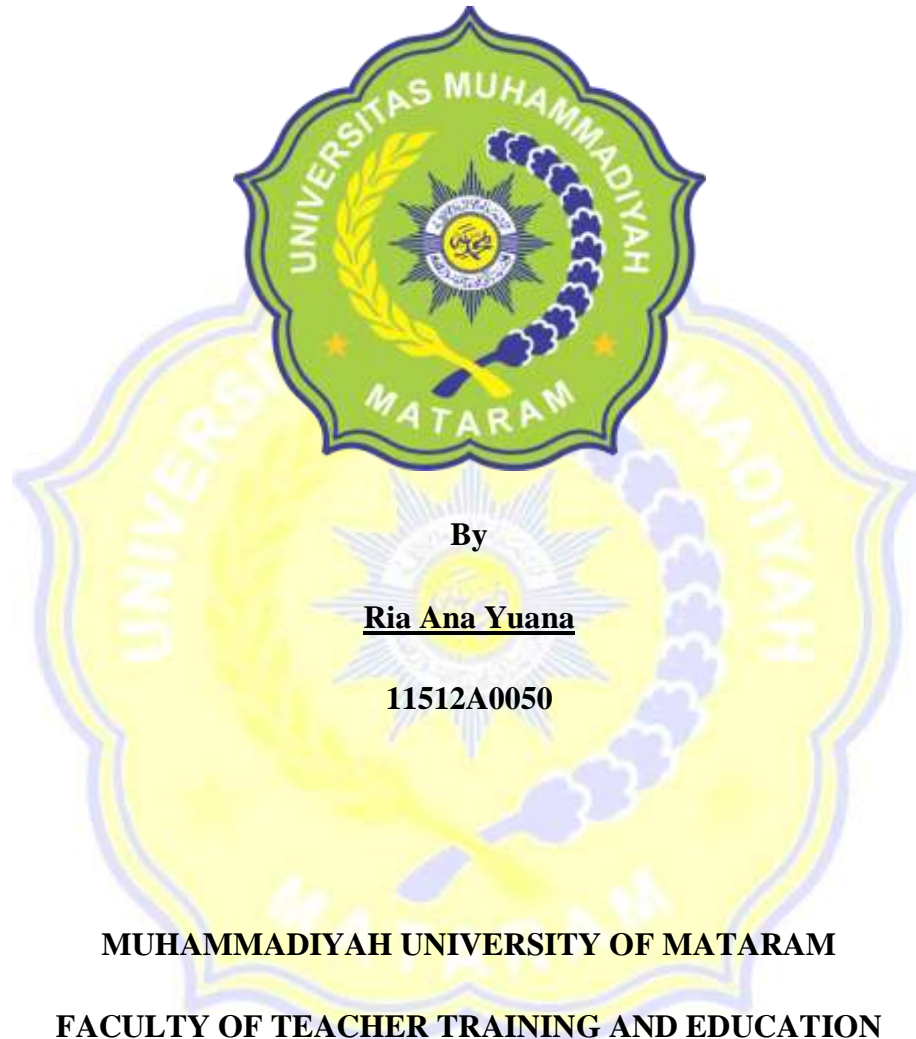


**STUDENTS CLASSROOM INTERACTION AT THE  
SEVENTH GRADE OF SMP N 2 GUNUNGSARI  
IN ACADEMIC YEAR 2019/2020**



**By**

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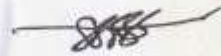
**2020**

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IN ACADEMIC YEAR 2019/2020

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I certify that the thesis entitled "Students Classroom Interaction at the Seventh Grade of SMP N 2 Gunungsari in Academic Year 2020/2021" and presented as a partial fulfillment of the requirement for bachelor degree is my own work, except where otherwise acknowledged and this thesis has not been submitted for the higher degree to any other university or institute.





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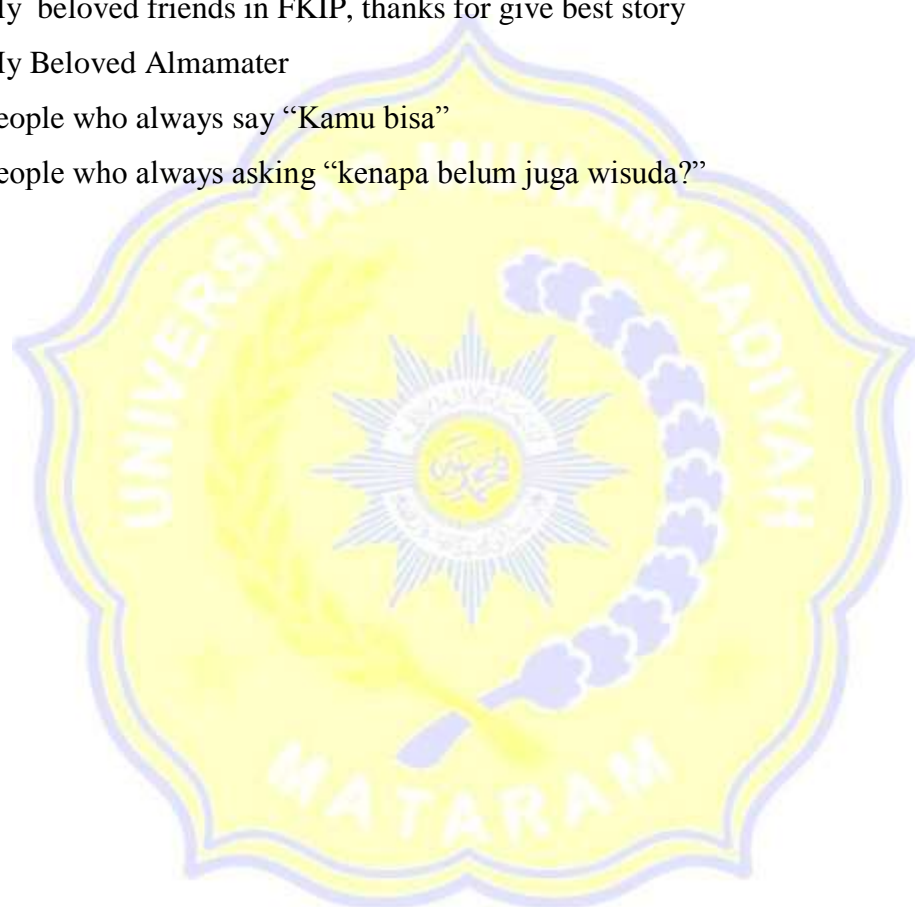
## MOTTO

**“Don’t wait. There will never be a right time.”**



## DEDICATION

1. This thesis dedicated to;
2. My Beloved parents, Nurdin St.Baadiah. The miracle in my life
3. My Beloved Sister Dwi Aryanti Kibo
4. All Lecturer, thanks for educated me during study in this collage
5. My beloved friends in FKIP, thanks for give best story
6. My Beloved Almamater
7. People who always say “Kamu bisa”
8. People who always asking “kenapa belum juga wisuda?”





## ACKNOWLEDGEMENT

The first, In the name of Allah the most gracious, the most merciful. This thesis could be accomplished. Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and situation, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Mrs. Hj. Maemunah, M.Pd., the Dean of Faculty of Teachers Training and Education of Muhammadiyah University of Mataram.
2. Mrs. Hidayati, M. Hum, the Head of English Department Program
3. Mr. Dr. Lukman, M.Pd., the first consultant that who has educated supported, directed, and given the writer advice, suggestion, and recommendation for this graduating thesis from beginning until the end.
4. Mr. Ilham, M.Pd., BI., the second consultant that who has educated supported, directed, and given the writer advice, suggestion, and recommendation for this graduating thesis from beginning until the end.
5. All of the lecturers in English Department who had given the knowledge patiently.
6. All of the staff who has helped the writer in processing administration.
7. The head master, the English teacher, the second grade students' of SMP N 2 Gunung Sari and all of the teacher and staff, for their cooperation and all kindly given to me in doing this research.

Finally, this a research thesis is expected to be able to provide useful knowledge and information to the readers and the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Mataram, August 2020

The researcher

## ABSTRACT

**Ria Ana Yuana. 2021.** Students Classroom Interaction at the Seventh Grade of SMP N 2 Gunung Sari in Academic Year 2019/2020

The aims of this research are: 1) to find the type of classroom interaction use in teaching English language to young learners at the Seventh Grade in SMP N 2 Gunung Sari, and 2) to describe how the classroom interaction influence the students' talk. The population of this research at the Seventh Grade of SMP N 2 Gunung Sari in Academic Year 2020/2021. This research used a descriptive qualitative method. The data derived from some instruments: the observation, interview, note-taking, and checklist. The findings of the research showed that the interaction in the classroom is in two way communications; they are: 1) Teacher interaction, 2) students interaction. Teacher interaction can be seen from the teachers' activities such as dealing with feelings, praising, and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- interaction is reflected in students' specific and initiated responses, while student-students interaction appears in students' discussion or group work during teaching and learning process. It is recommended that further research to take another scope of classroom interaction such as on teacher type of question, teacher talk, student talk and many other to give more significant contribution to teaching and learning Language in classroom interaction.

***Keywords: Students and Classroom Interaction***

## ABSTRAK

**Ria Ana Yuana. 2020.** Students Classroom Interaction at the Seventh Grade of SMP N 2 GunungSari in Academic Year 2019/2010.

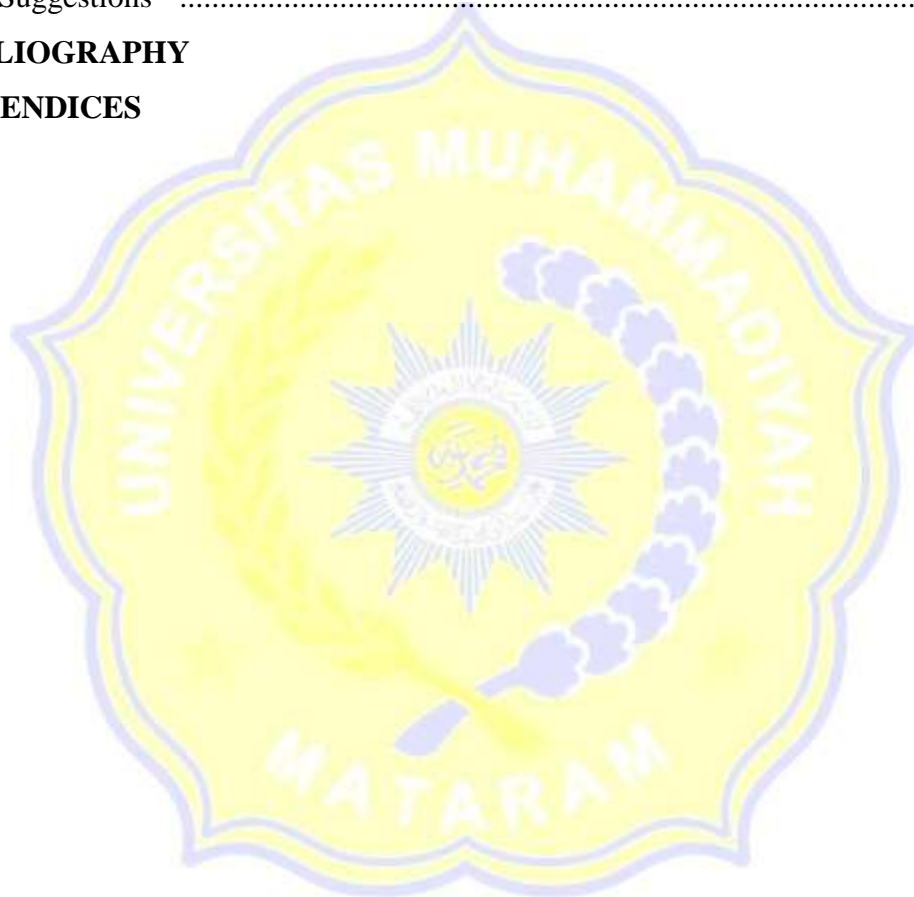
Tujuan dari penelitian ini adalah: untuk mengetahui jenis interaksi kelas yang digunakan dalam pembelajaran bahasa Inggris pada siswa kelas VIII di SMP N 2 GunungSari ,dan untuk mendeskripsikan bagaimana interaksi kelas mempengaruhi siswa dalam berbicara. Populasi penelitian ini adalah siswa kelas VII SMP N 2 GunungSari Tahun Ajaran 2019/2020. Penelitian ini menggunakan metode kualitatif deskriptif. Data di peroleh dari beberapa instrumen yaitu: observasi, wawancara, pencatatan, dan cheklist. Hasil penelitian menunjukkan bahwa interaksi di dalam kelas adalah komunikasi dua arah; Yaitu: Interaksi guru, interaksi siswa. Interaksi guru dapat dilihat dari aktivitas guru seperti menghadapi perasaan, memuji dan menyemangati, menerima atau menggunakan gagasan siswa, bertanya, memberi informasi, memberiarahan dan mengkritik siswa. Interaksi siswa tercermin dalam respons pesifik dan inisiatif siswa, sedangkan interaksi siswa-siswa muncul dalam diskusi siswa atau kerja kelompok selama proses belajar mengajar. Disarankan agar penelitian lebih lanjut mengambil ruang lingkup lain dari interaksi kelas seperti jenis pertanyaan guru, pembicaraan guru, pembicaraan siswa dan banyak lagi untuk memberikan kontribusi yang lebih signifikan dalam pembelajaran bahas adalah interaksi kelas.

***Kata kunci: Students and Classroom Interaction***

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of Study

In the field of education (especially in the teaching process), in each field, space and time (including the field of education) and the environment and other creatures perform human natural behaviors called interaction. Interaction in the classroom covers the teaching communication defined as classroom interaction.

Classroom interaction is of great significance in the teaching process, because it determines the success of the teaching process and improves students' language ability and academic performance. In the teaching process, interaction mainly occurs between teachers and students, and both are the main components of interaction.

There are other interactions between a student and another student, students and materials, and the main components of the teaching process (teachers and students), and have auxiliary components of the teaching process, such as materials, space, time, teaching and learning facilities, and understanding The media, the school environment, and the environment around the school. One of the interactions in the teaching process occurs in the English teaching process of seventh grade.

As with other teaching processes, in the process of English teaching, interaction is one of the factors that support students' academic performance. As we all know, the interaction between teachers and students, between teachers and students, between students and students, and between students and teaching materials will affect students' learning activities and teachers' teaching activities. During high-quality interaction, an effective English teaching process is likely to occur. Such an English teaching process can improve the quality of students' academic performance.

Other researchers have conducted some studies on classroom interaction, with different focus and results. The author draws the results of

previous research from different points and results, but is still studying classroom interaction. A study by Herawati (2013) observed classroom interaction in the third semester of oral English classes at Muhammadiyah University in Surakarta. The results show that there are four interactions in the oral class, namely teacher-student, teacher-student, student-teacher and student-student. The main type of classroom interaction is teacher-student interaction (42%). A study by Shin (2017) observed dominant interactions in the classroom. The two interactions Xiao discovered were teacher dialogue and student dialogue.

The results show that teacher lectures are the dominant role in the classroom, and more than 50% of teachers lecture in every opportunity. The previous research above has the same result, that is, the main type of interaction in the classroom is teacher-student interaction or teacher talk.

Astuti (2011) divides the interaction between teachers and students into pre-teaching interactions, and is further divided into four parts, namely greetings, inquiring about students' status, checking students' attendance and lecture materials. learned. The results of Pujiastuti (2013) show that all teacher speech categories in FIAC are revealed, including guidance, lectures, questioning, using students' thoughts, praise, criticism of students' behavior, and acceptance of emotions.

In the classroom of young learners, the amount of classroom interaction is far from satisfactory. According to the preliminary observations observed in the young learner classroom of SMP N 2 Gunungsari, the children seem to be very shy, reluctant to say anything and ignore them, and do not want to provide information to the teacher. When children know the answer to the teacher's question, they rarely speak, usually short sentences or even single syllables. However, the children muttered to themselves in their seats, and when the teacher chose one of them to speak, they signaled that they did not know the answer.

In contrast, they talked a lot, asked questions, and contributed to the discussion. In order to motivate seemingly negative young learners in the

classroom, teachers need to adopt some strategies, such as proposing ideas so that students have the confidence to give more ideas in the classroom, or to give praise or encouragement to encourage them to participate in the classroom. . Therefore, classroom interaction should be analyzed in order to provide a reference for the development of interactive language teaching in foreign language classrooms. Describe the type of classroom interaction in SMP N 2 Gunungsari that speaks English to young students in seventh grade.

### **1.2. Research Question**

The research questions of the research are formulated in the following question:

1. What are the types of classroom interaction used in teaching English language to young learners at the Seventh Grade in SMP N 2 Gunungsari?
2. How does classroom interaction influence the students' talk?

### **1.3. Objective of the Study**

Based on the research question above, the aims of this research are:

1. To find the type of classroom interaction use in teaching English language to young learners at the Seventh Grade in SMP N 2 Gunungsari.
2. To describe how the classroom interaction influence the students' talk.

### **1.4. Significance of Study**

In this study, the significance of the study is viewed in two factors:

#### **1 The Theoretically Significance**

This research is expected to contribute to the development of knowledge in English teaching in classroom interaction, and how to learn effectively, innovate and improve students' academic performance.

#### **2 The Practically Significance**

##### **a. The Students**

This research highlighted on the interaction of young learners classroom at the Seventh Grade in SMP N 2 Gunungsari was giving contribution for teacher and learners.

##### **b. English Teacher**



For English teachers, the research results can be used as one of the reference materials to manage the classroom teaching time in this field of English to develop this field of education..

c. Other Researcher

For English learners, the results of this research can help them understand spoken English in classroom interactions and improve students' academic performance..

### **1.5. Scope of the Study**

This research focused only on analyzed of young learners' classroom interaction at the Seventh Grade in SMP N 2 Gunungsari. The interaction analyzed in this study is the type of classroom interaction. The survey is limited to describing the type of classroom interaction between teachers and students in the seventh grade classroom activities of SMP N 2 Gunungsari, which mainly occurred in the classroom.

### **1.6. Definition of Key Terms**

In order to avoid readers' misunderstandings and misunderstandings, some key terms need to be operationally defined. They are provided as follows:

1. Young Learners

In SMP N 2 Gunungsari, young students are middle school students from the age of 12-14 years.

2. Classroom Interaction

The classroom interaction of young learners is the interaction between teachers and students. According to Webster: classroom interaction is a communication process involving interaction between at least two people who share a list of symbols and symbol rules (Didi, 2019: 76).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Teaching-Learning of English

The term "teaching and learning" is based on two words, "teaching" and "learning". These words are related to each other and closely related to humans. Richard and Lockhart (Richard and Lockhart, 1994: 29) believe that teaching is a complex process that can be conceptualized in many different ways. Brown (2000: 6) believes that teaching can be defined as showing or helping someone learn how to do something, providing knowledge and encouraging people to understand or understand. Kimble and Garnezy insist in Brown (2000: 7) that learning is a relatively permanent change in behavioral orientation and is the result of intensive practice. To make it easier to understand, Brown (2000: 7) then clarified the definition as the following question.

1. Learning is acquisition or 'getting'
2. Learning is retention of information or skill
3. Retention applies storage system, memory cognitive organization
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior

Teaching and learning are inseparable from each other. Therefore, in the process of English teaching and learning, a good relationship between teachers and students should be established. Both are the subjects of the English teaching process..

##### 2.1.1. Teacher's Roles in the Teaching-Learning of English

In the teaching process, teachers are required to act according to their roles. Roles refer to the roles that learners and teachers play in the implementation of learning tasks and the social and interpersonal

relationships between participants (Nunan, 1989: 79). Ellis and McClintock in Richards et al. (1994: 97) define a role as the role of a participant in any communication behavior. Richards and Rodgers (Richards and Rodgers, 1986: 23) pointed out that the role of the teacher is ultimately related to the assumptions about language and language learning.

Richards and Rodgers (Richards and Rodgers, 1986: 23-24) added some of the roles of teachers: teachers are sources of knowledge and guidance, catalysts, consultants, guides and learning models. The role of the teacher will ultimately reflect the goals of the method and predict the learning theory of the method, because the success of the method may depend on the degree to which the teacher provides content or creates conditions for a successful language. According to Schickedaz (1983: 14-6), teachers are the key to educational planning. In addition, he added that the role of the teacher is: (1) as a planner, organizer and evaluator of knowledge input; (2) discipline personnel; (3) decision maker.

The ideal teacher must play a role. However, it is important that all roles have their place. Everything depends on the needs of the students.

## **2.2. The Interaction of English Teaching-Learning**

### **2.2.1. Definitions of Interaction**

Interaction collaborative exchange of thoughts, feeling or ideas between two or more people (students and teacher, or students and students) resulting in reciprocal effect on each other (Brown, 2000: 43).

Some experts have defined interactions. For example, Brown (Brown, 2000: 165) pointed out that in the era of communicative language teaching, interaction is the core of communication. It can be clearly seen from this concept that interaction is very important for language teachers. Since communication is the main content of communicative language teaching, communication must appear in every language learning activity. Here, students should be able to communicate and interact with others in a language learning environment. They will learn how to communicate and

interact through the interaction itself. Therefore, the interaction in the language teaching classroom can be seen from the interaction between the language classroom participants.

Brown (2000: 165) explained that interaction is the collaborative exchange of thoughts, feelings, or thoughts between two or more people, leading to mutual influence between each other. This statement involves a simple concept of the interaction process. It can be simply said that interaction is the process of introducing an idea from one person's mind into another's mind, and vice versa.

Malama also clarified the definition of interaction. Malamah (Malamah, 1987: 7) defines interaction as interaction and interaction. This definition includes the concept of interaction involving two parties. When the two parties act with each other, interaction occurs. Then, the actions of one party will cause the other party to react to it. This reaction will affect the next operation. Therefore, the interaction depends on the actions of both parties.

In short, interaction can be defined as a communication process that involves two or more people expressing and receiving messages in the form of thoughts, feelings, or opinions. When promoting classroom interaction, the classroom environment should support the interaction between teachers and students.

### **2.2.2. The importance of Interaction**

Rivers (1988: 4) pointed out the importance of interaction in the learning and teaching process. He told students that through interaction, students can listen to or read authentic language materials or have discussions with other students, participate in problem-solving tasks or dialogue diaries while increasing their language storage. He added that in the interaction, students can use all the processes of the language they learn-the language they learn or learn at will-to communicate in real life, and expression is important to them. Therefore, since understanding is a creative process, they have the experience of creating messages from what

they hear and the experience of communicating the language of communication.

Chaudron (1998: 10) quoted Allwright's point of view, that is, the importance of interaction in the learning and teaching process. Interaction is considered important because some people believe that (a) only through interaction can learners break down the structure of the target language and derive meaning from classroom events; (b) interaction provides learners with a way to incorporate the structure of the target language into their own speech Opportunities, (c) and the significance of any form of classroom activity to learners, whether or not they are considered interactive, will depend on the degree to which teachers and learners jointly construct communication.

According to the above explanation, interaction is very important in the teaching process because it can help students improve and explore their language skills by communicating with others.

### **2.3. Classroom Interaction**

#### **2.3.1. Definitions Classroom Interaction**

Classroom interaction is a communication process that involves interaction between at least two people who share a list of symbols and symbol rules. The concept of interaction is defined as "mutual events that require at least two objects and two actions. When these objects and events naturally influence each other, interaction occurs" (Wagner, 1994: 8). Therefore, the interaction not only occurs on one side, but also has to interact with each other by transmitting and receiving messages to achieve communication.

These are the definitions of classroom interaction proposed by some experts. Brown (2000: 169) emphasized that the most important key to creating an interactive language classroom is the teacher's beginning of interaction. One of the best ways to develop a teacher's role as an initiator of interaction is to develop a questioning strategy. He also asserted that appropriate questions in an interactive classroom can achieve many

different functions (adapted from Christenbury & Kelly: 1983 and Kisella: 1991), as shown below.

1. Teacher's questions give students the input and opportunity to produce language comfortably without having to risk initiating language themselves.
2. Teacher's questions can serve to initiate a chain reaction of student interaction among them.
3. Teacher's questions give the instructor immediate feedback about the students' comprehension.
4. Teacher's questions provide students with opportunities to find out what they think by hearing what they say.

Brown (2000: 169) also pointed out that it is necessary for teachers to understand the characteristics of effective classroom interaction in order to carry out a successful teaching and learning process. In lectures and classroom discussions in the teacher-centered model, his or her turn is allocated by him or her. Teachers take turns through specific nominations or visits to specific students, or arouse the response of the whole class.

According to Barker (1987: 72), classroom interaction is thought to occur when teachers and students talk together in order to learn under the process product paradigm. Rivers (1988: 9) also explained that since interactive language teaching aims to stimulate the participation and initiative of students who are willing to learn, it requires a high degree of indirect leadership, emotional maturity, and the perception and feeling of others. Sensitivity. When the teacher shows these qualities, the students are no longer afraid of embarrassment and are willing to express their opinions. When students feel the teacher's appreciation, they will be motivated to convey and express their ideas. As a result, they will be willing to participate in the classroom.

In the teaching process, teachers play an important role in managing classroom interaction. On this point, Hill (1982: 118) proposed that teaching and learning are processes in the classroom, requiring interaction

between teachers and students. According to this idea, Cohen (1976: 211) pointed out that classroom interaction is controlled by the teacher because it is he or she that promotes a specific learning environment by choosing goals, organizing experiences, and choosing materials and methods.

In short, in classroom activities, there will be interaction between teachers and students. However, the teacher seems to play a more important role, especially when he is the class organizer. In this case, the class will be under his jurisdiction. When the teacher's responsibilities are extended to the moderator, students will have more freedom to show their learning style.

### **2.3.2. Interaction between the Teacher and Learners**

The interaction between teachers and students usually occurs in the teaching process. The interaction between teachers and students can be seen as mutual actions and reactions. The behavior and reaction between teachers and learners can also be described in the form of thoughts, ideas and feelings.

Shin (2010: 03) asserted that most of the time spent by teachers interacting with learners is in the entire teaching environment. Teachers support students in various ways in the classroom. The situations where learners are least likely to complete tasks include working independently of the teacher, social interaction with other learners, and forming groups with the teacher.

The quality of teacher-student interaction has a great influence on the teaching process. As Malamah (1987: 156) discovered, the success of ability grouping depends on the quality of the interaction between teachers and students. In order to achieve a successful teaching process, teachers should have good creativity to interact with students.

### **2.3.3. Interaction Among Learners**

The interaction between learners can occur in group assignments. Group cooperation is one of the most effective activities in the teaching process. Students who are in urgent need of group cooperation should maintain good communication. Through communication, there will be interaction between students. Cohen (1976: 14) argues that group work methods useful for more traditional types of academic learning are different from the interactive methods required when the goal is learning understanding or conceptual learning. For concept learning, the interaction between learners should be more of a process of mutual communication, during which they can share ideas, hypotheses, strategies and speculations.

For more routine learning, learners can help each other understand what the teacher or textbook says, and can provide each other with substantive and procedural information. Cohen (1976: 12) found that the success of heterogeneous group learning depends on the effective degree of interaction between students. Through their interaction and relationships, students can effectively achieve the purpose of the teaching process.

In addition, Rivers (1988: 78) pointed out that the opportunities for students to interact with teachers and the opportunities for students to interact with teachers in small group activities are greater than those of large groups. Students will pay more attention to their own personal problems and feel more involved because they can no longer hide in the crowd.

### **2.3.4. Components of Interaction**

The interaction between learning components can affect achievement goals. In addition, the condition of each component will also determine the quality of the interaction itself. Vygotsky (2018: 303) explained that to achieve learning goals, there should be interactions between the various components of the learning system. He also pointed



out that these components include personnel, materials, facilities, equipment and procedures. In addition, he added that the people in the learning system are teachers, students, laboratory assistants and managers.

These materials include books, chalk, blackboards and audio tapes. Facilities and equipment include classrooms, learning equipment and laboratories. These programs include schedules and methods for sorting information, providing practice, learning, testing, and scoring..

#### 1. Teacher

In the process of English teaching in bilingual classrooms, teachers are one of the elements that determine interaction. According to Webster and Melynda (2018: 12), the role of a teacher can be a planner, manager, provider, facilitator, resource person, and diagnostic expert. Teachers usually plan lessons and all necessary activities.

#### 2. Students

As the subject and object of teaching, students are one of the components that determine the interactive nature of the bilingual classroom English teaching process. There are some factors that affect the participation or interaction of students in the learning process. Yu (2018: 16-30) explained that these factors are motivation, focus on the subject, generalization ability, comprehension of materials, and the ability to apply learned knowledge.

#### 3. Materials

The type of bilingual classroom materials will affect the interaction in the English teaching process. The materials for bilingual classes can be complex or simple. In the process of English teaching, the interaction with complex materials will be different from simple materials. The interaction in the English teaching process is also affected by the scope of the material (Hardjono, 1988: 3).

#### 4. Space

The classroom environment is where the English teaching process is held. It can be wide or narrow, bright or dim, noisy or quiet, and the

desks, chairs and other equipment in the classroom may have a certain arrangement. The layout and situation of the classroom will lead to different interactions in the English teaching process. Hill (1982: 118) assumes that teaching is a process in the classroom, requiring interaction between teachers and students. This assumption implies a view that the classroom is a medium for teachers and students to communicate with each other.

#### 5. Time

Hill (1982:66) pointed out that time also plays an important role in making classroom interactions proceed smoothly. Lack of time can be an obstacle to classroom interaction. It often happens due to lack of awareness and ignorance. The subject of teaching and learning does not seem to fully appreciate the time..

#### 6. Facilities and Learning Media

The process of learning English is inseparable from educational institutions. The facilities also support smooth classroom interaction. Hill (1982: 29) explained that educational facilities are an important factor in achieving educational goals. This is consistent with the reality of education as a communication activity. In communication activities, the exchange and delivery of auxiliary information is to cultivate students' abilities.

#### 2.3.5. Type of Classroom interaction

From this sentence, we understand that there are four types of interaction: the interaction between the learner and the course content, the interaction between the learner and the learner, the interaction between the learner and the teacher, and the interaction between the learner and the learner. The interaction between them. technology. We will only conduct this research work on two main types. that:

##### 1. Teacher-Learner Interaction

Such interactive methods as mentioned by Coulthard (1977: 11) in the Hadidiyah Daily have been greatly welcomed by teachers from

various disciplines. It occurs between the teacher and the learner or many other learners, that is, the teacher participates in this interaction. He negotiates the content of the course with the students, asks questions, uses the students' thoughts, lectures, guides, criticizes or proves the answers to the students' dialogue. On the other hand, by using the teacher's communication experience and interacting in the most effective way, students will benefit from it.

In teacher-student interaction, students seek to show their oral and listening skills in front of the teacher, which is why the latter should consider his interactive method, which is very critical in learning and teaching. According to Hamer (2009: 21), teachers should focus on three things when talking with students. First, they must pay attention to the types of languages that students can understand, that is, teachers should provide language output that all students can understand. Secondly, the teacher must consider what to say to the student, so the teacher's speech is a resource for the learner. Finally, teachers must also determine how they speak, such as pronunciation, intonation and intonation.

The type of classroom interaction that teaches English to young students, such as: processing feelings, making jokes, using students' ideas, asking questions, providing information, giving instructions, criticizing student behavior, specific student responses, student's active responses, and orientation Work confusion and non-work-oriented confusion (Coulthard, 1977: 11).

## 2. Learner-Learner Interaction

Johnson (1995: 15) believes that if the interaction between learners and learners is well organized and managed, then it may become an important factor in cognitive development, students' educational achievements and emerging social skills. Johnson (1995: 128) also added: "Discussing the content of the course with peers is a powerful way to strengthen their knowledge." Then, teachers must

encourage this interaction between learners, because it is the fastest and most effective Methods.

Types of classroom interactions that teach English to young learners, such as: laughter, use of mother tongue, non-verbal interaction, student self-confidence, student participation, active language use, learner activation and student motivation Coulthard (1977: 11 ).

According to Coulthard (1977: 11), the type of interaction includes interactions between teachers and students, interactions between teachers and students, student interactions with other students, and student interactions with material.

1. The focus of the first category is; (1) The interaction in classroom teaching is further divided into four, namely greeting activities, inquiring about students' conditions, checking students' attendance activities and teaching materials learned by students in meetings; (2) Learning while interacting is further divided into three aspects, namely, motivating students to learn, rewarding students, and helping students learn materials. (3) The interaction after the lecture is divided into two, namely, encourage or require students to study and end the course.
2. The focus of the second category is: (1) Interaction in pre-teaching; (2) Interaction while learning, which is divided into two parts: discussion of material activities and evaluation and management activities, and then divided into three parts, namely based on random technology The interaction in the assessment, the interaction based on the student seat and the interaction based on the interaction. Evaluate according to students' attention; (3) Interaction after teaching.
3. The third type of interaction between one student and another is focused on; (1) Interaction in pre-teaching; (2) Interaction while learning is divided into two parts: discussion material activities and practice English activities; (3) Interaction after teaching.

4. The fourth type of interaction between students and the materials of interest; (1) Interaction in pre-teaching; (2) Interaction while learning; (3) Interaction after teaching.

### 2.3.6. Teaching English to Young Learners

When learning the basic principles of teaching young students, please consider how to apply these theories to your TEYL classroom environment. According to Shin (2017: 35) there are some ways how children learn as follow:

1. How children learn children are active learners and thinkers

During the developmental stage, children will construct knowledge through active interaction with the physical environment. They learn through their own personal actions and exploration.

2. Children learn through social interaction.

Children accumulate knowledge through interaction with adults and others. Adults/teachers actively cooperate with children in the ZPD. The difference between ZPD's ability to solve problems by himself and his ability to solve problems with his assistance.

3. Children learn effectively through scaffolding by adults.

In the children's learning process, the role of adults is very important. Like Vygotsky, Bruner focuses on the importance of language in children's cognitive development. He showed how adults can use "scaffolding" to guide children's language learning through fine-tuned speech patterns (Cameron, 2001).

### 2.4. Previous Studies

Researchers have conducted many studies on describing classroom interactions to young learners. Some of them are mentioned in their report, as follows:

The first, Herawati (2013) Conducted a research entitled "*Teacher Talk in Young Learners' Classroom Interaction (A Descriptive Study at Fifth Grade Students at SD Nur El-Hikmah Kutawaringin)*". This research

uses a descriptive qualitative approach. The subjects of this research are English teachers and 24 V students. The data comes from certain tools: video recording, observation and interview process. The research results show that: 1) The frequency of teachers' use of presentation is higher than that of reference questions. 2) When answering the teacher's questions, students tend to use more verbal expressions than nonverbal expressions.

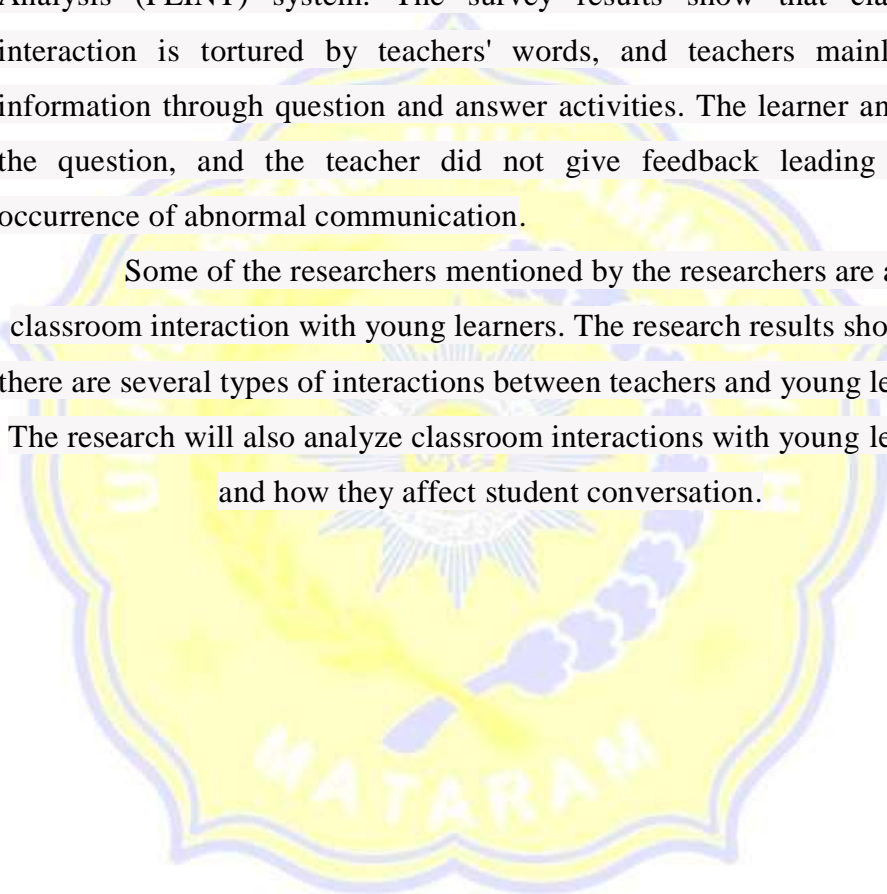
The second, Pujiastuti (2013) Conducted a research entitled "*Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English For Yong Learners (EYL)*". Using qualitative research design and case study methods, the data of this study was collected in a classroom environment. The participants were observers and interviewers. They were English learners from a private primary school in Bandung and her 15 students. At one of the private elementary schools. The results show that all teacher speech categories in FIAC are revealed, including guidance, lectures, questioning, using students' ideas, praise, criticism of students' behavior and acceptance of emotion.

Astuti (2011), Conducted a research entitled "An Analysis Of Classroom Interaction In The English Teaching And Learning Process Of The Bilingual Class In The First Grade Of Smpn 1 Prambanan". The description and discussion were based on the findings. The interaction between teachers and students is divided into three (1) stages. In classroom teaching, it is further divided into four stages, namely greetings, inquiring about students, checking students' attendance, and teaching materials that students can learn. The students in the meeting; (2) Learning while interacting, it is further divided into three aspects, namely, motivating students to learn, rewarding students and helping students learn materials.

Some of the researchers mentioned by the researchers are about classroom interaction with young learners. The research results show that there are several types of interactions between teachers and young learners. The research will also analyze classroom interactions with young learners and how they affect student conversations.

The last, Sakina, 2013 Conducted a research entitled “*An Analysis Of Anamalous Exchange In Young Learners Classroom Interaction*”. The research employed a qualitative design embracing characteristic of a case study. The data comes from the teaching process video of the basic school. Participants in this study were English teachers and 21 fifth-grade students from an elementary school in Bandung. The obtained data is transcribed and analyzed using the framework of the Foreign Language Interaction Analysis (FLINT) system. The survey results show that classroom interaction is tortured by teachers' words, and teachers mainly pass information through question and answer activities. The learner answered the question, and the teacher did not give feedback leading to the occurrence of abnormal communication.

Some of the researchers mentioned by the researchers are about classroom interaction with young learners. The research results show that there are several types of interactions between teachers and young learners. The research will also analyze classroom interactions with young learners and how they affect student conversation.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Design**

The design of the study is a qualitative description. Qualitative description research is a method of studying the situation of a group of people. The purpose is to study objects, pictures or paintings in order to systematically and accurately describe facts or phenomena (Cevilla, 1993: 23). The qualitative description method aims to describe anything that is currently valid. In this research, people strive to describe, record, analyze and explain the interactions between teachers and students in the classroom. In other words, the purpose of qualitative descriptive research is to obtain information about existing conditions and conditions (Mardalis, 1999: 43). Qualitative and descriptive research aims to gather information about actual conditions. (Cevilla, 1993: 26).

The purpose of this research is to clearly describe the classroom interaction of young learners. Since classroom interaction is a process involving human behavior in the natural environment, qualitative descriptions are used in the research. As suggested by Mardalis (1999: 12), qualitative methods involve understanding human behavior from an exploratory, descriptive, and process-oriented perspective.

#### **3.2. Research Setting**

This research was conducted in the seventh grade of SMP N 2 Gunungsari. The school's facilities include a laboratory, namely language science. In addition, there are sports fields such as tennis courts, volleyball courts and basketball courts, as well as a wider multi-purpose field. The research will start in July 2020. The researchers used a purposeful sampling technique and selected 7th grade s as the sample..



### **3.3. Population and Sample**

#### **1. Population**

The population is area of generalization that consist of : objects/ subjects that have quality and characteristics that determined by the researcher to learned and then take the conclusion (Mardalis, 1992: 117). The population of this research is all of students at the Seventh Grade of SMP N 2 Gunungsari in Academic Year 2020/2021 with the total of population are 50 students where consist of two classes. These were VII<sub>A</sub> consist of 25 students, VII<sub>B</sub> consist of 25 students, and English teacher can be 1 person.

#### **2. Sample**

Samples are partially or number and characteristics possessed by this population (Mardalis, 1992: 118). In connection with this study, the sampling technique used is purposive sampling technique. In this study, class VIIA students of SMP N 2 Gunungsari in the 2020/2021 academic year will use 25 students and English teacher can be 1 person.

### **3.4. Research Instrument**

This present research used observation, interview, and note-taking in collection data:

#### **1. Observation**

In order to record the interaction between teachers and students in the classroom learning process of the first grade primary school students, observation through video is an important tool for the analysis of the results of this study.

#### **2. Interview**

To support the data collection, interviews were conducted to add the information needed for this research. Choose two young learner course teachers as interview subjects.

In this study, the researchers will conduct Unstructured Interviews in the form of open questions as one of the data collection techniques. This is based on the research methods used by the

researchers, which are highly dependent on the researcher's understanding and the information and data obtained from observations and interviews. Note-taking

### 3. Note-taking

The video technology was established to collect data in order to capture the missing phases of classroom interaction at the beginning of the interpretation video.

## 3.5. Data Collection Procedure

This research will use data collection procedures consisting of:

### 1. Observation

Observation is a purposeful observation in order to obtain the data needed for this research. There are observation steps, they are:

- a. Doing videotaping recorded at elementary grades classroom at the Seventh Grade in SMP N 2 Gunungsari.
- b. Atching the result of the video recording
- c. Transcribed into written form to investigate the categories of classroom interaction on elementary graders classroom
- d. Analyzed the result according to describing the category to use in classroom interaction between teacher and young learners that mostly occur during the classroom activities at the Seventh Grade in SMP N 2 Gunungsari.

## 3.6. Data Analysis Procedures

According to Mardalis (1999: 76), data analysis includes the steps of reduction or words, display the data, and draw conclusions or verification.

### 1. Reduction

The restoration process can be carried out immediately after obtaining the data. According to the research questions, the interview results, video observation and recording are arranged and grouped in patterns from beginning to end. In the process, the research will collect all the information from observations, interview results and video recordings that have the role of English learners in classroom interaction.

## 2. Display data

The data is grouped in a special way. The data in the reduction data will be more categorized in the short project. In this process, researchers obtain data from classroom interactions of teacher talks and student talks.

## 3. Conclusion Process

Researchers will find the interaction between teachers and students in the classroom interaction of Duta Wonomulyo of Polman Asia. In addition, the discussion will be based on the theory, and the data and information will be enhanced by analyzing the video's documents, observations, interviews and recordings, and then the researchers will treat the research conclusions as illegal.

The steps above are still common. It would be better if you separate the data collection of each of the three tools. After collecting data through classroom observations, interviews and videos, these data will be analyzed through qualitative and descriptive data analysis. Data analysis is divided into three steps: data analysis classroom observation, data analysis interview and video data recording video. In the analysis, an analysis of each research method is proposed, and a descriptive explanation is proposed. The following are the steps of data analysis