AN ANALYSIS OF CLASSROOM INTERACTION IN ENGLISH TEACHING AND LEARNING PROCESS AT EIGHTH GRADE STUDENTS OF SMP IT ANNIDA LUBUKLINGGAU

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ABSTRACT

This research aimed to find and descrybe the classroom interaction in the English teaching and learning process of the Eighth class at SMP IT Annida Lubuklinggau. This research designed in a descriptive qualitative research with a naturalistic approach. The Subject of this research at SMP IT Lubuklinggau in collecting the data were observations through online systems and in-depth interviews. The result were (1) interaction in the pre-teaching which was further divided into four, namely greeting, asking students' condition, checking students' attendance, and telling the materials that would be learnt by the students in the meeting; (2) interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students learn the material; and (3) interaction in post-teaching. The interaction between the teacher and a student was divided into three (1) interaction in pre-teaching; (2) interaction in whilst-teaching which was further divided into two, namely discussing the material activity, and evaluating management activity which were divided into three, namely interaction in evaluating based on random technique, interaction based on students' active, and interaction in evaluating based on students' attention; and (3) interaction in post-teaching. Interaction between student and student was focused on (1) interaction in pre-teaching; (2) interaction in whilst-teaching divided into two namely, discussing the material activity, and practicing English activity; and (3) interaction in post-teaching. Interaction between the student and the material was focused on (1) interaction in pre-teaching; (2) interaction in whilst-teaching; and interaction in post-teaching.

Keywords : Teacher talk, Studenst talk, Cclassrooms interaction

INTRODUCTION

A. Background of Study

In teaching process, one of the important thing is language. Language is the ability

possessed by humans to communicate with each other by using signs or symbols, for example, words and body movements. Poeple use language is not only for communicate to other people but also for sharing ideas, informastion and knowledge. As stated by Keraf in (Kaufmann, 2005) "Notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Therefore language is important in life, without language people would be difficult to communicate with other people, it would be difficult to deliver   massages or to express something and make it difficult to interact in our environment. One of international language that used by people in the world is English.

English is one of the communications tools in interaction with one and the other. English is one of the tools to express ideas, thoughts, opinions, and feelings, both verbally and in writing in a foreign language (Rabiah, 2012). The importance of English is one of the International language that needs to be learned both for the general public and in the school. The English language is a must-learn language in both schools from elementary to tertiary schools according to (Supriyanti, 1994) the government started giving permission to elementary schools to introduce English as a subject. Teaching of English in the School was verry difficult, especially in Indonesia. So in teaching in the classroom use simple interaction to creat interaction between students and teacher. In (Hanum, 1392) in the stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation". In fact, practicing English as a foreign language usually occurs inside the classroom. Therefore teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication. It means that the more they practiced the more they had skill and self-confidence in using the language.

In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching-learning facilities and learning media, school environment and environment surrounding the school. One of the interactions in the teaching-learning process happens in the English teaching-learning process at junior high schools. Therefore interaction is very important for the smooth running and the

achievement of the objectives being carried out.

According to the statement above, researcher conducted observations at the SMP Annida Lubuklinggau to search of the related activities used in English. Based on an interview with a teacher of English. The teacher was given information in learning of English, there are differences in strategy in teaching each class as the Eighth grade one is more like singing in learning English for Eighth grade two of them prefer to convertiation and for Eighth grade three they would rather convertiation and visually therefore an English teacher should have varied skills and strategies for the achievement of learning objectives. after the interview got information, The English teacher also said that in his junior high school Annida Lubuklinggau was required to make a speech in English without seeing the text in front of all students at the time before the flag ceremony on Monday to practice conversations in English.

Therefore, the researcher was interested to take a research an title is an Analysis of Classroom Interaction in English Teaching and Learning Process Eight grade students of SMP IT Annida Lubuklinggau.

RESEARCH METHODOLOGY

A.   Types of the Research

This research is categorized as descriptive qualitative research. Qualitative researchers are interested in people's belief, experience, and meaning systems from the perspective of the people (Mohajan, 2018).

B.   Setting

This research would be carried out at SMP IT Annida Lubuklinggau. SMP IT Annida Lubuklinggau was located in Lubuklinggau, South Sumatra. This is one of the favorite schools in Lubuklinggau. This junior high school consists of three first-grade classes with one effective English teacher, and also second grade, third grade for regular classes. The school's facilities include a computer laboratory. In addition, there are also sports fields such as badminton and basketball courts, and a wider multi-function field. This research will be conducted from July 2020 at SMP IT Annida Lubuklinggau, located on Jl. Fatmawati Soekarno, Nikan Jaya, Kec. Lubuk Linggau Timur I, Lubuk Linggau City Prov. South Sumatra. Researchers chose first class as a sample using a purposive sampling technique.

C. Research Instrument

This research instrument used observations and online interview

D. Techniques of Data Collection

To obtain the data, researchers used several types of data collection techniques such as observation and interviews. As for the way researchers take data through observation, namely through an online system through zoom meeting, the researcher was followed learning through online via zoom then observe that classroom interaction in learning, and recording in vidio and audio, andthen the resercher take notes in the book what they discuss in the online classroom.

As for how to retrieve data through interviews, researchers used two ways, the first by directly meeting english teachers with the protocol rules of covid 19 by preparing a few questions and asking the teacher directly while recording what was discussed and also writing the answer to the researcher's question, the second of which was interviewed online, by via zoom the researcher prepared some questions for the student then asked the student then in the book the answer they answered from the interview question. In addition, the researchers also took photos as documentation to support the data. Data is collected into one. The incoming data is field records, results from interviews, audio recordings, video and photos.

E. The Technique of Analysis of the Data

The data taken from Interview and Observation, there some steps in analyzing the data :

1. Identification

   The researcher identified the appropriate and inappropriate data.

2. Classification

   The researcher clasified the data into kinds of classroom interaction. In order to make the data easier to analyze, the researcher make the table to classify the data.

3. Reduction

   After classify the data, the researcher reduced the unnecessary data and compile the data into presentation to be described

4. Description

   The researcher explained and described the kinds of classroom interaction in teaching and learning proccess.

5. Conclusion

   The researcher concluded the result and make suggestion of this research based on the data analysis to answer the formulation of the research.

FINDINGS AND DISCUSSION

A. Findings

After analyzing the collected data about class interactions in the teaching and learning process of the English language in the Eighth three grade SMP IT Annida Lubuklinggau, the researcher categorized the data into four categories, namely the interaction between teacher and students in the opening, interaction of teacher and students in learning, interaction between students and other students, and interaction between students and materials.

1. Interaction between the Teacher and the Students in the Opening

This interaction between the teacher and the students happened in the whole class. The condition when teaching and learning in the eight grade class was very interactive; all of the students were very enthusiastic to answer the teacher's questions. This category of interactions was divided into three; (a) interaction in pre-teaching was divided into four categories, namely greeting activity, asking students' condition, checking students' attendance activity, and telling the materials that would be learnt by the students in this meeting; (b) interaction in whilst-teaching was divided into three, namely motivating the students to learn, rewarding the students, and helping the students learn the material; and (c) interaction in post-teaching was divided into two, namely motivating or asking the students to study and ending the lesson.

2. Interaction between the Teacher and a Student in Learning Proccess

a. This interaction happens between the teacher and a student.

This interaction actually happened when discussing the task and when the teacher asked to a student. This category of interaction was divided into three focuses: (a) interaction in pre-teaching; (b) interaction in whilst-teaching; and (c) interaction   Interaction in pre-teaching in post-teaching.

b. Interaction in whilst-teaching

There were some interactions that happen in the teaching learning process in whilst-teaching. They were discussing the material activity and evaluation management activity. The evaluation management activity was divided into three namely, interaction in evaluation based on a random technique, interaction in evaluation based on the students active and

interaction in evaluation based on the students' attention.

(1) Discussing the material activity

The interaction in discussing the material between the teacher and a student happens when the teacher asked a student to translate the materials or the task into *Bahasa* Indonesia. It aims to increase the students' language vocabulary through the language teaching and learning process. Students could improve their vocabulary while they were getting new knowledge from the teacher. The students could also received and improve their language vocabulary while they were joining the learning activities.

(2) Interaction in evaluating

Interaction in evaluating was divided into three namely, interaction in evaluating based on a random technique, interaction in evaluating based on the students' active, and interaction in evaluating based on the students' attention.

c. Interaction in post-teaching

Interaction between the teacher and a student in post-teaching happened when the teacher ordered one student to submit some tasks in this group.

3. Interaction between Student and Student

The third category of the interaction was the interaction between a student and another student. This was divided into three: (a) interaction in pre-teaching; (b) interaction in whilst-teaching was divided into two namely, discussing the material activity, and practicing English activity; (c) interaction in post-teaching.

a. Interaction in pre-teaching

The interaction between a student and another student in pre-teaching when they were chatting each other or asking about something. The condition was very crowded because most of the students not clearly in the media of learning.

b. **Interaction in whilst-teaching**

(1) Discussing the material activity

The interaction between a student and another student was not maximized. The interaction among the students that happened in Eighth class has many types. For example, when the students were chatting or telling some stories about their experiences, most of the students used *Bahasa* Indonesia when they asked to the other students about the material. The reason was various, for example, because they were shy when they must speak in English with their friends. The students were afraid if the words they used were false.

(2) Practicing English activity

When the teacher asked the students to do some exercises that required them to use English, they would do that. For example, when the teacher asked the students to do the English conversation in the group by via zoom, they used English. The teacher divided the students to do some exercises in groups and they must speak in English.

c. **Interaction in post-teaching**

The interaction in post-teaching between a student and other students happens when they were talking to each other or asking about something. In this case, the conditions were very crowded because most of the students spoke in the group. They were very busy with what they were doing.

4. **Interaction between the Students and the Materials**

a. **Interaction in pre-teaching**

The interaction in pre-teaching between the students and the materials was not maximized. This was because the students did not know what the material would be learnt before the teacher told them. In most cases, the students prepared only the books for the subjects that day or the homework from the last meeting.

b. **Interaction in whilst-teaching**

Interaction between the students and the materials happens in the teaching and learning process. When the students got the task they could do it by themselves. If the students could not do the task they would ask to the teacher or to the other students. When the

students asked to the teacher they used English. However, if they asked to the other students they used *Bahasa* Indonesia. They did not always use English, because sometimes they used *Bahasa* Indonesia when they talked to each other in the teaching learning process.

When the teacher gave explanation about the materials, the students usually wrote it in their books. They thought it was very important to learn the explanation at home. In addition, they would need it for the final examination.

c. Interaction in post-teaching

The interactions in post-teaching between the students and the materials have many types. Some of the students closed the book and some of them read again the material which has written in her or hisbook.

B. Discussion

From the findings, it can be seen that the interactions in teaching learning process happen in the Eighth class at SMP IT Annida Lubuklinggau have various types. Those interactions were between the teacher and the students, interaction between the teacher and a student, interaction between a student and another student, and interaction between students and the materials. (Azizah, 2009) states that through interaction, students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problem- solving tasks, or dialogue journals. Acording to (Nisa, 2012)"Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

1. Interaction between the teacher and the students in opening

Interaction between the teacher and the students in the Eighth class at SMP IT Annida happens in the beginning of the teaching and learning process. For example, when the teacher greeting the students. In the beginning of the lesson, the teacher asked some questions to the students. The teacher's key questions addressed to the whole class. The students were enthusiastic on responding to the teacher's questions. When the teacher asked the students some questions, they could answer the questions. This circumstance reflected that the students paid attention to the teacher and learning activity in the daring classroom.

(Nisa, 2012) said that The students initiate to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is to ask for the clarification.

2. **Interaction between the teacher and a student in learning proccess**

Interaction between the teacher and a student in the Eighth class at SMP IT Annida happens in question and answer activities when they were discussing the materials together in teaching and learning process. The questions and answers activities could make the students think actively. They were ready to join the English teaching and learning process because they knew what they would learn. The questions and answers also helped the students to stay focused on the teaching and learning process. Their concentration was kept from the beginning when they were discussing the materials. The students must keep pay attention and concentrate to the teaching and learning process because they must answer the questions of the materials.

3. **Interaction between student and   student**

The interaction between a student and another student happens in the Eighth class at SMP IT Annida was not maximized. Most of the students used *Bahasa* Indonesia when they were interacting with the other students. For example, when the students asked about the material, they used *Bahasa* Indonesia because they were shy to use English with the other students. The interaction between the student and students were happened when the students were chatting or telling about their experience to the others. According to (Nisa, 2012) that this interaction "can provide more opportunities for language production".However, this group-work has the weakness, especially when a teacher does it for the purpose of giving the students more opportunity to speak English. In most cases, the students used *Bahasa* Indonesia or South Sumatera. They were afraid if the words they used were wrong when they used English. They used English only when the teacher gave some tasks that required the use of English. For example, in conversation that practices with the others in the group of the class.

4. **Interaction between the student and the material**

Interactions happen between the students and the materials when the teacher explained the materials and when the teacher gave assignments to the students. (Nisa, 2012) said

that interaction is commonly applied when the speaking activities are stdents-fronted, for instance in presentation and workshop. When the teacher explained the material, the students should write it in their books. This was because the explanation that was given by the teacher was very important for the students. When the teacher gave some assignments to the students, they were very enthusiastic to do that. They did the assignment very seriously.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The result of the analysis of classroom interaction in the Eighth class at SMP IT Annida Lubuklinggau are :

1. The interaction between the teacher and a student in beginning of the teaching and leraning process
   a. Interaction in the pre-teaching which was further divided into four, namely greeting, asking students' condition, checking students' attendance, and telling the materials that would be learnt by the students in the meeting.
   b. Interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students learn the material.
   c. Interaction in post-teaching which was further.
2. The interaction between the teacher and a student was divided into three
   a. Interaction in pre-teaching.
   b. Interaction in whilst- teaching which was further divided into two, namely discussing the material activity, and evaluating management activity which were divided into three, namely interaction in evaluating based on random technique, interaction based on students' active, and interaction in evaluating based on students' attention.

  c. Interaction in post-teaching.

3. Interaction between student and student was focused on

  a. Interaction in pre-teaching;

  b. Interaction in whilst-teaching divided into two namely, discussing the material activity, and practicing English activity

  c. Interaction in post-teaching.

4. Interaction between the student and the material was focused on

  a. interaction in pre-teaching

  b. interaction in whilst-teaching;

  c. interaction in post-teaching.

5. The dominant classroom interaction in the English teaching and learning process in the Eighth class at SMP IT Annida is the interaction between the teacher and students.

B. Suggestions

1. To other researchers

  a. To find the new theories for accommodating in interaction analysis in English teaching and learning.

  b. To conduct another research dealing with interaction in teaching and learning process and to make some efforts to improve the classroom interaction.

2. To the teacher

  a. The teacher should use other techniques in the teaching and learning process to improve the student and student interaction in the classroom. For example, by using other interactive media to communicate with the students in order to be able to evaluate their teaching and plan what she would do for better teaching learning process later.

  b. The teacher should give more support and motivation to the students to use English to interact with other students.

3. To the students

  The students should be more active in English when they interact with the other students. By maximizing the use of English, the students will be more familiar in using English. As a result, they will be motivated to join and involve themselves actively in any activities in the teaching and learning process.

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