penelitian deskriptif ini menggunakan teknik kualitatif-kuantitatif yang dianggap sebagai pendekatan yang tepat sebagai jenis penelitian. Populasi penelitian ini adalah siswa kelas X smk keuangan pekanbaru, sedangkan sampel dipilih melalui teknik random sampling yang terdiri dari 33 siswa sebagai sampel 167 siswa. Data dikumpulkan dari kuesioner yang dibuat dalam bentuk google, dan transkrip observasi kelas dari kelas percakapan. Selanjutnya data dianalisis dengan menggunakan rumus mengetahui persentase pola interaksi kelas.*

*Terakhir, hasil analisis data menunjukkan bahwa pola persepsi siswa tentang interaksi kelas guru siswa di SMK Keuangan Pekanbaru 63,6% Tidak Setuju, 60,6% Sangat Setuju, 57,6% Setuju, 42,4% Netral dan 18, 2% Sangat Tidak Setuju dengan pernyataan tersebut.*

# ABSTRACT

**Tri Sandra Oktavia. An analysis of Classroom Interaction Patterns in teaching learning Process at the tenth grade students of SMK Keuangan Pekanbaru. Thesis Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.**

*Keywords: An analysis, Classroom interaction patterns, Teaching Learning process.*

*This article aims to describe the results of research on interaction patterns of classroom interaction Patterns in teaching and learning activities in English class in SMK Keuangan Pekanbaru, as well as perceptions of students to the classroom interaction patterns.*

*This descriptive research employed qualitative-quantitative techniques was considered as an appropriate approach as a type of research. The population of this study was tenth grade students at smk keuangan pekanbaru, while the sample was selected through random sampling technique that consist of 33 students as a sample of 167 students. The data were collected from made questionnaire in the google form, and transcribed classroom observation of a conversation class. Furthermore, the data were analyzed by using the formula find out the percentage classroom interaction patterns.*

*Finally, the result of data analysis shows that the students' perception pattern on teacher student classroom interaction at SMK Keuangan Pekanbaru 63,6% Disagree, 60,6% Strongly Agree, 57,6% Agree, 42,4% Neutral and 18,2% Strongly Disagree with the statement.*

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# CHAPTER I

## INTRODUCTION

### 1.1 BACKGROUND OF THE PROBLEM

In the English teaching and learning process, interaction basically happens between a teacher and a student, a teacher and students, a student and a student, a student and the material. The most components of interaction within the English teaching-learning process are teacher, student and material. The supporting components of interaction in the classroom interaction teaching-learning process that influences students' learning activities and teachers' teaching activities are space, time, facilities, teaching, and learning media, school environment, and environment surrounding the school. Language takes an important role in human communication. It makes humans cannot be separated from the existence of language.

By using language, humans can express their feeling, opinion and emotion, and messages using communication. One of the languages that are important to be proficient in this modern era in English. In this globalization period, English is getting to be the foremost well-known language. By using English, people can make a connection across the world. Because of the importance of English in the field of education, it emerges English for the specific purpose which is to fulfill students' needs of certain majors. It is appropriate with the purpose of a certain

study. English for specific purposes is in university and vocational school. Interaction between teachers and students has led to classroom interaction.

Classroom interaction patterns determine student learning achievement. Utilizing the correct interaction patterns could be an essential figure within the success of any movement and the accomplishment of points. Distinctive interaction patterns can support the aims of diverse kinds of activities and help change the pace. In linguistics scope, there are basic skills of the language they are reading, writing, listening, and speaking. Generally, the four skills of language can be grouped into two categories; receptive skills and productive skills. The receptive skills consist of listening and reading skills, meanwhile, the productive skills In order to communicate what the language learners have got listening and reading, the learner to express them by speaking and writing.

Classroom is a real social context where its elements (teacher and learner) enter into equally real social relationship each other, but, in the sense of education, it's an artificial environment for educating, learning, and employing a foreign language. Therefore, students who learn foreign language, they have to accustom to communicate in target language. In the classroom students do their educational activities – learning – but they also do another activity like playing and socializing with their friends. According to Thapa and Lin (2013) in SintaHairunNisa, "interaction in the classroom becomes the central factors which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills

for communication. Aspects to be analyzed during interaction are teacher talk and student talk.

Interaction is getting to be increasingly critical in English learning. success or disappointment in classroom language learning ordinarily has something, on the off chance that not completely everything, to do with the nature of interaction that takes put during lessons. Interaction has an important role to play in developing a learner will engage with the language and master it. According to Paul (2003) in SisayAyalewTsegaw , the students can listen to English at home, read English at home, and even write English at home. But most of them have few opportunities to speak English at home in order that speaking skill should be taught and practiced in the language classroom.

Classroom interaction is significant within the teaching and learning process since it decides the success of the teaching and learning process and moves forward students' language ability and achievement. Within the teaching-learning process, the interaction happens between an instructor and students, who both have a part as the most components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of the teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching-learning offices and learning media, school environment and environment encompassing the school. One of the interactions in the teaching-learning process happens in the English teaching-learning process at senior high school.

Knowing above fact, it is true that English is not easy for students particularly in classroom interaction in teaching-learning process. They need to think twice before communicate it, either the things the are going to express or the most appropriate utterance in English they can use. It needs much effort to express what is performing on their minds verbally and cannot be separated from some problems related to their speaking performances. Classroom interaction plays important role in the teaching learning-process. According to Dagarin (2004) in RustandiMubarok," classroom interaction can be defined as a two-way process between the participants in the learning process".

## 1.2 Identification of the Problem

Based on the background of the problem mentioned above, the researcher identifies the problems as follows.

In the English teaching and learning process, interaction pattern can not be separated between a teacher and a student, a student and a student, a student, and the material. The most components of interaction within the English teaching-learning process are teacher, student, and material. The main components of interaction in the English teaching-learning process are teacher, student and material. The supporting components of interaction in the classroom interaction teaching-learning process that influences students' learning activities and teachers' teaching activities, are space, time, facilities, teaching and learning media, school environment, and environment surrounding the school.

Moveover, based on the preliminary observation, it was indicated that an analysis of classroom interaction pattern in teaching-learning process for SMK KEUANGAN in Pekanbaru encountered several problems in their patterns and students' perceptions of classroom interaction teaching-learning process such as of using the patterns and students' perceptions.

Therefore, as stated previously, knowing classroom interaction in teaching-learning process problem in their patterns and student' perceptions of classroom interaction, that are encountered by the students. By analyzing it, the teachers can get to know more what kind of the problems that might hinder their students during teaching learning process then try evaluate and overcome the problem together with the students.

## 1.3 Focus of the Problem

Based on identification of the problem, the researcher only focuses on finding out and analyzing two kind of classroom interaction in teaching learning process by the tenth-grade students at SMK KEUANGAN Pekanbaru, they are pattrens interaction and students' perception of classroom interaction.

## 1.4 Research Question

Based on the focus of the problem above, the problem are formulated into this question:

1. What are the Patterns of Classroom Interaction in teaching learning process the tenth-grade students of SMK KEUANGAN Pekanbaru?

2.  What are the Students' Perception of Classroom Interaction in the teaching learning process at the tenth-grade students of SMK KEUANGAN PEKANBARU?

**1.5 Objective of the Research**

To identify classroom interaction pattern and students' perceptions of classroom interaction in teaching learning process at the tenth-grade students of SMK KEUANGAN PEKANBARU.

**1.6 Significance of the research**

The researcher hopes that result of this research can give some contributions particularly in educational field for English teaching learning it is expected that this research is significant for the followings.

For students:

The researcher hope this research would be useful for the students particularly for students at SMK KEUANGAN PEKANBARU, in raising their awareness of problems patterns interaction that might classroom interaction them thus they would be able to improve their teaching learning process in future.

For teachers:

This research gives representation of some problems in pattrens interaction, which classroom interaction by the students at SMK KEUANGAN PEKANBARU,

hence the researcher hopes this research will be found useful for the teachers during in teaching learning process.

For the researcher

The researcher hope this research would help the researcher herself in exploring and gaining better understanding about pattrens interaction problems that might be classroom interaction.

**1.7 Definition of the key terms**

In order to give clear understanding and avoid misinterpretation, misunderstanding and ambiguity related to this research, several terms need to be defined and as the guidance for the readers to understand the whole study. The followings are the definition of the key terms used in this reaseach.

1. Analysis    : Analysis is a process which leads to an  objective, verifiable description whereas evaluation involves the making of judgements, (McGrath as cited by Anjaneyulu:2014).

2. Teaching learning  : Teaching can be defined as showing or helping someone to learn how to do something, giving knowledge, and causing to know or understand Brown (1987: 6)

3. Classroom Interaction: Classroom Interaction is a collaborative exchange or thoughts between a teacher and students or a student and other students that have a reciprocal effect on each other (Brown:1994) in Sagita

4. Pattern of classroom interaction: the patterns of thinking should be set, attitudes should be shaped and participation can influence students' self-confidence to the learning (Lasac: 2011)

## CHAPTER II

## REVIEW OF RELATED LITERATURE

In this chapter, the research presents four subheadings, which has relevancy with the research. The subheadings presented are relevance theories, relevance studies, conceptual framework, and assumption.

### 2.1 Relevance Theories

This section presents some theories that become the basis for the discussion. It is purposed to give better understanding about the basic principles related to the research.

### 2.1.1 The Nature of Classroom interaction

Interaction is the heart of communication, and communication itself, whether it is oral or written, is the central goal of the foreign language learning. In arrange to realize that objective, the learners or the students have to participate and connected among themselves, between them and the educator, or between them and somebody else who is mindful of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987).

Brown (2001: 165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction.

It can be simply stated that interaction is a process to get an idea out of one person's head and into the head of another person and vice versa. From this concept, it is clearly stated that interaction is an important thing for language teachers.

Classroom interaction is around the students having a dynamic discussion during the course) Interactions occur both between students with the lecturer present and with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom. According to Ekawati (2019:18) Classroom interaction centered mainly on the teacher's and the student's entire class interaction. Usually, among other things, patterns of interaction in the classroom, of which introduction, reaction, and feedback/evaluations are the most commonly recognized.

1.    Initiation

The teacher regulates the structure and content of the classroom and initiates the discussion by asking questions.

2.    Response

The teacher gives the student a question and the student give a response to the question.

3.    Feedback/Evaluation

After the student answers the question, the teacher completes the interaction sequences by giving feedback on the response of the student.

Moreover, Allwright and Bailey (1991: 25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching-learning process. It can be seen from the figure below.

Rahayu (cited in Ma'ruf : 2011)proposes four of classroom interaction pattern that is based on the reality in teaching and learning process. The teaching process are:

1. Method of information exchange from the teacher to the students. This process proposes one-way communication or one way of classroom interaction pattern, it can appear within the following figure.

2. The process of making the students know the way of learning. This process makes the teachers role the knowledge transmitters and also as facilitator for students. . Students have opportunities to inquire about the question, share the ideas with the teacher.

3. An interactive process between teacher and students; students and students. This interaction is the real that exists in the classroom.

4. An interactive process between teacher and students and vice versa in term of consultation. This pattern shows that not only the Teacher as facilitator in teaching and learning process but the students also as the facilitator in teaching and learning process.

In summary, interaction can be defined as a process of communication that involves two or more people on expressing and receiving message in the form of ideas, feelings or opinions. In promoting interaction in a classroom, the situation in the classroom should support the teacher and students to interact with each other.

However, Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. This holds true for a classroom as well as for other social situations. the one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a part of their time talking, lecturing, inquiring questions, giving instructions, and so on. the teacher does not only use language for these functions but he or she demonstrates and uses mime a lot.

In summary, nowadays, interaction is will help students-students to share the information that they get from materials at each other .in the teaching and learning process where the teacher determines the interaction occur in the classroom It very important, thus classroom interaction is highly expected to be mastered by English language leaners or students.

### 2.1.2 The Role of Classroom Interaction

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be

dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction are determined by the teachers role that gives chance the students to talk in the classroom. Equally important, the teacher is the key one to create the classroom interaction. Damhuis and de Blauw (2008) maintain that the teacher"s role will affect the quality of classroom interaction. The teachers role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative Language Teaching (CLT).

Moreover, Tuan and Nhu (2010) state that the traditional language classroom interaction is commonly characterized by a constant pattern, particularly the acts of asking questions, instructing, lecturing, and correcting students' mistakes toward the lesson given. In the classroom students do their educational activities – learning – but they also do another activity like playing and socializing with their friends. According to Thapa and Lin (2013), "interaction in the classroom becomes the central factors which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills for communication." Classroom could be a genuine social setting where its components (teacher and learner) enter into equally real social relationship each other, but, within the sense of education, it's a fake environment for teaching, learning, and employing a foreign language". Therefore, students who learn foreign language, they have to accustom to communicate in target language. Dagarin

(2004: 128) argues that classroom interaction is "two-way process between the participants in the language process, the teacher influences the learners and vice versa."

In classroom language learning, the effective environment is the one in which every students have the opportunity to speak and interact. Through the interaction, students' oral performance will be developed because it encourages students to express themselves in a meaningful way. As Chadia (2011:4) "Interaction develops learners' performance in speaking a foreign language, since they are given the chance to develop their speaking and listening skills in oral expression classes".

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. Palmer (1998) says that there are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students quality to teach the low accomplishing students; inquiring the students who are shy within the classroom to speak at the classroom; reacting and giving consideration to what the students talk since the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not get it however at the talked about material; inquiring the student to measure that they have the same understanding at each other at each materials by teaching their friends who

do not get it however at the characteristic material; inquiring the understudy to provide comment at what the teachers style.

### 2.1.3 The patterns of classroom interaction

In classroom interaction patterns, the teacher and students utilized an assortment of collaborations highlights to arrange meaning with each other. The teacher used nine features: confirmation check, clarification request, self-repetition, other repetition, completion, correction, translation, code switching, and elicitation. Compared to PicV a and Doughty (1985) list of interactional features, the present study found more features.

Interaction is an important word for language teachers. It is the fundamental fact of pedagogy. Douglas (2001) states that the next move after lesson planning is to step into the classroom and begin the process of stimulating the interaction. Van Lier's findings show five patterns of classroom interaction: teacher/learner learner-teacher (T/L-LT), teacher-(learner) (T-(L), teacher-learner/learner (T-L/L), teacher-learner (T-L), and learner-teacher/(teacher) (L-T/(T).

According to Rahayu (2007 p.25) the patterns is an ideal classroom interaction pattern through it is without the present of textbook. Moore (1989, as cited in Rahayu 2007 p.25) in other words classified teacher --->learners" interaction as interaction between learners and author of course materials and between learners and teacher. In the learning process, more time spent talking and listening. As the mainstream media learning, speaking plays a very important. Verbal interaction in the classroom not only

mediate the learning process but also will mediate the culture as a whole. Alexander (2004) states that speaking is needed to develop the potential of the brain, while Nystrand (1997) is to see that the quality of pedagogic discourse will determine the climate that is conducive to learning.

According to Rustandi (2013) in AndeHusniMubarok, the definition of classroom interaction can be depicted from the pattern of classroom interaction in Classroom Interaction Pattern Communication is done because the interactants have some goals to achieve. In a classroom, communication takes place because teacher has something to transfer to the students. Likewise, students communicate with their teachers and peers because they want to get new knowledge and share their ideas. In this regard, the communication achieved through interactive communication between teacher -students and students – teacher.

Interaction in the classroom is seen as an essential part of teaching learning process. Lasac (2011) believes that it is in the classroom that the patterns of thinking should be set, attitudes should be shaped and participation can influence students' self-confidence to the learning. Therefore, the interaction should be built well for both students and teacher so they can be engaged to the learning materials well.

There a lot of kinds of interaction pattern. In teaching and learning process, there are certain patterns can be used. According to Ur (1996, p.228) there are ten patterns of interaction can be utilized in a process of teaching and learning process. In

this study, to find out the patterns that occurred in English speaking classroom would used the patterns that suggest by Ur.

Ur (1996) classified the way to initiate classroom interaction patterns as follows;

a) Group work: Utilizing this kind of pattern the students will work in a small group or pair. It will entail the classroom interaction. By doing so, there will be collaborative dialogue between teacher and students as well as student and student.

b) Closed-ended teacher questioning: it is a pattern of interaction where the question initiated by the teacher have anticipated answers. There are only correct or wrong answers in this type of questioning.

c) Individual work: This type of interaction is the opposite of group work. By which students, in the classroom, will be instructed to do list of task individually. No group discussion or collaboration in this pattern.

d) Choral responses: This type of interaction exits in the classroom when a teacher gives a model related to the issues and material discussed in the classroom then it will be repeated by whole class in chorus.

e) Collaboration: It is when students in the classroom do the same sort of task together to reach the best result the can afford. In this types of patterns a teacher may or may not intervene depends on the conditions.

f) Student initiates, teacher answers: This patterns used in the classroom to raise the value of experience of the students as they have autonomy to initiate the talking in the classroom.

g) Full-class interaction: The activity done through this patterns isdiscussion or debate on topic brought by the teacher to the class. The teacher may intervene the activity occasionally to stimulate participation or to monitor.

h) Teacher talk: The most identical activity to this pattern is lecturing. In the lecturing the students may not talk, only the teacher. Another activity being identical to this pattern is writing from dictation. It may involve silent response and there is no initiative from the side of students.

i) Self-access: The utilization of this pattern is in maximizing learners" autonomy in learning. They may choose their own topics, learning task, and work autonomously. It would be good to build independency of the students in learning.

j) Open-ended teacher questioning: Unlike close ended teacher questioning, open ended teacher question   ning has no anticipated answers rather it will accommodate answers of the students as there are flexibility of correct values of the answers.

In Summary, There a lot of kinds of interaction pattern. In teaching and learning process, there are certain patterns can be used. interaction in the classroom which supported by any media should be planed before by the teachers.

### 2.1.4 Interaction between the Teacher and Students

Interaction between the teacher and learners commonly takes place during the teaching learning process. The interaction, which involves both the teacher and learners, can be considered as reciprocal actions and reactions. The actions and reactions between the teacher and learners can be also described in the form of thoughts, ideas, and feelings.

As Malamah (1991: 156) found, the success of ability grouping depends on the quality of interaction between the teacher and students. In order to get a successful teaching and learning process, the teacher should have a good creativity to create an interaction to the students. The quality of interaction between the teacher and students gives a big impact to the teaching and learning process classroom interaction. The interaction occur in activities of when teachers' explaining, praising, encouraging, repeating words, giving information, correcting mistakes, requesting, displaying question, giving instruction, translate in L1, and smiling.

2.1.4 Table

The Roles of Teacher-Students Interaction

| No | Task | No | Task |
|---|---|---|---|
| 1. | Explaining | 7. | Requesting |
| 2. | Praising | 8. | Displaying Question |
| 3. | Encouraging | 9. | Giving Instruction |

| 4. | Repeating words | 10. | Translate in L1 |
|----|-----------------|-----|-----------------|
| 5. | Giving Information | 11. | Smiling |
| 6. | Correcting Mistakes | | |

In teaching learning process, teacher explains the materials to the students and checks the students understanding in the end of explaining material, or if there are students still confusing about the material. When teacher checks students' understanding by asking "Do you understand about this picture?" students answer it based on their condition. Warm communication between the teacher and students made classroom situation lively. Teachers checking on students' understanding not only by asking, but also by giving some questions related to the material. Some student could answer it correctly, but oftenly there are students could not answer the question. Teacher has to face it wisely, give a praise to the students who could answer correctly by using a simple praising like "ok good", "excellent" "good job'' and many more to make them happy. She gives some motivation and encourage students to makes them still enthusiasm to join the teaching learning process. Students have a little opportunity to speak up. The interaction made by students are students' response, students'-initiated, and students' confusion. The students' response about something given by the teacher, made students enhancing their speaking skill. For example, the students' response ("Yes I do/ No, I do not") asking some question about the material or something else in English also make students building up their initiation. Student asks to the teacher about the types of speaking English. She has ever heard about the types of speaking English, but she is forget it and asks the teacher about that. The example

of students' initiate is ("kalau R nya gak dibaca itu apa miss?") Although student could not get a satisfying answer, students still asks to the teacher if they have a question or express their confusing about something, for example, ("gimana maksudnya miss?"). The interaction between student-teacher is not as much as the interaction between teacher-student, but it shows the students' progress in their classroom interaction pattern.

### 2.1.5 Component of interaction

The interactions among the components of learning influence the goal of achievement. Besides, the condition of each component will also determine the quality of the interaction itself. Davis (1975: 303) explains that to achieve a goal in learning, there should be interaction among the components in the learning system. He also states that those components comprise of individuals, materials, offices, equipment, and strategies. Furthermore, he adds that the people in the learning system are teachers, students, laboratory assistants, and administrators. The materials include books, chalks, chalkboards, and audiotapes. The facilities and equipment consist of classroom, learning equipment, and laboratories. The procedures include schedule and methods of sequencing information, providing practices, studying, testing, and grading.

A. Teacher

The teacher is one of the components deciding the interaction within the English teaching-learning process of the classroom interaction teaching-learning process. According to Chayanuvat (1996: 12), the roles of teachers can be a planner,

manager, provider, facilitator, resources person, and diagnostician. Teachers generally plan the lessons and all activities that are necessary. They are managers of their classes as they oversee the exercises to be done by students . The teacher, one of the components determining the interaction in the English teaching-learning process of the bilingual class, has two aspects. Those aspects are competency and personality. The teacher's performance is important in making the interaction run well. There are some factors that contribute to the teacher's performance. These components are capacities to set up student-and-teacher communication, energize students' interests and inspiration, exchange material, and react to the students' ability. Medley (1982:1895) proposes some characteristics of the teacher's behavior which students like best: (1) the teacher should be cheerful, good-natured, patient, and not irritable, (2) in order to teach the student, teachers are recommended to have good teaching skill, (3) being friendly, companionable and not a loof are also needed by the teacher, (4) to build good relationship and communication, the teacher should be interested in pupils, and being understandable, (5) being impartial and does not have "teacher's pet" also important for the teacher, (6) the teacher also needs to be fair in grading and marking with the students. In relation to the teachers' ability, there are some points proposed by Richards and Rodgers in Nunan (1989: 84). These points are related to the teacher's professionalism. They involve the following issues: 1) the types of function teachers are expected to fulfill, whether that of practice director, counselor, or model, 2) the degree of control the teacher has over how learning takes place, 3) the interaction patterns that develop between teachers and students, and 4) the degree to which the

teacher is responsible for the content. Lado (1964: 8-10) also proposes some criteria for the teacher's skills. These criteria are: (a) the language teacher must know the target language well enough to be imitated by the students; (b) the language teacher must know the linguistic facts of the students' language style (the way they speak) in order to understand the particular problems they will have in the target language; (c) the language teacher must understand the intimate relationship between a language and its culture; (d) the language teacher needs special preparation to teach; and (e) the language teacher should be familiar with language laboratories and their use.

B. Students

Students, as the subject and object of the teaching-learning, are one of the components determining the interaction in the English teaching-learning process of the bilingual class. There are some factors which affect the student's involvement or his interaction in the learning process. Roijakkers (1982: 16-30) explains that these factors are motivation, attention toward subject, ability to generalize, ability to understand the material, and ability to apply what has been learnt. Related to their effort in successful language learning, students usually behave according to the requirements below (Nursahid, 2001: 17). 1) Being able to respond to the group dynamic of the learning situation so as to develop the endurance toward negative anxiety and inhibitions. 2) Seeking out all opportunities to use the target language. 3) Making maximum use of opportunities afforded to practice listening to and responding to speech in the second language addressed to him and others. 4) Supplementing the learning that derives from

direct contact with speakers of the second language with learning derived from the use of student techniques. 5) Being an adolescent or an adult rather than a young child at least as far as the early stages of grammatical development are concerned. 6) Possessing sufficient analytic skills to perceive, categorize, and store the linguistic features of the second language and also to monitor errors. 7) Possessing a strong reason for learning the second language and also developing a strong task motivation. 8) Being capable of adapting to the different learning conditions. 9) Being prepared to experiment by taking risks, even if this makes the learner appear.

C. Materials

The interaction in the English teaching-learning process with the complicated materials will be different from that of the simple ones. The interaction in the English teaching-learning process is also influenced by the extent of the materials. The complicated or simple materials and the extent of the materials will also determine the forms of the interaction in the English teachinglearning process in the classroom interaction. Hardjono (1988: 3) states that to make sure the material taught is really reserved; the teacher needs to hold the student's interest by presenting the material in full earnest. In relation to this, Nunan (1989: 19) explains that students should be involved in designing or selecting tasks. It means that the students have the opportunities similar with those of the teacher conducting the materials. It is also possible to allow students choices in deciding what to do and how to do it. This of course implies a major change in the roles assigned to students and teachers. By

utilizing it as a planned unit, one opens to the student the possibility of arranging and observing learning, one breaks down the hierarchic barriers because it was. It does not cruel to say that the teacher and the student will view the same errand within the same way and connect the 'same meaning' to it. Nor does it clear the teacher from the responsibility of ensuring that through a grouping of assignments the suitable 'formal curricula' are covered. The explanations over suggest that material has many parts in learning processes. The material is chosen to determine the classroom interaction especially the students' interest in the learning process.

D. Space

The classroom situation, the place where the English teaching-learning process is held, can be wide or narrow, bright or dim, noisy or quiet, there may be a certain arrangement of the tables, chairs, and other equipment in the classroom. A different arrangement and situation of the classroom will cause a difference of interaction in the English teaching-learning process. Hill (1982: 118) assumes that teaching and learning are the processes in the classroom which require interaction between the teacher and the students. This assumption implies a view that the classroom is a medium for the teacher and the students to interact with each other. Moreover, Culingford (1995: 129) states that classroom is uncomfortable to learning process if there is a lack of resources, and if it is untidy and dirty. Kaucak and Eggen (1989: 155) also state similar opinions that the room which is not arranged well can disrupt both management and

achievement. Therefore, the classroom needs to be bright, clean and healthy in order to make the best context for learning (Cullingford, 1995: 132).

E. Time

Willey and Harnischfegar in Kauchak and Egger (1989: 66) states that time also has an important role in making the classroom interaction run well. The lack of time may be an obstacle in the classroom interaction. It often happens because of the lack of awareness and disregards for it. The subject of teaching learning does not seem to fully appreciate the time. Furthermore, Kauchak and Eggen (1989: 67) also state that effective teachers maximize the use of instructional time. The time, which is used for the English teaching-learning process of the bilingual class, can be divided into three: 1) the duration of the English teachinglearning process in each meeting, 2) the frequency of the English teachinglearning process in a week, and 3) the time when the English teaching-learning process is held in the morning or in the afternoon. The time when the English teaching-learning process held is closely related to the students and teacher's condition during the English teaching-learning process.

F. Facilities and learning media

The English learning process cannot be separated from the educational facilities. Facilities also support the smoothness of the classroom interaction. Suryobroto (1983: 29) explains that the educational facilities are important factors in achieving the goal of education. It is in line with the reality of education as a kind of communication

activity, where the exchange and conveying of aided message is to develop the pupil's ability. The educational facilities are seen as the media which are able to lead to the success of the educational communication activity. More specifically, Natawijaya (1977: 177) gives the detailed facilities which are needed in a school. They are school building which is able to make the students feel comfortable, school equipment which should meet the student's need (classical or individual), and learning equipment which should be complete in order that the students can do some activities, such as, gathering information, doing particular skill exercises, and doing some researches, experiments, and others. The learning media or the teaching helps are some of the equipment making a difference the course of the English teaching-learning process and helping the students in comprehending the learning materials The aspects related to learning media that can determine the interaction in the English teaching and learning process of the classroom interaction are 1) the number of learning media, 2) the completeness of learning media, 3) the kinds of learning media, and 4) the quality of learning media.

### 2.1.6 Students' Perceptions

There are some researcher which attempt to study the topic related to the students' perception on the use of English as medium of interaction in the class which line to this research:

1. Ibrahim (2014) stated an English as a medium, English is likely to be used to perform academic tasks involving various classroom-related communicative activities like

gaining information (listening and reading) and conveying information (speaking and writing).

2. Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc.

3. Feldman (2011) stated perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

4. Thirunavukkarsu (2013) said that the main aspect of the way in which English is used as a medium of instruction is that in government schools some subjects are taught in English while some other subjects are taught in Tamil.

Interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased. Shows that similarity based on the title but there are some different. The first, the previous researchers conducted their research in university but this research conducted in the senior high school. The second, the method of this research used descriptive quantitative but this research used descriptive qualitative and the last the previous researchers conducted in another country and this research conducted in Indonesia.

According to Hamka in Herinda (2017, pp. 10-11), there are two indicators of perception:

1. Absorption, the stimulus that out of the person absorbed by five sense and go into the brain, getting place. Has become analysis process in there, clasify and organize with individual experients before. So, absorbtion is individually, one of them will different although the same stimulus that absorbed.

2. Understand, the indicator that there is a perception as a result of clasification process and organization. This step in the psikis process. The analysis result is like meaning and comprehension that subjectively and everyone are different

Based on indicators from Hamka above, there are two indicators in perception so that researcher used them the indicators to develop the research instrumen because the indicators are more measurable. They are absorption and understand

Definition of Perception

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs. According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in the from of opinions or feelings that occur based on the experiences experienced by individuals

## 2.2 Relevance Studies

There are some studies previously conducted, which related to classroom interaction patterns. These studies have been become the refences as well as the media comparison for this research. In 2018, Mike Nurmalia Sari, Mukhaiyar, and Hamzah conducted a research entitled *Classroom Interaction Patterns and Teachers Students Perceptions On English Classes at SMAN 2 Bukit Tinggi West Sumatra.* This research is a descriptive qualitative research, aims to explain the classroom interaction patterns faced by the teachers students perceptions on English classes at Sman 2. The findings were derived from classroom observation, field notes, questionnaires, an interviews. The findings results of this study indicate that the dominant interaction pattern is

teacher-student with one way traffic interaction, while the dominant interaction characteristic is the cross content. From teacher perception, dominant interaction pattern is student-student interaction and dominant interaction characteristic is teacher support. Whereas from student perception, dominant interaction pattern is teacher-student with two-way traffic interaction, and characteristic of dominant interaction is content cross. It can be concluded that the interaction pattern and the interaction characteristics that occur in the teaching and learning process are strongly influenced by the material and skills taught by the teacher

In 2018, under a case study design, a research entitled *The Pattrens of Teacher and Students' Interaction in the English Classroom : A Descriptive study at SMPN 24 Mataram.* Was conducted by Silvina Utami. The data were collected through classroom observation and questionnaire. This research was analyzed by descriptive qualitative method. The result of this study shows that the techer used a two-way process in the learning process. Based on the result of this study, this research is recomeneded for the next reseracher to get more information for this study. The patterns of teacher and students" interactions in the English classroom applied by English teacher of junior high school: A descriptive study, English teacher and students" of SMPN 24 Mataram was aimed to find out the patterns of interaction by English teacher and students" and the interactions between teacher and students" grade 8B in the English classroom. The subject of this study was English teacher"s and students" grade 8 of SMPN 24 Mataram.

The next study was conducted by Risna Saswati (2018) entitled *Analysis of Classroom Interaction Using IRF Pattern: A case study of EFL Conversation class*. The method adopted is a qualitative method in which it is to describe and to evaluate the IRF classroom interaction pattern whether or not the pattern can facilitate learner-initiated communication and learning opportunities for EFL classroom. The data were taken from recorded and transcribed classroom observation of a conversation class. The result of this study is the teaching using IRF pattern can facilitate learner-initiated communication and give opportunities for learners to engage in classroom interaction. The most common pattern in classroom interaction is teacher initiates the talk in the class, learners respond to teacher talk, and teacher responds by giving corrective feedback to the learners. From this pattern it explains teacher's dominance in the classroom interaction. Therefore, this study sheds lights on whether the use of Initiation, Response and Feedback (IRF) in teaching facilitates learner-initiated communication and gives learning opportunity for learners to engage in classroom interaction.

**2.3     Conceptual Framework**

In this researcher presents the conceptual framework into the following

diagram.
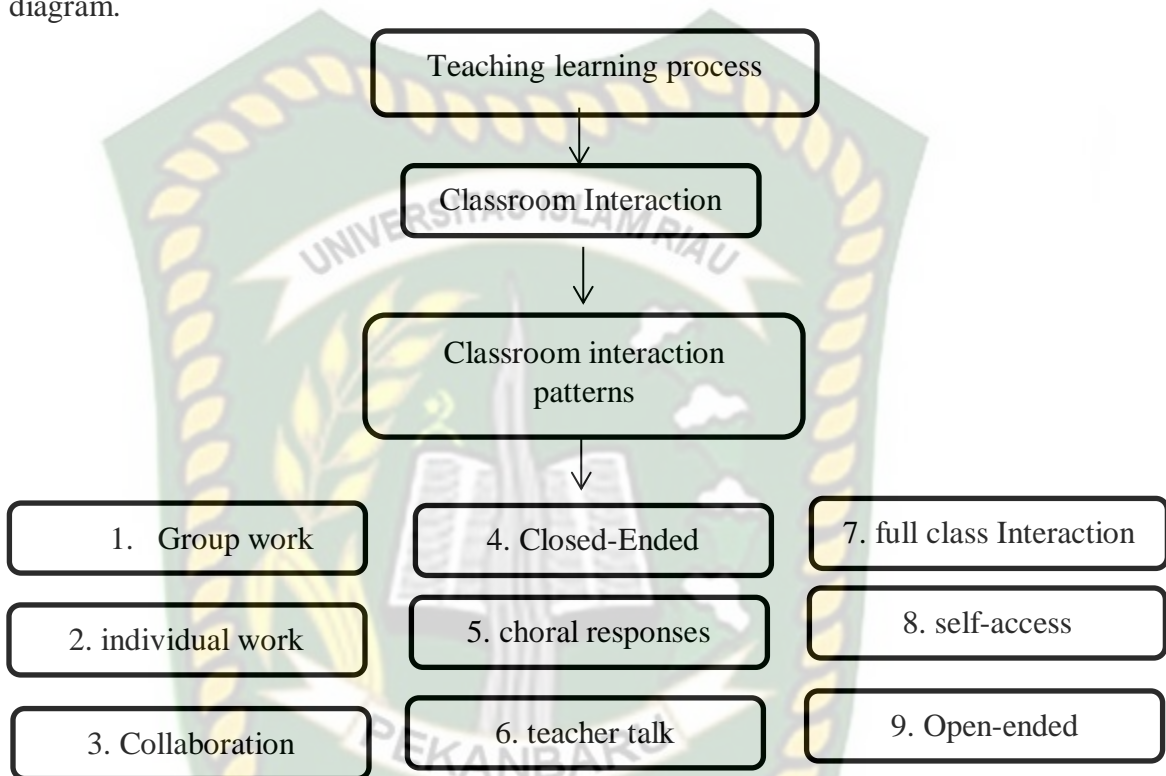


In this research, researchers will analyze the teacher's teaching learning process

classroom in SMK KEUANGAN PEKANBARU. In class, there will be teacher-

student interaction. So, the researcher will analyze the classroom interaction patterns

used by the teacher in the classroom. These patterns include; group work, individual

work, collaboration, closed-ended, choral responses, teacher talk , full class interaction,

self-access, open-ended . So, the researchers will research and analyze the teacher's

classroom interaction pattern.

# CHAPTER III

# RESEARCH METHODOLOGY

## 3. 1 RESEARCH DESIGN

This research is aimed to investigate the interaction during the teaching-learning process in senior high school. This study used qualitative and quantitative. Mixed method usually used when the research problem does not have only. The researcher decided to use mix method explanatory sequential design which begins with the collection of quantitative data and then continues with the collection of quantitative of qualitative data to help explain and describe the results obtained by quantitative data, so that the results of this research model are explanatory or explain a general picture (generalization). The thing that underlies this research model is that quantitative data obtained in the first stage can provide a general description of the research problem, for further analysis quantitative data is needed to explain this general description.

Creswell (2014) stated that the mixed research methods are research approaches involving the collection of quantitative and qualitative data, the combination of two data types and use of various design that many include conceptual assumptions and theoretical framework   The researcher investigated the cause of classroom interaction in teaching learning process at SMK Keuangan Pekanbaru. Qualitative and qualitative approach has been selected since this analysis intends to provide an insight into case classroom interaction teaching learning process at the tenth-grade students of SMK Keuangan Pekanbaru.

## 3.2 SOURCE OF DATA

This research carried out of Tenth grade at SMK KEUANGAN Pekanbaru with location Jl. Tuanku Tambusai No.498, Labuh Baru Timur., Kecamatan. Payung Sekaki, Kota Pekanbaru,Riau 28292. The students asked to respond to the questionnaire the researcher. The questionnaire were completed and answered to determine the classroom interaction teaching learning process.

The source of data in this research is Classroom interaction teaching learning process at SMK KEUANGAN PEKANBARU. This participant in this research is two of English teacher and the students at SMK KEUANGAN PEKANBARU, especially in tenth grade.

### 3.1.1 The population of the Research

The population of this research were the tenth-grade students at SMK KEUANGAN PEKANBARU. There were five class, so total the number of student are 167 students. The population can be seen as follows:

**Table 3.2.1**

**Population of the Research**

| No | Class | Total |
|----|-------|-------|
| 1. | TKJ A | 28 |
| 2. | TKJ B | 30 |
| 3. | PBK A | 33 |
| 4. | PBK B | 38 |
| 5. | PBK C | 38 |
| | Total | 167 |

### 3.2.2 Sample of the Research

Sampling is the method of choosing a representive number of individuals from a large group. Random sampling technique is the method of choosing a sample in such a way that all individuals have an equal and independent probability of being chosen for sample (Tanjung and Husna, n.d).

According muslih and Sari (2017). The number of respondents is less than 100, with all samples taken. In arrange for the research to be population research. Though in case the number of members. Sampling is over 100, so 10% - 15% percent or 20%-25% or is more sampling.

Based on hat theory, the sample of this research is 20% of 167 population. Means, the sample of this research is 33 Students.

**Table 3.2.2**

**Sample of the research**

| No | Class | Sample |
|----|-------|--------|
| 1. | PBK A | 33 |

## 3.2    INSTRUMENT OF THE RESEARCH

The instrument of the research is the tool to collect the data from the respondent of the research. The instrument of the research is documentation, questionnaire, and video-audio recording. The researcher uses documentation, Observation, and questionnaire to get some information about teaching learning process during classroom interaction at SMK KEUANGAN PEKANBARU.

### 3.2.1    DOCUMENTATION

The first instrument is documentation. The researcher took the documentation of teaching learning process in classroom interaction at SMK KEUANGAN Pekanbaru. The documentations take form of video-audio recording and screenshots pictures

### 3.2.2    OBSERVATION

John (2012) in Erianti said that, Observation is the process of collecting first-hand, open-ended data by observing and placing it at a research site. The process of

collecting observational data in a specific school setting is often taken into account when education thinks about research. Observations are undoubtedly a frequently used form of data collection, with the researcher being able to assume various roles in the process (Spradley 1980 in Erianti). The researcher only observe in the classroom interaction teaching learning process. The observation record and the observation take for 3 meetings and also a recorder was settled to record classroom interaction.

### 3.2.3 QUESTIONNAIRE

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of the researcher (Wilson and Mclean in Cohen et. al., 2007: 317). In this research the purpose of the questionnaire was to find out the students' opinion about classroom interaction in teaching learning process. The writer asked the 30 students ten grade class students in SMK KEUANGAN Pekanbaru to fill up the questionnaire.

Table 3.3

score of the students' Responses on the Questionnaire

| Likert scale Description | Likert scale |
|---|---|
| Strongly disagree | 1 |
| Disagree | 2 |
| Neutral / Uncertain | 3 |
| Agree | 4 |
| Strongly agree | 5 |

(Nyutu, Cobern & Pleasants: 89)

$$p\frac{f}{n}x100\%$$

P : Percentage score students

F : The frequency of students

N : The sum of students

100% : Remains numbers

Adapted from Anas Sudijono (2004: 43)

The next step, concluded the result and drew the conclusions related to the classroom interaction teaching learning process in the class.

| NO | PERNYATAAN | ALTERNATIF JAWABAN | | | | |
|----|------------|-----|-----|-----|-----|-----|
| | | 5 | 4 | 3 | 2 | 1 |
| | | SA | A | N | D | SD |
| 1 | In the teaching learning process student should not talk to the teacher | | | | | |
| 2 | This teacher gives a question and answer session to students. | | | | | |
| 3 | This teacher always gives them group work | | | | | |
| 4 | This teacher gives assignments or individual work to students. | | | | | |
| 5 | The teacher give the tests to students understanding with the previous material. | | | | | |
| 6 | This teacher explains things Clearly. | | | | | |
| 7 | This teacher knows everything that goes on in the classroom. | | | | | |
| 8 | This teacher have anticipated answer there only correct or wrong in this type questioning. | | | | | |
| 9 | Teacher always respond to questions asked by student | | | | | |
| 10 | The teacher may intervene the activity occasionally to stimulate participation or to monitor | | | | | |
| 11 | This teacher gives student a lot of free time in class. | | | | | |
| 12 | The teacher gives question to students during the lesson | | | | | |
| 13 | The teacher should be good natured, patient, and not irritable in the class. | | | | | |
| 14 | the teacher interacts with students by asking questions about the lesson being discussed | | | | | |
| 15 | This Teacher always give self-access to students | | | | | |
| 16 | the teacher often motivate students before the lesson starts | | | | | |
| 17 | the teacher only explain the material in front of it or is it interspersed with interacting with students | | | | | |
| 18 | this teacher helps students answer questions during presentations in class | | | | | |

| 19 | The teacher is quick to correct student when the student breaks a rule in the class. | | | | | |
|----|-------------------------------------------------------------------------------------|--|--|--|--|--|
| 20 | The teacher explains the material to be discussed in the class. | | | | | |

3.3.2 table questionnaire classroom interaction

### 3.3  DATA COLLECTION TECHNIQUE

To collect the data of this research, there were several steps taken, namely: The researcher conducted this research in classroom interaction teaching learning process at SMK keuangan Pekanbaru. The researcher did the observation to the class on to see their activity on classroom interaction teaching learning process at the class. After found the problem of their patterns, the researcher distributed the questionnaire by using Google Form. Then, the students fill their personal information and choose the options that provided and then they send it to the Google Form's link. After that, the research collecting the result of the questionnaire and classifying the result.

1.    Classroom Observations

Audio-video recordings are used in the classroom observations to captured teachers' teaching learning process. The observation sheets are also used to take notes on the teachers and students behavior during the lessons regarding the teachers learning process and the student oral responses. The lessons are audio-video recorded by researcher, and then researcher took notes. In this research, three meetings are conducts in the 2 weeks after the researcher begin to observe. Each meeting in classroom takes ±45 minutes.

2.      Audio-video recording analyzed

Then, the audio-video recordings are analyzed in three steps as follows: Transcribing the lessons, defining and classifying the questions of the teachers as well as the answers of the students.

## 3.4     DATA ANALYSIS TECHNIQUE

The mix method data technique would be applied in this research. The researcher would analyze the data find out about the percentage of the students' response to the classroom interaction patterns teaching learning process. The researcher used google form for collecting data which means the result of data had already calculated by the google form. It is a way process qualitative data so that what has been learned can be communicated to others (Hatch, 2002; 148). It means that in other to communicate the data that has been obtained from qualitative research, researchers tend to use analysis.

Recording by using the recorder and following the teaching learning process in the classroom; observation and video recording data were collected from the researcher. The information collected by the researcher was transcribed into a written transformation and then described, picked, and also categorized or extracted on the basis of the analytical needs related to the subject of this research. Questionnaire was used in gaining the more information about classroom interaction which were used by the teachers, there were some questions that researcher gave to the teachers such as: teachers reason in using the pattern and the influence of the patterns.

# CHAPTER IV

# RESEARCH FINDINGS

In this chapter, the researcher provided the data obtained of the classroom interaction teaching learning process. The data was taken from the tenth grade in Smk Keuangan Pekanbaru. The findings of the study were gathered through Documentation , Observation , and also Questionnaire.

## 4.1 Research Findings

The findings of teaching-learning interaction patterns in the classroom. In the class, the teacher (T) delivered the teaching material of expressing intention and descriptive text about the tourism. The patterns of interaction shaped the patterns of group work, choral responses, closed-ended teachers questioning (IRF), individual work, open-ended teacher questioning, and collaboration. The Teacher frequently gave directions and asked question. Although the class was still dominated by the teacher, it did not mean that the students were passive. The students seemed to be active since teacher sometimes used interactive and communicative activities such as game, exercises, and discussion to raise the students' interaction and participation. These activities might be done individually, in pairs, or even in groups. These activities also referred to the student centered because the students were forced to get involved actively.

A.       Choral responses

First, choral responses pattern occurred when teacher greeted the students by saying 'morning class!' and the students responded with 'morning miss'. The choral responses pattern occurred, for example, when Teacher asked the students about what they wanted to be in the future. The following excerpts are one of the examples of choral responses pattern:

Teacher: "Danau Toba is real? (apakah danau toba nyata?)"

Students: "No"

Teacher:" No, Danau Toba is a legend. It's not real. Like Tangkuban Parahu,is it real?( tidak, danau toba sebuah legenda sama seperti tangkuban perahu

Students: "No"

Teacher : " although there is a form of tangkuban perahu, but it is possible someone kicks a boat to be mountain?"

Student " impossible, miss"

Teacher : "correct! Impossible."

Next, when Teacher played a short video about Thailand movie, choral responses pattern also occurred when Teacher paused the video for a while and asked question about the movie watched. The other choral responses pattern occurred when Teacher asked the students whether they had finished their work. The following excerpts are another example of choral responses pattern:

Teacher :"OK, can you guess who is beggar? Who is the beggar?"

Students :"A child".

Teacher: "OK, a child. Really? "

Students : "Maybe".

Teacher  : "Maybe?!"

Students : No… No… No…!!!

B.      Closed- ended questioning (IRF)

Secondly, closed-ended teacher questioning (IRF) pattern occurred when Teacher gave some reflections on the short movie that they watched. This pattern showed how the teacher initiated to ask a question; the students gave response to the teacher's question; and the teacher gave feedback. The following excerpt is one of the examples of this pattern:

Teacher : " Miss want to know your opinion when the man, the bakmi, the soup seller soup seller, gives the soup and then gives the money to the boy, OK, can you-can you imagine that he wants to ask the return? Minta balas budi, balas jasa itu ada tidak?"

Students :" No…!"

Teacher :" But actually, the good things-the good thing that is done today, maybe we don't get it for the near tomorrow but maybe in the-in the long time. OK. So, we can learn that we do it in good intention, OK, good intention, we will have the return in the good things too. Ya? Kalau kita berikan sesuatu yang baik dengan yang tidak baik maka akan-akan kembali balasannya itu yang baik.

C.      Collaboration

The third is collaboration pattern. It occurred when Teacher gave the students a warmer activity like a game. In the expressing intention material, the students had to do a warmer activity to discuss the picture of four interesting places with their friend. From the warmer activity, Teacher asked the students to describe all the pictures and choose one of their favorite places and give the reason. the student's chose pair or

partner by himself. He also gave time-limited for them to do this warmer activity in for about ten minutes and he asked them to deliver their work in front of the class after finishing it. In this activity, the students looked serious to accomplish their task. They once asked to the teacher about something that they did not understand yet. Teacher walked around the class for monitoring and assisting when necessary. When time was up, Teacher called some pairs to come in front of the class to read their work in turn. This is one of the excerpts of collaboration pattern:

Student 1: "Good morning, ladies and gentlemen. We are from the third team will describe all the pictures".

Student 2: "For the first, I think people visit beach because at beach we can see scener---scenery freely. We can surf, swim, play some games of water, build sands castle for children, sunbath, and enjoy the sunset view. And the second called amusement park, I think people visit it because they can forget all their problems and enjoy games. In there, people can play a lot of extreme games, enjoy walking time, and jogging in the morning".

Teacher : "Good! next! "

Student 1: "So, we go to the mall and mountain. first, we go to the mall. Why people like visit the mall because it is cool-cool place so it is comfortable. It is a clean and many shops in there. Because many shops in there so we can-we can doing shopping or exercising in there. And then we go to the mountain. People like vis-visiting mountain because it is there is beauty-beautiful scenery. beautiful scenery so we-we can take a photo and there is a cool place. The place is cool and there is many trees and we can see many beautiful flowers. In there, we can do take a photo, climbing, and camping. So in here, we-we prefer amusement park. We, the reason is in amuse--amusement park we can doing free.

D. Open ended teacher questioning

The next pattern is open-ended teacher questioning. Like in the first class, open-ended teacher questioning here occurred when there were a number of possible

answers, so more students gave their answer. This is one of the excerpts of open-ended teacher questioning:

Teacher        : "How do you feel when you are in this classroom?"
Students 1     :"Happy."
Student 2      :"Hot".
Student 3      : "Cold".
Teacher        :"Cold. Hot. The two persons have the same idea."

E. Individual

The next pattern is individual pattern. In the individual pattern, the students were asked to do vocabulary builder exercise and match the pictures with paragraphs. Here, their task was to complete the missing letters of the English words and match the paragraphs of visiting Niagara Falls' text with pictures provided. The students had to do this exercise by themselves. While the students did their work, Teacher walked around for checking their progress in doing it. After the students finished their task, they discussed the answer together to check their work. This is one of the excerpts of individual work from their book

In conclusion, the learning activities used by the teachers might emerge some patterns of interaction. The teacher should consider in developing and increasing those patterns in their classroom. By using game, exercises, and discussion, they might raise the students' interaction and participation or increase student awareness to actively talk

in the classroom. The learning activities should be done with variation way by using interesting material from English handbook or other sources.

**TABLE INDICATORS OF CLASSROOM INTERACTION**

| No | Interaction pattern | Description | Remark |
|---|---|---|---|
| 1. | Group work | Utilizing this kind of pattern the students will work in a small group or pair. | Conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all. |
| 2. | Individual work | No group discussion or collaboration in this pattern. | The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary |
| 3. | Collaboration | It is when students in the classroom do the same sort | Students do the same sort of tasks as in |

| | | | |
|---|---|---|---|
| | | of task together to reach the best result the can afford | "individual work", but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene |
| 4. | Closed-ended teacher questioning (IRF) | There are only correct or wrong answers in this type of questioning. | Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game |
| 5. | Choral responses | a teacher gives a model related to the issues and material discussed in the classroom then it will be repeated by whole class in chorus. | The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus. |

| 6. | Open-ended Questioning | open ended teacher questioning has no anticipated answers rather it will accommodate answers of the students as there are flexibility of correct values of the answers. | There are a number of possible "right" answers, so that more students answer each cue |
|----|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

**Adopted from Fatimah (2018)**

### 4.1.1. The Result of respondent personal information

Respondent personal information that completed the questionnaire shown in the chart below:



Jenis Kelamin (Gender)
33 jawaban

- Laki-Laki (Male)
- Perempuan (Female)

75,8%
24,2%
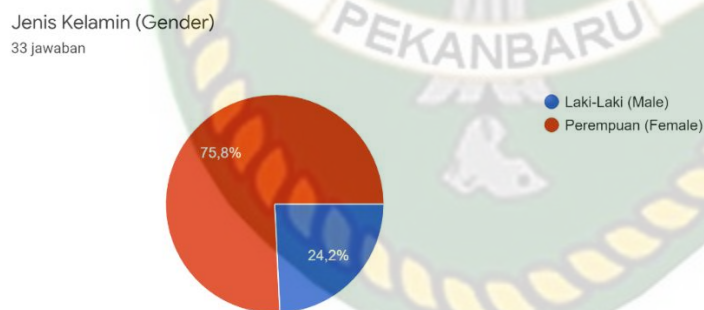
2. Chart of the result of respondent personal information

From the data shown above, total respondent was 33 from 167 students who completed the questionnaire and dominated by female with 25 students respondent and then followed by male about 8 students

4.1.2 Percentage of Data Questionnaire

Questionnaire was distributed to obtain the data of the teachoing learning process in the classroom interaction. The obtained data would be qualitative on likert scale. To analyze the data questionnaire the researcher use percentage formula as follow :

$$p\frac{f}{n}x100\%$$

P : Percentage score students

F : The frequency of students

N : The sum of students

100% : Remains numbers

1. The teacher always give self-access to opinions for students (guru selalu memberikan akses berpendapat kepada siswa)

33 jawaban



- Sangat Setuju (Strongly Agree)
- Setuju (Agree)
- Netral (Neutral)
- Tidak Setuju (Disagree)
- Sangat Tidak Setuju (Strongly Disagree)
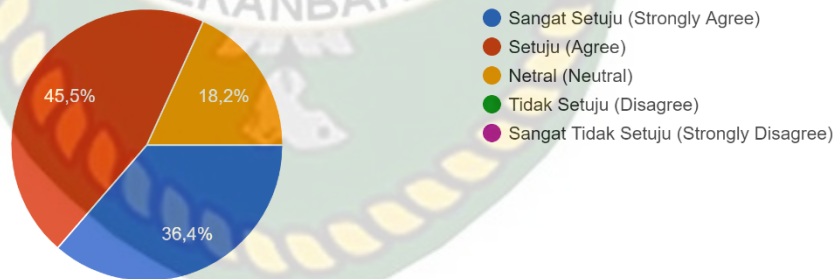
*Figure 4.1 the percentage of students' responses to the first statement*

From the first statement Thirty-Three students, 45,5% (15 students) were agree with the statement and 36,4% (12 students) who strongly agree with the statement. There were only 18,2 % (6 students) were neutral with this statement classroom interaction teaching learning process.

2. This teacher gives a question and answer session to students (guru ini memberikan sesi tanya jawab kepada siswa)
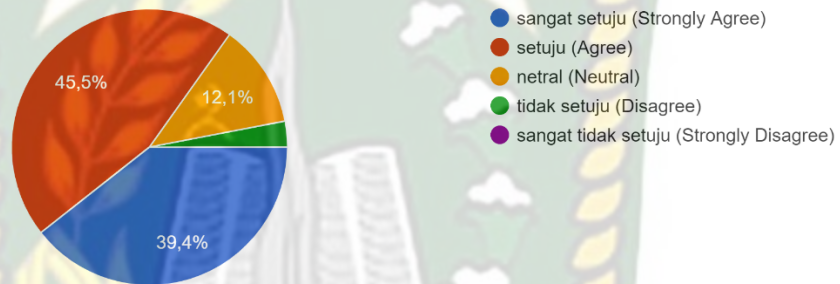33 jawaban



- sangat setuju (Strongly Agree)
- setuju (Agree)
- netral (Neutral)
- tidak setuju (Disagree)
- sangat tidak setuju (Strongly Disagree)

*Figure 4.2 the percentage of students' responses to the 2$^{nd}$ statement*

The 2nd statement performed classroom interaction teaching learning process. In chart, 45,5 % (15 students) choose agree. 12,1% (4 students) chose neutral, 39,4 % (13 students) who strongly agree with the statement.

3. This teacher always gives student group work ( guru ini selalu memberikan tugas kelompok kepada siswa)
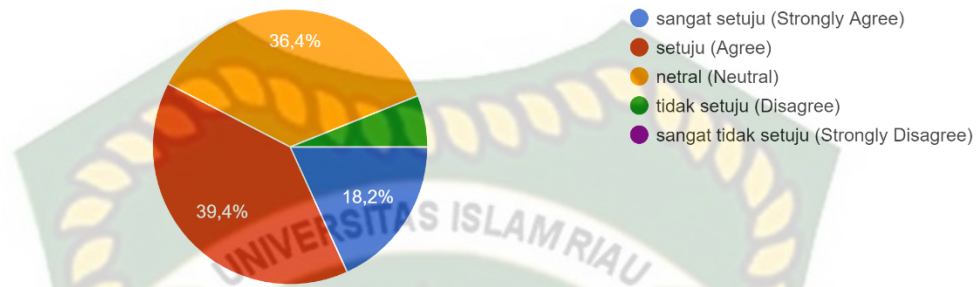
33 jawaban



*Figure 4.3 the percentage of students' responses to the 3$^{rd}$ statement*

From that statement 3$^{rd}$, there are 39,4 % ( 13 students) choose agree if teacher always gives student group work in the classroom interaction teaching learning process. 36,4 % ( 12 students) chose neutral. And 18,2% (6 students) chose strongly agree

4. This teacher gives assignments or individual work to students.( guru ini memberikan tugas atau pekerjaan individu kepada siswa)

32 jawaban
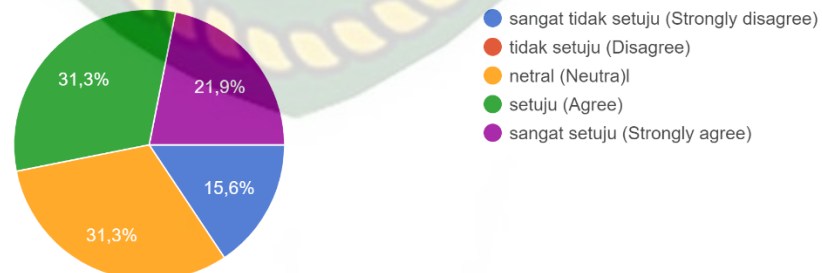


*Figure 4.4 the percentage of students' responses to the 4$^{th}$ statement*

The result for this statement there were 31,3% (10 students ) choose agree. And 15,6% (5 students ) chose strongly disagree, it is mean the students don't like when the teacher gives assignments or individual work. Then, 31,3% ( 10 students ) chose neutral , 21,9 % ( 7 students ) chose strongly agree,they admitted with that statement.

5. this teacher helps students answer questions during presentations in class ( guru ini membantu siswa menjawab soal saat presentasi didalam kelas)
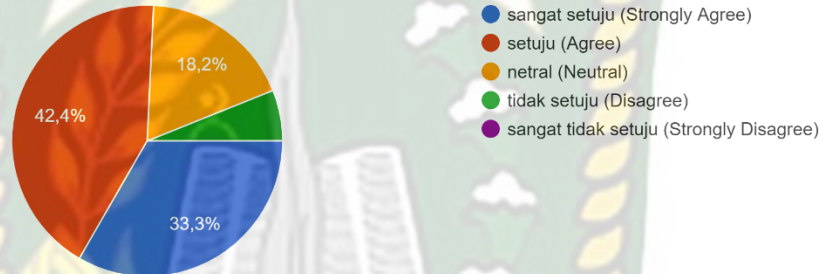33 jawaban



*Figure 4.5 the percentage of students' responses to the 5ᵗʰ statement*

The chart showed that many students like when the teacher helps students answer questions during presentations in classroom interaction teaching learning process pattern. 42,2 % (14 students) of them who gave response agree that statement. But also 18,2 % ( 6 students ) chose neutral, 33,3% ( 10 students) chose strongly agree that statement. Then 8,9 % ( 3 students ) gave responses disagree with that statement.

6.This teacher explains things Clearly. ( guru ini menjelaskan semuanya dengan jelas)
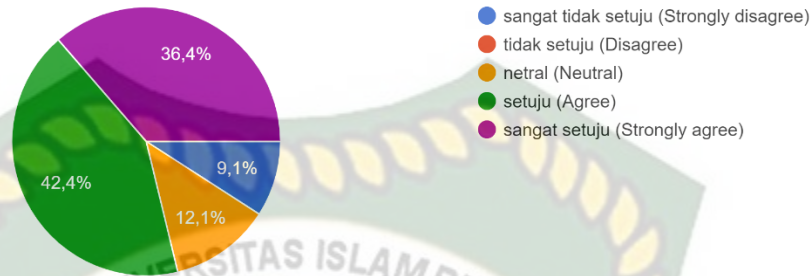
33 jawaban



*Figure 4.6 the percentage of students' responses to the 6th statement*

The result showed that most of students gave positive response to the statement. There were 42,4 % (14 students) chose agree and 36, 4% (12 students) chose strongly agree. But, 12.1 % (4 students) chose neutral with this statement. But 9,1 % (3 students) chose strongly disagree.

7. This teacher knows everything that goes on in the classroom.( guru ini tahu semua yang terjadi di kelas)
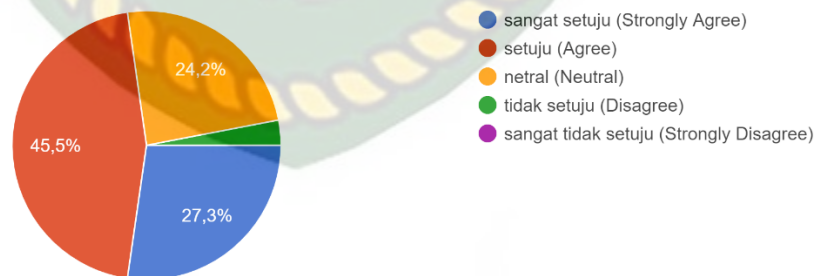
33 jawaban



*Figure 4.7 the percentage of students' responses to the 7th statement.*

The 7<sup>th</sup> statement showed that 45,5 % (15 students) chose agree, and 27,3% (9 students ) it is mean the teacher knows everything that goes student to do in classroom interaction teaching learning process this is graded by students. And 24, 2% ( 8 students ) chose neutral.
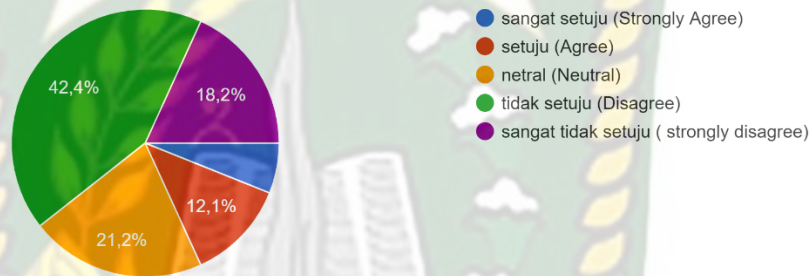
*Figure 4.8 the percentage of students' responses to the 8<sup>th</sup> statement*

Based on the chart, 42,4 % (14 students) choose disagree and 21.2% (7 students) choose neutral. The others chose 18.2% (6 students) strongly disagree, 12.1 % (4 student) chose agree. And 5,9% (2 students) chose strongly agree. It is mean there got almost similarity result from that percentage

9. Teacher always respond to questions asked by student. ( guru selalu menjawab pertanyaan yang diajukan oleh siswa)
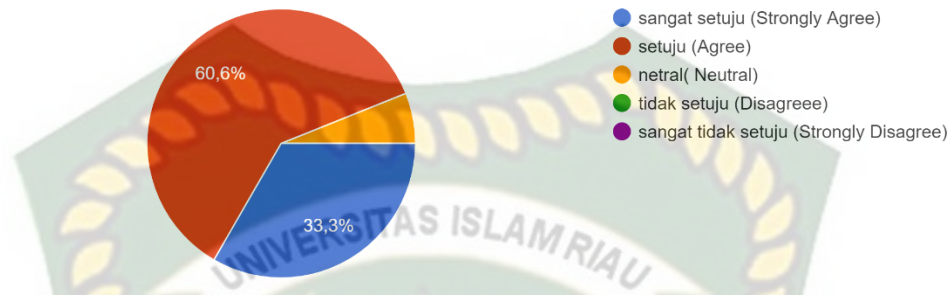
33 jawaban



*Figure 4.9 the percentage of students' responses to the 9th statement*

The 9th showed, 60,6% (20 students) agree and 33.3% (11 students) strongly agree with this statement, it is mean the teacher has a friendly nature toward in classroom interaction teaching learning process. But, 5,9% (2 students) neutral with this statement.

10. The teacher monitors group discussion activities of students in the class ( guru memantau kegiatan berdiskusi kelompok siswa didalam kelas)
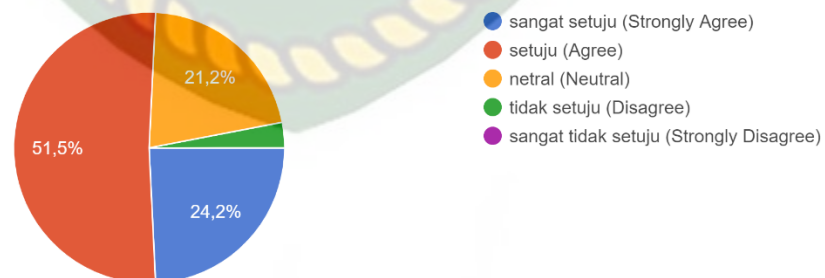
33 jawaban



*Figure 4.10 the percentage of students' responses to the 8th statement*

Based on chart, 51.5% (17 students ) chose agree, 24.2% ( 8 students ) chose strongly agree. Then 21.2 % ( 7 students ) chose neutral. But 2,9% (1 students ) chose disagree about the teacher monitors group discussion activities of students in the classroom interaction.
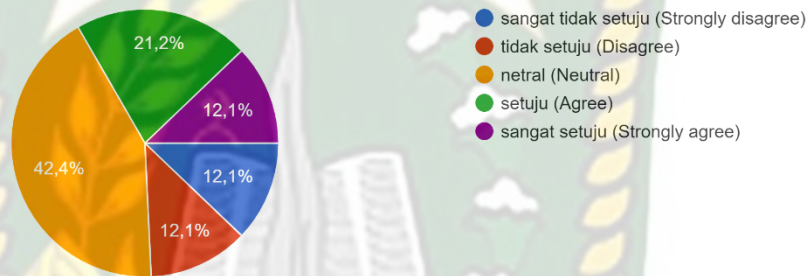


*Figure 4.11 the percentage of students' responses to the 11 statement*

Based on the chart, 42.4% ( 14 students ) chose neutral, 21.2% ( 7 students ) chose agree. Then 12.1% (4 students ) chose strongly agree. But, 12.1 % ( 4 students ) chose disagree and 12.1% ( 4 students ) chose strongly disagree when the teacher gives students a lot free time in class.

12. The teacher gives question to students during the lesson( guru memberikan pertanyaan kepads siswa selama pelajaran)
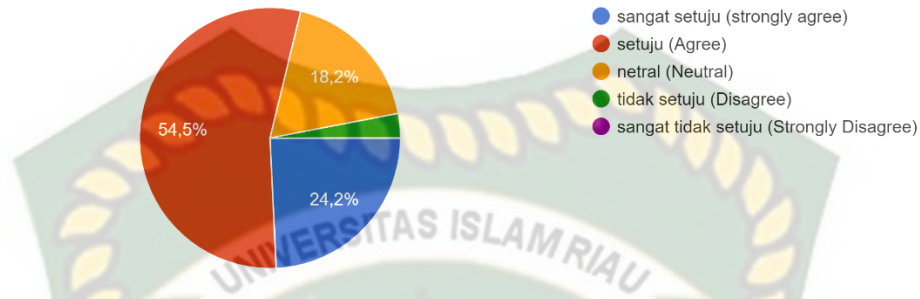
33 jawaban



- ● sangat setuju (strongly agree)
- ● setuju (Agree)
- ● netral (Neutral)
- ● tidak setuju (Disagree)
- ● sangat tidak setuju (Strongly Disagree)

*Figure 4.12 the percentage of students' responses to the 12 statement*

From the chart, 54.4 % ( 18 students ) chose agree and 24.2% ( 8 students ) chose strongly agree it implied, that the classroom teaching learning process the teacher gives question to students during the lesson. Then 18.2 % ( 6 students ) chose neutral. But 2,9% ( 1 students ) chose disagree this statement.

13. The teacher should be good natured, patient, and not irritable in the class.( guru harus sabar, baik hati, dantidak mudah marah)

33 jawaban



- ● sangat setujun (Strongly Agree)
- ● setuju (Agree)
- ● netral (Neutral)
- ● tidak setuju (Disagree)
- ● sangat tidak setuju (Strongly Disagree)

*Figure 4.13 the percentage of students' responses to the 13th statement*

Related to the statement, 54.5% (18 students) strongly agree with the statement.

24.2% (8 students) agree with the statement. Then 18.2% ( 6 students ) chose neutral.

14. The teacher interacts with students by asking questions about the lesson being discussed.(
guru berinteraksi dengan siswa dengan memberika...rtanyaan tentang pelajaran yang sedang dibahas)
33 jawaban



- sangat tidak setuju (Strongly disagree)
- tidak setuju (Disagree)
- netral (Neutral)
- setuju (Agree)
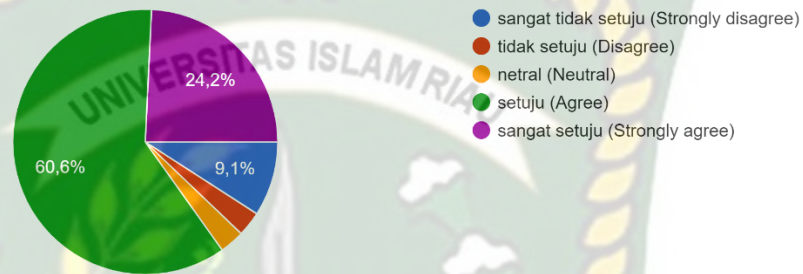- sangat setuju (Strongly agree)

*Figure 4.14 the percentage of students' responses to the 14ᵗʰ statement*

in chart, 60.6% (20 students ) chose agree, 24.2% ( 8 students ) chose strongly agree.

2.9% (1 students) chose neutral. But 9.1% ( 3 students ) chose strongly disagree 2.9%

( 1 students ) chose disagree this statement.

15. In the teaching learning process student should not talk to the teacher ( dalam proses belajar mengajar siswa tidak boleh berbicara dengan guru)
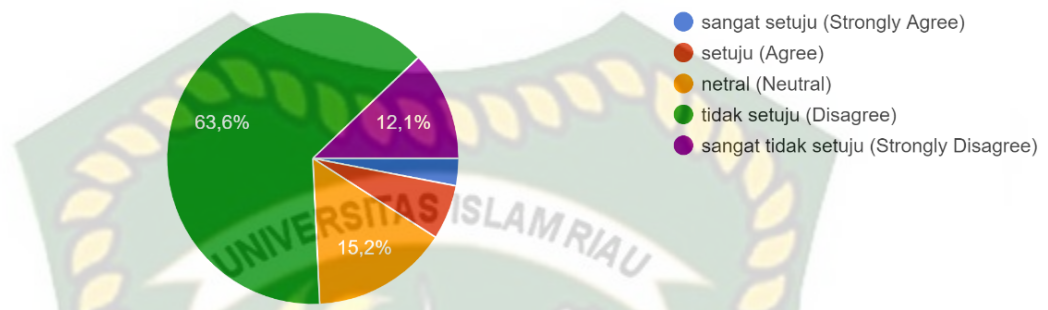33 jawaban



*Figure 4.15 the percentage of students' responses to the 15ᵗʰ statement*

Related to the statement, 63.6% (21 students) disagree with the statement, it is mean more than half of the class not talk to teacher during teaching learning process in the class. But, 15.2% (5 students) neutral with the statement. But 12.1% ( 4 students ) chose strongly disagree with the statement.

16.the teacher often motivate students before the lesson starts ( guru sering memotivasi siswa sebelum pelajaran dimulai)
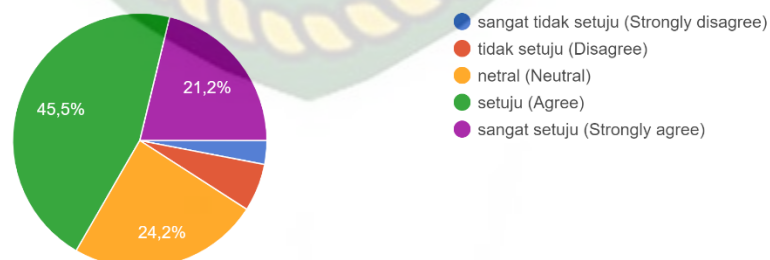33 jawaban



*Figure 4.16 the percentage of students' responses to the 16ᵗʰ statement*

In chart, 46.5% ( 15 students ) chose agree, 24.2% ( 8 students ) chose neutral. Then, 21.2% (7 students ) chose strongly agree. But 2.9% (1 students) strongly disagree and 6.9%( 2 students ) chose disagree. It is mean there got almost similarity result from that percentage

17. the teacher only explain the material and interacting with students ( guru hanya mejelaskan materi dan interaksi dengan siswa)

33 jawaban



- sangat setuju (Strongly Agree)
- setuju (Agree)
- netral (Neutral)
- tidak setuju (Disagree)
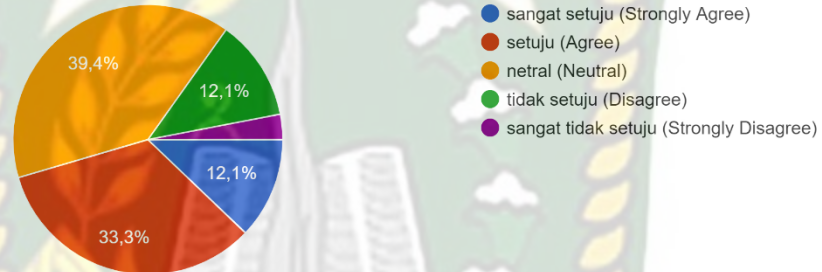- sangat tidak setuju (Strongly Disagree)

*Figure 4.17 the percentage of students' responses to the 17th statement*

The chart showed that there were 39.4% (13 students) neutral with the statement. 33.3% (11 students) chose agree, 12.1% (4 students ) chose strongly agree. But 12.1% ( 4 students ) chose disagree and 2.9% ( 1 students ) chose strongly disagree.

18. The teacher give the tests to students understanding with the previous material.(guru memberikan tes pemahaman siswa dengan materi sebelumnya)
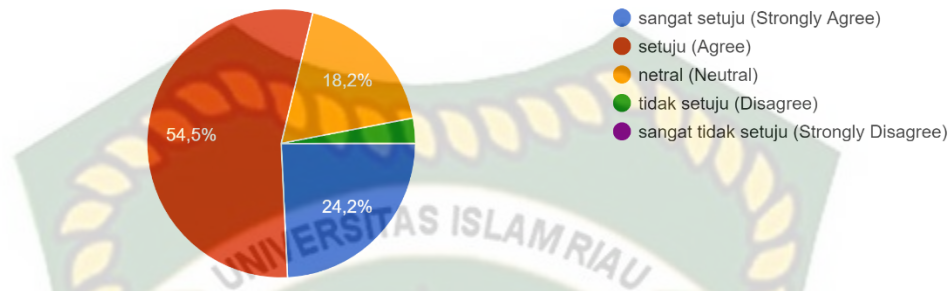
33 jawaban



- sangat setuju (Strongly Agree)
- setuju (Agree)
- netral (Neutral)
- tidak setuju (Disagree)
- sangat tidak setuju (Strongly Disagree)

*Figure 4.18 the percentage of students' responses to the 18th statement*

Based on the chart, there were 54.5% (18 students) and 24.2% (8 students) gave the response agree and strongly agree with the statement. Meanwhile, 18.2% ( 6 students) and 2.9% ( 1 students) chose neutral and disagree. It interpret that they would be more understood about the previous material.

19. The teacher is quick to correct student when the student breaks a rule in the class.(guru cepat mengoreksi siswa ketika melanggar aturan di kelas)
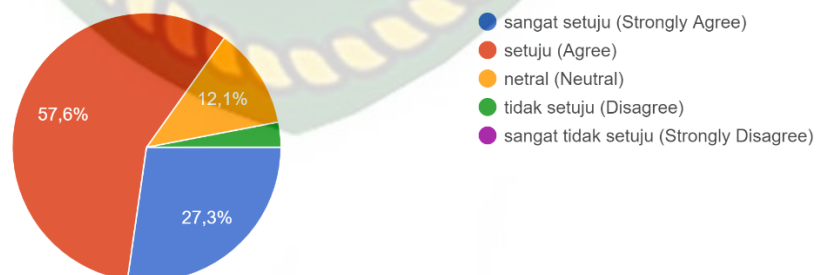
33 jawaban



- sangat setuju (Strongly Agree)
- setuju (Agree)
- netral (Neutral)
- tidak setuju (Disagree)
- sangat tidak setuju (Strongly Disagree)

*Figure 4.19 the percentage of students' responses to the 19th statement*

From the chart, the results were 57.6% (19 students) and 27.3% (9 students) of the thirty-three agree and strongly agree with the statement. 12.1% ( 4 students ) chose neutral  and 2.9 % ( 1 students ) chose disagree this statement.



20.The teacher explains the material to be discussed.( guru menjelaskan materi yang akan di bahas)
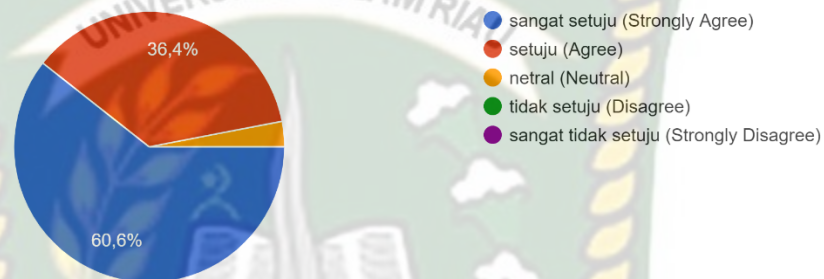33 jawaban

- sangat setuju (Strongly Agree)
- setuju (Agree)
- netral (Neutral)
- tidak setuju (Disagree)
- sangat tidak setuju (Strongly Disagree)

*Figure 4.20 the percentage of students' responses to the 20$^{th}$ statement*

The last statement, most of the material to be discussed in classroom interaction presentation in the class. 60.6% (20 students ) chose strongly agree and 36.4%( 12 students ) chose agree with the statement.

**4.2 Discussion**

4.2.1 The Patterns of Classroom Interaction

The research findings show that the patterns of interaction during teaching and learning process emerged from classroom interaction were not fully dominated by the teacher because the students also actively participated in teaching and learning process teachers emphasized on the student-centered, relying heavily on hands-on activities,

group work, peer work, individual work, projects, and discussion to engage students and encourage active participation. The patterns of interaction during teaching and learning process in this research occur between teacher and student or student and student. These result is similar to Brown's (2000: 165) statement which is that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

Based on data, there are six patterns of interaction which come up in the class are the patterns are group work, choral responses, closed-ended teacher questioning (IRF), individual work, open-ended teacher questioning, and collaboration. On the other side, the collaboration pattern is the only pattern which never emerges in the class. Firstly, a learner-centered activity such as group work, which forces students to talk to each other spontaneously, ask each other questions, and respond in a natural way, is one of example : "how this might be practiced". In group work pattern, the students are given a group task in doing learning activities like playing game and doing a task from the book.

The second pattern of interaction is choral responses. The choral answers are responses to teacher's statements, questions, or directions. The students use choral responses as a means of assuring the teacher that they understand the lesson given. The negative side of choral responses, however, is that some students may go with the flow and the teacher may think that every student has understood the lesson material. Thus, it is supported with Brock-Utne (2006: 35). He says that chorus answer refers to the

safe talk for both the teacher and the learners, in that the teacher accepts the answers without finding out whether every learner understands the lesson.

The next pattern is closed-ended teacher questioning (IRF). Closed-ended teacher questioning (IRF) pattern shows how the teacher initiates to ask a question, students give response to teacher's question, and teacher gives feedback. The IRF is often seen as encouraging students to respond only with an evaluable answer.

Another pattern is individual work. This pattern occurred; for example, when the teacher asked the students to do the exercise from the book. The students have to do this exercise by themselves. The next is student initiatesteacher answers. The pattern occurred when the students were curious about the lesson or something else and asked it further to the teacher without teacher's command and then teacher gives response to answer student's question. The other pattern is open-ended teacher questioning. The teacher asks a question in which there are a number of the possible right answers.

The last pattern is collaboration. The collaboration pattern is also well-known as pair work pattern. It occurred when the students work in pair to do the activity or task given by the teacher. The activity that is used by the teachers is in line with what Watcyn-Jones (2002: 7) mentions. He mentioned that there are several types of activities for working in pairs such as ice-breaker or warm-up activities

4.2.2 The Students' Perceptions of classroom interaction

Based on the first displayed diagram in figure 1, the researcher investigates the information about the students' response to the conducted teaching and learning in the Self- access to opinion for students. Through the first inquiry about whether or not the students like the teacher while interacts with them, the students who answer " strongly agree" 35,4% was twelve respondents while the vote to "Agree" 45,5% fifteen respondent and 18,2% "Neutral" six respondent shares the different number of voters respondents for each answer. The first questions conclude that the students agree to self-access opinion to teacher talk in explaining the material in the classroom.

The second question is asking about the students are agree to the teacher gives a question and answer session in the classroom during teaching and learning process. For this question thirteen students response to the option 45,5% "strongly agree", and the students who answer 45,5% "agree" is fifteen students. Then four students response 12,1% "neutral". Based on the students' perception, the teacher gives a question and answer session time is appropriate and it is suitable with what the students want during the teaching-learning process in the classroom.

The third question is about the teacher instruction group work in the classroom during teaching and learning process. For this question, thirteen options students response to the opinion "agree" 39,4% and the twelve respondent" neutral" 36,4 %, then choose " strongly agree" 18,2%, it means the students understand and they agree to listen to teacher instruction in the classroom.

The fourth question is about teacher gives assignments or individual work to students. Ten students marked it and for option "agree" and "neutral" 31,3% the students share the same number for both of it none of the students choose 0% "disagree". Then, fifth student respond "strongly disagree" 15,5% for the question. and then last seventh student respond "strongly agree" 21,9%. It can be concluded that the students agree to listen to a teachers gives assignment or individual work to student everything during the teaching and learning process

The fifth question is about whether they agree to ask and answer the question in the class during teaching and learning process. The students responsible for these questions is the various number for each option. The smallest one is only one student who were marked "disagree", then followed by "strongly agree" 33,3% with ten respondents that lower than "disagree" with three respondents, and the highest number goes to "agree" 42,2% with fourteen respondents. Thus, some of agree like to ask some questions and answer the subject during the teaching-learning process, and it is an excellent way to make interaction in the classroom among the teacher and students.

The sixth question is about teacher explains everything. The result showed that most of students gave positive response to the statement. There were 42,4 % (14 students) chose agree and 36, 4% (12 students) chose strongly agree. But, 12.1 % (4 students) chose neutral with this statement. But 9,1 % (3students) chose strongly disagree.

The seventh question is about the students like to answer the question without pointed by the teacher or they do it voluntarily. nine students prefer to choose "strongly agree" 27,3%. Then followed by "agree" 45,5% and "neutral" 24,2%. which is shares the same number of voters which is six respondents for each answer and none of the respondents who marked 0% "disagree".

For the eighth question, the researcher asks about giving a longer time to think about the question that was given by the teacher. The highest number is going to "disagree" 42,2% with fourteen respondents, then followed by "strongly disagree" 18,2% with six respondents and the smallest one is goes to "agree" 12,1% with four respondents and two of the respondent who chooses "strongly agree". Here, the students like if the teacher gives the time to them to think before answering the question because they have some time to prepare about how to give the good answer from the question that given by the teacher.

The ninth 60,6% (20 students) agree and 33.3% (11 students) strongly agree with this statement, it is mean the teacher has a friendly nature toward in classroom interaction teaching learning process. But, 5,9% (2 students) neutral with this statement.

The next tenth question, the researcher investigate about students performance should be encouraged by teacher feedback. None of the respondents who chose "strongly disagree", seventeen students who prefer to choose "agree" 51,5% , then eight students chose "strongly agree" 24,2% and the last one is "disagree" 2,9% with

one responses. it means the students always hope the students feedback after their speaking time to correct the error.

The eleventh inquiry in the second chart is whether or not the students like the process of teaching and learning while the teacher let the students discover their own mistakes. The researcher aim this inquiry to investigate the students' response to student act in providing freedom for the student for a self-correction session. Through the survey, the total of students who opted a (strongly agree),(strongly disagree) and "disagree" are four respondents, while the students who pick (agree) are seventh participants and the students who chose (neutral) are fourteen individuals. The results of the survey result in this section show that the students prefer to be given freedom in assessing their own mistakes and errors during the speaking performance.

The twelveth question is about teacher pointed students immediately when their answers are incorrect, and the respondent prefers the excellent answer is (agree) 54,4%. Thus, the students do not really like if the teacher points them immediately when they give a wrong answer because it can make the students down and shy to speak. The thirteenth question is about the student strongly agree to related to the statement. 24.2% (8 students) agree with the statement. Then 18.2% ( 6 students ) chose neutral

The fourteenth question is about they agree to be given a chance to talk and discussion in the classroom so the excellent answer is (strongly agree). Thus, they will have a good discussed in the teaching learning process. But,9.1% ( 3 students ) chose strongly disagree 2.9% ( 1 students ) chose disagree this statement.

The fifteenth question is about the student should negotiate with the students for correction, and they choose (disagree) 63,6% twenty-one student respond. It means that the students do not enjoy the atmosphere if they have to consult with the teacher because they want the teacher to correct them directly.

The sixteenth question is about the students agree teacher give a motivate in front of the class for this statement. Based on their response, it means almost all of the students pretend to speak in the form of monologue rather than in dialogue because if the student speaks in front of the class individually, they can be more confident.

The seventeenth question is about they like to see the teacher when he uses body movement in explaining and the proper answer is (agree) 33,3% eleventh student respond. It means when the teacher explains the materials instruction by using body movement is attracting the students to pay attention to the teacher, so it can influence students mood and the student can be more focus and understand what the teacher explains.

The eighteenth question is about teacher give a tests for the students with the previous material. there were 54.5% (18 students) and 24.2% (8 students) gave the response agree and strongly agree with the statement. Meanwhile, 18.2% ( 6 students) and 2.9% ( 1 students) chose neutral and disagree. It interpret that they would be more understood about the previous material.

The nineteenth question is about they agree the teacher teaching method in the learning process, and the students answer (strongly agree) 27,3% nine student respond. Here the students "agree" 57,6 % nineteen respond student and enjoy the way of the teacher used during the teaching-learning process in the classroom and it can help them in develop their ideas and speak freely, and the teacher method is good enough for them.

The last question is about the students would agree to recommend to the teacher about interactive classroom and they respond is (strongly agree) 60,6% twenty students respond. Thus, the students agree to suggest to the teacher about the explain material to be discussed. Moreover, based on the diagram above, the highest percentage goes to (strongly agree) with 60,6%. It means that the students agree to the lecturer's method during teaching and learning process in the classroom.

Three types of teacher-whole class, such as giving explanations, praises, information, and instructions. Thus, the student should make student tell something. Then, the principal activity in this interaction is the teacher gives a task that has been discussed in the group or individual preparation. It means that the students who are in group discussing or personal preparation must obey what is the student wants to do for them. Besides, the interaction between teacher and group of students or teacher to students is like helping other students who do not understand yet at the discussing material and controlling the interaction in a different way to prevent the classroom atmosphere.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1     Conclusion

It can be concluded that the pattern of teaching learning interaction appear variously and constantly. These patterns show that the process of teaching and learning is not always dominated by the teachers. It clearly shows that the student engaged in any classroom activity. The patterns of interaction absolutely enhance the students talk and participation in the class.

The interaction patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, open ended teacher questioning, and collaboration appear in the class when the teachers apply communicative learning activities such as drills, crack the case, and games. In short, these patterns of teaching learning interaction emerge among teacher and student (s) and /or student(s)  and student (s) in relation to the teacher talk and student talk categories used during classroom activities.

## 5.2     Suggestion

Based on the research finding above, the researcher would like to give some suggestions are offered for the peoples with high concern about classroom interaction teaching learning process with hope that this suggestions can be seriously applied by the tenth grade at the SMK KEUANGAN PEKANBARU.

5.2.1 For Students

1.      Students have to be active in learning process

2.      The students have to get more references to learn English

5.2.2 For Teacher

1.      The teacher should be able to make the students learn actively, especially in practicing in the class.

2.      The teacher should use the media as an interaction tool that can be used to make students more active and enthusiastic during the lesson, because if they only use textbooks as media, students will feel bored faster and less enthusiastic about interacting in the classroom

5.2.3 For the Other Researchers

1.      The researcher hopes to the other researcher find out the other way, strategy, techniques and media applied to solve student problem in classroom teaching learning process.

2.      The researcher suggest to everyone who are interest in conducting the researcher on similar topic of discussion that they can do better than what the researcher has done the thesis.

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