

**STUDENTS' TALK IN ENGLISH CLASSROOM INTERACTION
USING THE *IB* (*INTERNATIONAL BACCALAUREATE*) CURRICULUM
AT SMP AL FIRDAUS SURAKARTA**

THESIS

Submitted as a Partial Requirements
for the degree of *Sarjana* in English Language Education



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Wassalamu'alaikum warahmatullahi wa barakaatuh

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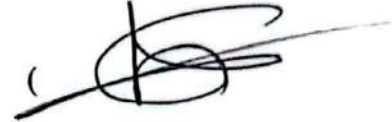
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DEDICATION

In the name of Allah SWT, the Almighty God,

This thesis is dedicated to:

My Beloved Parents, Zur'ah and Hapis for You Endless Love and

Support

My Beloved Brother, Budi Salendra

My Almamater, UIN Raden Mas Said Surakarta

MOTTO

***“Kalau hidup sekadar hidup, babi di hutan pun hidup. Kalau bekerja
sekadar bekerja, kera juga bekerja.”***

-Buya Hamka-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “ Students’ Talk in English Classroom Interaction Using The *IB (International Baccalaureate)* Curriculum at SMP Al Firdaus Surakarta” 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.

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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 “Students’ Talk in English Classroom Interaction Using The *IB (International Baccalaureate)* Curriculum at SMP Al Firdaus Surakarta” 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. Rector of Raden Mas Said State Islamic University of Surakarta, Prof. Dr. H. Mudofir, S. Ag., M. Pd.
2. The dean of The Faculty of Cultures and Languages, Prof. H. Dr. Toto Suharto, S. Ag., M. Ag.
3. The head of English Language Education Study Program, Wildan Mahir Muttaqin, M.A. TESL.
4. The advisor. Prof. Dr. H. Giyoto, M. Hum, the first consultant for his guidance, precious advices, and motivation for the researcher.
5. The headmaster of SMP Al Firdaus Surakarta, Umi Nopiarti, M.Pd.

6. The teacher of English Subject, Danang Catur Satrianto, S.Pd who gave permission and helped the researcher during the research.
7. My parents who always support me and give me suggestions in doing and finishing this thesis, Mr. Hapis and Mrs. Zur'ah.
8. My uncle and aunt who are my second parents, who always support and motivate me in my life, Dr. Imam Mujahid, S. Ag., M. Pd and Dr. Minsih, M.Pd
9. My beloved family who always supports and gives me all the needed in my life. There is no word that can explain the endless love for them.
10. My self, for surviving and enjoying the long process of my thesis.
11. "D Class" that opened my eyes and gave the colors to my youth.

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.

Surakarta, 10th June 2023
The Researcher



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ABSTRACT

Helzi. 2023. *Students' Talk in English Classroom Interaction Using the IB (International Baccalaureate) Curriculum at SMP Al Firdaus Surakarta*. Thesis. English Education Department, Cultures and Languages Faculty.

In the classroom, students will talk about the teacher and interact with each other. Students will acquire social skills once they start speaking. The most important thing that the government or schools can do to ensure that students are fully involved in the teaching and learning process during class interactions is to provide an appropriate curriculum. One of the international curriculum is the IB (International Baccalaureate). The aims of this study are (1) to know the types of students' talk in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022- 2023, and (2) to know the interaction between teacher and student in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023.

This study was descriptive qualitative research with a case study design. The techniques of collecting data in this study were, observation, interview and documentation. The data which have been collected and analyzed using data from Gay includes the following steps, Reading/ Memo, Describing, and Classifying. For the trustworthiness of the data the researcher uses triangulation techniques, The types of triangulation in this study were source triangulation and technical triangulation.

The results of this study were that the types of student talk, divided into three aspects, namely: student talk response, student talk initiation, and student talk silence or confusion. The types of student talk in class is initiation. Students express their own ideas based on their knowledge. And interactions between teacher and student are categorized into three, namely interactions between teacher and student, interactions between student and other students, and interactions between students and teacher. Interaction in English classes using the IB curriculum is very interactive, teacher and students have good interactions with each other.

Keywords: *Student talk, Classroom interaction, Curriculum, IB (International Baccalaureate)*

CHAPTER I

INTRODUCTION

A. Background of the Study

There are numerous ways for students to communicate with one another and with the teacher. Of course, this refers to "student talk". Student talk can happen in large groups, small student groups, one-on-one conferences, or virtually. They will gain social skills once they begin to speak. Based on the theory of Vygotsky (1978), social learning is the most important thing in education. Found in McElhone's paper (2013), which revealed that student talk could improve learning and increase student achievement in understanding texts when students receive varied and open-ended questions. This verbal interaction can also encourage critical thinking and problem-solving (Gillies, 2014). This interaction can happen both inside and outside the classroom. When in class, the interaction will undoubtedly be more interesting to learn from because it will involve a more in-depth learning process.

In the classroom, students will talk about teachers and interact with one another. Classroom interaction is largely focused on whole-class interaction between teachers and students (Wray, 2001). Therefore, class interaction is the most important part of the learning process. If the interaction is well established, the learning process is considered successful. Classrooms that embrace student talk have shown this increase in

achievement to occur across all backgrounds and abilities (Michaels et al., 2007; Michaels et al., 2010).

Interaction in the classroom is needed to make the class effective and easy to control. Brown (2007) defines interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teachers or teachers, students, and students), thus causing a reciprocal effect on each other. Students are expected to be active in every learning process so that interactions run smoothly and the class atmosphere feels more active. This communication can be in the form of socialization, class management, negotiation activities, feedback, topic discussions, explanations of phenomena, storytelling, anecdotal comments, and giving orders (Nunan, 1994). There are many topics that can be used for communication in the classroom.

The learning process, according to Rustaman (2001: 461), is "a process in which there is the interaction between teachers and students and reciprocal communication that takes place in educational situations to achieve goals". Learning will be well intertwined with the role of the teacher as a source of learning for students, and it is the students who will get the learning. Learning in class interaction is divided into two categories: verbal and nonverbal. Verbal interaction is when there is a conversation between the teacher and students directly through communication. Non-verbal is an interaction between the teacher and students through body language or

signs. For example, when the teacher nods when agreeing to what the student is asking.

The interaction between the teacher and students will lead to a reciprocal relationship that is easy to remember. Interaction as much as possible is still carried out in the classroom during learning time; no time is wasted because there is no interaction in class. A language will indeed be easier to remember and learn when used.

The most important thing that the government or schools can do to ensure that students are fully engaged in the teaching and learning process during class interactions is to provide an appropriate curriculum. The curriculum contained in schools has an important role, namely as a guide in the teaching and learning process in order to achieve goals. Hasan Langgulung cites the notion of the curriculum by Al Shaybani, which is a combination of educational, cultural, social, sports, and art sciences prepared by educational institutions for students both inside and outside educational institutions aimed at comprehensive development in all aspects and changes in behavior in accordance with educational goals.

Indonesian education has undergone several changes in order to produce the best generation, even at an international level, that can compete with the quality of education in the world. Since Indonesia's independence, the Indonesian curriculum has experienced many changes. There are schools that directly adopt the curriculum, but there are also those that adapt and combine it with the national curriculum. From various curriculums

around the world, there are three popular curriculums used in Indonesian schools: the Singapore Curriculum, the International Baccalaureate (IB), and the Cambridge International Curriculum (CIC).

The International Baccalaureate, when it first appeared, was named the International Baccalaureate Organization (IBO), an international educational institution founded in Geneva, Switzerland. In 1969, it was founded in Geneva by European diplomats. In 2007, it revised the organization's name and logo to reflect the new image and legally reorganized it. The effect "IB" can have on the organization. The official website, or according to PTD management guidelines, states that the IB curriculum basically encourages students to identify with their own culture, to facilitate students' assessment of each other. Students have the freedom to choose academic fields across disciplines and the flexibility to further explore their possibilities.

The International Baccalaureate curriculum is a curriculum specifically designed for students aged 3–19 years. The IB Primary Years Program (PYP) is for students aged 3 to 12 years old; the IB Middle Years Program (MYP) is for students aged 11 to 16 years old; the IB Diploma Program (DP); and the IB Career-Related Program (CP) is for high school students aged 16 to 19 years old and teaches them how to develop intellectual, individual, emotional, and social capacities, think, and act in a rapidly changing world.

Based on information obtained from the school on 02th May 2021, MYP HS Al Firdaus was officially authorized by the IB Organization and is steadily implementing educational programs with the IB Framework. SMP Al Firdaus uses two curricula, namely the IB Curriculum and the National Curriculum. For the reporting on their national curriculum, but in the implementation of learning in class using the IB curriculum. With all the advantages of the International Baccalaureate implemented at Al Firdaus, the research here would like to discuss further how the IB curriculum is implemented in student talk in classroom interactions, especially in English subjects. This study only looks at student talk and how students and teachers interact in English class using the IB curriculum. Therefore, this research is entitled "STUDENTS' TALK IN ENGLISH CLASSROOM INTERACTIONS USING THE IB CURRICULUM AT SMP AL FIRDAUS SURAKARTA" in the Academic Year 2022-2023.

B. Identification of the Problems

Based on the description of the problem background above, explaining the problems identified to sharpen the key research problems as follows:

1. Student talk can improve student achievement.
2. Students can use Student Talk to apply and practice the language they have learned.
3. Classroom interaction is very important in the learning process.

4. The IB curriculum provides students with the freedom to choose academic fields across disciplines and the flexibility to further explore their possibilities.

C. Limitation of the Problems

In this study, the researcher had to limit the problem to finding out the types of student talk and interaction between teacher and student in English classroom interaction with the grade 9A students of SMP Al Firdaus Surakarta in the academic year 2022-2023. The number of students studied was thirteen regular students, without students with special needs. The type of student talk and interaction is only at the main of the teaching and learning process, the opening class and closing class are not included. In this study, the observed interaction only focused on verbal interactions. The research focused on the analysis of class interactions, with a focus on the interactions between teachers and students in class interactions, particularly in the teaching and learning process.

D. Formulation of the Problems

Based on the background and problem identification above, the focus and formulation of the problem in this study are as follows:

1. What are types of students' talk in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023?

2. How is the interaction between teacher and student in English classroom using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023?

E. Objectives of the Study

Based on the research focus, the objectives of this study are:

1. To know the types of student talk in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023
2. To know the interaction between teacher and student in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023

F. Benefits of the Study

1. Theoretical Benefits

The results of this study are expected to provide information about the types of students' talk and interaction between teacher and student in English classroom interaction using the IB curriculum, so that this research will gain a lot of knowledge about theories about language education and teaching and learning English as a foreign language.

2. Practical Benefits

There are three practical benefits expected by researchers, namely:

- a. For teachers, they can develop their English teaching so that interactions in the classroom can be more effective.

- b. For students, they have more opportunities to practice their target language skills while they are in the classroom as well as outside the classroom, and also get useful and meaningful feedback from their teachers.
- c. For further researchers, these results can be used for further researchers who focus on developing classroom interactions between students and teachers using English in the classroom.

G. Definition of Key Terms

In order to give comprehensive understanding about this research, the researcher tries to clarify the terms which is used in this research:

1. Student Talk

Student talk is used by the students to express their own ideas, initiate new topics, and develop their own opinions. (Flanders, 1989)

2. Classroom Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. Brown (2001:165)

3. Curriculum

Hasan Langgulong cites the notion of the curriculum by Al Shaybani, which is a combination of education, culture, social sciences, sports, and art knowledge prepared by educational institutions for students inside and outside educational institutions aim to develop comprehensively in all aspects and change behavior.

behavior in accordance with educational goals. Hermawan, Y. C., Juliani, W. I., Widodo, H. (2020).

4. International Baccalaureate

The International Baccalaureate, whose initial appearance was named the International Baccalaureate Organization (IBO), is an international educational institution founded in Geneva, Switzerland. In 1969 it was founded in Geneva by European diplomats. In 2007 it revised the organization's name and logo to reflect the new image and legally reorganized it. The impact "IB" can determine on the organization itself. The official website or according to PTD management guidelines states that the IB curriculum basically encourages students to identify with their own culture, to facilitate students' assessment of students. Students have the freedom to choose academic fields across disciplines and the flexibility to explore their possibilities further. Mutammimah, H., Rochsantiningih, D., & Asib, A. (2019).

CHAPTER II

LITERATURE REVIEW

This chapter explained the theoretical basis used as a guide in carrying out the research process, as well as a research data analysis tool. This chapter will discuss theoretical studies, in which the concepts and theories used in this study will be discussed. Understanding of student talk, classroom interaction, and the IB curriculum.

A. Theoretical Review

1. Student Talk

a. Definition of Talk

Communication carried out by teachers and students will establish interaction in the classroom. A very important thing in developing an interaction is the speaking skills of teachers and students. Speaking skills can be developed to express what someone thinks and feels, and this will help achieve learning goals. This is in accordance with the opinion of Fisher, Nancy, and Carol, who said that talk is a key ingredient in every lesson; it is not the purpose of a lesson but the means to an end: the development of a skill or understanding of a concept. Talk can be used as a factor in learning. The New Oxford Dictionary of English defines the verb "talk" as a speech in order to give information or express ideas or feelings; converse or communicate by spoken words. Therefore, talk is

communication with spoken words, a conversation, or a discussion in a communication.

There are four words that have similar meanings: talk, speak, tell, and say. However, there are some clear and easy rules to follow about when to use these four words.

1) Talk

Talk is used in informal conversation among several people. For example:

- Ana, can I talk with you for a minute?
- Mario and Ivan talked about their future job.

2) Speak

Speak often used when someone speaks in a group in general. Speak also used to describe ability to speak. For example:

- Stefi speaks both English and Indonesian.
- She spoke about her job at home.

3) Tell

Tell is used only to instruct or inform, and when the receiver of the information is included as an object of the verb. Do not use for quotes. For example:

- Has he told you the good news, yet?
- Please tell me your name and occupation.
- The police officer told him to stop.
- Can you tell me what happened?

4) Say

Say is used for exact quotes, and when the receiver isn't mentioned in sentence. For example:

- "Hello" said the woman behind the counter.
- I just stopped by to say hello.
- I said two words before she interrupted me again

From the explanation above, in general, talk, speak, tell, and say have relatively the same meaning, namely "say or write something to someone." Say also has the main meaning of using your voice to express something with words. However, in this study, the researcher refers to the "talk" used because talk is used more in informal situations and refers to conversational conversations and informal communication. Less formal interactions between teachers and students occur because they are not focused on one-way communication and exchanges in more serious or informal situations.

b. Definition of Student Talk

Student talk is when a student repeats the language of a teacher or a friend. Similarly, when students learn foreign languages in class, they also develop their speech. First, they will imitate the teacher's talk when teaching, and then students will record every teacher's talk, often called a "silent period". Student talk is used by students to express their own ideas, initiate new topics, and develop

their own opinions. Consequently, their knowledge will expand. Student talk will show the concentration of student activity for their teaching and learning activities.

According to Harmer (2012:82) learners divided into two parts, they are:

1. Young learner, especially those up to the ages of nine or ten. We have some way from the teaching of young learner. We can ask teenagers to address learning issue directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them.
2. Adolescents, Adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they engaged, adolescents may well be the most exciting students of all. Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them.
3. Adult learner, adult learner are never entirely problem free learners, and they have a number of Characteristic which are sometimes make learning and teaching problematic. They can be critical of teaching methods, they may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language, and many older

adult. Worry that their intellectual powers may be diminishing with age.

c. The Type of Student Talk

Flanders (1989) classifies student talk into three categories, they are responding to the teacher, initiating talk and silence or confusion.

The description is as follow:

1) Student talk-response

Talk by students in response to teacher. The teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.

For example:

Teacher: "Do you understand"?

Students: "Yes" (chorus)

There are two kinds of student talk responses: specific and choral. A specific response occurs when students respond to the teacher within a specific and limited range that is available or previously practiced. for example, when reading aloud and practicing. While the choir is a response by the whole class or some. Brown (2007:217).

2) Student talk-initiation

Talk with students which they initiate. Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thought, like asking thoughtful questions, going beyond the

existing structure. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.

For example:

Teacher : “Well, now we will discuss about Adjective. Who knows the meaning of an adjective”?

Student : “A word that describes a noun”

3) Silent or confusion

Pauses, short periods of silence, and periods of confusion in which communication be understood by observe. There are two kinds of confusion: work-oriented confusion and non-work-oriented confusion, Brown (2007:217). Work-oriented confusion occurs as interactions cannot be recorded. Students call with enthusiasm, eager to participate or respond and caring about the task at hand. While confusion that is not work-oriented occurs as interactions cannot be recorded, Students are not orderly, do not behave according to the wishes of the teacher, and do not care about the task at hand.

For example:

Teacher : “Bring out your English textbook and open to page 50”!

Students : (Period of silence and confusion as the students try to find the page)

2. Classroom Interaction

a. Definition of Interaction

Actions followed by reactions, such as reciprocal actions, are part of the meaning of interaction, but these interactions can be explained beyond that. Brown (2001: 165) describes the term of interaction "as the heart communication, it is what communication is all about". We send messages, we receive them, we interpret them in a context, we negotiate meanings, we collaborate to accomplish certain purposes. Through the interaction itself, we indirectly learn to have good interactions, this is evidenced by the research on language learning from the previous year. When communicating and giving an action or receiving a reaction somewhere at any time, it is a form of interaction.

Focusing on finding and accepting authentic messages can make it easier for students to acquire language. An authentic message itself has the meaning of being a message that contains information and is interesting to speakers and listeners in situations that are important to both. This can be called interaction. As Wells has expressed it: "Exchange is the basic unit of discourse... Linguistic interaction is a collaborative activity" involving "the establishment of a triangular relationship between sender, the receiver and the context of situation" (Wells 1981: 29 46- 7),

whether communication be in speech or writing. (For Well is the content of the message is part of the "situation").

Many things are involved when carrying out interactions, such as listening to other people, responding (directly or indirectly), and listening and responding. So interaction is not only related to the expression of one's own ideas. Several factors must exist when students learn to communicate, including listening to other people, talking to other people, and understanding the meaning of negotiation in a shared context.

b. Definition of Classroom Interaction

Classroom interaction is the interaction carried out by the teacher and students while in class. Interactions that are carried out every day during teaching and learning activities: many interactions are carried out depending on how many reasons are the topic of discussion during learning. Effective interaction classes have two implicit, the first implication relates to the pleasant atmosphere that exists between actors during the learning process. The second implication, regarding how to encourage students to become effective communicators in foreign languages, can be achieved in various ways. One way is to use various activities to help students express themselves by encouraging them to use strategic communication.

In the interaction, it is not only the participant who acts as a participant, but a teacher-student is also part of the interaction and acts as a participant as well. According to Dagarin (2004), class interaction is the interaction between teachers and students in the classroom where they can create interactions with each other. This can be interpreted as meaning that during the teaching and learning process, there is a class interaction. These interactions certainly provide benefits to students, which can help them share information with each other from the material they get. Radford (2011) states that through class interaction there will be a learning process between students because they will exchange knowledge or understanding. meaning that they dare to share knowledge and learning when in class; this proves that students have interacted and benefited from it.

Previously, it was discussed that interaction is about participating in the teaching and learning process and sharing material, and it turns out that the meaning of interaction is not only limited to that but also about the relationship of students to one another in the classroom. Khadidja (2009) asserts that class interaction will make students involved in collaborative learning because they talk and share with each other in class. Therefore, the way to make students able to have a good relationship with each other is by interacting.

The dominant interaction between teacher talk and student talk will determine the type of interaction. If in the classroom a teacher is more dominant in talking, the interaction will be dominated by the teacher, but when the teacher changes and students do more talking, the interaction is more dominant with the students. Ribas (2010) insists that teacher has great influence to make the student involve in classroom interaction. A major influence on getting students involved in class interactions. The role of the teacher is important in terms of determining the type of interaction that occurs in the classroom.

c. Aspect of Classroom Interaction

Classroom interaction involves two main aspects: the negotiation of meaning and the role of feedback. If these two elements are not available in the classroom, then we cannot speak of successful learning through interaction.

a) Negotiation of Meaning

Negotiation of meaning is a verbal exchange that occurs when speakers try to prevent a break in communication; it can also be referred to as the central discourse structure. The thing that needs to be considered is that students must use language that is easily understood by other students in their class so that interactions can be established. The most important thing in negotiating is students' focus on the form because negotiation

involves feedback and modification of input and output when they try to transmit back what they do not understand, which is usually caused by language use problems.

b) The Role of Feedback

Here are two types of feedback, namely explicit feedback and implicit feedback. Explicit feedback is defined as any feedback that explicitly states that the learner does not use the second language correctly in their speech. It is also called metalinguistic feedback because the teacher provides the learner with a linguistic form of their error. Whereas implicit feedback refers to corrective feedback, which includes requests for clarification or rearrangement, the teacher repeats what the learner says by changing one or more sentence components. The function of the feedback is so that the interactions carried out by students can develop their speaking skills.

d. Types of Classroom Interaction

Classroom interaction is a conversation between the teacher and students. This type of interaction depends on the conversation that arises between the teacher and students in class interactions. Malamah-Thomas (1987: 150) as cited in Coulthard (1975) point out three types of classroom interaction in the classroom aiming at teaching the target language as follow:

a) Teacher-Student interaction

The first interaction is an interaction that is usually used in class language; this interaction is carried out when the teacher speaks to the whole class. In this interaction, a teacher usually expects that only one student will answer. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity (Lynch, 1996: 74).

When in the classroom, a teacher takes part in the interaction. He negotiates with his students about the content of the course, asks questions, uses student ideas, gives directions, and criticizes or justifies student speech responses. It can also benefit students by drawing on their teacher's experience of how to interact in the most effective way.

In order to produce good interactions when teaching in the classroom, there are several things that need to be done by the teacher. According to Harmer (2012), teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of language the students are able to understand. Teachers should provide an output that is comprehension-level appropriate for all students. Secondly, the teacher must think about what they will say to their students; hence, the teacher's speech is a resource for learners. Finally,

teachers also should identify the ways in which they will speak, such as their voice, tone, and intonation.

➤ Teacher speaking to the whole class

This is a common type of interaction in language classes and occurs when a teacher speaks to the whole class at the same time (Lynch, 1996:42). Furthermore, Mingzhi (2005:59) describes that this type of classroom interaction is characterized by teacher initiation, student responses, and teacher follow-up patterns, namely the IRF exchange structure". Interaction of this type will be controlled by the role of a teacher.

➤ Teacher speaking to A Group of Members

According to (Lynch, 1996: 80). This type of classroom interaction refers to the teacher participating in student group work". In this type of classroom interaction, the teacher acts as an organizer to provide information to students about what they will do or when the time is up (Hamer, 2001: 58). The teacher will handle when this type of group interaction takes place, and the teacher's role is very important here.

b) Student-student interaction

Student-student interaction is the interaction between students and other students. This type of interaction is

interwoven into pair work involving collaboration and self-initiative with only two students. Activities that are usually carried out are dialogues, or conversations between speakers and moderators in an activity. This pair activity has several benefits for students. First, it offers many opportunities to speak, to initiate interactions, to practice negotiating meaning, and to increase their motivation to speak (Brown, 2001: 178).

According to Johnson (1995), if student-student interaction is structured and managed well, then it can be an important factor in cognitive development, student educational attainment, and emerging social competence. In cognitive development, the interaction that exists between students and is structured and well managed is an important factor. It can also help improve student education and emerging social competencies. Besides that, it can also develop students' abilities through collaborative work. This type of interaction can occur during class interaction.

Paula (2002: 128) also adds that talking to students with their peers about course content is a powerful way for them to reinforce what they have learned. then this type of interaction can be one of the best ways to make students more active.

➤ Student speaking to A Group of Members

This type of interaction is related to group work. (Lynh, 1996: 89) Indirectly, when students interact, there are

many opportunities to produce language. When a teacher has a goal in group work so that students use their mother tongue, then the interactions that occur in this group work actually have an adverse effect. (Brown 2001: 180) explains that it is caused by EFL students who have the same native language; the importance of giving students an understanding of the importance of practicing in English.

c) Students-teacher classroom interaction

Type of interaction refers to student initiation. (Lynch, 1996: 84) The attitude of the learner's initiative is common in the classroom, where the emphasis is on the learner, but rarely in front of the teacher is argumentation seen as an initiative from the learner. When the teacher conveys information that is not clearly understood by students, the student will take the initiative to confirm it with the teacher concerned.

3. IB Curriculum

a. Definition of Curriculum

Listed in UU No. 20 of 2003 that the curriculum is a set of rules relating to learning objectives, content, materials, and methods that are applied as guidelines for carrying out the learning process in order to achieve its goals. The curriculum is the most important thing in the learning process that will be applied in the world of education.

The curriculum applies as a guideline for implementing learning programs, meaning that there are guidelines for interaction between educators and students in the curriculum. Nonetheless, the curriculum functions as the "heart" of the educational process in schools in order to increase students' potential. Interactive instruction between educators and students is often referred to as "learning." Learning is more effective if it is assisted by the curriculum as a guide (Triwiyanto, 2015). In another sense, the curriculum is a set of rules that serve as guidelines in carrying out the learning process in schools and aim to make students achieve and have potential.

b. The Goals of Curriculum

Pratt stated the purpose of the curriculum as follows:

1. The curriculum must aim to show specific, directed, and observable learning outcomes.
2. The curriculum objectives must be aligned with the curriculum objectives, that is, they must be achievable and aligned with larger goals.
3. Goals should be explored in appropriate and clear language to provide a clear description to those responsible for implementing the program.

4. The goal must show eligibility, namely, the goal is not a mandatory criterion but must be in accordance with the conditions.
 5. Goals must be functional, namely representing value for students and society.
 6. Curriculum objectives must be useful in the sense that they are selected on the basis of recognized values.
 7. Curriculum objectives must be relevant and relevant, especially from the point of view of students' interests and abilities, including their background, interests, and level of development.
- c. Definition of International Baccalaureate

The International Baccalaureate curriculum is the one that is usually used in plus-sized schools in Indonesia. The International Baccalaureate, whose initial appearance was named the International Baccalaureate Organization (IBO), is an international educational institution based in Geneva, Switzerland. In 1969, it was founded in Geneva by European diplomats. In 2007, it revised the organization's name and logo to reflect the new image and legally rearrange them. The effect "IB" can have on the organization. The official website, or according to PTD management guidelines, states that the IB curriculum basically encourages students to recognize their own culture, to facilitate students' assessment of themselves.

Students have the freedom to choose academic fields across disciplines and the flexibility to explore their possibilities further.

The International Baccalaureate is a non-profit educational institution that offers 4 international programs mandated to make schools more global. Mutammimah, H., Rochsantiningih, D., Asib, A. (2019).

d. Curriculum of International Baccalaureate

Schools in Indonesia with international standards usually use foreign languages in their learning process, one of the curricula implemented in Indonesia is the International Baccalaureate. The IB curriculum is being implemented in international schools to assist schools in developing individual children's talents and teaching them to relate classroom experiences to the outside world, for children to become important thinkers, stretch learners, and respect the diversity of attitudes and cultures (Nuriyah, 2022). The same thing was expressed by Jenkis With a full and balanced linked curriculum, the difficult assessment of the IB organization has the aim of supporting schools in their efforts to develop young people's personal skills and learn how to relate classroom experiences to the real world.

In implementing IB education, there are four things that form the basis, thus making it an international education of high quality with various strong visions, an IB education:

1. focuses on learners

the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge

2. develops effective approaches to teaching and learning

IB Programmes help students to develop the attitudes and skills they need for both academic and personal success

3. works within global contexts

IB programmes increase understanding of languages and cultures, and explore global significant ideas and issues

4. explores significant content

IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

This curriculum allows students to develop their skills at their own pace in order to provide the most diverse experience possible.

This curriculum also aims to create active and competent students.

- e. Implementation of International Baccalaureate

In the implementation process, the IB program is divided into four phases, namely (Asha, Lukman 2020):

- 1) Primary Years Program (PYP) 3-12 years

The curriculum consists of five main elements: concepts, knowledge, skills, attitudes, and actions. These elements are developed in six transdisciplinary ways: who and where we are, how we develop, the world in which we participate, and how we

coexist. Supported by six educational subjects: language, social studies, mathematics, arts, science, personal, social, and physical education.

In PYP schools, teachers' structuring of new experiences and the support they provide to students' ideas about new experiences are the foundation for students' knowledge, understanding, and conceptual development—the ability to have an understanding of abstract concepts, to make connections between them, and to think conceptually (Nuriyah, 2022). The important role of the teacher in PYP schools provides many benefits for students by improving their abilities as much as possible.

2) Middle Years Program (MYP) 11-16 years

There are eight academic fields: mathematics, science, arts, physics, first and second languages, humanities, and technology. Each is implemented in five ways: health and social education, community, environment, learning, and intellectual. Schools implementing this program are free to develop programs according to their own conditions. You can choose one or teach them all in one area.

3) Diploma Program (DP) 16-19 years

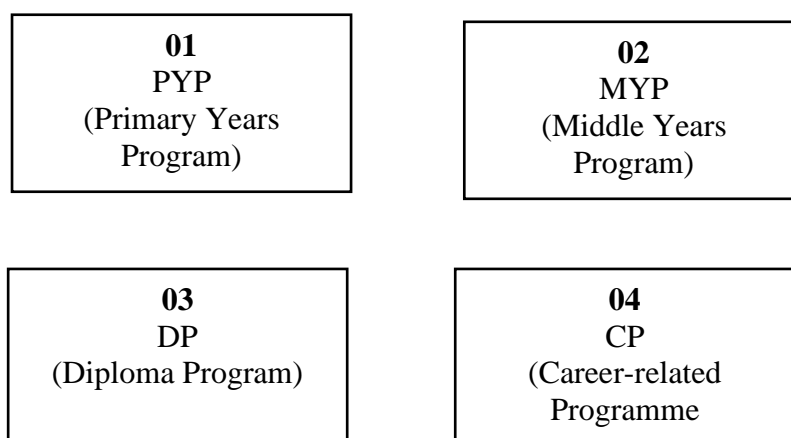
There are six academic areas: math and computer science, arts, first language, science internship, second language,

personal, and social. Theory, creativity and action, and essay are the three main skills that are developed.

4) Career-related Programme (CP)

A new program that began to be implemented in 2012 is more focused on the child's future career. Students must have completed at least two IB curricula specifically for DP courses related to career fields in order to participate in this program.

Gambar 1. IB Framework



Sumber: Documentation from SMP Al Firdaus Surakarta

f. Challenges of the International Baccalaureate Middle Years Programme (MYP)

When a school adopts an international curriculum, of course, there are many challenges that must be faced in implementing the curriculum. In the International Baccalaureate Middle Years

Program (MYP), teachers face several challenges. They face challenges with inquiry-based versus content-based teaching. So that the format of the national assessment is appropriate, a teacher must design assessments that are referenced by the MYP criteria; this is also a problem for the teacher.

Operational challenges are also experienced by educators when they teach MYP. Teachers often experienced a higher workload when teaching the MYP (Perry et al., 2018; Sizmur & Cunningham, 2013; Wolanin & Wade, 2012). In Storz and Hoffman's study (2018), teachers wanted more differentiated PD options so that they could understand how the MYP could be taught based on their individual school context. Teachers also found the MYP jargon confusing and were challenged by having to be more conceptual- and inquiry-focused, rather than content-focused (Ateşkan et al., 2016; Perry et al., 2018; Williams, 2013).

Teachers experienced challenges in adopting MYP together with the national curriculum because they had to make assessments in schools with dual work. Additionally, teachers found it difficult to incorporate the MYP criterion-referenced scales with various national curriculum's grading formats: the Dutch's statistical-average grading system versus the MYP's 1 to 7 grading format (Visser, 2010), integrating the MYP with the Australian's alphabetical grading system (Perry et al., 2018), the Spanish's 1 to

10 grading system to the MYP (Valle et al., 2017) and the grade conversion from the Swedish educational system to the MYP (Williams, 2013).

In addition, implementing the IB curriculum, which is one of the best in the world, has its own advantages and disadvantages. Which will have an impact on the language of instruction in class, the school environment, and friendships, will determine student success. The shortcomings of the IB curriculum are access and the fact that the costs are not relatively cheap.

B. Previous Related Studies

The researcher reviews five studies in this study. The researchers have spent their efforts observing discourse analysis in classroom interaction. Some previous studies that have similar topics are relevant to the study, which is about classroom interaction, but the researcher has a different focus in her research. They are cited below:

The first is the study of a journal conducted by Nurul Afifah et al. (2017) entitled “An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku”. The result of this research showed that the teacher used all kinds of teacher talk while giving questions and feedback. For the students’ perception toward teacher talk used by the teacher while giving questions and feedbacks, the students agreed that teacher always use all of the feedback except ignoring. It concluded that the teacher talk which teacher used while giving questions

and feedbacks in the English class of the seventh grade students at SMPN 23 OKU is good. In addition, English teachers in Junior High School were suggested to develop and improve their basic ability in managing their talk, especially the ability in giving the appropriate questions and good feedbacks to the students in English class.

The second previous study thesis was "The Analysis of Teacher Talk and Learner Talk in Classroom Interaction (Descriptive Qualitative Research Interaction at MTS Muhammadiyah Tallo's Second Students)". This thesis was written by Andi Ayu Citra Sasmita Sari (Universitas Muhammadiyah Makassar, 2018). The research design was descriptive qualitative method, and the result of the research shown the interaction between teacher and learner were absolutely interactive, the teacher used teacher talk to deliver material to the learner and learners gave response to the teacher. The aspect of the teacher talk employed 3 categories and the learner talk employed 3 categories in the classroom interaction while teaching learning process. Teacher talk occur in the classroom is lecturing specially Give fact or opinion about content procedures and Giving His / Her own explanation, Learner talk occur in the classroom is learner talk initiation specially Expressing own ideas and the interaction between teacher and learner in the classroom interaction absolutely interactive, they made good interaction each other.

The third previous study thesis is " The Descriptive Study on the Classroom Interaction During the English Teaching-Learning Process at

Eight Grade of SMPN 1 Banjarmasin Academi Year 2011/2012". This thesis was written by Catur Yugo Utomo (Universitas Muhammadiyah Purwokerto, 2018). The data for the study are collected through observation, and document analysis. The result of this research show that the teacher's talk achieve 45.6% in VII A and 29.5% in VII F. Meanwhile the percentage of teacher-students talk is 20.1% in VIII A and 18.5% in VIII F. The category that is interaction, the language that is mostly used is Indonesian.

The fourth is the study in an international journal conducted by Mutammimah, Heppy, Dewi Rochsantiningih, and Abdul Asib (2019) entitled "English Teaching Based on International Baccalaureate Primary Years Programme". The finding data indicates that most of teacher beliefs consistence with their instructional practices namely beliefs on learning objective, syllabus, classroom methods, instructional material and sources, media and assessment even though the researcher find discrepancies namely teachers' beliefs on lesson plan and classroom procedure. Based on this result, the researchers argue that reform in language teacher education need to address factors that hinder teachers from implementing instructions which aligns with their theoretical beliefs.

The Fifth is the study of thesis "Implementasi Kurikulum International Baccalaureate Dalam Pengembangan Kompetensi Siswa di Mi Muslimat NU Pucang Sidoarjo". The thesis was written by Siti Nuriyah I. M. (Universitas Islam Negeri Sunan Ampel Surabaya 2022). This research is qualitative research using a descriptive method. The results show that the

curriculum for implementing the International Baccalaureate in developing student competencies at MI Muslimat NU Pucang aims to provide new innovations to customers by creating a curriculum that can improve the quality of educators and students as contained in strategy implementation—the International Baccalaureate curriculum in developing student competencies at MI Muslimat NU Pucang. As well as its implementation cannot be separated from supporting factors such as the location of the strategy, school programs, and cooperation between school members and obstacles such as a lack of expertise in English.

Tabel 1.2

The Similarities and Dissimilarities Previous Studies

No	Previous Studies	Similarities	Dissimilarities
1.	An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku	The study employs qualitative research methods and is being conducted in English Classroom Interaction.	The data collection of the previous research was collected through observation and questionnaire while current research used observation and interview
2.	The Analysis of Teacher Talk and Learner Talk in The Classroom Interaction (Descriptive Qualitative Research Interaction at the second Students of	The research uses Flanders theory and the same method of analyzing documents in the form of text.	This study examines two things in classroom interaction, namely teacher talk and learner talk. while this research is only an analysis of student talk in English classroom interaction using IB curriculum

	MTS Muhammadiyah Tallo)		
3.	The Descriptive Study on the Classroom Interaction During the English Teaching-Learning Process at Eight Grade of SMPN 1 Banjarmasin Academi Year 2011/2012	The study used qualitative research methods and conducted Classroom Interaction, Teacher talk, and Students' talk	The subjects of the research are English Teacher and students of SNPN 1 Banjarmasin while the subject of this research are English Teacher and students of SMP Al Firdaus Surakarta. The data collection of the previous research was the data for the study are collected through observation, and document analysis while current research used observation, interview, and documentation.
4.	English Teaching Based on International Baccalaureate Primary Years Programme	Researchers use qualitative research methods and conducted International Baccalaureate curriculum	This study conducted at Elementary school Al Firdaus Surakarta while this research at SMP Al Firdaus Surakarta
5.	Implementasi Kurikulum International Baccalaureate Dalam Pengembangan Kompetensi Siswa di MI Muslimat NU Pucang Sidoarjo	Researchers use qualitative research methods and conducted International Baccalaureate curriculum	Previous research examined the implementation of the International Baccalaureate curriculum at MI Muslimat NU Pucang Sidoarjo, while the current research examines students' talk in English classroom interaction using the IB Curriculum at SMP Al Firdaus Surakarta

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering eight components. They are Research Design, Research Setting, Subject of Research, Data and Source of Data, Technique of Collecting Data, Technique of Analyzing Data and The Trustworthiness of the Data.

A. Research Design

This research is qualitative research with a case study design. The case study design is relevant to the field of education science and "the body of knowledge" associated with the student talk. This case study was chosen because it is an emic research tool, namely presenting the views of the subjects under study because of their situational uniqueness, as well as presenting a thorough description according to what is experienced in everyday life, especially the complex interactions with the background conditions (Stake, 2005: 443–445).

Case studies are part of a qualitative method that wants to explore a particular case in more depth by involving the collection of various sources of information. This is also supported by the opinion of Danim (2013: 54-55) which reveals that a case study or field study is intended to study intensively the background of the current situation and position, as well as the environmental interactions of certain social units that are as they are. Research subjects can be individuals, groups, institutions, or societies. Case

research is an in-depth study of a particular social unit, the results of which provide a broad and in-depth description of that social unit. The subjects studied are relatively limited, but the focus of the study is very broad.

This case study research investigates students' talk in English classroom interaction using the IB Curriculum at SMP Al Firdaus Surakarta and is expected to provide consistent and factual findings, as well as a level of trustworthiness in the research findings. In a case study, the researcher is given the opportunity to explore and describe the phenomenon and its context from various data sources and points of view. Researchers can investigate individuals or organizations, community relationships, or complex programs (Yin, 2009:4). In line with the opinion above, Bogdan et al. (1998–62) stated that "*when researchers study one or more subjects, settings, or repositories of data, they are usually doing what we call multi-case studies.*" This approach is used to interpret the meaning of events and their relation to people in certain situations. This approach was chosen because this research does not aim to test hypotheses but to gain an in-depth understanding or interpretation of students' talk in English classroom interaction using the IB Curriculum at SMP Al Firdaus Surakarta.

B. Research Setting

1. Setting of Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher carried out at SMP Al Firdaus

Surakarta. It is located in Mendungan, Kartasura, Sukoharjo, Central Java 57169.

2. Setting of Time

The research was conducted directly at the SMP Al Firdaus Surakarta, from the beginning to the end of the study in Students' Talk in English Classroom Interactions Using the IIB Curriculum at SMP Al Firdaus Surakarta. The research conducted for about 7 months, started on October 2022 until May 2023.

Tabel 2.1

Schedule of the Research

No	Activities	Month (2022-2023)								
		Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23
1	Pre-Research									
2.	Create Thesis Proposal									
3.	Thesis Proposal Seminal									
4.	Collecting Data									
5.	Arrange Thesis									
6.	<i>Munqosah</i> Examination									

C. Research Subject

In this study, the subjects of the research are students of an English class in grade 9A and an English teacher at SMP Al Firdaus Surakarta. The English teacher at SMP Al Firdaus is Mr. Danang Catur, S.Pd. He is the only English teacher who teaches at SMP Al Firdaus from class 7 to class 9, which consists of six learning groups (LG). The researcher identified one class that consisted of one learning groups (LG) with three meeting at SMP Al Firdaus Surakarta. The researcher concentrated on student conversation and interaction between teacher and student in an English classroom setting using the IB Curriculum. The researcher concentrated on student conversation and interaction between teacher and student in an English classroom setting using the IB Curriculum.

The research used purposive sampling to choose the student to be interviewed or participant. Patton (2002) defines purposive sampling as the technique that is use in qualitative research. This technique used for identification and selection of information-rich cases for the most effective use of limited resources.

D. Data and Source of the Data

Each piece of data must have its own source, depending on how it is collected. Data can come from subjects who provide various explanations and information about something to be studied. According to Sutopo (2002: 50), data sources in descriptive qualitative research can be people, events or

activities, places or locations, objects, various pictures and notes, documents, and archives. Data refers to answers to research questions. Bogdan and Biklen, (1998: 106) define data as raw materials that researchers collect from the words they study. It means the source of the data is the origin of finding or taking data that will become evident in a study in the form of records, video transcripts, and interviews.

The data of this study is the students' talk in English classroom interaction using the IB curriculum. The subject of research is the place where data are placed. The source can be a person, place, or piece of documentation. In this study, the source of the data was:

- a. English teacher of SMP Al Firdaus Surakarta, the name is Mr. Danang Catur S
- b. Students of SMP Al Firdaus Surakarta (except Children with Special Needs)

Since the study was directed to describe classroom interaction, the subject of the study was taken from the English class. In this case, the researcher did not involve children with special needs as research subjects because they were different from the others. Children with special needs have an accompanying teacher when studying in class, and the material delivered by the teacher in class is not obligatory for them to follow when they are unable. Interactions with children with special needs are primarily with their accompanying teachers. Based on these reasons, the researcher considers not making children with special needs subjects.

E. Techniques of Collecting the Data

According to Raco (2010), data would be collected if the direction and purpose of the research were clear, and therefore the data source, specifically the informant or participant, had been known, contacted, and had obtained approval to provide the required data. In this study, the researcher sought empirical data on the types of talk used by students in English classroom interaction using the IB Curriculum, data were collected by observing class meetings and conducting an interview with an English teacher at SMP Al Firdaus Surakarta. The data collection procedure is as follows:

1) Observation

Researchers make observations in class directly; the steps are as follows:

- a. The researcher enters the class and sits at the back.
- b. The researcher prepares a guide checklist of observations and recorders.
- c. The researcher fills in the types of student conversations that occur in the observation checklist.
- d. The researcher gave the code to the type of student talk to get the expected data.

2) Interview

The researcher gave an interview to the teacher and collected data about the students' talk in the classroom interaction and the classroom activities

F. Research Instrument

The research instrument is about how to get and collect the data that is needed. This is one of the most important aspects of conducting research. There were several ways to collect data, like a questionnaire, observation, field notes, an interview, and a test. The researcher used several appropriate research instruments in this study. The researcher gathered the data by using several instruments: observation, interview, and documentation.

1. Observation

Observation is the collection of data to obtain a real picture of an event or events or people's behavior. Observation is essentially an activity using the five senses, sight, smell, and hearing, to obtain the necessary information in an effort to answer a research problem. The results of observations include activities, events, objects, certain conditions or situations, and one's emotional feelings (Supardi and Rustika, 2013: 152).

In this study, researchers used observations in the form of checklists with the aim of obtaining factual data. This observation was made by looking at the situation and directly observing during the teaching and learning process in the English class at SMP Al Firdaus Surakarta. In

the next stage, the researcher coded the observation checklist if he saw student talk used in class interactions.

2. Interview

Based on the type of interview, there are three kinds of interview (Morris, 2015: 9):

1) Structured Interview

The structure interview begin with the interviewer has to set of questions and what is expected to stick to the set of the questions, and the order of questions as well. Thus, the questions in structured interviews are generally closed rather than opened.

2) Semi-structured interview

This interview is also called an in-depth semi-structured interview. The interview is similar to a conversation in that there are two individuals discussing a topic of mutual interest and ideally the discussion is relaxed, open, and honest (Mason, 1998 in Morris, 2015: 3). In this interview, the interviewer can be repeated to establish the interaction between the interviewer and the participant in order to enhance in depth and more detail of the answers.

3) Unstructured interview or open interview

In this interview, there is not necessarily a pre-given list of topics and interviewees are encouraged to answer at length. The questions are asked to give an opportunity for interviewer to give

detailed answers and 30 explanations besides to set the agenda for the interview. It means that unstructured interviews have a similarity to a real and spontaneous conversation in that the context of questions is crucial.

In this study, the purpose of the interviews was to support the data from the class interaction observation list. The researcher used a structured interview with teacher at SMP Al Firdaus Surakarta to collect data.

3. Documentation

Documentation is proof of the results of a research study. According to Sugiyono (2015), the documentation is a researcher's field note, which can be in the form of writing, a photograph, or an opus. This documentation supports the data from the observation and interview. Furthermore, student talk in English class interactions using the IB curriculum is documented. This is very useful in providing extensive information for research. A picture of class interaction activities between students and teachers, teaching material documents, a syllabus, and student assessment sheets are the documents in this study. Researchers took documents to investigate the entire content of students' conversations and interactions in English class.

G. Trustworthiness of the Data

The trustworthiness of data in qualitative research uses triangulation techniques, namely, efforts to check the correctness of data or information

obtained from various different points of view by reducing as much as possible the bias that occurs during data collection and analysis. To ensure the validity and accuracy of the data, a triangulation model is used (Creswell, 2015:467; Yin, 2009:114).

The types of triangulation used in this study were source triangulation and technical triangulation. Source triangulation links evidence from different individuals or different data collection techniques through checklist observations, in-depth interviews, and documentation. Cross-check the sources that provide information until the obtained data is stable.

The triangulation technique serves to test the credibility of the same data source in different ways. Cross-validation of data from different data sources between English teacher interview data about students' talk in English classroom interaction using the IB Curriculum and observations of SMP Al Firdaus Surakarta students strengthens the data's level validity. This triangulation process aims to strengthen construct validity because it uses various data sources supported by appropriate evidence.

A source triangulation that compares and re-examines the level of confidence in information obtained at different times and tools in terms of research quality, in this case a re-checking of information sources at different times, conditions, and tools (different interviews). Research data is declared valid if the results of source triangulation and technical triangulation are compatible with each other.

The purpose of triangulation in this study is to ensure that what is studied can be understood and that a high level of truth is obtained related to the types of student talk in English class interactions and the types of interactions that occur between students and teachers in English classes by implementing the IB curriculum at the school.

H. Techniques of Analyzing the Data

Helaludin and Wijaya (2019) explained that data analysis is an endeavor to break down a problem or focus of study into elements in such a way that the structure and order of the decomposed form of one thing appear clearly visible and can be simply digested or captured in meaning.

To answer the study's questions, (1) what types of students talk in English class interactions using the IB curriculum? (2) How is the interaction between teacher and students in an English class using the IB curriculum? This research used several steps in analyzing the data. The research used in analyzing qualitative research data from Gay (2012: 467–468) includes the following steps:

1. Reading/ Memo

In the first step of analyzing the data, the researcher will read and write about all of the field notes, transcripts, and observer comments. The researcher then assigned a code to specific types of student speech and interactions between students and teachers in the classroom in order to manage the data that had been collected. At this stage of analysis, the

researcher must start looking for recurring themes or common threads in the study.

2. Describing

The next step is describing, which involves developing a thorough and comprehensive description of the participants, settings, and phenomena studied to reflect the rich complexity of the research. In this study, the researcher described the types of student talk that occurred in class interaction obtained through observations and interviews and described the overall participants, arrangements, and interactions between students and teachers in the class. The description's purpose is to provide the researcher with an understanding of the context in which the research takes place and to provide a narrative picture of the setting and events that occur within it.

3. Classifying

Qualitative data is broken down using a classification or coding process, and the parts of the data are then entered. Categories are comparisons of ideas or concepts in data that are classified. So, the last step of this research is for the researcher to classify or code the types of students' talk in English classroom into sentences to analyze or categorize research questions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter presents research findings and discusses the answer to the research problem that has been formulated in the problem statement in Chapter 1. Here, research findings focused on students' talk and interaction between teacher and student in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023.

The findings of the research are described and provided with supporting data. Researchers collected the data from observation, interviews, and documentation. The source of data in this research was a male English teacher and students of an English class in the ninth grade at SMP Al Firdaus Surakarta. This research presented detailed findings of interaction between teacher and student in classroom interaction in the main of the teaching and learning process to answer the research questions. The research question is:

1. The types of students' talk

In the types of student talk, it was divided into three aspects namely: student talk response, student talk initiation and silence or confusion. In which the student talk identified the utterance that produced by the student during teaching learning process, Observation done by the researcher to see the types of student talk in English classroom. Furthermore, interview was helped the researcher to collect the student talk interaction between teacher

and student in English classroom. Therefore, after the researcher analyzed the observation and interview found out, as follows:

a. Student talk response

The first category of student talk is responding. It is used to respond to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud is also included.

After the observation, the researcher found that when students use student talk responses, they use them to achieve a goal. The aim is to answer the teacher's questions about learning readiness on a new topic and answer questions from the teacher about the material just learned. The way students respond to the teacher's verbal interactions is also short, such as ready, yes," or no. This is based on the results of observations made to informants as class 9A students at SMP Al Firdaus Surakarta

Example 1

Teacher : Well, are you ready to learn English?
Student : Ready (**students reponse**)

In this case, the student responds to the teacher by answering the questions posed by the teacher. To start the lesson, the teacher always asks the students their readiness to learn, for no other reason, the students only respond if they are ready to do the learning. Most students pay attention to the teacher and always respond to the teacher.

Example 2

Teacher : Is it clear for you?
Student : Yes sir. **(student response)**

Example 3

Teacher : Oke good, and I hope we can practise the material at your home with your friends and your parents. Any question?
Students : No sir **(student response)**

In this case, student talk responses happened when the student's speech response occur when the teacher asks students whether they understand or not the material that has been studied. In example number three, the teacher hopes that students can practice the material learned with their fellow classmates and parents. The teacher asks the students again if there are any questions. In this interaction, the responses given by the students only answered briefly about the material they had just learned, and there were no questions they wanted to ask.

This is supported by the teacher's statement that students tend to give short answers to questions that are triggered. The teacher stated that students answered briefly about 30% when interacting in class. It was also stated that many factors were the cause, one of which was that the students were used to the teacher's questions, and there were some students who sometimes did not like to write and preferred to answer spontaneously. This is based on interview conducted with informant who are English teacher at SMP Al Firdaus Surakarta:

The reasons are various: for example, the child is familiar with my questions, and the second is practice with the method that I convey to the children. Then there are some of the children who sometimes don't like to write and prefer to answer. About 30% tend to answer quickly.

b. Student talk initiation

Another kind of student's talk is *initiated*. The initiation of learner speech is what happened most frequently in the classroom. Students like to convey their opinions based on what they know rather than just repeating what has been mentioned by the teacher. Students can quickly express their opinions, even when the teacher asks them to think. They are able to answer questions based on what they already know and what they think. In this class, students are trained to express their opinions in English because they use the IB curriculum. This is based on the results of observations made to informants as class 9A students at SMP Al Firdaus Surakarta

Example 1

Teacher : After watching the video, we are discussing about the material today, talking about asking and giving opinions. The goal is we can ask people about points of view on something. And you can also share your opinion for this. And you can share about the meaning of asking and giving opinion in Indonesia? Raise your hand, please!

Student : I think the meaning is "memberi dan meminta pendapat".
(**student initiation**)

Example 2

Teacher : Oke, how many people in the car?

Student : I think there are three people in the car
(**student initiation**)

In this case, students convey their own ideas, opinions, reactions, and feelings. The more teachers start conversations and ask questions about what is being studied, the more students express their opinions. Many students gave their opinion when they were asked about the ongoing lesson.

This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta and who stated that teachers usually carry out diagnostic assessments to find out students' abilities and how to teach what students need. Knowing this, the teacher can easily stimulate students to speak by connecting material based on their previous knowledge.

To make the children feel happy while learning, the first thing I did was do a diagnostic assessment. Through that later I will find out how far the ability of children is. The assessment diagnosis referred to here is a diagnosis that is not rigid, for example by talking casually first and then later when I know the diagnosis, I immediately put it into practice. To stimulate speaking children, I tend to relate material based on their previous knowledge. With those who already have prior knowledge, it will be easier for students to understand the meaning and previous knowledge or usually called student prayer knowledge. That way the children will be easy and happy to learn, for example, if they like music, then later I will teach them to music, indeed the way children learn is different.

In the learning process, the teacher usually makes a game. The goal is for students to get used to being able to answer questions and also give their personal opinions based on the vocabulary they have. Simple games related to activities will make it easier for students to memorize new vocabulary so that they are easily in constructing sentences.

Maybe the form is not training but more in the form of game training that I pack by linking the material. For example, say “For a simple like this so today I invite you to come to my party and I have a party at the time, please bring me something and you explain why you brought it, so your description consists of points, reasons, examples, and conclusion and must have four sentences”. So, with training like that, the children are getting used to answering questions, and at the same time, they don't feel that they are learning.

The teacher explained that with the IB curriculum implemented in schools, the interactions that happen in the classroom are attempted to use English. When students ask the teacher and present in front of the class. However, when student interact with other student they are still allowed to use Indonesian, especially since there are children with special needs. This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta.

If in the class for regular children it has been agreed when they ask to be asked to use English, but when interacting with friends and there also children including us still let them speak in Indonesian. But what is clear for learning is that we try to speak English, be it presentations or anything else.

c. Student talk silence or confusion

Contained in the class type of student talk silent or confusion.

This usually happens to students who do not understand the questions from the teacher and feel confused about giving answers. In the end, the students are silent. The teacher will give the question to the others, then explain and give instructions. This is based on the results of observations made to informants as class 9A students at SMP Al Firdaus Surakarta.

Example

Teacher : So, I have the question. They are two mother and two Daughter in the car. My question is, how many people in the car? How many people in the car caca?
 Student : (silent) (**students silence or confusion**)

When the teacher conveys material or gives instructions to students, students are silent and cannot answer. This happened because, at that time, students did not understand the material presented by the teacher or some students felt bored with learning. With this reaction, the teacher understands what is happening with the students. However, for grade 9 students tend to be more active than grade 8. So, this situation is unlikely to occur in grade 9 students. This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta.

I think when they are silent there will be something wrong too, maybe because they are shy, don't understand, or are actually men learning English. But that way I might be able to immediately know their problems. So, grade 9 themselves they tend to be active even though their pronunciation compared to grade 8 is good for grade 8, but they are more active and understand their vocabulary more.

The total speech utterances of students obtained from the observation checklist were: students talk initiation was 37 utterances; students talk responses were 14 utterances; and in silence or confusion, there were 2 utterances. It means that a lot of students' talk happened during the process of teaching and learning interactions in English classes that use the IB curriculum.

2. The interaction between teacher and student

Based on observations made by researchers in class during the process of learning English at SMP Al Firdaus Surakarta using the IB curriculum, the researcher categorized the data into three categories: interaction between the teacher and the students, interaction between a student and another student, and interaction between the student and the teacher.

a. Interaction between the Teacher and Student

As an educator, teachers must pay attention to their way of speaking such as low voice, high pitch, and intonation. According to Hamer (2009) teacher should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teacher should provide an output that is comprehensible for the level of all the students. Secondly, the teacher must think about what they will say to their students, hence the teacher speech is as a resource for students.

The beginning of each lesson, the teacher always provides a stimulus to students so that they are more interested in the material to be taught. The teacher displays a video whose content relates to the material to be delivered. giving story questions that were directly asked students, students took turns answering because their names were called one by one by the teacher. when students find it difficult, the teacher will help by approaching students.

The types of questions given by the teacher are open and closed. For students who have higher abilities, the teacher will usually provide detailed closed questions based on the abilities possessed by students. This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta.

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b. Interaction between a Student and another Student

Student and other students Interaction happened during the teaching and learning process. There are many types of interactions that happen. For example, when students are chatting with other friends, most of them will use Indonesian. When students experience difficulties or do not understand the material presented by the teacher, they will discuss it with their friends instead of asking the teacher directly. Or when they are assigned to discuss material by the teacher. Johnson (1995) supports that if student-student interaction is structured and managed well, then it can be an important factor of cognitive development, student educational attainment and emerging social competence. The interaction between students can practice collaborative work and establish good social relations between students.

At the time of observation, the teacher gave group assignments to students and asked students to discuss them with their friends. Students observe what they see drawn and write it down. Opinions between one student and another will be collected and then collaborated into one group's opinion. Likewise when the teacher plays music while studying listening material, there are students who interact with other students, this is because students feel it is not clear what is conveyed by the teacher. When students interact with other students, they tend to use Indonesian. This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta.

If in class for regular children it has been agreed when they ask to be asked to use English, but when interacting with friends and there also the children including us still let them speak in Indonesian. But what is clear for learning is that we try to speak English, be it presentations or anything else.

c. Interaction between the Teacher and the Students

Interaction between teacher and students happened during the teaching and learning process. This interaction is divided into three, namely students' motivation in learning, respecting the activities carried out by students, and helping students to be able to learn the material presented.

In teaching, teachers usually use the lecture method. Conditions during the teaching and learning process in the classroom are very interactive; All students were very enthusiastic about answering the teacher's questions. Students feel happy and excited to learn because of the

material delivered by the teacher. Students will express their opinion about what the teacher asks. This can be caused by many factors that cause students to be enthusiastic in answering questions.

Based on research results this type of interaction often happened in grade 9, it is proven that when students are very active in answering questions posed by the teacher, they express opinions based on what they know. This happens because of the influence of a teacher who is used to making observations on students, to find out what students really need in learning. And help students by providing things that make students happy in learning.

The interaction that happened in grade 9 is a very good interaction. students and teacher form a balanced interaction, about 50% of the teacher speaks and the rest of the students speak. for example, when the teacher is delivering material about vocabulary, students easily convey their understanding of the types of words they understand. This is supported by the results of interviews conducted with informants who are English teachers at SMP Al Firdaus Surakarta:

I speak about 50% of the class, for example, when I teach a topic about vocabulary, then how can children speak according to the vocabulary they understand. As for the interactions themselves, in grade 9 the children are quite active, and are willing to answer when asked for their opinion.

B. Discussion

In the discussion section, the researcher shows the answers to his questions. The questions in this study are about the types of student talk and the interaction between teacher and student in English class interactions using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022–2023.

1. The types of students' talk

Based on the findings, there are types of conversations that happened in English class interactions that use the IB curriculum for grade 9A students at SMP Al Firdaus Surakarta. The student talk was (student talk response, student talk initiation, and pause or confusion), and the total utterance was 53 utterances. From these results, it can be seen that students are active in interacting because they spend most of their time talking. During the teaching and learning process, students express their own opinions a lot; they do not only become teacher respondents.

According to Mercer & Dawes (2008), when students actively participate in spoken language, it can help them enrich the target language source and build their confidence to communicate in English. The types of student talk that occur in the classroom are student talk initiation and student talk response. Students are able to express their own ideas when they do this type of talk, which has a high proportion. That way, students are able to be confident and brave enough to initiate interactions with both the teacher and other students in the classroom. This statement was supported by Nurhasanah (2013), who concluded that teacher and learner talk categories

are an important part of classroom interaction and that there are more advantages than disadvantages.

The type of students' talk initiation that happened in class 9A was also supported by the teacher's statement during the interview, which directly stated that students in class 9A were more active. Students often form opinions based on their knowledge. When studying, the first thing the teacher does is diagnose the assessment. The aim is to find out the extent to which students are capable, and the right way of teaching is given. In expressing opinions, students of SMP Al Firdaus are accustomed to using English, so they are accustomed to and trained in foreign languages.

The distinguishes this research from other studies is that this research uses case studies that are rarely conducted. This study uses the IB Curriculum as a differentiator from previous research. The results prove that the types of students in the class are in accordance with the IB curriculum concept which aims to make students more active and intellectual, especially when interacting during learning. This is supported by a statement that states the purpose of the International Baccalaureate is to promote a positive attitude toward learning by encouraging students to become active and competent learners. It also develops intellectual, personal, emotional and social skills (Lukman, 2020). The next step is to make students able to develop their potential with education applied in schools

2. The interaction between teacher and student

Based on the results of observations made by researchers in English classes using the IB curriculum and interviews with teachers as well as supporting documents collected by researchers, it was found that the interactions that occurred in the classroom were very interactive, and the interactions between teacher and students were very good as seen in the types of student talk that happened is initiation. They exchange opinions during the teaching and learning process. When students are asked to express their opinion, they immediately convey it based on their knowledge. The process of teaching and learning required good interaction. There are many things that teachers can do to deepen the material that will be delivered to students. Teachers can interact and communicate directly related to the material being studied. The teacher uses a method according to what students like so that students will be more interested in learning. Therefore, by implementing good interactions, we can create meaningful lessons to support students during the teaching and learning process.

The results of the research studied are supported by Nunung Suryati (2015) that interfere with research on the use of teacher interaction strategies in English language teaching (ELT) at the junior secondary education level, the findings show that teachers spend 93% of their teaching time on teacher-student interaction and 7% on student-student interaction. he It is done that the teacher-student interaction is dominant in the class.

This was different from what Muhajidah (2012) in her research entitled “The descriptive study on the classroom interaction during the english teaching-learning process at eight Grade of SMPN 1 Banjarmasin academi year 2011/2012”, the result showed that during interaction, teacher dominant the interaction. The category mostly applied was asking question and English was language mostly used.

The types of students’ talk that happened in English class interactions that use the IB curriculum is students' talk initiative. The total number of utterances is 34. The interaction between teacher and learner this supported what Pratama (2015) in his research found, the interaction between teacher and learner absolutely interactive. They use aspects of interaction in student talk in class. While the findings related to patterns of class interaction are teacher and student, student and another student, and teacher and student interaction. With the type of interaction that is owned by students, students can develop hidden potential and provide space for students to explore the potential they have because, with confidence, they assume that they have abilities. This is in line with the goal of the IB curriculum, which is to encourage every student to have global insight, creativity, and develop emotions, intellect, and social skills. This curriculum can also contribute positively to the environment, culture, and world peace.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the conclusion of the research and suggestion from the researcher are presenting as follows:

A. Conclusions

After describing and analyzing the data, the researcher can draw a conclusion about the types of students' talks. It can be concluded that during the teaching and learning process in the English class that uses IB, the curriculum goes well. In interacting, students use student speech such as student talk responses, student initiation responses, and sometimes silence. Interaction in the classroom generally goes well, meaning that the roles of the teacher and the students are carried out in a collaborative way to build interactive conditions in class interactions. The researcher also found some representative results in this study, namely about the types of students' talk and the interaction between teacher and students in English classroom interaction using the IB curriculum at SMP Al Firdaus Surakarta in the academic year 2022-2023, as follow:

1. Students' talk in class is the initiation of special students' talk. Expressing their own ideas based on their knowledge.
2. The interaction between teacher and students in English class using the IB curriculum is really interactive, they make good interactions with one another.

B. Suggestions

After the researcher draws the conclusion of this research, the researcher presents the suggestion for the teacher, the students, and the next researcher.

- a. For English teachers who hold the teaching and learning process in the classroom important. The teacher must know a lot about the needs of the students because the teacher can be a strong motivator for them.
- b. Students must be accustomed to speaking English. They can start by using English in their daily lives.
- c. For future researchers, learning to talk to students in class interactions that use the international curriculum or the national curriculum can be extended by conducting research on different content and matters. Furthermore, researchers can investigate teachers or students who are used based on gender, education, or social status.

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Appendices

APPENDIX 2**PEDOMAN INTERVIEW**

1. Bisakah Bapak menjelaskan kegiatan apa yang selalu Bapak lakukan dalam interaksi kelas menggunakan kurikulum IB?
2. Siswa mengungkapkan idenya dengan benar, apakah ada metode pengajaran yang digunakan untuk membuat mereka lebih memahami pelajaran?
3. Apakah Bapak selalu menerjemahkan bahasa Inggris ke Bahasa Indonesia?
4. Dengan kurikulum yang digunakan, sejauh mana siswa diharuskan berbicara bahasa Inggris saat berinteraksi di kelas?
5. Berapa persen Bapak berbicara di kelas? dan bagaimana menurut bapak interaksi di kelas?
6. Saya menemukan siswa mampu menjawab pertanyaan dan juga memberikan pendapat pribadi mereka, apakah Bapak memberikan pelatihan kepada mereka sebelumnya?
7. Jenis pertanyaan apa yang selalu Bapak berikan kepada siswa Bapak, pertanyaan tertutup atau terbuka?
8. Siswa cenderung menjawab pertanyaan dengan singkat ketika Bapak meminta mereka untuk menghasilkan respons pembicaraan siswa, apa alasannya?
9. Apa tanggapan Bapak terhadap siswa yang tidak dapat menjawab pertanyaan Bapak?
10. Dari kurikulum IB ini, apakah kurikulum ini menurut bapak mempunyai kekurangan Ketika diterapka di SMP Al Firdaus khususnya kelas 9 dalam interaksi belajar mengajar Bahasa Inggris?

INTERVIEW GUIDELINES

1. Can you explain what activities you always do in class interaction using the IB curriculum?
2. Students express their ideas correctly, are there teaching methods used to make them understand the lesson better?
3. Do you always translate English into Indonesian?
4. With the curriculum used, to what extent are students required to speak English when interacting in class?
5. What percentage of you spoke in class? and what do you think about the interaction in class?
6. I found students able to answer questions and also give their personal opinions, did you train them beforehand?
7. What type of questions do you always give your students, closed or open questions?
8. Students tend to answer questions briefly when you ask them to produce student speech responses, what is the reason?
9. What is your response to students who cannot answer your question?
10. From this IB curriculum, according to you, does this curriculum have any drawbacks when it is implemented at Al Firdaus Middle School, especially in grade 9 in English teaching and learning interactions?

APPENDIX 3

TRANSCRIPT OF TEACHER INTERVIEW

Informant : Mr. Danang Catur Satrianto, S.Pd

Day/Date : Wednesday, 13th April 2023

Time : 12.00–13.00

Place : School

Purpose : Collected the data about the students' talk in the classroom interaction and the classroom activities in English classroom interaction using IB curriculum in the ninth-grade students of SMP Al Firdaus Surakarta in the Academic Year 2022-2023.

Pertanyaan	Jawaban
Bisakah Bapak menjelaskan kegiatan apa yang selalu Bapak lakukan dalam interaksi kelas yang menggunakan kurikulum IB?	Jadi di dalam kurikulum inikan mengusung pembelajaran yang humanis, diskriminasi untuk menciptakan perdamaian yang ada dimulai dari sekolah. Maka Pendidikan di Al Firdaus pun kita sekolahnya adalah inklusi, karena IB dan inklusi ini mempunyai kesamaan jadinya tidak ada perbedaan antara proses pembelajaran, baik sekolah regular maupun yang berkebutuhan khusus semuanya dapat belajar Bersama di dalam kelas. Namun, tetap kita batasi ada kuota tertentu untuk siswa berkebutuhan khusus berapa persen dan yang regular berapa persen, tujuannya adalah yang regular bisa berempati dengan anak berkebutuhan khusus, dan anak yang berkebutuhan khusus merasa tidak minder dalam apa yang dia miliki dengan implementasinya kita mulai dengan saling menghormati bahwa setiap manusia itu memiliki kekurangan, kita belajar memanusiakan manusia melalui Pendidikan agar bisa tumbu dan berkembang sesuai dengan bakatnya.
Siswa mengungkapkan idenya dengan benar, apakah ada metode pengajaran yang digunakan untuk membuat mereka lebih memahami pelajaran?	Untuk membuat anak itu bisa merasa senang ketika belajar jadi hal pertama yang saya lakukan adalah melakukan diagnosis assessment. Melalui itu nantinya saya akan mengetahui bagaimana kemampuan anak sejauh mana. Diagnosis assessment yang dimaksud disini adalah diagnosis yang tidak bersifat kaku, misalnya dengan cara

	<p>mengajak bicara santai terlebih dahulu setelah itu nanti Ketika mengetahui diagnosisnya saya langsung mempraktekkannya. Untuk menstimulus anak berbicara saya lebih cenderung untuk mengkaitkan materi dengan berdasarkan pengetahuan mereka yang sebelumnya, jadi dengan mereka yang sudah mempunyai pengetahuan sebelumnya maka siswa akan lebih mudah dalam memahami meaningnya dan pengetahuan sebelumnya atau biasanya disebut student pray knowledge. Dengan begitu anak akan lebih muda dan senang untuk belajar, misalkan mereka senang dengan music, maka nanti saya akan mengarakannya ke music, memang cara anak belajar itu berbeda-beda.</p>
<p>Apakah Bapak selalu menerjemahkan bahasa Inggris ke Bahasa Indonesia?</p>	<p>Oh tidak, biasanya kalau mengajar di kelas hampir full English. Tetapi karena sekolahnya ada yang inklusi saya tetap menjelaskan ke dalam Bahasa Indonesia tetapi tidak dalam forum seperti didepan kelas melainkan saya sendiri yang mengampirinya dan menanyakan apa yang mereka belum pahami, karekan terkadang ada anak yang malu kalau bertanya di depan umum. Dalam mengajar selalu saya usahakan untuk menggunakan Bahasa Inggris karena kita menggunakan ib kurikulum yang mana kata pengantarnya itu Bahasa Inggris dan anak-anak akan terbiasa menggunakan Bahasa Inggris.</p>
<p>Dengan kurikulum yang digunakan, sejauh mana siswa diharuskan berbicara bahasa Inggris saat berinteraksi di kelas?</p>	<p>Kalau dikelas untuk anak-anak yang regular telah disepakati Ketika mereka bertanya diharuskan menggunakan Bahasa Inggris, tetapi Ketika berinteraksi dengan teman dan disana juga anak yang inklusi kita tetap membiarkan mereka berbicara dalam Bahasa Indonesia. Tapi yang jelas untuk pembelajaran kita usahakan untuk berbicara Bahasa Inggris, baik itu presentasi ataupun yang lain.</p>
<p>Berapa persen Bapak berbicara di kelas? Dan bagaimana menurut bapak interaksi di kelas?</p>	<p>Saya berbicara di kelas itu mungkin sekitar 50 persen, misalkan Ketika saya mengajarkan topik tentang vocabulary, maka setelah itu bagaimana anak supaya bisa berbicara sesuai dengan vocabulary yang mereka pahami. Untuk interaksinya sendiri, di kelas 9 ini anak-anaknya cukup aktif, dan mau untuk menjawab Ketika ditanya pendapatnya.</p>
<p>Saya menemukan siswa mampu menjawab pertanyaan dan juga memberikan pendapat pribadi mereka, apakah Bapak memberikan pelatihan kepada mereka sebelumnya?</p>	<p>Mungkin bentuknya bukan pelatihan tetapi lebih ke training berbentuk game yang saya kemas dengan menghubungkan materi. Sebagai contoh misalkan “for simple like this so today I invite you to come to my party and I have party at the time so, please bring me something and you explain why do you bring it, so your description consist of point, reason, example, and conclusion and must</p>

	<p>have four sentences”. Nah, dengan saya training seperti itu anak-anak mulai terbiasa dalam menjawab pertanyaan secara spontan dan sekaligus mereka tidak merasa kalau mereka sedang belajar.</p>
<p>Jenis pertanyaan apa yang selalu Bapak berikan kepada siswa Bapak, pertanyaan tertutup atau terbuka?</p>	<p>Kadang tertutup kadang terbuka. Pertanyaan terbuka misalnya “what your hobby and why you like it?” atau nanti ada sebuah pertanyaan yang memang harus dijawab Bersama-sama. Kalau untuk pertanyaan yang tertutup, karena kelas kita inklusif mungkin nanti ada anak yang advance, na mungkin nanti saya akan memberikan pertanyaan yang tertutup berdasarkan kemampuan siswa, pertanyaannya lebih detail.</p>
<p>Siswa cenderung menjawab pertanyaan dengan singkat ketika Bapak meminta mereka untuk menghasilkan respons pembicaraan siswa, apa alasannya?</p>	<p>Alasannya berbagai factor, misalnya anaknya sudah familiar dengan pertanyaan saya, terus yang kedua adalah practise dengan metode yang saya sampaikan kepada anak-anak. Terus ada sebagian dari anak juga terkadang tidak suka menulis dan mereka lebih memilih menjawab. Sekitar 30 persen mereka cenderung cepat menjawab.</p>
<p>Apa tanggapan Bapak terhadap siswa yang tidak dapat menjawab pertanyaan atau diam Ketika ditanya?</p>	<p>Saya pikir Ketika mereka diam itu kan ada alasannya juga mungkin karena mereka malu, tidak paham, atau sebenarnya males dengan pembelajaran Bahasa Inggris. Tapi dengan begitu saya mungkin bisa langsung mengetahui permasalahan mereka. Na untuk kelas 9 sendiri mereka cenderung aktif walaupun pronouciation nya kalau mau dibandingkan dengan kelas 8 bagus kelas 8, tapi mereka lebih aktif dan pemahaman vocabulary mereka lebih banyak.</p>
<p>Dari kurikulum IB ini, apakah kurikulum ini menurut bapak mempunyai kekurangan Ketika diterapkan di SMP Al Firdaus khususnya kelas 9 dalam interaksi belajar mengajar Bahasa Inggris?</p>	<p>Tetap ada kelebihan dan kekurangannya, kekurangannya adalah Ketika kita sepenuhnya ingin mengikuti ib itu kan sepenuhnya menggunakan Bahasa Inggris tetapi disini belum bisa. Na itu kekurangannya, maka dari itu juga sebagai guru itu menjadi tantangan yang harus menyesuaikan dengan kurikulum ib.</p> <p>Untuk kekurangan yang lain mungkin dari system penilaiannya, karenakan kalau di ib itu system penilaiannya 1-8 sedangkan penilaian kita kan biasanya 1-100 atau 1-10. Dengan scoring tersebut anak-anak merasa tidak familiar karena tidak sesuai dengan penilaian nasional. Misal saya memberikan nilai 5 pada anak tapi nak tersebut tidak merasa puas, padahal 5 dalam skala penilaian ib itu sudah bagus.</p>

TRANSCRIPT OF TEACHER INTERVIEW

Informant : Mr. Danang Catur Satrianto, S.Pd

Day/Date : Wednesday, 13th April 2023

Time : 12.00–13.00

Place : School

Purpose : Collected the data about the students' talk in the classroom interaction and the classroom activities in English classroom interaction using IB curriculum in the ninth-grade students of SMP Al Firdaus Surakarta in the Academic Year 2022-2023.

Questions	Answers
Can you explain what activities you always do in class interaction using the IB curriculum?	This curriculum will carry humanist learning, and care to create peace starting from school. Al Firdaus is an inclusive school, because IB and inclusion have similarities so there is no difference between the learning process, both regular schools and those with special needs can all learn together in class. However, we still limit that there is a certain quota for students with special needs what percentage and what percentage is normal, the goal is that those who are used to being able to empathize with children with special needs, and children with special needs feel not inferior in what they have with the application we start with each other respecting that every human being has flaws, we learn to humanize humans through education so that they can grow and develop according to their talents.
Students express their ideas correctly, are there teaching methods used to make them understand the lesson better?	To make children feel happy while learning, the first thing I do is do a diagnostic assessment. Through that later I will know the extent of the child's abilities. The diagnostic assessment referred to here is a diagnosis that is not rigid, for example by speaking casually first and then. When I learned the diagnosis, I immediately put it into practice. To stimulate children to speak, I tend to relate material based on their previous knowledge, so that with those who already have prior knowledge it will be easier for students to understand the meaning and

	<p>their previous knowledge or what is commonly called the science of student prayer. That way the children will be younger and enjoy learning, for example, they like music, so later I will direct them to music, indeed the way children learn is different.</p>
<p>Do you always translate English into Indonesian?</p>	<p>No, usually when teaching a nearly full English class. But because this school is inclusive, I still explain in Indonesian but not in forums like in front of the class. Instead, I approach them myself and ask what they don't understand because sometimes children are embarrassed to ask in public. In teaching I always try to use English because we use the IB curriculum where the introduction is English and the children will get used to using English.</p>
<p>With the curriculum used, to what extent are students required to speak English when interacting in class?</p>	<p>If in class for regular children it has been agreed when they ask to be asked to use English, but when interacting with friends and there also the children including us still let them speak in Indonesian. But what is clear for learning is that we try to speak English, be it presentations or anything else.</p>
<p>What percentage of you spoke in class? and what do you think about the interaction in class?</p>	<p>I speak about 50% of the class, for example, when I teach a topic about vocabulary, then how can children speak according to the vocabulary they understand. As for the interactions themselves, in grade 9 the children are quite active, and are willing to answer when asked for their opinion.</p>
<p>I found students able to answer questions and also give their personal opinions, did you train them beforehand?</p>	<p>Maybe the form is not training but more in the form of game training that I pack by linking the material. For example, say "For a simple like this so today I invite you to come to my party and I have a party at the time, please bring me something and you explain why you brought it, so your description consists of points, reasons, examples, and conclusion and must have four sentences". So, with training like that, the children are getting used to answering questions, and at the same time, they don't feel that they are learning.</p>
<p>What type of questions do you always give your students, closed or open questions?</p>	<p>Sometimes closed sometimes open. Open questions such as "What is your hobby and why do you like it?" or later there is a question that must be answered together. As for closed questions, because our class is inclusive maybe later there will be advanced students, so maybe later I will give closed questions based on student abilities, the questions are more detailed.</p>
<p>Students tend to answer questions briefly when you ask</p>	<p>The reasons are various factors, for example, if the child is familiar with my questions, then the second is practice</p>

<p>them to produce student speech responses, what is the reason?</p>	<p>with the method that I convey to the children. Then there are some of the children who sometimes don't like to write and they prefer to answer. About 30% of them tend to answer quickly.</p>
<p>What is your response to students who cannot answer your question?</p>	<p>I think when they are silent there will be something wrong too, maybe because they are shy, don't understand, or are actually men learning English. But that way I might be able to immediately know their problems. So, grade 9 themselves they tend to be active even though their pronunciation compared to grade 8 is good for grade 8, but they are more active and understand their vocabulary more.</p>
<p>From this IB curriculum, according to you, does this curriculum have any drawbacks when it is implemented at Al Firdaus Middle School, especially in grade 9 in English teaching and learning interactions?</p>	<p>There are still advantages and disadvantages. The disadvantage is that when we fully want to take part in the IB, we fully use English, but we can't do it here. So that's a drawback, therefore as a teacher, it's also a challenge that you have to adapt to the IB curriculum.</p> <p>Other shortcomings, maybe from the scoring system. Because in IB the rating system is 1-8 while our assessment is usually 1-100 or 1-10. With this scoring, children feel unfamiliar because it is not in accordance with the national assessment. For example, I give a value of 5 to the child but the child is not satisfied, even though 5 on the mother's rating scale is already good.</p>

APPENDIX 4**TRANSCRIPTION OF OBSERVATION 1**

Day/Date : Monday, 27th March 2023

Time : 10.30–11.20

Class/Learning Group : IX A

Students : Good Morning sir

Teacher : Good Morning,

Teacher : Assalamualaikum Wr Wb

Students : Waalaikumussalam Wr Wb

Teacher : Hello everyone, how are today?

Students : I am fine sir and how about you sir?

Teacher : Yeah, I am happy today and I hope all of you here good and happiness. And now are you ready study English?

Students : Ready

Teacher : for ready, I want to chek the attendance please

Teacher : (Check student attendance)

Teacher : Well, let beginning our meeting today with saying Bismillah together

Students : Bismillahirohmanirohim

Teacher : Well, are you ready to study English?

Students : Ready (1)

Teacher : So, today we have new material but I will share the video for the beginning the discussion today.

Students : (confusion and watching the video) (3.2)

- Teacher : After you watching the video, what you see in the video? raise you hand please!! Caca please answer
- Student : I see the boy, people, and mobile phone (2)
- Teacher : That good. Any other opinion?
- Student : "Social Media" (2)
- Teacher : That good. And what do you think about the video?
- Student : I think the boy is watching mobile phone (2)
- Teacher : After watching the video, we are Discuss about the material today, talking about asking and giving opinion. The goal is we can ask people about poin of view on something. And you can also share your opinion for this. And can you share about the meaning asking and giving opinion in Indonesia? rise your hand please!
- Student : I think the meaning is "Memberi dan meminta pendapat" (2)
- Teacher : So, we have some experience asking and giving opinion and now, please repeat after me. "What do you think about"
- Students : What do you think about
- Teacher : "Any comment"
- Students : Any comment
- Teacher : "Do you have opinion about..."
- Students : Do you have opinion about
- Teacher : "How do you feel about"
- Students : How do you feel about
- Teacher : "I need the opinion about
- Students : I need the opinion about
- Teacher : " What is your opinion "

- Students : What is your opinion
- Teacher : And this are the expression giving opinion. Please repeat after me. "In my opinion I think that"
- Students : In my opinion I think that
- Teacher : "Well, I think"
- Students : Well, I think
- Teacher : "I great"
- Students : I great
- Teacher : "My opinion"
- Students : My opinion
- Teacher : please Ade, repeat after me. "I think"
- Student : I think
- Teacher : Oke, thank you.
- Teacher : And now, I want to make you understand about expressing asking and giving opinion. I want to share the video
- Students : (Watching the video)
- Teacher : I hope before watching the video, you can a play and use asking and giving opinion and now time for you to practise. And I have the templet "see, think, and wonder"
- Teacher : See explain what do you see in the picture
Think explain what do you think is going on the picture
Wonder explain what does it make you wonder
- Teacher : Is it clear for you, and now I going to invite you to ten group, it group consists two student. Let see in you book and please join on you group right now.
- Students : Oke sir (1)

- Students : (Discussion)
- Teacher : Hello attention please, time is up, please submit you work and that choose one of picture and presented in our class.
- Student : Assalamualaikum wr wb,
In this picture we see the mobile game phone
I think mobile game phone are games that are currently being played by many young people such as mobile legend, Free Fire, and PUBG Mobile
why are so many young people now addicted to playing games (2)
- Teacher : That wonderfull, thank you and give a plus for your friend
- Student : (give a plus)
- Student : I see the Indomie noodle
I think indomie is a noodle that is very tasty and very famous in Indonesia
Why do so many people like noodles while noodles are actually not good for health (2)
- Teacher : Oke good, have a sit
- Student : I see a dirty beach, a lot of rubbish, and some ships
I think the beach is dirty because there is a lot of rubbish. But I still find some ships there
I wonder why people do not care about the environment and do not manage rubbish well (2)
- Teacher : Enough? Oke, thank you student for your presentation
- Student : We learn about asking and giving opinion, and practise asking and giving opinion (2)
- Teacher : Oke good, and I hope we can practise the material at your home with your friends and your parents. Any question?

Students : No sir (1)

Teacher : There is no. Oke thank you for your come in this class, let's say "Hamdala
"together

Students : Alhamdulillahirabbilalami

Teacher : Wasallamualaikum wr wb

Student : Waalaikumussalam Wr Wb

Notes:

No.	Student Talk	Codes	Notes
1.	Student Talk response	1	Student response to teacher
2.	Student Talk initiation	2	Expressing own ide
3.	Student Talk silence or confusion	3.1	Pause
		3.2	Confusion with communication

TRANSCRIPTION OF OBSERVATION 2

Day/Date : Thursday, 06th April 2023

Time : 10.30–11.20

Class/Learning Group : IX A

Teacher : Bismillahirrahmanirahim, Assalamualaikum Wr wb.

Students : Waalaikumussalam Wr wb

Teacher : Good Morning everyone

Students : Good Morning sir

Teacher : How are you today?

Students : I am fine

Teacher : I hope all of you here fine and happy, today we have new topic but before I want to check the attendance first. You ready study English?

Students : Ready (1)

Teacher : (Check student attendance)

Teacher : So, I have the question. "They are two mother and two Daughter in the car".

My question is, how many people in the car? How many people in the car caca?

Student : (silent) (3.1)

Teacher : Oke, how many people in the car?

Student : I think there are three people in the car (2)

Teacher : Nice

Student : I think there are four people in the car (2)

- Teacher : There are two Opinion about how many people in the car? Ana answer there are three people in the car and Imam answer there are four people in the car. I think there are three people in the car, let we check
- Teacher : (teacher explain the story)
- Teacher : Oke, we have new topic. The topic is discussing what are you doing
- Teacher : Do you know what the meaning of "what are you doing"
- Student : The meaning is "apa yang sedang kamu lakukan"(2)
- Teacher : Oke right. I hope after we learn this topic you can ask and describe what who are doing and what the people doing. For example like this "hai mom, what are you doing here", I " am waiting for my mom, what about you", "I am waiting for my friend". So this is for example, you get it?
- Student : Get it sir (1)
- Teacher : Oke, to make you understand better about the topic I will show you a slide
- Teacher : (explain the topic with slide)
- Teacher : You get it?
- Student : Yes sir (1)
- Teacher : And now I have a picture. Well, look at the picture hopefully and try to describe what he is doing. I think we will some decription, it's oke because everyone has a different perspective.
- Teacher : Oke, are you ready?
- Students : Ready sir (1)
- Teacher : Oke, please describe what is the picture. Rise your hand please!
- Student : I think he is having breakfast at home (2)
- Teacher : Nice, any other answer?
- Student : In my opinion he is having lunch at home (2)

- Teacher : Any other answer?
- Student : He is having dinner at home (2)
- Teacher : Any other answer?
- Student : In my opinion, he is drinking a cup coffee at home (2)
- Teacher : Nice, oke the last answer?
- Student : I think he is enjoying a cup of tea before going to work (2)
- Teacher : Oke, one picture have some description. And now I am going to give you vocabularies, and please repeat after me!
- Teacher : Accept (Accepting)
- Students : Accept (Accepting)
- Teacher : Add (Adding)
- Students : Add (Adding)
- Teacher : Believe (Believing)
- Students : Believe (Believing)
- Teacher : Eat (eating)
- Students : Eat (eating)
- Teacher : Borrow (borrowing)
- Students : Borrow (borrowing)
- Teacher : Oke nice. From this vocabulary which one you do not the meaning?
- Student : What the meaning of push (2)
- Teacher : Oke, push is like this (demonstrate) "I am pushing the table, you get it?"
- Student : Yes, sir (1)
- Teacher : So, it's time for you to practise and I have some picture and please describe the picture in your paper and after that you present the picture, it's so clear for you?
- Students : Clear sir (1)

- Teacher : Oke
- Students : (work on assignments)
- Teacher : Time is up, picture no 1
- Student : (rise hand)
- Teacher : Oke habib,
- Student : He is Listening the Music (2)
- Student : I think He is listening the Music at home (2)
- Teacher : Nice, thank you Aldi and now picture no 2
- Student : I think he is repairing the car in the repair (2)
- Teacher : Any other answer?
- Student : I think he is repairing his car on the street (2)
- Teacher : Oke, go to no 3
- Student : He is Caring with his friend (2)
- Student : I think he is loving you (2)
- Teacher : Oke, no 4
- Student : I think they are borrowing the book at library (2)
- Teacher : And now, let's practice the dialog about "what are doing"
- Teacher : Please read the slide Fiza and Riza
- Students : (reading tha slide)
- Teacher : Oke thank you student
- The last I have a question, who know what our lesson will be about today
- Student : We learn about what are doing (2)
- Teacher : Good, and I hope after this you can practise this method at your home, when you look at the picture try to describe with English. Oke thank you for today.
- The last I say Wassalamualaikum Wr wb

Student : Waalaikumussalam Wr wb

Notes:

No.	Student Talk	Codes	Notes
1.	Student Talk response	1	Student response to teacher
2.	Student Talk initiation	2	Expressing own ide
3.	Student Talk silence or confusion	3.1	Pause
		3.2	Confusion with communication

TRANSCRIPTION OF OBSERVATION 3

Day/Date : Monday, 10th April 2023

Time : 10.30–11.20

Class/Learning : IX A

Teacher : Assalamualaikum wr wb

Students : Waalaikumussalam wr wb

Teacher : Hello everyone, how are you today?

Students : Yes, I am fine sir

Teacher : April, why you wear the jacket, are you oke?

Student : Sorry sir, I am sick

Teacher : I hope you past recovery April, and let me check the attendance first

Teacher : (Check student attendance)

Teacher : Are you ready to study English?

Students : Ready sir (1)

Teacher : Oke, if you ready let saying basmalah together

Students : Bismillahirrahmanirahim

Teacher : students, today come the new material it a listening class. The goal you can make conversation with your friend, you can make spontaneous conversation with your friend, so your conversation become nature. You get it?

Students : Get it sir (1)

Teacher : Oke, I will show you a video, please listen the audio!

Students : (waching the video)

Teacher : it is clear for you?

- Students : yes sir (1)
- Teacher : Oke now, let we move the other video, please listen the audio!
- Students : Oke sir (1)
- Teacher : So, are you get the information in this video?
- Students : Yes sir (1)
- Teacher : Oke, how many speaker?
- Student : 2 Speaker (2)
- Teacher : And what face the Girl name?
- Student : Angelia (2)
- Teacher : Angelia oke, and how about the Boy name?
- Student : (pause) (3.1)
- Teacher : The boy never Mention the name. Let's listen the other video
- Student : (waching video)
- Teacher : Oke the next question, where is the boy working? Does the boy like the job?
Give you and why reason
- Student : (raise hand)
- Teacher : Oke Caca
- Student : He is working in victory but he does not like this job, because he want to
work in office but he need money (2)
- Teacher : woowoow, that wonderful Caca. Oke the next questionquestion, what is the
Girl name? and were does the girl work? rise your hand please!
- Student : (raise hand)
- Teacher : Oke Sabrina
- Student : The Girl name is Emily, she work in hospital and she is the doctor (2)
- Teacher : Yes, that wonderful Sabrina. The next question, where is Emily from?

- Student : (raise hand)
- Teacher : Ya Rafi
- Student : He is from Hawai (2)
- Teacher : Oke that right. The next question, does Emily like job?
- Student : (raise hand)
- Teacher : Yes Kibbi
- Student : Yes she does, she like working in hospital. (2)
- Teacher : Wow, that wonderful.
- Teacher : Well student, we go the next session. So I am kind to play a song and your task is you write the key word. Kalian bisa menuliskan kata atau kalimat yang kalian dengar. Nanti kita bahas
- Student : (Listening Music)
- Teacher : Oke, it's good for you. The next session is to discussion, please rise your hand if you want share your answer
- Teacher : Yes Kibbi
- Student : "My Dream" (2)
- Teacher : That good, next.
- Teacher : Yes Rafi
- Student : "I saw to see" (2)
- Teacher : The other answer? Yes Caca
- Student : "A song to see" (2)
- Teacher : So there are two answer, the first "I saw to see" and the second "A song to see" Which one correct? Let chek the song
- Teacher : The correct answer is "A song to see"
- Teacher : (continue play a song)

- Student : (raise hand)
- Teacher : Yes Sabrina
- Student : “I believe in Angel” (2)
- Teacher : Oke, that good Kibbi
- Teacher : So, what is the moral value in this song
- Student : We must have our dream in the life, so we have big power in our life (2)
- Teacher : Oke, that good Caca
- Teacher : So, oke guys today we have learn some material, do you still remember what we have learn today?
- Student : Learn some acquisition and listen to song (2)
- Teacher : We have learn some acquisition and listen to song this is way to practise our speaking and listening skill, so we can improve speaking and listening skill and after this I hope you can practise this method in your home and listen favorite song
- Teacher : Oke, I think enough that all for me, Wassalamamualaikum wr wb
- Students : Waalaikumussalam wr wb

Notes:

No.	Student Talk	Codes	Notes
1.	Student Talk response	1	Student response to teacher
2.	Student Talk initiation	2	Expressing own ide
3.	Student Talk silence or confusion	3.1	Pause
		3.2	Confusion with communication

APPENDIX 5**THE FIRST MEETING OBSERVATION**

Teacher name : Mr. Danang Catur Satrianto, S.Pd
Day/Date : Monday, 27th Marc 2023
Time : 10.30–11.20
Class/Learning : IX A
Material : Asking and Giving Opinion.





At the beginning of learning the teacher asks about students' readiness to learn and tells them the new material to be learned. However, before the material was delivered the teacher showed a video and asked students to observe what they saw in the video. After the video was finished the teacher called the name of one of the students to ask what he saw in the video. Then, other students also convey what they see in the video. After that, the teacher conveys material about "asking and giving opinion" and asks students what they know about the material. The teacher conveys several expressions in asking and giving opinion and reads them together in class. After that, the teacher gives students a video for them to observe and be able to apply the material they have learned. Students are divided into several groups to discuss together the assignments given. When finished, they presented what they discussed earlier which applied "asking and giving opinion".

THE SECOUND MEETING OBSERVATION

Teacher name : Mr. Danang Catur Satrianto, S.Pd
Day/Date : Thursday, 06th April 2023
Time : 10.30–11.20
Class/Learning Group : IX A
Material : What are You Doing





At the beginning of learning the teacher gave story questions that were answered by several students, but the answers from them were different. The teacher discusses the question and tells the correct answer. After that, the teacher tells the topic to be studied, namely "What are you doing". The teacher asks students what they know about the material. Then, the teacher displays several pictures and asks students to give their opinion about what happened to the pictures. The students were very excited to answer. After that, they learn new vocabulary from the lessons they get. students learn how to read and the meaning of the vocabulary.

THE THRID MEETING OBSERVATION

Teacher name : Mr. Danang Catur Satrianto, S.Pd
Day/Date : Monday, 10th April 2023
Time : 10.30–11.20
Class/Learning : IX A
Material : listening





At the beginning of learning the teacher immediately tells students about the material to be studied. The teacher also conveys the meaning of the material. After that, the teacher immediately showed several videos and asked several questions to students regarding something in the video. The teacher calls the names of students to answer questions and students can answer them. After that, the teacher also plays music and asks students to listen and record what they hear. There are two different answers from students, then the teacher discusses by playing music to find out the correct answer. Furthermore, the teacher ends the lesson by giving a message to students to always remember what they have learned.

APPENDIX 6**INTERVIEW WITH THE TEACHER**

Informant : Mr. Danang Catur Satrianto, S.Pd

Day/Date : Wednesday, 13th April 2023

Time : 12.00–13.00

Place : School

Purpose : Collected the data about the students' talk in the classroom interaction and the classroom activities in English classroom interaction using IB curriculum in the ninth-grade students of SMP Al Firdaus Surakarta in the Academic Year 2022-2023.



MYP Unit Planner

Teacher(s)	Danang Catur Satrianto, S. Pd	Subject group and discipline	English
Unit title	Reporting live	MYP year	3
		Unit duration	3 meeting

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (2-3)	Global context (1)
Creativity	Form, context and point of view	Global Context: Personal and Cultural Expression Exploration: Exploration: Products and critical literacy

Statement of inquiry :

SO1: : A Report text can form a person's perspective that influences personal and creativity in a certain context

Different representations make it easier to understand and analyze relationship

Inquiry questions

Factual— What do you usually do before delivering a story / news?

Conceptual— How does a reporter prepare her/his performance?

Debatable— Why does a reporter must do good preparation before delivering news?

Objectives

Objective D :Using language in spoken and written form

In order to reach the aims of language acquisition, students should be able to:

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Summative assessment

Outline of summative assessment task(s)

including assessment criteria:

Goal: Reporting a news

Role: You are a reporter

Audience: Public

Situation: You are reporting news directly

Product: a report news

Specifications/ Criteria: Your project will be graded with criteria / strand D (Using language in spoken and written form)

Relationship between summative assessment task(s) and statement of inquiry:

The student will choose a model to present data that he/she thinks is easier to understand.

Approaches to learning (ATL)

Category Thinking (Cluster creative thinking)

Indicator- Use brainstorming and visuals to generate new ideas and questions.

Explicit Learning Experience- students will think about how the most appropriate way to convey information so that it is easily understood by all groups

Implicit Learning Experience- students must be able to convert data into its simplest form

Put it all together- Students improve thinking skills; they must use brainstorming and visuals to generate new ideas and problems by making the presentation the easiest to understand. (Creative thinking)

You may wish to plan a second objective strand (optional)

Objective and Strand:

Category Communication (Cluster Communication)

Indicator- Use a variety of speaking techniques to communicate with a variety of audiences

Explicit Learning Experience- students deliver the news obtained using the method previously selected

Implicit Learning Experience- students make their own presentation aids

Put it all together: students improve communication; they must use a variety of speaking techniques to communicate with a variety of audiences by delivering the story obtained using the method previously selected and make their presentation aids.

Action: Teaching and learning through inquiry

Content	Learning process
1. Discovery Learning 2. Analyzing 3. Delivering a news	Meeting 1 : Students learn about reporting live Meeting 2 : Students learn about news and compose and paraphrase a report text Meeting 3: Summative Assessment
	Formative Assessment: Students deliver report news.
	Differentiation Content : simple data conversion according to their respective abilities Process : play a role as a reporter Product : Report news
Resources	
Puchta, H and Stranks, J. 2017. English in Mind, second edition; <i>Special Edition Student's Book 2</i> . Cambridgw: University Press	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students understand what kinds of news The students show goal of news text generally.	Students analyze and compose news by paying attention to the use of paraphrasing a report text.	Students can deliver news based on their perspective and creativity.

