**AN ANALYSIS OF CLASSROOM INTERACTION
IN LEARNING ENGLISH
(At Second Semester Students Of Islamic Study Program
IAIN Curup)**

THESIS

**This Thesis is submitted to fulfill
the requirement for "Serjana" degree
of English Study Program**

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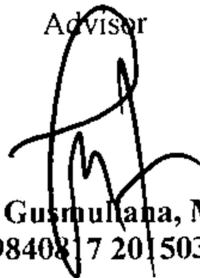
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Lubis Saputra, 15551023** Mahasiswa IAIN Curup Jurusan Pendidikan Bahasa Inggris, yang berjudul " **An Analysis of Classroom Interaction in Learning English (At Second Semester Students of Islamic Study Program IAIN Curup) "** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wasaalam mu'alaikum,wr.wb

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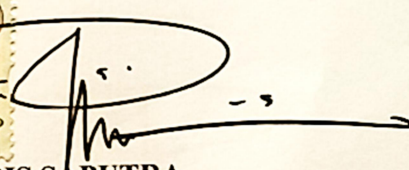
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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled "AN ANALYSIS OF CLASSROOM INTERACTION IN LEARNING ENGLISH (At Second Semester Students of Islamic Study Program IAIN Curup)".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizer that this thesis is far from being perpect, therefore she really appreciates any suggestions and critics for being perpect in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, 09 September 2019

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ACKNOWLEDGEMENT

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MOTTO:

"Life is not a trial that must always be

We complain, we are blessed with life

by Him because we are among the chosen people

who is believed to be able to become a useful human being

for ourselves and the environment around us "

(Vika Oktavia And lubis Saputra)

"Anyone who wants questions related to the world, he must have his knowledge,

and whoever wants to be safe and happy in the hereafter must know his knowledge

too and whoever wants both of them must have both".

(Sabda Nabi MUHAMMAD SAW)

Failing to do big things, it's still more honorable,

than succeed in doing small things.

(MARIO TEGUH)

DEDICATION

I present this thesis to:

My beloved father (Irwantomi), and father who always educate me to be a useful human being in any positive matters, even if lived with a simple lifestyle, but in simplicity it has a great meaning after you live in this life.

My beloved mother (Asmara Dewi), thank you very much mother, because you always educate me to be a pious child, a child who is dedicated to parents. Your love will never be replaced in my entire life.

My dear sister (Puspa Pandini, Desi Ratnasari, Sulastri), thanks for the advice and motivation and enthusiasm given so far.

My Beloved (Vika Oktavia), who has always supported many of my activities, and always reminded me in accelerating the completion of this final project.

My relatives in Rejang Lebong Regency and in Kota padang Regency who have always supported every step of my life

All my friends, and also friends from students majoring in English Tadris, senior, and junior, "Thanks for all"

All the staff and lecturers who teach at the Curup State Islamic Institute, especially the English Tadris major, I say thousands of thanks for providing invaluable knowledge.

ABSTRACT

Lubis saputra, An Analysis of Classroom Interaction in Learning English at Second Semester Students of Islamic Study Program in IAIN Curup.

According to phenomenon, researcher found that many students of non-English program found difficulties in learning English. The difficulties may come in vary, it could be the teacher strategy, or interaction. In this research, the researcher wrote the thesis with the line of the tittle "An Analysis of Classroom Interaction in Learning English at Second Semester Students of Islamic Study Program in IAIN Curup". The research has been taken in Islamic Study Program at 2nd grade of Islamic Study Program. The research used descriptive qualitative as the methodologhy of research, where the researcher described the whole interaction activity in the classroom. The researcher also used the cluster sample where the object of the research is only taken for 20%, in this case, the object consist of 30 students of Islamic Study Program. After doing the research for 2 months, the researcher found that : The class interaction which held in the English class run effectively. But, many students who did not understand English fell that the interaction did not run very well. In fact, it was run very well from the side of the lecturer, and did not run very well from the side of students.

Keywords : Student interaction, student of Non-English Program,

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CHAPTER I

INTRODUCTION

A. **Background of the research**

English becomes more important days by days. In the modern era, most of people step by step mastering English because of many situations. Interaction is one of modal to communicate with foreigners. According to Wagner, interaction as reciprocal events that require at least two objects and two actions, interaction occurs when these objects and events naturally influence one another. Therefore, interaction needed 2 sides from one to another. There must be mutual influence though taking and giving communication[1].

Many people try to master this international language by many ways. With entering international school, following some workshops, joining some courses, and many other. Since English has been implemented as international language, Indonesian's government especially the ministry of education has decided that English must be study in Indonesian formal school. For some people, learning English in the classroom is not enough to master. Therefore, some courses still needed outside the class, or some of them try to find other ways.

There are many ways to master languages, specific in English language. Many theories, and researcher has developed ways and strategies to master it.

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[1] Yuni,Ratih. *Classroom interaction in English speaking class: A naturalistic study at madrasah Aliyah negeri 1 Batang*. Universitas Muhammadiyah Surakarta.2018

There are four skills in English, are speaking, reading, writing and listening. Speaking and writing are productive skills, because we must do that by ourselves. While reading and listening are receptive/passive skills, because we just can receive from others.[2] In Indonesia, English has been taught in the formal class. Surely, the curriculum of English has designed to make students easier to master English. All the activities in the classroom must be received by students with various methods.

In the English classroom activity, there are many things that need to discuss. As we know that there are 4 skills that must to be master in the English. In this situation, interaction between teacher and student is really important. Not only teacher who delivers the lesson, but also student who studies has an important role in the classroom. In many cases, teacher become a center of the class, where student sitting on their chair and writing the lesson. This view happened in almost English class in the entire world. Therefore, the student's participation in the English class is needed to improve their own skills. How do the students can participate the classroom activity? The answer is by interacting to each other. Interaction has an important role to play in developing students' ability in English. By interaction, student will engage to the language and master it.

Walqui said, a successful language learner should be able to use the language in meaningful interaction to others. He is able to understand the other's

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[2] Yusirno, *keajaiban belajar*. Bina insan centre (BIC). Pustaka Jenius Publishing, Pontianak.2010.p.91

speaking. He is also able to express his own ideas or opinions. He is also able to respond to other's speaking. Language learning is not a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language. Gass also said, social interaction focused in language learning context and how learner use their linguistic environment (in particular, conversational interactions) to build their knowledge of the second language[3].

Interaction is the essence of communication. Learning to interact in English means learning to communicate in English. Interaction becomes an important aspect in language learning because it is what people do in daily lives. They may talk, challenge, interrupt, or query each other. There is a willingness to cooperate verbally as the part of the interaction. In the classroom, both the teacher and student should have the willingness to participate in the classroom.

Nowadays, English curriculum has been implemented in Indonesia as one of the adaptive subjects in vocational schools. The goal of the English subject is to provide the students' English communication skill in the communication material context for their vocational program, both orally and written. Communication skills is one of the students' competencies that students must master in vocational schools. It is as their preparation to be able to work effectively and efficiently. It also prepares for further education level based on the vocational programs [4]. As cited before, in vocational school, English been

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[3] D. Malone .*Reading for day 2, topic2LA theories*, MLE WES, Bangkok 2012.pdf file.
[4] Vocational curriculum, 2004

taught for them to prepares to be able to work. In our case, students or participations that close to the work world are S1 participations. Therefore, the researcher chose S1 participation because most of student non-English program would like to master English, and the class interaction is needed in the English class. Since English has become one of our curriculum, all students must learn English in their grade. Since high school to the college. This situation surely makes a pressure to those who does not has an attraction in English. And this thing makes a difficulty to them. But again, teacher could design a creative classroom activity, so that the students could enjoy their study, and build the interaction in the classroom.

Interaction between teacher and student will build the students' confidence in English, especially in speaking skill. With this interaction, automatically the students' practice their speaking to the teacher or to the other students. Because learning English without practice is pointless, and interaction is the way to practice it. Through interaction in English speaking, student can express their minds, ideas, thoughts, freely and spontaneously. Khadija argues in her thesis "Speaking in a foreign language is very difficult, and to be competence in speaking takes a long time to develop". What must the students do to be master in English especially in speaking? The answer is building interaction in the classroom activity.

Interaction between student and teacher also can be practice outside the classroom. Stated in Lia, that English conversation routines could be practiced

in the school area[5]. Jack C. Richard argued, English conversation routines could improve students' skill of speaking, confidence, and activate the classroom interaction [6]. This interaction has been implemented in many schools or universities and the result is totally satisfying in building the interaction between teacher and student. Therefore, the classroom interaction can be inferred as the main thing that teachers/lecturer need to discuss.

In IAIN Curup, English class must be taken by all the students in various study programs. In the English study program itself, all students have a spirit of study. But how about the non-English study program? Will they do the same thing? Of course, the answer is no. this phenomenon not only happened in one study program, but also happened in all programs in IAIN Curup. The researcher chose Islamic Study Program because from many programs, this study program is a little bit hard to find the lesson plan in English. Stated in Lia (2015), Unlike the other, who could find anything about their study program and easy to translate, Islamic study program must teach 5 important lessons in the school, they are Bahasa Arab, SKI, Al-Qur'an Hadist, Fiqh and Akidah Akhlak. If they found the English student after the college, they will have difficulties to teach if they are not mastering English. On the other hand, they must teach the English student with ESP (English for Specific Purpose) [7]. Therefore, they must have interactions in their English class to make them easier

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[5] Afifah Lia, *The Implementation of English Conversation Routines at Ar-Rahmah Islamic Boarding School*. Thesis. STAIN Curup. 2015

[6] Richard, Jack. *Improving Speaking Ability*.2004. Pdf file.p.15.

[7] Based on observation taken on 20 June 2019 at 10.23 am

in master English. The researcher will take this case as the object of the research in the tittle "An Analysis of Classroom Interaction in Learning English at Second Semester Students of Islamic Study Program in IAIN Curup". The research will be taken in Islamic Study Program at 2nd grade with using descriptive qualitative method.

B. Research Questions

1. What are aspects of classroom interaction that consist of teacher and student talk used during interaction in the classroom?

2. What are types of classroom interaction applied in the English class?

C. Research Objectives

According to the research questions, the researcher aims to analyze:

1. Aspects of classroom interaction that consist of teacher and student talk used during interaction in the classroom.

2. Types of classroom interaction applied in the English class.

D. Significant of The Research

1. For teacher

    This research is very useful for English teacher. Because this research gives the recorded view in the non-English program while the students studying English in the classroom. So that the teacher can analyze and create a suitable syllabus for the same class.

2. For students

This research also useful for student non-English program. Because the students can learn how to build the interaction and increase their participation in the English class.

E. Delimitation of the Research

The research will only focus on the aspects of classroom interaction that consist of teacher and student talk used during interaction in the classroom and types of classroom interaction applied in the English class.

F. Operational definition

1. Interaction

   The Oxford Advance Learner's Dictionary defines interaction as when two or more people communicate with or react to each other. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.[8]

2. Non-English study program

   In the College studies, there are faculties with different study program. English, is one of the lesson that must be study in all study programs. In this research, the researcher wants to describe the teaching learning process in the non-English study program. The targeted object is students' of PAI (Pendidikan Agama Islam) study program of Tarbiyah faculty in IAIN Curup.

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[8] Ibid,p.723

CHAPTER II

REVIEW OF RELATED STUDIES

A. Definition of classroom interaction

According to Wagner, interaction as "reciprocal events that require at least two objects and two actions, interactions occurs when these objects and events naturally influence one another"[9]. Therefore, interactions do not only occur from one side; there must be a mutual influence through giving and receiving message in order to achieve communication. Interaction is important for people, especially for students. Students have much interaction as example in the class, they can express their ideas.

Celce-Mulcia stated that classroom interaction is an activity of interaction between student-teacher and student-student. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions [10] . This actions may be verbal or nonverbal. Classroom interaction can happen in class activity such as speaking class. In the classroom activity, there must be lesson that will be deliver to students. There are ways to teach English, but in this case, classroom interaction is really need to build student's attractive and build their confidence to speak or practice one of the English skill.

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[9] Yuni,Ratih. *Classroom interaction in English speaking class: A naturalistic study at madrasah Aliyah negeri 1 Batang.* Universitas Muhammadiyah Surakarta.2018
[10] ibid

B. The roles of classroom interaction

Interaction in the classroom plays a significant role in acquiring and learning the target language. These are several roles for interacting using the target language in the classroom.

1. The roles of teacher-student interaction

The role of teacher – student interaction is one of important part in classroom interaction and the roles teacher to student can develop in teaching learning process. In this research, the writer depends on FLINT (Foreign Language Interaction) model from Moskowitz (1971,1976). FLINT system is an interaction analysis which is able to be applied for classroom observation. This model is helpful in developing interactive language teaching since it gives the researcher a taxonomy for observing teachers, set a framework for evaluating and improving the teaching, and helps to set a learning climate for interactive teaching.

2. Increasing students' language store

Rivers stated that through interaction, students can increase their language store as they listen to, or read authentic linguistic material, or even the output of their fellow students in discussion, problem solving tasks, or journal dialogue. With interaction, students can use all they possess of the language in real life exchanges. The authentic material is not only the language output provided by the audio or video recording, but also the language spoken by teacher and among students when they speak using the target language.

3. Developing communication skill

The interaction during teaching and learning process could increase students' knowledge and language store. According to Thapa and Lin, Interaction in the classroom becomes the central factors which is able to enhance the students. Linguistic resources as well as equipping them with appropriate skills for communication.

4. Building confidence

Thapa and Lin explain that in language classroom, interaction is an essential social activity for students through which they not only construct knowledge, but also build confidence and identity as competent language users. Then, the classroom interaction has an important role for students to build their knowledge as well as their confidence.

5. Strengthening the social relationship

For students, interaction will strengthen the relationship between one student to the others. With interaction, they will practice the targeted language spontaneously without forcing from the teacher. With interaction, they will be forced by themselves to practice more and more, so that they can increase their skill in English.

C. Aspects of classroom interaction

a. Teacher talk

Ellis stated that, in language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication.

Teacher talk has an important role here. Not only for the organization and the management, but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topic sometimes repeated.[11] This case we can say the brainstorming or warming up for students before they start to the common lesson.

According to Moskowitz's FLINT analysis system in brown, teacher talk has eleven categories which enable to be analyze in classroom interaction[12]. Those categories of teacher talk are divided into two kinds of influence, indirect and direct influences. The indirect influences are an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below.

1. Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.

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[11] Richard jack. *Teaching speaking theories*.pdf file.p.29

[12] Gertrude Moskowitz. Journal Article: classroom interaction newsletter vol.3 no.2, Mirrors for behavior: An Anthology of classroom observation instruments (January, 1968), pp. 1-5

2. Praise or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.

3. Jokes: international joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).

4. Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.

5. Repeats student response verbatim: repeating the exact words of students after they participate.

6. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category). Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows.

   a. Gives information: giving information, facts, own opinion, or ides, lecturing or asking rhetorical questions.

   b. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

c. Gives directions: giving directions, requests or command that students are expected to follow, directing various drills, facilitating whole class and small-group activity.

d. Criticizes student behavior: rejecting the behavior of students, trying to change the non-accept table behavior, communicating anger, displeasure, annoyance, dissatisfaction with that students are doing.

e. Criticizes student response: telling the student his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

b. Students talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's FLINT, there are six categories of students talk described as follows[13].

1. Students response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.

2. Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously

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[13] Ibid.pp 2

practiced but from which students must now make a selection, initiating the participation.

3. Silence: pauses interaction. Periods of quite during which there is nonverbal interaction.

4. Silence-AV: silence in interaction during which a piece of audio visual equipment e.g. a tape recorder, film strip projector, record player, etc. is being used to communicate.

5. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participator respond, concerned with the task at hand.

6. Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

D. Types of classroom interaction

Before starting the research, the writer tries to find out what are types of classroom interaction that commonly used in the English class. In this research, the writer writes some types of classroom interaction globally, and write the dominant types of classroom interaction in the English class on the chapter IV. Malamah Thomas as cited in Mingzhi points out seven types of classroom interaction in the classroom aiming at teaching the target language as follow.

1. Teacher to the whole class

    This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time. Furthermore, Mingzhi elaborates that "this type of classroom interaction is characterized by teacher initiation, students' response and teacher follow up pattern namely IRF exchange structure". The role of teacher in this type interaction is as a controller. This role is commonly applied when taking the roll. Telling student about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom.

2. Teacher speaking to an individual student with the rest of students of the class as hearers

    The second type of interaction is the other common interaction which is applied in the language classroom. Dagarin points out: "likewise the first type of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to 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".

3. Teacher to a group of members

    According to Mingzhi, this type of classroom interaction "refers to the teacher participating students' group work". In group work, students are assigned a task which involves collaboration and self-initiated language. In this type, the teacher acts as an organizer for giving students information

about what are going to do or when putting them into pairs or groups and closing them when the time is over.

4. Student to teacher

This type of interaction refers to the students' initiation. Mingzhi argues that "when this occurs, it is regarded as learner initiative. Learner initiative is common in the learner-centered classroom. But rare in the teacher-fronted classroom. "the students initiate to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is task for the clarification.

5. Student to student

It is related to the pair-work activities. Unlike group-work, the pair work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction. For example, in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiating meaning, and to increase their motivation to speak.

6. Student to group of members

This type of interaction is related to the group work. Mingzhi states that this interaction can provide more opportunities for language production. However, this group-work has the weakness, especially when a teacher does it for the purpose of giving the students more opportunities to speak in the

target language. The weakness is that the students will use their native language. Brown explains that it caused by the EFL students which have a common native language. Therefore, by impressing the students about the importance of practice in English for eventual success and telling them that small group members can help them to build their intuition to language, the use of native language when interacting in a small group will be able to be reduced.

7. Student to the whole class

   The last type of classroom interaction is commonly applied when the speaking activities are students-fronted, for instance in presentation and workshop.

8. Maintaining discipline[14]

   In the book "A course in language teaching" Penny Ur discussed some important aspects of classroom management. She also focuses on dealing problem and keeping discipline in the class based on that he suggested some steps, they are:

   a. Careful planning: the teachers have to set the lesson carefully. They have to keep in mind and the lesson should fulfill the goal and it also sets with student level.

   b. Clear instruction: the teachers have to give the clear instruction and allowed the students get the point based in the steps.

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[14] Apriani Eka, *Utilizing preservice English Teachers Strategies and Classroom Management at Junior High School in Rejang Lebong Regency*. English Franca Vol 1 No 02. 2017. STAIN Curup

c. Keep in touch: the teacher need to monitor activity of the students each and every one. They need to be constantly aware what is going on and keeping eyes and ears open. So the students will be aware of the teacher monitoring them.

9. Giving feedback[15]

The comments that the teachers make toward the students are known as feedback. The feedback has to contain as two distinguishable components, one is assessment, and other is correction. By giving feedback teachers can help students understand where their mistake and give them ideas how to correct their mistakes. There are two kind of feedback, they are:

a. Written feedback: when the teachers give the students a written note on their performance and the note consist of comments and suggestion on how well or bad has done is known as written feedback. Written feedback uses both the writing and speaking activities.

b. Oral feedback: when the teachers give the students feedback verbally point out the mistakes and also providing suggestions in words is known as oral feedback. Oral feedback is used basically in oral activities.

10. Using the FLINT theory of classroom interaction

McKay (2006) argued that interaction analysis in the classroom context is defined as the uses some type of coding system to investigate the

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[15] Ibid.p.23

communication patterns that occur in the classroom. The coding systems can be used to determine kinds of classroom interaction, evaluate teachers of using patterns of communication and train prospective teachers to use a variety of communication patterns in the classroom.

Foreign Language Interaction (FLINT) system developed by Moskowitz as cited in Brown, is an interaction analysis which is able to be applied for classroom observation. This model is helpful in developing interactive language teaching since it gives the researcher a taxonomy for observing teachers, set a framework for evaluating and improving the teaching, and helps to set a learning climate for interactive teaching.

E. Review of Related Study

The researcher elaborates some of previous studies in this research. This thing is very important to do because we can see the differences, the aims, and the result of the research. From this elaborates, the writer hopes some of these researches can be the important references from writing this research. There are six researches that taken from various sources, and these are the same theme to this research where the main topic is about classroom interaction.

A study by Kasim, observed about classroom interaction in the English department speaking class at state of University of Malang. Kasim found four patterns of classroom interaction, namely (1) teacher-class interaction (T – C), (2) teacher-group interaction (T – G), (3) teacher-student interaction (T – S), (4) student-student interaction (S – S). Lei (2009) had a research entitled *Communicative Teacher Talk in The English Classroom in The School of*

Foreign Languages Hangzhou Normal University China. The result of her research is replicate conversation, the lesson would case to be a lesson and become conversation, which does not have any underlying pedagogical theory. This research describes the interaction class which built in the Speaking class with using Conversation practice. Another study by Nisa (2013) is entitled *Classroom Interaction Analysis in Indonesia EFL Speaking Class*. The result of her research was found that all categories both in teacher talk and student talk as mentioned in FLINT system had been applied by the subjects. Rahman has a research entitled *Learning English Through Interaction in an EFL Classroom*. The result of this research found that through interaction that means through repetitions and recast learners A and B learnt English and noticed their errors. It helped them to correct their English and repetition helped both in learning and noticing errors. The research which written by Mbaga which entitled *Classroom Interaction: A Key to Effective Teaching and Learning in Secondary Schools in Tanzania. A Case of Arusha City*. The result of his research clearly revealed unsatisfactory interaction in the classroom due to primarily lack of teachers' creativity and language incompetency. Another study by Pujiastuti is entitled *Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)*. The result of her research found that some categories of teacher talk, beginning from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, critizing and accepting feelings. The last research which written by Ratih Yuni Lestari (2018) entitled *Classroom Interaction in English*

Speaking Class: A Naturalistic Study at Madrasah Aliyah Negeri 1 Batang. She concluded that the dominant type of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang was teacher-student interaction.

Based on the previous study above, there is similarity between the writer and those previous studies. Is that all of them are focused on the classroom interaction. However, this research has differences from those previous studies. The previous studies they were: to describe the types of classroom interaction in speaking class, to describe the roles of classroom interaction in speaking class, and to describe the dominant type of classroom interaction in English speaking class.

CHAPTER III

RESEARCH METHODOLOGHY

A. **Research design**

This research uses the Descriptive Qualitative to answer the research question. Moloeng said in thesis Lia that "qualitative research is used to describe and to analyze the phenomenon that usually happen in daily activities and is not deal with number as a data[16]. Based on Nana Sudjana in thesis Winda, that the descriptive research is to see event is going happen[17]. The researcher uses this type of research methodology to investigate and to find out the type of classroom interaction that be taken in non-English study program, especially in PAI study program. The researcher only present all the fact objectively based on the data that is collected from observation and interviews.

B. **Subject of the research**

The data of this research collected from observation, and the students. According to Spradley that copied by Sanafiah Faisal in thesis Winda, "There are some criterias in choosing good sample or good informant/good respondent", are:

1. They are who dominated and understand something through enculturation process.

2. They who classified and still involved in researching activity

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[16] Moloeng J, Lexy. *Metodology penelitian kualitatif*.Bandung.PT. Rosda.2005
[17] Sudjana. *Metode statistic*.Tarsisti,Bandung.1982

3. They who have enough time to ask the information

4. They who do not tend to reveal some information as the result of their own package

5. They whom at the beginning identified "stage enough" for the researcher. So they can be kind of teacher or resource.

From the statements above, the researcher takes the sample of the research by selecting sample. Since the population of this research is too large, the writer will apply clusters sampling technique. Best stated:

> "cluster sample is a variation of a simple random sample, particularly appropriate when the population of interest in infinite, where a list of the members of the population does not exist, or when the geographic distribution of the individuals is widely scattered".[18]

In this research, the writer will this technique and take 20 % student from all the population randomly. So, the total sample of population are 30, it takes from 135 students of PAI grade 2th.

C. Technique for collecting data

Creswell notes that "data collection procedures in qualitative research include collecting information through un-structured or semi-structured observation and interviews, document and visual materials, as well as establishing the protocol for recording information. In this research, the data will be collected through naturalistic observation and document analysis.

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[18] Afifah, Lia. *The Implementation of English Conversation Routines at Ar-Rahmah Islamic Boarding School*. Thesis. STAIN Curup. 2015. p.28

1. Naturalistic Observation

    According to Fraenkel and Wallen, "naturalistic observation means observing individuals in their natural settings, simply observes and records what happens as things naturally occur. In this research, the classroom interaction will be observed through video recording. Observation has a number of advantages covering.

    a. Researcher can record information as it occurs

    b. Researcher has a first-hand experience with participants

    c. Usual aspects can be noticed during observation

    d. It is useful in exploring topics that may be uncomfortable for participants to discuss.

2. Interview

    According to Sudjana in thesis Winda, "interview is a dialogue done from interviewer to get some information by interview" [19]. The researcher will do the interview to the participant who are the students of non-English study program to get the valid data. The purpose of the interview is to find what types of classroom interaction that used in the English class.

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[19] Sudjana.Op.Cit.p.149

D. Instrument of the research

    a. Interview guide

        To interview the participants, the researcher need the interview guide to make the interview run well and easier to collect the data from the interview guide which consist of some questions, are:

No	Indicator	Sub indicator	Questions	Answers
1	Teacher talk	Deals with feeling & praise or encourages	How was the lecturer interaction to the whole class?	
2		Jokes & uses ideas of students	How was the lecturer interaction individual?	
3		Repeats student verbatim & asking question	How was the lecturer interactionin commanding or controlling the group of discussion?	
4	Student talk	Student response (specific)	How do you build the interaction in the English class?	
5		Student response, open-ended or student-initiated	How do you interact to the other student in the English class?	
6		Confusion, work-oriented	How does student interact to the group or other student?	
7		Confusion, non-work-oriented	How does student interact to the whole class?	

b. Observation checklist

Before taking the data of the research, the researcher need to observe the field of study. And researcher need to checklist all the needed data. The observation listed below, are:

No	Aspects of classroom interaction	
	Contents	**Checklist of Findings**
1.	**Teacher talk**	
	Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.	
2.	Praise or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.	
3.	Jokes: international joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).	
4.	Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.	
5.	Repeats student response verbatim: repeating the exact words of students after they participate.	
6.	Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category). The features are described as follows. a. Gives information: giving information, facts, own opinion, or ides, lecturing or asking rhetorical questions. b. Corrects without rejection: telling students who have made a mistake the	

	correct response without using words or intonations which communicate criticism.	
	c. Gives directions: giving directions, requests or command that students are expected to follow, directing various drills, facilitating whole class and small-group activity.	
	d. Criticizes student behavior: rejecting the behavior of students, trying to change the non-accept table behavior, communicating anger, displeasure, annoyance, dissatisfaction with that students are doing.	
	e. Criticizes student response: telling the student his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.	
	Student talk	
7.	Students response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.	
8.	Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection, initiating the participation.	
9.	Silence: pauses interaction. Periods of quite during which there is nonverbal interaction.	
10.	Silence-AV: silence in interaction during which a piece of audio visual equipment e.g. a tape recorder, film strip projector, record player, etc. is being used to communicate.	
11.	Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participator respond, concerned with the task at hand.	
12.	Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded.	

CHAPTER IV

FINDINGS AND DISCUSSION

A. **FINDINGS**

1. **The Aspects of Classroom Interaction**

        To know how the classroom interaction, the researcher uses the observation checklist to find out the data. Before, the researcher has written the theories that become the base of the research. After comparing the observation result to the theories, the researcher presents some items in the observation checklist that describe the whole activities in the English class.

No	Aspects of classroom interaction	
	Contents	**Checklist of Findings**
1.	**Teacher talk**	
	Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.	X
2.	Praise or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them	√

	confidence, confirming that answers are correct.	
3.	Jokes: international joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).	X
4.	Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.	√
5.	Repeats student response verbatim: repeating the exact words of students after they participate.	√
6.	Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category). The features are described as follows. f. Gives information: giving information, facts, own opinion, or ides, lecturing or asking rhetorical questions.	√

	g. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism. h. Gives directions: giving directions, requests or command that students are expected to follow, directing various drills, facilitating whole class and small-group activity. i. Criticizes student behavior: rejecting the behavior of students, trying to change the non-accept table behavior, communicating anger, displeasure, annoyance, dissatisfaction with that students are doing. j. Criticizes student response: telling the student his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.	
	Student talk	

7.	Students response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.	√
8.	Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection, initiating the participation.	X
9.	Silence: pauses interaction. Periods of quite during which there is nonverbal interaction.	√
10.	Silence-AV: silence in interaction during which a piece of audio visual equipment e.g. a tape recorder, film strip projector, record player, etc. is being used to communicate.	X
11.	Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participator respond, concerned with the task at hand.	√

12.	Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.	√

The lecturer explanation to the whole class This item absolutely happened in the English class. In this part, the lecturer actively explains the lesson to the student, and all students are listening to the lecturer actively. The 'take and give' session also implemented in this class. In the middle of teaching and learning activity, when lecturer asking a question to the student, the lecturer makes sure that the student understand about the lesson so that, the lecturer can actively discuss or deliver some questions to the students. At the college study, some lessons are using some group to make the lecturer easier in assessing the college student. In this item, based on the observation, the researcher find that lecturer also sometimes gives some instructions to the member of a group, then they can discuss the chapter that delivered by the lecturer.

After the lecturer delivered the chapter of the discussion, the students started discuss the lesson to the whole member of that group actively. The lecturer also joined the discussion sometimes when the students need a solution. After discussed the chosen chapter, one of the student presenting the result of the discussion in front of the class. In this part, the researcher found that the

interaction between one student to the whole class seem passive. Because the student did not have enough confident to deliver the result of the discussion. Even though passively, but the student trying hard to give the best argument.

After presenting the result of discussion, the interaction between student and lecturer continued in the lecturer explanation (fixing some errors that delivered by student to the whole class). In this part, students seemed excited in the first, but then did not seem excited after. This is because they do not really pay attention to the lecturer explanation. After finishing the whole activity, the lecturer wanted the student to give the feedback of the discussion. The feedback could be written or oral. The written ones, is writing the conclusion of the discussion result, and the oral ones is delivering the argument or conclusion of the discussion result in front of the class.

2. The type of classroom interaction

To know what are the class interactions are, the researcher use interview to collect the valid data. Based on interview guide, the researcher had collected the data from the participants. There are types of classroom interaction that found in the classroom activity.

1. When entering the classroom, the lecturer builds the communication with students by asking how did they doing, praises, and many others. Where it means that the teacher communicated to the whole class.

2. After praising and motivating the students, the lecturer speaks to an individual student with the rest of students of the class as hearers. This is happened when

the lecturer delivers the lesson, the students act as a hearer and listen carefully to the lecturer.

3. After delivers the lesson, the lecturer divides the students into some groups and give them a problem or a lesson to discuss and solve. In this part, the lecturer goes around the class and controls whether the students have a problem or not.

4. In the middle of discussion, the students absolutely communicate each other and build the interaction in the discussion forum.

5. After discussion, one of the student delivers some points that have been discuss and the conclusion of the discussion result.

6. So, when the discussion finished, the lecturer asked them randomly to make sure that the student join the discussion well.

7. The last activity, the lecturer chose one of the group member to present the result in front of the class.

The whole result of the interview presented by the researcher in the paragraph below, where Student A said," The interaction between lecturer and student did not run very well, and The class interaction started with asking some chapters that we did not understand". Student A also said that the lecturer interaction in leading the discussion did not run effectively. Student A builds his interaction in the English class with speaking some sentences that he could understand to his classmate. By discussing some chapters to others and discussing some chapters, he could build his confidence. In the opinion of student A, the students' interaction to the whole class by delivering the argument that has been

discussed. Student B said that the lecturer interaction is verygood, but the student did not understand well, so do the lecturer interaction to individual. And she said when the researcher asks about how was the lecturer interaction in commanding or controlling the group discussion, she said, "I think is very good too, but when the lesson began, some of us are very crowded, and some of us did not understand". Student A also said that she builds the interaction to her classmate with communicating some chapters, but she often uses Indonesian because there are many English words are too difficult for her. For her, the students' interaction usually using Indonesian as the main language.

Based on the interview to the student C, student C said that the class interaction did not run very well because most of them did not understand the lesson. This is also happened in the lecturer interaction to the individual. When the researcher asks about the lecturer interaction in commanding or controlling the group of discussion, student C said that the interaction sometimes unfair. Student C also tries to speak English whenever the discussion begins and when the student must communicate to each other. Student C said," I interact to all my friends with discussing some lessons or chapters that we studied at that time". Student C also said that she interacts to her friends with changing mind or discussing the common lesson. Student D said," the class interaction sometimes did not run effectively, also the class interaction to the individual also did not run effectively. Student D also said that the lecturer interaction in leading the group discussion sometimes unfair, because most of the student did not understand. When asked, how does he build the interaction in the English class, he said he spoke English as much as he

could after hearing the new word of English. When in the middle of discussion, student D began the discussion by using English but after, he turned into Indonesian because many words that he did not know yet. For him, the interaction between one student to others only happened in the discussion session. One of the group member presented the result of discussion in front of the class by using English or Indonesian.

After interviewing student E, she said that the lecturer interaction is not fair among students. Because some lecturers only interact to the clever one, not to all of them. She also said, "There are some lecturer who did not master the class, so that the class seems not effective". She also personally builds the interaction with her classmate in discussing something, or chapters that given by the lecturer. When the researcher asks about the how did the student interaction to the group or personal, she said that the class interaction is so much fun and she thinks it was very important. Lastly, she also often presents the chapter in front of the whole class.

Student F said, that the lecturer interaction to the whole class some of the students are understood, but some of them are not. When asked how was the lecturer interaction to the individual she said that it was very good, but it is better explain in Indonesia. She also said that the lecturer interaction in commanding or controlling the group of discussion," I think it was not effective. Because there are lecturers who did not master the whole class". The researcher also asked about how did she build the class interaction, and she said that she actively build the interaction in the discussion forum with using language that she understood, we

can say that she used Indonesian. She also said, "I think it was less interaction between one to the other is because we did not understand English". Then, the student of her class also used Indonesian in the discussion forum. Student G said, that the lecturer interaction in the English class is not run effectively, because most of them are did not understand well, and some students asks to the next them. She also said about the lecturer interaction to the individual, that the interaction is quite good, but it was better to the lecturer to interact to all students one by one, not only to the specific student. For her, there are many people in the classroom who did not understand about English. So they just enjoy themselves in the class with not paying attention to the lecturer. When building the class interaction, the students mostly interact only to the close friend.

Student H said, "the lecturer interaction to the whole class is very good, but most of us did not understand the lesson. The lecturer interaction to the individual is very fun". But when asked about the lecturer interaction in commanding the group discussion, she said that most of students ignore what the lecturer said, then they did not understand. Student H also build the class interaction by communicating to her friends, but sometimes they use Indonesian. She said, "I use Indonesian to interact to other students, and sometimes many students did not interact at all". In the discussion forum, most of students make themselves fun, but not in the lesson. Playing the phone is the mist priority. The student interaction also happened in the classroom, but only to their close friend.

Student I said, that the lecturer interaction sometimes confusing because the lecturer did not give the clear word or command. The lecturer interaction only

happened to the appropriate student where the clever is the priority. Because of this, students ignore the lecturer when she/he gives the instruction for the group discussion. the class interaction also builds with the students' communication in discussion forum. But, they use Indonesian as the main language, because none of them could speak English well. When discussing some points, many student seems busy with their own business. Because of this ignore, the student interaction in the English class did not run effectively. After interviewing student J, he said," the lecturer interaction to the whole class is not very good. Because many students did not pay attention to the lecturer. And when the lecturer talked to us, most of us were scared because we could not understand what was she/he talked about". When interacting to the whole class in commanding the group discussion, the lecturer gives the clear clues for them so that they can discuss some point of the lesson. When asked how did he build the interaction in the English class, he said that he interact with English, but it was hard for him because he is Indonesian. Sometimes, he also communicates to other student, but the close one.

Student K said, "The lecturer interaction is very good to all of classes, but there are many differences between one to the other. And the lecturer interaction is very good, it was just many students did not have bravery to interact to the lecturer". Student K also said that the interaction among students only happened in the discussion forum. Student K tries to communicate with English as much as he could, but nobody responds even only use the simple one. So that, he turned the language to Indonesian. He also said, that many students only interact to the closest one. Student L said that the lecturer interaction to the whole class

was very good, unfortunately when the lecturer started speaking English, they did not understand. She also said that that the lecturer interaction to the student was very good because the lecturer could be so friendly to all of the students. When commanding or giving the instruction for discussion, the lecturer has very good mood in teaching. So that could build the students' confident in learning English. Student L said, "I tried to communicate with English, even sometimes I use Indonesian in the end. Because English is so hard for me". In the class interaction, student L and her friends tried to speak English eve they did not know whether the tenses correct or not. But at least, they tried their best.

In the opinion of student M, she said that the lecturer interaction to the whole class was very good, unfortunately when the lecturer started speaking English, they did not understand. This is make the students did not interact very well to the lecturer. When the lecturer tried to interact to some students, most of students are not confident because the lecturer start speaking English. And they are starting freak out. In giving instruction, the lecturer was very good. But when the discussion session, many students ignore the lecturer. When asked how did she interacts in the classroom, she said, "I always want to speak English, since it was very hard for me, so I use Indonesian". She also builds the good communication, but she rarely uses English in the discussion forum. Student M said, the student interaction was not effective because many students did not interact each other.

Student N said, that the lecturer interaction was very good, but some classes that she/he entered, there are many differences in his/her interaction. She said that the lecturer interaction to the individual is very good too, but

unfortunately, many students did not brave to interact to the lecturer. In building the class interaction, student N always use Indonesian, for using English, she thinks it is not the time because it was so hard. In the class interaction, she prefers Indonesian than English, because she spoke it much easier than English did. The other student interaction to the whole class was not very good because they only communicate with the closest one.

Student O said that the class interaction sometimes did not run effectively and the lecturer interaction in leading and controlling the group discussion sometimes unfair. Because the lecturer only speaks to the clever one, not to all of them. Student O also said, "I build the class interaction with speaking as much as I can after I hearing the new word in English". Then, he also said that he tried to speak English even after 5 minutes, he turned into Indonesian. The students' interaction also only appears in the discussion forum. When the student interacts to the whole class, they sometimes tried to speak in English as much as they could. After interviewing student P, student P said that the lecturer interaction to the whole class is run very good. But some of them are understood, and some of them are did not. In explaining something, the lecturer actually is very good. But they are as a student of non-English program could not understand what the lecturer said and they ask to explain it in Indonesian. When controlling the group discussion, he thought it was not effective because there are lecturers who did not master the whole class. Student P also tries to interact to the other student by using language that he could understood in the discussion forum. In the group discussion,

student P admit that they have less interaction because they did not understand the lesson.

Student Q said that in the lecturer interaction to the whole class most of students are did not understand well, because some students are asking to the next them. So, the lecturer interaction to individual is very good. But for student Q, it is better if the lecturer interacts to all of us. Student Q answers how was the lecturer interaction in commanding or controlling the group of discussion is he thought that there are students who did not understand the whole lesson. In building the interaction, student Q sometimes use English, but mostly use Indonesian. And when the discussion forum held, most of student did not care about the discussion, and looked busy with their own business. Student R said, "The lecturer interaction to the whole class did not run so well because many of them are not understand. The lecturer interaction to the student also not run very well. Because the lecturer only interacts to the clever one". When asked how was the lecturer interaction in commanding or controlling the group discussion, student R said that the interaction was not effective because the student did not understand the lesson at all. Student R also builds the class interaction with translating the language from Indonesian into English. But mostly, they use Indonesian as the main language in the discussion forum. From one to other students, the students are discussing something and present it in front of the class.

Student S said, that the lecturer interaction is quite good, but there are students who did not pay attention to the front of the class. They looked busy with their business. Because of this, many students ignore what the lecturer about the

lesson. He also said, "The student interaction in the classroom sometimes run effectively, and sometimes did not. Because it depends on our mood, actually". When asked how did he build his own interaction to the whole class, he said that he tries to speak English as much as he could and practice it to his classmate. But whenever he could not understand the lesson, he would practice it in Indonesian. Lastly, the student interaction to the whole class is not good, because sometimes nobody wants to present the result of the discussion in front of the class. For student T, English class is so much fun. The lecturer interaction to the whole class run effectively sometimes, and most of students excite to join the class. The lecturer interaction to the individual did not looked fun, because the lecturer did not talk to all of them, but only to appropriate student, or we can say the clever one. This is what made them to be down learning English. At the first time, they build the English interaction by communicating to others by English, but then after, they came bored so they starting to communicate in Indonesian. Student T personally build his class interaction by discussing many things to his friend or lecturer.

Student U said, "I like English class, I like the lecturer, but I started to come in bore when the lecturer talks to us in English. He knows that we are not English study program, but he made us like we are English students. I love it actually, but I did not understand English at all". The lecturer interaction to the individual run effectively, because when the lecturer start talking English, we did not know what to say, so that the lecturer starts to speak in Indonesian. When commanding the group discussion, the lecturer go around the class and asking some difficulties that we found in the group. This is helped the students very much

where some of them did not understand English at all. In building the class interaction, student U discuss many things to his classmate with using Indonesian, because English still be too hard for him. After interviewing student V, she said that the lecturer interaction in English class sometimes run effectively when the students are in mood. When the class begin, most of the students are very excited, but after they start boring because the lesson or chapter that they could not understand. After breaking the ice, the lecture usually starts to interact to individual. This is the time for the lecturer to find out whether the students still remember the last lesson or not. In this part, many students start freezing when asked by the lecturer. In commanding the group discussion, the lecturer gives the clear instruction as clear as he could, so that the class could understand well and immediately discuss it for minutes. Then, student V build her interaction to the whole class or other student by discussing anything that become the object of the lesson.

Student W said, "The lecturer interaction is quite good, but sometimes many students did not care about it and make themselves busy with their own business. When the lecturer tries to interact to the individual, the student answers it shortly because they did not understand the lesson". Student W also said that when the lecturer commands the group discussion, he explain it clearly. It was just the student who did not want to join the class. In the discussion forum, student W start to interact to her friends, even they discuss it in Indonesian and present it in front of the class. After interviewing student X, the research found the answers that student X thought about the lecturer interaction is run effectively. But the student

did not make it serious, so they start to discuss many things outside the lesson. This is terrible and also when the lecturer gives the command in discussion forum, most of them are discuss other things too. So far, the lecturer interaction is very good. And student X build his class interaction with speaking English as much as he could and practice it in front of the class, if that possible to do.

B. DISCUSSION

1. The aspects of classroom interaction

From the observation at the finding, the researcher compares the result of the observation to the theory that become the base of the research, that can discuss more that Malamah Thomas as cited in Mingzhi[20] points out seven types of classroom interaction in the classroom aiming at teaching the target language. Then, the result presented one by one based on the theory above. In this discussion, based on the finding from observation, the lecturer actively building the interaction to the students. Mingzhi elaborates that "this type of classroom interaction is characterized by teacher initiation, students' response and teacher follow up pattern namely IRF exchange structure"[21]. Even though most of students did not pay attention so well to the lecturer. The lecturer sometimes also delivers some questions, and he students who could answer, ought to raise their hand and immediately answer that question. After that, the lecturer also takes them to join the class with quiz, games, etc. the method of

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[20] Malamah-Thomas, A. 1987.*Classroom interaction*.Oxford: Oxfod University Press.
[21] Ibid.p.20

this interaction are: (1) lecturer breaks the ice in the first minute, (2) started to discuss some lesson, (3) give some examples and questions.

Dagarin points out: "likewise the first type of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to 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".[22] This activity of interaction happened when the lecturer finished the explanation in front of the class. So that, the lecturer started to ask the student one by one about the main chapter that been discussed at that time. The lecturer interacts actively, while the students were not. In the college, most of lesson that been thought used a group of discussion to make the lecturer easier in assessing the student. It is also happened in the English class. In group work, students are assigned a task which involves collaboration and self-initiated language [23]. After interacting to the individual student, the lecturer began to divide some groups. And when commanding to discuss about a chapter, the lecturer actively gave the instruction clearly. But unfortunately the students seem did not understand, so that the lecturer started to give the instruction in Indonesian.

When the discussion is still running, the students absolutely discuss many things about the lesson. At the first time, they speak English. But then

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[22] Ellis, R.1990. *Classroom Interaction and It's Relation to Second Language Learning.* RELC Journal, vol.11 No.02

[23] Douglas,B.H. 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy.*San Fransisco: Longman.

after, they change the language into Indonesian. This is happened because 2 reasons, are: (1) they are not English student, so that they were not interested in speaking English continuously, and (2) because they could not speak English. So, we can say that the interaction did not run actively, or passive. The student to the whole class happened after the discussion session. One of the group member must present the result of the discussion. Of course, they nervously come to the forward and preset it with Indonesian. Brown explains that it caused by the EFL students which have a common native language[24]. In this session, the lecturer helps him/her to present it with English step by step. This one makes the class become so boring, so that we can say that the activity runs passively.

When the discussion running, the lecturer started to go around the class and visit the groups one by one to ask the students what difficulties that they found in the lesson. When this interaction happened, the students seem excited and they ask many things with using Indonesian. Based on the observation, the interaction between the lecturer and student were run actively. After finishing all the chapters, the lecturer asks the student to give the conclusion of the chapter that has been studied. Some students answer it orally, and some of them are write the conclusion in the page. This one is important because the student could know what they were learn in that week.

[24] Douglas,B.H. 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy.*San Fransisco: Longman.

2. The Types of Classroom Interaction

Besides observation, the researcher also tries to find out the data based on the interview. There are 7 questions that used to interview some students from 4 classes. Since the object of research are chosen randomly, the researcher chose 20 students from various classes. The student also answers the interview guide in various answers. Then, the researcher concludes the answers. The discussion of this interview presented by the researcher in the paragraph below:

1. How was the lecturer interaction to the whole class?

    Student A said, "The interaction between lecturer and student did not run very well". As stated from student A, that the class interaction is not run very well. But, we can find out how was the interaction run from the other answer. Like student C said, "The lecturer interaction is very good, but the student did not understand well". See? We got different answer from 2 students. Then we can conclude that the interaction between the lecturer to the student actually runs very well and actively. But, the students who are basically not the student of English study program, find some difficulties in understanding the English. So, that is why the interaction between lecturer and student did not run effectively. Active from the side of the lecture, and passive from the side of the students.

2. How was the lecturer interaction to the individual?

Student sometimes does not have confident to face the lecturer when they interact in other. This is because they are scared themselves when the lecturer asking something. Like student H said, that she thinks it was very good, but the lecturer only talked to appropriate student. And student I said, "When the lecturer talked to us, most of us were scared because we could not understand what was she/he talked about". From these arguments we can say that the lecturer actually interacts actively in the class, but the student did not have the confident to response what the lecturer said. Like student L said, "I think it was very good, but most of the students were not confident".

3. How was the lecturer interaction in commanding or controlling the group of discussion?

Before starting the class discussion, usually the lecturer gives the command or instruction to all students that has been divided into groups, in English. But, many students did not understand the instruction, so that the lecturer must speak Indonesian to make the students easier. Student G said, "Most of students ignore what the lecturer said, then, the student did not understand". This is terrible. The students ignore the lecturer interaction because sometimes the lecturer gives the instruction very fast and unfair. Just like student M said, "The lecturer interaction in leading the group discussion sometimes unfair. Because most of us did not

understand". The lecturer gives the good instruction only to those whose English is good.

4. How do you build the interaction in the English class?

    In building interaction in the English class, of course not easy for them whose basic is not English. Therefore, mostly student just keep in their silence. There are also students that tried their best to interact each other as much as possible. Like student B said, that she always communicates some chapters, but she uses the Indonesian, because there are many English words are too difficult for her. Indeed, English is very important and difficult to them. There is also student D who said, "With speaking as much as I can after hearing the new word in English, I can build the interaction in the English class". Therefore, the interaction in the English class run very well in Indonesian language.

5. How do you interact to the other student in the English class?

    In the discussion session, students must have any conversation and interaction to the other. In the English class, the discussion actually must use English. Because the students did not understand English, so they started to discuss with using Indonesian. Just like student F said, "We use the language that we understood in the discussion". No matter how hard the lecturer asks them to use English, but they still using Indonesian. Student G said that he uses Indonesian, and sometimes many students did not communicate to each other. They did not

communicate each other because they think that English is not interesting. So they choose to be quite as long as the lesson running.

6. How does student interact to the group or other student?

When interacting to the group, there must be a leader of group. Usually, the leader seems more active than the other. It is also many students ignore the discussion and did not want to join the class discussion. Many students also did not join the discussion very well because they are not interested. Student U said, "The student interaction comes in discussion". When the discussion session held, that is the time the student interacted each other. So, most of student interacted in this discussion session.

7. How does student interact to the whole class?

After finishing the discussion session, usually one of the group member present the result in front of the class. In this session, English is very hard for them. Like student E said, "We interact by Indonesian. Because English is very hard for us". In this part, the lecturer presence is very important to help them in improving their confidence. Student D also said that she is Interacting with trying to speak in English. We can also conclude that even though they are could not speak English, but they tried very hard to practice and to present in front of the class.

After describing the whole result of research, it can be seen that the whole activity interaction in the English class found in the English non-study program. The

seven types of classroom interaction by Malamah Thomas & Mingzhi as cited in page 27, are found in the 2nd semester of PAI Institute Agama Islam Negeri Curup. The researcher found that:

1. The first activity of English class is building the interaction between lecturer and students where the lecturer firstly opened the class with interacting to the whole class.

2. After that, the lecturer started to ask the student individually and they automatically responded the lecturer dialog.

3. The lecturer then divides them into some groups to discuss the lesson, and gave the command and instructions to the group.

4. So, the student began to discuss to their classmates and here is where the interaction between student to student happened.

5. Next, the student sometimes asked about the difficulty that she/he found in the discussion, and that was where the interaction between student to a group.

6. The students also built the interaction to the classmate individually when they want to discuss something about lesson.

7. The last, one of the group member presents the result of discussion in front of the class. This is where the interaction of student to the whole class happened.

After doing the observation, the researcher continued to find the data from interview to the students of 2nd grade of PAI study program. The final conclusion of the research can be found in the next chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description in the previous chapter, the researcher has conclusion and suggestion as follows:

A. Conclusion

The research of The Classroom Interaction in Learning English at Second Semester Students of Islamic Study Program in IAIN Curup taken at second grade of PAI Program. The class interaction which held in the English class based on the finding and discussion in chapter IV run effectively. But, many students who did not understand English fell that the interaction did not run very well. In fact, it was run very well from the side of the lecturer, and did not run very well from the side of students.

We can conclude, that the students and lecturer interaction in the English class sometimes runs very well, and sometimes did not run very well. The result of interview and observation checklist can be found in the appendix.

B. Suggestion

The research Classroom Interaction in Learning English at Second Semester Students of Islamic Study Program in IAIN Curup must be expanded in education process especially in college student non English study program.

It must be expanded in that non English study program to make the whole students can be master

English even though they real study program come from various programs. For the lecturer or teacher, it is better to set the class better than yesterday, and build the students' confident in mastering English step by step.

For the research, the next research that will make this as a guide, must be investigate more about the dominant type of classroom interaction in the English class. It can be taken in the college and high school. It is very important because can be some references for English teacher.

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APENDIX

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor : &y/ /In.34/FT/PP.00.9/03/2019

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan Pertama	:	1.	Paidi Gusmuliana, M.Pd	19840817 201503 1 004
		2.	Eka Apriani, M.Pd	19900407 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Lubis Saputra
N I M	:	15551023
JUDUL SKRIPSI	:	The Students Participation in Learning English (Study Case at Non English Program of Tarbiyah Faculty).

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 25 Maret 2019
Dekan

Nurmal

Nomor	: 947 /In.34/FT/PP.00.9/08/2019	
Lampiran	: Proposal Dan Instrumen	07 Agustus 2019
Hal	: Permohonan Izin Penelitian	

Yth. Rektor IAIN Curup
Kabupaten Rejang Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama	: Lubis Saputra
NIM	: 15551023
Fakultas / Prodi	: Tarbiyah / Tadris Bahasa Inggris (TBI)
Judul Skripsi	: An Analysis Of Classroom Interaction In Learning English.
	(At Second Semester Student Of Islamic Study Program In IAIN Curup)
Waktu Penelitian	: 07 Agustus s.d 07 November 2019
Tempat Penelitian	: IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

An. Dekan
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : Disampaikan Yth ;
1. Rektor
2. Warek I
3. Ka. Biro AUAK

OBSERVATION

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : LUBIS SAPUTRA
NIM : 15551043
FAKULTAS/ JURUSAN : TARBIYAH / PBI
PEMBIMBING I : Paidi Gusmuliana, M.Pd
PEMBIMBING II : Eka Apriani, M.Pd
JUDUL SKRIPSI : An Analysis of Classroom Interaction in
Learning English at Second Semester
Students of Islamic Study program
In IAIN Curup.

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

Pembimbing I

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23/07/2019	Bab I (Background)		
2	23/07/2019	Bab I - II (Fenomena)		
3	07/08/2019	Bab II		
4	17/08/2019	Bab III (interview and observation)		
5	22/08/2019	Bab III (Penelitian)		
6	24/08/2019	Bab IV - V		
7	02/09/2019	Bab IV - V		
8	05/09/2019	Bab IV - V ACC		

Pembimbing II

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	20/07/2019	Bab I (Background)		
2	27/07/2019	Bab I - II		
3	07/08/2019	Bab II		
4	17/08/2019	Bab III (Penelitian)		
5	21/08/2019	Bab III		
6	22/08/2019	Bab IV - V		
7	24/08/2019	Bab IV - V		
8	29/08/2019	Bab IV - V ACC		

BIOGRAPHY

The author named Lubis Saputra was born on February 25, 1996 in Durian Mas village, Kotapadang District, Rejang Lebong Regency, Bengkulu Province. The son of a married couple, Mr. Irwantomi and Mrs. Asmara Dewi, the first child of 4 siblings. In 2009 Graduated Durian Mas 55 Primary School, 2012 Graduated Durian Mas 02 Middle School, 2015 Graduated 01 Kotapadang Public High School. In 2015 the author went to college at IAIN Curup, God willing, this year led the writer to get a Bachelor's degree one.

Thus the author's life history for mere to be known.

Thank you

Wasalam