

**A DESCRIPTIVE STUDY ON TEACHER AND STUDENTS'
CLASSROOM INTERACTION IN ENGLISH CLASS AT EIGHTH
GRADE STUDENTS OF SMP TA'MIRUL ISLAM SURAKARTA IN THE
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for degree of *Sarjana*



By:

HANIIFAH DEWI MUTIARANI

SRN. 19.61.2.1.193

COVER

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

Subject: Thesis of Haniifah Dewi Mutiarani

SRN : 196121193

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Haniifah Dewi Mutiarani

SRN : 196121193

Title : A Descriptive Study on Teacher and Students' Classroom Interaction in English Class at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 17 April 2023

Advisor,



Nestiani Hutami, M.A.

NIP. 19861104 201903 2 007

RATIFICATION

This is to certify the *Sarjana* thesis entitled "A Descriptive Study on Teacher and Students' Classroom Interaction in English Class at Eight Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023" by Haniifah Dewi Mutiarani has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in UIN Raden Mas Said Surakarta

Chairman : Atin Kurniawati, S. Pd., M.A.

(.....)

NIP. 19910104 202012 2 018

Secretary : Nestiani Hutami, M.A.

(.....)

NIP. 19861104 201903 2 007

Main Examiner : Muh. Husin Al Fatah, M.Pd.

(.....)

NIP.

Sukoharjo, 17 April 2023

Approved by

Dean, Faculty of Cultures and Language



Prof. Dr. Epto Suharto, S.Ag.M, Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Sri Wahyudi and my mother Sri Rahayu who gives me support and prayers every time.
2. My Almamater, UIN Raden Mas Said Surakarta.

MOTTO

“Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran yang kau jalani,
yang akan membuatmu terpana hingga kau lupa akan pedihnya rasa sakit”

-Ali Bin Abi Thalib-

PRONOUNCEMENT

Name : Haniifah Dewi Mutiarani
SRN : 196121193
Study Program : English Language Education Study Program
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled

“A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 17 April 2023

Stated by,



Haniifah Dewi Mutiarani

Haniifah Dewi Mutiarani

SRN. 196121193

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eight Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

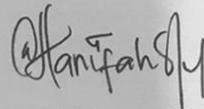
1. Dr. H. Mudofir, S. Ag, M.Pd., as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M. Ag as the dean of The Faculty of Cultures and Languages.
3. Wildan Mahir Muttaqin, M.A. TESL as the head of English Language Education Study Program.
4. Nestiani Hutami, M.A. as the advisor for the guidance, precious advice, and motivation for the researcher.
5. Muhammad Husin Al Fatah, M.Pd. and Atin Kurniawati, S. Pd., M.A. as main examiner and chairman.
6. All the lectures at English Language Education and official employees of Cultures and Languages Faculty.
7. Drs. Bandung Gunadi as the Headmaster of SMP Ta’mirul Islam Surakarta, thanks for giving permission to the researcher conduct the research and collect the data.
8. Ita Fatmawati, M.Pd. as the English teacher at SMP Ta’mirul Islam Surakarta, thanks for giving complete information conducting this research.

9. Thank you to my beloved family who never stop providing support, motivation, encouragement, assistance, and love. Thus, this thesis can be completed.
10. Tholib Shidiq Hidayat as the beloved friend thanks for the support and motivation for the researcher.
11. Astagfirullah groups (Tyas Ika Permata Sari and Khoirunnisa Subagiyo) as the best friend thanks for the guidance, precious advice, support and motivation for the researcher.
12. All the students of PBI F (2019) as the friend thanks for the precious advice and motivation for the researcher.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 17 April 2023

The researcher



Haniifah Dewi Mutiarani

TABLE OF CONTENTS

COVER	i
ADVISOR'S SHEET.....	Error! Bookmark not defined.
RATIFICATION	Error! Bookmark not defined.
DEDICATION.....	ii
MOTTO.....	v
PRONOUNCEMENT.....	Error! Bookmark not defined.
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES.....	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER 1 INTRODUCTION.....	1
A. Background of Study.....	1
B. Identification of the Problems.....	5
C. Limitation of the Problems	6
D. Formulation of the Problems	6
E. Objectives of the Study	6
F. Benefits of the Study	7
G. Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW.....	9
A. Theoretical Background	9
1. Definition of Classroom Interaction	9
2. The Importance of Classroom Interaction.....	10
3. Types of Classroom Interaction.....	12
4. The Role of Teacher in the Classroom	14

5. Strategies to Helping Students to Involve in Classroom Interaction.....	16
6. Concepts of Flanders Interaction Analysis Categories (FIAC).....	19
7. The Strengths and Advantages of FIAC (Flanders Interaction Analysis Categories)	29
B. Previous Related Studies	30
CHAPTER III RESEARCH METHODOLOGY	36
A. Research Design.....	36
B. Research Setting.....	37
C. Research Subject and Informant	38
D. Techniques of Collecting the Data.....	39
E. Techniques of Analyzing the Data.....	43
F. Trustworthiness of the Data.....	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	47
A. Research Findings	47
1. The Types of Teacher’s and Students’ Interaction in Classroom at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023.....	47
2. The Categories of Teacher’s talk and Students’ Talk in Classroom Interaction Based on Flanders’ Interaction Analysis Categories (FIAC).	66
B. Discussion.....	85
1. The Types of Teacher’s and Students’ Interaction in Classroom at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023.....	85
2. The Categories of Teacher’s Talk and Students’ Talk in Classroom Interaction Based on Flanders’ Interaction Analysis Categories (FIAC).	86
CHAPTER V CONCLUSION AND SUGGESTION.....	94
A. Conclusion.....	94

B. Suggestion.....	95
BIBLIOGRAPGHY	97
APPENDICES	100

LIST OF TABLES

Table 2.1: Flander's Interaction Analysis Category of Teacher Talk

Table 2.2: Flander's Interaction Analysis Category of Student Talk

Table 2.3: Similarities and Differences with the Previous Study

Table 3.1: The Research Schedule

Table 3.2: Blueprint of Teacher's Interview

Table 3.3: Blueprint of Student's Interview

Table 4.1: The Total Number of Categories Interaction in Classroom

Table 4.2: The Total Number of Categories of Teacher Talk

Table 4.3: The Total Number of Categories of Student Talk

LIST OF APPENDICES

Appendix 1: Blueprint of Instrument

Appendix 2: Result of Observation

Appendix 3: Field Note

Appendix 4: Transcription of Observation

Appendix 5: Transcription of Interview

ABSTRACT

Haniifah Dewi Mutiarani. 2023. *A Descriptive Study on Teacher and Students' Classroom Interaction in English Class at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

This research aims to describe the types and categories of teacher and students' classroom interaction in English class at eighth grade students of SMP Ta'mirul Islam Surakarta in the academic year 2022/2023.

It is a descriptive qualitative research. The setting of the research was SMP Ta'mirul Islam Surakarta. The methods of collecting the data are observation and interview. The data are in the form of words, clauses and sentences. They included field notes and interview transcripts. The subject of this study are the English teacher and students of 8C SMP Ta'mirul Islam Surakarta. In reference to data analysis, the results are presented below.

The description and discussion are based on the findings. The types of classroom interaction during the teaching-learning process are teacher-whole class, student-teacher, and student-student. There are seven categories of teacher talk based on FIAC, there are: (1) accepts feelings, (2) praises or encourages, (3) accepts or uses ideas of student, (4) asks the questions, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority. Furthermore, there are 3 categories of student talk based on FIAC: (1) student talk response, (2) student talk initiation, and (3) silence or confusion.

Keywords: classroom interaction, teacher's talk, students' talk

CHAPTER 1

INTRODUCTION

A. Background of Study

In modern era, English will become more essential day by day. English is one of the international languages that is used in the world. Interaction is certainly one of modal to communicate with other people. According to Wagner (1994) interaction as reciprocal events that require as a minimum two objects and two actions, interactions take place while these objects and activities certainly have an impact on one another. Therefore, interactions do no longer arise only from one side; there must be a mutual influence through giving and receiving messages to achieve communication. Interaction is important for people, especially for students. Students have much interaction as example in class; they can express their idea.

Interaction between teacher-students are needed within the classroom activity taking communicative approach. It's going to preserve communication to happen in the classroom. It will assist the teaching and gaining knowledge of process run easily. When the teacher and students, students and students' interactions happen, the instruction will attain the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in

communication, but the students will also participate in teaching and learning process.

Celce-Murcia (1987) stated that classroom interaction is an activity of interaction between student - teacher and student – student. Interaction in the classroom is an important part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. In addition, Khadidja (2009) insists that classroom interaction will make the students involve in collaborative learning due to the fact they communicate and share at different in classroom. It means that the classroom interaction will make the students have a good relationship at each other.

In addition, classroom interaction can be found during the teaching and learning process, which involves both the teacher and the students. Dagarin (2004) stated that interaction is more than action followed by reaction. Hence, interaction is defined as an action that is given a response or reaction. Classroom interaction includes all the classroom events, both verbal interaction and non-verbal interaction. Talk between the teacher and students causes verbal interaction, whereas non-verbal interaction refers to the teacher and students' gestures or facial expressions when they communicate without using words.

SMP Ta'mirul Islam Surakarta is one of the schools as a formal institution, that is in Laweyan, Surakarta. This school also provides an English course as one of subjects. The subject is taught twice a week with a

duration of 35 minutes each meeting. It means that the students must learn 140 minutes a week. In the syllabus, eighth grade of SMP Ta'mirul Islam Surakarta, this school used curriculum 2013 that presents all of English subjects that must be taught and learned. In curriculum 2013, the students are expected to participate actively and creatively than teacher in the teaching learning process.

Based on the researcher's pre research in October 2022, the researcher sees that interaction between student and teacher in class just says "yes" and "no". Teacher and student do not talk too much, usually the student feel shy to ask to the teacher or worried, especially student in SMP Ta'mirul Islam Surakarta. The researcher found phenomena classroom interaction in English class at SMP Ta'mirul Islam Surakarta, most of students' have difficulties to speak English because they do not have enough skill to speak English fluently. From this, the student cannot develop their interaction in classroom when teaching learning process.

The researcher elaborates some previous studies in this research. A journal by Desi Annisa' Ulan (2017) entitled *An Analysis of Classroom Interaction in the Teaching-Learning Process of Speaking at Tenth Grade Students of SMK Al-Husain Keling in the Academic Year of 2017/2018*. The researcher observed about classroom interaction in the teaching learning process. The study directs to find the teacher talk time and student talk time in teaching learning process of speaking. The researcher also used Flander's Interaction Analysis Category System (FIACS). The researcher used

descriptive quantitative method. The result of her research determines that the percentage of teacher's talk was higher than students' talk. Anggi Awalia Nastiti & Silih Warni (2022) had a journal entitled *An Analysis of Verbal Interaction Between Teacher and Students in an Indonesian EFL Classroom*. The researchers investigated the verbal interaction between teacher and student in the classroom. The study was to determine the categories and dominant of verbal interaction occurred in the classroom. The researchers used a qualitative approach with observation and videotaping as data collecting methods. The findings show two categories of verbal interaction occurred in the classroom comprising indirect teacher talk and direct teacher talk. The indirect teacher talk includes accepting feelings, praising, or encouraging and asking questions. While the direct teacher talk comprises giving direction, criticizing, or justifying authority.

To highlight the novelty, this research is different from those previous studies. The previous studies by Desi Annisa' Ulan (2017) which only analyze the teacher talk time and student talk time in teaching learning process, but the present study just analyzed the types and categories of classroom interaction. The second previous study by Anggi Awalia Nastiti & Silih Warni (2022), they studied to determine categories and dominant of verbal interaction occurred in the classroom, but the present research just analyzed the types and categories of classroom interaction.

The researcher concluded the problems are faced by the students and the teacher happened in classroom interaction. Classroom interaction

between the teacher and the students are still having a problem, as the results of goals of learning process in the classroom are not achieved maximally. To know the categories of between teacher and students' interaction in the classroom, the researcher uses Flanders' Interaction Analysis Categories (FIAC) from Flanders. Flanders' Interaction Analysis Categories (FIAC) is used to identify, classify, and observe classroom interaction.

Based on the background above, the researcher wants to conduct research entitled **“The Descriptive Study on Teacher and Students' Classroom Interaction in English Class at Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023”**

B. Identification of the Problems

There are some reasons, why the researcher chooses *The Eighth Grade of SMP Ta'mirul Islam Surakarta* as the object of research. The researcher involves the identification of the problem such as:

1. Communication is difficult for students. The first problem is trying to deal with student apathy. Most of them are not really interested in learning a new language.
2. Interaction in English as a second language learning is not easy for students. Therefore, almost every student does not know to response what the teacher is talking about.
3. Most of students are afraid to make a fault and do not dare to speak up to response the teacher's talk using English.

4. The students do not have a deep connection in classroom interaction.
5. The teacher more plays important in classroom interaction.

C. Limitation of the Problems

In this study the researcher limits her research to the teacher and students' interaction in classroom in English class at SMP Ta'mirul Islam Surakarta in Academic Year 2022/2023. The researcher observed about classroom interaction at English lesson. The researcher concern with the analysis of classroom interaction, focusing on types and categories of interaction between teacher and students' classroom interaction in main of teaching learning process.

D. Formulation of the Problems

The research problem is how to the interaction between teacher and students is occurring in speaking conversation and the problem statement as follow:

1. What are the types of teacher's and students' interaction in classroom at eighth grade students of SMP Ta'mirul Islam Surakarta in the academic year 2022/2023?
2. What are the categories of teacher's talk and students' talk in classroom interaction based on Flanders' Interaction Analysis Categories (FIAC)?

E. Objectives of the Study

The objective of the study is as follows:

1. To describe the types of teacher and students in classroom interaction at eighth grade students of SMP Ta'mirul Islam Surakarta in the academic year 2022/2023.
2. To describe the categories of classroom interaction at eighth grade students of SMP Ta'mirul Islam Surakarta in the academic year 2022/2023.

F. Benefits of the Study

The benefits expected from the results of this study are:

1. Theoretical Benefit

The result of the research is expected as the reference for those who want to conduct research between teacher and student in classroom interaction.

2. Practical Benefit

- a. For Readers

It will give information about descriptive study on teacher and students in classroom interaction.

- b. For Teachers

The result of the research can be useful to encouragement input for students in class. Teacher wants to use the experience to improving pedagogy in classroom.

- c. For Students

The students will be known about the techniques of the interaction between the teacher and to other happened in the

classroom, so the students get motivate to do interaction and improve their speaking.

G. Definition of Key Terms

To make the research understood and to avoid ambiguity, the researcher presents some definitions of the key terms as the following:

1. Classroom Interaction

Classroom interaction is a communication that includes teacher and students in a turn taking during the learning process. According to Dagarin (2004) classroom interaction is the interaction between teacher and students that occur in classroom during teaching learning process.

2. Teacher's talk

Teacher's talk is the words or sentences said by the teacher during interaction in teaching learning process. (FIAC, 1987)

3. Student's talk

Student's talk is used by the students to express their own ideas, provoke new topics, and develop their own opinions. (FIAC, 1987)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Definition of Classroom Interaction

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction stimulates students' interest in classroom communication. Goronga (2013) argues that classroom interaction engages students in the teaching and learning process. It means that classroom interaction encourages students' participation.

Moreover, classroom interaction means not only participating in the teaching and learning process and sharing knowledge on the material, but also about the relationship between each student to other students in the classroom. Interaction in the classroom encourages students to participate in collaborative learning because they talk and share each other in the classroom (Khadidja, 2009). It means that the classroom interaction will make the students have a good relationship at each other. Interaction between teacher and students' participation in the process of teaching (Flanders N. A., 1960). FIACS (Flander's Interaction Analysis Categories System) is used to discover the categories of interaction between teacher and students in classroom.

Overall, through classroom interaction, students can explore how to successfully participate in the learning process. Through classroom interactions, the teacher can measure the time to talk and to know the effectiveness of teaching style in the learning process. Creemers and Kyriakides (2005) found that classroom interaction it has a lot to do with the style of the teacher. The correlation appears to be such that the more teacher uses a variety of teaching styles, the more teacher knows how to make the students participate in the classroom interaction. This means that the teacher is the key figure who enables students to participate in the classroom interaction actively and purposefully.

Based on the explanations above, classroom interaction is a media in the learning process to create relationship and corporation between teacher and students and to activate a good classroom atmosphere. Additionally, classroom interaction is designed to dynamically build better collaboration among students. Through classroom interaction, teacher can also measure the effectiveness of the methods which the teacher use. All of that is toward the goal in realizing the success of the learning objectives.

2. The Importance of Classroom Interaction

Interaction is an important aspect of language learning because interaction is very important when learning English. It depends on the

need for the ability to communicate in English. Success or failure of learning a language in the classroom is usually associated with the type of interaction that takes place during the lessons. In English class, interaction is where the space is used for the learning process, such as keeping up conversation, using language, or teaching and interacting with the students engaged in learning process. In the process of interaction, effective classroom interaction can take the form of a comfortable classroom atmosphere in the learning process, making students become effective communicators. According to Lubis (2009), the teaching and learning process with appropriate interactions is a way to create a positive atmosphere in the teaching learning process. In communication strategies allow teacher to help students express themselves in a variety of activities that encourage them to become more communicative.

Additionally, El- Hanafi (2013) states that classroom interaction can also take the form of students' interaction. Interaction with the students is considered more conducive, especially for students to practice the target of language. Student interaction can increase student independence and self-confidence. They have peer interaction, so participate in communication.

The importance of the classroom interaction is clear from the two references above. Interactions can be seen in how it has helped preparing teachers, evaluating teaching, and identify effective ways to

examine the relationship between teaching and learning. This provides further evidence of the importance of observing further interactions in the classroom as it can be led to all sorts of problems teachers and students may face.

3. Types of Classroom Interaction

Classroom interaction will occur if teacher and students interact at each other. The interaction that takes place in the classroom are described according to the main interaction types. According to Abarca (2004), there are three dominant types of classroom interaction containing teacher-dominant, teacher-centered, and students-centered.

Moreover, Dagarin (2004) argues that there are five types of interactions in the classroom, as the follows:

a. Teacher-whole class

The first form of interaction is established when a teacher talks to the whole class at the same time. Thus, the students' focus there are in teacher as a leader or controller. According to Dagarin (2004) teacher takes on the role of leader or controller and determines the nature and flow of activities. The primary function of such interaction is controlled practising of specific language structures or vocabulary. Most often, they are taking the form of repetitive structures with teacher (the model).

b. Teacher-a group of students

The second arrangement is conducted when the teacher speaks to the entire class but expects only one student or group of students to respond or answer. It is often used to assess individual students. This arrangement can also be used for an informal conversation at the beginning of class or guide students through less guided activities.

c. Student-student

The third type of interaction is called “pair work”. Students are given tasks that they must solve in pairs. The teacher acts as advisors or consultants to help the students when needed. After the activity, the teacher puts the pairs into a whole group and each pair reports their work. The other activity, student ask her friend about the material that student do not understand.

d. Students-students

The fourth type of classroom interaction is called “work group”. As with pair work, the teacher acts as an advisor and individual groups follow up and report back on their work.

e. Student-teacher

This interaction will encourage the teacher giving information and feedback, and the student asking a question about material that they do not understand yet. The most common activity students do with the teacher is asking questions.

Based on the above description, the researcher concludes that the teacher should make the most their role in the classroom. It means that the teacher can engage students in the lesson by praising them, clarifying their opinions, asking question, giving direction, etc.

4. The Role of Teacher in the Classroom

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher provides the students an opportunity to talk, students-students interaction will predominate in the classroom. Meanwhile, if the teacher takes much time to talk in the classroom, the classroom interaction will be dominated by teacher. According to Ribas (2010), the teacher has a significant impact on how much the students participate in classroom interaction. It means that students who are active the classroom interaction are determined by the teacher's role that give chance the students to talk in the classroom.

Equally important, the teacher is the key one to create the classroom interaction. According to Damhuis and de Blaw (2008), the teacher's role will affect the quality of classroom interaction. The teacher's role is the teachers must give chance to the students to talk in the classroom. Based on Communicative Language Teaching (CLT), the teacher is not admitted taking much time to talk in the classroom.

The main teacher's role in classroom interaction is to make the students participate in the classroom actively. The teacher has responsibility to facilitate interaction effectively. According to Dudgeon (1998), teacher's role in fostering classroom interaction includes acting as both a participant in the interaction and a facilitator to get the students involved. This means that the teacher must actively engage in classroom interaction to encourage student participation and to help them understand the importance of being engaged in the learning process.

Moreover, the teachers must find strategies to engage students participate in the classroom interaction. Palmer mentions 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 the students; give attentions and a chance to students who raise their hands even when not asked to speak in the classroom; the students want the teacher to hear what they have said, therefore responding and paying attention to what they say; giving attention to the students who are working in groups by asking them what they are doing and if they have any questions about the material that has been discussed; asking the students to measure that they have the same understanding at each material by teaching their friends who have questions about it; and asking the students to comment at what the teacher's style.

5. Strategies to Helping Students to Involve in Classroom Interaction

Because the students have to involve in the classroom interaction, the teacher has to give the students tasks and activities that encourage them to participate at the classroom interaction. Moreover, encouraging classroom interaction is a crucial strategy for EFL students. Therefore, EFL teacher must consider some strategies for creating classroom interaction. According to Kalantari (2009), that three influential strategies in creating classroom interaction included questions technique, modification, and cooperative learning.

The first technique is question technique. Because the teacher's questions have such a great influence on students' willingness to participate, it is crucial to fostering classroom interaction. Most of the students have perception that the teacher's question will make the teacher know who they are. Vebriyanto (2015) stated if questioning is a basic method used by teacher to build interaction in the classroom and to encourage students to perform their speaking abilities in the target of language. The teacher can use three types of questions to create classroom interaction: procedural, referential, and display questions. First, procedural question is question for students' understanding. Since the example of this question, this section contains questions for classroom management, such as "Is everything clear? Any problems? Can you follow me? Can you read?". This type of questions will attract the students' attention and encourage them to participate in classroom

interaction. Second, a referential question is a question that the teacher does not know the answer. The students must organize their thoughts and use appropriate words so that the teacher understands what they mean. Cullen (1998) argues that referential questions is a true communicative purpose because the teacher desires to listen to the students' explanation answer. It is a true communicative purpose because the students attempt to make the teacher understand what they have answered and explained. Giving an opinion, explaining, or clarifying questions are examples of referential questions. Last, display question is a question that the teacher has known the answer. It is intended to check whether students understand the lesson or not. According to Shomoossi (2004), display questions include checks for comprehension, confirmation, or clarification requests. The question is simply because the answer was known to the teacher. Each students' attempts to respond to the questions until the teacher is satisfied with the answers. it will make them to participate at the classroom interaction. According to Tuan and Nhu (2010), the display question will increase the students' participation in natural conversation since the students try to answer the questions until the answers are satisfied for the teacher.

The second technique is speech modification by the teacher. The teacher can modify the speech by paraphrasing or using simple sentences to help students understand what the teacher's saying. Nunan cited on Mao (2012) defines that speech modification is teacher talk that

is modified by the teacher to make she has said. Students will be more confident in communicating in the classroom if they understand what the teacher says and wants, as well as what they must do. It will motivate them to use the foreign language in the classroom because they will understand what the teacher expects and what they must do.

The last technique is cooperative learning, which requires group work. Interaction between students can be fostered through group work. The teacher acts as a facilitator in this strategy. The teacher should assign a variety of tasks to the students so that they can interact with one another in group projects. The variety of tasks will require them to share information that they know with others. Jigsaw, one stay to stray, and numbered head together and think pair share. Work in group will make them feel more comfortable expressing their ideas in a foreign language.

Based on the explanation above, the researcher concludes that if the teacher asks the students to speak, classroom interaction will occur. Besides that, the teacher must employ some strategies to get the students talking so that the classroom interaction is between the teacher and students.

6. Concepts of Flanders Interaction Analysis Categories (FIAC)

a. The Definition of Flanders Interaction Analysis Categories (FIAC)

According to Flanders (1970), FIAC is an observational tool used to classify teacher's and students' verbal behaviour in the classroom. It is one of the most important techniques for systematically observing classroom interaction. The Flanders Interaction Analysis Categories (FIAC) records the activities both the teacher and the students during in the learning process. This means that FIAC is intended to analyze and comprehend the verbal interaction between teacher and the students in the classroom. Furthermore, the FIAC technique allows teachers to see exactly what category of interaction they use and what category of response the students give. FIAC is a concept that states that effective teaching is dependent on how the teacher influences the behaviour of the students.

According to Tichapondwa (2006), Flanders Interaction Analysis is used to identify, classify, and observe interaction in the classroom. It means that Flanders Interaction Analysis assists researchers in recognizing classroom interaction during the teaching learning process by categorizing the interaction as teacher talk, student talk, and silence.

b. The Categories of Flanders Interaction Analysis Categories (FIAC)

1) Teacher Talk

The words or sentences said by the teacher during interaction in teaching learning process is called Teacher Talk. In EFL classroom, language is not only the objective of learning, but also the medium of teaching. Thus, the proper use of teacher talk will have positive or negative effect on language learners' language performance.

According to some scholars (Xuewen, 2003; Weidong & Ming, 1998), teacher talk is considered a special simplified code with double features. The first concerns the form of teacher talk, such as speed, pause, repetition, modifications of teacher talk. The second related to the language features teachers use to organize and control classes and includes the following aspects: quality and quantity of teacher talk; the questions used by teachers; interactional modifications and teacher feedback.

Teacher talk is an important input in the teaching and learning process. That's because teacher have two tasks in language classroom (Allwight, 1991). The first task is to provide sufficient quality English input, and the second task is to increase the opportunities for students to use the target language.

2) The Categories of Teacher Talk

Interaction analysis has been conducted to examine students and teacher performance and the role of input and interaction (Richard, 2003). The best known and most widely used one was proposed by Flanders in the 1960s. Flanders Interaction Analysis Categories (FIAC) is an analysis of teacher and students talk and consists of a category system. The Flanders' system is an observational tool used to reveal the verbal behaviour of teacher and students when interacting in the classroom. Flanders' tool is designed to observe only verbal communication in the classroom and does not consider non-verbal gestures.

This research related to Flanders' Interaction Analysis that classifies teacher talk in classroom into seven grades. These seven classifications fall into two main categories: response and initiation Flanders (1989). It showed in a table.

Table 2.1

Flanders Interaction Analysis Categories (FIAC)

Teacher Talk

Types of Teacher Talk	Indirect Influence	<ol style="list-style-type: none"> 1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. Praises or Encourages: praises or encourages student action or behaviour. Joke that releases tension, not at the expense of another individual, nodding head or saying, “um hm?” or “go on” are included. 3. Accepts or uses the ideas of student: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five. 4. Asks the questions: asking a question about content or procedure with the intent that a student answers.
------------------------------	---------------------------	--

	Direct Influence	<p>5. Lecturing: giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions.</p> <p>6. Giving direction: directions, commands, or orders to which a student is expected to comply.</p> <p>7. Critizing or justifying authority: statements intended to change student behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher's doing what he is doing; extreme self-reference.</p>
--	-------------------------	---

There are two implementations from the table:

a. Response

This category is divided into 4 subcategories: accepting feeling, encouragement, accepting or using the ideas of students, and asking questions. These subcategories are described as follows:

1) Accepts feeling.

French and Galloway (1968) asserts that this category (accepting feelings) will appear both verbal and non-verbal phenomena. It can be seen clearly whether the teacher accepts students' feeling or not in both verbal and non-verbal phenomena. Accepting students' feeling create the classroom environments that supports the teaching and learning

process as well as gives confidence and engage students in the teaching and learning process.

2) Praises or encourage.

Praises or encourages reinforces a students' desire to participate more in class and boost the student's confidence. Studies show that teacher do not deliberately praise, but rather spontaneous response to students' behaviour and to their subtle demands for praise (Crespo, 2002). On the other hand, Crespo also argues that learning is intrinsically rewarding, and learners should not be bribed or force to learn.

3) Accepts or uses the idea of students.

Giving appreciation to students will invite students' willingness to administer their ideas. A comfortable environment is created when students feel valued because they are more likely to enjoy the teaching and learning process. This category can be observed through teacher's confirmation of students' suggestion such as "I understand what you mean". Additionally, through the repetition of students' statement by using his or her own word and build or develop the ideas given by students by having a class discussion as worthy of consideration (French and Galloway, 1968).

4) Asks question.

According to Brown (2001), asking questions during interactions encourages students to express their opinions. The level of the students can be used to categorize the questions. Teacher usually begins with displaying questions which the answer is common knowledge. Ambrosio (2013) found that many studies affirmed that critical thinking using teacher questions facilitate students to answer questions that will help them in understanding the issues they are experiencing in society. However, there are times when teacher asks questions, but they carry on their lecture without receiving any answers, this is not included in this category.

b. Initiation

Initiation is another type of teacher talk that falls into three categories: teaching, giving directions, and criticizing or justifying authority.

1) Lecturing

Lecturing is one of the main classroom activities where teacher gives information or instruction to the students. Lecture is defined as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means a questioning during the class period (Good and Merkel, in Kaur, G., 2011).

There are three main major types of lectures: the expository lecture where the teacher does most the talking; the lecture recitation where the teacher does most of the talking but habitually stop and asks students specific questions or requests students to read prepared material; and the interactive lecture is where the teacher begin with a 15 50 25 minute mini-lecture and then asks the students to form learning groups and complete an assignment based on the mini-lecture, then the instructor delivers another mini-lecture (Kaur, 2011). Furthermore, Kaur states that “a good lecture can sometimes motivate students to learn in a way that printed material cannot”.

2) Giving direction

According to Brown (2001) students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. They excerpt some direction or command from their teacher and need to be directed in doing some classroom activities to prevent misunderstanding. Accordingly, Sofyan and Mahmud (2014:56) propose that giving instructions will give students the chance to practice their English language. Thus, teacher should put an effort in providing good and clear instruction and explanation so that the classroom activity can be maintained. A good direction will lead teaching and learning process into a successful one.

3) Critizing or justifying authority

There are occasionally a few students in the classroom who are challenging to manage because of age-related issues that cause unsteady emotion. In the interim, teacher must be able to express communicate anger, dissatisfaction, and annoyance with students (Sofyan and Mahmud,2014). Thus, is a need for the teacher to be assertive in the classroom of what can and cannot be done by students. Giving harsh critic and putting students down will have a negative impact on students, so refrain from doing so (Gharbavi and Iravani, 2014). Additionally, most critiques are conducted with the intention of keeping the students' attention on the speaker now (Sofyan and Mahmud, 2014).

3) Student Talk

Students talk can express their own thoughts, suggest new topics, and form their own opinions through student's talk. Their knowledge will grow as a result. Students talk will demonstrate their focus on their teaching and learning activity.

FIAC (1987) classifies student talk into three categories; they are responding to the teacher. Initiating talks, and silence or confusion. The description is as follow:

- 1) Student talk-response. Talk by students in response to teacher. The teacher initiates the contacts or solicits students' statement or structure the situation. Freedom to express own ideas is limited.

- 2) Student talk-initiation. Talk with students which they initiate. Going beyond the confines of the current structure means expressing one's own ideas, generating new topics, having the freedom to form opinions and a line of reasoning, like by posing thoughtful questions.
- 3) Silent or confusion. Pauses, brief moments of silence, and moments of confusion that make it difficult for the observer to understand what is being said.

Table 2.2

Flanders Interaction Analysis Categories (FIAC)

Student Talk

Types of Student Talk	<p>8. Student talks-response: a student makes a predictable response to the teacher. The teacher initiates the contact or solicits student statement and sets limits to what the students say.</p> <p>9. Student talk-initiation: talk by students, which they initiate. Unpredictable statements in response to teacher.</p> <p>10. Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>
------------------------------	---

7. The Strengths and Advantages of FIAC (Flanders Interaction Analysis Categories)

According to Evans (1970), the Flanders concept has two strengths for analyzing classroom interaction in the teaching learning process. First, it provides an objective method for distinguishing teacher verbal interaction and characteristics since it represents an effort no count teacher verbal interaction. Last, it describes teaching learning process.

Furthermore, Flanders (1970) stated that are 7 advantages of using FIAC, these are:

1. It is a useful tool or instrument for assessing the social emotional climate in the classroom. The role of classroom climate is crucial for learning process. Flanders' interaction analysis system is an observational tool used to classify the verbal behaviour of teacher and students in the classroom interaction. it promotes debate, stimulates thought and creativity, and deepens and makes new relationship.
2. It is also employed by in-service teachers. Interaction analysis is a method of analytical observation that provides insight into what a teacher does while teaching. It is systematic observation that can be used to identify, study, classify, and measure specific variables

as the teacher and students interact in an instructional learning situation.

3. It gives feedback to the students-teacher. The relationship between students and teacher is critical in the teaching process and should be considered an important aspect of methodology.
4. It is an objective and reliable method for observing classroom interaction. The Flanders instrument was designed to observe only verbal communication, with nonverbal gestures being ignored.
5. Its is mostly focused on teacher talk.
6. It is used to compare the behaviour of teachers of various ages, genders, subjects, and so on. This behaviour can be verbal or nonverbal, and it can be classified as cognitive, affective, or controlling in nature.
7. It is much used in team teaching and microteaching.

B. Previous Related Studies

The researcher needs some references to carry out the research. The references are helpful or make it simpler for the research to conduct a reference, the researcher uses similar research as references.

There are some researchers that have been done research about FIACS technique in analyzing classroom interaction. The first researcher is Kukuh Purnomo Putra (2019). He conducted research entitled "A Descriptive Study on Teacher and Students Interaction in

Speaking Class of Eight Grade at MTs N 2 Surakarta in Academic Year 2018/2019". The main objectives of his research were to describe the categories speaking class interaction between a teacher and students and describe teacher and students' characteristics in speaking class. The subject of the research was teacher and students in speaking class of eight grade at MTs N 2 Surakarta in academic year 2018/2019. The research found that 1) there are three parts of classroom activities in speaking class. There were opening, main activity, and closing. 2) There were students positive and negative response of learning process speaking class. Based on his analyzing result it can be taking has positive and negative response from student. 3) There was the student's improvement of speaking skill in speaking class. Based on research findings on his research, the students were more confident and became braver to speak up without being afraid of making in front class and public.

The second previous study is entitled: "Teacher's Talk and Student's Talk in Classroom Interaction of the Tenth Grade of MAN 1 Surakarta in Academic Year 2017/2018 (A Descriptive Study)" this research is written by Nur Azizah. This research is aimed at describing types of teacher's talk and student's talk that occur in the classroom interaction. The research used descriptive qualitative design. The researcher was used FIACS (Flanders' Interaction Analysis Categories System) for analyze the teacher's talk and student's talk occur in

classroom interaction. The result shows that the types of teacher's talk and students' talk were found in the observations. The result shows that all types of teacher's talk revealed that asking question, accepts or using ideas of student and giving direction were found as the most frequently used. In terms of student's talk, student response and initiation were revealed in her research. According to the results, it can be concluded that the types of teacher's talk and students' talk are important part in classroom interaction.

The third previous study is entitled: "Classroom Interaction in Learning English Process at SMP Handayani Sungguminasa (A Descriptive Research)" this research is written by Puput Resti Utami. This research is aimed at finding the types of interaction between teacher and students in teaching learning process. The research found that 1) that the types of classroom interaction of teacher talk are lecturing, giving direction, and criticizing. 2) the second finding showed the teacher stimulated and encouraged the students by changing their opinion each other in good learning process a classroom. 3) the third finding showed that the students involved themselves by respond the teacher's question and give comment.

Moreover, the researcher elaborates some previous studies in this research. a journal by Nurul Aisyah (2016) observed about teacher's talk in EFL classroom. Firstly, Nurul found that the category of teacher's talk occurred the most proved to be asking questions. All the teacher's

talk categories occurred in the classroom observed with the different percentages for each category. Secondly, found that there were no specific reasons for the teacher to compose a lesson plan in which the teachers' talk category was planned. Asbah (2015) had a journal entitled *Analysis of Classroom Interaction in EFL class*. The result of the study showed that there were seven types of classroom interactions which were teacher - whole class, teacher - an individual student, teacher – groups of students, student – teacher, student – student, student – whole class, and student – groups of students. The interaction occurred through teacher talk, questioning, giving feedback and discussion.

Table 2.3

Tabel of Similarities and Differences with the Previous Study

Study	Similarities	Differences
Kukuh Purnomo Putra (2019) "Thesis"	<ul style="list-style-type: none"> - Using descriptive qualitative method. - Using interview and observation to collect the data of the research. 	<ul style="list-style-type: none"> - Describing the categories speaking class interaction between a teacher and students. - Describing teacher and students' characteristics in speaking class. - In researcher's research describing aspects of classroom interaction and describing the process of classroom interaction.
Nur Azizah (2019) "Thesis"	<ul style="list-style-type: none"> - Using FIAC (Flanders Interaction Analysis Categories) to analyzing the data. 	<ul style="list-style-type: none"> - The subject of her research just female students because the school to conduct the research are separated and taught by different teacher. - In researcher's research, the subject of the research are female and male students in one class and one teacher.
Puput Resti Utami (2020) "Thesis"	<ul style="list-style-type: none"> - Using FIAC (Flanders Interaction Analysis Categories) to analyzing the data. 	<ul style="list-style-type: none"> - The research just focusing on the teacher's talk in classroom interaction in teaching learning process. - In researcher's research focus on teacher and students

		in classroom interaction.
Nurul Aisyah (2016) “Journal Article”	<ul style="list-style-type: none"> - Using FIAC (Flanders Interaction Analysis Categories) to analyzing the data of the research. 	<ul style="list-style-type: none"> - Describing category of teacher’s talk in EFL classroom. - In researcher’s research describing the aspects of classroom interaction and the process of classroom interaction.
Asbah (2016) “Journal Article”	<ul style="list-style-type: none"> - Using descriptive qualitative method. - Using interview and observation to collect the data of the research. 	<ul style="list-style-type: none"> - Describing classroom interaction types and how those types emerge in language teaching process. - In researcher’s research describing the aspects of classroom interaction and the process of classroom interaction.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the descriptive qualitative method. It means this research employees the descriptive and qualitative method of analysis. Brumfit and Mitchel (1995) states descriptive research will aim providing as accurate an account as possible of what current practice is, how learners learn, how teacher teach, what classroom looks like, at a particular moment in a particular place. This research collects the data, analyze them, and draws a conclusion based on the data only. Similarly, Suryabrata (1983) defined descriptive method as a method that aims to describe situations or events. The condition of the object of the research should be natural, so that the researcher could get a representative result. Representative result would be the source of research conclusions.

Sugiono (2006) states that descriptive qualitative method is also called naturalistic inquiry because it studied phenomenon in the natural way. This research paradigm was chosen because it was desired to create a natural interpretation and understanding of the research subject. As stated by Denzim and Lincoln (1994), qualitative research based on several methods, involving an interpretative and naturalistic approach to its subject matter. The researcher focused study on teacher and students' interaction in classroom of the eighth-grade students of SMP Ta'mirul Islam Surakarta in academic years 2022/2023.

In addition, this study aims to describe study on teacher and student interaction in classroom of the eighth-grade students of SMP Ta'mirul Islam Surakarta in academic years 2022/2023. In this case type of research used is descriptive. This would help the rider to understand what is happening in the environment during the observation, such as what participants see and activities taking place at the research location (Emzir. 2008).

The conclusion, the research is a descriptive qualitative method research. This research is qualitative since the data are in the form of word. Meanwhile, the research is a descriptive one since the researcher wants to describe study in teacher and students in interaction classroom of the eighth-grade students of SMP Ta'mirul Islam Surakarta in academic years 2022/2023.

B. Research Setting

1. Place

The research was conducted at SMP Ta'mirul Islam Surakarta it is located at Jl. Dr. Wahidin No. 5, Bumi, Laweyan, Surakarta. The researcher used the eighth-grade students as the subject of the research especially 8C and the informant is a teacher is SMP Ta'mirul Islam Surakarta.

2. Time

The research was conducted on pre-observation, seminar on the proposal, conducting the research, analyzing the data, and examination of munaqosyah. The research schedule was described in this following table:

Table 3.1

The Research Schedule in 2023

No	Activity Month	January	February	March	April	May
1.	Pre-observation					
2.	Seminar on the proposal					
3.	Conducting the research					
4.	Analyzing the data					
5.	Examination of munaqosyah					

C. Research Subject and Informant

1. Subject

Arikunto (2006:129) says that the data resource is the subject of the research where the data would be retrieved. The researcher chooses students and one teacher in SMP Ta'mirul Islam Surakarta. There are 5

classes in SMP Ta'mirul Islam Surakarta, but the researcher only chooses one class to be the subject of research. The researcher chooses class 8C to be subject of the research because most of the students' have difficulties to speak English.

2. Informant

Informant is a person who provides something, for example in doing research. The researcher has the teacher and students as the key informant interviewed in this research, informant refers to the one English teacher and 8C students of the eighth-grade students of SMP Ta'mirul Islam Surakarta in academic years 2022/2023.

D. Techniques of Collecting the Data

The technique of the collecting data applied in this research will be follow:

1. Observation

In research, researcher needs several methods to collect research data, and one of them is observation. Observation is a method to see something in the research. The researcher observed the teacher and students in interaction classroom of the eighth-grade students of SMP Ta'mirul Islam Surakarta in academic years 2022/2023.

Observation is the activity of viewing the object of research in detail. Sugiyono (1996) stated that observation is observing and recording of events or circumstance in which the author present.

2. Interview

Interview is process asking the respondent orally to obtain detailed information. Interview is a conversation or dialogue with certain purpose (Moleong, 2004). In addition, Sugiyono (2006) says that interview is a face-to-face situation in which the researcher discloses information or opinion obtained from a subject.

Based on the objective of research, it can be used to validate the data from observation. According to Ary et al (2010), there are three kinds of interviews as follows:

- a. Free or unguided interview. In this method, the interviewer conducts the interview without a systematic question plan as a guideline to handle it.
- b. Guided interview. The interviewer conducts the interview by using a set of question that had been planned.
- c. Free guide interview. The interviewer uses a set of questions, each question designed to provide detailed information.

Based on the method of interview explained above, the researcher uses free guide interview. In this research, before conducting interview, the researcher brings general idea by some questions that were prepared before. An interview structure is developed prior to the interview. The researcher will create an interview guide for the data collection guide. Interview guide is list of question that is formulated by

the researcher to get information needed for the research through interview between interviewer and interviewee.

Therefore, to know extensive information about classroom interaction between teacher and students in the classroom, then interview questions were formulated. The connection between the research questions and interview questions was displayed as followed.

Table 3.2

Blueprint of Teacher's Interview

No.	Indicator	Question of interview with teacher
1.	Accept feeling	How do you accept feelings of students during the learning process in the classroom?
2.	Praises or encourages	How do you give praises or encourages to the students during in the learning process?
3.	Accept to use student's ideas	How do you respond to ideas or suggestion given by the students in the learning process?
4.	Asking question	How do you ask question to the students during learning process?
5.	Lecturing	How do you explain material in the classroom?

6.	Giving direction	How do you give direction or commands to the students during learning process?
7.	Criticizing or justifying authority	How do you criticize or justify the authority of the students in the classroom?

Table 3.3

Blueprint of Student's Interview

No.	Indicator	Question of interview with teacher
1.	Students-talk response	1. How do you participate during the learning process at the classroom? 2. How do you respond teacher's question during learning process?
2.	Students-talk initiation	3. Did you ever express your ideas or opinion during learning process? 4. Did you ever ask the teacher to re-explain the material?
3.	Silence	5. Did you ever keep silence or confusion during learning process?

3. Video recording

According to Allwright and Bailey (1991), the best way to gather more complex inquiries or details is to record audio or video, so we can get what was said, by whom, and in what tone or voice. Furthermore, according to Burns (1999), videotaping data of classroom interaction in both verbal and non-verbal behaviour.

In this research, the researcher used video recording as one of the instruments for collecting data in this study to describe what the teacher and students talk about during the learning process. The researcher records all the process teaching and learning in the classroom. The researcher used video recording to capture natural classroom interaction between the teacher and students.

E. Techniques of Analyzing the Data

After getting the data, the next step in the research should analyze data. The researcher used content analysis to analyze the data. According to Sugiyono (2017), data analysis is the process of systematically searching and organizing interview transcripts, fieldnotes, and other material that you accumulate to increase your own understanding of them and to present what you have discovered to others. According to Miles and Huberman (1994), data analysis in this study consisted of four steps, as follows:

1. Data collection

First, data from observations and interviews were gathered. This recording consists of description by see, hears, and experiences by samples.

2. Data reduction

The process of selecting, focusing, simplifying, abstracting, and transferring data from field notes or transcriptions is known as data reduction. After observing and interviewing, the data or the answers from teacher and student observation are classified according to FIACS by Flanders.

3. Data display

According to Sugiyono (2020), the next activity after selecting the data is displaying the data. The researcher used a table in data display to explain the data obtained by checklist FIACS that are used by the teacher and students in the learning process. The researcher used the data coding of the students of SMP Ta'mirul Islam Surakarta.

4. Drawing conclusion

The last step is to draw conclusions after displaying the data. According to Sugiyono (2017), the conclusions in the beginning are proven by valid and consistent evidence when the researcher returns to the research site to collect data, ensuring that the previously proposed conclusion is credible conclusion. The researcher reached a conclusion

and verified it by reviewing fieldnotes and interview transcripts, then comparing the data.

F. Trustworthiness of the Data

Trustworthiness is common term use to describe validity in qualitative research. (Gay and Goffery, 1981) state that qualitative researcher can establish the trustworthiness of their research by addressing the credibility, transfer ability, dependability, and confirm ability of their studies and finding. First, a researcher must consider all the complexities of the study being conducted and deal with the non-easily explained issue (credibility). Second, the researcher should also include descriptive and contextual statements to help consumer identify the setting (transfer ability). Third, the researcher should be concerned with the stability of collected the data (dependability). Finally, the researcher should address the neutrally and objectivity of the data (confirm ability).

The data information obtained from the research were in the form digital photo/video and the data taken interview, must be verified to determine whether the research findings are reliable. In this research, the researcher verifies the research results by triangulation.

Triangulation is the process of using multiple methods, data collection, strategies, and data source to get a more complete picture of what is being studied and to cross-check information (Gay and Goffery, 405).

Methodological triangulation uses several data acquisition methods. Immediately, the researcher might choose interview, survey, and observations to collect the data using different method.

The researcher used methodological triangulation. This is because the researcher uses interview and observation to obtain the data. The researcher combined the results of the interview with observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Types of Teacher's and Students' Interaction in Classroom at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023.

The observation was conducted to know what the types of classroom interaction is occurred in the classroom. The researcher observed the types of classroom interaction occurred in the classroom. In the observation process, the researcher prepared the observation checklist and recorded to record the teaching and learning process.

The observation result described the types of verbal interaction between the teacher and students in the classroom. The researcher discovered three types of classroom interaction based on observations: teacher-whole class, student-teacher, and student-student.

The focuses of the first type were: (1) interaction in pre-teaching which was further divided into four activities, namely greeting activity, inquiring students' conditions, checking students' attendance activity, and telling students of the material they should learn in the meeting; (2) interaction in whilst-teaching, which was further divided into three activities: encouraging students to learn, rewarding students, and helping the students to learn the material; and (3) interaction in post-

teaching which was further divided into two, namely motivating or asking the students to study and ending the lesson.

The second type was focused into: (1) interaction in pre-teaching; (2) interaction in whilst-teaching, which was further divided into one activity, namely discussing the material activity and interaction in evaluating based on the students' seat and interaction in evaluation based on the students' attention; and (3) interaction in post-teaching.

The third type of interaction between a student-student focused on: (1) interaction in pre-teaching; (2) interaction in whilst-teaching, which was further divided into two activities, namely discussing the material activity; and (3) interaction in post-teaching.

The explanation of the research finding in the teacher-whole class, student-teacher, and student-student describe below:

1. Teacher-Whole Class

The first type that the researcher found was teacher-whole class. The condition when teaching and learning in English class was very interactive; all of the students were very enthusiastic to answer the teacher's question

a. Interaction in pre-teaching

Interaction in pre-teaching are interaction that happens when the teacher starts the lesson. Usually, it is done to get the students' attention to the lesson. There are some activities in pre-

teaching, namely: greeting activity, asking students' condition, checking students' attendance activity, and telling the materials that will be learnt by the students in the meeting.

(1) Greeting activity

In an English teaching learning process, the interaction between the teacher and students in the whole class usually began when the teacher greeted the students in the beginning of learning activities.

Teacher : Good afternoon, everybody. How are you today?

Students : I'm fine thank you. And you?

(Meeting # 1)

The teacher usually greeted the students using "*Assalamualaikum wr. wb*" and continued by asking the students' condition.

Teacher : Assalamualaikum wr. wb

Students : Waalaikumsalam wr. wb

Teacher : How are you today?

(Meeting # 2)

Teacher : Assalamualaikum wr. wb

Students : Waalaikumsalam wr. wb

(Meeting # 3)

(2) Asking the students' condition

Before starting the lesson, the teacher usually asked the students' condition at the time. It was very useful because it could make good psychological relationship between the teacher and the students.

Teacher : Good afternoon, everybody. How are you today?

Students : I'm fine thank you. And you?

Teacher : I'm fine too.

(Meeting # 1)

Teacher : How are you today?

Students : I'm fine thank you. And you?

Teacher : I'm fine too.

(Meeting # 2)

The teacher usually greeted the students classically before starting the class activity. The teacher used her expression and sometimes teacher used little chit-chat or deal with feeling, as follows:

Researcher : Bagaimana cara Miss menanggapi atau menerima perasaan siswa selama proses pembelajaran di dalam kelas?

Teacher : Ya standar saja, seperti menyapa siswa sebelum pembelajaran seperti “how are you today?” terus siswa menjawab “I’m fine, thank you. And you?”. Ya cuma seperti itu saja sih.

(Interview transcript with the teacher)

(3) Checking the students’ attendance activity

In pre-teaching, the teacher checked the attendance of the students.

Teacher : before I start the lesson today, I will check the attendance first.

(The teacher checked the attendance list and called the names of the students)

(Observation # 1)

(4) Telling the materials that will be learnt by the students in the meeting

To start the teaching and learning process, the teacher usually told the materials that would be learnt by the students in the meeting.

Teacher : Next, I will explain about simple past tense. Anyone know what is simple past tense?

Students : (Silence)

Teacher : Then, simple past tense formula nya...

Wait wait, mau formula dulu atau example nya dulu?

Students : Formula dulu aja miss.

(Observation # 1)

b. Interaction in whilst-teaching

Interaction in whilst-teaching means interaction that happens in the teaching learning process. The interaction in whilst-teaching was divided into three, namely, motivating the students to learn, rewarding the students' activity, and helping the students to learn the material activity.

(1) Motivating the students to learn

In whilst-teaching, the teacher usually created interaction by motivating the students to learn. It was very useful to improve the classroom interaction.

Researcher : Bagaimana cara miss memberikan dorongan kepada siswa?

Teacher : Mungkin kalau dorongan sendiri biasanya pada siswa yang nilainya lebih rendah dibandingkan dengan teman-teman yang lain. Untuk standar kelas 8C ini bisa 7,5 atau 8 gitu ya. Jadi nilai yang dibawah 8, saya support lagi dengan memberikan pertanyaan yang mungkin lebih daripada yang lain.

(Interview transcript with the teacher)

(2) Rewarding the students' activity

In whilst-teaching, the teacher gives a reward to the students in the teaching and learning process. It is very useful to improve the interaction. Usually the teacher gives reward to the students when they can answer the teacher's questions correctly or they can do the exercise correctly.

Teacher : Okay, past tense itu adverb of time
nya kapan saja guys?

Students : Past, yesterday, and ago miss.

Teacher : Good. And then?

(Meeting # 1)

The kinds of rewarding the students depend on the teacher. Usually the teacher praised the students by saying “good” or “yes”.

Teacher : Isinya tentang?

Students : Pengenalan tokoh, tempat kejadian,
dan waktu kejadian, miss.

Teacher : Good. And the second one is?

(Meeting # 2)

Students : We lost. L-o-s-t miss.

Teacher : Yes. Next number 4

(Meeting # 3)

The teacher always gives rewards to the students if the students answers questions from the teacher.

Researcher : Bagaimana cara miss memberikan
pujian kepada siswa?

Teacher : Biasanya kalau misalkan ada yang menjawab pertanyaan, tentu akan saya beri respon “good”, “nice”, or “good job”, seperti itu.

(Interview transcript with the teacher)

From the description above, it was clear that motivating the students will improve the interaction of the teaching and learning process. When the students got appreciation from the teacher, they would be motivated in conveying and expressing their ideas. As a result, they would have a willingness to participate in the classroom.

(3) Helping the students learn material activity

The teacher usually helps the students when they could not understand some of the material that the teacher explained. When there was a students' asking something that her or she could not understand it, the teacher usually explained it again to all of the students until they could understand that.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan, apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah kak, biasanya pas mendekati ujian atau ada bagian yang menurut kami kurang paham.

(Interview transcript with the student one)

The teacher helped the students by giving some explanations in *Bahasa Indonesia* when the students could not understand them in English. Not all of the students could understand the meaning of some words that the teacher used in the teaching and learning process.

Teacher : Nah, simple past tense itu divided by two:

1. Verbal is berkata kerja
2. Nominal itu tidak berkata kerja

Yang (+) itu subject dulu kemudian diikuti V2/V-ed. What is the difference between V2 and V-ed?

Students : Tulisannya miss.

(Meeting # 1)

Sometimes teacher also used two languages to make the students understand some words that the teacher used

more easily. For example, when the teacher asked something in English but the students could not answer it, the teacher would ask again in *Bahasa* Indonesia.

Teacher : Iya, tiba di pantai terus move to the beach. Berarti langsung menuju pantai. “lay down and stretch muscle after long riding” artinya apa itu?

Students : (Silence)

Teacher : Selonjoran guys maksudnya.

(Meeting # 2)

From description above, it was clear that the teacher usually helped the students when they got problem in understanding or doing something. If the students could understand what the teacher said, the interaction in teaching and learning process would occur.

c. Interaction in post-teaching

Interaction in post-teaching means interaction that happens in the end of the lesson. Interaction in post-teaching was divided into two activities, namely, motivating to study and ending the lesson.

(1) Motivating or asking the students to study

The teacher usually motivated the students to study again at home after school in post-teaching. It gave a positive effect to the teacher and students relationship. By motivating the students, it made the students feel happy because the teacher cares about them.

Teacher : Well, time is over. I reminder you all, please study and practice our material today at your home. Thank you for your attention.

Students : Okay miss.

(Meeting # 2)

Teacher : Okay time is up. Pertemuan yang akan datang dikumpulkan dan jangan lupa diselesaikan dirumah. See you tomorrow. Wasalamualaikum wr.wb

Students : Waalaikumsalam wr.wb

(Meeting # 3)

(2) Ending the lesson

In ending the lesson, the teacher usually says “see you tomorrow” or “thank you for your attention” to the

students. It made the students attractive and very enthusiastic, not only in the beginning of lesson but also in the end of the lesson.

Teacher : Have you finished? Besok kita lanjutkan materi nya karena sudah break time. Sekian dari saya, thank you for your attention, wasalamualaikum wr. wb.

Students : Waalaikumsalam wr.wb.

(Meeting # 1)

2. Student-Teacher

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

a. Interaction in pre-teaching

There were some interactions that happen in the teaching and learning process between the teacher and the student in pre-teaching. For example, when the teacher asked what was learned

in the previous meeting and one of the students answered a question from the teacher.

Teacher : Apa yang kalian pelajari kemarin guys?

Student : Past tense miss

(Meeting # 2)

b. Interaction in whilst-teaching

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

(1) Discussing the material activity

The interaction in discussing the material between the teacher and student happen when the teacher asked a student to read a sentence and spell the letter. 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.

Teacher : Okay, number 1 Faiz. Please read the sentences and spell the letter of the verb.

Faiz : Maju miss?

Teacher : Dari situ saja.

Faiz : F-e-l-t.

(Meeting # 3)

From the description above, the interaction between the teacher and a student happens in discussing the material and focusing on the evaluation in spelling the word of verb. The teacher called on one student to answer the correct verb. It can increase the student language vocabulary. This was in line with a view expressed by Rivers (1988:4). He explained that through interaction, students could increase their language store as they listened to or read authentic material, or the output of their fellow students in discussion, joint problem solve tasks, or dialogue journals.

(2) Interaction in evaluating

Interaction in evaluating was divided by interaction in evaluating based on a random technique and interaction in evaluation based on the students' attention.

(a) Interaction in evaluating based on a random technique

Interaction happens between the teacher and a student when they discuss the material or the task in the teaching and learning process. The teacher chooses one student to answer the question. The teacher usually used a random technique when she could not remember the students' name.

Teacher : Number 3 and 4 dari belakang ya.

Please read it.

Students : We lost. L-o-s-t miss.

Teacher : Yes. Next number 4.

(Meeting # 3)

When the teacher used random technique in evaluating the material, the students must fully concentrate in the teaching and learning process. It would not be good for the students if they were not ready

to answer the question. The students might not be able to follow the teaching and learning because of that.

Researcher : Bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Student : Ya akan menjawab sesuai pemahaman saya dan menjawab dengan menggunakan kata-kata sendiri.

(Transcript interview with the student three)

(b) Interaction in evaluation based on the students' attention

To create the interaction between the teacher and a student, the teacher also based on the students' attention technique to evaluate the teaching and learning process. This technique was used when some students could not concentrate in the lesson or when some students disturbed to others when they were studying.

Teacher : Good. Yang satunya coba. Eh, choose one of your friend yang kira-kira tidak focus.

Student : Faiz.

Teacher : Tolong dibuat interrogative sentence.

Faiz : Did Risky bermain game tadi malam?

(Meeting # 1)

From the description above, it was clear that the interaction between the teacher and a student happened when teacher evaluated the students about the materials in the teaching and learning process.

c. Interaction in post-teaching

Interaction in post-teaching means interaction that happens in the end of the lesson. In this case, not found interaction in post-teaching because from the first to the third meeting, the teacher reminds all of the students to study at home.

3. Student-Student

The third type of the interaction is student-student. This was divided into three: (a) interaction in pre-teaching; (b) interaction in whilst-teaching; (c) interaction in post-teaching.

a. Interaction in pre-teaching

The interaction student-student in pre-teaching when they are chatting each other or asking about something. The condition was very crowded because most of the students spoke loudly.

b. Interaction in whilst-teaching**(1) Discussing the material activity**

The teacher explained that a student with other student are grouped to work on questions related to the material that given by the teacher.

Researcher : Setelah menjelaskan materi, tentunya miss akan memberikan arahan atau perintah, lalu bagaimana cara miss dalam memberikan arahan atau perintah selama proses pembelajaran?

Teacher : Nah dari contoh, kemudian bkof atau masuk materi. Setelah itu, saya kelompokkan mereka dengan teman sebangku atau depan belakang. Nanti mereka sama sama belajar untuk mengerjakan soal yang berkaitan

dengan materi. Nah, yang kurang paham bisa belajar ke yang lebih bisa, maksud saya seperti itu. Kemudian kalau sudah, saya suruh mereka mengerjakan soal secara individual.

(Interview transcript with the teacher)

c. Interaction in post-teaching

The interaction in post-teaching between student-student 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 loudly. They were busy with what they were doing.

Based on the research finding above, the researcher only found three type of classroom verbal interaction between teacher and students because in this research, the researcher only focusses on the teacher and student and the material of recount text and simple past tense.

2. The Categories of Teacher's talk and Students' Talk in Classroom Interaction Based on Flanders' Interaction Analysis Categories (FIAC).

a. Result from the observation (FIAC)

The result of observations described the categories of classroom interaction used by the teacher and the students at the eighth-grade students. Based on the observation, the researcher found out two categories of classroom interaction between the teacher and the students, there are teacher talk and student talk. The categories of teacher talk there are accepts feeling, praises or encourages, accepts to use idea students, asking questions, lectures, give directions, and criticizes or justifying authority.

The categories of student talk are students talk-response, student talk-initiation, and silence or confusion. The total number of categories of classroom interaction between the teacher and the students were 364 data in three meetings. There are table about the total number of teacher's talk and student's talk below:

Table 4.1

The Total Number of Categories Interaction in
Classroom

Number data	Categories of Classroom Interaction	Total Number
TEACHER TALK		
1.	Accepts Feeling	5
2.	Praises or Encourages	23

3.	Accepts to Use Idea Students	1
4.	Asking Questions	27
5.	Lectures	6
6.	Give Directions	3
7.	Criticizes or Justifying Authority	1
STUDENT TALK		
1.	Students Talk-response	85
2.	Student Talk-initiation	12
3.	Silence or Confusion	23
Total		364

1) Teacher Talk

The researcher explained about the categories of teacher talk that consist of 7 categories that the researcher found based on the observation. The total number of teacher talk describe in the table and diagram below. The explanation about the categories of teacher talk, describe after the table and the diagram.

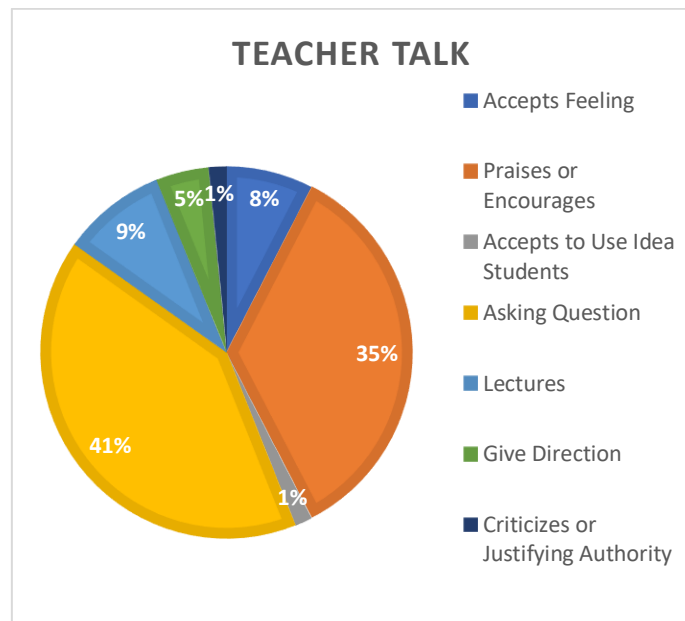
Table 4.2

The Total Number of Categories of Teacher Talk

Number data	Categories of Classroom Interaction	Total Number
TEACHER TALK		
8.	Accepts Feeling	5
9.	Praises or Encourages	23
10.	Accepts to Use Idea Students	1
11.	Asking Questions	27
12.	Lectures	6
13.	Give Directions	3

14.	Criticizes or Justifying Authority	1
TOTAL		66

Figure 4.1
The Diagram of Teacher Talk



a) Accepts Feeling

The first category of teacher talk is accepts feeling, there were 5 data was found. In the first observation was found 2 data. In the second was found 2 data. The third observation was found 1 data. The utterance asks by the teacher to know the students' how they were feeling at the day and the teacher closed the lesson at the day. The example below:

Meeting 1

When the teacher asks the students how they were feeling at the day

Teacher : *Good afternoon, everybody.
How are you today?*

Students : *I'm fine thank you. And you?*

Teacher : *I'm fine too.*

Meeting 3

When the teacher closed the lesson at the day

Teacher : *Okay, time is up. Pertemuan yang akan datang dikumpulkan dan jangan lupa diselesaikan dirumah. See you tomorrow.*

b) Praises or Encourages

The second category is praises or encourages.

From 23 data, there were 12 data found in the first observation. The second observation was found 14 data. The third observation was found 7 data. The utterance used by the teacher to give a praise of students' answer and the teacher gave a praise because the students answered the question correctly.

The example below:

Meeting 1

When the teacher gave a praise of the students' answer

Teacher : *Okay, past tense itu adverb of time nya kapan saja guys?*

Students : *Past, yesterday, and ago miss*

Teacher : ***Good.*** *And then?*

Meeting 2

When the teacher gave a praise because the students answered the question correctly

Teacher : *Next, in the fourth paragraph mereka ngapain?*

Students : *Explore pantai, miss*

Teacher : ***Okay, good.*** *Terus di paragraph terakhir itu apakah sudah masuk reorientation?*

c) **Accepts or Uses the Ideas of Student**

The next category is uses ideas of student.

From 1 data, there was found in the first observation.

The utterance used by the teacher when the teacher helps to develop ideas students. The example below:

Meeting 1

When the teacher helps to develop ideas students.

Teacher : ***Nah, coba sekarang kita bedakan mana yang subject,***

*verb, object, and adverb.
Subject nya yang mana?*

Students : Rouf.

d) Asks the Questions

The fourth category is asks the question, there are 27 data include in asks the question categories. From 27 data, there were 9 data found in the first observation. The second observation was found 13 data. The third observation was found 5 data. The teacher asks a question about the material, the teacher did stimulate student before explained the material, and the teacher checked the understanding of the students. The example below:

Meeting 1

When the teacher asks a question about material

Teacher : Okay, past tense itu adverb of time nya kapan saja guys?

Students : Past, yesterday, and ago miss

Meeting 3

When the teacher did stimulate before explained the material

Teacher : ***If in the past tense is no verb, then what should there be? Do you remember?***

Students : *To be nominal.*

Meeting 2

When the teacher checked the understanding of the students

Teacher : ***So far, any question?***

Students : *No, miss*

e) Lecturing

The next category in teacher talk is lecturing.

From 6 data, there was found 2 data in the first observation. The second observation was found 2 data. The last observation was found 2 data. The teacher explained the material and the teacher explained how to answer the question by using the formula. The example below:

Meeting 2

The teacher explained the material in front of the classroom

Teacher : ***Okay, recount text is the text talk about experience or past event. The goal of recount***

text is to tell experience or past event. What is the generic structure of recount text?

Students : Title, miss

Meeting 1

When the teacher explained how to answer the question by using the formula

Teacher : Rouf ate cilor in the breaktime.

Rouf as a subject, ate as a v2 of eat, cilor as an object, and in the break time as adverb of time

Students : Oh, istirahat itu break time

f) Giving Direction

The sixth category is giving direction. From 3 data, there was found 1 data in the first observation. The second observation was found 1 data. 1 data was found in the third observation. The teacher gave some directions then the students followed the direction. The example below:

Meeting 2

Teacher : Please open your LKS page 30 task 3, please find the generic structure of recount text

Students : Silence

Meeting 3

Teacher : Please make a good paragraph recount taken from the 10 sentences that I gave yesterday

Students : Diganti miss?

Teacher : Tidak, just susunannya yang diperbaiki dan ditambah sebaik mungkin.

g) Critizing or Justifying Authority

The last category in teacher talk is critizing or justifying authority. From 1 data, there was found 1 data in the first observation. The teacher authorizes the classroom. The example below:

Meeting 1

Teacher : Pokoknya kumpulkan seadanya dulu guys.

Ssst... come on submit now guys.

Students : Yes miss

2) Student Talk

The researcher explained about the categories of studenttalk that consist of 3 categories that the researcher found based on the observation. The total number of student talk describe in the table and

diagram below. The explanation about the categories of student talk, describe after the table and the diagram.

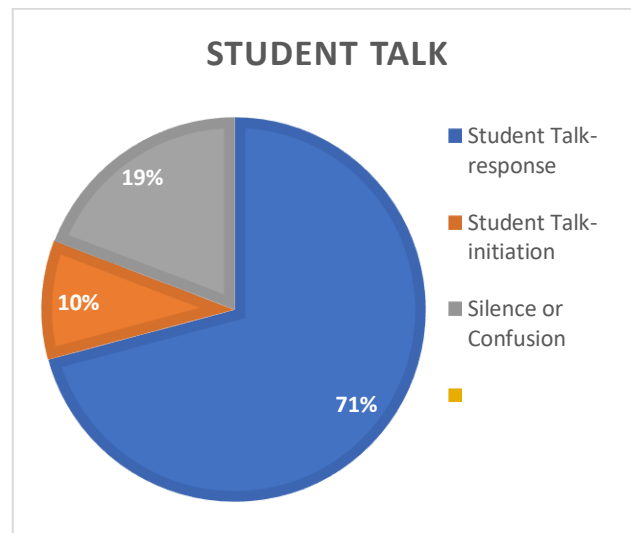
Table 4.3

The Total Number of Categories of Student Talk

Number data	Categories of Classroom Interaction	Total Number
STUDENT TALK		
1.	Students Talk-response	85
2.	Student Talk-initiation	12
3.	Silence or Confusion	23
TOTAL		122

Figure 4.1

The Diagram of Student Talk



a) **Student Talk-response**

The first category in student talk is student talk-response. There are 85 data include in the categories of student talk-response. From 85 data, there were 32 data found in the first observation. The second observation was found 35 data. The third observation was found 18 data. The teacher asks a question about the material of recount text and the students responded the teacher's greeting as well. The example below:

Meeting 1

The teacher asks a question to the students about the material of recount text

Teacher : *Kemarin, I have given to you about genre structure of recount text. Kemarin apa saja?*

Students : *Past, yesterday, ago, once, long time ago.*

Meeting 2

The students responded the teacher's greeting as well

Teacher : *Good afternoon, everybody. How are you today?*

Students : *I'm fine thank you. And you?*

Teacher : *I'm fine too*

b) Student Talk-initiation

The next category in student talk is student talk-initiation. There are 12 data include in the categories of student talk-initiation. From 12 data, there were found 4 data in the first observation. The second observation was found 2 data. The last observation was found 6 data. Student talk-initiation found when the students initiative to asks the teacher. The example below:

Meeting 1

Students : Pakai Bahasa inggris langsung miss?

Teacher : Bahasa Indonesia aja dulu

Meeting 3

Students : Langsung jawabannya kan miss?

Teacher : Iya

c) **Silence or Confusion**

The last category in student talk is silence or confusion. There are 23 data in the categories silence or confusion. From 23 data, there were 11 data found in the first observation. The second observation was found 9 data. In the last observation was found 3 data. The silence happens when the students pay attention to the teacher during the teacher delivers the material

and students sometimes also silence when the teacher asking. The example below:

Meeting 1

Teacher : *Anyone know what is simple past tense?*

Students : ***Silence***

Meeting 2

Teacher : *Good. How about to be?*

Students : ***Silence***

Meeting 3

Teacher : *Iya, kira kira apa yang cocok? Have idea judul yang cocok?*

Students : ***Silence***

Based on the result during the observation in the classroom, all the categories of classroom interaction were applied in the classroom during the teaching and learning process. In the observation, there were found 7 categories from teacher talk and 3 categories from student talk.

In the teacher talk, the teacher made a initiation in opening the classroom, lecturing the students about the material, ask a question about the material and to get information, give direction to the students, and gave students homework. During the teaching-learning English the teacher using English and Indonesian language.

In student talk, student interact with the teacher when the student responded to the teacher's question, the students also asked question about the material they did not understand, and sometimes the students are silent when the teacher checked the understanding of the students.

b. Result from the interview

1) Teacher Talk

a) Accepts Feeling

Based on the interview, the teacher said that in the class she always asked the student's how they were feeling at the day.

Teacher : Okay, ya standar-standar saja, seperti menyapa siswa sebelum pembelajaran seperti "how are you today?" terus siswa menjawab "I'm fine, thank you. And you?", ya cuma seperti itu saja sih.

b) Praises or Encourages

Based on the interview with the teacher, the teacher provides encouragement or separate treatment for students whose grades are less than expected. The way, the teacher gives more questions to students whose grades are lower than the other.

Teacher : Biasanya kalau misalkan ada yang menjawab pertanyaan tentu akan saya beri respon “good”, “nice”, “good job” seperti itu. Mungkin kalau dorongan sendiri biasanya pada siswa yang nilai nya lebih rendah dibanding teman-teman yang lain. Untuk standar kelas 8C ini bisa 7,5 atau 8 gitu ya. Jadi nilai yang dibawah 8, saya support lagi dengan memberi pertanyaan yang mungkin lebih dari yang lain, begitu.

c) Accept to Uses Idea Students

The teacher said that it is rare for students to give ideas in class even though the teacher always gives students the opportunity to give the ideas.

Teacher : Mereka lebih suka menerima daripada memberikan ide saat proses pembelajaran. Padahal saya sering memberikan mereka kesempatan untuk berbicara atau memberikan ide, namun mereka mungkin malu.

d) Asking Questions

Based on the interview, the teacher said that she always gives examples first to measure students understanding. The first way, the teacher giving a quiz first to find out how active they are. The second way is for the teacher to look at students' scores, those scores are lower than other friends will be given more questions to raise the scores of students who are less active.

Teacher : Jadi kemarin misalkan pas materi recount text. Kan awalnya memakai past tense, kemudian saya beri contoh, nah dari contoh tersebut untuk mengukur keahaman anak. Biasanya nanti saya beri quiz, nah yang bisa menjawab akan saya beri nilai tambah. Nah itu bisa mengetahui seberapa aktif mereka, yang bisa yang mana yang tidak bisa yang mana, itu yang pertama. Yang kedua, nanti saya bisa lihat dari nilai mereka. Untuk nilai yang rendah itu akan saya kasih pertanyaan guna untuk menaikkan nilai siswa yang kurang aktif.

e) Lectures

The teacher said she still deliberately used Indonesian language in explaining the material to the students. Usually, the teacher gives example first and then entering a new material.

Teacher : Biasanya saya stimulasi dulu. Misalkan dengan menggunakan kalimat dalam Bahasa Indonesia, kemudian saya suruh mereka menebak dulu kira-kira akan bagaimana. Nah, biasanya saya beri contoh dulu nanti baru masuk ke materi dan penjelasannya.

f) Give Directions

When giving directions to the students, sometimes the teacher appoints certain students. The teacher stated that appointing certain students was motivated by a variety of factors. One way is to

encourage students who have a high desire and curiosity to be more active in class. If there are students who are struggling, she will usually ask students who are smarter to discuss together.

Teacher : Nah dari contoh, kemudian Bkof atau masuk materi. Setelah itu, saya kelompokkan mereka dengan teman sebangku atau depan belakang. Nanti mereka sama-sama belajar untuk mengerjakan soal yang berkaitan dengan materi. Nah, yang kurang paham bisa belajar ke yang lebih bisa, maksud saya seperti itu. Kemudian kalau sudah saya suruh mereka mengerjakan secara individual.

g) Criticizes or Justifying Authority

The teacher said that she always ordered her students to pay attention silently to her when she was talking in front of the class. She argued that any sorts of criticism she made towards the students basically aimed to make them better.

Teacher : Akan saya tegur secara langsung. Misalkan kalau ada yang belum memakai sepatu atau makan yang belum diselesaikan, akan saya tegur. Teguran ini tidak hanya berlaku kepada satu orang, namun satu kelas. Namun, saya juga akan memberi sedikit waktu sekitar 5-7 menit untuk mereka menyelesaikan makan dan memakai sepatu, begitu.

2) Student Talk

a) Students Talks-response

Based on the interview with the students, the students try to answer questions from the teacher according to their understanding and answer using their own words. The following is an example of an interview:

Students : Ya akan mencoba menjawab sesuai pemahaman saya dan menjawab dengan menggunakan kata-kata sendiri.

b) Student Talk-initiation

Based on the interview, the students occasionally gave opinions or ideas during the learning process.

Students : Sesekali memberikan pendapat kak.

c) Silence or Confusion

Based on the interview, the students ever confused about the material presented by the teacher. However, the students asked the teacher to explain again the material that was poorly understood.

Students : Pernah, tetapi guru kita selalu membimbing kita agar paham tentang materi tersebut dan kita juga bisa menanyakan apa yang menurut kita tidak paham.

B. Discussion

In the discussion, the researcher discussed the results and some theories concerning in the teacher-student classroom interaction during the teaching-learning process in learning English. The result of the researcher question was present in the research finding and the data that was found would discuss in the discussion. The discussion would discuss the findings of the research questions, the researcher question was what the types of teacher and students in classroom interaction in eight grade students of SMP T' Amirul Islam Surakarta and the categories of teacher talk and students talk in classroom interaction based on FIAC.

1. The Types of Teacher's and Students' Interaction in Classroom at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023.

Based on Dagarin (2004), there are five types of classroom interaction. The five types of classroom interaction are, teacher-whole class, teacher-a group of students, student-student, students-students, students-teacher. In this research, the research would discuss about the type of classroom interaction only between the teacher and student. Based on the research finding, the researcher found three type of

classroom interaction between teacher and students, there are teacher-whole class, student-teacher, and student-student.

The first was the teacher-whole class, the type of teacher-whole class was the teacher control the interaction during the teaching-learning process and make student talk. Based on the research finding the type of teacher-whole class found when the teacher type when the teacher gave the material in front of the classroom, the teacher reminds the material that has been given at the previous meeting, the teacher also gave praises to the student when they answered the questions correctly.

The second type was student-teacher, this type was found when the student answers the question from the teacher about recount text and the student answers the question from the teacher that ask about the previous meeting about recount text. In this type answering questions is the most activity from the student.

The third type was student-student, this type was found when chatting or telling about their experience to the others. In most cases, the students used *Bahasa* Indonesia or Javanese. They were afraid if the words they used were wrong they used English. They used English only when the teacher gave some tasks that required the use of English.

2. The Categories of Teacher's Talk and Students' Talk in Classroom Interaction Based on Flanders' Interaction Analysis Categories (FIAC).

This research recorded three meetings of classroom interaction. The observation focusses on the classroom interaction within three categories, they are teacher talk, students talk, and silence.

Flanders Interaction Analysis Categories System (FIACS) was used to arrange the observations. While observation was set up to collect the data to match the research's objective. According to FIACS that created by Flanders, there are several categories of classroom interaction. These include on teacher talk are: (1) accepts feeling, (2) praises and encourages, (3) accepts or uses ideas of student, (4) asks the question, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority.

Student talk include: (8) students talk response, (9) student talk initiation. The last category is silence, include silence or confusion which is the 10 categories of FIACS. The researcher will explain each of categories of FIACS.

a. Accepts Feelings

Accepts feeling was the first categories of responding student's talk in FIAC system. Through this method, the teacher accepts and clarifies an attitude or the feeling of student in non-threatening manner. The teacher mainly used this talk in the beginning of the class and in the end of the class, especially when greeting the students. It was also used when the teacher tried to understand what the students felt during the teaching-learning

process, either the positive or negative feelings towards the lesson. This is supported by a journal article by Nurul Aisyah (2016), with the teacher results accepts feelings can be seen both from verbal and non-verbal. Accepting students' feeling create the classroom environments that supports the teaching and learning process as well as given confidence and engage students in the teaching and learning process.

b. Praises and Encourages

Teacher statement carrying the value judgment of approval were praising and encouraging. This category of teacher talk occurred in the classroom. During class, the teacher frequently praised and encouraged the students. The teacher's purpose in praising and encouraging students is to recognize those who actively participate in the teaching and learning process. Correspond with that, Crespo (2002) stated that encourages and praises will help students to build self-esteem.

c. Accepts or Uses Ideas of Student

In classroom interaction, the teacher would occasionally use student ideas. This category contains the teacher's reactions to the student's idea. The teacher's goal in using a student's idea is to help the student's idea become clear. In line with that, French and Galoway (1968) state that it can be seen in the way that students' statements are influenced by the teacher's own words and how they

are built or develop. However, saying “I understand what you mean” can be interpreted as using or accepting the students’ ideas. During the observation, the teacher primarily rephrased and drew conclusions from the students’ ideas or responses.

d. Asks the Questions

Asking questions was a category of teacher talk that also occurred in all meetings. During the third meetings, the teacher frequently used this category of teacher talk.

The teacher asked questions for a variety reasons, including engaging students with content, checking students’ understanding, stimulating before explaining the material, and asking for students’ opinion. This is in line with Brown (2001) stated that asking questions during interactions encourages students to express their opinions. The teacher occasionally directed her questions to particular students. The teacher frequently used display questions, in which the teacher asked students questions about the subject matter.

e. Lecturing

Based on the observation, this category of teacher talk occurred in all meetings. In classroom, the teacher often gave information to the students. It can be showed from the lecturing. The lecturing happened more frequently than any other category of teacher talk. Correspond with that, lecture is defined as a method of

teaching by which the instructor gives an oral presentation of facts or principles to learn (Good and Merkel, in Kaur, G., 2011). The teacher lectured the students by providing information, ideas, examples, and explaining the material. In addition, the teacher also reviewed the lesson that the students had learned in previous meetings. During her lesson, the teacher not only spoke English, but also Indonesian language.

f. Giving Direction

It is one category of teacher talk that also occurred in this study. Giving direction was one category of teacher talk that frequently occurred during three meetings. It happened when the teacher asked the students to participate in activities such as group discussions or presentations. As Brown (2001) states that the students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically

During the activities, the teacher needed to direct the students on what to do and when during the activities. The teacher also instructed the students to do things like ask questions, answer questions, do the exercise, explain in front of the class, and so on. Furthermore, the teacher directed the students' behaviour during the teaching learning process.

g. Criticizing or Justifying Authority

Criticizing student behaviour is one category of teacher talk that also occurred in this study. The teacher usually criticised the students because she was dissatisfied with her students. The teacher also criticised the students for the lack of participation slow reaction for giving questions. However, the teacher should keep in mind that critics given should not be harsh as it can be leave bad effect for students (Gharbavi and Irvani, 2014).

h. Student Talk Response

Talk by students in response to teacher's talk. Teacher initiation contact, or students' statement, or structure the situation. The teacher initiates the contacts or solicits students' statement or structure the situation as proposed by FIAC (1987). Teacher asks question students give answer to the question. Based on the observation showed that the students were active enough in giving response to the teacher talk in the classroom.

The students tended to provide the short answers to the teacher's questions. Observation revealed that the student still answered questions from the teacher and friends in Indonesian rather than trying to speak in English. In addition, some of students responded to the teacher with jokes.

i. Student Talk Initiation

Student talk initiation was another category of student talk in classroom interaction. Student talk initiation was mostly produced during the question-and-answer session. When the teacher gave the students the opportunity to speak, they rarely took the initiative. Only a few students initiated questions to the teacher in the classroom, while most students preferred to simply listen to the teacher's lecture. Students frequently asked the teacher questions because they did not understand the material or asked for confirmation.

j. Silence or Confusion

The final category, which represents silence or confusion, is another category of students talk. When the students did not respond to the teacher's talk, there were silence. It could happen because they were unable or unwilling to respond. The teacher usually would prompt her questions and make a comment to fill in the silence moment.

Based on the explanation above, the researcher found that all categories of teacher talk and student talk and the moment of silence or confusion took place during the teaching-learning process in class 8C SMP Ta'mirul Islam Surakarta. In other words, both the teacher and the students performed all categories during the classroom interaction. teacher talk has higher proportion than students talk with

lecturing become the category of talk mostly produced by the teacher in the classroom and students-talk response becoming the category of talk mostly produced by students in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From previous findings and discussions, this chapter presented conclusion about (1) what are the types of teacher and students occur in classroom interaction, and (2) what are the categories of teacher and students occur in classroom interaction.

The type of classroom interaction during the teaching-learning process is teacher-whole class and student- teacher. Based on the research finding, the type of teacher-whole class found when the teacher gave the material in front of the classroom, the teacher reminds the material that has been given at the previous meeting, and the teacher also gave praises to the student when they answered the questions correctly. The second type was student-teacher, this type was found when the student answers the question from the teacher about recount text and the student answers the question from the teacher that ask about the previous meeting about recount text.

The seven categories of teacher talk were found in classroom interaction; **(1) accepts feelings**, the teacher accepted the students' feeling when they expressed greeting in the beginning and the closing of the class. **(2) praises or encourages**, the teacher purpose in praising and encouraging students is to recognize those who actively participate in the teaching and learning process. **(3) accepts or uses ideas of student**, the teacher's goal in using a students' idea is to help the student's idea become clear. **(4) asks the**

questions, the teacher asked questions for variety reasons, including engaging students with content, or checking students' understanding. **(5) lecturing**, lecturing was happened when the teacher presented or explained the material. **(6) giving direction**, the teacher asked the students to participate in activities such as group discussions. **(7) criticizing or justifying authority**, the teacher usually criticised the students because she was dissatisfied with her students.

Furthermore, the three categories of student talk were found in classroom interaction; **(1) student talk response**, the students always give response to every question or directions from the teacher, **(2) student talk initiation**, the students seldom initiate to talk during the classroom interaction, the more teacher's initiates the talk, the less students initiate the interaction, and **(3) silence/confusion**.

B. Suggestion

The researcher has some suggestion for the teacher, students, and other researcher. The suggestion can be seen as follow:

1. For the teacher

The teacher should create an enjoyable in the class in the teaching-learning process to make the students enjoyable in doing activities in the classroom. Perhaps the teacher should provide more motivation to the students to encourage them to be more active in practicing their speaking skills. Furthermore, the teacher can use more media and techniques in teaching-learning process in the classroom. as a result, the students are more engaged in learning process in the classroom.

2. For the students

The students should have high motivation from themselves that they want to learn English. The students should also improve grammar to make their speaking performance better than before and read more everything to increase their knowledge.

3. For another researcher

The researcher hopes that by reading this thesis, another researcher will be inspired and motivated to conduct research to find interesting techniques and media to make the teaching learning process more enjoyable in the classroom. They could the weakness to conduct another research so that they can develop and make perfect research.

BIBLIOGRAPHY

- Allwright, D. B. (1991). *Focus on The Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press.
- Arikunto. (2013). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ary, D. E. (2010). *Introduction to Research in Education* . Canada: Nelson Education.
- Bailey, M. K. (1994). *New Ways in Teaching Speaking*. London: Alexandria.
- Brown, H. (1994). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall Regents.
- Brumfit, C. A. (1995). *Research in the Language Classroom* . London: Macmillan Publisher Ltd.
- Bueno, M. M. (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.
- Burns, A. &. (1997). *Focus on Speaking*. Sydney: Macquarie University Press.
- Chaney, A. L. (2011). *Teaching Oral Communication*.
- Crespo, S. (2002). Praising and Correcting: Prospective Teachers Investigate Their Teacherly Talk. In *Teaching and Teacher Education 18* (pp. 739-758).
- Dagarin. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. In *Studies in the English language amd literature in Slovenia Volume 1/1-2* (pp. 127-139).
- Emzir. (2008). *Metodologi Penelitian Pendidikan : Kuantitatif & Kualitatif: Korelasional, Eksperimen, Ex Post Facto, Etnografi, Grounded, Theory, Action Research*. Jakarta: Rajagrafindo Persada.
- Flanders, N. A. (1960). *Interaction Analysis in the Classroom ; Mutual for observers*. Michigan: Litographed.

- Flanders, N. A. (1989). *Analyzing Teaching Behavior*. MA: Addison-Wesley.
- French, R. L. (1968). *A Description of Teacher Behavior: Verbal and Nonverbal*. The Ohio University.
- Goffery, G. L. (1981). *Educational Research*. Pearson : Prentice Hall.
- Gorong, P. (2013). Part II : Social Sciences and Humanities. In *The nature and quality of classroom verbal interaction: Implication for primary school teachers in Zimbabwe* (pp. 431-444).
- H.D., B. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
- K., D. N. (1994). *Designing Funded Qualitative Research*. London: Sage Publication Inc.
- Larsen-Freeman, D. (2001). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Miles, B. M. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta: UIP.
- Moleong, L. J. (2004). *Methodology Penelitian Qualitative*. Bandung: PT. Remaja Rosda Karya.
- Richard, J. C. (2002). *Methodology in Language*. Cambridge: Cambridge University.
- Sofyan, R. R. (2014). *Teacher Talk in Classroom Interaction: A Study at an English Department in Indonesia*.
- Sugiyono. (2006). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*. Bandung: Alfabeta.
- Sugiyono. (2012). *Statistik Untuk Penelitian*. Bandung: Alfabeta.
- Suryabrata. (1987). *Metode Penelitian*. CV. Rajawali Sumadi.

Thomas, A. M. (1987). *Classroom Interaction*. Walton Street, Oxford: Oxford University Press.

Xiao-yan, M. (2006). A Dissertation; Teacher Talk and EFL in University Classroom. *The Asian EFL Journal*, 33-48.

APPENDICES

Blueprint of Instrument

Question of interview with teacher

1. How do you accept feeling of students during the learning process in the classroom?
2. How do you give praises or encourages to the students during the learning process?
3. How do you respond to ideas or suggestion given by the students in learning process?
4. How do you ask question to the students during learning process?
5. How do you explain material in the classroom?
6. How do you give direction or commands to the students during learning process?
7. How do you criticize or justify the authority of the student's the classroom?

Daftar pertanyaan wawancara dengan guru

1. Bagaimana cara ibu menanggapi atau menerima perasaan siswa selama proses pembelajaran di dalam kelas?
2. Bagaimana cara ibu memberi pujian atau dorongan kepada siswa selama proses pembelajaran?
3. Bagaimana cara ibu merespon ide atau saran yang diberikan oleh siswa dalam proses pembelajaran?
4. Bagaimana cara ibu dalam mengajukan pertanyaan kepada siswa selama proses pembelajaran?

5. Bagaimana cara ibu menyampaikan materi di dalam kelas?
6. Bagaimana cara ibu dalam memberikan arahan atau perintah selama proses pembelajaran?
7. Bagaimana cara ibu dalam mengklarifikasi atau mengoreksi kebiasaan buruk dari siswa di dalam kelas?

Questions of interview with students

1. How do you participate during the learning process at the classroom?
2. How do you respond teacher's question during learning process?
3. Did you ever express your ideas or opinion during learning process?
4. Did you ever ask the teacher to re-explain the material?
5. Did you ever keep silence or confusion during the learning process?

Daftar pertanyaan wawancara dengan siswa

1. Bagaimana keaktifan siswa selama proses belajar berlangsung?
2. Bagaimana sikap siswa ketika guru memberi pertanyaan dalam proses pembelajaran?
3. Apakah pernah siswa memberikan pendapat atau ide selama proses pembelajaran di dalam kelas?
4. Apakah pernah siswa meminta guru untuk menjelaskan kembali materi tersebut?
5. Apakah selama proses pembelajaran berlangsung siswa pernah diam atau bingung sesaat.

Result of observation checklist of the first meeting

Categories		Indicators	Yes	No	Action	Description
Teacher Talk	Indirect Talk	Accept feeling	√		The teacher asked the student's how they were feeling at the day.	T: Good morning, everybody. How are you today?
			√		The teacher closed the lesson at the day.	T: Thank you for your attention.
	Praises/ encourages	√		The teacher gave a praise of student's answer.	T: Yes, good.	
		√		The teacher gave a praise because the students answered the	T: Good job, guys.	

					question correctly.	
		Accept to use idea students	√		The teacher helps to develop ideas students.	T: Nah, coba sekarang kita bedakan mana yang subject, verb, object, and adverb.
		Asking questions	√		The teacher did stimulate before explained the material.	T: In the last meeting, I gave you task to make 10 sentences about past tense.
			√		The teacher did stimulate before explained the material.	T: I'll give you review before I start the material.
			√		The teacher checked the understanding of the students.	T: Any question? Sure?

			√		The teacher asked student's understanding.	T: Is it clear?
Direct Talk	Lectures	√			The teacher explained the material in front of the classroom.	<p>T: Okay, our material is simple past tense.</p> <p>There are 2 types of past tense:</p> <ul style="list-style-type: none"> a. Verbal b. Nominal <p>The formula is:</p> <p>(+) S + V2/V-ed + Object + Adverb of time.</p> <p>(-) S + did not + V1 + Object + Adv of time.</p> <p>(?) Did + S + V1 + O + Adv of time</p>
			√		the teacher explained how	T: Okay, the first example is:

					to answer the question by using the formula.	Rouf ate cilor in the breaktime. Rouf as a subject, ate as a V2 of eat, cilor as an object, and in the breaktime as adverb of time.
		Give directions	√		The teacher checked the attendance list of students.	T: Before I start the lesson today, I will check the attendance first.

		Criticizes/ justifying authority	√		The teacher authorizes the classroom.	T: Ssst... come on submit now guys
Student Talk		Students talk response	√		The students responded the teacher's greeting as well.	S: I'm fine. Thank you. And you?
			√		The students answered teacher's question.	S: past, yesterday, ... ago, once, long time ago.
			√		The student answered teacher's question.	S: Yes miss.
			√		The student answered teacher's question.	S: Okay miss.
			√		The student answered	S: No miss.

				teacher's question.	
	Student talk initiation	√		The student initiative to ask the teacher	S: Pakai Bahasa Inggris langsung miss?
	Silence/ confusion	√		All the students are silent when the teacher asked the topic at the day.	S: Silence
		√		All the students are silent when the teacher checked the understanding of the students.	S: Silence

Result of observation checklist of the second meeting

Categories		Indicators	Yes	No	Action	Description
Teacher Talk	Indirect Talk	Accept feeling	√		The teacher asked the student's how they were feeling at the day.	T: How are you today?
			√		The teacher closed the lesson at the day.	T: Thanks for your attention.
		Praises/ encourages	√		The teacher gave a praise of student's answer.	T: Yes, good
			√		The teacher gave a praise because the students answered the	T: Good.

					question correctly.	
		Accept to use idea students		√		
		Asking questions	√		The teacher did stimulate before explained the material.	T: Yesterday, I've given to you about generic structure of recount text. Do you remember it?
			√		The teacher checked the understanding of the students.	T: So far, any question?
			√		The teacher asked the students.	T: How about to be?
	Direct Talk	Lectures	√		The teacher explained the material in front of the classroom.	T: Okay, recount text is the text that talk about experience or past event.

					<p>The goal of recount text is to tell experience or past event.</p> <p>The generic structure of recount text:</p> <ol style="list-style-type: none"> 1. Title 2. Orientation 3. Series of events 4. Reorientation
		Give directions	√		<p>The teacher asked the students to do the exercise.</p> <p>T: Please open your LKS page 30 task 3, please find the generic structure of recount text.</p>
		Criticizes/justifying authority		√	
			√		<p>The students responded the</p> <p>S: I'm fine. Thank you.</p>

Student Talk	Students talk response			teacher's greeting as well.	
		√		The students answered teacher's question.	S: Yes miss.
		√		The student answered teacher's question.	S: Orientation, series of events, reorientation miss.
		√		The student answered teacher's question.	S: Last miss.
	Student talk initiation	√		The student's asked the teacher.	S: May I see the dictionary, miss?
	Silence/confusion	√		All the students are silent when the teacher asked the	S: Silence

				topic at the day.	
		√		All the students are silent when the teacher checked the understanding of the students.	S: Silence

Result of observation checklist of the third meeting

Categories		Indicators	Yes	No	Action	Description
		Accept feeling	√		The teacher closed the lesson at the day.	T: Times up. Thank you for your attention.
		Praises/ encourages	√		The teacher gave a praise of student's answer.	T: Okay... good.
			√		The teacher gave a praise because the students answered the question correctly.	T: Good
		Accept to use idea students		√		
		Asking questions	√		The teacher did stimulate	T: If in the past tense is no verb,

					before explained the material.	then what should there be? Do you remember?
			√		The teacher checked the understanding of the students.	T: Are you understand?
			√		The teacher asked the students.	T: Have you finish, guys?
	Direct Talk	Lectures	√		The teacher explained the material in front of the classroom.	T: Okay, I'll explain the to be in the past tense. In the nominal, use "was" and "were". Was uses for he, she, it, and I. Were uses for they, we, and you. These all use verbs, so you

					have to change it first to V2 or V-ed.
			√		The teacher reminded the students to study and practice the material at the day at their home. T: Okay, times up. Don't forget to study and continued at home.
		Give directions	√		The teacher asked the students to do the exercise. T: Please make a good paragraph recount taken from the 10 sentences that I gave yesterday.
		Criticizes/justifying authority		√	
			√		The student answered S: "was" and "were", miss.

Student Talk	Students talk response			teacher's question.	
		√		The student answered teacher's question.	S: He, she, and it, miss.
		√		The students respond when the teacher asked to rewrite in their book.	S: Okay miss.
	Student talk initiation		√		
	Silence/confusion	√		All the students are silent when the teacher asked the topic at the day.	
		√		All the students are	

				silent when the teacher checked the understanding of the students.	
--	--	--	--	---	--

Observation Fieldnotes



Researcher : Hanifah Dewi Mutiarani

Date : 20 Maret 2023

Time : 12.20-13.35

Location : SMP Ta'mirul Islam Surakarta

Class : VIII C

Note : First Class Observation

At 12.10 the teacher invited the researcher to watch the students did in the class. Then, at 12.20 the teacher and the researcher came to the class. There were 26 students in the classroom. The teacher checked the attendance list and called the names of student one by one. After that, the teacher asked the students to collect the last meeting assignments to make 10 sentences about simple past tense. Then, there was a student's said, "I haven't finished, miss" and the teacher said, "it's okay, just collect it first". And then, all students gather their assignments to the teacher's desk.

The teacher continued the lesson, the material is “simple past tense”. The teacher did stimulate before explained the material. The teacher asked, “what the adverb of time in simple past tense, guys?”. Most students answered enthusiastically. The teacher explained the material correctly and slowly. After the teacher explains the material, the teacher appoints one of student to make one sentence that uses past tense in Bahasa Indonesia. The student answered it. Then the teacher asked the students “do you understand?”. The students were silent, there is nothing to say from them. Then the teacher pronounced the example of past tense in English. To know the student’s understanding the teacher asked the students to do exercises by themselves. The teacher gave the direction.

After the students finished the exercises, the teacher said, “good job” and stated the score of the exercise. Then the teacher explains a little about what will be learned tomorrow regarding the recount text. Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study and practice their material at home. After that, the teacher closed the lesson by saying hamdalah and thank you.



Researcher : Hanifah Dewi Mutiarani

Date : 21 Maret 2023

Time : 12.20-13.35

Location : SMP Ta'mirul Islam Surakarta

Class : VIII C

Note : Second Class Observation

The second observation was conducted on Tuesday, 21 March, 2023. At 12.20 a.m., the bell rang. The students entered and sat on the chair to wear the shoes because they have finished praying dhuhur in congregation. The teacher opened the lesson "How are you today?". The students answered enthusiastically. Then the teacher checked the attendance list of students. After that, the teacher asked students to make a review of the lesson they learned yesterday.

Before beginning the lesson, the teacher asked the question to stimulate the students "what material did we learn yesterday?". Then the students answered the teacher's question "past tense miss". Then, the teacher explains again about adverbs of time and verb used in the past tense.

Then, the teacher continues the material regarding recount text. The teacher explained the material slowly and asked the students “what the first generic structure in recount?” and the students answered “orientation; explain about character, time, and place of events”. Then the teacher praised the students who answered the question correctly “yes, good”. the teacher continued the lesson and stimulated the students by gave example and do the exercise about recount text in the textbooks page 30.

To make the students more understand, the teacher asked the students to distinguish which is orientation, series of events, and reorientation. The teacher gave the direction. After the students did the exercise and discussion with the teacher, the bell was ringing. The teacher closed the class by saying hamdalah and thank you.



Researcher : Hanifah Dewi Mutiarani

Date : 27 Maret 2023

Time : 09.20-10.10

Location : SMP Ta'mirul Islam Surakarta

Class : VIII C

Note : Third Class Observation

The third observation was conducted on Monday, March 27, 2023. At 09.20 a.m., the bell rang. The students entered and sat on the chair quietly. Then the teacher sat on the chair and the researcher sat on the back chair. The teacher checked the attendance list of students. After that, the teacher asked to open the textbooks page 33. The students were told to do the exercise. Before the students are told to do, the teacher stimulates the students "what the verb that uses in simple past tense?". The students answered enthusiastically "using V2 or V -ed, miss". The teacher gave praises to the students "good".

Then the students do the exercise that have been given by the teacher. Sometimes, the teacher asked the students to repeat because there is error

pronounce. Then the teacher and students discuss together about the exercise. After all is done, the teacher enters the student's scores. Then the teacher reminded the students that last meeting they have made 10 sentences about simple past tense. The teacher instructs students to make a good paragraph recount. When the students did the exercise, the bell was ringing. the teacher asked the students to finish at home and reminded them to collect in the next meeting. The teacher closed the class by saying hamdalah and thank you.

Transcript of Observation

Meeting 1

Teacher : Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb miss

Teacher : Good afternoon, everybody. How are you today?

Students : I'm fine thank you. And you?

Teacher : I'm fine too.

Before I start the lesson today, I will check the attendance first.

(The teacher checked the attendance list and called the names of students one by one)

Teacher : In the last meeting, I gave you task to make 10 sentences with past tenses. Submit now. Kumpulkan sekarang.

Student 1 : Yang mana sih miss?

Teacher : Yang di selemba kertas kemarin itu lho.

Student 1 : Oh, yes miss.

Teacher : Don't forget to give a name and class.

Student 2 : But masih bingung miss.

Teacher : Bingung gimana kan sudah miss jelasin kemarin.

Student 3 : Belum selesai miss ya ampun.

Teacher : Pokoknya kumpulkan seadanya dulu guys.

Ssst ... come on submit now guys.

Come on guys, yang tidak segera mengumpulkan berarti tidak dapat nilai.

(The student collects the assignment to the teacher's desk in front of the class)

Teacher : Have you given the name, right?

Students : Yes miss.

Teacher : I'll give you review, if I've given the review, miss akan jelaskan ulang untuk mengoreksi kerjaan kalian sendiri dan nanti yang salah bisa diperbaiki.

Students : Silence.

Teacher : Okay, past tense itu adverb of time nya kapan saja guys?

Students : Past, yesterday, and ... ago miss.

Teacher : Good. And then?

Students : Silence.

Teacher : Nah disini ada ago dan disini juga ada ago. What's the difference?

Students : Silence.

Teacher : Nah kalau yang ... ago ini waktunya sudah pasti. For example, five days ago. Kalau yang long time ago waktunya tidak pasti.

This material spoiler materi recount text guys.

Students : Okay miss.

Teacher : Kalau recount text, time nya bisa diketahui. Kalau narrative text waktu tidak diketahui. Is is clear?

Students : Yes miss.

Teacher : Nah, dari adverb of time saja bisa mengetahui itu paragraph recount text atau narrative guys, remember it. Any question so far?

Students : No miss

Teacher : Next, I will explain about Simple Past Tense.

Anyone know what is simple past tense?

Students : Silence.

Teacher : Then, simple past tense formula nya

Wait wait, mau formula nya dulu atau example nya dulu?

Students : Formula dulu aja miss.

Teacher : Okay.

Nah simple past tense itu divided by two:

1. Verbal is berkata kerja
2. Nominal itu tidak berkata kerja

Yang (+) itu Subject dulu kemudian diikuti V2/V -ed.

What is the difference between V2 and V -ed?

Student 4 : Tulisannya miss.

Teacher : Yang V2 itu masuknya ke irregular verb atau kata kerja tidak beraturan, while V -ed itu jika kamu tidak menemukan di irregular verb jadi tinggal ditambahkan -ed di belakangnya. Jadi, tidak semua bisa dikasih -ed. Jadi harus dilihat dulu di irregular verb. Kemudian ditambahkan Object, kemudian Adverb of time.

For the example, please Erlangga make 1 sentence pakai Bahasa Indonesia yang menggunakan keterangan waktu lampau.

Student 5 : Rouf makan cilor pada waktu istirahat, miss.

Teacher : Nah, coba sekarang kita bedakan mana yang subject, verb, object, and adverb. Subject nya yang mana?

Students : Rouf.

Teacher : Kemudian “makan” itu apa?

Students : Verb miss.

Teacher : Good. And then, cilor itu apa?

Students : Object.

Teacher : Terus “pada waktu istirahat” itu apa?

Students : Adverb of time.

Teacher : Yes good. Verb harus pakai V2/ V -ed. Translate kan ayo.

Students : Rouf ate cilor. Terus apa miss?

Teacher : Rouf ate cilor in the break time. Jadi pattern nya begini

(+) Rouf ate cilor in the break time.

S+ V2 + O + Adverb of time

Students : Oh, istirahat itu break time.

Teacher : Kemudian kamu ubah menjadi kalimat negative. Mau satu-satu apa sekalian positive yang nominal?

Students : One by one dulu aja miss.

Teacher : Okay, kemudian Rafi. Please make 1 sentence with past tense.

Student 6 : Pakai Bahasa Inggris langsung miss?

Teacher : Bahasa Indonesia dulu saja.

Student 6 : Risky main game tadi malam.

Teacher : Posisi subject, verb, sama object nya sudah tau kan?

Students : Sudah miss.

Teacher : Rafi, please choose one of your friends boleh putra or putri.

Student 7 : Aqila.

Teacher : Come on Aqila. Mau maju kedepan?

Student 7 : No miss.

Risky played game last night. Pakai -ed miss.

Students : Good Aqila.

Teacher : 2 examples enough kan guys?

Students : Silence.

Teacher : Sekarang di ubah menjadi kalimat negative (-). Rumusnya:

(-) S + did not + V1 + Object.

So, the first example bunyinya bagaimana?

Students : Rouf did not eat cilor in the break time.

Teacher : Sip, good. Eat nya back to V1 ya bukan V2. Kemudian the last example.

Student 8 : Risky did not play game last night.

Teacher : Great.

Dari contoh ini ada pertanyaan? Any question?

Students : No.

Teacher : Are you sure?

Students : Yes miss.

Teacher : Sekarang yang interrogative (?). Did nya ditaruh di depan. Jadi gimana pattern nya?

Students : Did + S + V + O + Adverb of time?

Teacher : Using verb apa?

Students : Silence.

Teacher : Using V1.

Zara please jadikan kata tanya.

Students : Did Rouf eat cilor in the break time?

Teacher : Good. Yang satunya coba. Eh, choose one of your friend yang kira-kira tidak focus.

Student 8 : Faiz.

Teacher : Tolong dibuat interrogative sentence.

Student 9 : Did Risky bermain game tadi malam?

Teacher : Translate it.

Students : Did Risky play game last night?

Teacher : Good. Ketika ada kalimat interrogative ditambah kata tanya dengan 5W + 1H, gimana? How to arrange question with 5W + 1H?

Students : Silence.

Teacher : Ditaruh dimana 5W + 1H nya?

Students : Di depan kalimat miss.

Teacher : Nanti kalau translate ke Bahasa Indonesia tidak pakai “apakah” lagi, but tergantung 5W + 1H nya. For the example kita pakai “where”

Where did Rouf eat cilor in the break time?

Students : Yes.

Teacher : Bukan yes. 5W + 1H itu different with yes/no question. Tergantung pertanyaan nya, kalau where jawabannya tempat, kalau when kapan, kalau who siapa, gitu.

Any question?

Students : No miss.

Teacher : Dalam arrange sentences in past tense, modal apa yang harus kalian punya?

Students : Silence.

Teacher : Jadi harus paham irregular verb list. Karena kalau mencari kata kerja bisa di kamus. Kalau tidak ada tinggal ditambahi dengan -ed.

Students : Oh, I see.

Teacher : Iya.

Nih, tanpa saya sebut namanya, ada yang nulis “hari Jum’at yang lalu”. Nah gimana translate nya?

Students : Silence.

Teacher : Artinya last Friday. Nah ini saya kembalikan dulu dan di cek ulang kembali. Kemudian yang salah dibenarkan dibawahnya langsung dengan rumus yang benar.

Students : 10 soal ini miss?

Teacher : Iya. Ini saya kembalikan kembali.

(The teacher redistributes students' work by looking at their work one by one)

Teacher : Have you clear about past tense?

Students : Yes miss.

Teacher : Yakin?

Students : Yakin miss.

Teacher : After this, I will repeat again the material about recount text. Materi ini sudah saya kasih kemarin kan?

Students : Sudah miss.

Teacher : Anyone knows about recount text?

Students : Lupa miss.

Teacher : Recount text is text about experience or past event. Apa itu past event?

Students : Tidak tau miss.

Teacher : Past event itu kejadian di masa lalu. Jadi, recount text itu text yang menceritakan pengalaman atau cerita masa lampau.

Pengalaman itu true story or not?

Students : True story miss.

Teacher : Good.

What is the goal or purpose of recount text?

Students : Silence.

(The teacher writes the purpose of recount text on the whiteboard)

Teacher : Repeat after me.

The purpose of recount text is to tell the experience or past event.

Students : The purpose of recount text is to tell the experience or past event.

Teacher : Kemudian, what is the generic structure of recount text?

Students : Bagian – bagian teks recount miss?

Teacher : Apa saja?

Students : Silence.

Teacher : Okay, the first generic structure is orientation. Orientation berisi tentang pengenalan tokoh, tempat kejadian, dan waktu kejadian.

Next, series of event. Series of event harus apa?

Students : Silence

Teacher : Series of event in recount text harus urut. Kemudian, the last one is reorientation.

Isinya tentang apa?

Students : Kesimpulan.

Teacher : Good.

Reorientation berisi tentang hasil akhir atau kesimpulan.

Ingat ya, series of event harus urut tidak boleh diacak. Jadi besok kalau disuruh buat text recount text harus urut kejadiannya.

Students : Iya miss.

Teacher : Ada yang ingin bertanya sekilas tentang recount text?

Students : No miss.

Teacher : If you don't have any question,

Students : Sorry miss, miss belum explain about nominal in simple past tense.

Teacher : So sorry guys. So nominal itu adalah kalimat yang tidak berkata kerja. Jadi harus pakai to be.

To be past tense itu apa saja?

Students : Was and were.

Teacher : Was: he, she, it.

Were: they, we, I, and you.

Jadi kalau mau membuat kalimat nominal bisa dari kata sifat, benda, atau keterangan.

Please Rosydan, give me one example nominal sentence using Bahasa Indonesia.

Students : Apa ya miss?

Teacher : Yang menggunakan kata sifat coba.

Students : Saya berada di Bromo Rabu kemarin bersama teman – teman.

Teacher : In English jadinya gimana guys?

Students : I was in Bromo mount last Wednesday with my friends.

Teacher : So, rumusnya:

S + was/were + O

Students : Okay miss.

Teacher : Please write in your own notebook now.

Students : Siap miss.

(After 10 minutes)

Teacher : Have you finished? Besok kita lanjutkan materinya karena sudah break time. Sekian dari saya, thank you for your attention, Assalamualaikum wr. wb.

Students : Waalaikumsalam wr. wb

Meeting 2

Teacher : Assalamualaikum wr. wb.

Students : Waalaikumsalam wr. wb

Teacher : How are you today?

Students : I'm fine thank you, and you?

Teacher : I'm fine too.

Please make a review about the last material using Bahasa Indonesia.

Apa yang kalian pelajari kemarin guys?

Students : Past tense miss.

Teacher : Kemarin material nya tentang?

Students : Simple past tense, miss.

Teacher : Please, make a conclusion atau kesimpulan dari pelajaran kemarin.

How about adverb of time in simple past tense?

Students : Silence.

Teacher : How about adverb of time? Adverb of time nya apa saja?

Students : Last, miss.

Teacher : And then?

Students : Yesterday and ago.

Teacher : Terus yang dipakai di cerita - cerita itu lho.

Students : Long time ago, miss.

Teacher : Terus apalagi?

Students : Once miss.

Teacher : How about verb? Bagaimana dengan verb nya?

Students : Using V2/V-ed, miss.

Teacher : Good. How about to be?

Students : Silence.

Teacher : Kemarin, I have given to you about genre structure of recount text.
Kemarin yang pertama apa?

Students : Orientation.

Teacher : Isinya tentang?

Students : pengenalan tokoh, tempat kejadian, dan waktu kejadian miss.

Teacher : Good. And the second one is?

Students : Series of event.

Teacher : So, series of event itu gabungan – gabungan dari kejadian yang dialami dan itu harus urut.
And the last one?

Students : Reorientation.

Teacher : Good. Untuk melihat contohnya, please open your LKS page 30 task 3. Read it by yourself and then find out the orientation, series of event, and reorientation.

Students : Silence.

(After 3 minutes)

Teacher : Have you finished?

Students : Silence.

Teacher : Kalau dilihat dari susunan generic structure, antara orientation dan reorientation itu terletak di paragraph berapa saja?

Students : Orientation itu di awal.

Teacher : Nah kalau reorientation?

Students : Akhir.

Teacher : Kemudian yang orientation itu dari paragraph berapa?

Students : Satu miss.

Teacher : Nah paragraph 1 isinya pengenalan tokoh, tempat dan waktu kejadian. Coba dicari itu di paragraph berapa?

Students : Satu miss.

Teacher : Nah, siapa disitu yang menjadi tokoh utama? Who is it?

Students : “Aku” miss?

Teacher : Apakah ada “aku” disitu?

Students : Silence.

Teacher : Subject nya jadi siapa? “we” kan? Tapi disitu tidak disebutkan “we” nya siapa. Dan untuk catatan, untuk kalimat pertama di sebuah paragraph itu tidak boleh ada kata ganti. Jadi harus sudah merujuk pada satu orang atau kelompok. Misalkan, disitu keterangan waktunya kapan?

Students : Last semester.

Teacher : Last semester itu bisa ditaruh di depan. Jadi bisa gini, last semester, my friend and i. nah itu termasuk merujuk ke suatu subject meskipun banyak orang.

Ada yang bisa menemukan “we” itu siapa?

Students : Silence.

Teacher : Atau dari kelompok mana?

Students : Murid.

Teacher : Taunya dari mana?

Students : Dari temannya penulis miss.

Teacher : Nah, temannya penulis itu ada di paragraph berapa? Ada tidak?

Students : Yang my best friends and I miss.

Teacher : Good. Jadi sudah terjawab

Terus kapan kejadiannya?

Students : Last semester.

Teacher : Where?

Students : Pangandaran beach.

Teacher : Are you sure? Cuma itu?

Students : Cirebon miss.

Teacher : Apakah yang diceritakan cuma Pangandaran beach saja?

Students : Tidak miss?

Teacher : Yakin?

Students : Iya, miss.

Teacher : Apakah orientation nya itu terletak di awal paragraph?

Students : Yes.

Teacher : And then, event 1 nya yang mana?

Students : Paragraph kedua.

Teacher : Talk about apa? Main idea nya apa itu?

Students : Lama perjalanan miss?

Teacher : Good. Itu sudah sampai di Pangandaran beach belum?

Students : Not yet miss.

Teacher : Nah masih on the way kan, berarti keberangkatan. And then in paragraph 3 itu apakah mereka sudah sampai?

Students : Sudah.

Teacher : Yang diceritakan tentang apa itu?

Students : Tiba di pantai nya miss.

Teacher : Iya, tiba di pantai terus move to the beach. Berarti langsung menuju pantai. "Lay down and stretch muscle after long riding" artinya apa itu?

Students : Silence.

Teacher : Selonjoran guys, maksudnya. Terus mereka lunch kan. Berarti main idea nya istirahat setelah sampai di pantai.

Next, in the fourth paragraph mereka ngapain?

Students : Explore pantai, miss.

Teacher : Okay, good. Terus di paragraph terakhir itu apakah sudah masuk reorientation?

Students : Iya miss.

Teacher : Are you sure? Yakin? Belum ya. Itu tidak semua masuk reorientation. Biasanya terletak di kalimat terakhir.

"We would never forget that moment". Apakah itu termasuk reorientation?

Students : Yes miss.

Teacher : Kalimat kedua dari belakang yang “that was very nice experience that I and my best friends ever had”.

Students : Iya itu termasuk reorientation miss.

Teacher : Good. Terus kalimat selanjutnya perjalanan pulang. Itu berarti reorientation itu tidak hanya satu kalimat. Bisa beberapa kalimat ya. Nah, berdasarkan paragraph yang kamu baca itu urut tidak?

Students : Urut miss.

Teacher : Good.

Kan pengenalan dulu, terus perjalanan menuju ke Pangandaran beach, on the way dulu, terus mereka sampai, and then explore the beach, terus yang terakhir balik. Jadi, penyusunan paragraph recount itu seperti itu.

Nah, waktu miss suruh ngerjain 10 kalimat yang kemarin itu miss harap sudah urut gitu.

Coba kita jawab yang 5 question yang ada dibawahnya itu, langsung saja.

Students : Okay miss.

Teacher : What does the text tell about? Apa itu?

Students : Tour to Pangandaran beach.

- Teacher : Okay, bisa juga the writer's experience to Pangandaran beach.
- Dulu saya pernah jelaskan cara mencari main idea itu bisa dari judul atau apa?
- Students : Paragraph pertama atau kalimat utama miss.
- Teacher : Kalau belum yakin, cari kata yang paling sering muncul. Nah kalau tidak ada di judul dan di kalimat utama itu berbeda dengan kata yang paling sering muncul, mana yang harus kalian pilih?
- Students : Kata yang paling sering muncul, miss.
- Teacher : Good.
- Kemudian kalau misalkan pas test, kecuali narrative text, ada soal seperti ini, kalian langsung baca soal jangan baca text nya dulu.
- Contohnya ini, what time the writer arrived at Pangandaran beach?
- Students : Silence.
- Teacher : Ini soal tersirat. Cara mengetahui mereka sampai di pantai bagaimana?
- Students : Tidak tau miss.
- Teacher : Jadi kalian harus menyimpulkan sendiri, kan mereka berangkat jam 9 kemudian perjalanan selama 5 jam. Jadi langsung ditambahkan saja.
- Students : Jam 2 siang, miss.

Teacher : Good.

Next, number 3. What incident that happen during the trip? Adakah insiden? Ada di paragraph berapa?

Students : Kedua miss. Yang my friend got lost in the jungle miss.

Teacher : “My” itu merujuk ke siapa?

Students : The writer’s miss.

Teacher : Then, number 4. What they eat for lunch?

Students : Silence.

Teacher : Ada di paragraph ketiga baris kedua. Yang “they also had lunch by eating some foods that we bought from Cirebon”. Jadi mereka bawa bekal sendiri.

The last, “we would never forget that moment”. We nya refers to siapa?

Students : The writer and best friends.

Teacher : Good. Kalian bisa kan soal-soal model begini?

Students : Inshaallah, miss.

Teacher : Do you bring a dictionary?

Students : Yes, I do.

Teacher : Please open page 32. Dikerjakan nanti saya ambil nilainya, Cuma 5 soal.

Students : 15 menit ya miss.

(After 15 minutes and the teacher submit the score of each students)

Teacher : Good. Tingkatkan lagi ya guys.

So far, any question?

Students : No, miss.

Teacher : Terus kalian lihat page 31 task 4, kalian ganti yang di dalam kurung menjadi V2/V-ed.

Students : Lihat kamus boleh kan miss?

Teacher : Boleh. Lihat yang di irregular verb kalau tidak ada tinggal ditambahi -ed.

Students : Siap miss.

Teacher : Miss, mau tanya, kalau “get out” itu V2 nya bagaimana?

Students : Ya “get” nya yang di V2 kan, “out” nya tetap.

(After 10 minutes)

Teacher : Have you finish?

Students : Finished miss.

Teacher : “get out” jadi apa?

Students : “Got out” miss.

Teacher : “keep?”

Students : “kept”

Teacher : “finish?”

Students : “Finished”

Teacher : “Approach?”

Students : “Approached”

Teacher : “Extend?”

Students : “Extended”, miss.

Teacher : “Explain?”

Students : “Explained”

Teacher : “Want?”

Students : “Wanted”

Teacher : “Give?”

Students : “Gave”

Teacher : Well, time is over. I reminder to you all please study and practice
our material today at your home. Thank you for your attention.

Wassalamualaikum wr. wb

Students : Waalaikumsalam wr. Wb

Meeting 3

Teacher : Assalamualaikum wr. wb.

Students : Waalaikumsalam wr. wb

Teacher : Before I start the lesson today, I will check the attendance first.

(The teacher checked the attendance list and called the names of students one by one)

Teacher : In the last meeting, I gave you exercise at page 32. Do you remember it?

Students : Yes miss.

Teacher : Okay now, open your LKS page 32.

(All the students open the LKS page 32)

Teacher : Change the verb in brackets to the simple past.

Students : Silence.

Teacher : Ini kalian disuruh mengubah kata-kata di dalam kurung menjadi bentuk past tense.

Kemarin bentuk past tense kata kerja atau verb nya bentuk berapa?

Students : Bentuk V2/V-ed miss.

Teacher : Kalau tidak ada kata kerja nya harus ada?

Students : Silence.

Teacher : To be nominal. To be nya apa?

Students : "Was" and "were"

Teacher : "Was" dipakai untuk siapa?

Students : He, she, it, and I.

Teacher : If the "were"?

Students : They, we, and you.

Teacher : Good, ini semua memakai verb. Jadi kamu harus change the verb into verb verb 2 or verb past.

Bawa kamus semua kan?

Ini nanti miss ambil nilainya.

Students : Okay miss.

(The students immediately do the exercise)

Teacher : V2 nya diperhatikan ya guys.

Students : Langsung jawabannya kan miss?

Teacher : Iya.

(Discussions took place between the students)

Teacher : Have you finish? Sudah semua?

Students : Done miss.

Teacher : Okay, number 1 Faiz.

Please read the sentences and spell the letter of the verb.

Students : Maju miss?

Teacher : Dari situ saja.

Students : F-e-l-t.

Teacher : Okay good. Next, number 2.

Students : G-r-e-w. Grew miss.

Teacher : Number 3 and 4 belakang ya. Please read it.

Students : We lost. L-o-s-t miss.

Teacher : Yes. Next number 4.

Students : I imagine. Ditambahi -ed miss. I-m-a-g-i-n-e-d.

Teacher : Good. Ditambahkan -ed ya.

Next number 5 and 6 pojok juga. Please Rouf and Erlangga.

Students : B-o-u-g-h-t

Teacher : Next number 6, Erlangga.

Students : Ditambah "it" miss.

Teacher : Good. Ini karena subjeknya belum diketahui.

Next number 7 and 8, pojok depan.

Students : C-h-o-s-e miss. Huruf “o” nya satu.

Teacher : Next number 8.

Students : M-a-d miss.

Teacher : Number 9 and 10 Abiyoso and Risky.

Students : S-a-i-d miss.

Teacher : The last one.

Students : S-h-a-v-e-d miss.

Teacher : Good. Hitung benar nya dikalikan 2.

(The teacher submits the students’ scores)

Teacher : Kayla, waktu tanggal 21 kemarin kamu tidak masuk kan, tolong kerjakan LKS halaman 32 yang exercise 1-5. Nanti kalau sudah, minta tolong dikoreksi temanmu dan nanti nilainya kasih ke saya.

Students : Iya miss.

Teacher : Understand?

Students : Yes miss.

Teacher : Have it clear?

Kemarin waktu miss kasih tugas, itu kan ada yang tidak urut.

Nah tugasnya, please make a good paragraph recount 10 kalimat yang kemarin terus ditambahi kalimat lagi it’s okay.

Students : Diganti miss?

Teacher : Tidak, just susunannya yang diperbaiki dan ditambahi sebaik mungkin.

Dikerjakan di kertas langsung bawahnya.

Students : Berapa paragraph miss?

Teacher : Dijadikan satu paragraph dan diurutkan sebaik mungkin.

Students : Dikasih judul miss?

Teacher : Iya, kira-kira apa yang cocok? Have idea judul yang cocok?

Students : Silence.

Teacher : Bagaimana kalau "Tour to Bromo"?

Students : Okay miss.

(The teacher distributes exercise papers for the last meeting)

Students : Sorry miss, I want to ask, boleh ditamabahi sedikit-sedikit?

Teacher : Boleh dong, yang penting harus relate dengan topic nya.

(The students start to do the exercise and discussions with their peers)

Teacher : Wait. Kemarin isi dari recount text apa saja?

Students : Title, orientation, series of events, and reorientation.

Teacher : Good.

(Suddenly the bell is ringing)

Teacher : Ini dibuat PR dan don't forget to do it.

Next meeting dikumpulkan dan akan saya cek.

Students : Okay miss.

Teacher : Okay, time is up. Pertemuan yang akan datang dikumpulkan dan jangan lupa diselesaikan dirumah.

See you tomorrow. Wassalamualaikum wr.wb

Students : Waalaikumsalam wr.wb

APPENDIX 5

TRANSCRIPTION OF INTERVIEW

Transcript of the Interview

Interview with the teacher (March 30,2023)

Researcher : Assalamualaikum wr.wb. Baik miss, perkenalkan nama saya Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini saya ingin melakukan penelitian dengan cara pengambilan data melalui interview yaitu tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Adapun pertanyaan saya berkaitan dengan “teacher’s talk during learning process in the classroom”. Baik miss, pertanyaan pertama yaitu, bagaimana cara miss menanggapi atau menerima perasaan siswa selama proses pembelajaran di dalam kelas?

Miss Ita : Okay, ya standar-standar saja, seperti menyapa siswa sebelum pembelajaran seperti “how are you today?” terus siswa menjawab “I’m fine, thank you. And you?”, ya cuma seperti itu saja sih.

Researcher : Kemudian bagaimana cara miss memberikan pujian atau dorongan kepada siswa selama proses pembelajaran?

Miss Ita : Nah in ikan pujian dulu. Biasanya kalau misalkan ada yang menjawab pertanyaan tentu akan saya beri respon “good”, “nice”, “good job” seperti itu. Mungkin kalau dorongan sendiri biasanya

pada siswa yang nilai nya lebih rendah dibanding teman-teman yang lain. Untuk standar kelas 8C ini bisa 7,5 atau 8 gitu ya. Jadi nilai yang dibawah 8, saya support lagi dengan memberi pertanyaan yang mungkin lebih dari yang lain, begitu.

Researcher : Dalam proses pembelajaran jika ada siswa yang memberikan ide atau saran bagaimana cara miss merespon nya?

Miss Ita : Ini sebenarnya jarang sekali muncul di kelas, hanya satu atau dua siswa saja. Mereka lebih suka menerima daripada memberikan ide saat proses pembelajaran. Padahal saya sering memberikan mereka kesempatan untuk berbicara atau memberikan ide, namun mereka mungkin malu.

Researcher : Baik miss, kemudian bagaimana cara miss dalam memberikan pertanyaan kepada siswa selama proses pembelajaran?

Miss Ita : Jadi kemarin misalkan pas materi recount text. Kan awalnya memakai past tense, kemudian saya beri contoh, nah dari contoh tersebut untuk mengukur kepeahaman anak. Biasanya nanti saya beri quiz, nah yang bisa menjawab akan saya beri nilai tambah. Nah itu bisa mengetahui seberapa aktif mereka, yang bisa yang mana yang tidak bisa yang mana, itu yang pertama. Yang kedua, nanti saya bisa lihat dari nilai mereka. Untuk nilai yang rendah itu akan saya kasih pertanyaan guna untuk menaikkan nilai siswa yang kurang aktif.

Researcher : Ok miss, pertanyaan selanjutnya bagaimana cara miss menyampaikan materi di dalam kelas?

Miss Ita : Biasanya saya stimulasi dulu mbak. Misalkan dengan menggunakan kalimat dalam Bahasa Indonesia, kemudian saya suruh mereka menebak dulu kira-kira akan bagaimana. Nah, biasanya saya beri contoh dulu nanti baru masuk ke materi dan penjelasannya.

Researcher : Setelah menjelaskan materi tentunya miss akan memberikan arahan ataupun perintah, lalu bagaimana cara miss dalam memberikan arahan atau perintah selama proses pembelajaran?

Miss Ita : Nah dari contoh, kemudian Bkof atau masuk materi. Setelah itu, saya kelompokkan mereka dengan teman sebangku atau depan belakang. Nanti mereka sama-sama belajar untuk mengerjakan soal yang berkaitan dengan materi. Nah, yang kurang paham bisa belajar ke yang lebih bisa, maksud saya seperti itu. Kemudian kalau sudah saya suruh mereka mengerjakan secara individual.

Researcher : Pertanyaan terakhir miss, bagaimana cara miss dalam mengklarifikasi atau mengoreksi kebiasaan buruk dari siswa di dalam kelas?

Miss Ita : Akan saya tegur secara langsung. Misalkan kalau ada yang belum memakai sepatu atau makan yang belum diselesaikan, akan saya tegur. Teguran ini tidak hanya berlaku kepada satu orang, namun

satu kelas. Namun, saya juga akan memberi sedikit waktu sekitar 5-7 menit untuk mereka menyelesaikan makan dan memakai sepatu, begitu.

Researcher : Oh begitu, miss. Terima kasih atas waktu dan kesempatannya hari ini miss. Assalamualaikum wr.wb

Miss Ita : Iya sama-sama. Waalaikumsalam wr.wb

Transcript interview with the students

Interview with students 1 (March 27, 2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan nama saya Abdurouf kak dari kelas 8C.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangatlah aktif dan bersemangat saat pembelajaran berlangsung kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Saya terkadang antusias menjawab terkadang tidak kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : pernah kak.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah kak, biasanya pas mendekati ujian atau ada bagian yang menurut kami kurang dipahami.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Terkadang, namun biasanya ada teman yang bertanya, jadi saya jadi paham.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum
wr.wb

Students : Waalaikumsalam wr.wb, sama-sama ya kak.

Interview with students 2 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Nama saya Rafi Alendra mbak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Aktif mbak, bahkan sampai pelajaran selesai.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Ya berusaha menjawab sebisa mungkin.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberi kesempatan.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah mbak, karena terkadang kurang paham terhadap materi yang disampaikan oleh guru.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tapi guru meminta kami untuk bertanya apa yang tidak dipahami, mbak.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam mbak.

Interview with students 3 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya

mengenai student talk selama proses pembelajaran berlangsung.
Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan nama saya Gayatri dari kelas 8C, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Jujur saya memiliki minat yang tinggi dalam belajar Bahasa Inggris kak sehingga selalu aktif.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Ya akan mencoba menjawab sesuai pemahaman saya dan menjawab dengan menggunakan kata-kata sendiri.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Sesekali memberikan pendapat kak.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Sebenarnya sering bertanya dan meminta untuk dijelaskan kembali, terutama bagian yang kurang dimengerti.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Jika bingung, biasanya berinisiatif untuk tanya sih kak.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb, sama-sama kak.

Interview with students 4 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Nama saya Shaffira kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat bersemangat kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Menjawab dengan percaya diri, kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru memberi kesempatan untuk kita memberi pendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah bahkan sering kurang memahami materi.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah kak, lalu jika masih bingung akan bertanya ke guru langsung atau ke temen.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb, siap kak, sama-sama.

Interview with students 5 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan namaku Faeyza kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat aktif, agar materi benar-benar di pahami.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab sebaik mungkin sih kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, yak arena guru kami memberikan waktu untuk kita memberikan pendapat atau ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, saat materi itu akan selesai atau saat ingin ulangan dan mungkin ada beberapa yang kurang paham tentang materi tersebut.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru kita selalu membimbing kita agar paham tentang materi tersebut dan kita juga bisa menanyakan apa yang menurut kita tidak paham.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb. Okay sama-sama ya kak.

Interview with students 6 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the

Academic Year 2022/2023". Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Siap mbak. Nama saya Rizky Satria.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Berusaha aktif kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Menjawab dengan sebisa mungkin.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberi kesempatan kepada kami untuk memberikan ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, karena mungkin belum atau kurang paham dalam materi yang sedang diajarkan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru langsung memberi arahan kepada kami.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb kak.

Interview with students 7 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan nama saya Alan, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Antusias dengan baik ketika belajar dan bersemangat Ketika pelajaran.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Dapat menjawab pertanyaan dari guru dengan baik.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru selalu memberikan kesempatan kepada murid untuk memberikan pendapat atau ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, apabila pas tidak memperhatikan guru Ketika pelajaran berlangsung, saya akan bertanya kembali tentang materi yang sudah dijelaskan dari guru kepada murid.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Ya pernah bingung sesaat karena mungkin belum memahami materi yang disampaikan oleh guru, tetapi walau murid belum cukup

memahami materi, guru akan selalu sabar dan selalu membimbing murid agar cita-cita yang diimpikan murid terwujud.

Researcher : Baik dek, terima kasih untuk waktu nya hari ini. Assalamualaikum
wr.wb

Students : Waalaikumsalam wr.wb, sama-sama kak.

Interview with students 8 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Okay kak, nama saya Mohammad Erlangga.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat aktif dong dan sangat semangat ke sekolah karena ingin bertemu guru.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Menjawab sebisa mungkin, kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberi kesempatan kepada kami untuk memberikan ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Ya pernah, karena mungkin belum atau kurang paham dalam materi yang sedang diajarkan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi gutu langsung memberi arahan kepada kami.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum
wr.wb

Students : Waalaikumsalam wr.wb kak.

Interview with students 9 (March 27 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Nama saya Rusyidan Fikri, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat aktif dan focus agar mudah menerima materi dari guru.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab pertanyaan dengan yakin, kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru memberi kesempatan waktu untuk memberi ide atau pendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, sesekali kita tidak focus dengan materi sehingga tidak paham dengan materi yang diterangkan oleh guru.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah kak, tetapi guru langsung memberi petunjuk agar kami tidak bingung.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb, sama-sama kak Hanifah.

Interview with students 10 (March 28 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya

mengenai student talk selama proses pembelajaran berlangsung.
Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Nama saya Abiyoso, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Lumayan aktif sih kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Menjawabnya sebisa mungkin.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena Miss Ita sering memberi kesempatan untuk memberikan ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, karena mungkin belum atau kurang paham dalam materi yang sedang diajarkan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru langsung memberi arahan kepada kami.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb. Sama-sama loh kak.

Interview with students 11 (March 28 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan kak, nama saya Fuad.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Cukup aktif kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab pertanyaan dengan benar.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberikan kesempatan untuk berpendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, karena ya mungkin siswa banyak yang kurang paham terhadap materi yang disampaikan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, namun Miss Ita langsung memberikan petunjuk atau arahan kepada kami.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb, sama-sama kak.

Interview with students 12 (March 28 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Halo kak, nama saya Faiz.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat aktif dong.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab dengan benar.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, ya soalnya guru memberikan kesempatan kami untuk berpendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah, karena belum paham.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru langsung memberi petunjuk agar kami tidak bingung.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam kak.

Interview with students 13 (March 28,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya

mengenai student talk selama proses pembelajaran berlangsung.
Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Nama saya Zulhij, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Cukup aktif, kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab pertanyaan dengan benar sih kak.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberikan kesempatan kepada kami untuk berpendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Ya pernah kak, karena kurang paham.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru langsung memberikan arahan kepada kami.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum
wr.wb

Students : Waalaikumsalam wr.wb kak.

Interview with students 14 (March 28 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Halo kak, nama saya Faradilla.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Sangat aktif Ketika pembelajaran berlangsung.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Berusaha menjawab dengan benar.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru selalu memberikan kesempatan untuk berpendapat.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Pernah dong, karena kami belum terlalu paham dengan materi yang disampaikan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tapi guru langsung memberikan penjelasan kepada kami semua.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr.wb

Students : Waalaikumsalam wr.wb, sama-sama.

Interview with students 15 (March 28 ,2023)

Researcher : Assalamualaikum wr.wb., perkenalkan nama kakak Hanifah Dewi Mutiarani mahasiswi dari UIN Raden Mas Said Surakarta. Jurusan Pendidikan Bahasa Inggris semester 8, disini kakak ingin melakukan

wawancara terkait penelitian kakak tentang “A Descriptive Study on Teacher and Students’ Classroom Interaction in English Class at Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”. Nah jadi disini kakak akan bertanya mengenai student talk selama proses pembelajaran berlangsung. Sebelumnya silahkan perkenalkan diri adik terlebih dahulu.

Students : Waalaikumsalam wr.wb. Perkenalkan nama saya Rozan Ahmad, kak.

Researcher : Baik dik, langsung kita mulai saja ya. Pertanyaan pertama yaitu bagaimana keaktifan adik dalam belajar di kelas?

Students : Cukup aktif kak.

Researcher : Lalu bagaimana sikap adik ketika guru memberi pertanyaan ketika proses belajar?

Students : Menjawabnya dengan sebisa mungkin.

Researcher : Okay, lalu pernah ngga adik memberi pendapat atau ide selama proses pembelajaran di dalam kelas?

Students : Pernah, karena guru sering memberikan kesempatan kepada kami untuk memberikan suatu pendapat atau ide.

Researcher : Lalu, jika adik tidak paham dengan materi yang telah diberikan apakah pernah adik meminta guru untuk menjelaskan kembali materi tersebut?

Students : Sering, karena kurang mengerti atau kurang paham terhadap materi yang sedang disampaikan.

Researcher : Oh begitu, pertanyaan terakhir dari kakak, apakah selama proses pembelajaran berlangsung di dalam kelas adik pernah diam atau bingung dan alasan nya kenapa dik?

Students : Pernah, tetapi guru langsung memberikan penjelasan atau arahan kepada kami agar lebih paham terhadap materi yang disampaikan.

Researcher : Baik dek, terima kasih untuk waktu hari ini. Assalamualaikum wr. wb

Students : Waalaikumsalam wr.wb. Sama-sama kak.